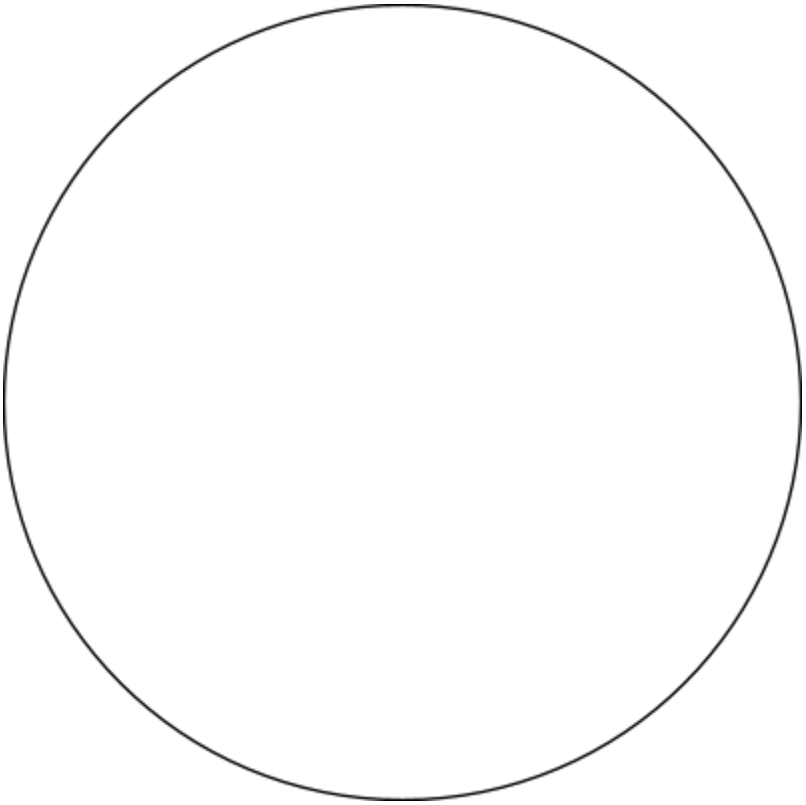


This booklet belongs to

_____

Things you need for Monday

Activity	You will need
Most Activities	a workbook, pencils.
Care and Connect	A piece of string, rope or material.
Maths Activities	0-9 dice or playing cards or numeral cards, gameboard (attached), paperclip, counters (two different colours)
Physical Activity - Foot Skills and Dribbling	soccer ball, netball or similar-sized ball

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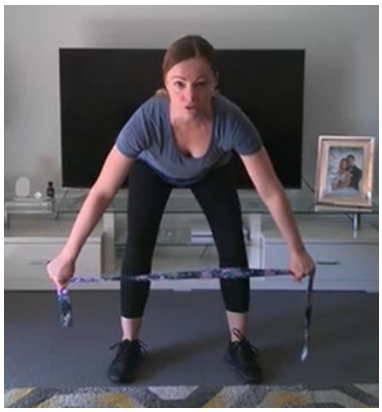
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During the day make sure you take time to

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

Care and connect – Weightlifting



Imagine you are in a weightlifter competition. Put string or material on the ground in front of you, spread out in a straight line. Stand with your feet apart and bend down so you can grab the material or string between your hands, around a shoulder length apart. Hold it tight and pull yourself up straight, bending at the waist. When you stand, breath in. Hold this pose with the material nice and tight, resting it around your thigh height. Now breath out. Bend, at the waist, still holding your material tightly, shoulder length apart. Breath in as you stand.

This time when you stand pull the material above your head, like a weightlifter at the Olympics. Give a shout of triumph as you do. Lower the material as you breath out.

Brain break - Let's recharge!



Move some ping pong balls or other light objects from one container to another. For an added challenge, why not put the containers across the room. How many can you do in a minute?

Physical activity - Foot Skills and Dribbling

- See Physical activity section

English – Activity 1 – Ideal pet



Susan Schmitz | Shutterstock

We're now going to think about our ideal pet. If you could have any animal at all as a pet, what would you like?

Think of why you want this animal. Think of three reasons why you want this animal.

Here is an example

My ideal pet is a chicken. Now I know that sounds like a pretty boring ideal pet, but here are my three reasons:

Reason 1: chickens eat all of the scraps so I wouldn't have to throw out my leftover vegetables, fruit or bread. My chickens would eat that.

Reason 2: the chickens give me eggs and I love eggs! I use so many eggs in cooking and on toast so they will make me an ideal pet to give my eggs.

Lastly, my third reason why I would love a chicken is I don't need to take them for a walk. They are really easy to look after. I would just let them out during the day, they would peck the grass - so I wouldn't have to mow the grass as much - and I don't need to walk them!

So they're my 3 reasons for wanting a pet chicken.

Your job is to go and find someone in your family and you are going to tell them what pet you would like and your 3 reasons why you would like this pet.

English – Activity 2– It's Storytime!

Read 'The Most Boring Street in the World'.

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Issue 4, 2020

The Most Boring Street in the World

story by Bill Nagelkerke, illustrated by Tohby Riddle

The School Magazine

The Most Boring Street in the World
story by Bill Nagelkerke , illustrated by Tohby Riddle

AUSTIN STOOD BY his front gate.

He looked one way. Then he looked the other. ‘This has to be the most boring street in the world,’ he muttered to himself.

A voice at his shoulder surprised him by saying: ‘No, it isn’t!’

The voice belonged to a girl. ‘I’m Jade,’ she said. ‘I live two houses down. I saw you when you moved in last weekend. What you said isn’t true, you know. We live on a very interesting street.’

‘Yeah, right!’ said Austin. ‘It’s nowhere near a mall. It’s not on a bus route. There’s no skate park. And everything’s old. What’s there to do? A great big fat nothing. BORING!’

Jade looked at him. ‘Come with me to the end of our street,’ she said. ‘I might be able to change your mind.’

‘Not likely,’ said Austin.

But he had nothing better to do, so he followed Jade anyway. Two houses down he saw a parked car with a trailer attached. Big letters on the back of the trailer said: DIG THIS! GARDENING SERVICES.

‘My mum looks after other

people’s gardens,’ Jade explained.

The end of their street joined up with more streets.

‘Well?’ said Austin. ‘What’s there to see?’

‘Look up there,’ Jade told him.

Austin looked up. The sky was blue. Clouds drifted overhead. Everything was exactly the same as it had been all during the long summer holidays.

‘No, not up as high as that,’ said Jade. ‘There.’

‘There’ was a lamppost with signs of the street names attached.

‘I don’t get it,’ said Austin.

‘Our street is called Meteor Street,’ Jade said.

‘So?’

‘Some people say The Meteor was the name of a ship,’ Jade continued. ‘But not just any old ship.’

She paused. Austin took the bait.

‘What sort of ship was it then?’

Jade lowered her voice so Austin had to bend forward to hear her reply.

‘Some people say it was a pirate ship.’

‘Oh,’ said Austin, showing a glimmer of interest. ‘For real?’

‘That’s what some people say. Now, what’s the name of that street?’

Austin read the sign. ‘Skeleton Bay Road.’

Jade nodded. ‘Exactly. That road goes all the way to Skeleton Bay. Some people say The Meteor was scuttled in the bay.’

‘Scuttled?’ asked Austin.

‘Sunk,’ said Jade. ‘By its pirate crew. Some people say the crew mutinied because their captain went back on his word to share out the stolen treasure.’

‘Treasure?’ said Austin.

‘Gold coins, precious stones, necklaces, rings. All sorts.’

‘And it’s still there?’ said Austin, excitement creeping into his voice. ‘In Skeleton Bay?’

Jade shook her head. ‘Way better than that,’ she said. ‘Only the old bones of the ship are still in the bay. Whenever there’s a storm at sea, some people say you can hear the timbers of The Meteor rattling and groaning, like the voices of ghosts. You see, the story goes that when the crew came to demand their share of the treasure, they discovered the captain had escaped ashore in the longboat, taking the treasure with him. They scuttled his ship in revenge.’

‘But what happened to the treasure?’ asked Austin. ‘Did the captain get away with it, or did his crew track him down?’

Jade pointed to another street sign. ‘What does that one say?’

‘Sunset Way,’ Austin read.

‘And what colour is a sunset?’ asked Jade.

‘Gold,’ said Austin, thinking about it. ‘Or sometimes red. Sometimes orange as well. Lots of colours.’

‘The colours of treasure,’ said Jade. ‘Some people say that the captain buried it along Sunset Way.’

‘But only old people live on that street,’ Austin said. ‘I’ve seen them.’

‘They do now,’ Jade agreed. ‘But back in those days there was no street there at all.

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The captain meant to come back for the treasure, but …'

At this point, Jade paused dramatically.

'His crew did track him down,' Austin finished.

Jade didn't say a word. She didn't need to.

'Did anyone ever find the treasure?' Austin asked.

'Don't talk so loudly,' Jade said. 'We don't want the whole world to hear. Some people say it would have been found years ago, but no-one knows for sure. It might still be here. Every chance I get, I dig and I dig. But nobody really wants you to leave holes all over their garden, so I have to pretend I'm grubbing out weeds. It takes forever, and I can only treasure-hunt in the holidays.'

'I guess I could help you,' said Austin. 'But we'd have to split any treasure we find, fifty-fifty.'

Jade nodded. 'I'm cool with that,' she said.

'When shall we start?' asked Austin.

'Tomorrow, if you like.'

'You're on,' said Austin.

They went back up Meteor Street together.

'See you tomorrow then,' Jade said, as she went up her driveway.

'I can't wait!' Austin replied.

* * *

Jade's mum met her at the door.

'Was that the new boy?' she asked.

'His name's Austin,' said Jade. 'I think we might be friends.'

'Nice one,' said Jade's mum. 'It's been pretty dull for you on the street with no other kids your age around.'

'He thought our street was the most boring street in the world,' Jade explained. 'So I told him the story behind the street names.'

'Which story?' asked Jade's mum. 'The one about the captain's treasure, or the dinosaur bone discovery, or the UFO sighting?'

'The captain's treasure, of course,' said Jade. 'That's the best of the lot. But I might tell him the others if he ever gets bored again. After all, any one of them could be true. Not even the old people on Sunset Way know for sure.'

'Hmm,' said Jade's mum.

'We're going to meet up again tomorrow,' Jade said.

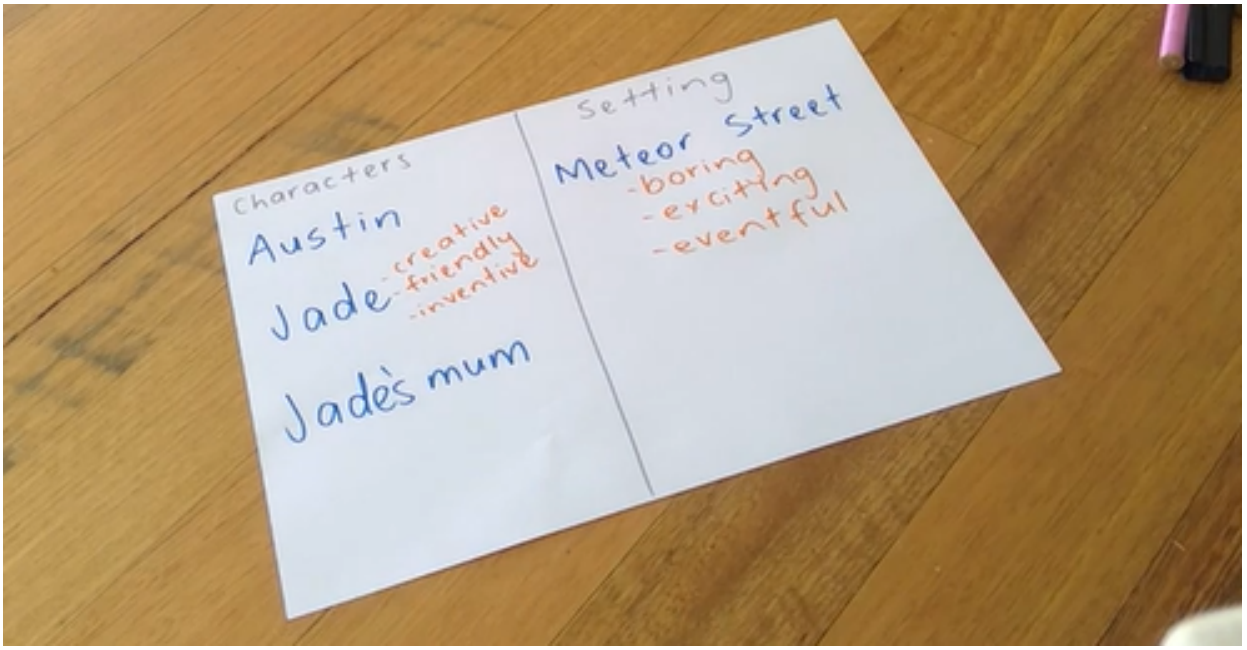
'I'm paying you to help tidy Mrs Domanski's garden tomorrow,' Jade's mum reminded her.

'I haven't forgotten,' said Jade. 'Austin's going to come along and do some digging too. And we've agreed to split the treasure—my pay, I mean—fifty-fifty.'

***

‘The Most Boring Street in the World’

- Characters and setting



On a blank piece of paper, turn the paper landscape and draw a line down the middle. On one side write ‘Characters’ and on the other write ‘Setting’.

List and draw the characters and setting from the story under the right heading.

Add adjectives to the characters and setting using a different colour pen or pencil. Remember that adjectives are describing words.

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Literacy – Activity 3 – Dinosaur party story

This week we are going to write a narrative about a dinosaur party. Let's get started!



Photo by Joyce Adams on Unsplash

Look carefully at the picture. What clues tell you it is a party?

- They are wearing party hats.
- You can see a slice of cake.

Today's planning is to think about:

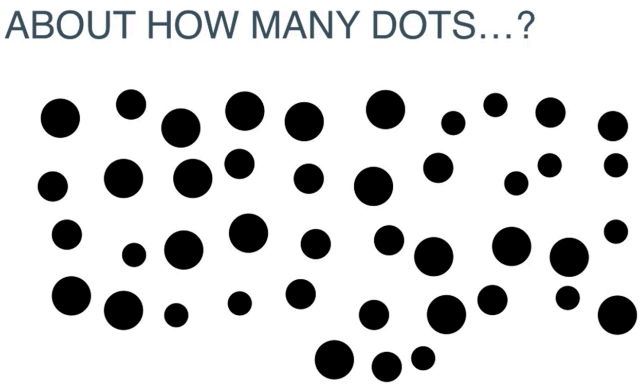
- Who will be in your story? Will there be other characters? Other animals? People?
- Where will it take place? A school, a cave? Will there be more than one setting? What time of day will the story take place?

In your workbook:

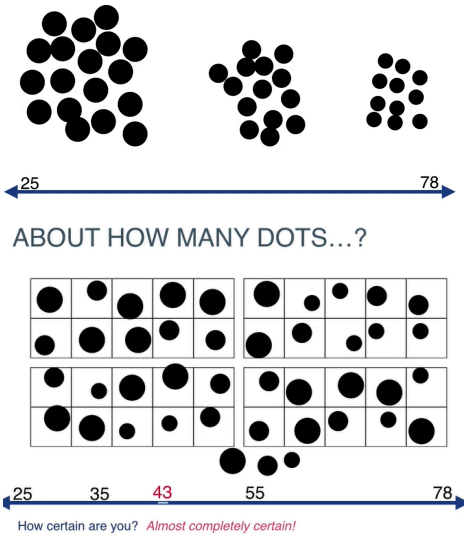
- Draw and label the people or animals that are going to be in your story. These are the characters.
- Draw and label all of the different places where the story is going to take place. This is the setting.

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Mathematics – Activity 1 – Let's talk!



This activity works best with the video, if you don't have a video, try this activity below.



Ask someone to help you with this activity. Have them grab a collection of counters or other items around the same size.

Get them to hide their collection behind a book or other object so you can't see them.

Let them show it to you quickly, for around 2 or 3 seconds and have a guess on how many items there could be. Was it tricky when they are in a big pile?

Have the person, with the same number of items rearrange them in some kind of order. Have them show the collection to you again for another 2 or 3 seconds. Was this easier?

Get them to try and put them in a grouping that will get you to guess the number quickly.

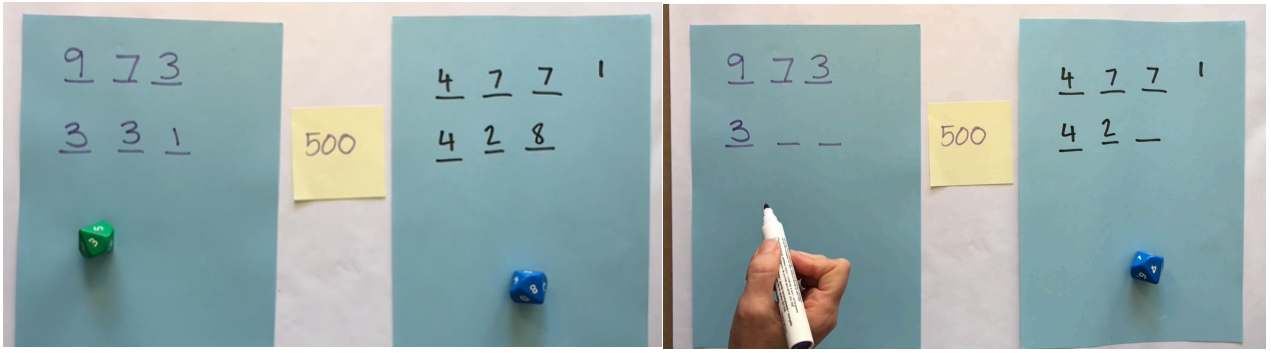
- Did they use a strategy to help you?
- Did they group them in groups?
- Did they use a familiar pattern for you?

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Mathematics – Activity 2 – Hit it!

You will need:

- pencils
- your workbook
- 0-9 dice or playing card A-9 or numeral cards.



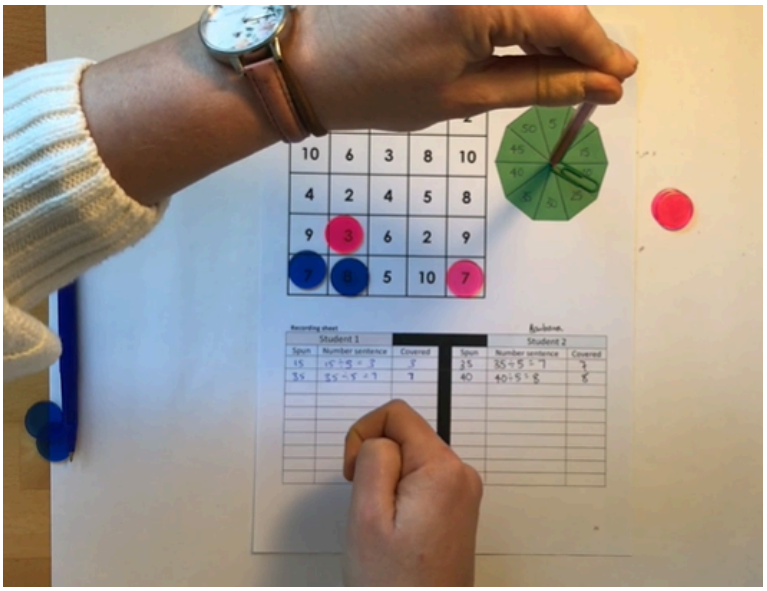
This is a two-player game.

- You need to come up with a target number, which is the same number for both of you. It needs to be a multiple of 100 (for example 200 or 500).
- Each player, on their own piece of paper, put three dashes (_ _ _). This is where they will write their numbers.
- Player one will roll their dice and think which one of the dash's to put their number into. The goal is to get as close to the target number as possible. If I roll a 7 I can put it as 7_ _ so 7 hundreds or _ 7 _ for 7 tens or _ _ 7 for 7 ones.
- Keep rolling, filling in your dashes till you and your partner have a three-digit number. Explain to your partner how close you are. Whoever is closest wins.
- Play again with the same target number or maybe try a bigger number (still a multiple of 100) but with four digits like 5000 and 4 dashes.

Mathematics – Activity 3 – Factors fun

You will need:

- 3 pencils
- your workbook
- a game board
- a paper clip
- 4-6 counters of one colour and 4-6 counters of another colour.



This is a two-player game.

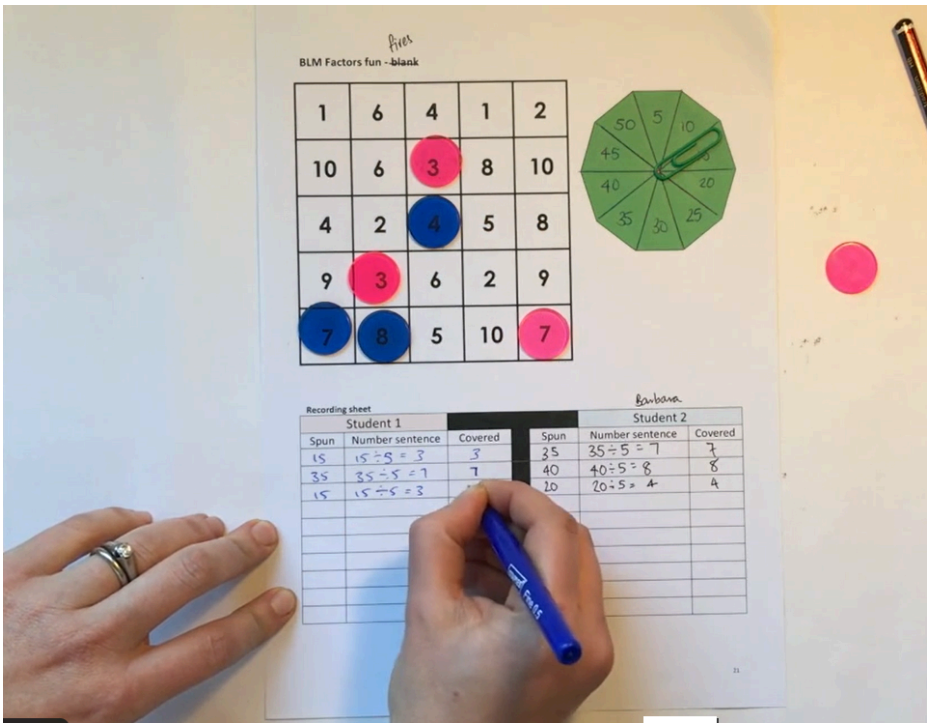
Choose one of the attached sheets, either 3s, 4s, 5s, 6s or you can create your own on the blank sheet.

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With your pencil and a paperclip make a spinner with the outline on the top right of your sheet. To do that, put the paperclip in the middle of the outline and the point of the pencil between it and the centre of the outline. You should be able to flick the paper clip so it spins around the pencil and lands on a number.

Player one spins and writes the number they have spun in the spun column. They then will create a number sentence with the number up the top. For example, if I am using the 5s game and I spin and land on the 15, my number sentence will be 15 divided by 5 is 3. I will then cover the 3 on the game board with my counter. It is then player twos turn.

A player wins if they get four in a row, up, down, diagonal or if they make a square with their counters.



PDHPE– Activity 1 – Foot Skills and Dribbling

Get Active @ Home – Foot Skills and Passing

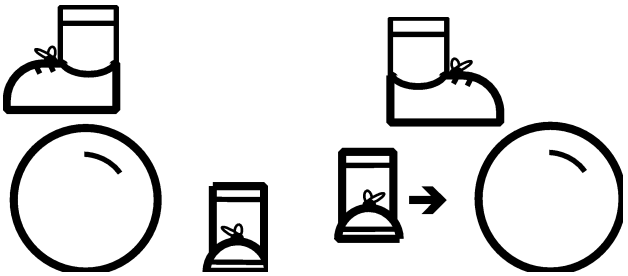
- soccer ball, netball or similar-sized ball
- 2 field markers or shoes.

1. Running on the spot, keep your knees high!
2. Sole tap.

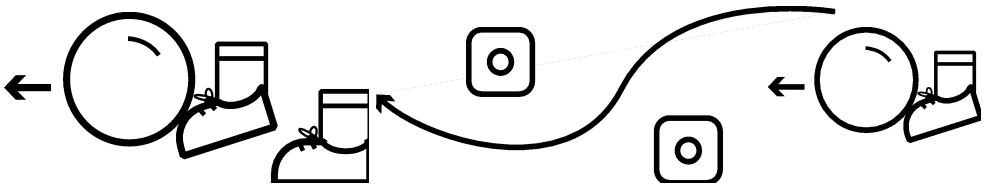
   Tap the top of the ball with the bottom of your foot. Swing your arms as.



3. Roll the ball side to side with your foot, left and right.



4. Practise dribbling the ball using the laces part of your shoe to tap the ball along. Use small taps for control.



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Creative arts– Activity 1 – Music or Drama

Today in creative arts, you're going to get to choose between a music activity and a drama activity.

Option 1 - Music



Last lesson we explored the musical concepts of pitch, duration, dynamics, tone colour and structure.

Next, listen to Rubbish Rap using the QR code. Can you keep the beat by patting your knees, clapping or clicking as you listen?

Body percussion is one form of accompaniment. You're going to experiment with another form today called ostinato. You can watch the video and follow along with the activities.

If you can't watch the video, an ostinato is a repeated pattern, for example saying, "Ohh, ahh rubbish rap" over and over. Can you perform your ostinato for some family members at home?



Option 2- Drama– Mime and movement

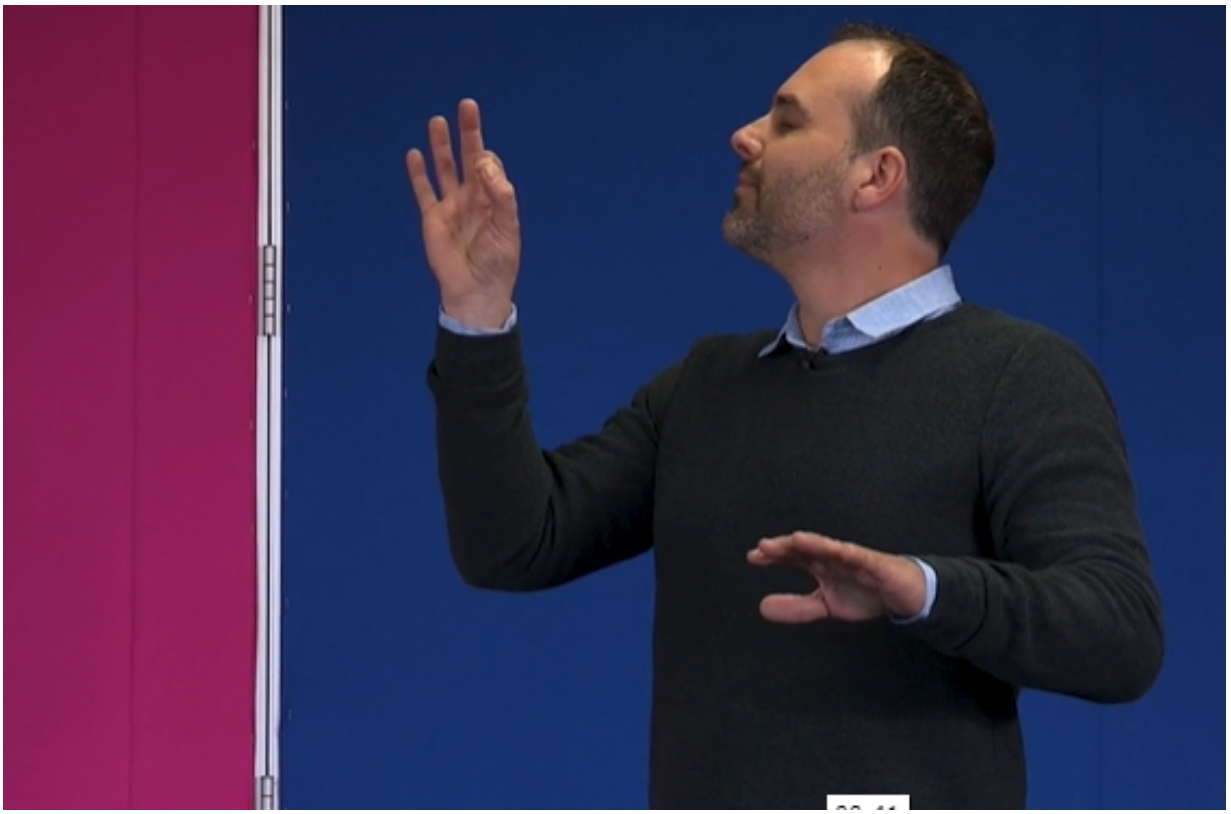
Your second option is your drama lesson and in drama we are going to look at mime. You can watch this video explaining what mime and movement is.

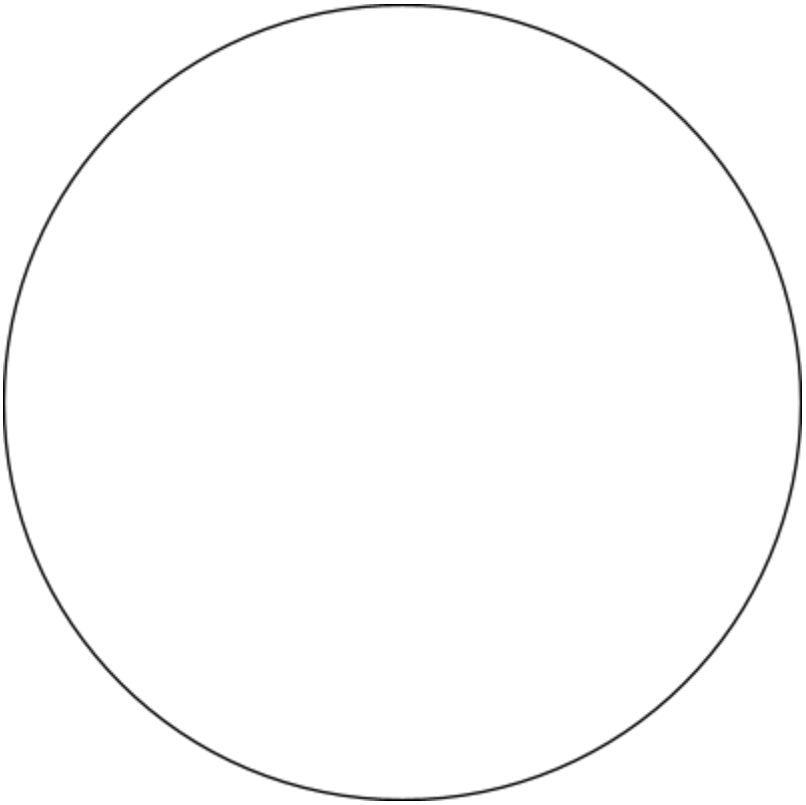
If you can’t watch the video, mime and movement involves communication through gestures and actions without speaking.

Can you mime an action to someone at home and see if they can guess what you were doing? How did they know?

You might like to go and play a game of charades with someone in your family. Have fun.

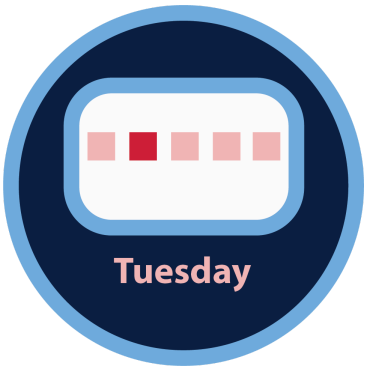
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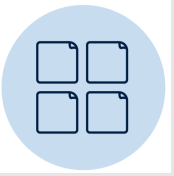


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Things you need for Tuesday

Activity	You will need
Most Activities	 a workbook,  pencils.
Maths Activity	 paper squares ,  scissors

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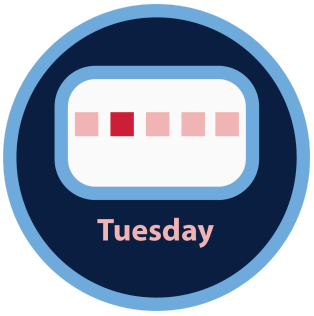
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During the day make sure you take time to

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

Care and connect – Butterfly Breathing



Hook your fingers together to make the butterfly shape with your hands. Curl your hands in to closed fists but keep your fingers hooked.

Take a big breath in and open your hands up wide.

Curl your hands again when your breath out.

Do that five (5) times and see how that makes you feel.

Brain break – Garden shadows



Go find an item, preferably a plant or leaf. Can you see any shadow it creates on the ground? Make sure you select something that you want to draw.

Create a shadow on your paper by putting the flower between the sun and the paper, draw over the outline with a pencil.

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English – Activity 1 – Mr Fox- Character



OpenClipart-Vectors from Pixabay

Have a good look at Mr Fox.

Have a think about Mr Fox's character traits,
they are the things on the inside that make him who he is. Is he greedy? Is he friendly? Is he patient?

Show this picture to someone in your family and tell them what type of Character Mr Fox is.

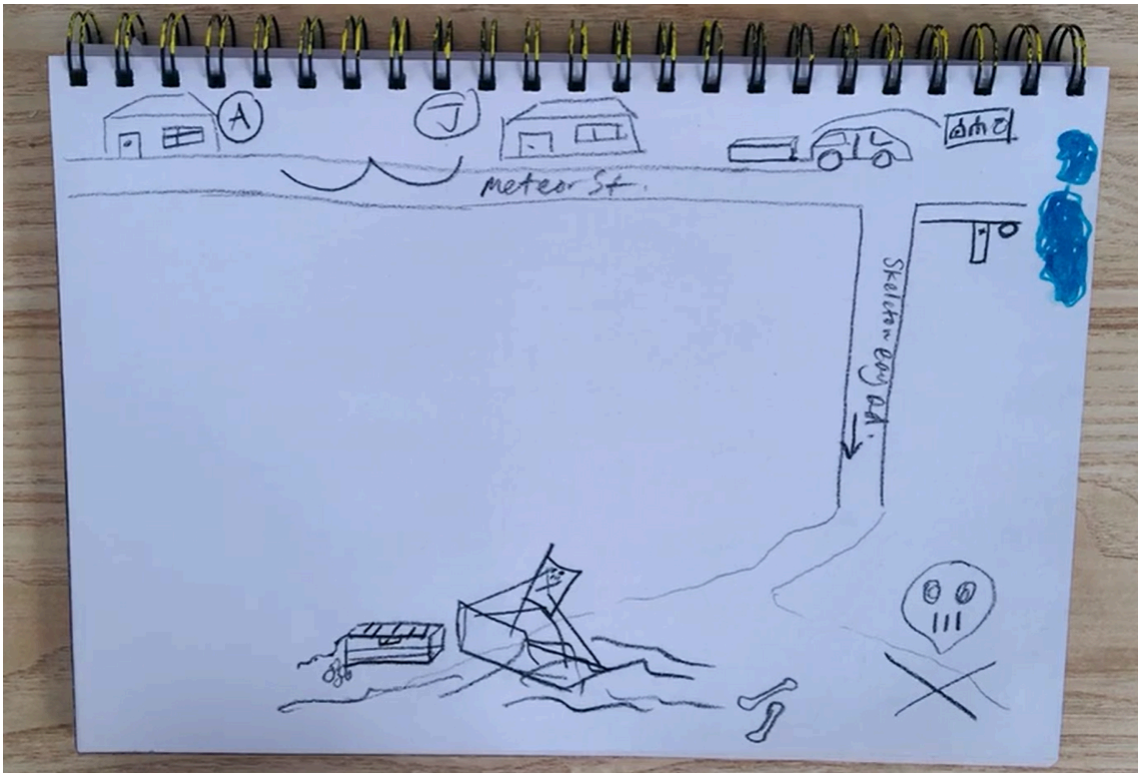
When you have described Mr Fox to that person, you might want to think about:

- What events do you think happen in the story that Mr Fox is in?
- What does Mr Fox get involved with?
- What do you think Mr Fox would be doing in the story that he is in?

English – Activity 2– It's Storytime!

Read 'The Most Boring Street in the World' from yesterday.

While you are reading, try to visualise what the street looks like.



When you have finished reading, we are going to draw and label Meteor street, based on what we have read in the story.

Think about the houses, businesses, cars and street names.

Don’t forget to add labels of places or streets that you read about in the story.

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Literacy – Activity 3 – Dinosaur party story

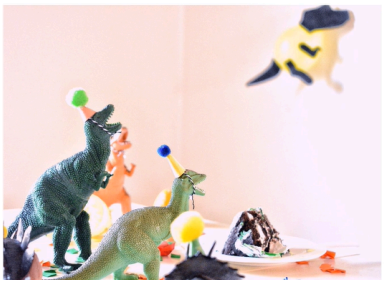


Photo by Joyce Adams on Unsplash

Who, What, When, Where, Why, How

Yesterday you started to plan your story about a dinosaur party.

Today we are going to order our plans to help us with our writing.

Complete a WWWWWH (who, what, when, where, why, how) chart to help organise your ideas about the dinosaur party. In your workbook, you are going to draw a table like the one below and fill in your details in the correct headings.

WWWWWH chart — **Topic: Dinosaury party**

Who?	All toy dinosaurs
What?	Come to life and eat the party food
When?	During the birthday party
Where?	Billy's house
Why?	The animals hate pretending to always be a toy and they are hungry
How?	When the party hat is placed on their head

Above is an example plan for a story about a dinosaur party.

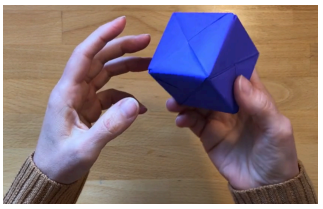
Mathematics – Activity 1 – Origami cube

Optional activity

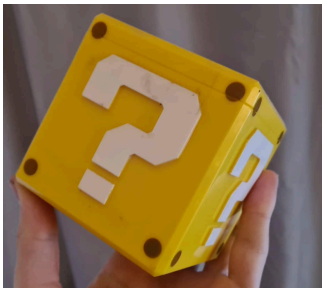
You will need:

- 6 paper squares.

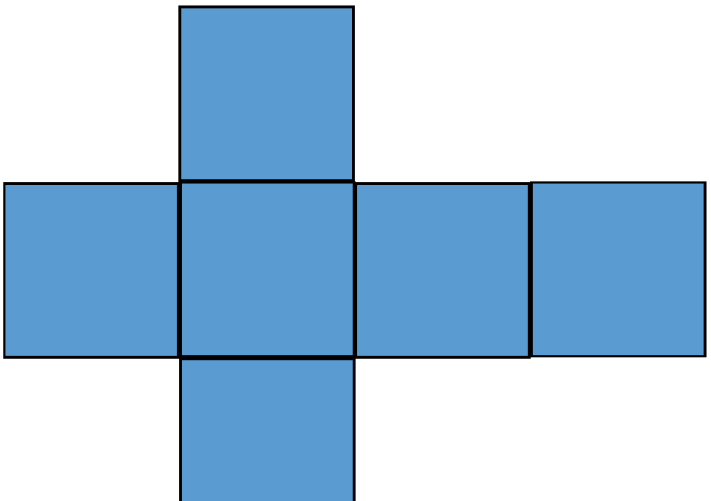
We are going to use a cube in our second Mathematics activity today. To get your cube you can use one of the following ways.



- You can watch the instructional video using the QR code to make your Cube using bits of coloured paper.



- You can find a different instructional guide on the internet to create your coloured cube.
- Use our sample net attached to fold and stick together a cube.
- Find a small object around the house that is a cube shape and not too big.



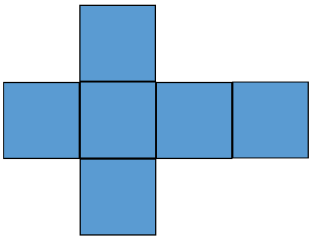
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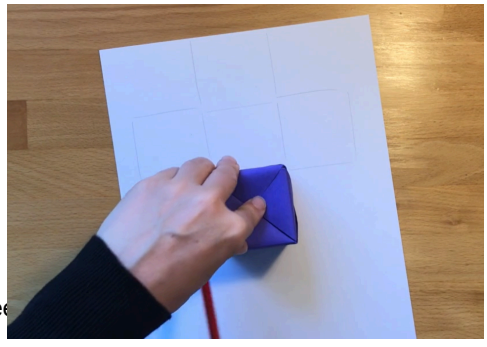
Mathematics – Activity 2 – Net Exploration

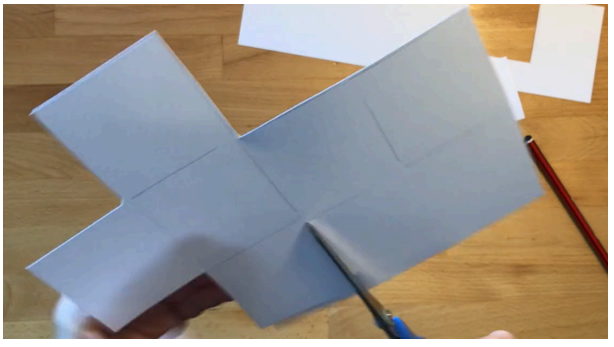
You will need:

- pencils
- paper
- scissors
- your origami cube from the previous lesson.

Put the cube on the paper and trace around it. Roll it over so it is now on one of its other faces, trace around it again. The two faces should be connected in your drawing. Keep going until you have drawn on all six faces. You have created a net for a cube, like this one.

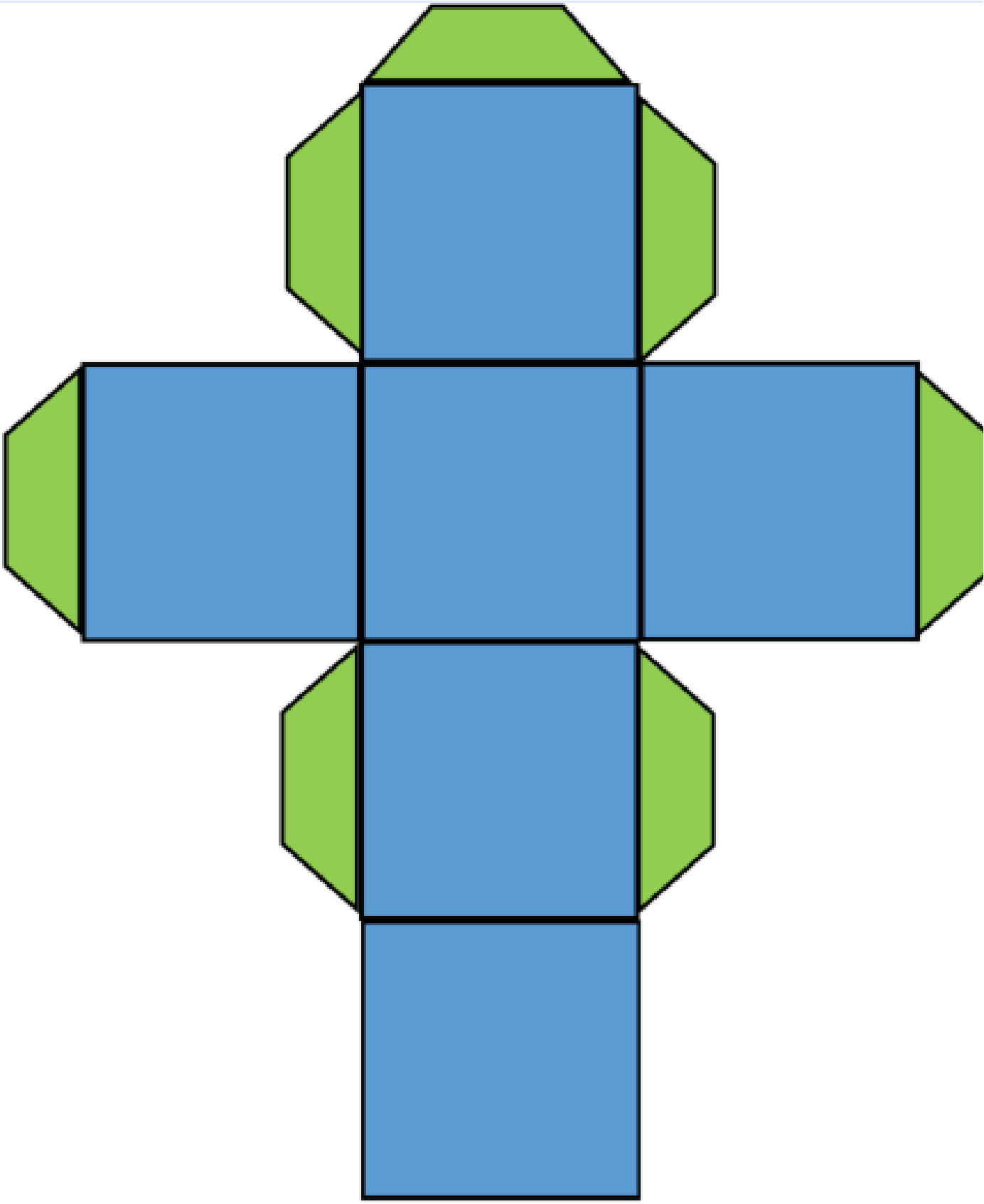






Use the cube that you have just made to explore and make 10 other nets.

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Mathematics – Activity 3 – counting game

Counting game 100

You will need:

- pencils
- your workbook.

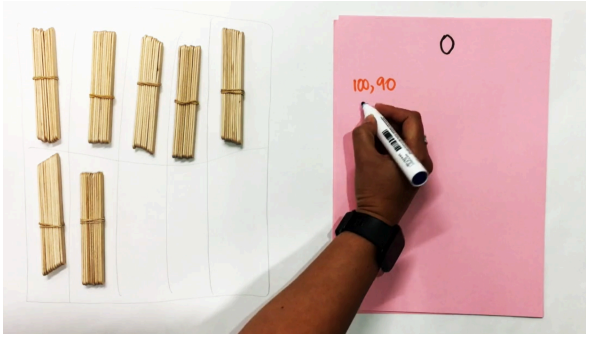
This is a two-player game.

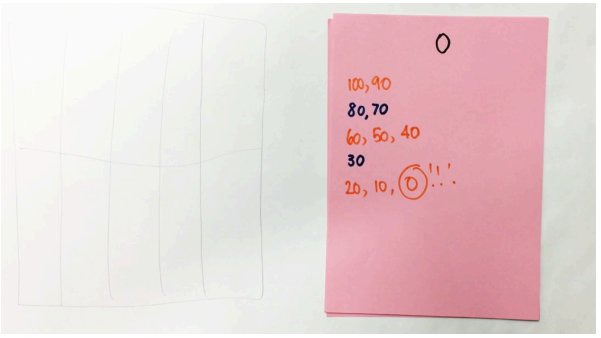
Optional- Paddle pop sticks or pencils to help you count. Put the sticks into bundles of 10.

Starting at 110, player one can take away 1, 2 or 3 groups of 10 or bundles of 10 if using paddle pop sticks. Record the new number. Player two can the take away 1, 2 or 3 groups of 10 or bundles. Recording their new number with a different colour pen.

The player who gets to 0, wins!

For an added challenge, try starting at a larger number.





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After playing 'Counting game 100':

What did you notice about playing the game by counting backwards? Did it make your brain work harder or was it less difficult?

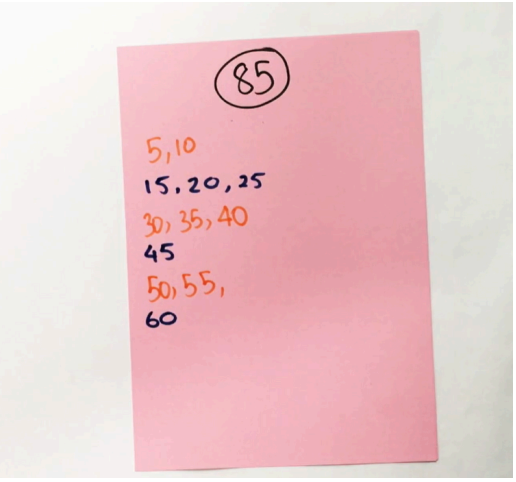
Did you work out a way to play this game so that you didn't lose? What was your strategy? Did it work?

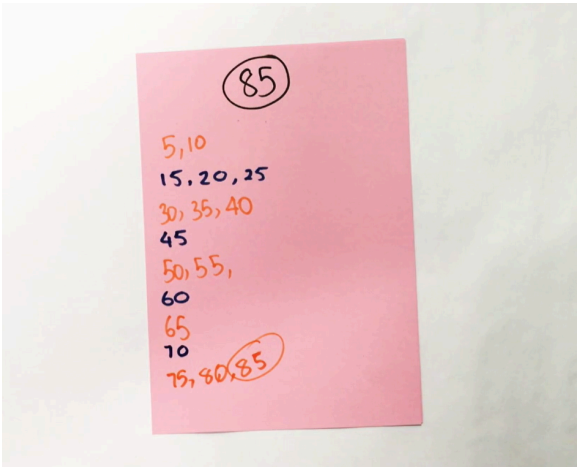
Counting game 85

Starting at 0, player one can add groups of five (5), recording the numbers as the go. They can add 1, 2 or 3 groups of 5. Record the new number. Player two can then add 1, 2 or 3 groups of 5. Recording their new number with a different colour pen.

The player who gets to 85, Wins!

For an added challenge, try aiming for a larger number.

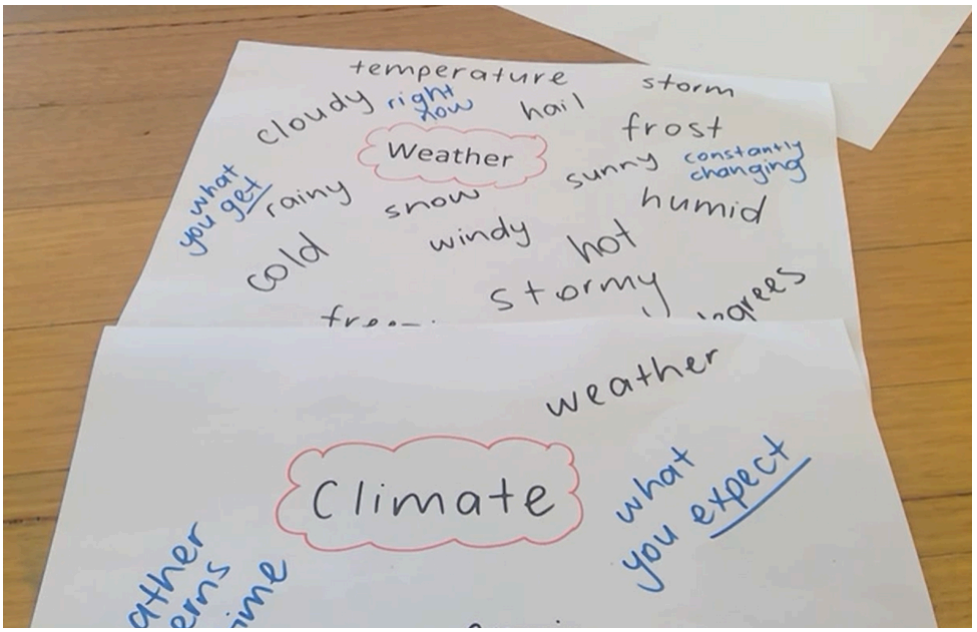




After playing 'Counting game 85':

Is there a way to play this game so that you never lose?

Geography – Activity 1 – Weather and Climate



Write or draw everything you know about the weather.

Write or draw everything you know about climate.

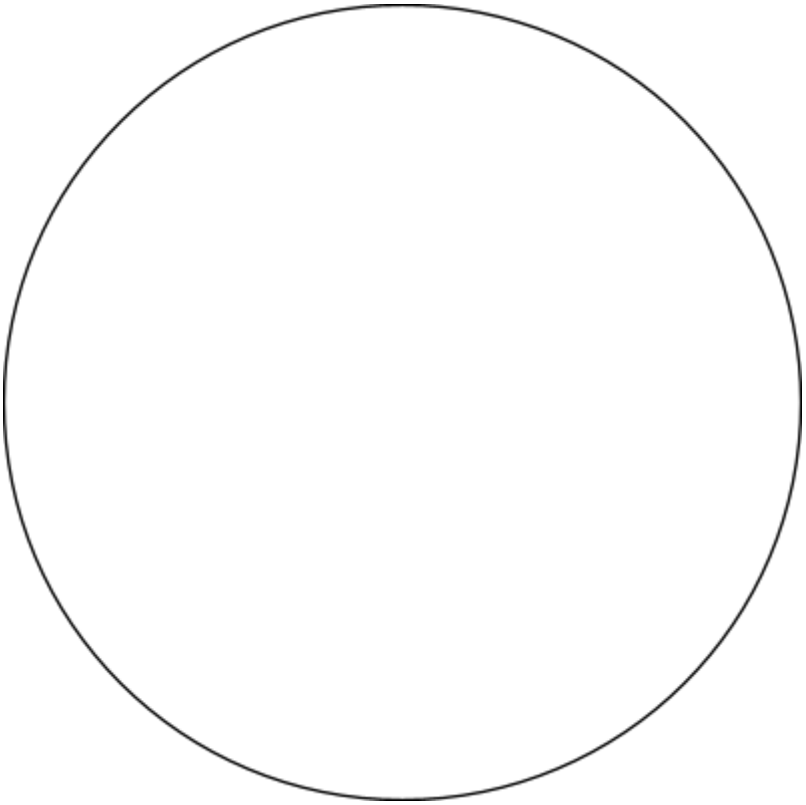
Optional- Watch the video and add more information to your notes on weather and climate.

Explain how the weather contributes to the climate of a place.

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For those who like a challenge!

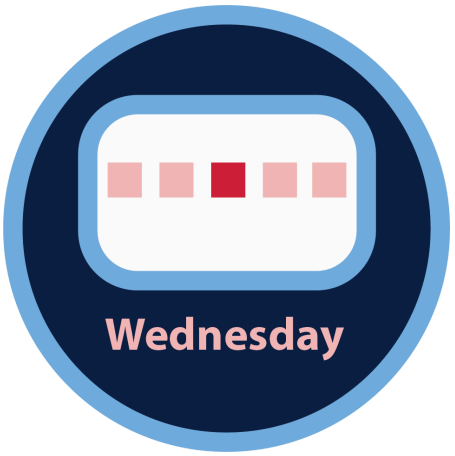
Research climate maps online and compare the climate in different places.



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Things you need

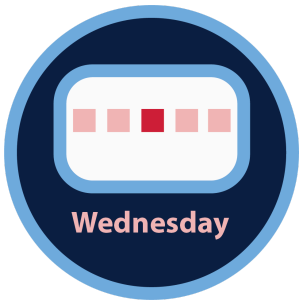
Activity	You will need
Most Activities	a workbook, pencils.
Maths Activity	a collection of objects sticky notes 0-9 cards, dice or spinner
Physical Activity- Throwing Challenge	soft objects that are safe to throw (e.g. socks or soft toys) bucket or basket

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During the day make sure you take time to

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

Care and connect



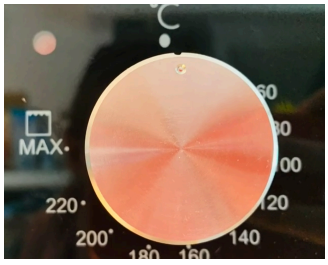
Taking your worry for a walk

We are going to learn to be in charge of our worries. Sometimes our worries can bother us, but today we are going to become friends with our worries.

Think about one of your worries. Think hard. Now imagine that your worry is an animal you have always wanted to have, a dog or a cat. Give it a name. Imagine you are putting a leash on your animal. Take it for a walk around the room. Feel good about this. Imagine you're putting a leash on your worry animal and get up and walk around the room for a minute. Feel good about this! You're in charge of your worry animal and it is doing what you tell it. Is your worry animal being good on the leash? Give it a pat! Is it pulling a bit too hard? Tell it to heel.

The more in charge of your worry animal you feel, the stronger and braver you are. Great job. You can take your worries for a walk any time. After all, you are the boss.

Brain break – Number Hunt



Hunt around your house to see how many things you can find that have numbers on

them. See how many different things you can find.

Physical activity – Throwing Challenge

Today you are going to set up a throwing challenge

Examples of items to throw.



Examples of items to use as a target.



To set up your space:

- Find several soft objects that are safe to throw (e.g. socks or soft toys).
- Create 3 targets that you can safely throw a soft object towards, such as a basket or bucket.
- Choose a 'starting point' where you will throw the objects from. Place each target at different distances from the 'starting point'.

Before you have a go, record your predictions in your workbook:

- Which throwing style do you think will be the most effective? Why?
- Which target will be the easiest to hit? Why?

To play:

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

In your workbook record how many throws it took to hit the target.

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- Attempt 1 - Underarm throw
- Attempt 2 - Overarm throw
- Attempt 3 - Hand overhand throw
- Attempt 4 - Hand underhand throw
- Attempt 5 - Your own throwing style.

English – Activity 1 – Setting



OpenClipart-Vectors from Pixabay

Yesterday you described Mr Fox as a character. Today we are thinking about where Mr Fox would live in your story. This is the setting, where the story would take place.

If you think that Mr Fox is happy and kind, then you might think that he might live in a lovely happy place with lots of other animals.

If you think Mr Fox is cunning or greedy, you then might think that Mr Fox could live in a place like a drain because it is dark and wet and scary.

Now it is your turn!

Find a person in your family, just like yesterday and show them the picture. Tell that person where you think Mr. Fox might live and why. Don't forget to use

adjectives to describe the setting. You may like to share your work with your teacher.

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English – Activity 2– It's Storytime!

Read 'The Most Boring Street in the World'.

4th August 2021

To Billy,

I have just moved into my new house. I now live on Meteor Street. I know that street name is exciting, but this street is so boring.

There is nothing to do here! There is no skate park, no shop and no one to hang out with.

There is this one girl, Jade. She is about my age, but she likes to make up stories. She was telling me today all about pirates and treasure.

.....

I wish I was back living on Campbell Street.

From Austin

Imagine you are Austin. You have just moved into your new street. You have met Jade and she has just been telling you all the stories about the street.

Your activity is to write a letter to your friend from your old street describing what this new house and street is like.

Literacy – Activity 3 – Dinosaur party Orientation

Today you are going to use your planning sheet (who, what, when, where, why, how) from yesterday to write the beginning (orientation) of your story about the dinosaur party.



Photo by Joyce Adams on Unsplash

WWWWWH chart — Topic: Dinosaur party

Who?	All toy dinosaurs
What?	Come to life and eat the party food
When?	During the birthday party
Where?	Billy's house
Why?	The animals hate pretending to always be a toy and they are hungry
How?	When the party hat is placed on their head

For our orientation we need to include the who, when, where and what. Don't forget to reread your writing and make changes to improve your work using adjectives. Remember that adjectives are describing words.

Here are some examples to get you thinking about your orientation.

Beginning (orientation)

Who – toy dinosaurs

When – Billy's birthday party (Sunday)

Where – Billy's house

What – toys came to life

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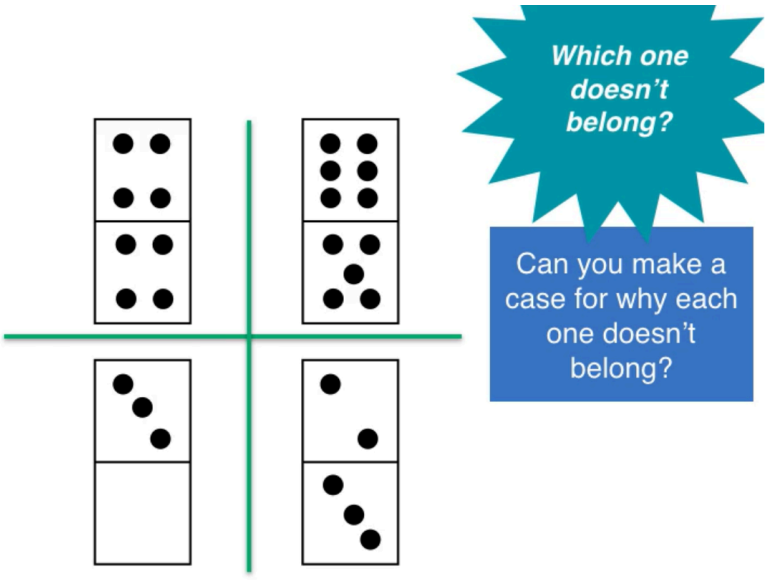
Beginning - orientation

On Sunday, Billy was celebrating his birthday party at his house with his friends and his favourite toys.

On Sunday, Billy was having his birthday party at his house when all of the toy dinosaurs started moving.

On Sunday, Billy was as happy as a clown because it was his birthday party. He was celebrating his party with his friends, family and favourite toys. All of a sudden, the strangest things happened..

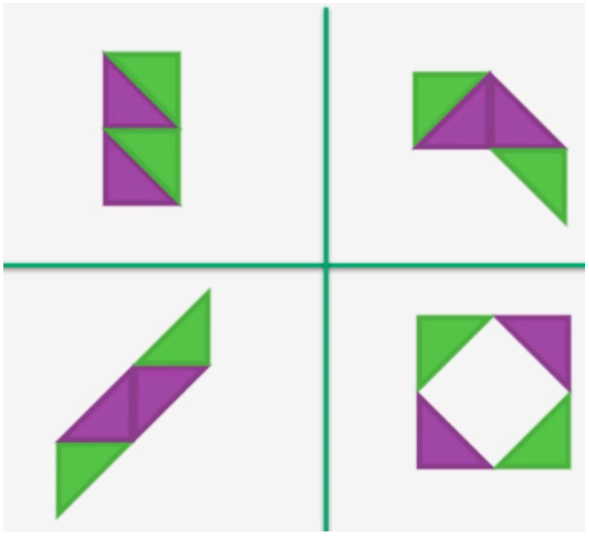
Mathematics – Activity 1 – Which one doesn't Belong?



Think about the dominos above. Can you come up with reasons why one of them does not belong with the other 3? Think of a different domino, can you come up with some reasons that they do not belong with the other three?

Share your answers with others, did they come up with the same answers?

Now try with this one

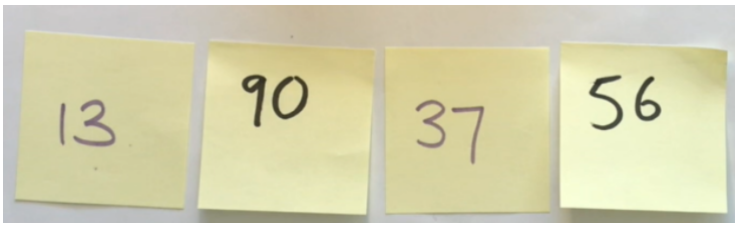


Which one doesn't belong?

What's your initial thinking?

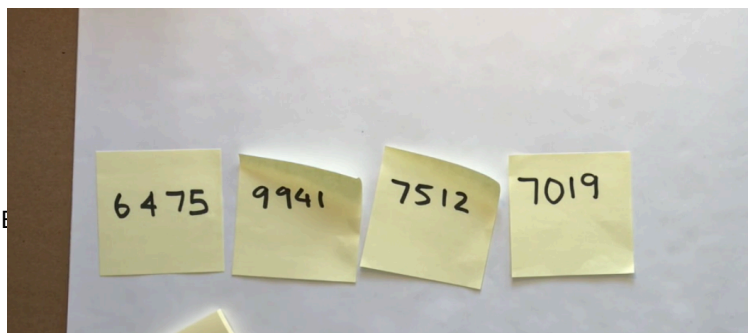
Can you think of a reason why each one doesn't belong?

Mathematics – Activity 2 – Order! Order!



Choose a number size you want to use for example a 2-digit number like 42 or three digits like 186 or even four digits like 6456.

When you have chosen, roll the dice to create your number for example 4 dice for a four-digit number. Do these four times, writing your number on four different post-it-notes. Put them next to each other in the order that you created them.



© NSW Department of E

Order these numbers from largest to smallest in less than five moves. You can only swap position with the number next to each other.

Record how many moves it takes to order them. Remember you are aiming to use the fewest moves possible.

Make bigger or smaller numbers (e.g. decimals and fractions) for an added challenge.

Use only a few playing cards to form numbers. For example, use the ace to 4 cards only. Does that increase the challenge of working out the order?

PDHPE – Activity 1 – Water

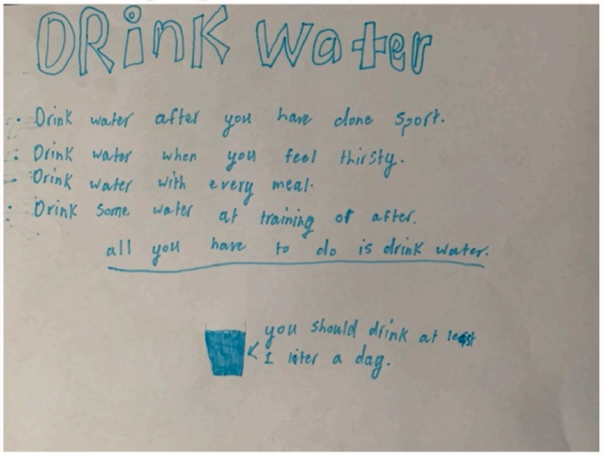
The past couple of weeks we have been learning about healthy foods

Today, let's learn about water!

Why is water important?

- Our bodies need water and other fluids to keep it working properly and avoid dehydration
- Dehydration is when your body does not get enough water. You might become thirsty, have a dry mouth or feel tired.
- All living things need water
- Water helps to do many things including carrying oxygen around the body in your blood and breaking down your food.
- Did you know that more than half your body is made up of water?

Activity: design a poster to be displayed at your school encouraging students to drink water.



Design a poster to be displayed at your school to encourage students to drink water. You can do this in your workbook or on a device if you have access to one.

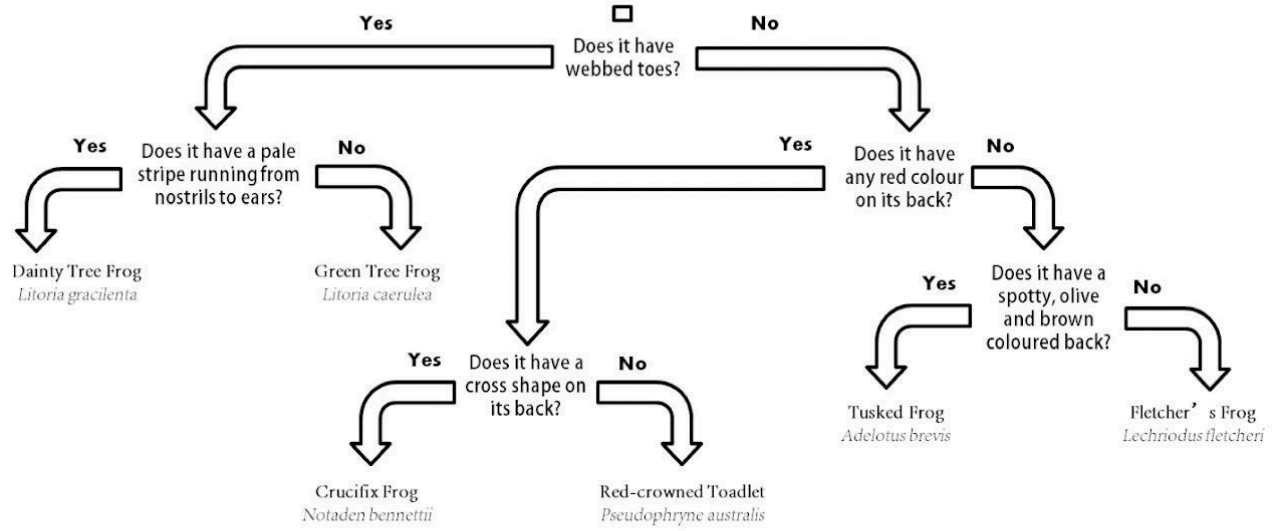
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Environmental education – Activity 1 – Frogs: Lifec

- Use the key to identify the six unknown species of frogs.
- Record your answers in the online form below or in your workbook.

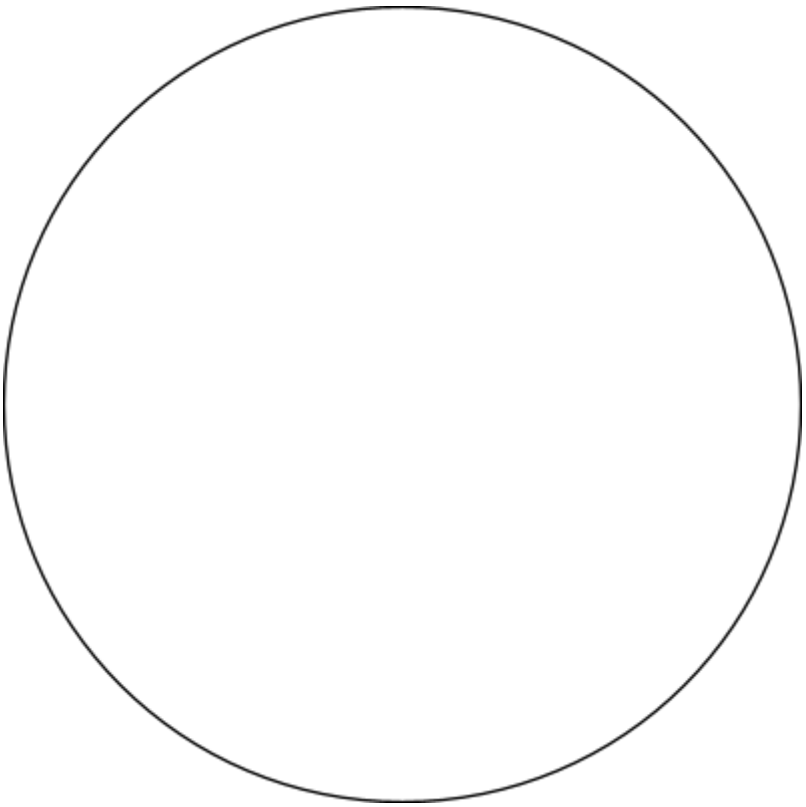
Classifying Amphibians

with a dichotomous key



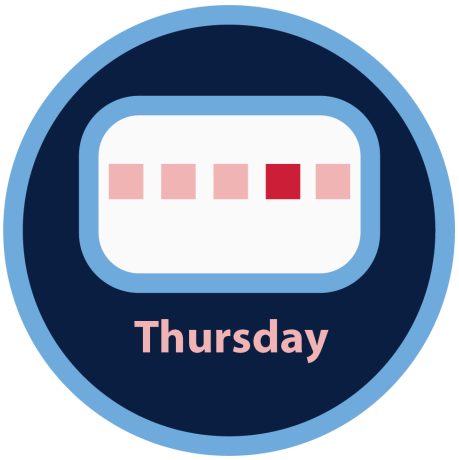


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Things you need

Activity	You will need
Most activities	a workbook, pencils
Mathematics	dice small toy
Physical Activity	Soccer ball, netball or similar-sized ball 2 field markers or shoes

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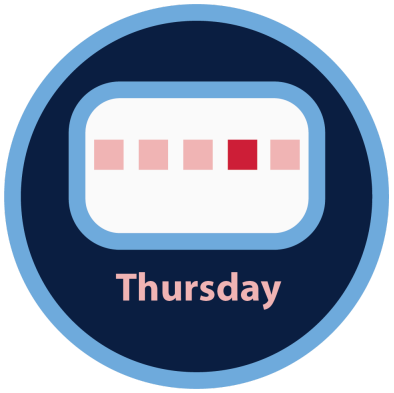
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During the day make sure you take time to

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

Care and connect- Sitting Meditation



Sit comfortably in a chair with your back straight, feet flat on the floor, hands in your lap

- Breathing through your nose, focus on your breath moving in and out of your body
- If physical sensations or thoughts interrupt your meditation, note your experience and then return to focus on your breath

.

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Brain break – Character Bedroom



Draw the bedroom of your favourite cartoon character. Imagine the colours, style and items that they might have in their room.

Physical activity

- Running on the spot, keep your knees high!

English – Activity 1- MR FOX – NARRATIVE

- What do you think Mr Fox does in the story?



OpenClipart-Vectors from Pixabay

Now that we have thought about the type of character Mr Fox is, describe what he does in your story. Think about what we already know about him. His character, his setting. What does he get up to in your story?

Find someone in your house to show this picture to and tell them what Mr Fox would get up to in your story.

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English – 'The Most Boring Street in the World' – Predict.



- Predict what you think will happen next in the story when Jade and Austin help in Mrs Domanski's garden. Write or draw your response. Try to think creatively and imaginatively.

1. Will they actually find buried treasure in the garden?

2. Will Austin think Jade ‘planted’ it there , will Jade think Austin ‘planted’ it there?
3. The treasure is actually real.
4. The treasure is an old wooden chest that looks like it has been there for a long time.
5. Jade will now start to think about her stories and if they are real or fiction.

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English – Activity 4 - Complication

- Use your WWWWWH chart and beginning (orientation) of the story from yesterday to write the middle (complication) of your story.
- Re-read your writing to see if you can add adjectives, figurative language or dialogue to make your writing more interesting and detailed.
- The picture and examples below may help you!



WWWWWH chart — Topic: Dinosaur party

Who?	All toy dinosaurs
What?	Come to life and eat the party food
When?	During the birthday party
Where?	Billy's house
Why?	The animals hate pretending to always be a toy and they are hungry
How?	When the party hat is placed on their head

Photo by: Joyce Adams Source: Unsplash

Example WWWWW Chart

Beginning (orientation)

Who – toy dinosaurs

When – Billy's birthday party (Sunday)

Where – Billy's house

What – toys came to life

Beginning - orientation

On Sunday, Billy was celebrating his birthday party at his house with his friends and his favourite toys.

On Sunday, Billy was having his birthday party at his house when all of the toy dinosaurs started moving.

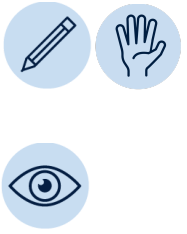
On Sunday, Billy was as happy as a clown because it was his birthday party. He was celebrating his party with his friends, family and favourite toys. All of a sudden, the strangest things happened..

Middle - complication

On Sunday, Billy was as happy as a clown because it was his birthday party. He was celebrating his party with his friends, family and favourite toys. All of a sudden, the strangest thing happened…

Billy thought he was seeing things. He rubbed his eyes and looked at the wooden table. He saw his plastic toy dinosaurs walking, moving and eating slowly. They were eating the chocolate sponge birthday cake. His birthday cake! He couldn't believe this. Billy looked around the room to see if his friends had noticed, luckily, they hadn't.

Mathematics– Activity 1- 101 and you're out!



You will need:

- dice or numeral cards 1-6
- pencils
- your workbook.

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Roll a dice or draw cards from a deck and decide if the number will be a ‘tens or a ones’. Place them in the columns. The goal is to get as close to 100 as possible without going over. If you add up all of the numbers and you are over 100 you are out. Can you fill the chart without busting?

Eg.

Tens	Ones	Number	Total
4	6	46	46
8	4	84	130 out

Tens	Ones	Number	Total

After playing '101 and you're out!':

- Did you get closer to 100 on your second go with the same numbers? Why do you think that was?
- What advice would you give to someone playing this game for the first time?

Extra Challenge:

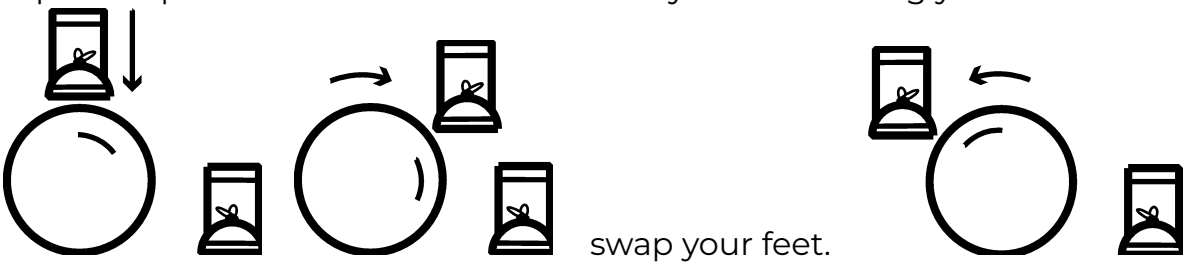
- Increase the challenge by using numbers from 0-9.
- Roll the dice four times and only use four lines on the game board.

Get Active @ Home – Foot Skills and Passing

- soccer ball, netball or similar-sized ball
- 2 field markers or shoes.

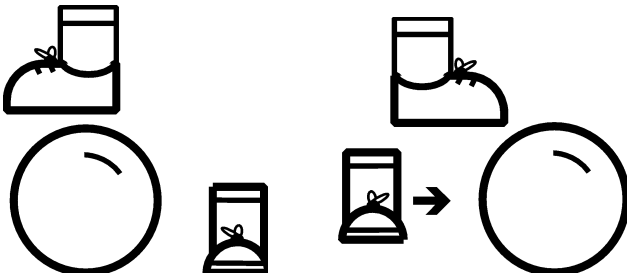
5. Running on the spot, keep your knees high!

6. Sole tap.
Tap the top of the ball with the bottom of your foot. Swing your arms as

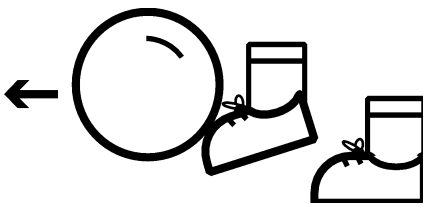


swap your feet.

7. Roll the ball side to side with your foot, left and right.

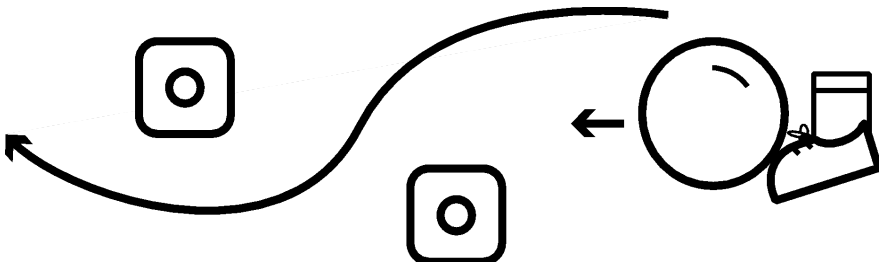


8. Practise dribbling the ball using the laces part of your shoe to tap the ball along. Use small taps for control.



9. Set up a course to weave your ball around using the socks, shoes or soft toys as markers.

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Science and Technology – Activity 1- Algorithms

A series of steps

Let's explore algorithms

'Conditional statements' used for coding are the different events that happen when we have true/false or yes/no values . Another way of thinking about them is that they are **'IF this, then what?'** statements. It means if that statement is true, one thing happens. If that statement is false, another thing happens.

Algorithms

Algorithms are a series of steps used to solve a problem or complete a task





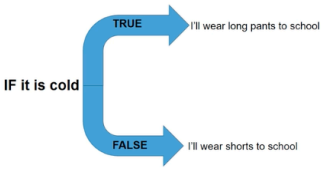


"Fire On The Rim 2016" by cogdogblog is marked with CC0 1.0

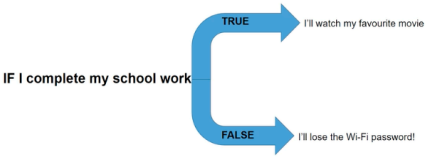
"Go Fly a Kite!" by Greenville, SC Daily Photo is marked with CC0 1.0

"Recipe: Blueberry yogourt cake" by Smaky is licensed under CC BY-NC-ND 2.0

'Conditional statements' used for coding are the different events that happen when we have true/false or yes/no values . Another way of thinking about them is that they are **'IF this, then what?'** statements. It means if that statement is true, one thing happens. If that statement is false, another thing happens.



'Conditional statements' used for coding are the different events that happen when we have true/false or yes/no values . Another way of thinking about them is that they are **'IF this, then what?'** statements. It means if that statement is true, one thing happens. If that statement is false, another thing happens.



Student response

NSW Department of Education

Science and technology

S2 Algorithms – 'IF this, then what?'

Activity 1

Complete your own 3 'IF this, then what?' statements.







19

Algorithms as instructions

Choose a small toy and find a hiding place for it in your home. Make sure it isn't somewhere up high or in a dangerous place, like the kitchen. Write an algorithm, or a series of steps, for a family member to find the toy. They will be like pirates finding buried treasure!



"[259/365] Pirates" by pasukaru76 is marked with CC0 1.0

You will need:

-  a small toy.

What to do:

- Choose a small toy and find a hiding place for it in your home. Make sure it isn't up high or in a dangerous place.

- Write an algorithm, or a series of steps, for a family member to find the toy. They will be like pirates finding buried treasure!

- Include a starting place as Step 1, and then add 8 more steps to get to the toy. Remember to use descriptive words in the steps, as well as count out your footsteps.

Algorithms - X marks the spot

Step 1- starting location:

Step 2 :

Step 3:

Step 4:

Step 5:

Step 6:

Step 7:

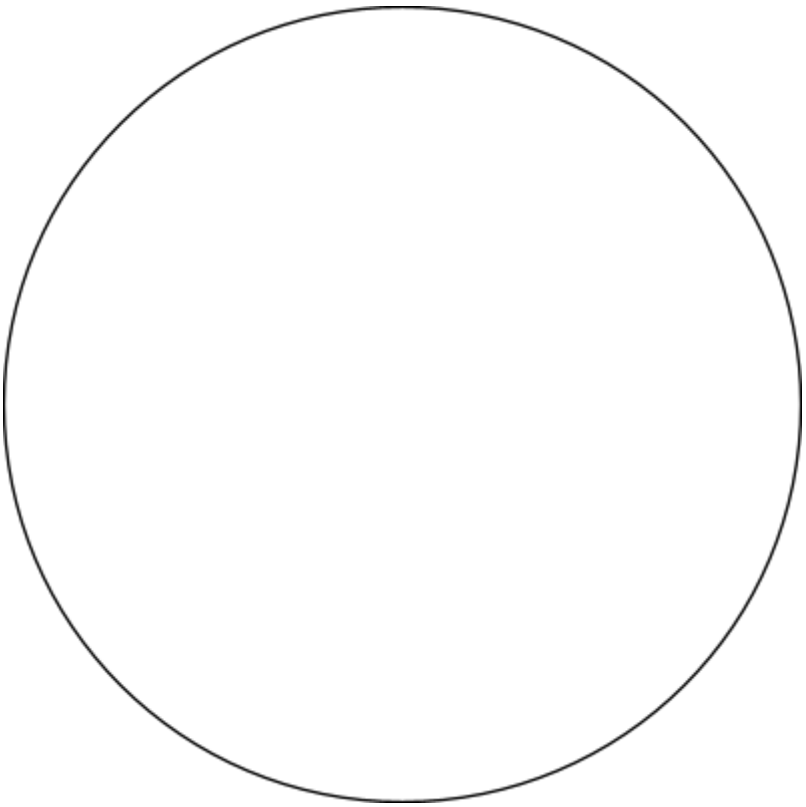
Step 8:

Step 9 (X):

For those who like a challenge!

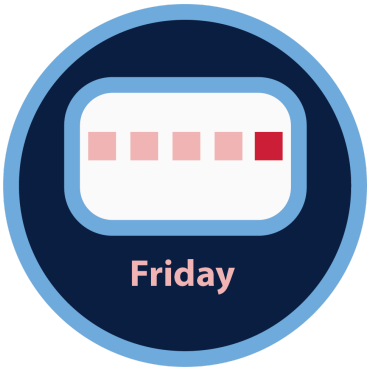
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Hide the toy again, this time adding more steps into your algorithm. Remember to use descriptive words in the steps, such as left and right, as well as count out your footsteps to help the family member find the toy.



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Things you need

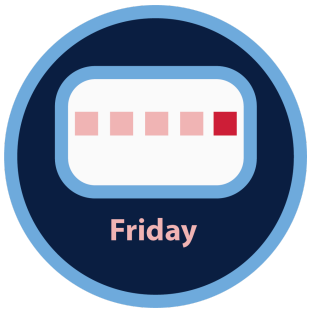
Activity	You will need
Most activities	a workbook, pencils.
Mathematics	YouCubed number cards
Stem Activity	recycled material (e.g. piece of paper, sandwich bag) toy that can be tied to string scissors timer (optional)

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During the day make sure you take time to

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

Care and connect – Senses



Go to the fridge or cupboard and get two different types of snacks.

1. Take a look at the snack and decide what type of shape it is (looks Like)
2. Smell The snack and think about what things you can smell (Smells Like)
3. Take a bite, what type of feel does it have in your mouth (Feels like)
4. Think about what part of your tongue is activated and what type of tastes you can notice (Tastes Like)
   Compare and contrast the two snacks and think about the similarities and differences between the two.

Brain break- Colour pencil match



Ask an adult if you can go outside, or you can look out the window.

Let's see if we can match the coloured pencils in our set to some of the colours we can find in nature? There are lots of colours and combinations of colours what can you find?

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English – Activity 1- Narrative Mr Fox



OpenClipart-Vectors from Pixabay

We have been learning about narratives all week. Let's learn some more!

Today you are going to look at Mr Fox again.

We have looked at his character and his setting or where he lives. Yesterday you looked at what he does in your story.

Now let's look at and describe how the story for Mr Fox ends?

Remember to think about all the other details that you already know to finish off your story. It should wrap up nicely and not leave Mr Fox's story unfinished.

Now go and find that person in your family to show this picture to and describe his ending to that person. You may like to share your story with your teacher.

English – Activity 2- Predict

'The Most Boring Street in the World' – Predict.

Read:

The Most Boring Street in the World:

- What could be another name for this book? Be creative with the title!
- Design a new book cover for this book.

New title and cover

- Full page in your book
- Large title – something catchy
- Author
- Illustrator
- Picture that catches the reader's eye

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English – Dinosaur party story – Resolution

Let's finish off your story

- Use your WWWWWH chart, beginning (orientation) and middle (complication) of the story from yesterday to write the end (resolution) of your story.
- Re-read your writing to see if you can add adjectives, figurative language or dialogue to make your writing more interesting and detailed.



Photo by: Joyce Adams Source: Unsplash

Ending - resolution

On Sunday, Billy was as happy as a clown because it was his birthday party. He was celebrating his party with his friends, family and favourite toys. All of a sudden, the strangest thing happened…

Billy thought he was seeing things. He rubbed his eyes and looked at the wooden table. He saw his plastic toy dinosaurs walking, moving and eating slowly. They were eating the chocolate sponge birthday cake. His birthday cake! He couldn't believe this. Billy looked around the room to see if his friends had noticed, luckily, they hadn't.

Billy wanted to keep this a secret, this was special. He picked up his largest dinosaur and the birthday hat fell to the ground. His dinosaur stopped moving. Billy knew that the hats must be magic. He quickly collected all of the birthday hats and hid them in his cupboard. He was going to try these hats on his action figures tomorrow. This was the best birthday ever!

Mathematics – Activity 1 – The Broken calculator

You will need:

-  a pencil
-  your workbook.

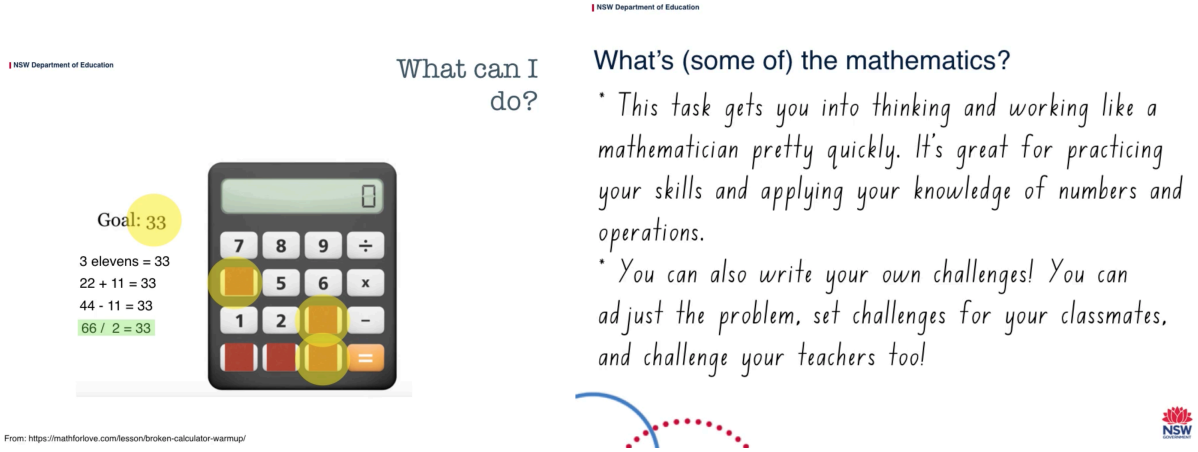
The goal is to make 33. The problem is, there are some of the keys missing from the calculator.

- What are some other ways we can get to a total of 33 on this broken calculator?

Record your thinking in your workbook.

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- Write some of your own challenges for your family, classmates or teachers to solve.



Mathematics – Activity 2- Memory

Let's try another activity! This game is like 'memory' or 'concentration'.

You will need:

- [YouCubed number cards](#).

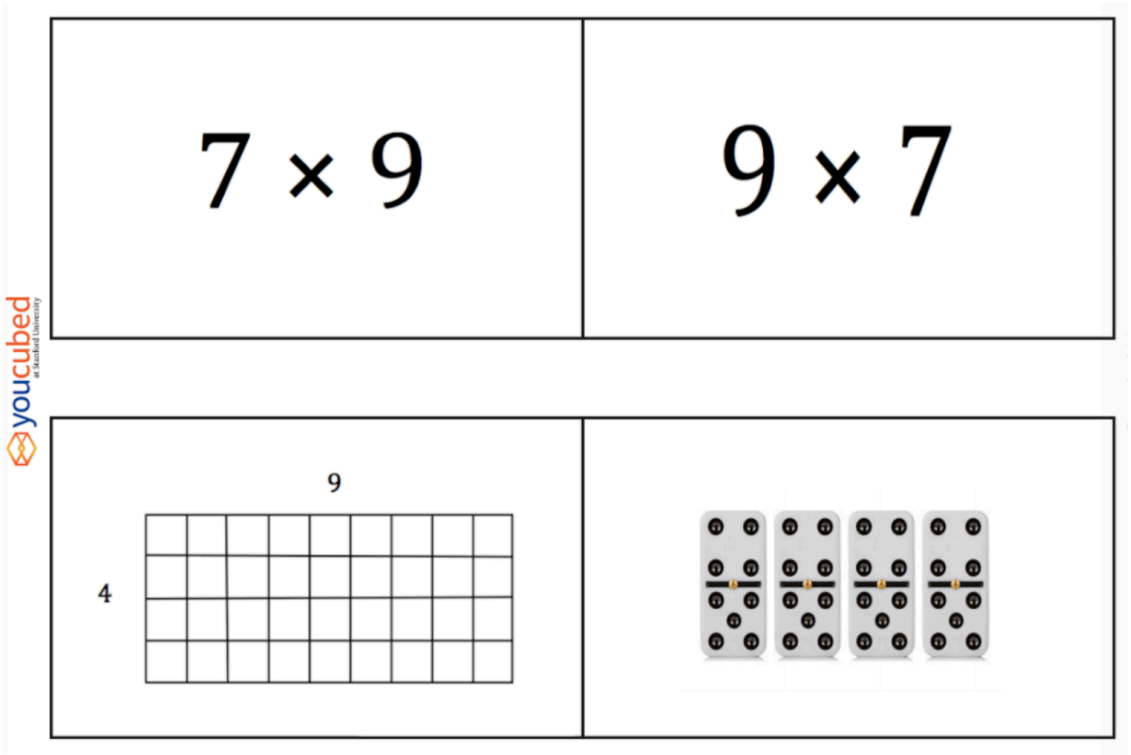
How to play:

- Using the YouCubed math cards, match cards with the same value shown through different representations.

- Lay all the cards down on a table and take turn to pick them up, looking for a match. For example, 9 fours can be shown with an area model, a set of objects such as dominoes, and the number sentence (equation), as well as the product, 36.
- When players match the cards, they should explain how they know that the different cards are equivalent in value.

Example below:

YouCubed number cards



"Math cards" by youcubed is licensed under CC BY 4.0

STEM –Activity 1- Parachute Challenge

Today's STEM challenge is to construct a parachute using recycle materials as a canopy, string as the suspension lines, and a toy as the cargo.

You will need:

- recycled material for the canopy, such as a sandwich bag, piece of paper, scrap materials or a plastic bag
- string, dental floss or wool
- sticky tape

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- a toy that can be tied to string
- scissors
- timer (optional).

Your turn! See if you can make a parachute. The pictures below may help you.

Materials Needed:

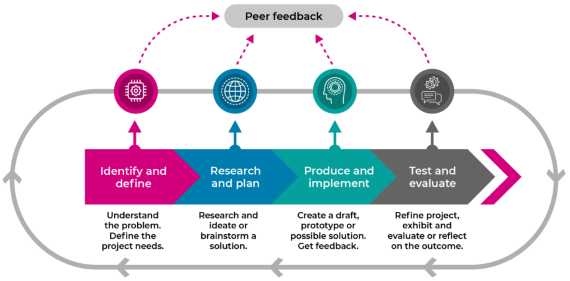


Sample parachute design:



Testing the parachute:





Design thinking is a way of solving problems. It follows four steps:

- Identify and define the challenge
- Brainstorm ideas
- Make and test
- Test, make improvements and present.