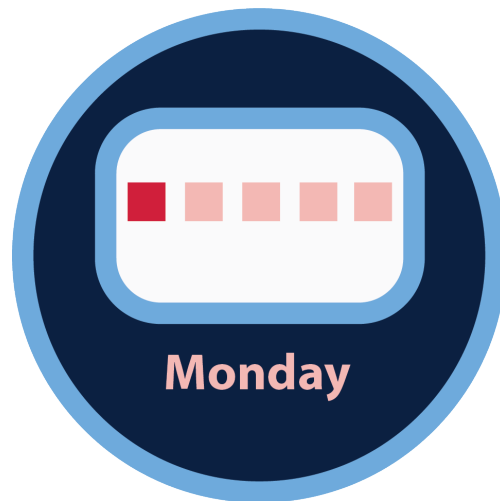







This booklet belongs to



Things you need

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

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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 - Body warm up



["Children exercise"](#) by Clker free vector images is licensed under [CC BY 4.0](#)

Find some space to do some warm-ups:

- 10 star jumps
- 10 squats
- Running on the spot for 30 seconds
- Do all 3 again

Brain break – One handed juggling

Today you're going to learn to do some one-handed juggling. You will need 2 balls or 2 rolled up pairs of socks. You could also use 2 scrunched up balls of paper.



1. Hold both balls in one hand. Put your other hand behind your back.
2. Throw one ball straight up and catch it again in the hand in the same hand.
3. Once you get good at try adding the second ball. Scan the QR code to watch the video.



Physical activity

You will need:

- A pair of socks or small soft ball
- A water bottle

Use the QR above for the activity. If you can't view the video, set up a circuit and get active!

Activity 1 – Stretching - warm up your muscles for 3 minutes

Activity 2 - Warm up your body – Run on the spot for 30 seconds, star jumps for 30 seconds, squats for 30 seconds, jumping side to side for 30 seconds

Activity 3 – Practice your catching. Use your soft ball and throw it up and down. How many claps can you do in between each throw? Do this for one minute

Activity 4 – Now try to catch your ball with your left hand only. How many times can you catch it in one minute? Try it again with your right hand.

Activity 5 - Warm up your body again – Run on the spot for 30 seconds, star jumps for 30 seconds, squats for 30 seconds, jumping side to side for 30 seconds

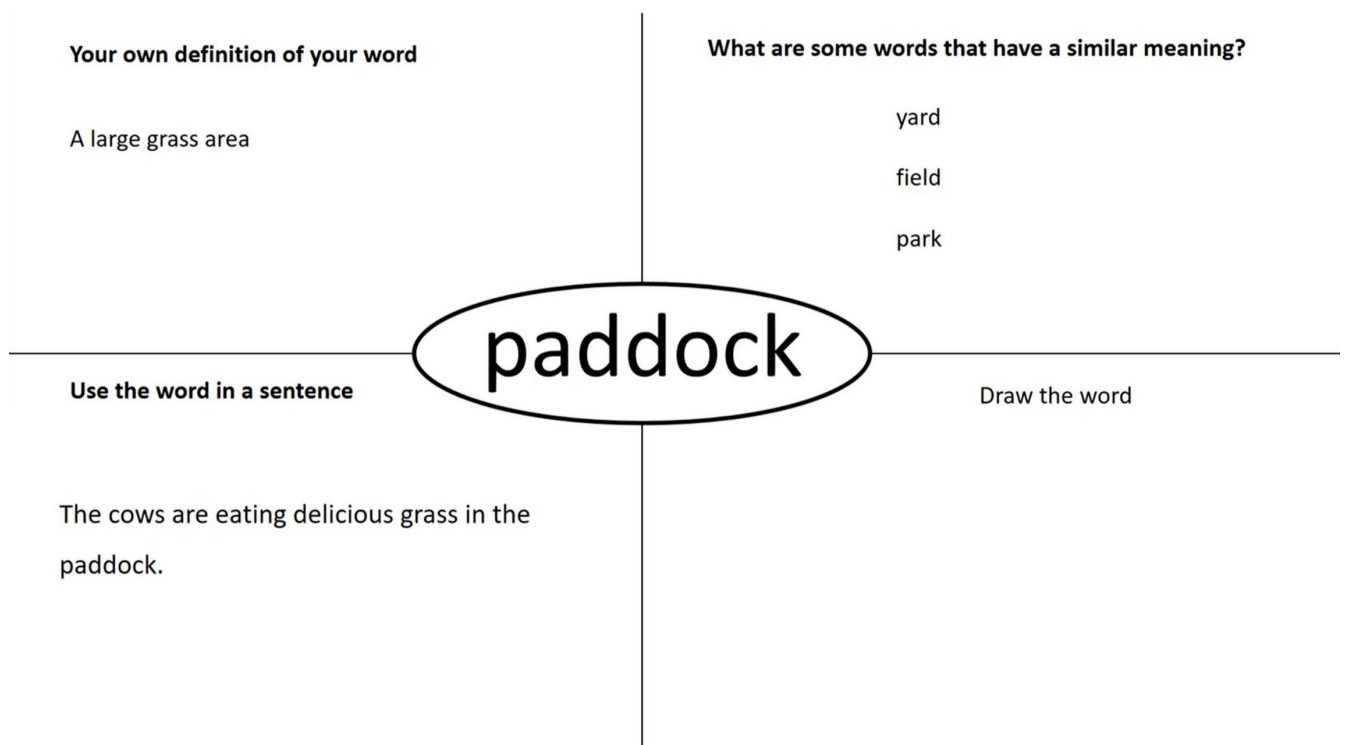
Activity 6 – Practice catching your soft ball using some different throws. Can you throw your ball behind your back and still catch it? What about if you throw the ball through your legs?

English – Activity 1 – Let’s explore words



Vocabulary		
claw	huddled	cushion
paddock	scanned	stroll
platter	gulped	ajar
visor	chattering	scent

Is there a word on the list that you have not heard before, or you are unsure what it means? Choose a few words to create a word map. If you know all of these words, choose a different word you don't know. Use a dictionary (you could use an online dictionary) to look up the words. Draw a word map in your workbook like the one below for each of your words to show your understanding of the words you have chosen.



English – Activity 2 – 'The Dog Without a Name'



Scan the QR code to listen to and read 'The Dog Without a Name' by Alison Ferguson.

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

The Dog without a name" by Alison A Ferguson is licensed under CC BY 4.0



The Dog Without a Name

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

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

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

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

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

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

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

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

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

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

'This one's so cute!'

'I like the spotty one.'

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

However, one Friday, everything changed.

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

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

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

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

'Hey, come back!' yelled the carer.

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

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

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

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

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

'In we go,' said the carer.

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

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

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

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

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

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

In this text, the carer is important to the dog. Create a picture of the carer in your mind. If you are using your own text, choose a main character. What kind of a person is he or she? In your workbook, draw a picture and label it with adjectives to describe your character.



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

Challenge

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

English – Activity 3 – Creating characters



A great book has great characters.

Scan the QR code and listen to 'Creating Characters' and complete the activity below.

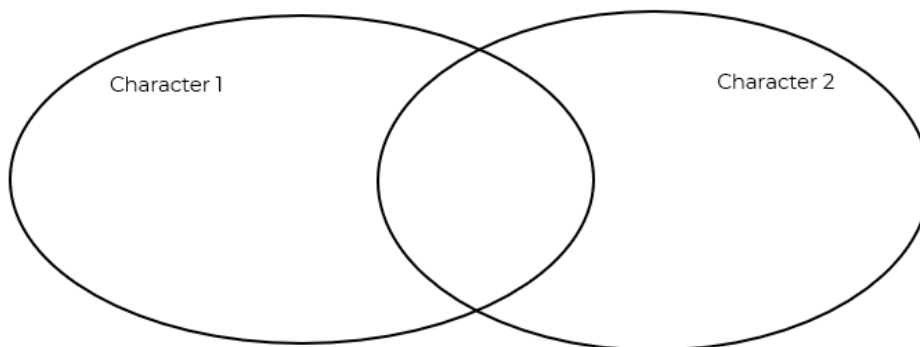
If you can't listen to the video, think about books, short stories or comics that you have read. Who were your favourite characters?

In your workbook, complete the following table for five characters.

Character Name	Why do you like him/her?	What makes your character special?	Describe your character
Character 1			
Character 2			

Challenge

Create a Venn diagram comparing two of your characters.



Maths – Activity 1 – Different strategies to solve number problems



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

Look at the questions below and think

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

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

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

- a. $4.4 + \underline{\quad} = 13.4$
- b. $0.980 - 0.5 =$
- c. $7.5 + 0.15 + 6.5 =$
- d. $1001 - 3 =$
- e. $235 - 44 =$
- f. $98 + \underline{\quad} = 266$



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

Consider the following problems from the previous activity:

- b. $0.980 - 0.5 =$
- c. $7.5 + 0.15 + 6.5 =$

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

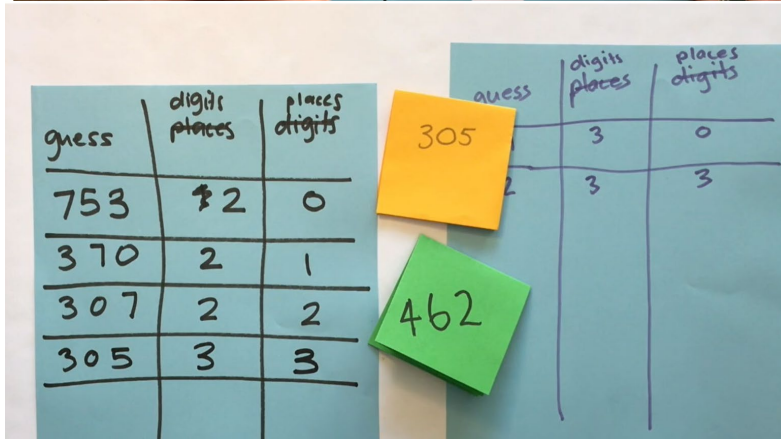
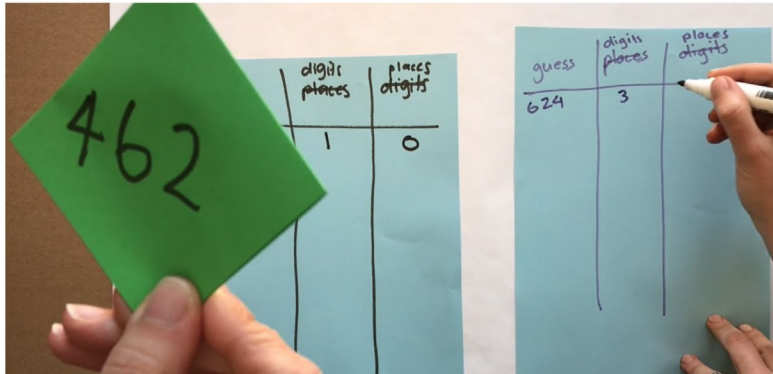
Mathematics – Activity 2 – Mastermind



Scan the code and listen for the instructions

If you don't have a device, read the instructions below.

1. Each player writes down a 3-digit number (with no repeating digits)
2. Each player draws up their game board (a table with 3 columns: guess, digits, places)
3. Players take turns to guess a 3-digit number
4. Their opponent tells them how many digits are correct and how many are in the correct place
5. Players record their guess, the number of digits that are correct and the number of digits that are in the right place. Players then use this information to refine their guesses.
6. The first player to correctly guess their opponents' number is the winner!
7. Players can choose to play using 4-digit numbers, 5-digit numbers, 2-digit numbers etc.



Creative Arts – Activity 1 – exploring songs

Scan the code to hear the instructions.



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



Places in Australia - NSW DoE Learning Systems

When the clouds are Sinking Low/A Wonderous Place

You are going to learn a song that uses some of these town names. It is called 'When the clouds are Sinking low/A Wonderous Place' by Tracy and Paul Burjan.

This song has two names because it is a partner song. That means there are two songs that can go together at the same time!

Scan the code to hear the animated score for 'When the Clouds are Sinking Low/A Wonderous Place' by Tracy and Paul Burjan.



This song has two names because it is a partner song. That means there are two songs that can go together at the same time.

Now you need to learn to sing each song separately. Practice singing these songs using the lyrics on the next page. Scan the QR code to sing along with the song.



**When the
clouds are
sinking low up
to time 1:38
From 1:38 A
Wonderous
Place**

'When the Clouds are Sinking Low' – all about how beautiful the Australian sky can be

When the clouds are sinking low,
And the sky has a special glow.
I love to watch the setting sun,
Beaming down on everyone.
When the clouds are sinking low.
When the rain is falling down,
Love that sound as it hits the ground.
There's four seasons in one day,
Winter, summer, spring and fall.
When the rain is falling down.
When the clouds are sinking low.

'A Wonderous Place' – all about our amazing Australian town names

I've been to Bong Bong and
Burpengary,
Poowong and Nar Nar Goon,
Humpybong as well as Humpty Doo.
I've been to Yorky's Knob and
Wonglepong,
Coffin Bay and Dog Swamp,
Egg and Bacon Bay's the place to
go.
Grong Grong and Gunnagnoo,
Gingin and Gooloogong,
Moolooloo and Mangalore,
I have seen them all.
Woodie Woodie and
Burrumbuttock,
Chinkapook and Wee Waa,
Australia is a wondrous place to go.
When the clouds are sinking low.

While you are learning the song, keep the beat using body percussion. The QR code of the video will help you. You will notice that the first song has a much slower feel than the second song. You might like to stamp during the first song and clap in the second one. Remember that the beat is constant under the music, a bit like your heartbeat. Keep singing while you keep the beat.

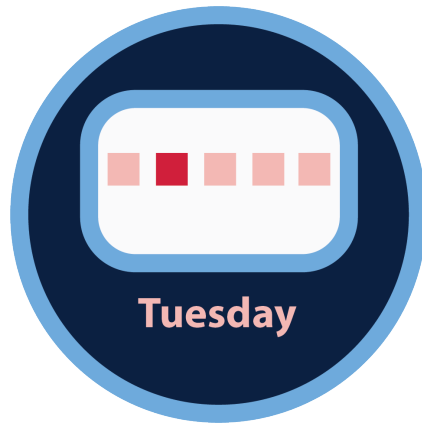


Now you are going to use another accompaniment, called an ostinato, to make the song more interesting. An ostinato is a repeated pattern, for example, clap some rhythms of your own such as long, long, short, short, short, short (you may have heard your teacher say this as ta, ta, ti-ti, ti-ti) throughout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








**When the clouds are
sinking low up to
time 1:38**

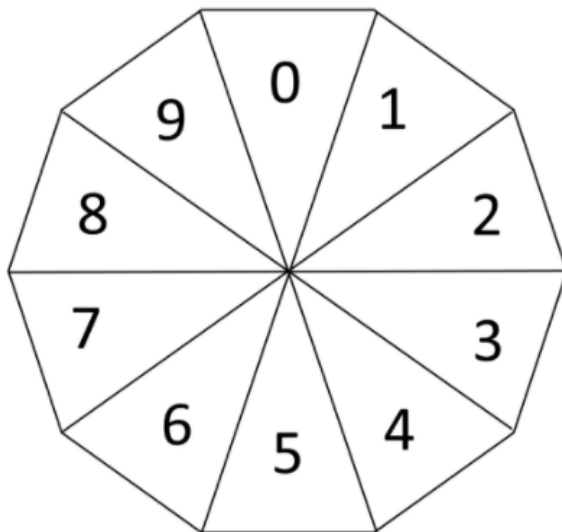
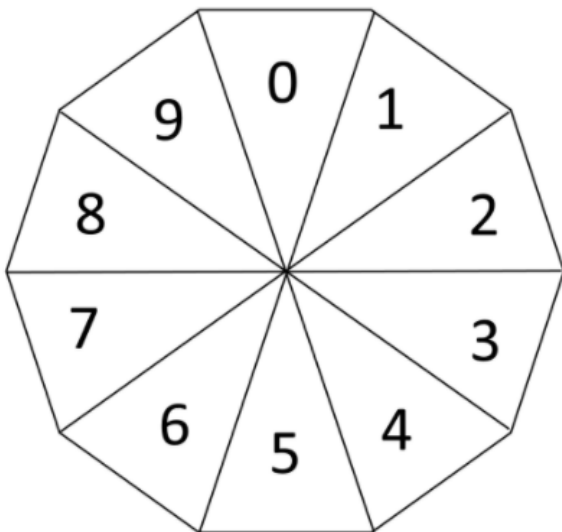
**From 1:38 A
Wonderous Place**





Things you need

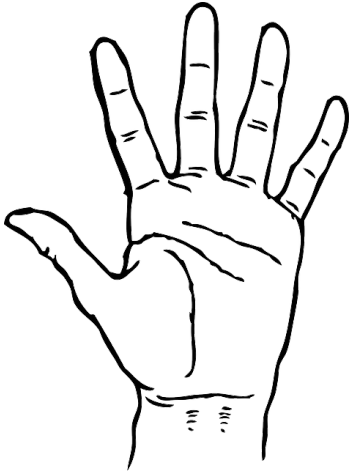
Activity	You will need
Most activities	 Workbook  pen or lead pencil, Optional: iPad, phone or computer
Multiplication toss	 Spinners  paper clip for spinner  grid  paper  coloured pencils



During the day make sure you take time to

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

Care and connect – Take 5 Breathing



"Hand" by Ciker free vector images is licensed under [CC BY 4.0](#)

A mindfulness activity:

1. Hold 1 hand up. It can be either hand.
2. Spread your fingers like the picture
3. Using the pointer finger of your other hand. Start at the bottom of your thumb near your wrist. Take a deep breath in and move your pointer finger to the tip of your thumb. Let your breath out as your pointer moves down to the bottom of the "V" between your thumb and pointer finger. Continue breathing in as your move your pointer to the tip of the next finger and breath out as it goes down towards the next finger. Finish when you get to your wrist under your pinky.

Brain break – Leaf Rubbing



"Leaf leaves" by Ciker free vector images is licensed under [CC BY 4.0](#)

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

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

English – Activity 1 – Listening: Kids News



Scan the QR code to listen to 'Kids News'. If you can't listen to these stories, listen to or read a different story. You could ask a family member to tell you a story, or you could listen to an audio book of your choice.

After listening to or reading the story, tell somebody what you have learnt from the story.

In your workbook, write down the main idea of what you heard.

English – Activity 2 – Reading and viewing: 'The Dog Without a Name'



Return to the story 'The Dog Without a Name' by Alison Ferguson.
If you used a different story yesterday, use that instead.

When we read a story, we may think of some questions that we would like to ask the characters. For example,

- Jack – Why did you need to leave the farm? What is your back story?
- Bella – What happened to you before you came to the shelter?



["The Dog Without a Name"](#) by [Alison A Ferguson](#) is licensed under [CC BY 4.0](#)

Choose two characters in your story and write down three questions you would ask them. Record your questions in your workbook. Now pretend you are that character and answer the questions.

Remember - questions end with a question mark.



English - Activity 3 - Inferring

Scan the QR code to listen to the video 'Inference Investigators'.

Inferencing is when you use clues from a text and your prior knowledge to help you make new meaning. For example, if you see dark clouds in the sky, you might remember the last time you got very wet because of the rain. You may then infer it will rain again and take your umbrella to stop you from getting soaked! Inferencing helps us to make connections with what we read and make conclusions about things. For example, we can infer character feelings, events in a story and what might happen next from clues in the text.

If I saw the four images below, I might infer that these images are linked to the story "The Witches" by Roald Dahl. This is a clue box for a book.



Image by [pagefact](#) from [Pixabay](#)



Image by [PublicDomainPictures](#) from [Pixabay](#)



Image by [Shutterbug75](#) from [Pixabay](#)



Image by [PublicDomainPictures](#) from [Pixabay](#)



In your workbook, you are going to create your own clue box. Draw four images which relate to a movie, book or character.

Show a family member. Can they infer which movie, book or character these images come from?

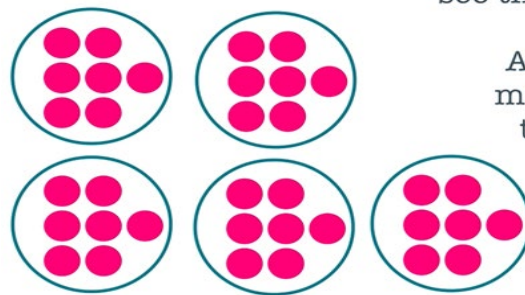


Maths – Activity 1 – Dot Card Talk

Scan the QR code for the number talk. Stop the video when instructed and complete the tasks. If you don't have a device, follow the steps below

Look at the dot picture for only 2 seconds and then cover the page. Can you remember what you saw? How would you solve the question how many dots are there in total? Have another look for 4 seconds. Draw what you saw and write how you solved it.

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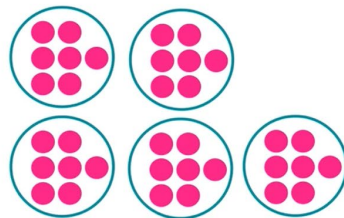


How do you see the dots?

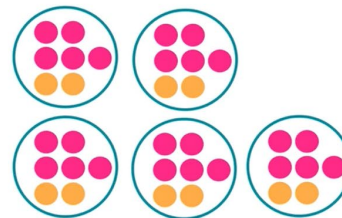
And how many are there in total?

Did you see it in any of these ways? Look at how each of these people solved it.

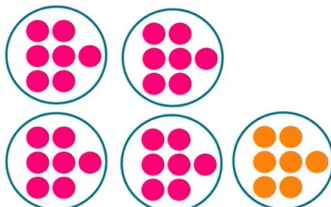
NSW Department of Education



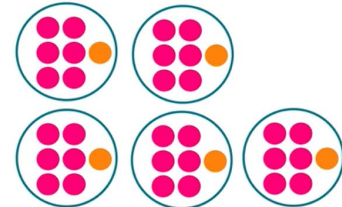
Michael: I know 35 is 5 sevens



Sharon: I saw 5 and 2. So, I know 5 fives is 25. Then, 5 twos is 10. 25 and 10 is 35



Lucy: I saw 4 sevens and 1 seven. I know 4 sevens is 28. Then I added another 7 to get 35 dots.

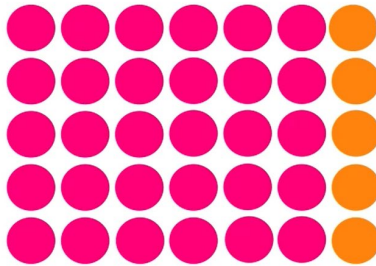


Millsy: I saw 5 sixes and 5 ones. I know 5 sixes is 30. I know 5 ones is 5. 30 + 5 is 35.

Can you draw an array of what Millsy saw, like this?

NSW Department of Education

Millsy: I saw 5 sixes and 5 ones. I know 5 sixes is 30. I know 5 ones is 5. $30 + 5$ is 35.



5 sixes + 5 ones

Can you now draw an array in your workbook to represent all the different ways it was seen above? Then write an equation to match your picture. What have you noticed?

Maths – Activity 2 – Multiplication toss



Scan the QR code for the instructions. If you don't have a device, follow the instructions below

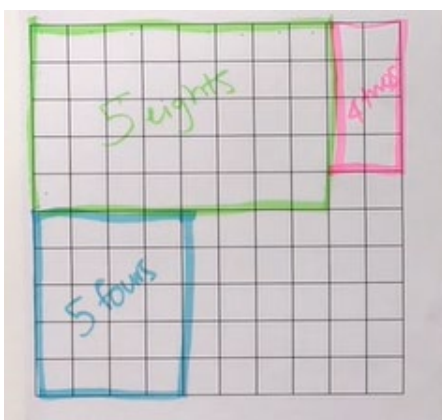


Materials:

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

Instructions:

- Either make a spinner or you could write the numbers 0-9 on slips of paper and put them in a bowl.
- Spin or draw out 2 numbers.
- These numbers will help you draw the region on the grid. For example, a 6 and a 4 could be recorded as 6 fours (6 rows of 4) or 4 sixes (4 rows of 6).
- Each person is to draw their region onto the grid paper as shown. No overlaps.
- You can partition (pull apart) the areas, for example, I can rename 6 sixes as 2 sixes and 1 six (if that helps me fit the block into my game board).
- See how much area you can cover in 10 turns.



$$\begin{aligned} 5 \text{ zeros} &= 5 \times 0 = 0 \\ 0 \text{ twos} &= 0 \times 2 = 0 \\ 5 \text{ eights} &= 5 \times 8 = 40 \\ 3 \text{ zeros} &= 3 \times 0 = 0 \\ 5 \text{ fours} &= 5 \times 4 = 20 = 10 \text{ twos} = 2 \text{ tens} \\ 4 \text{ twos} &= 4 \times 2 = 8 \\ 0 \text{ sixes} &= 0 \times 6 = 0 \end{aligned}$$

HSIE – Activity 1 – Connections to places

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



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



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

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

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

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

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

Zhe Wen	Me

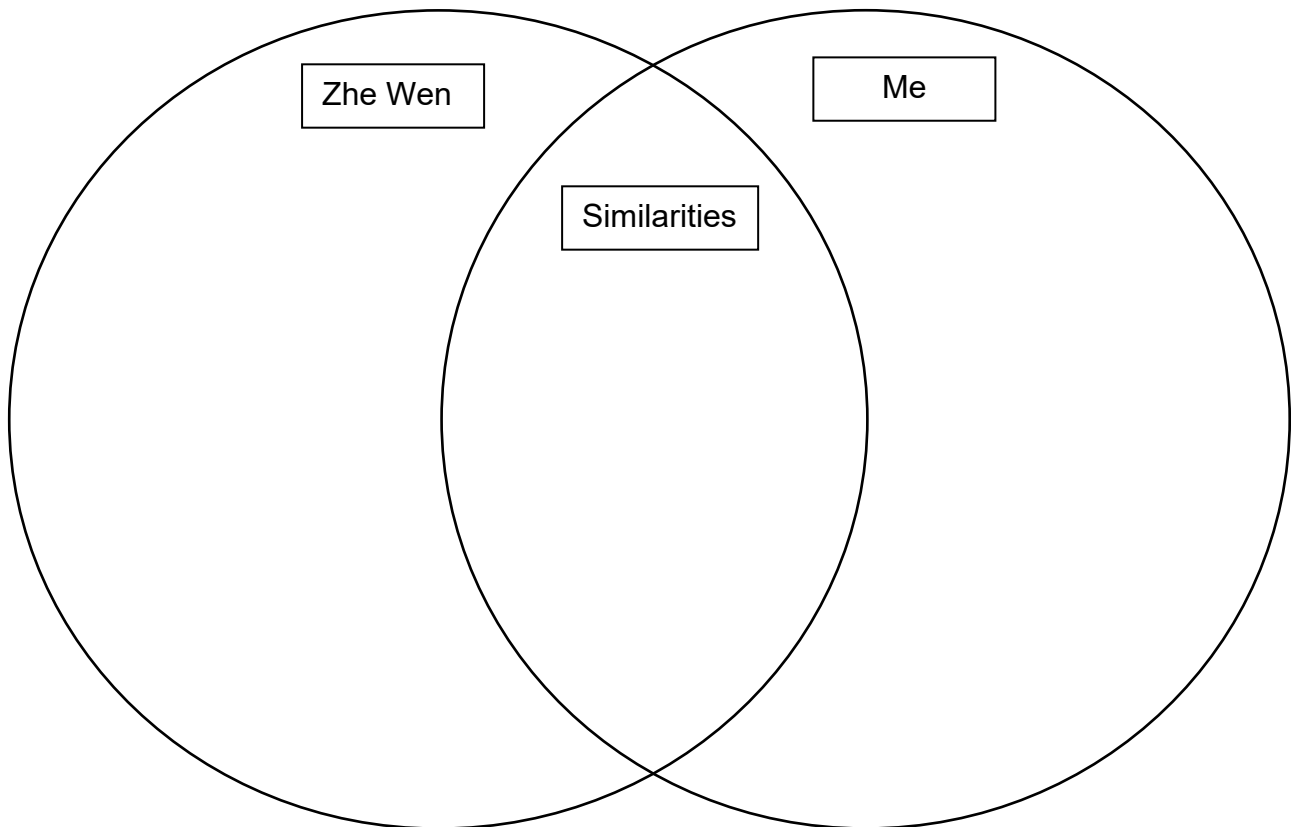
2. After watching, complete the 'Me' column with the same information about YOUR life. The buildings where you live, your home, population size (if you know it), the foods you eat, schooling and your lifestyle activities, for example, family and cultural events.

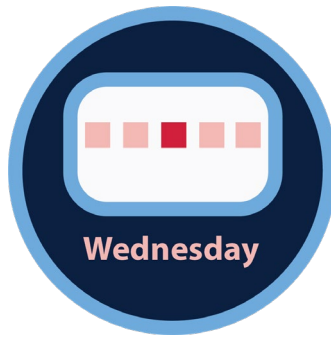
HSIE – Activity 2 – Connections to places

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







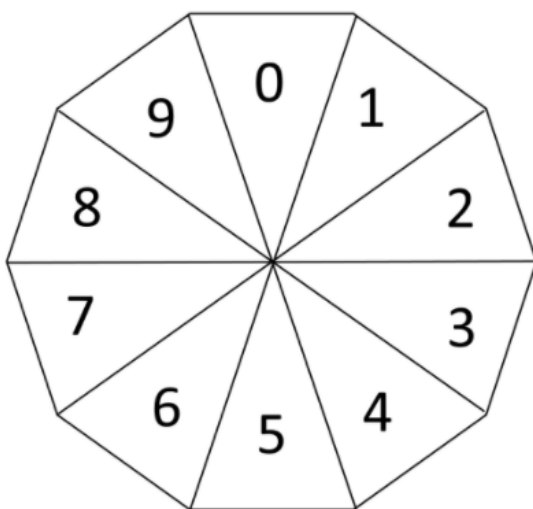
1. Using the observations you made in the last activity about Zhe Wen and your lifestyle and environment, use the Venn diagram to show any similarities and differences in your lives. Differences go under each person's label. Differences might be what time you both leave for school, or how you get there.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





Things you need

Activity	You will need
Most Activities	 Workbook  pen or lead pencil, Optional: iPad or phone or computer
Place value game	<p>A gameboard (you can make on by drawing boxes or using sticky notes)</p>  Numbers 0 to 9 some suggestions are: 2 x 0-9 spinners with paper clip, or a pack of cards using Ace to 10 where Ace is 1 and 10 is zero, or 2 x 10-sided dice  Texta, pencil
HSIE	Notes from Tuesday's activity



During the day make sure you take time to

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

Care and connect – Hydrating our Bodies



Today we are going to care for our bodies before we start our learning. We can do that by make sure we drink water to keep our bodies hydrated. Did you know, our bodies are made up of 60% of water? Amazing! Before you start your learning, collect a cup of water or a drink bottle filled with water and try to drink it all before the end of your lesson.

"Water cup" by Clker free vector
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Brain break – Stretching and breathing



"Tree pose" by Clker free
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Stretches are very good if you are sitting down for a long period of time.

1. Take a big, deep breath in and feel the cool air coming into your nose.
2. Let the breath out. You may notice that your breath is warm.
3. Repeat these deep breaths 3 times.
4. Stand up and make your body nice and tall.
5. Tree pose: Balance yourself on one foot bring the other foot up to rest on the knee of your straight leg. Stretch your arms up high over your head.
6. Swap legs and repeat step 5.
7. Repeat the tree pose.

English – Activity 1 – Speaking and vocabulary: Treehouse

Look at the picture of the treehouse below. If you can, describe aloud what you can see to someone in your home.



["Treehouse"](#) by Pixabay

In your workbook, write a descriptive paragraph describing the tree. Include adjectives (describing words), adverbs (a word which describes a verb, for example, gently) and figurative language (for example, similes – rough as sandpaper). Help your reader to create a clear picture in their mind of the treehouse. Don't forget to include descriptions about colour, size and shapes. Remember to use your five senses. What can you see, hear and smell? What are the textures you can feel?

Challenge

Describe a character who might live here. What do they look like? Why do they live here? What do they like to do? What is their personality like? You might like to tell someone in your home about your character.

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



Return to the text, 'The Dog Without a Name' or the story you have been reading this week. Can you make any connections with this story?

Think about – How does the text relate to something in your life? (Text to self)

- This part reminds me of...
- This is like the time I...
- This character reminds me of myself because...
- How is this similar to my life or people I know?

Think about – How does the text relate to something in the world? (Text to world)

- I saw something like this when I watched/read...
- This reminds me of something I heard... because...
- How is this text similar to things that happen in the real world?
- How is this different from what is happening in the world?

Think about – How does the text relate to something I have read or watched in a show? (Text to text)

- This book is like... because...
- This character is like... in the book/show... because...
- This reminds me of the book/show... because...
- How is this different from other books/shows I've read?
- I read or saw about something else like this...

Activity - In your workbook, complete the following table and make your own connections with your story. Some examples have been done for you.

In the text	My connection	Type of connection
e.g. Jack lived on a farm and moved to the city	This is what happened to my own family	Text to self
e.g. Jack read to a dog at a shelter.	On a TV show, I saw some pet shelters in America running a program like this.	Text to text Text to world

Complete your own ideas in your table.

English – Activity 3 – Actions and emotions



When we read, our favourite characters spark emotions in us. Powerful characters can make us laugh, cry or surprise us with their actions.

As readers, we learn about characters not just through the author's descriptions, but also through the actions in the story. Think about some actions that Jack and the carer did in the story?

Identify how the character of Bella is feeling at different points in the story by completing the action and emotions task in your workbook. Use two or three synonyms, or a phrase, to describe the emotion.

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



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

Challenge

Complete the table for another character in the story.

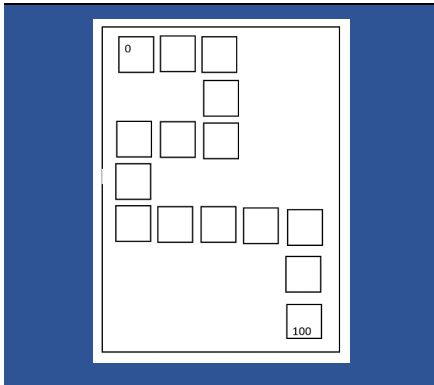
Choose one of the examples in your table and write a descriptive paragraph about that moment from the perspective of the character.



Maths – Activity 1 – Place value game

This activity is for you to strategically decide how to place your numbers on your game board to fill all the gaps between 0 and 100. You have to think carefully.

Scan the QR code for the instructions. If you don't have a device, all the instructions are here for you to follow.



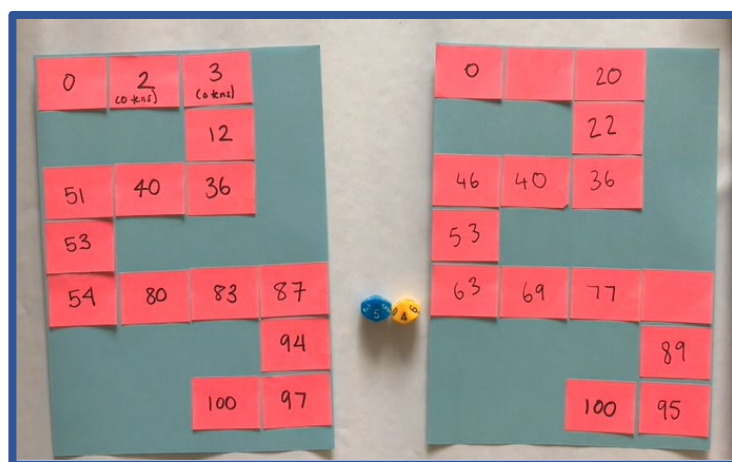
Draw a game board for each player on a page with 15 squares like the example.

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

You could also use sticky notes like the picture below

Instructions

- Each player has a game sheet and takes it in turns to either throw 2 ten-sided dice, spin 2 spinners or pull out 2 cards or numbers.
- The numbers are used to create 2-digit numbers, eg, a 5 and a 2 could be recorded as 25 or 52.
- Players choose where on the board to record their numbers in the most appropriate position between 0 and 100. Numbers must be in order.
- If numbers cannot be placed, the player misses his/her turn.
- The winner is the first to fill all places.



PDHPE – Activity 1 – Water

Scan the QR code to watch the video on water.



Drinking water has many health benefits.

- Water keeps our bodies healthy.
- Our bodies need water to work properly.
- Water helps the brain work and think properly.
- Water keeps our bodies at a good temperature.
- All living things need water.
- Water helps to do many things including breaking down your food.

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

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

A persuasive text usually includes:

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

Key arguments could include:

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

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

Be as creative as you can with your presentation.

PDHPE – Activity 2 – Obstacle Golf

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



1. Create 3 targets that you can safely throw a soft object towards.
2. Choose a 'starting point'. This is where you will stand to throw the object from. Place each target at different distances from the 'starting point.'
3. Choose or create at least one object that will act as an obstacle. The obstacle needs to be placed between the 'starting point' and the target. Your challenge may look like this:



Play obstacle golf:

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

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

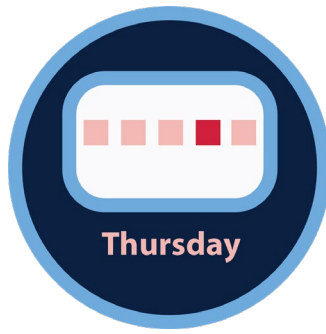
1. What do you consider to be your strengths while playing this game? For example, "I am very consistent when throwing underarm at a target over a short distance," or, "I am very good at judging the appropriate amount of force to apply to my throws."
2. Why is this your strength?
3. Create or change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

Play obstacle golf – with adapted rules and scoring












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



Example of how you may record the attempts

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



Things you need

Activity	You will need
Most Activities	 Workbook  pen or lead pencil, Optional: iPad, phone or computer
Physical Activity	<ul style="list-style-type: none"> •  A pair of socks or small soft ball •  A washing basket or bucket •  A small pillow •  Workbook and  pencil • A water bottle
How many characters challenge	<ul style="list-style-type: none"> •  Lego- you need to make 3 characters so will need 3 of each of these parts: • Hats/ hair • Faces • Upper body • Legs • Accessory to hold
Factors Fun	<ul style="list-style-type: none"> •  A paper clip and  spinner •  4-6 pink counters (or another colour) and 4-6 blue counters (or another colour).

Activity	You will need
PE	<ul style="list-style-type: none">  • Soft objects to throw. For example, a small soft toy, hat, socks, beanie, scrunched up paper  • Objects to create a target. For example, basket, bag, hoop, rope, skipping rope, bucket, paper with a target drawn on it
Science	<ul style="list-style-type: none"> • 2 eggs • 2 tall clear containers to hold 500ml • Measuring jug • water • 8 teaspoons of salt

During the day make sure you take time to

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

Care and connect – Brain Teaser

You will need a pen and a piece of paper in case you need to write this down.

Today you are going to have a go at saying your name backwards! You need to think of the sounds in your name and say the sounds in reverse order.

For example, if your name is Ben you would say “n e b”.

You could write down you name normally and then write your name backwards if it helps.

Brain break – Textures

Today you will be looking for different textures. Some textures might be rough, smooth, spiky, soft or silky. Have a look around your desk and feel some of the things you can see. Can you find something smooth? Or rough? Or spiky? Can you find 5 different textures?

Ask your parent or carer if you can go outside to find some different textures. How many different textures can you find outside?



Physical activity

You will need:

- A pair of socks or small soft ball
- A washing basket or bucket
- A small pillow
- Workbook and pencil
- A water bottle

Use the QR above for the activity. If you can't view the video, set up a circuit to get active!

Activity 1 – Stretching - warm up your muscles for 3 minutes

Activity 2 - Warm up your body – Run on the spot for 30 seconds, star jumps for 30 seconds, squats for 30 seconds, jumping side to side for 30 seconds

Activity 3 – Use your soft ball and throw it up and down. How many claps can you do in between each throw? Do this for one minute.

Activity 4 – Practice throwing your underarm throwing. Put your washing basket about two metres away from you. Practice throwing your soft ball into the washing basket. How many times can you get your ball into the basket in 5 minutes?

Activity 5 - Warm up your body again – Run on the spot for 30 seconds, star jumps for 30 seconds, squats for 30 seconds, jumping side to side for 30 seconds.

Activity 6 – Practice throwing your soft ball using some different throws. Can you throw it into the basket from one knee? Between your legs?



English – Activity 1 – Listening: Kids News

Scan the QR code and listen to the stories on Kids News (ABC).

If you can't listen to these stories, listen to three other spoken texts. This could be an audio book, a speech on TV a family member speaking on the telephone (with their permission!), an advertisement, or an appropriate news report.

Think about who is listening to these news stories. Who is the audience? Is it adults, high school students, primary school students or pre-schoolers? What language does the speaker use to help you know this? Why would audience members listen to this spoken text or story?

Complete the table below in your workbook

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



[Image](#) by Pixabay



English – Activity 2 – Prediction Letter

Read or listen to 'The Dog Without a Name' or return to your story you have been reading. Scan the QR code for the lesson instructions or read on.

At the end of the story, Bella goes home with Jack. What do you think will happen next? Imagine you are Jack. Write a letter to the carer and tell him all the things you (Jack) and Bella have been up to! If you are doing this with a different text, choose an appropriate person to write your prediction letter to.

A letter needs to be addressed to the person you are writing to. For example, you can start a letter with "To" or "Dear" depending on who you are writing to.

Letters often contain the date that you write the letter, and this is positioned at the top. In the example below, the author has put the date on the right.

And don't forget to sign off your letter. You could finish a letter with "Yours sincerely", "Kind regards," or "From,".

Prediction: letter to the carer

Date

To the carer at the dog shelter,

Bella and I are having the best time at my house. I have a new house now with a large garden which is perfect for Bella to run around.

I have been teaching Bella to jump over obstacles, she is pretty good at jumping. Bella's favourite thing to do is sit in the sun under the large gum tree so we can read a book together.

Bella is enjoying hiding her bones in mum's garden. I don't think mum is enjoying Bella's bones in her roses....

I will keep in touch.

Jack

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



English – Activity 3 – Character Biography

An author brings to life a character's story through their books. Thinking about our story "The Dog Without a Name". Have you thought about Jack's back story? When we write a text about a person's life, this is called a biography. Scan the QR code for video instructions for this task or read on.

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

Notice that in the plan below, the information is grouped under subheadings, for example Family and Hobbies. This helps to group your ideas in your text.

Character's backstory

- An author brings to life a character's story through their books.
- Have you thought about Jack's backstory?
- Plan out Jack's biography.

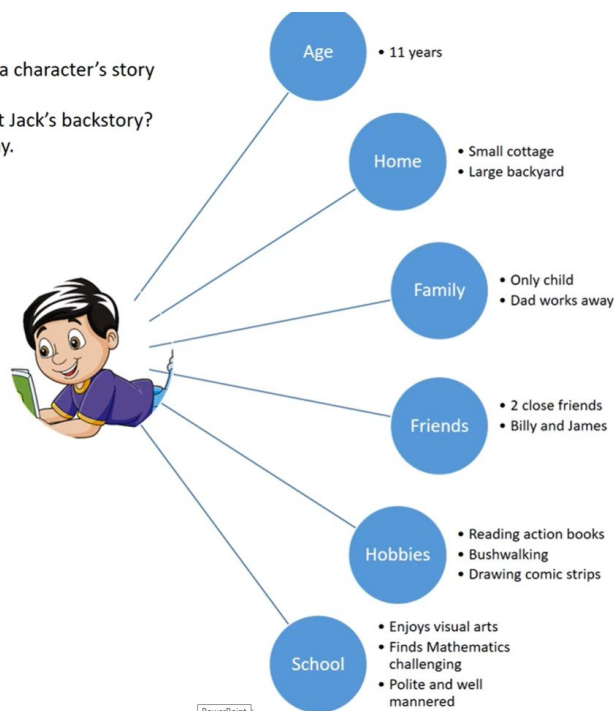


Image by [Felix Mendoza](#) from [Pixabay](#)

PowerPoint

When you have completed your plan, write Jack's biography. Group your ideas into paragraphs. Help your reader understand who Jack is, where he has come from and what his life is like.

Maths – Activity 1 – How many characters challenge- Part 1



Collect the Lego parts to make 3 full sets of people as they have in this picture.

3 x hair pieces/ hats

3 x heads

3x bodies

3x legs

3x accessories to hold

If you don't have Lego you could just draw the 15 different pieces on paper and cut each one out.

Scan the QR code above for the instructions on your challenge. If you don't have a device, the activity is explained here.

Imagine if you went to the shop and these 15 pieces cost you \$25 dollars. When you think about it you can make more than 3 people because you could rearrange the parts. You could swap legs or a headpiece to get another character.

Your challenge is to and see how many different people you can make with the pieces you have.

Use your workbook to record your ideas and answers.



Maths – Activity 3 – Factors fun

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

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

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

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

Here is an example of a game being played using multiples of 5.

BLM Factors fun – blank

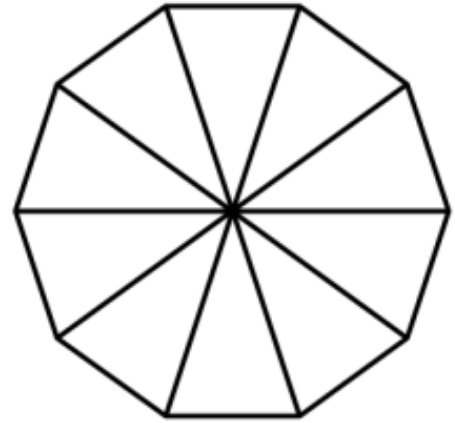
1	6	4	1	2
10	6	3	8	10
4	2	4	5	8
9	3	6	2	9
7	8	5	10	7

Recording sheet

Student 1			Student 2		
Spun	Number sentence	Covered	Spun	Number sentence	Covered
15	$15 \div 5 = 3$	3	35	$35 \div 5 = 7$	7
35	$35 \div 5 = 7$	7	40	$40 \div 5 = 8$	8

Factors fun - blank

1	6	4	1	2
10	6	3	8	10
4	2	4	5	8
9	3	6	2	9
7	8	5	10	7



Recording sheet

Student 1			Student 2		
Spun	Number sentence	Covered	Spun	Number sentence	Covered

Science – Activity 1 – Eggs behaving badly

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

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

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



For this investigation you will need:

Materials:

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

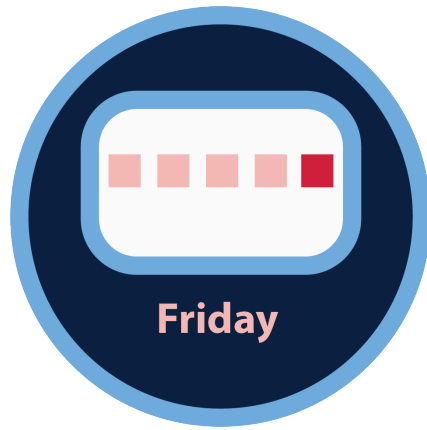
Method (what to do):

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









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

- Investigation: Exploring the properties of materials
- Purpose: To observe what happens when different materials are cooled and warmed.
- Materials: I used these things....
- Method: This is what I did (record this in steps).
- Results: Describe exactly what you observed and record this in the table.
- Explain what happened:

Optional Challenge: Use a short section of drinking straw and paperclips to make an object that floats below the surface of the water but does not sink to the bottom of the container. What changes can be observed when different materials are cooled? Materials are the things we see and touch each day. The properties of these materials can change when the material is cooled.



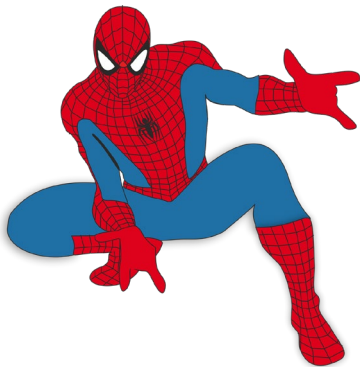
Things you need

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

During the day make sure you take time to

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

Care and connect



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



We are going to try some superhero poses.

Think of a superhero and act out the pose.

Think about the position of the superhero's legs and arms. Are they stretched out nice and tall or crouched down?

Hold your superhero position for 5 seconds.

Now see if you can try some different superhero poses.

Brain Break



"kids dancing" by kristine431 is licensed under CC BY 4.0

You will need a dice.

Roll the dice. If you roll the number 1-5, do that number of star jumps.

If you roll a 6, run on the spot for 30 seconds.

English – Activity 1 – Topic Talk



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

Think of a topic you know a lot about. Examples could be: dogs, swimming, electricity, planets, TV show, conservation. At your next catch up with your teacher, be prepared to share what you know about this topic by presenting a short speech.

It's a good idea to write down some notes on paper to help you present your speech. Practice what you will say. You could record yourself or practice in front of a person in your home.

Think about your volume, pace (speed) and expression when you present.



English – Activity 2 – Three Word Summary

Let's revisit our story, "The Dog Without a Name". What do you think is the main message of the story? Can you think of three words to describe your story? In your workbook, record these three words and explain why you think this is one of the main messages.

Message	Reason why
e.g. beginnings	e.g. Jack was experiencing a new beginning in his new home away from the farm. It was a new beginning for Bella as she was going to a new home with Jack.

Challenge - Write a short paragraph to summarise these key messages and justify your reasons for choosing your chosen messages.

English – Activity 3 – New Character



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

This week we have been learning about characters. Today, you are going to design your own character. Think about some of the features of your character. What will they look like? How will they communicate? What will their strengths be? What will be an area of weakness? What are their interests? What is their personality like? What is their back story?

When you have thought of a character, draw your character in your workbook and label his or her features. Then, using descriptive language, write a few paragraphs to describe your character. Use words and language to help your reader create a picture in their mind.

New character



Tilly is a cheeky, young green turtle who is always smiling. She likes to paint her toenails two different colours. Tilly speaks quickly and is often dancing wildly and singing when walking down the busy streets. Tilly cares about the environment and spends her time collecting rubbish from the ground and water so that other animals do not get sick. She is kind and loyal and will do anything to help her friends.

Challenge

Explain their back story. Where did they come from? Why do they behave the way they do? Write the first few sentences of a short story, introducing the character.



Maths – Activity 1 – Brush loads

Scan the QR code to watch the video. If you do not have access the instructions are below.

Materials:

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

In this activity you need to tap into your reasoning and problem-solving skills as you try to work out the smallest number of brush loads (or brushstrokes) and the largest. Every time you paint one full face of a cube that is one brush load.

You will also be exploring the surface area of different objects.

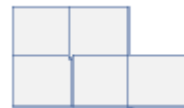
Instructions:

- Arrange your cubes so that they make a shape.
- Record in your book how you work out the brush strokes you need to paint.
- Draw each shape in your book. You might be able to draw it as a 3-dimensional picture where this drawing is only 2-dimensional.

One example is here: The shape was made. The working out is shown and a drawing has been done.



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



- Which shaped used the least brush strokes?
- Which shape used the most?



Maths – Activity 2 – Dicey addition

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

How to play:

- You can play this game alone or with a partner. Collect the resources needed. You could play three games to see which one you scored the highest number in.
- Draw your game boards so you each have one. The picture shows how.
 - For example: $_ _ _ + _ _ _ + _ _ _ = \underline{\hspace{2cm}}$
 - You can start with something different if you would like.
- Each player takes a turn to spin the spinner and decide where to play that digit in their number sentence (equation). For example, you might say 'I will put this 3 in the hundreds place.'
- Take it in turn to spin the spinner until all the spaces have been filled in.
- The person whose sum is closest to 1000 is the winner!

Here is a picture of a game that is being played.



Try to add your numbers up using a mental strategy without doing a formal algorithm. How could you do that? Show your thinking in your workbook.

Extension Ideas:

Play Dicey addition using one of these scoring systems:

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

You may like to use subtraction or multiplication instead.

STEM – Activity 1 – Paper table

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



Challenge:

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

Rules:

1. You can only use the materials on the list, but you don't have to use all the materials
 - 1 piece of cardboard about the size of an exercise book or the side of a cereal box
 - tape
 - ruler
 - Scissors



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



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

