

**YEAR 3**

**LEARNING**  
- FROM -

**HOME**

 **teachstarter**

## **ABOUT THIS PACK**

This teaching resource pack has been handpicked by the Teach Starter team to include a range of resources that can be completed at home by children with the assistance of their parents or guardians.

The pack includes resources covering the key learning areas of English, Maths and Science, along with some additional craft and mindfulness activities - all for free!

In the rare event of a school closure or if a student needs to work remotely, this pack can be sent home with students or passed on directly to parents and guardians digitally to allow for students to complete the work with minimal preparation and supervision.

The pack is designed to allow for non-teachers to understand and implement the activities in a home environment without requiring additional resources found in a classroom. The pack can be completed digitally on a tablet/iPad or with pen and paper when printed.

### **For Teachers**

#### **Can I share this pack with parents, students and other teachers?**

Of course! This pack has been created specifically for this purpose. Please feel free to share this pack digitally with your students, their parents or guardians, or other teachers.

You can share by copying the URL in the address bar of your browser, or simply clicking on the envelope icon above to send to an email address. You can also download the pack, and email the PDF document itself.

Please feel free to bundle this pack with your own home learning activities to extend or reinforce particular concepts for your students. You may also like to add specific activities such as reading, outdoor play, fine motor skills etc.

### **For Parents**

#### **How can I teach my child if their school closes?**

By downloading this free resource pack, you will be equipped with a wide range of activities to share with your child while their school is closed.

We have ensured that this pack can be delivered by non-teachers by providing a helpful table of contents and activity overviews. All activities are age-appropriate and most will relate to work that your child has experienced in the classroom.

The activities can be completed in any order and have been selected to allow parents and guardians to easily implement them.

# YEAR 3

## CONTENTS

### English

#### *Editing*

#### **2 x Editing Worksheets - Deep-sea Diving and Professor Fizz's Potion**

Students are required to edit the pieces of text using the provided editing symbols and then re-write the text correctly. There are 20 errors in each piece of text.

#### *Reading*

#### **11 x Comprehension Worksheets**

A comprehensive set of worksheets that cover a variety of comprehension skills. Students are required to read the text and answer the questions either in a workbook or using the sheet provided. There is a Crazy Creative Challenge for each comprehension skill that can be completed also.

#### **My Book Report Template**

Students can pick a recent text they have read and then complete this Book Report template. Three different versions have been provided.

#### *Grammar*

#### **Punctuation Sentence Challenge**

Students write a paragraph about a chosen topic. They should use at least one of each of the punctuation features provided in the punctuation boxes.

#### **Simple, Compound and Complex Sentences Worksheets**

These 6 worksheets have been provided to allow students to work on their sentence development.

#### *Spelling*

#### **Word Work Grid - V1**

Students use this grid of 15 activities when working with their spelling words. The activities can be completed using the provided templates or in a workbook.

#### **Word Work Grid - V2**

A second version has been provided to work with a new set of spelling words.

#### *Persuasive Writing*

#### **Persuasive Writing Stimulus - Zoos Are No Places for Animals**

Students are required to use the stimulus, which includes for and against arguments, to construct a persuasive text. A planning template and scaffolding sheet have also been provided to plan their ideas before they begin writing the persuasive text.

## *Narrative Writing*

### **Narrative Writing Stimulus - "Caught You!"**

Students are required to use the stimulus piece provided to write a narrative text. A narrative planning template has been provided to use before they begin writing.

## **Maths**

### *Operations*

#### **1 x Colour Fun!**

Students are required to find the answer to each multiplication sum and then colour that section the corresponding colour represented in the table provided.

#### **Maths Word Problem Cards - Addition and Subtraction**

Students can complete these word problem cards in their workbook.

### *Maths Activities*

#### **Length - Which Plane Flies Best?**

In this investigation, the students imagine that they are entering a paper plane competition. They have designed three different paper planes and can't decide which one to enter in the competition.

#### **Pandora's Party Palace Maths Activity**

Students use these sixteen problem-solving task cards in association with the stimulus to work with money in a real-world context.

## **Science**

### **My Ecological Footprint Worksheet**

A worksheet which will have the students evaluate their family's activities and how they impact the environment.

### **Spacecraft Design Task**

Students design, plan and make a spacecraft. A list of suggested materials are on the worksheet, but students can use anything they have available to them.

## **Other**

### *Mindfulness*

#### **Mindfulness Colouring Sheet - Crab**

Students use this sheet when they require a brain break or at the end of the day.

#### **The Cosmic Dance of the Sun, Earth and Moon.**

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



# Deep-sea Diving - Editing

Add editing marks to text. There are 20 errors.

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

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

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

Re-write the text correctly:

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# Professor Fizz's Potion - Editing

Add editing marks to text. There are 20 errors.

professor fizz clutched the miracle potion in his gloved hand. for many days and nights, he had been trying to perfect this recipe. Now that the brew was exactly write, it was time for a test removing his gloves, he pulled the cork from the top of the bubling beaker. In one gulp, he drunk the entire potion and waited

Almost immediately Professor Fizz began to feel verry strange. In a matter of seconds, his eyes started to feel very hot The hairs on his arms and legs started to twich. While that were happening, he heard a strange whistling sound comming from inside his ears. professor Fizz hoped that he wouldnt have any more strange re-actions to his potion

Editing Marks:	
Capital letter	≡
End punctuation	◦ ! ?
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## The Raccoon and the Golden Nugget

One morning, a hungry raccoon was digging in the ground. He was trying to find something delicious to eat for his breakfast. As he was searching through the ground, he found a shiny and valuable golden nugget!

A bird flying nearby saw the golden nugget and yelled out to the raccoon, "You'd better be quick and hide that piece of gold before someone takes it! It will be worth a lot of money!"

The raccoon replied to the bird, "I know this gold might be valuable to some people, but I am very hungry. I would rather find myself something nice to eat."

The disappointed bird flew away while the hungry raccoon continued searching for some food.

**Moral:** *Gold can't satisfy hunger.*



## The Raccoon and the Golden Nugget

1. Who do you think the author wrote this story for?  
Explain why you think it was written for that audience.
2. Why do you think the author decided to include the flying bird in the story?
3. What do you think are the author's views on money?  
What part of the story made you think this?
4. Explain in your own words the moral of this story.

### CRAZY CREATIVE CHALLENGE

What do you think happens next? Continue writing and create an ending to the story.

- ▶ What does the bird do?
- ▶ What happens to the gold nugget?
- ▶ Does the raccoon find something to eat?

Name \_\_\_\_\_

Date \_\_\_\_\_

## The Raccoon and the Golden Nugget

1. Who do you think the author wrote this story for?

Explain why you think it was written for that audience.

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2. Why do you think the author decided to include the flying bird in the story?

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3. What do you think are the author's views on money?

Explain why you think this, using examples from the story.

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

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## Staying at Home

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

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

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

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

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



## Staying at Home

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

### CRAZY CREATIVE CHALLENGE

Create your own 'All about Me' poster.

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

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

Name \_\_\_\_\_

Date \_\_\_\_\_

## Staying at Home

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

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

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

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

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## Making Inferences

### Scenario 1

Dad was home from work and looking forward to sitting down and relaxing. As he came around the corner, he saw his wife's special vase shattered on the floor. Lying a short distance away was his son's football. "Hudson!" Dad yelled, but Hudson was nowhere to be seen.

### Scenario 2

'Closed Today' said the sign on the front gate. Sabrina's shoulders sagged and she tried not to let her tears show. She removed her swimming cap and goggles and walked back to the car with her parents.

### Scenario 3

Senith had just placed the lid back on the tin and finished packing up his equipment. He needed to wash out his brushes and try and get as much paint off his hands as he could. He would be back again tomorrow to finish the back of the house.



## Making Inferences

1. What happened to the vase?
2. Why do you think Hudson left?
3. Where do you think Sabrina was planning on going?  
How did Sabrina feel? How do you know?
4. What is Senith's job?  
What clues in the text make you think that?

### CRAZY CREATIVE CHALLENGE

Create your own 'Who Am I?' clues.

- 🕒 Give the clues to a partner to see if they can guess who or what your clues are for.

Name \_\_\_\_\_

Date \_\_\_\_\_

## Making Inferences

1. What happened to the vase?

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2. Why do you think Hudson left?

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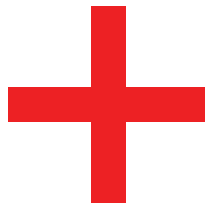
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## Nelly the Nurse

Nelly the Nurse worked at the Little Village Hospital, where she helped Doctor Donald look after the sick patients. The best part of her day was when she walked around the hospital to visit all the patients and give them a lollypop.

Sometimes Nelly the Nurse would wear a cape to work, so she could fly around the wards cheering everyone up. She would sing songs, tell jokes and make up silly stories for them. Some patients would laugh so much that their stitches would come apart! It didn't matter though; Nelly the Nurse would just stitch them back up again.

Doctor Donald enjoyed having Nelly the Nurse as his helper. He always gave her special jobs to do. Each year on her birthday, Doctor Donald would buy Nelly the Nurse a gigantic chocolate cake, just to show her that she was special.



## Nelly the Nurse

- Which of these statements **could not** really happen?
  - a nurse working at a hospital
  - a doctor looking after sick patients
  - a nurse giving sick patients a lollypop every day
- Which of these statements **could not** really happen?
  - a nurse wearing a cape
  - a nurse trying to cheer people up
  - a nurse flying
- Which of these statements **could** really happen?
  - a nurse making a patient split their stitches
  - a nurse getting a cake for her birthday
  - only having one nurse and one doctor in a hospital
- Is this story real or make-believe?  
List three pieces of evidence to support your answer.

### CRAZY CREATIVE CHALLENGE

Research hospital clowns and create a poster outlining what they do.

Name \_\_\_\_\_

Date \_\_\_\_\_

## Nelly the Nurse

1. Which of these statements **could not** really happen?
  - a) a nurse working at a hospital
  - b) a doctor looking after sick patients
  - c) a nurse giving sick patients a lollypop every day
  
2. Which of these statements **could** not really happen?
  - a) a nurse wearing a cape
  - b) a nurse trying to cheer people up
  - c) a nurse flying
  
3. Which of these statements **could** really happen?
  - a) a nurse making a patient split their stitches
  - b) a nurse getting a cake for her birthday
  - c) only having one nurse and one doctor in a hospital

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

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## Ultimate Frisbee

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

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

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

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



## Ultimate Frisbee

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

- This period is called the stall.*

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

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

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

- This gives the offensive team poor field position.*

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

### CRAZY CREATIVE CHALLENGE

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

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

Name \_\_\_\_\_

Date \_\_\_\_\_

## Ultimate Frisbee

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

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

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

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

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

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

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

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## Johnny's Amazing Milkshake

Johnny was looking forward to coming home from the carnival and making himself a big chocolate milkshake. As he was walking home, he thought of all the things he was going to add to his milkshake. He wanted it to be the best milkshake ever! He was going to mix chocolate fudge sauce, chocolate chip ice-cream and milk, then top it with whipped cream and chocolate shavings. It was going to be amazing!

As soon as Johnny got home, he went straight to the kitchen. He began putting all the ingredients for his amazing milkshake out on the kitchen bench.

The last ingredient to put out was the milk. Johnny opened the fridge. There was no milk! His little sister had used the last drops of milk on her breakfast cereal that morning. Red in the face with anger, Johnny stormed off to the local store to buy another carton of milk.

Not long after, Johnny returned home with the milk. He could not wait to enjoy his delicious milkshake. To his surprise, when he entered the kitchen, his mother was unpacking the groceries. She had bought two cartons of milk! Now there was enough milk for everyone to enjoy an amazing milkshake.



## Johnny's Amazing Milkshake

- Johnny was looking forward to going home, so
  - he could help his mother with the groceries.
  - he could have a rest after the carnival.
  - he could make an amazing milkshake.
- Red in the face with anger, Johnny stormed off.*  
What caused this to happen?
- There was no milk, so
  - Johnny stormed off to the local store to buy some.
  - Johnny decided not to make a milkshake.
  - Johnny cried.
- At the end of the story, why was there enough milk to make everyone an amazing milkshake?

### CRAZY CREATIVE CHALLENGE

What would you put in an amazing milkshake?  
Write a recipe.

Ask if you can make your milkshake at home!

Name \_\_\_\_\_

Date \_\_\_\_\_

## Johnny's Amazing Milkshake

1. Johnny was looking forward to going home, so
  - a) he could help his mother with the groceries.
  - b) he could have a rest after the carnival.
  - c) he could make an amazing milkshake.

2. *Red in the face with anger, Johnny stormed off.*  
What caused Johnny this to happen?

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3. There was no milk, so
  - a) Johnny stormed off to the local store.
  - b) Johnny didn't make a milkshake.
  - c) Johnny cried.

4. At the end of the story, why was there enough milk to make everyone an amazing milkshake?

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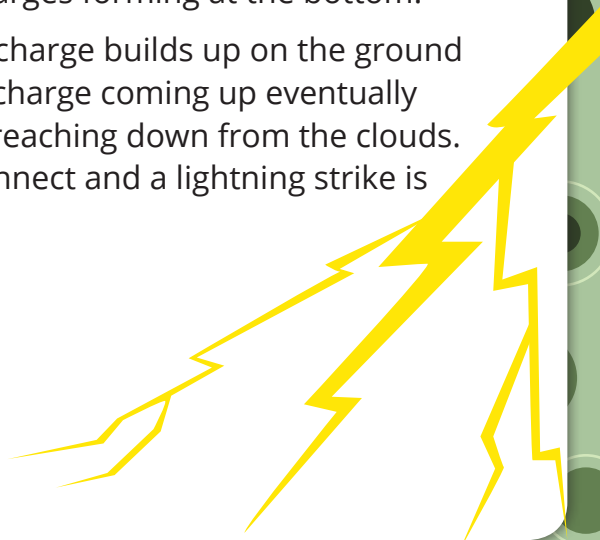
## Lightning

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

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

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

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



## Lightning

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

### CRAZY CREATIVE CHALLENGE

Create an artwork to show what a thunderstorm looks like.

Name \_\_\_\_\_

Date \_\_\_\_\_

## Lightning

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

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

## Exercise is Cool!

### Exercise boosts brainpower

Exercise helps you to think clearer, which means you can concentrate better in class and learn more.

### Exercise gives you more energy

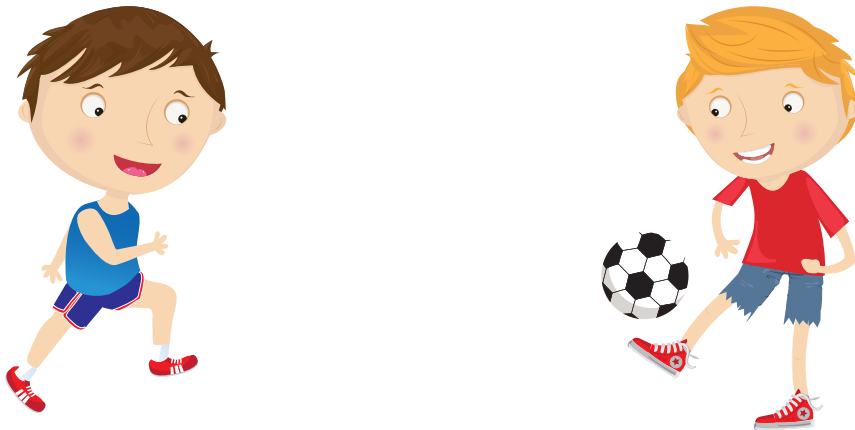
If you exercise throughout the day, you will improve your strength, which means you will have more energy.

### Exercise helps stop you from getting sick

Exercise leads you to feel healthier, which means that your body is more likely to fight off colds and illnesses.

### Exercise pumps up your heart

Not only does exercise stop you from getting sick, but it also helps strengthen your heart.



## Exercise is Cool!

1. Write an opinion about exercise boosting brainpower.
2. Write an opinion about exercise giving you more energy.
3. Write an opinion about exercise helping to stop you from getting sick.
4. Write an opinion about exercise helping to pump up your heart.

## CRAZY CREATIVE CHALLENGE

Make a list of all of the ways that you exercise throughout the day.

Create an exercise plan, using items found around the house or classroom, that you can do each day.

Name \_\_\_\_\_

Date \_\_\_\_\_

## Exercise is Cool!

1. Write an opinion about exercise boosting brainpower.

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2. Write an opinion about exercise giving you more energy.

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3. Write an opinion about exercise helping to stop you from getting sick.

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4. Write an opinion about exercise helping to pump up your heart.

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## The Great Wise Owl

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

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

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

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



## The Great Wise Owl

1. What is the main idea of this text?
2. What are three details that support the main idea?
3. Carefully read the text.  
Underline any words which are repeated, or seem important. Write them down.
4. Another good title for this text could be.
  - a) My Pet Owl.
  - b) All about the Owl.
  - c) Oliver the Owl.
  - d) The Story of the Very Wise Owl.

### CRAZY CREATIVE CHALLENGE

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

Name \_\_\_\_\_

Date \_\_\_\_\_

## The Great Wise Owl

1. What is the main idea of this text?

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

Detail 1: \_\_\_\_\_

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Detail 2: \_\_\_\_\_

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Detail 3: \_\_\_\_\_

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3. Carefully read the text.

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

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4. Another good title for this text could be

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

## What's for Dinner?

I was so hungry! I walked through the front door and yelled, "What's for dinner?"

"Your favourite!" Mum replied.

"Great," I mumbled grumpily. That means it could be anything!

I stomped across the sitting room and into the kitchen. Mum was slowly unpacking the groceries. "What's this?" I asked.

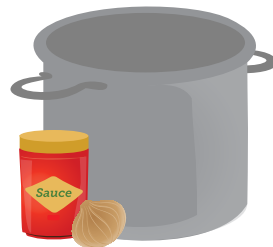
"It's for your dinner," Mum responded.

She pulled out some spaghetti, then some mince. In the other bag was a jar of sauce, onions, tomatoes and some green herbs. "What's this called?" I asked, holding up the bunch of leaves.

"Basil," Mum replied with a smile. "It makes everything taste so much better!"

I went to my room to get changed. As I was getting out of my training gear, I could smell a delicious aroma coming from Mum's cooking. My stomach began to rumble. I quickly finished getting changed and ran back into the kitchen.

Dinner was finally ready. To my surprise, Mum really did make my favourite!



## What's for Dinner?

1. *As I was getting out of my training gear...*

What might the main character have been training for?

Why do you think this?

2. Who might the main character be?

Why do you think this?

3. Predict who lives in the house.

Why do you think this?

4. What do you think Mum cooked for dinner?

Give three reasons to support your answer.

### CRAZY CREATIVE CHALLENGE

Create a menu of your favourite dinner.

Include drinks, entrée, the main and desserts.

Name \_\_\_\_\_

Date \_\_\_\_\_

## What's for Dinner?

1. *As I was getting out of my training gear...*

What might the main character have been training for?

Why do you think this?

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Why do you think this?

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4. What do you think Mum cooked for dinner?

Give three reasons to support your answer.

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## The History of the Cacao Bean

Chocolate has been around for thousands of years. It did not start as the sweet treat we know it as today.

Chocolate comes from cacao trees. These trees were originally grown by Maya Indians in Mexico around 600 AD. Pods grow from the trunk of a cacao tree. Inside the pods are small cacao beans. These beans are used to make chocolate.

Cacao beans were very valuable in the 1500s when the Aztecs took rule over Mexico. They were used as a form of currency and for paying taxes. Wealthy people used cacao beans to make a bitter drink. They enhanced the taste of the drink by adding flowers, vanilla and honey.

In the 1500s, a Spanish explorer, named Herman Cortes, travelled to Mexico and discovered the cacao drink of the Aztecs. He took the cacao beans back to Spain with him. In Spain, people began adding sugar to the bitter drink to make it enjoyable and sweet.

By the 1800s, alkaline salts were added and fats were removed from a powdered form of the cacao bean by Dutch chemist, Joseph Fry. Fry had created the first modern chocolate bar.



## The History of the Cacao Bean

1. Who first started growing cacao trees?  
When were they first grown?  
Where were they first grown?
2. Before they were made into a sweet treat, what were cacao beans used for?
3. How did the Spanish change the cacao drink of the Aztecs?
4. Who created the first chocolate bar?  
What did he do as part of the making process?

### CRAZY CREATIVE CHALLENGE

Research what a cacao tree looks like.

Use the text and your research to draw and label a cacao tree to help explain where chocolate comes from.

Name \_\_\_\_\_

Date \_\_\_\_\_

## The History of the Cacao Bean

1. Who first started growing cacao trees?

When were they first grown?

Where were they first grown?

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2. Before they were made into a sweet treat, what were cacao beans used for?

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3. How did the Spanish change the cacao drink of the Aztecs?

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4. Who created the first chocolate bar?

What did he do as part of the making process?

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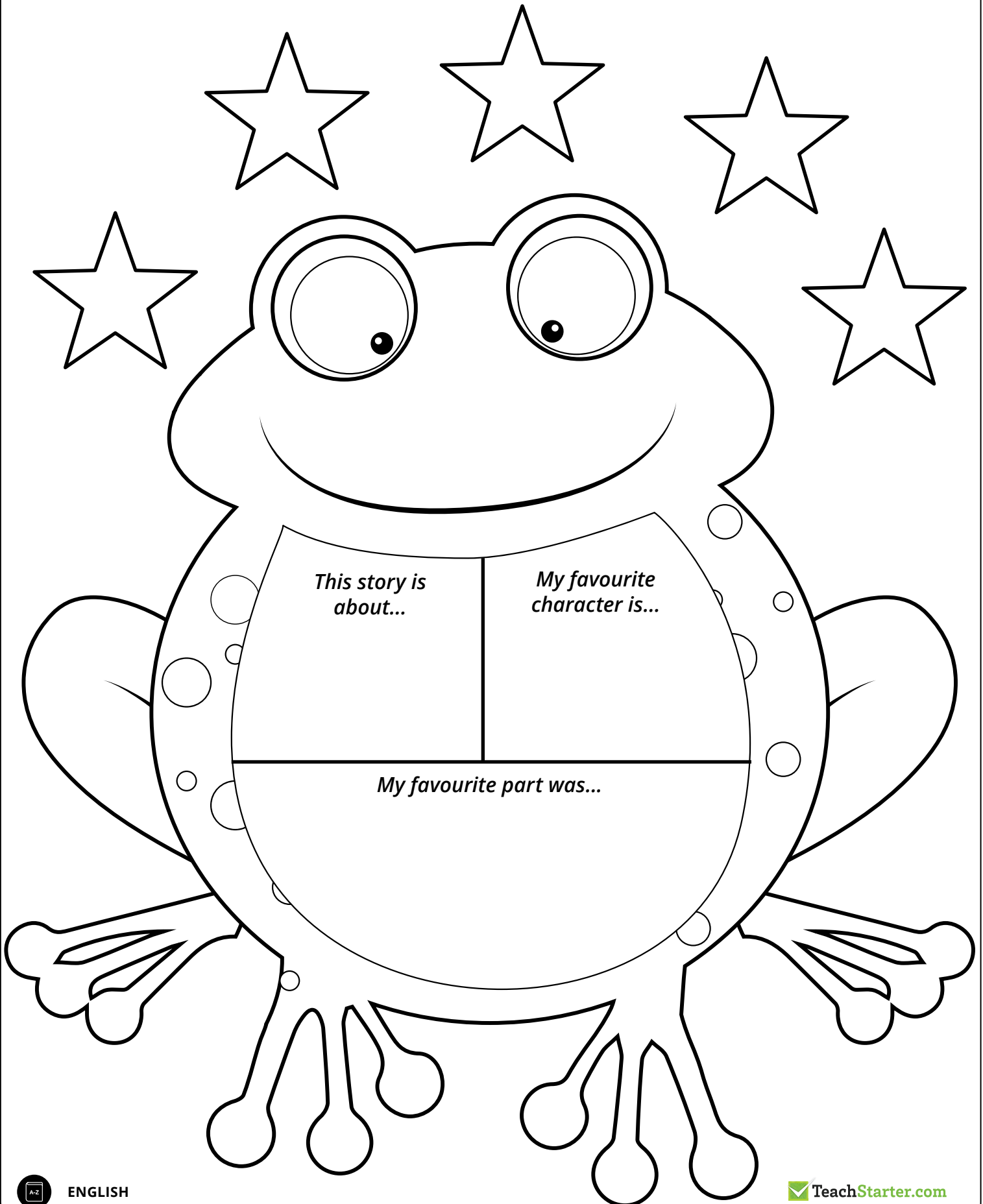
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# My Book Report for

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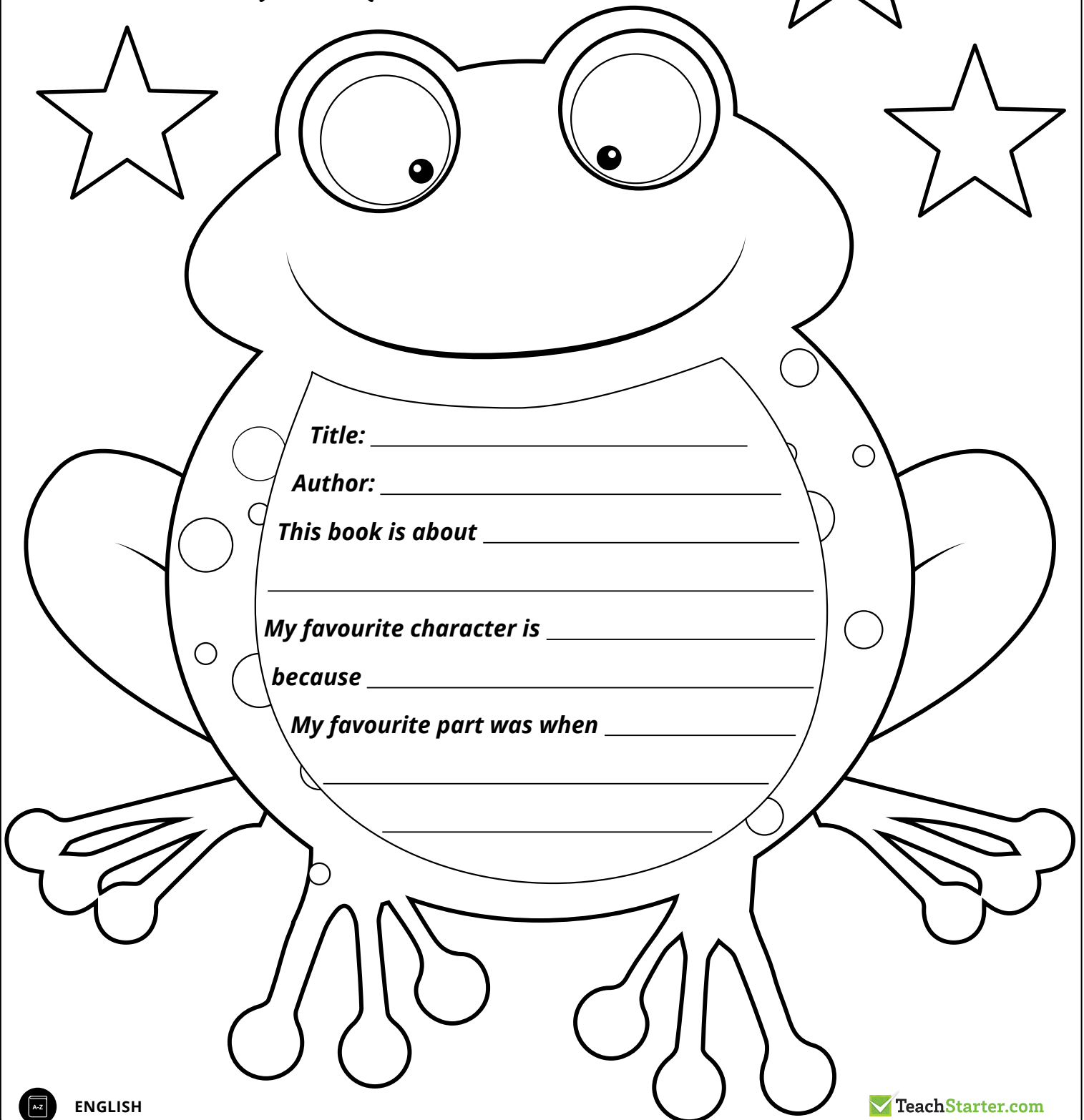
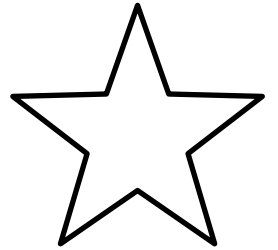
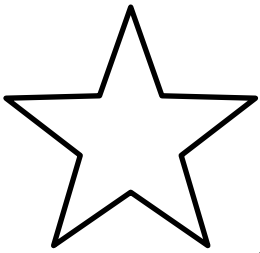
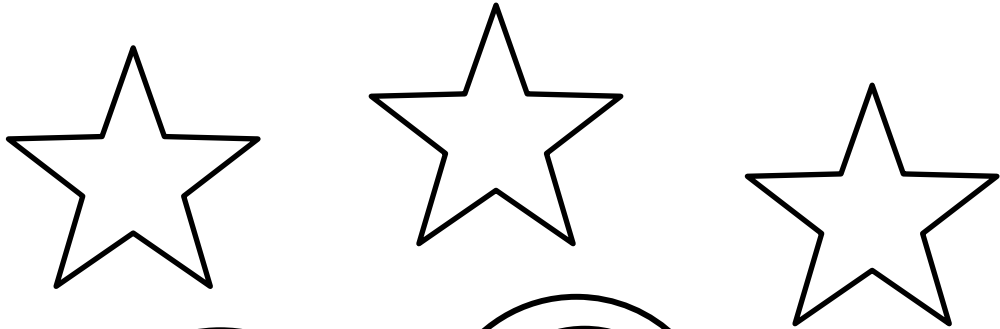


*This story is about...*

*My favourite character is...*

*My favourite part was...*

# My Book Report



**Title:** \_\_\_\_\_

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

**This book is about** \_\_\_\_\_  
\_\_\_\_\_

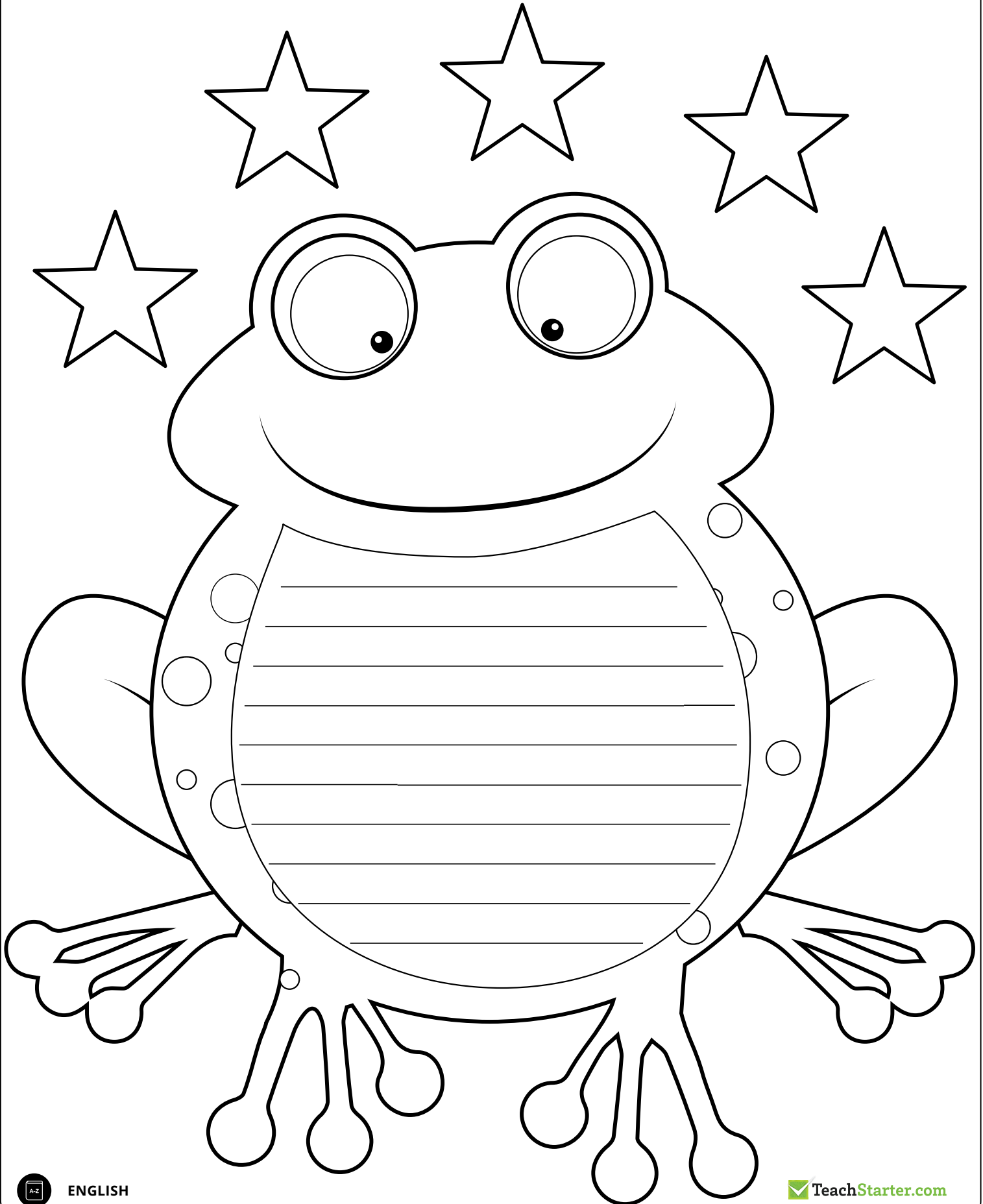
**My favourite character is** \_\_\_\_\_

**because** \_\_\_\_\_  
\_\_\_\_\_

**My favourite part was when** \_\_\_\_\_  
\_\_\_\_\_

# My Book Report for

\_\_\_\_\_



Name \_\_\_\_\_

Date \_\_\_\_\_

## Punctuation Sentence Challenge

After completing a punctuation lesson in class, think of topic to write about.

In the space below, write a paragraph about your chosen topic. You should use at least one of each of the punctuation features that your class has discussed, highlighting the types of punctuation in the boxes below.

After you have finished, edit your work. Highlight the punctuation you have used in your writing and add in any you have forgotten to include.

Topic \_\_\_\_\_

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C	.	,	?	!	'
“ ”	:	;	...	( )	

Name \_\_\_\_\_

Date \_\_\_\_\_

## What is a Sentence?

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

The rabbit that is hopping  
around the yard

around the horse track.

The bunch of red roses

in their bee hives.

The lion is roaring

is in a purple vase.

Bees make honey

is brown and white.

The little white kitten was  
waiting patiently

in the cage.

The horse galloped

by its food bowl.

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

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Name \_\_\_\_\_

Date \_\_\_\_\_

## Simple Sentences

**Underline the subject and the verb in these simple sentences.**

- The hamster ran around the hamster wheel.
- Scientists have discovered a new planet.
- The boy ate a hamburger.
- We have singing rehearsals before school.
- Birds wash themselves in our bird bath.
- Tom can read chapter books.
- I went to the beach.

**Use the correct word from the word bank to complete the sentences.**

bananas

football

plane

pool

bike

trains

apples

dog

I like to eat \_\_\_\_\_.

My brother likes to play with his toy \_\_\_\_\_.

Evie went swimming in the school \_\_\_\_\_.

The jet \_\_\_\_\_ has two wings.

My \_\_\_\_\_ team won the final match on the weekend.

There were ten red \_\_\_\_\_ ready to be picked.

I went for a long ride on my \_\_\_\_\_.



Name \_\_\_\_\_

Date \_\_\_\_\_

## Compound Sentences

Choose which coordinating conjunction works best to join the simple sentences together to make a compound sentence.

so	and
but	yet

I would like to go to the football game \_\_\_\_\_ I don't have a ticket.

Jane is coming over \_\_\_\_\_ we can go swimming in my pool.

The children went for a bushwalk \_\_\_\_\_ they saw many different types of birds.

I like orange juice \_\_\_\_\_ Susie likes apple juice.

It was late at night \_\_\_\_\_ the weather was hot.

Jack doesn't like to eat vegetables \_\_\_\_\_ he likes to eat meat.

**Rewrite the sentences below to create a compound sentence.**

The boy painted with blue paint. He painted with yellow paint.

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Zack ran fast. Tom ran faster.

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Name \_\_\_\_\_

Date \_\_\_\_\_

## Complex Sentences

**Choose which subordinating conjunction works best to join the clauses together to make a complex sentence.**

unless

that

despite

which

when

while

Beetles keep their wings folded \_\_\_\_\_ they are flying.

My grandma made a chocolate cake \_\_\_\_\_ everyone enjoyed.

I will make the beds \_\_\_\_\_ you cook breakfast.

He returned his book to the library \_\_\_\_\_ he was finished with it.

Here is the basketball \_\_\_\_\_ you lost yesterday.

My soccer team still played yesterday \_\_\_\_\_ it raining heavily.

**Highlight the independent clause that can stand alone as a sentence.**

When the town flooded many properties were damaged.

Once the sun goes down it is time to come home.

The children saw many exhibits when they went on their excursion.

We enjoyed playing on the beach even though it was cold.

I did not see Scott today because he was playing football.

Name \_\_\_\_\_

Date \_\_\_\_\_

## Sorting Sentences

Cut and paste the sentences under their correct headings.

I like bananas and I like grapes.

The football match was postponed because it was raining.

The dog barked whenever I knocked on the door.

Our team tried hard but we lost the game.

Tom can read chapter books.

It was very hot outside and the ice cream melted.

Birds wash themselves in our bird bath.

I love roast potatoes while my mum prefers them mashed.

I went to the beach.

Name \_\_\_\_\_

Date \_\_\_\_\_

## Sorting Sentences Table

Simple Sentences	Compound Sentences	Complex Sentences

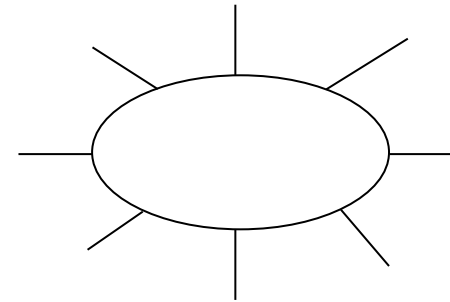
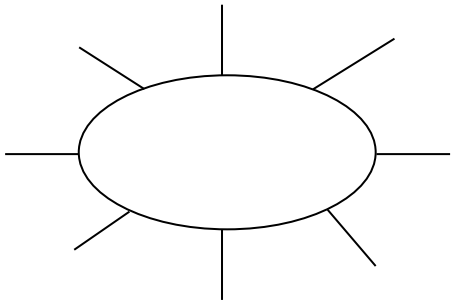
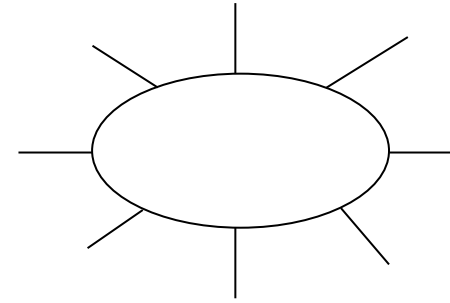
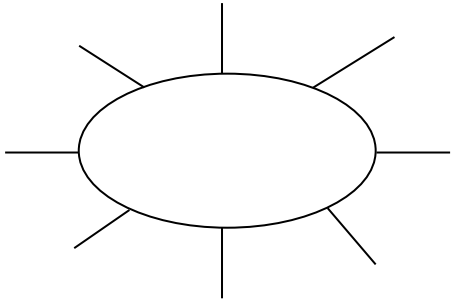
## Word Work Grid

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

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

# Rhyming Wheels

Write as many words as you can that rhyme with the sound in the rhyming wheel. Use the alphabet at the bottom to help you think of more words.



A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

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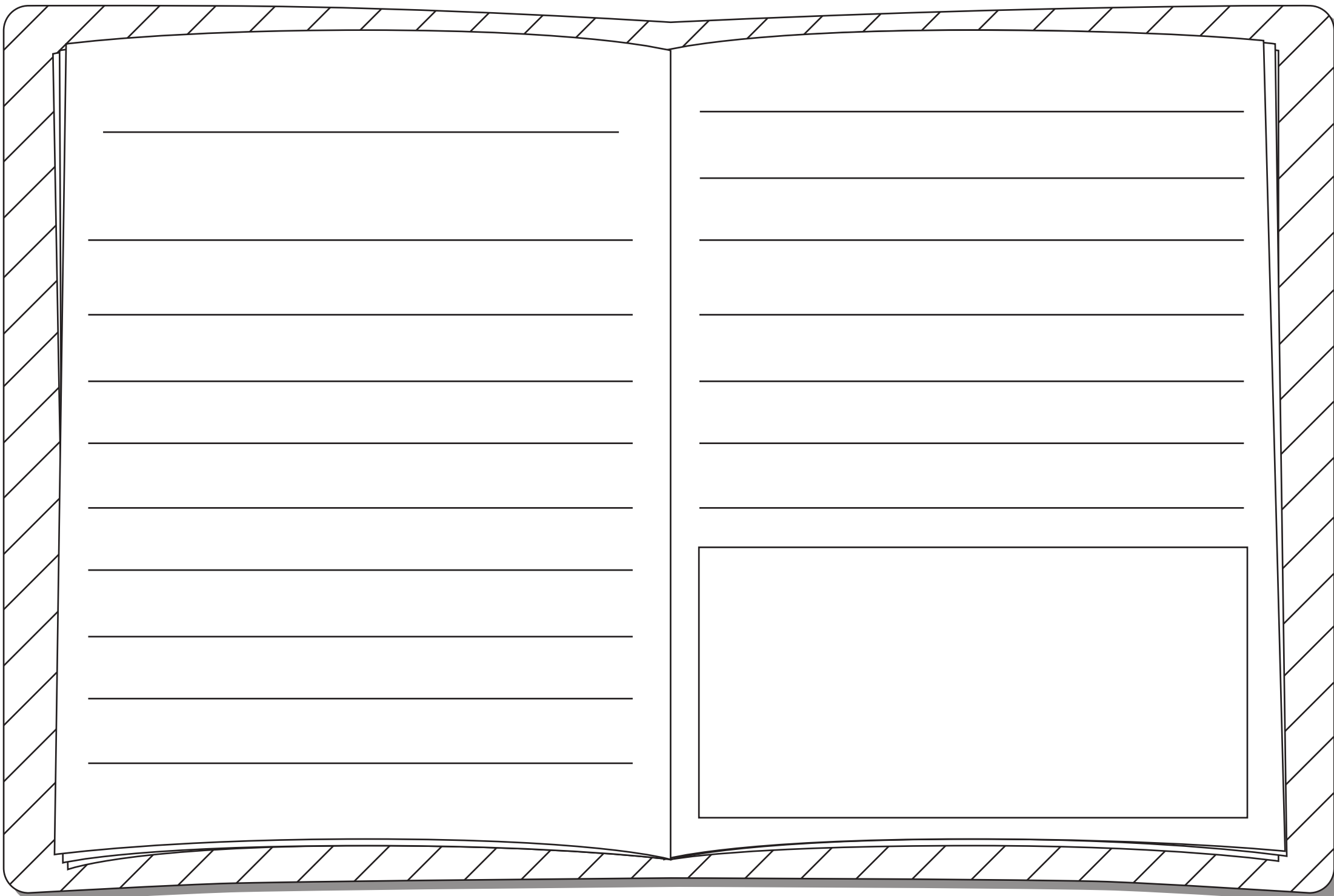
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## Code Breaker

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

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

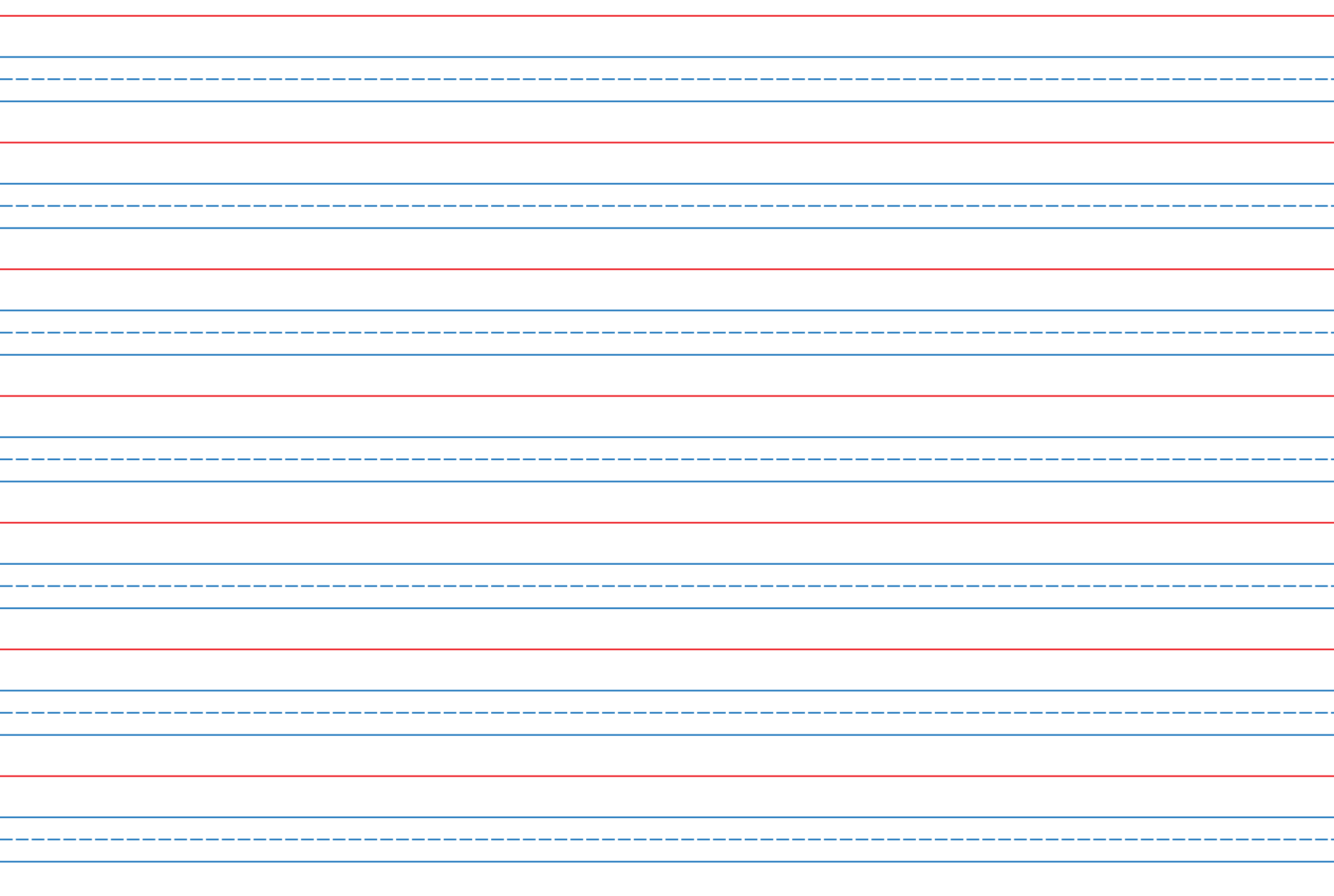
n	o	p	q	r	s	t	u	v	w	x	y	z
14	15	16	17	18	19	20	21	22	23	24	25	26

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

## Digging in the Dictionary

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

Spelling Word	Definition	Sentence





## Odd One Out

Write four words for each of your spelling words. One is your spelling word, two relate to your spelling word and one is the odd word out that doesn't fit with the other three.

e.g. happy, joyful, angry, cheerful

a) \_\_\_\_\_

b) \_\_\_\_\_

c) \_\_\_\_\_

d) \_\_\_\_\_

e) \_\_\_\_\_

f) \_\_\_\_\_

g) \_\_\_\_\_

h) \_\_\_\_\_

i) \_\_\_\_\_

j) \_\_\_\_\_

k) \_\_\_\_\_

l) \_\_\_\_\_

m) \_\_\_\_\_

n) \_\_\_\_\_

o) \_\_\_\_\_

## Sort Them Out

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

<b>Category 1:</b>	<b>Category 2:</b>	<b>Category 3:</b>

## Word Detective

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

a) \_\_\_\_\_

b) \_\_\_\_\_

c) \_\_\_\_\_

a) \_\_\_\_\_

b) \_\_\_\_\_

c) \_\_\_\_\_

a) \_\_\_\_\_

b) \_\_\_\_\_

c) \_\_\_\_\_

a) \_\_\_\_\_

b) \_\_\_\_\_

c) \_\_\_\_\_

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## Word Work Grid – V2

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

<p style="text-align: center;"><b>Syllable Words</b></p> <p>Group your spelling words according to the number of syllables.</p> <p>Date: _____</p>	<p style="text-align: center;"><b>Working Out Words</b></p> <p>Group your spelling words into nouns, adjectives, verbs, adverbs etc.</p> <p>Date: _____</p>	<p style="text-align: center;"><b>Spelling Search</b></p> <p>Search for spelling words or words within words in your class novel/book you are currently reading.</p> <p>Date: _____</p>	<p style="text-align: center;"><b>Sell Your Words</b></p> <p>Write a TV commercial for a product of your choice using as many spelling words as you can.</p> <p>Date: _____</p>	<p style="text-align: center;"><b>Cartoon Connection</b></p> <p>Create a cartoon strip using as many spelling words as you can.</p> <p>Date: _____</p>
<p style="text-align: center;"><b>Spelling Bee</b></p> <p>Write your words, definitions and sentences on the Spelling Bee Word Cards. Swap cards with a partner and ask them to spell the word. You can ask for the definition or the word used in a sentence.</p> <p>Date: _____</p>	<p style="text-align: center;"><b>Define It!</b></p> <p>List your spelling words in the boxes on the left side of your paper and then write the definitions of each word on the right side, in random order. See if a partner can match the words and definitions correctly.</p> <p>Date: _____</p>	<p style="text-align: center;"><b>Lie Detector</b></p> <p>Write a true or false statement explaining/ relating to each of your spelling words. Swap your words with a partner and see if they can correctly identify if the statement is true or false.</p> <p>Date: _____</p>	<p style="text-align: center;"><b>Script</b></p> <p>Write a piece of dialogue between characters of your own creation. See how many spelling words you can use in the conversation. Use quotation marks and underline each spelling word.</p> <p>Date: _____</p>	<p style="text-align: center;"><b>Scrambled</b></p> <p>Write each of your spelling words, jumbled up, on the left side of your page. Swap with a partner and see if they can unscramble each of the words and write the correct word on the right side of the sheet.</p> <p>Date: _____</p>
<p style="text-align: center;"><b>Editing Expert</b></p> <p>In pairs, write a piece of text using each other's words. Spell them incorrectly, swap pieces of text and then correct the spelling of your words.</p> <p>Date: _____</p>	<p style="text-align: center;"><b>Texting Words</b></p> <p>Translate your spelling words into numbers using the phone keypad on the Texting Words Worksheet. Write the number that represents each word.</p> <p>Date: _____</p>	<p style="text-align: center;"><b>Word Worth</b></p> <p>Use the Word Worth worksheet to calculate the value for each of your spelling words. Highlight the word/s that are worth the most and the least.</p> <p>Date: _____</p>	<p style="text-align: center;"><b>Crossword</b></p> <p>Use grid paper to make a crossword using your spelling words. Don't forget to provide clues for each word.</p> <p>Date: _____</p>	<p style="text-align: center;"><b>Spelling Search</b></p> <p>Search through old magazines or newspapers to find as many spelling words as you can. Cut them out.</p> <p>Date: _____</p>

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

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

# Syllable Words

1 Syllable

2 Syllables

3 Syllables

4 Syllables

5 Syllables

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

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

# Working Out Words

Noun

Adjective

Verb

Adverb

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

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

# Cartoon Connection


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

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

# Spelling Bee

Word: \_\_\_\_\_

Definition:

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Sentence:

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Word: \_\_\_\_\_

Definition:

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Sentence:

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Word: \_\_\_\_\_

Definition:

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Sentence:

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Word: \_\_\_\_\_

Definition:

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Sentence:

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

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

# Define It

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

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

# Texting Words

1	2 abc	3 def
4 ghi	5 jkl	6 mno
7 pqrs	8 tuv	9 wxyz

T e x t i n g  
 $8+3+9+8+4+6+4 = 42$

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

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

# Word Worth

A <sub>1</sub>	B <sub>3</sub>	C <sub>3</sub>	D <sub>2</sub>	E <sub>1</sub>	F <sub>4</sub>	G <sub>2</sub>
H <sub>4</sub>	I <sub>1</sub>	J <sub>6</sub>	K <sub>5</sub>	L <sub>3</sub>	M <sub>3</sub>	N <sub>1</sub>
O <sub>1</sub>	P <sub>3</sub>	Q <sub>10</sub>	R <sub>2</sub>	S <sub>1</sub>	T <sub>1</sub>	U <sub>1</sub>
	V <sub>4</sub>	W <sub>4</sub>	X <sub>8</sub>	Y <sub>4</sub>	Z <sub>10</sub>	

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

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

# Crossword


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# Zoos Are No Place for Animals

## Reasons For

- Keeping animals in zoos denies them their basic right to freedom.
- Zoos have negative effects on the animals' physical and emotional health.
- Animals should not be put on display for the enjoyment of humans.
- Taking animals from their homes means less animals in the wild for breeding.
- Some animals have a shorter lifespan when kept in captivity.

## Reasons Against

- Zoos provide a safe place for animals that are being hunted illegally.
- Zoos have breeding programs for animals on the verge of extinction.
- Zoos play an important role in educating the public about animals.
- A family trip to the zoo is an enjoyable way to spend time together.
- Seeing an animal in real life is more memorable than in a book or on TV.



Name \_\_\_\_\_

Date \_\_\_\_\_

## Persuasive Text – OREO Planning Template

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

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

Reason 1:

Reason 2:

Reason 3:



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

Example 1:

Example 2:

Example 3:



Name \_\_\_\_\_

Date \_\_\_\_\_

# Persuasive Text – Scaffold

Title \_\_\_\_\_

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

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

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

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

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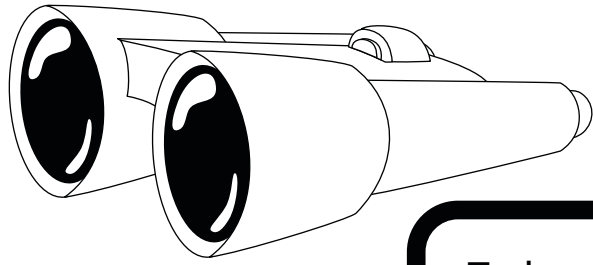
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Concluding statement (Restate your **opinion** about the topic of the text).

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# “Caught you!”

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

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

## Think:

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

## Plan:

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


## Remember to check:

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



# Narrative Planning Template

Title \_\_\_\_\_

<b>Orientation</b>		
Setting	Characters	Mood
		



<b>Complication</b>

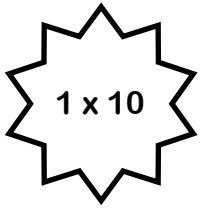


<b>Events and Climax</b>

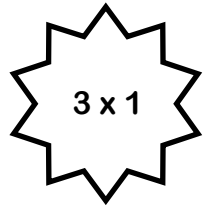


<b>Resolution</b>

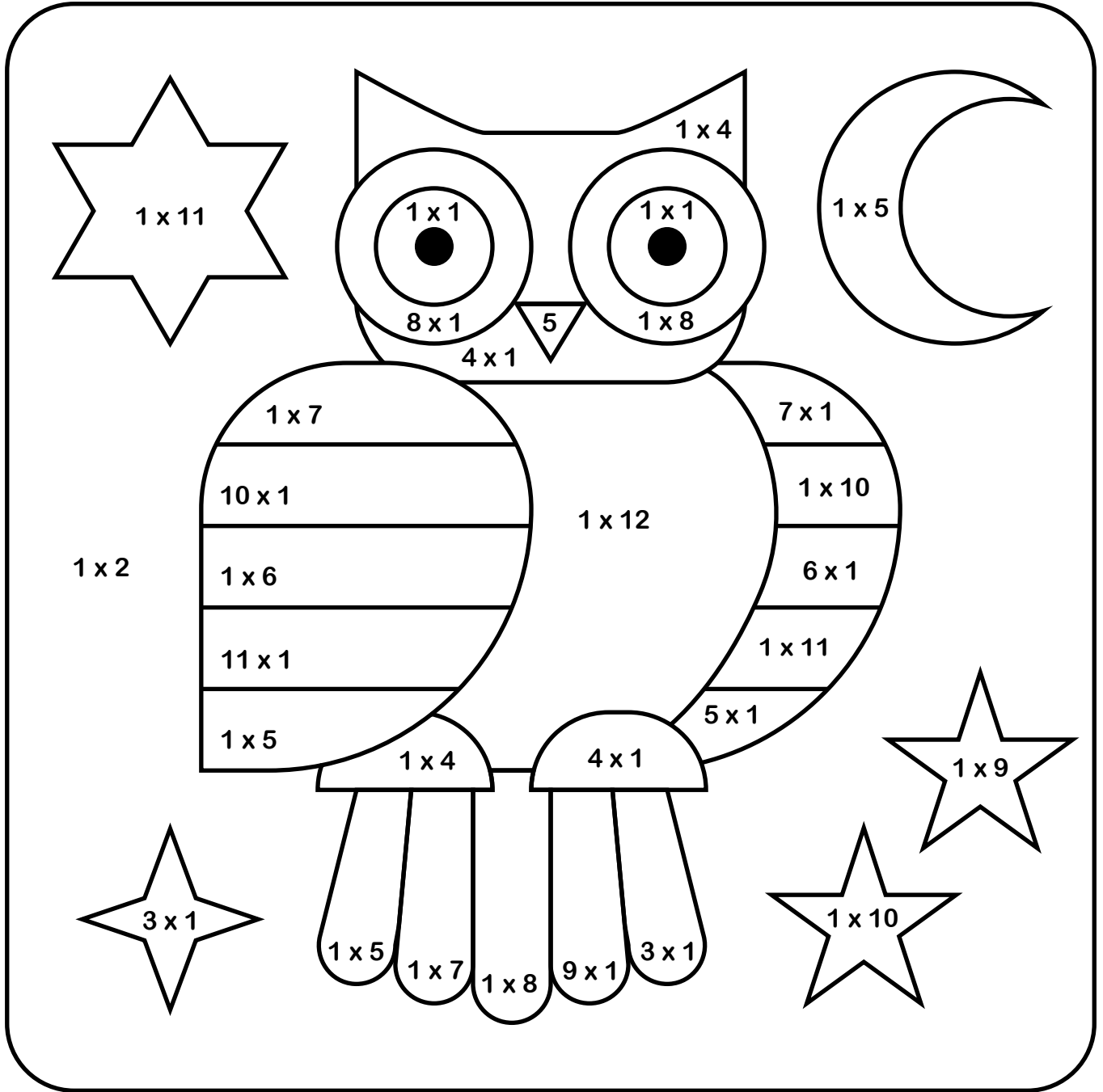
Name: \_\_\_\_\_ Date: \_\_\_\_\_



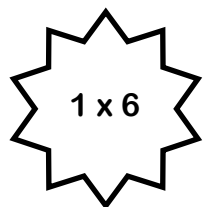
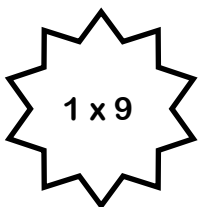
# 1 x Colour Fun!



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



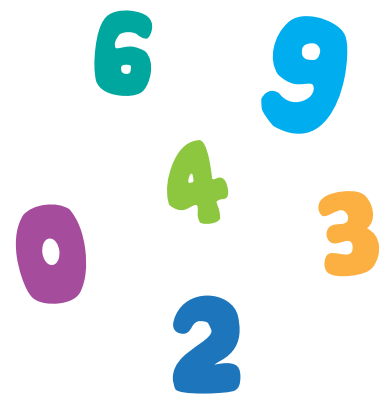
- |                                   |                                       |   |
|-----------------------------------|---------------------------------------|---|
| <input type="checkbox"/> 1 white  | <input type="checkbox"/> 5 yellow     | <input type="checkbox"/> 9 pink         |
| <input type="checkbox"/> 2 black  | <input type="checkbox"/> 6 dark green | <input type="checkbox"/> 10 light blue  |
| <input type="checkbox"/> 3 red    | <input type="checkbox"/> 7 dark blue  | <input type="checkbox"/> 11 light green |
| <input type="checkbox"/> 4 orange | <input type="checkbox"/> 8 purple     | <input type="checkbox"/> 12 brown       |



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



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

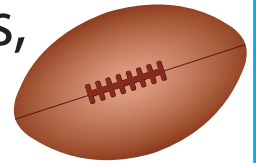


3. Janine wanted to buy a new laptop. The laptop costs \$1299, but has been reduced by \$249. If Janine has \$3423 in savings, how much money will she have left after she purchases the discounted laptop?

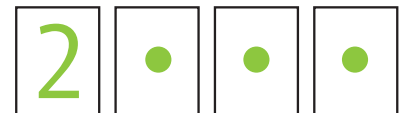




4. The red team played five games of football. They lost the first game 1-3. They won the second and third games 2-1 and 4-0 respectively. The fourth game was a 2-2 draw. If they scored 12 goals and conceded 7 over the five games, what was the score of the last game?



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



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



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



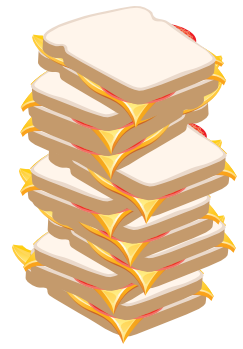
8. There were 93 people on the high-speed train. 23 got off at the first station and 48 got off at the third station. If there are 5 people left on the train at the fourth station, how many got off at the second station?



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



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



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



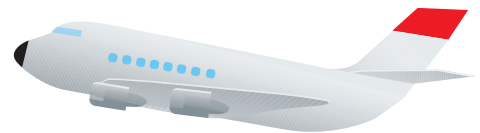
**12.** Susan loves sushi! She ordered a plate with 4 chicken and avocado rolls, 6 California rolls and 3 prawn rolls. Her second plate had two less of each. How many sushi rolls did she have in total?



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



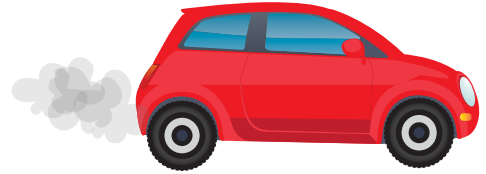
**14.** Jill's family fly 8 432 km to arrive at their favourite holiday destination. They are in mid-air and have flown 6 212 km. If the plane's tank of fuel can allow it to fly for 12 000 km, how much further could they fly from their current location?



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



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



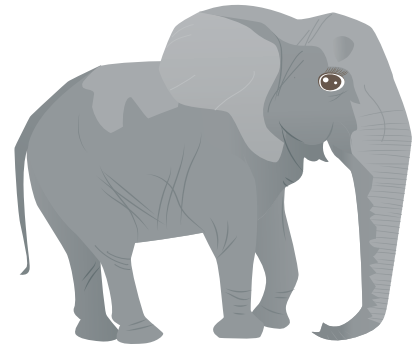
**17.** Scott wanted to get to work at 8.00 am sharp. He stops at the shops for 13 minutes, after walking for 19 minutes. He then catches a bus for 32 minutes, then walks an additional 6 minutes. What time does he leave home?



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



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



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





## The Scenario

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

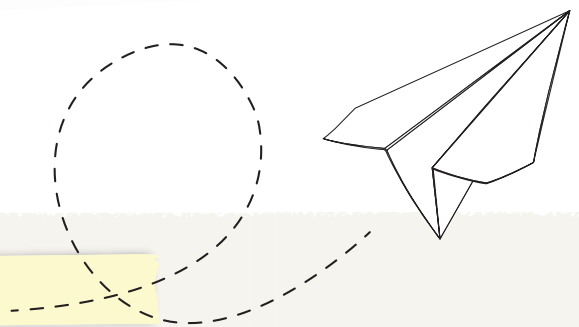
This year, you are finally old enough to enter the competition. There is only one problem - you have designed three different paper planes and you can't decide which one to enter in the competition!

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

## The Task

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

**Follow the competition rules, set out below.**



## Competition Rules

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



## The Procedure

### 1. Check your understanding of the task

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

### 2. Design and construct your paper planes

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

### 3. Make a prediction

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

### 4. Choose a scaled measuring instrument

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

### 5. Conduct three test flights for each paper plane design

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

### 6. Make a decision

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

## The Materials

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





Name \_\_\_\_\_

Date \_\_\_\_\_

## Designing and Constructing

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

Design 1: \_\_\_\_\_

Design 2: \_\_\_\_\_

Design 3: \_\_\_\_\_

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Name \_\_\_\_\_

Date \_\_\_\_\_

## Conducting the Investigation

### Prediction

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

---

### Measuring Distance Using a Scaled Instrument

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

---

### Collecting and Recording Data

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

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

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

### Conclusion

My prediction was correct / incorrect (circle one).

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

I know this because:

---



Name \_\_\_\_\_

Date \_\_\_\_\_

## Reflection

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

---

---

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---

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

---

---

---

---

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

---

---

---

---

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

---

---

---

---

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

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



# PANDORA'S PARTY PALACE

## Snacks

**\$5.00**

**Potato Chips**  
10 packets per pack



**\$3.00**

**Sultanas**  
6 boxes per pack



**\$5.50**

**Popcorn**  
10 packets per pack



## Lunch Items

**\$4.00**

**Chicken Nuggets**  
20 pieces per box



**\$8.00**

**Mini Pizzas**  
6 pizzas per box



**\$20.00**

**Sushi**  
20 rolls per pack



## Sweet Treats

**\$3.50**

**Chocolate Cupcakes**  
10 per box



**\$6.00**

**Yoghurt Iceblocks**  
10 per box



**\$2.50**

**Lollipops**  
Pack of 12



## Drinks

**\$2.50**

**Water**  
6 x 250 mL bottles



**\$11.00**

**Lemonade**  
10 x 375 mL bottles



**\$5.00**

**Juice**  
6 x 250 mL boxes



**50% OFF**

**FOOD**

# PANDORA'S PARTY PALACE

**25% OFF**

## Decorations

**\$2.00**

**Party Hats**  
5 hats per pack



**\$2.80**

**Balloons**  
20 per pack



**\$1.00**

**Streamers**  
2 rolls per pack



**\$2.40**

**Bunting**  
1 x 3 m pack



**\$1.60**

**Party Poppers**  
10 per pack



**\$3.20**

**Party Blowers**  
10 per pack



## Serving Supplies

**\$2.50**

**Paper Plates**  
20 plates per pack



**\$3.00**

**Paper Cups**  
25 cups per pack



**\$1.00**

**Straws**  
Box of 50



**\$2.00**

**Plastic Tablecloth**  
1 per pack



**\$1.50**

**Serviettes**  
100 per pack



**\$4.50**

**Wet Hand Wipes**  
100 wipes per tub



## Decorations and Serving Supplies

## PANDORA'S PARTY PALACE

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

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

List some possibilities.

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



## PANDORA'S PARTY PALACE

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

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

List some possibilities.

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



## PANDORA'S PARTY PALACE

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

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

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



## PANDORA'S PARTY PALACE

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

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

Calculate the total cost of 3 packs of popcorn.



## PANDORA'S PARTY PALACE

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

Mrs Small bought:

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

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



## PANDORA'S PARTY PALACE

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

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

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



## PANDORA'S PARTY PALACE

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

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

Calculate the total cost for Sam's party food.



## PANDORA'S PARTY PALACE

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

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

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





## PANDORA'S PARTY PALACE

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

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

Calculate the total cost for the water.



## PANDORA'S PARTY PALACE

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

Calculate:

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



## PANDORA'S PARTY PALACE

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

Naomi needs 12 m of bunting to decorate the house.

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



## PANDORA'S PARTY PALACE

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

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

Calculate the total cost for the ice blocks.





## PANDORA'S PARTY PALACE

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

Calculate for the experiment:

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



## PANDORA'S PARTY PALACE

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

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



## PANDORA'S PARTY PALACE

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

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

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



## PANDORA'S PARTY PALACE

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

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

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



Name \_\_\_\_\_

Date \_\_\_\_\_

# My Ecological Footprint

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

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

1	2	3	4	5	6	7
never		once a day			for every meal	

2. Which foods that you eat have no packaging?

1	2	3	4	5	6	7
all of it		vegetables and fruit			it all has packaging	

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

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

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

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

1	2	3	4	5	6	7
straw	bamboo	wood	brick	concrete	adobe	steel



Name \_\_\_\_\_

Date \_\_\_\_\_

5. How many people live in your household?

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

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

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

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

every appliance

energy saving light bulbs

none at all

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

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

100%

more than 20%

0%

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

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

much less

about the same

much more

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

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

always walk

public transport

always drive



## My Ecological Footprint - Worksheet

Name \_\_\_\_\_

Date \_\_\_\_\_

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

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

nothing

between \$20 and \$50

more than \$50

11. How often do members of your family carpool?

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

5 days a week

2 days a week

never

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

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

more than 100 km

more than 50 km

less than 5 km

13. How many hours do you fly each year?

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

none

around 5

more than 10

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

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

everyday

weekly

never



Name \_\_\_\_\_

Date \_\_\_\_\_

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

## Ecological Footprint - Data Analysis

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

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

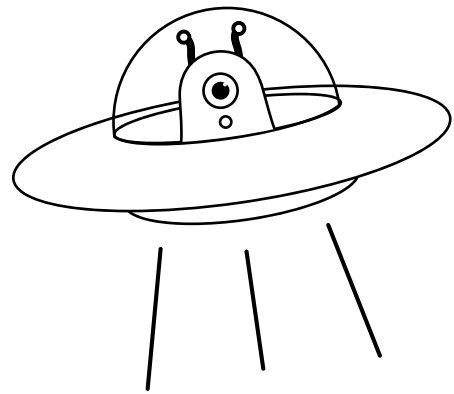


# SPACECRAFT

## DESIGN TASK

### The Scenario:

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



### The Process:

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

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

### Material Available:

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

Name \_\_\_\_\_

Date \_\_\_\_\_

# Spacecraft Design Task

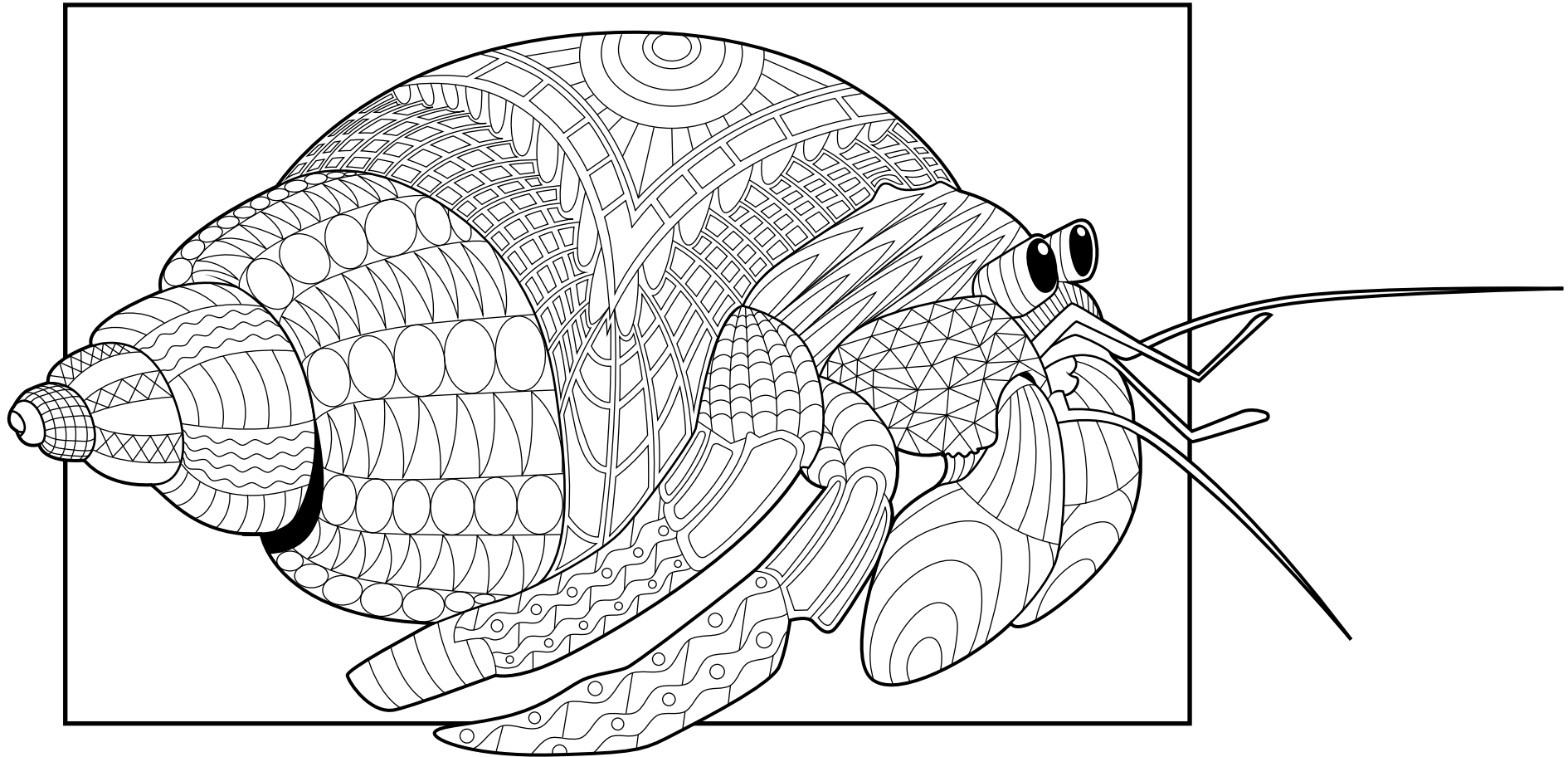
1. I am designing a: \_\_\_\_\_

2. I will need the following materials:

- 
- 
- 
- 
- 
- 
- 
- 

Labelled Diagram of My Spacecraft







# THE COSMIC DANCE OF THE SUN, EARTH AND MOON

## INSTRUCTIONS

### AIM

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

### MATERIALS

1 x sun, Earth and moon template

Coloured pencils or markers

2 x split pins

### INSTRUCTIONS

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

