

Year 2-4

**March/
April**

Lesson Zone

Activity Pack

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Introduction

Welcome to your Lesson Zone Activity Pack!

This Activity Pack contains a selection of carefully selected, curriculum-aligned printable resources that cover teaching topics from key learning areas such as Maths, English and Science. These resources have been developed to support the Australian and New Zealand primary teaching program, and do not replace the learning materials provided to your child by their individual schools.

The resources in this Activity Pack have been specifically chosen to support at-home learning experiences for children in Years 2-4, and as such the activities do not require any additional equipment or materials other than what can commonly be found in the home.

Some helpful tips for learning at home:

- Before you start working, it's important to get your child into the right frame of mind for a successful learning session. Try to find somewhere quiet and comfortable that is away from distractions. Having a dedicated learning space will not only help to improve your child's concentration, but will also allow them to switch more easily from 'home' mode, into 'learning' mode.
- While working, use positive and encouraging language to support your child, and avoid making comparisons to others (i.e. siblings) in terms of progress or ability. Show your child that you are engaged in their work by asking lots of questions. If your child makes a mistake while working, allow them time to self-correct, and if they do not notice that they have made a mistake, allow them to complete the task without interrupting before addressing the error.
- Above all, have fun! Learning together can be such an enjoyable experience and your child will love having the opportunity to show you what they know.

Please feel free to share the link to this Activity Pack with other parents or carers who you think may benefit from it. In these challenging times, it is more important than ever for us to stay connected, so please share your photos and experiences with the Lesson Zone Activity Pack as well as your own tips for learning at home via our social platforms, using our hashtag;

#buildingknowledgetogether

Daily Schedule

Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

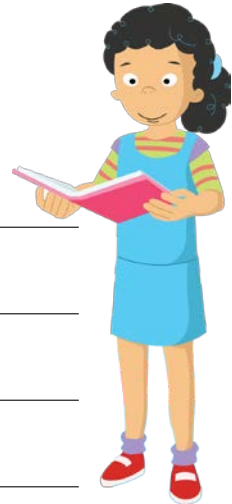
Home Reading Log

Name: _____

Title: _____ Date: _____

Pages Read: _____

My thoughts...



Minutes Read

Parent's Signature

Title: _____ Date: _____

Pages Read: _____

My thoughts...



Minutes Read

Parent's Signature

Reading Responses

Name: _____

Title: _____

Author: _____

Date finished: _____

Question: _____

My response: _____

Title: _____

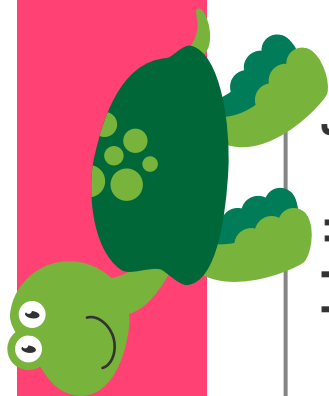
Author: _____

Date finished: _____

Question: _____

My response: _____


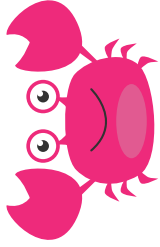
ABCs of Oceans



Name: _____

Date: _____

Think of as many ideas as you can about oceans. Can you fill in every box using each letter of the alphabet?

A	G	M	Seahorse	
B	H	N	T	
Crab	I	O	U	
		P	V	
D	J	Q	W	
E	K	R	XYZ	
F	L			

Water Worries

Read the poem “Water Worries”. Afterwards, you will do a writing task. The poem may give you ideas for your writing.

I look at all of the people
They seem to be having such fun.
Everyone’s laughing and smiling
While they enjoy the summer sun.

I sit by myself on the side
I’m too afraid to jump right in.
Wouldn’t everyone laugh at me
If they knew I couldn’t swim?

My mum says that she can help me
She’ll show me how to swim and float,
But just one look at the deep end
Makes me wish that I had a boat.

The water sparkles in the sun;
Mum says it’s wonderfully cool,
But no matter how hard I try
I can’t get myself near the pool.

Mum sits beside me on the edge;
I test the water with my toe.
Mum says we aren’t in any rush –
We will take things nice and slow.

Water Worries

Continued

A week later, it's going well;
I've learned how to doggie paddle.
It's another small victory
In my underwater battle.

Over time, I can kick and splash;
Mum tells me that I'm learning fast.
Soon I'm swimming just like a fish –
I got over my fear at last!

Now, when everyone's in the pool,
I feel free to just dive right in.
With my mum's help and some patience,
I finally learned how to swim!



Water Worries

Continued

In “Water Worries”, the poet writes about how her mother teaches her how to swim. Sometimes, it is easier to do something hard when you have someone to help you. Write an essay about a time when someone helped you to learn something.

Read this sentence. Then, answer the questions that follow.

- describe the person who helped you.
- discuss what you had a hard time learning how to do.
- explain what the person did for you that was so helpful.

Here is a checklist for you to follow to help you do your best writing.

Writer’s Checklist

Remember to:

- ☐ Keep the central idea or topic in mind.
- ☐ Keep your audience in mind.
- ☐ Support your ideas with details, explanations and examples.
- ☐ State your ideas in a clear sequence.
- ☐ Include an opening and a closing.
- ☐ Use a variety of words and vary your sentence structure.
- ☐ State your opinion or conclusion clearly.
- ☐ Capitalise, spell and use punctuation correctly.
- ☐ Write neatly.

After you write your essay, read what you have written. Use the checklist to make certain that your writing is the best it can be.

Clean Water Unscramble



Name: _____ Date: _____

SCRAMBLED	UNSCRAMBLED
mpup	
lewl	
whaa snhidng	
cwltea naer	
soainnitat	
arni	
mda	
gneruronudd	
hdgrtou	
nheyegi	
gvialel	
hmccenatt	
errvi	
sccaer	
prosc	
teltoi	

Proofreading Writing

RESOURCE TITLE:	Proofreading Writing
INTENDED USER:	Small group, whole class
TEACHING PURPOSE:	The student will proofread a piece of text for spelling and punctuation errors.

Teaching Suggestions

- Read aloud the text from “Weather Report” below.

Weather Report

Today it is raining. What will the weather be like tomorrow?

The weather changes from day to day. It changes from place to place. Many people watch TV to learn about the weather.

In the south, the weather may be sunny and hot. You can swim in the middle of winter.

Out west, it may be rainy. In some places it may be windy. In some places it may even snow.

- Display the *Weather Report* activity sheet. Explain to the students that they are going to proofread the text. Proofreading means checking a piece of writing for spelling mistakes or punctuation errors.
- Draw students’ attention to the first line. Read the sentence aloud. Ask the students to identify errors. Circle the word that is incorrect and have the student explain why. If the student is unsure of the reason, explain that it needs a capital letter because it is the first word in the sentence. Repeat this step for each one of the sentences in *Weather Report*.
- Next, ask the students to think of all of the words or phrases that they have heard to describe the different kinds of weather. Allow the students to brainstorm with partners.
- Ask students to share weather-related words as you record each word or phrase on chart paper.
- Model how to write a paragraph about weather. Deliberately make some errors in the paragraph. (See the example below.) Invite the students to assist in proofreading the paragraph.

Proofreading Writing

Name: _____ Date: _____

Weather Report

Find and circle any spelling or punctuation errors. Write the words correctly on the lines.

1. today it is raining.
2. What will the weather be like tomorrow.
3. The weather changes frum day to day.
4. It changes from place two place.
5. Many people watch TV to learn about the weather
6. In thu south, the weather may be sunny and hot.
7. You can swim en the middle of winter.
8. Out west, it maye be rainy.
9. In thes city, it may be windy.
10. In some places it may even snow.

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

Proofreading Writing

Continued

Example: Rain

i love rainy days. It is fun to watch the rain drops land on the ground and flowers I always watch the rain bekaus I might se a rainbow!

- Provide each student with a sheet of paper. Have the student write a few sentences about weather. Have the student proofread his or her story, checking for any spelling or punctuation errors. Have the student circle misspelled words and write the correct spellings above the words. The student also circles the space where a punctuation mark is needed. Monitor the students and provide help if necessary. (For younger students, you might need to act as the proofreader and provide help in spelling the words correctly.)
- Have the student rewrite his or her story and use markers or crayons to draw a picture. Have the student share his or her story with the rest of the class. Display work on a classroom bulletin board about weather.
- Record the weather report from local television or read the weather forecast from a local newspaper. Discuss with the students the kinds of information shared in the weather report. Provide each student with a sheet of paper. Have the student write his or her own weather report for the next day's weather. Have each student share his or her report with the rest of the class.

Proofreading Writing

Name: _____ Date: _____

Weather Report

Find and circle any spelling or punctuation errors. Write the words correctly on the lines.

1. today it is raining.
2. What will the weather be like tomorrow.
3. The weather changes frum day to day.
4. It changes from place two place.
5. Many people watch TV to learn about the weather
6. In thu south, the weather may be sunny and hot.
7. You can swim en the middle of winter.
8. Out west, it maye be rainy.
9. In thes city, it may be windy.
- 10.in some places it may even snow.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

It's Raining Cats and Dogs



When it is pouring with rain, it is common to hear the phrase “it’s raining cats and dogs”. Although it would be an incredible sight to see, the idea that lots of cats and dogs could fall from the clouds is just simply impossible. The saying is thought to have been in use since the 17th century, so where does it **originate**?

Well, there are a few different possibilities but none are proven to be the source of the phrase, so we will probably never have a true answer to that question. Nevertheless, here are some of the most popular theories. Which one do you think is the most likely?

- In Norse mythology, Odin, the god of storms, is thought to have owned many dogs, while witches, who often rode through the storms, owned cats. When a storm was particularly fierce, Odin’s dogs and the cats of witches would fall from the skies.
- In the 1500s, people lived in houses with **thatched** straw roofs. Some people owned cats and dogs, although they didn’t live inside as many pets do today. To get some warmth from the house, the cats and dogs often slept on the roof. On stormy days, the cats and dogs may have been blown or washed off the roofs, or jumped down to find shelter, perhaps leading the people watching from their windows to think they were coming down with the rain.
- In the 17th and 18th centuries, the streets of England were very dirty. Occasionally, during very heavy rain, the overflowing storm drains would carry along dead animals, including cats and dogs, and wash them up on the ground. When people came out of their houses after a storm to find cats and dogs on the ground, they may have believed that they fell with the rain.

Cats and dogs have never actually fallen from the sky, but fish and toads have! In fact, in 1973, thousands of small toads rained down on France after

It's Raining Cats and Dogs continued

being picked up from shallow waters by a big storm. Perhaps "it's raining fish and toads" would be a more historically **accurate** phrase!

Quirky phrases for heavy rain exist in many other languages, too! Here are some funny ones:

- "Ou vrouens met knopkieries reen" Afrikaans for "it's raining old women with clubs"!
- "Padají trakare" Czech for "it's raining wheelbarrows"!
- "Il pleut des clous" French for "it's raining nails"!
- "Chovem cobras e lagartos" Portuguese for "it's raining snakes and lizards"!

- "Estan lloviendo maridos" Spanish for "it's raining husbands"!
- "Det regnar smådjävlar" Swedish for "it's raining little devils"!



GLOSSARY

- Originate** Begin, come from
- Thatched** Roofing made from plant material
- Accurate** Truthful, correct
- Quirky** Odd, peculiar



Exercise Your Right to a Healthier Future

Healthy living is a very important part of growing up to be a strong, intelligent and active adult. Read this article to help you learn how to keep in shape while shaping a better future for yourself. Read the passage and answer the questions that follow.

We live in a world where many young people spend their free time sitting in front of the television, playing video games or surfing the Internet. Instead of watching a basketball game on TV, however, they should actually go outside and shoot hoops. Instead of perfecting their putting on a golf video game, they should actually learn how to play golf. Instead of surfing the Internet, they should actually try surfing a wave or two. Doctors and scientists have repeatedly proven the importance of exercise for living a long,

healthy life. It is time for young people to start listening to this advice and exercising their way toward a better future.



Young people use every excuse in the book to avoid exercising. Some claim that they can't exercise because they don't have time.

The demands of school, lessons, after-school

activities and homework keep them from getting the exercise they need. It seems hard to believe that they can't cut 30 minutes of TV time or wake up 30 minutes earlier to squeeze in a jog, a walk or a swim. Others claim that they do not have the drive to exercise and stay in shape, but there is a good reason to get up and go!

Exercise Your Right to a Healthier Future

Continued

Exercise helps lower a person's risk of having heart problems when he or she gets older. Exercise will help keep people's hearts strong and their blood vessels clear. Other young people say that they are too lazy, too tired or too out-of-shape to exercise. These

excuses may work fine for them now, but they will not work forever. The only people they are hurting are themselves.



Exercise is important for a lot of reasons. When young people don't exercise, their muscles can get weak and tight. Tight muscles cause headaches, stomach aches, leg cramps and other discomforts. While these problems might make people want to curl up on the couch or pull the covers over their heads, the best way to cure them is through exercise. Exercise loosens and stretches tight muscles, which helps people to feel better all over. Young people who do not exercise also run the risk of getting heart problems later in life. By failing to exercise, young people allow harmful materials, such as fat and cholesterol, to start building up in their arteries at an early age. Arteries

are blood vessels that carry blood throughout the body. Blocked arteries make the heart pump harder to supply the body with the blood that it needs to survive. Exercise helps make your heart strong, helps burn fat and helps keep your blood flowing.

Another reason why exercise is important is because it builds strong bones and muscles. In order to grow and get stronger, bones need calcium. Foods such as milk, yoghurt and cheese contain a lot of calcium. People store most of the calcium in their

Exercise Your Right to a Healthier Future

Continued

bodies in their bones. While most young people usually get the right amount of calcium each day, many older people do not. As they age, their bones start to lose some of their calcium. Exercise helps to keep bones strong because it stops your body from losing calcium. Strong bones and muscles also help people to stand up straight and keep their balance.

Exercise helps make people stronger so that they have more endurance. If a person has endurance, it means that he or she can do a certain exercise or activity for a long time. The better a person's endurance is, the longer he or she can exercise, meaning he or she will get even stronger. And studies suggest that when people exercise, they raise their energy levels. The old excuse about feeling too tired to exercise just went out the window. Chances are that a person will have more energy and feel better if he or she takes a power walk instead of a power nap.

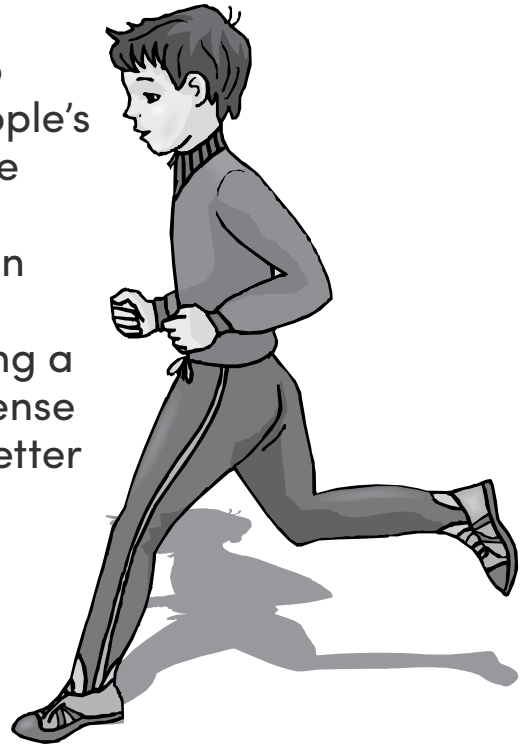
In addition to keeping the body healthy and in shape, exercise is also good for the mind. Many young people go to school during the day. Then, they take part in after-school activities. At home, they do jobs. They finish homework and study for tests. They try to make time to spend with family and friends. All these things take time and effort and lead some young people to feel worried or upset. These feelings are especially bad at times when young people have important tests to take or projects to do. These feelings are referred to as "stress". Often, stress makes muscles in the body feel tight. Studies have shown that exercise helps to relieve this muscle tightness. This helps people to feel more relaxed and at ease. At the same time, taking time to exercise gives young people a chance to organise their thoughts and clear their minds, which benefits both body and mind.

Exercise is good for the mind in other ways too. As mentioned earlier, many doctors and scientists believe that exercise helps

Exercise Your Right to a Healthier Future

Continued

to raise people's energy levels. Many also believe that exercise has an effect on people's moods and attitudes. It is possible that the extra energy provided by exercise makes people feel better, which then puts them in a better mood. Meeting an exercise goal, such as going a certain distance or beating a certain time, also gives young people a sense of achievement. This helps them to feel better about themselves and gives them more confidence. Why wouldn't young people want to do something that gives them more energy and makes them feel happy and better about themselves? Yet, some young people still refuse to exercise.



One final reason that exercise is important is because it is fun. Everyone needs fun in their lives and exercising is a great way to get it. Many people think of exercise as work, but it does not have to be this way. If young people do not enjoy running, walking or swimming, they do not have to do those exercises to stay in shape. In colder months, they can gather friends to go sledding, skiing or skating. In warmer months, they can go golfing, bike riding or rollerblading in the park. Other fun exercises are skipping, playing baseball or football, jumping on a trampoline, climbing trees, surfing, dancing, playing tennis, rock climbing and the list goes on ...

As long as young people find some way to keep moving and stretching, they will get the exercise that they need to live long, healthy lives. At the same time, they will raise their energy levels, clear their minds, improve their moods, feel better about themselves and have fun.

Exercise Your Right to a Healthier Future

Continued

Name: _____ Date: _____

1. This article would be *most* useful for a student

- A ☐ writing an essay about heart disease.
- B ☐ preparing a healthy meal for a family.
- C ☐ learning about the history of sports.
- D ☐ studying how to prepare for a race.

2. The author's purpose for writing "Exercise Your Right to a Healthier Future" is to

- A ☐ inform young people about the risks of exercise.
- B ☐ persuade young people to get enough exercise.
- C ☐ teach young people to do fun kinds of exercise.
- D ☐ compare the benefits of different kinds of exercise.

Continued

- Why does the author choose to explain why exercise is good for the mind?
- Explain why it is important to start getting enough exercise at a young age.

Write your answer on the lines below.

[illegible]

Continued

- Why does the author choose to write about the fun side of exercise?
- What do you think the most fun exercise would be? Explain.

Write your answer on the lines below.

[illegible]

Continued

- Why does the author think that exercise gives kids confidence? Explain.

Use specific information from the article and any additional insight to support your response.

[illegible]

Being Neighbourly

This passage comes from a well-known story of sisterhood, friendship and love. Read the passage below and answer the questions that follow.

from *Little Women*

... Jo began to dig paths with great energy. With her broom she soon swept a path all round the garden. ... Now, the garden separated the Marches' house from that of Mr Laurence.

... It seemed a lonely, lifeless sort of house, for ... few people went in and out, except the old gentleman and his grandson. ...

"That boy is suffering for society and fun," she said to herself. "His grandpa does not know what's good for him, and keeps him shut up all alone ... I've a great mind to go over and tell the old gentleman so!"

Jo resolved to try what could be done. She saw Mr Laurence drive off ... All quiet, curtains down at the lower windows, servants out of sight, and nothing human visible but a curly black head leaning on a thin hand at the upper window.

"There he is," thought Jo, "Poor boy! All alone and sick this dismal day. It's a shame! I'll toss up a snowball and make him look out, and then say a kind word to him."

Up went a handful of soft snow, and the head turned at once ... Jo nodded and laughed ... as she called out ...



Being Neighbourly

Continued

"How do you do? Are you sick?"

Laurie opened the window, and croaked out as hoarsely as a raven ...

"Better, thank you. I've had a bad cold, and been shut up a week."

"I'm sorry. What do you amuse yourself with?"

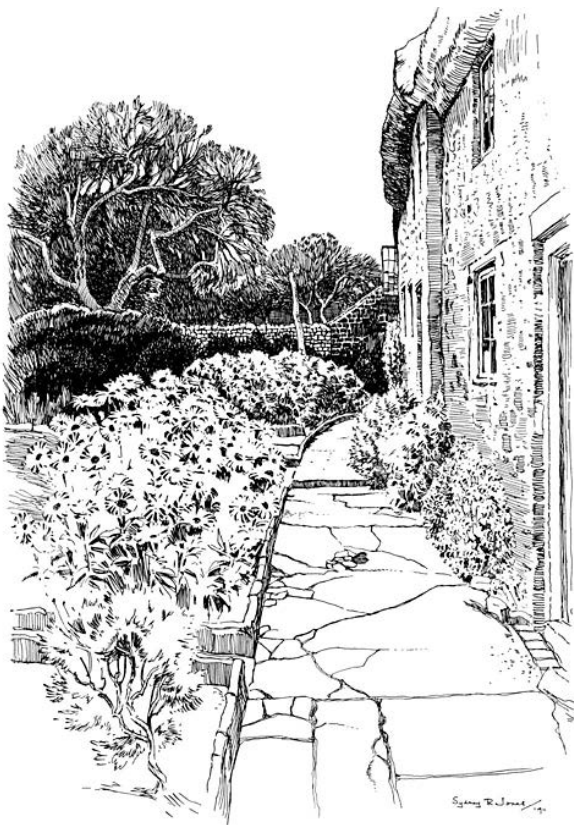
"Nothing. It's dull as tombs up here."

"Don't you read?"

"Not much. They won't let me."

"Can't somebody read to you?"

" ... Will you come, please?" cried Laurie.



" ... I'll come, if Mother will let me. I'll go ask her. Shut the window, like a good boy, and wait till I come."

With that, Jo shouldered her broom and marched into the house, wondering what they would all say to her. Laurie was in a flutter of excitement at the idea of having company, and flew about to get ready ... Presently there came a loud ring ... and a surprised-looking servant came running up to announce a young lady.

"All right, show her up, it's Miss Jo," said Laurie, going to the door of his little parlour to meet Jo ...

Being Neighbourly

Continued

"Here I am, bag and baggage," she said briskly. "Mother sent her love, and was glad if I could do anything for you. Meg wanted me to bring some of her blanc mange, she makes it very nicely ..."

"That looks too pretty to eat," he said, smiling with pleasure, as Jo uncovered the dish, and showed the blanc mange ...

"It isn't anything, only they all felt kindly and wanted to show it ... What a cosy room this is!"

"How kind you are! ... Now please take the big chair and let me do something to amuse my company."

"No, I came to amuse you. Shall I read aloud?" and Jo looked affectionately toward some inviting books near by.

"Thank you! I've read all those, and if you don't mind, I'd rather talk," answered Laurie.

"Not a bit. I'll talk all day if you'll only set me going. Beth says I never know when to stop."

"Is Beth the rosy one, who stays at home good deal and sometimes goes out with a little basket?" asked Laurie with interest.

"Yes, that's Beth ..."

"The pretty one is Meg, and the curly-haired one is Amy, I believe?"

"How did you find that out?"

Laurie coloured up, but answered frankly, "Why, you see I often hear you calling to one another, and when I'm alone up here, I can't help looking over at your house, you always seem to be

having such good times. I beg your pardon for being so rude, but sometimes you forget to put down the curtain at the window ... And when the lamps are lighted, it's like looking at a picture to see the fire, and you all around the table with your mother ... I can't help watching it. I haven't got any mother, you know." And Laurie poked the fire to hide a little twitching of the lips that he could not control.

The solitary, hungry look in his eyes went straight to Jo's warm heart ... Laurie was sick and lonely, and feeling how rich she was in home and happiness, she gladly tried to share it with him ...

"We'll never draw that curtain any more, and I give you leave to look as much as you like. I just wish, though, instead of peeping, you'd come over and see us ... Wouldn't your grandpa let you?"

"I think he would ...," began Laurie, brightening more and more ... "You see, Grandpa lives among his books, and doesn't mind much what happens outside ... and I have no one to go about with me, so I just stop at home and get on as I can ... Do you like your school?" asked the boy, changing the subject ...

"Don't go to school, I'm a businessman – girl, I mean," answered Jo ... Then, they got to talking about books, and to Jo's delight, she found that Laurie loved them as well as she did, and had read even more than herself.

"If you like them so much, come down and see ours. Grandfather is out, so you needn't be afraid," said Laurie, getting up.

"I'm not afraid of anything," returned Jo, with a toss of the head.

"I don't believe you are!" exclaimed the boy, looking at her with much admiration, though he privately thought she would have good reason to be a trifle afraid of the old gentleman, if she met him in some of his moods ...

Being Neighbourly

Continued

[T]hey came to the library, where she clapped her hands and pranced, as she always did when especially delighted.

"What richness!" sighed Jo ... "Theodore Laurence, you ought to be the happiest boy in the world," she added impressively.

"A fellow can't live on books," said Laurie, shaking his head as he perched on a table opposite.

Before he could more, a bell rang, and Jo flew up, exclaiming with alarm, "Mercy me! It's your grandpa!"

"Well, what if it is? You are not afraid of anything, you know," returned the boy, looking wicked.

"I think I am a little bit afraid of him, but I don't know why I should be ...," said Jo ...

"The doctor to see you, sir," and the maid beckoned as she spoke.

"Would you mind if I left you for a minute? I suppose I must see him," said Laurie.

"Don't mind me. I'm happy as a cricket here," answered Jo.

Laurie went away, and his guest amused herself in her own way. She was standing before a fine portrait of the old gentleman when the door opened again, and without turning, she said decidedly, "I'm sure now that I shouldn't be afraid of him, for he's got kind eyes, though his mouth is grim, and he looks as if he had a tremendous will of his own. He isn't as handsome as my grandfather, but I like him."



"Thank you, ma'am," said a gruff voice behind her, and there, to her great dismay, stood old Mr Laurence.

Poor Jo blushed till she couldn't blush any redder, and her heart began to beat uncomfortably fast as she thought what she had said ... A second look showed her that the living eyes, under the bushy eyebrows, were kinder even than the painted ones, and there was a sly twinkle in them, which lessened her fear a good deal. The gruff voice was gruffer than ever, as the old gentleman said abruptly, after the dreadful pause, "So you're not afraid of me, hey?"

"Not much, sir."

"And you don't think me as handsome as your grandfather?"

"Not quite, sir."

"And I've got a tremendous will, have I?"

"I only said I thought so."

"But you like me in spite of it?"

"Yes, I do, sir."

That answer pleased the old gentleman. He gave a short laugh, saying with a nod, "You've got your grandfather's spirit ... He was a fine man, my dear, but what is better, he was a brave and an honest one, and I was proud to be his friend."

"Thank you, sir," and Jo was quite comfortable after that, for it suited her exactly.

"What have you been doing to this boy of mine, hey?" was the next question, sharply put.

Being Neighbourly

Continued

"Only trying to be neighbourly, sir." And Jo told how her visit came about.

"You think he needs cheering up a bit, do you?"

"Yes, sir, he seems a little lonely, and young folks would do him good perhaps ...," said Jo eagerly ...

"There's the tea bell, we have it early on the boy's account. Come down and go on being neighbourly."

"If you'd like to have me, sir."

"Shouldn't ask you, if I didn't." And Mr Laurence offered her his arm with old-fashioned courtesy ...

Laurie came running downstairs and brought up with a start of surprise at the astounding sight of Jo arm in arm with his ... grandfather.

"I didn't know you'd come, sir," he began ...

"That's evident, by the way you racket downstairs. Come to your tea, sir, and behave like a gentleman."

The old gentleman did not say much as he drank his four cups of tea, but he watched the young people, who soon chatted away like old friends, and the change in his grandson did not escape him ...

"She's right, the lad is lonely. I'll see what these little girls can do for him," thought Mr Laurence, as he looked and listened. He liked Jo, for her odd, blunt ways suited him, and she seemed to understand the boy ...

When they rose she proposed to go, but Laurie said he had

something more to show her, and took her away to the conservatory, which had been lighted for her benefit. It seemed quite fairylike to Jo, as she went up and down the walks ... while her new friend cut the finest flowers till his hands were full. Then he tied them up, saying, with the happy look Jo liked to see, "Please give these to your mother, and tell her I like the medicine she sent me very much ... [You] will come again, I hope?"

"If you promise to come and see us after you are well."

"I will."

"Good night, Laurie!"

"Good night, Jo ..."

When all the afternoon's adventures had been told, the family felt inclined to go visiting ... for each found something very attractive in the big house on the other side of the hedge ...

"That was a nice little speech about the medicine Mother sent him."

"He meant the blanc mange, I suppose."

"How stupid you are, child! He meant you, of course."

"Did he?" And Jo opened her eyes as if it had never occurred to her before.

"I never saw such a girl! You don't know a compliment when you get it," said Meg ...

Being Neighbourly

Continued

Name: _____ Date: _____

1. The author's purpose for writing "Being Neighbourly" is to

- A ☐ teach readers how to make a soft medicine for a sore throat.
- B ☐ persuade readers to be nicer to their neighbours when they are sick.
- C ☐ to entertain readers with a story of a young girl and her neighbour.
- D ☐ to inform readers about the different types of houses in a neighbourhood.



HINT:

This question asks you about the author's purpose for writing. What does the author tell readers in this story? How does this story make you feel?

Continued

- Write your answer on the lines below.**

[illegible]

This question asks you to form an opinion based on what you have read. Think about what the characters in this story do to be neighbourly to each other. Think about the parts of the story that make you feel the way you do about being neighbourly.

Continued

- Write your answer on the lines below.**

[illegible]

This question also asks you to form an opinion. Though you do not know the author of this story, you can tell a lot about her from reading the story. Think about the author's purpose for writing this story. Think about any lesson you learn from this story. Do you think the author learned the same lesson?

from "Tarzan of the Apes"

by Edgar Rice Burroughs

D'Arnot drank and ate a little. He was surprised that he had no fever. Again he tried to converse with his strange nurse, but the attempt was useless. Suddenly the man hastened from the shelter only to return a few minutes later with several pieces of bark and wonder of wonders – a lead pencil. Squatting beside D'Arnot he wrote for a minute on the smooth inner surface of the bark; he handed it to the Frenchman.

D'Arnot was astonished to see, in plain print-like characters, a message in English:

"I am Tarzan of the Apes. Who are you? Can you read this language?"

D'Arnot seized the pencil – then he stopped. This strange man wrote English – evidently he was an Englishman.

"Yes," said D'Arnot, "I read English. I speak it also. Now we may talk. First let me thank you for all that you have done for me." The man only shook his head and pointed to the pencil and the bark.

"Mon Dieu!" cried D'Arnot. "If you are English why is it then that you cannot speak English?"

And then in a flash it came to him – the man was a mute, possibly a deaf mute.

So D'Arnot wrote a message on the bark, in English.

"I am Paul d'Arnot, Lieutenant in the navy of France. I thank you for what you have done for me. You have saved my life, and all that I have is yours. May I ask how it is that one who writes English does not speak it?"

from "Tarzan of the Apes"

Continued

Tarzan's reply filled D'Arnot with still greater wonder:

"I speak only the language of my tribe – the great apes who were Kerchak's; and a little of the languages of Tantor, the elephant, and Numa, the lion, and of the other folks of the jungle I understand. With a human being I have never spoken, except once with Jane Porter, by signs. This is the first time I have spoken with another of my kind through written words."

D'Arnot was mystified. It seemed incredible that there lived upon earth a full-grown man who had never spoken with a fellow man, and still more preposterous that such a one could read and write. He looked again at Tarzan's message – "except once, with Jane Porter." That was the American girl who had been carried into the jungle by a gorilla.

A sudden light commenced to dawn on D'Arnot – this then was the "gorilla".

He seized the pencil and wrote: "Where is Jane Porter?"

And Tarzan replied, below: "Back with her people in the cabin of Tarzan of the Apes."

"She is not dead then? Where was she? What happened to her?"

"She is not dead. She was taken by Terkoz to be his wife; but Tarzan of the Apes took her away from Terkoz and killed him before he could harm her."

"None in all the jungle may face Tarzan of the Apes in battle, and live. I am Tarzan of the Apes – mighty fighter."

from "Tarzan of the Apes"

Continued

Name: _____ **Date:** _____

1. Why doesn't Tarzan speak to D'Arnot?

- ☐ Tarzan doesn't like how D'Arnot acts.
- ☐ Tarzan will only speak to Jane Porter.
- ☐ Tarzan doesn't understand English.
- ☐ Tarzan isn't used to speaking to people.

2. Who is the gorilla who seized Jane Porter?

- ☐ Tarzan
- ☐ D'Arnot
- ☐ Terkoz
- ☐ Kerchak

Continued

[illegible]

from "Tarzan of the Apes"

Part I

by Edgar Rice Burroughs

From early childhood he had used his hands to swing from branch to branch after the manner of his giant mother. As he grew older he spent hour upon hour daily speeding through the treetops with his brothers and sisters.

He could spring twenty feet across space at the dizzy heights of the forest top, and grasp with unerring precision, and without apparent jar, a limb waving wildly in the path of an approaching tornado.

He could drop twenty feet at a stretch from limb to limb in rapid descent to the ground, or he could gain the utmost pinnacle of the loftiest tropical giant with the ease and swiftness of a squirrel.

Though but ten years old he was fully as strong as the average man of thirty. He was far more agile than the most practiced athlete ever becomes. And day by day his strength was increasing.

His life among these fierce apes had been happy. His recollection held no other life, nor did he know that there existed within the universe aught else than his little forest and the wild jungle animals with which he was familiar.

He was nearly ten before he commenced to realise that a great difference existed between himself and his fellows. His little body, burned brown by exposure, suddenly caused him feelings of intense shame, for he realised that it was entirely hairless, like some low snake, or other reptile.

from "Tarzan of the Apes" Part I

Continued

He attempted to obviate this by plastering himself from head to foot with mud, but this dried and fell off. Besides it felt so uncomfortable that he quickly decided that he preferred the shame to the discomfort.

In the higher land which his tribe frequented was a little lake. It was here that Tarzan first saw his face in the clear, still waters of its bosom.

It was on a sultry day of the dry season that he and one of his cousins had gone down to the bank to drink. As they leaned over, both little faces were mirrored on the placid pool; the fierce and terrible features of the ape beside those of the aristocratic scion of an old English house.

Tarzan was appalled. It had been bad enough to be hairless, but to own such a countenance! He wondered that the other apes could look at him at all.

That tiny slit of a mouth and those puny white teeth! How they looked beside the mighty lips and powerful fangs of his more fortunate brothers!

And the little pinched nose of his; so thin was it that it looked half starved. He turned red as he compared it with the beautiful broad nostrils of his companion. Such a generous nose!

Why it spread half across his face! "It certainly must be fine to be so handsome," thought poor little Tarzan.

But when he saw his own eyes; ah, that was the final blow – a brown spot, a grey circle and then blank whiteness! Frightful! Not even the snakes had such hideous eyes as he.

from "Tarzan of the Apes" Part I

Continued

Name: _____ Date: _____

1. Why was Tarzan ashamed of his appearance?

- ☐ He was covered with mud.
- ☐ Other people made fun of his looks.
- ☐ Members of his family were unattractive.
- ☐ He looked so different from the apes.

2. What is this story *mostly* about?

- ☐ how apes swing on vines
- ☐ what apes look like
- ☐ a human who lives among apes
- ☐ a family of apes in the jungle

from "Tarzan of the Apes" Part I
Continued

3. What do Tarzan's ashamed feelings about himself suggest about how humans measure their own beauty and self-worth?

[illegible]

from "Tarzan of the Apes"

Part II

by Edgar Rice Burroughs

He did not hear the parting of the tall grass behind him as a great body pushed itself stealthily through the jungle. Nor did his companion, the ape, hear either, for he was drinking. The noise of his sucking lips and gurgles of satisfaction drowned the quiet approach of the intruder.

Not thirty paces behind the two she crouched – Sabor, the huge lioness – lashing her tail. Cautiously she moved a great padded paw forwards, noiselessly placing it before she lifted the next. Thus she advanced; her belly low, almost touching the surface of the ground – a great cat preparing to spring upon its prey.

Now she was within ten feet of the two unsuspecting little playfellows. Carefully she drew her hind feet well up beneath her body, the great muscles rolling under the beautiful skin. So low she was crouching now that she seemed flattened to the earth except for the upward bend of the glossy back as it gathered for the spring. No longer the tail lashed. Quiet and straight behind her it lay.

An instant she paused thus, as though turned to stone, and then, with an awful scream, she sprang.

Sabor, the lioness, was a wise hunter. To one less wise the wild alarm of her fierce cry as she sprang would have seemed a foolish thing, for could she not more surely have fallen upon her victims had she but quietly leaped without that loud shriek?

from "Tarzan of the Apes" Part II

Continued

But Sabor knew well the wondrous quickness of the jungle folk and their almost unbelievable powers of hearing. To them the sudden scraping of one blade of grass across another was as effectual a warning as her loudest cry. Sabor knew that she could not make that mighty leap without a little noise.

Her wild scream was not a warning. It was voiced to freeze her poor victims in a paralysis of terror for the tiny fraction of an instant which would suffice for her mighty claws to sink into their soft flesh and hold them beyond hope of escape.

So far as the ape was concerned, Sabor reasoned correctly. The little fellow crouched trembling just an instant, but that instant was quite long enough to prove his undoing.

Not so, however, with Tarzan, the man-child. His life amidst the dangers of the jungle had taught him to meet emergencies with self-confidence, and his higher intelligence resulted in a quickness of mental action far beyond the powers of the apes.

So the scream of Sabor, the lioness, galvanized the brain and muscles of little Tarzan into instant action.

Before him lay the deep waters of the little lake, behind him certain death; a cruel death beneath tearing claws and rending fangs.

from "Tarzan of the Apes" Part II

Continued

Name: _____ Date: _____

1. Sabor screams loudly before she leaps to

- ☐ warn her victims of danger.
- ☐ alert other animals of her presence.
- ☐ scare her victims so they don't move.
- ☐ give her victims a chance to get away.

2. Which of these *best* describes the tone of the story?

- ☐ joyful
- ☐ tense
- ☐ considerate
- ☐ encouraging

3. What is the meaning of galvanized as used in the story?

- ☐ pointed ☐ brightened
- ☐ programmed ☐ jolted

4. Which of these describes what Tarzan will *most* likely do next?

- ☐ He will try to find some help.
- ☐ He will go back to fight Sabor.
- ☐ He will go back to save the ape.
- ☐ He will look for a hiding place.

from "Tarzan of the Apes" Part II
Continued

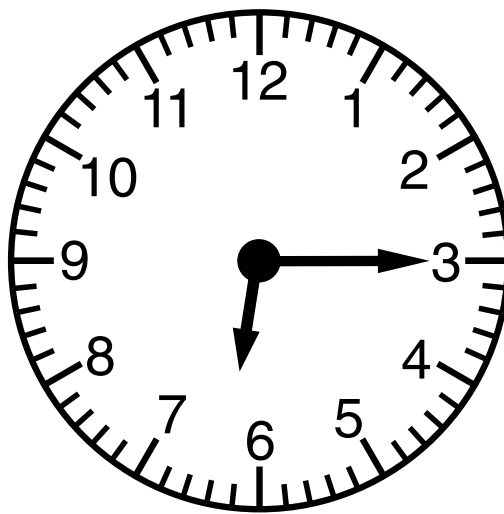
5. Explain why Tarzan will flee after the ape is attacked.

[illegible]

Time

Telling time is an important skill to have. You know that there are 24 hours in each day, 60 minutes in each hour, and 60 seconds in each minute. You should be able to tell time using a clock.

The **small hand** of a clock shows the hours. The **longer hand** shows the minutes. Each small mark shows 1 minute. So if the long hand points to the 1, it shows 5 minutes. If it points to the 2, it shows 10 minutes.

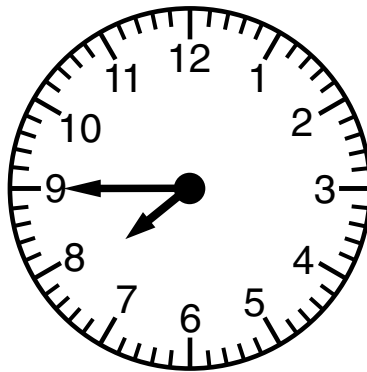


The shorter hand of the clock above is pointing between the 6 and the 7. That means that it is past 6:00 and not yet 7:00. Since the longer hand of the clock above is pointing to the 3, it means it is 15 minutes past the hour. That means the clock above shows 6:15.

To find elapsed time, or to count with time, first count the hours, then count the minutes.

Example 1:

Gina left her house at 7:45 in the morning. It took her 1 hour and 15 minutes to get to her grandmother's house. At what time did she arrive at her grandmother's house?



Step 1: First count the hours.

She left at 7:45. It took her 1 hour and 15 minutes to get to her grandmother's house.

$$7:45 + 1 \text{ hour} = 8:45$$

Step 2: Count the minutes.

Think about a clock. At 45 minutes, the long hand points to the 9. Imagine it moving 15 minutes more. It would point to the 12. That means it would move to the next hour.

$$8:45 + 15 \text{ minutes} = 9:00$$

Step 3: Write the answer.



Gina arrived at her grandmother's house at 9:00.

Name: _____ **Date:** _____

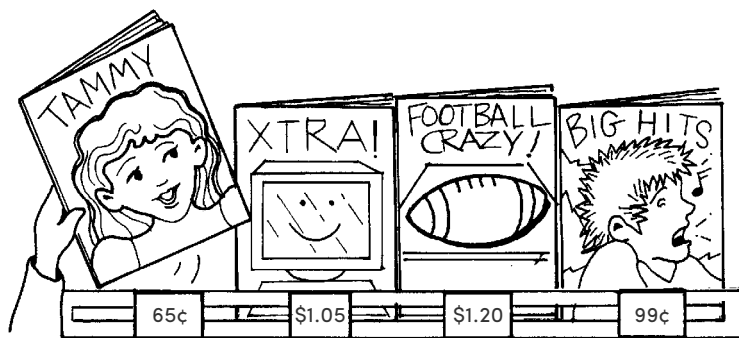
Calculate the time elapsed between the time in column A and the time in column B.

A	B	Answer
9:15 a.m.	10:45 a.m.	_____
6:07 p.m.	11:39 p.m.	_____
1:54 a.m.	2:07 a.m.	_____
4:49 a.m.	11:15 a.m.	_____
9:12 a.m.	5:56 p.m.	_____
5:38 a.m.	1:14 p.m.	_____
9:29 a.m.	9:31 p.m.	_____
11:11 p.m.	8:59 a.m.	_____

Magazines

Name: _____ Date: _____

Below are four magazines with different prices. Answer the following questions about the cost of the magazines.



1. Which two magazines can you buy for \$1.85? _____
2. How much more is *Xtra!* than *Tammy*? _____
3. Find the total cost of the two most expensive magazines.

4. What is the difference in price between the most expensive and least expensive magazine?

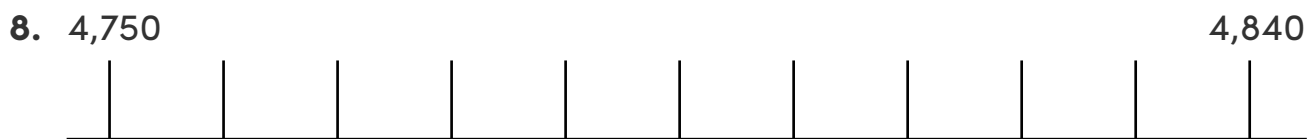
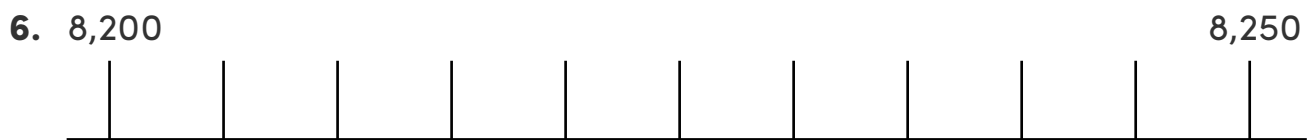
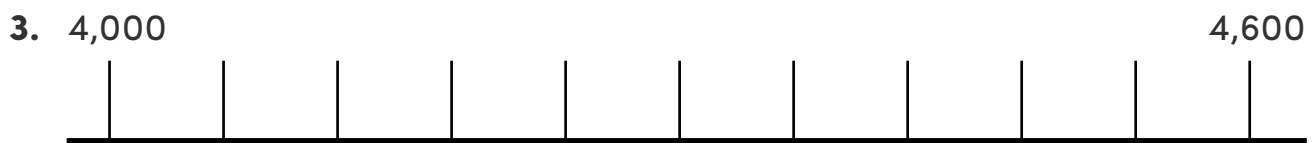
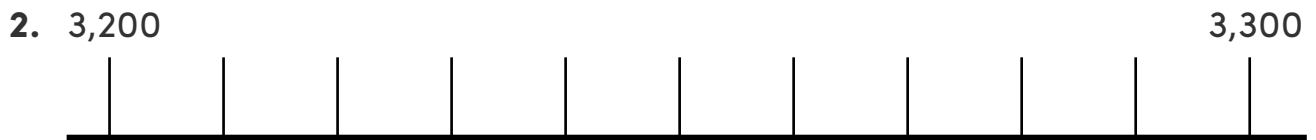
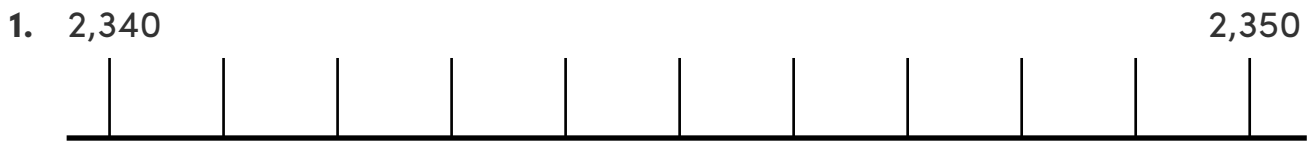
5. How much change would I get from \$2.00 if I bought *Football Crazy*?

6. How much change from \$3.00 would I get if I bought *Tammy* and *Big Hits*? _____
7. I bought three magazines at a total cost of \$2.69.
 - a. Which three did I buy? _____
 - b. How much change would I get from \$5.00? _____
8. I bought two magazines, and my change from \$2.50 was 25 cents. Which two magazines did I buy? _____
9. I bought three magazines, and my change from \$5.00 was \$2.10. Which magazines did I buy? _____
10. If I buy three different magazines . . .
 - a. what is the most change I can get from \$5.00? _____
 - b. what is the least change? _____

Number Lines

Name: _____ **Date:** _____

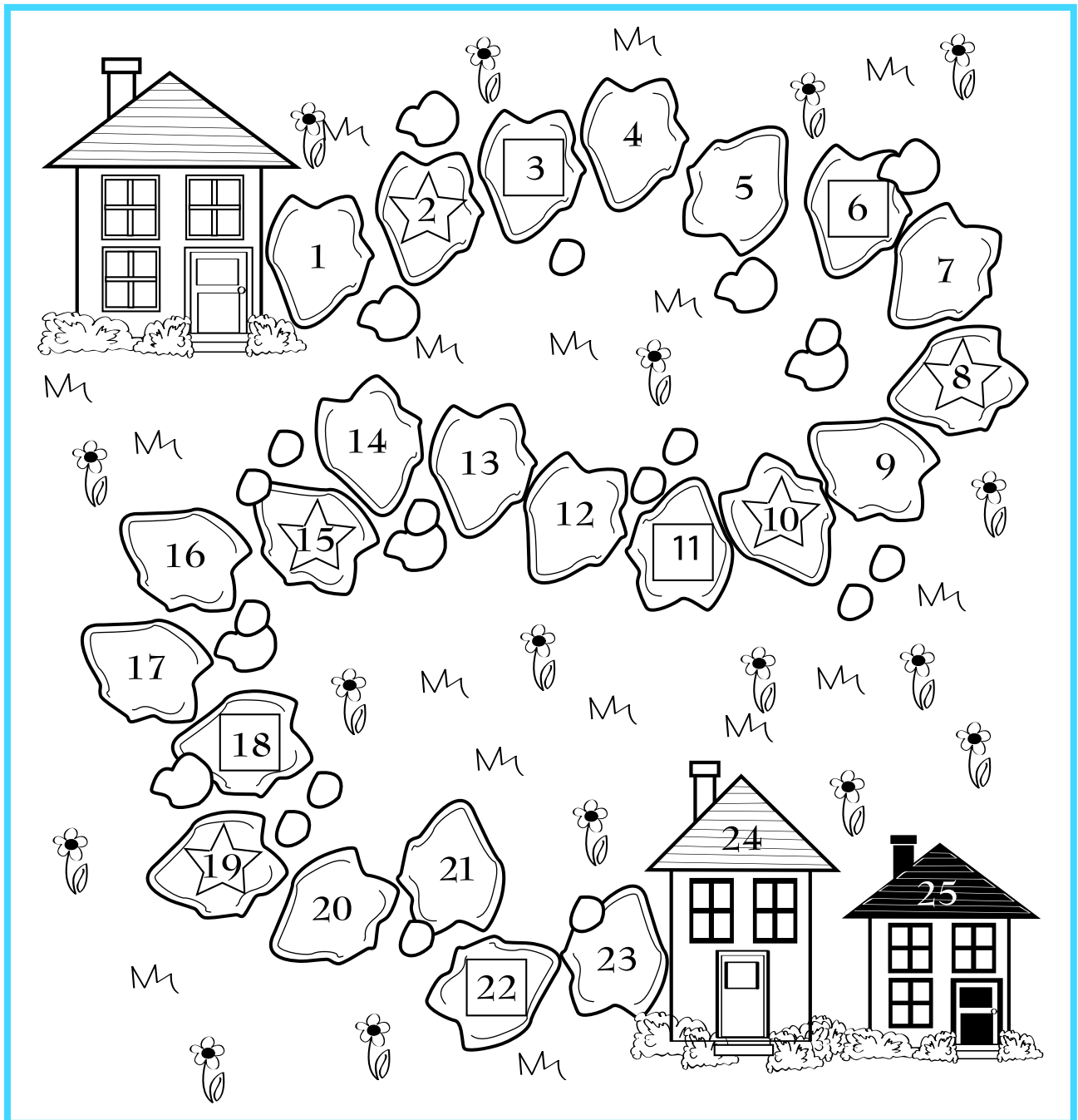
Write the missing numbers on each of the number lines below. Then, make a list of four-digit numbers using the numbers 2, 3, 4, and 8 and write these numbers on the appropriate number lines.



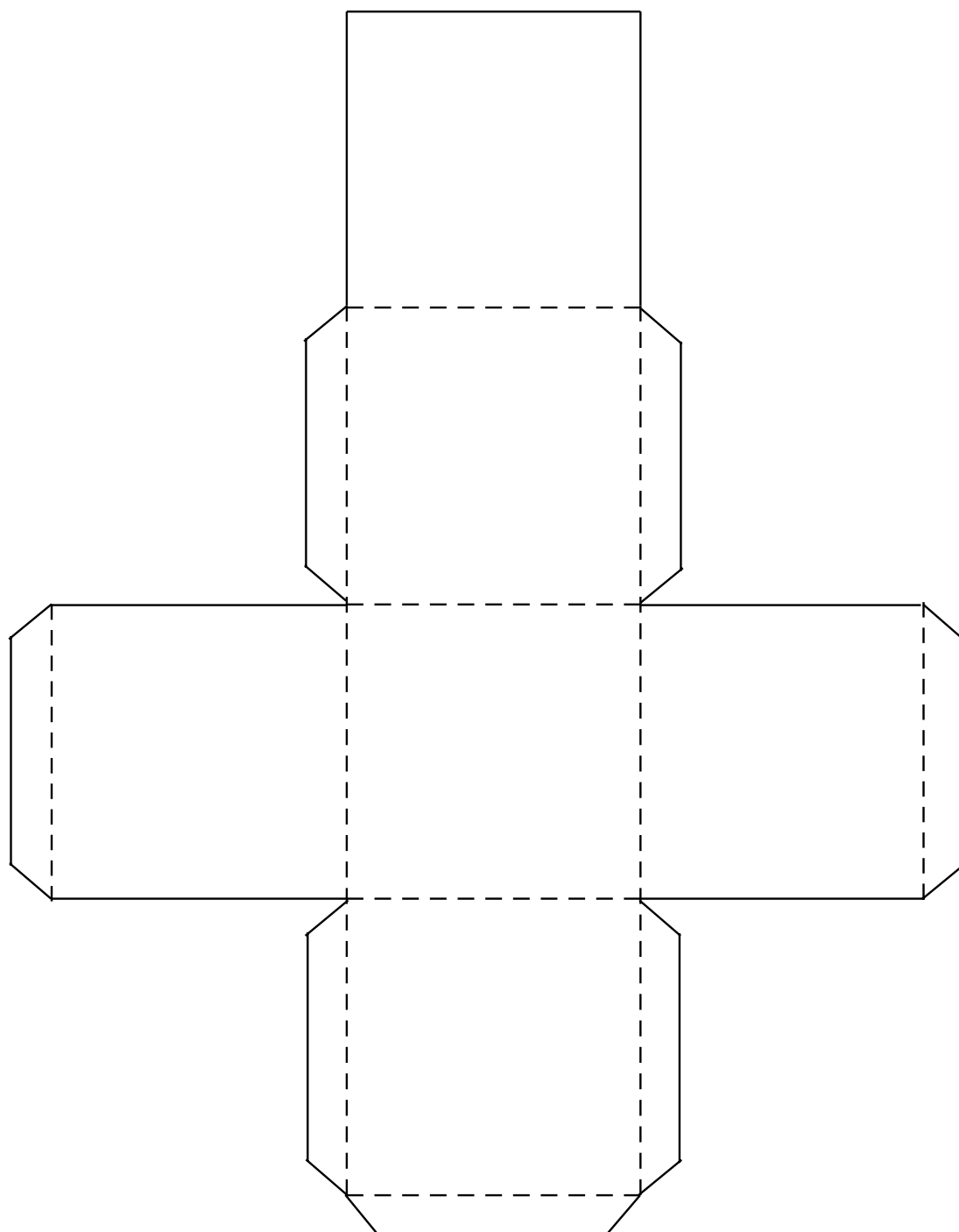
Street Track

Name: _____ Date: _____

Work with a partner, taking turns rolling the number cube. If you land on a star, move forward two spaces. If you land on a square, move back two spaces.



Number Cube Pattern

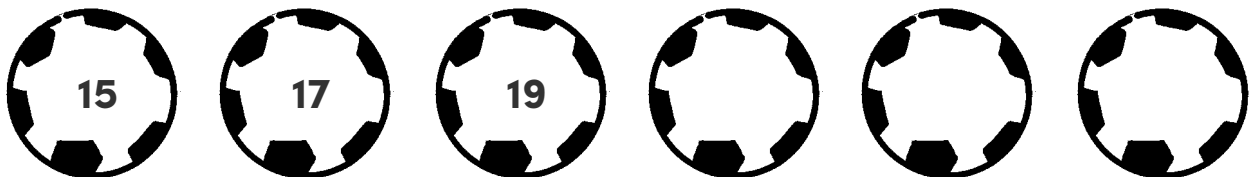


Number Sequences

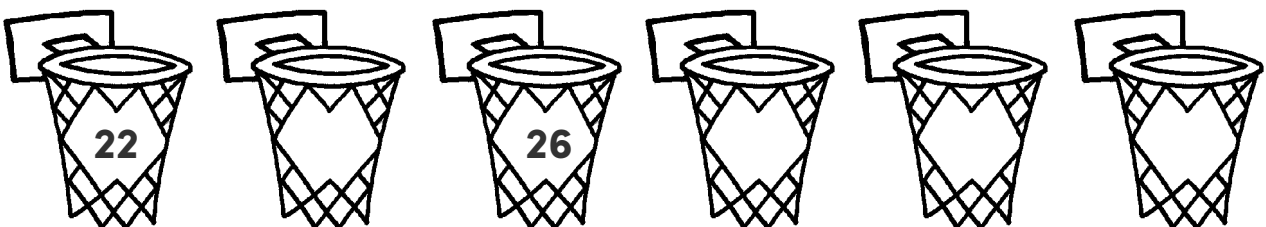
Name: _____ Date: _____

Complete the following number sequences.

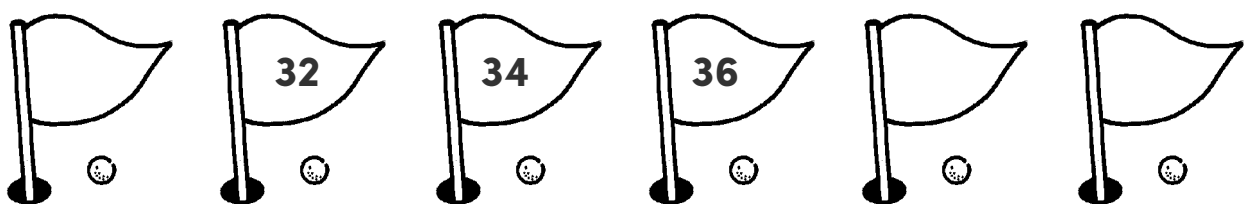
1.



2.



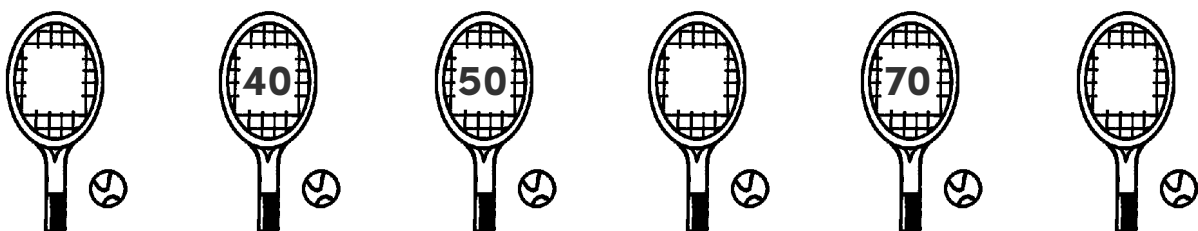
3.



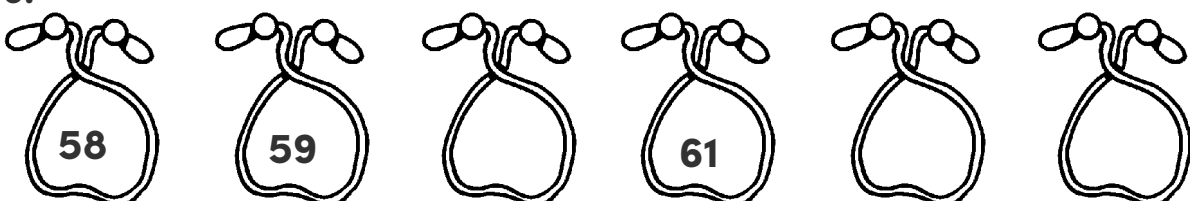
4.



5.



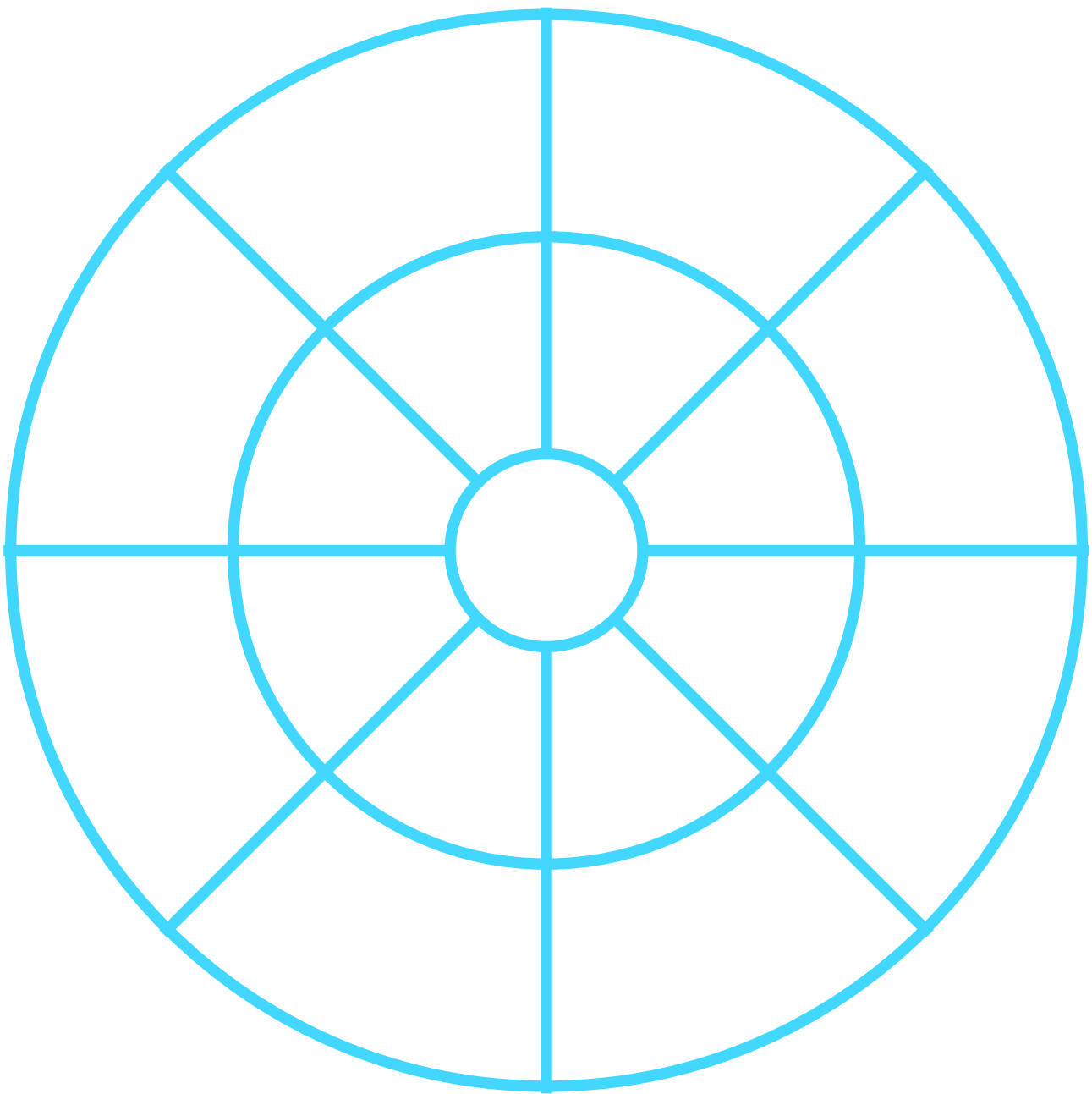
6.



Target

Name: _____ Date: _____

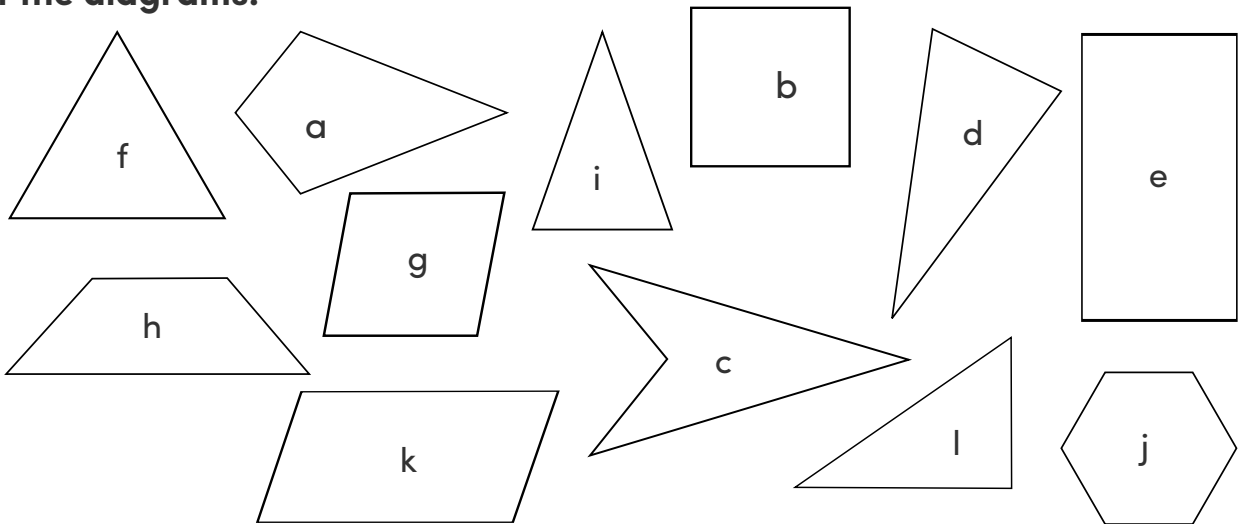
Multiply the inside numbers to get the outside numbers.



Sorting Polygons

Name: _____ Date: _____

Sort the shapes below into groups by putting each letter into a box in one of the diagrams.



1.

	has one or more right angles	has no right angles
triangle		
not a triangle		

2.

	quadrilateral	not a quadrilateral
regular		
not regular		

3.

	symmetrical	not symmetrical
quadrilateral		
not a quadrilateral		

4.

	all sides same length	not all sides same length
symmetrical		
not symmetrical		

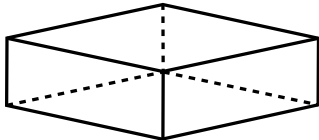
Challenge

On another piece of paper, make your own diagram to sort shapes according to different properties: number of sides, symmetry, right angles, and so on.

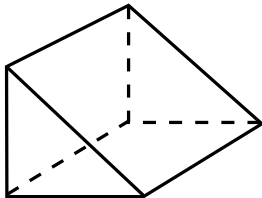
Geometric Word Problems

Name: _____ Date: _____

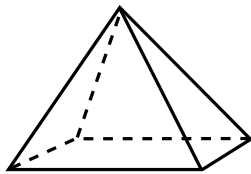
a.



b.



c.

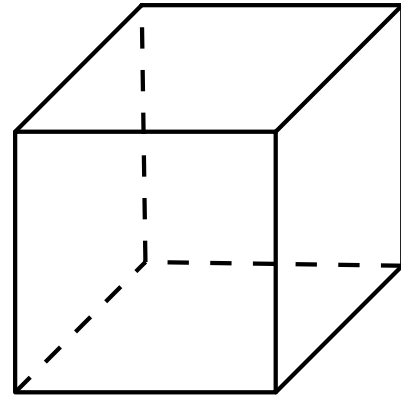


d.

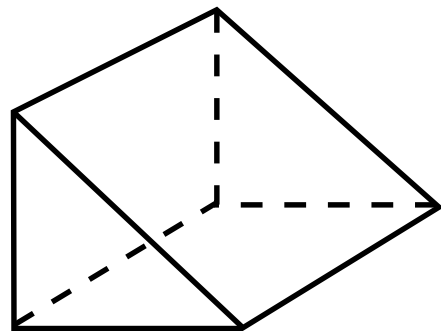


Which of the two geometric figures shown above each have five faces?

- ☐ figure a and figure b
- ☐ figure b and figure c
- ☐ figure a and figure c
- ☐ figure b and figure d



What shape can be used to describe the faces of a cube?



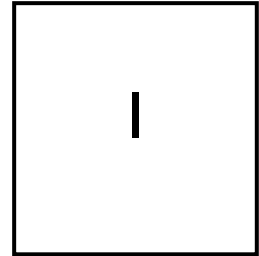
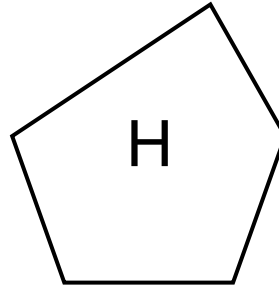
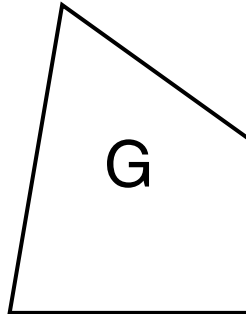
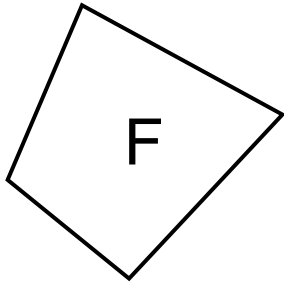
How many faces of a triangular prism are triangle shapes?

- ☐ 5
- ☐ 4
- ☐ 3
- ☐ 2

Geometric Word Problems

Continued

Name: _____ Date: _____



Which of the shapes shown above is NOT a quadrilateral?

- ☐ Shape F
- ☐ Shape G
- ☐ Shape H
- ☐ Shape I

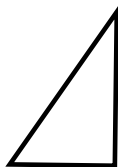


figure 1

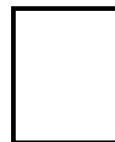


figure 3

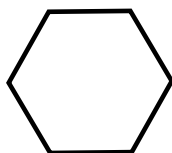


figure 2

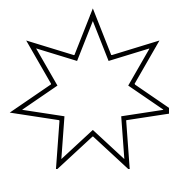


figure 4

Which figure shown above has the least number of sides?

The Pigsty

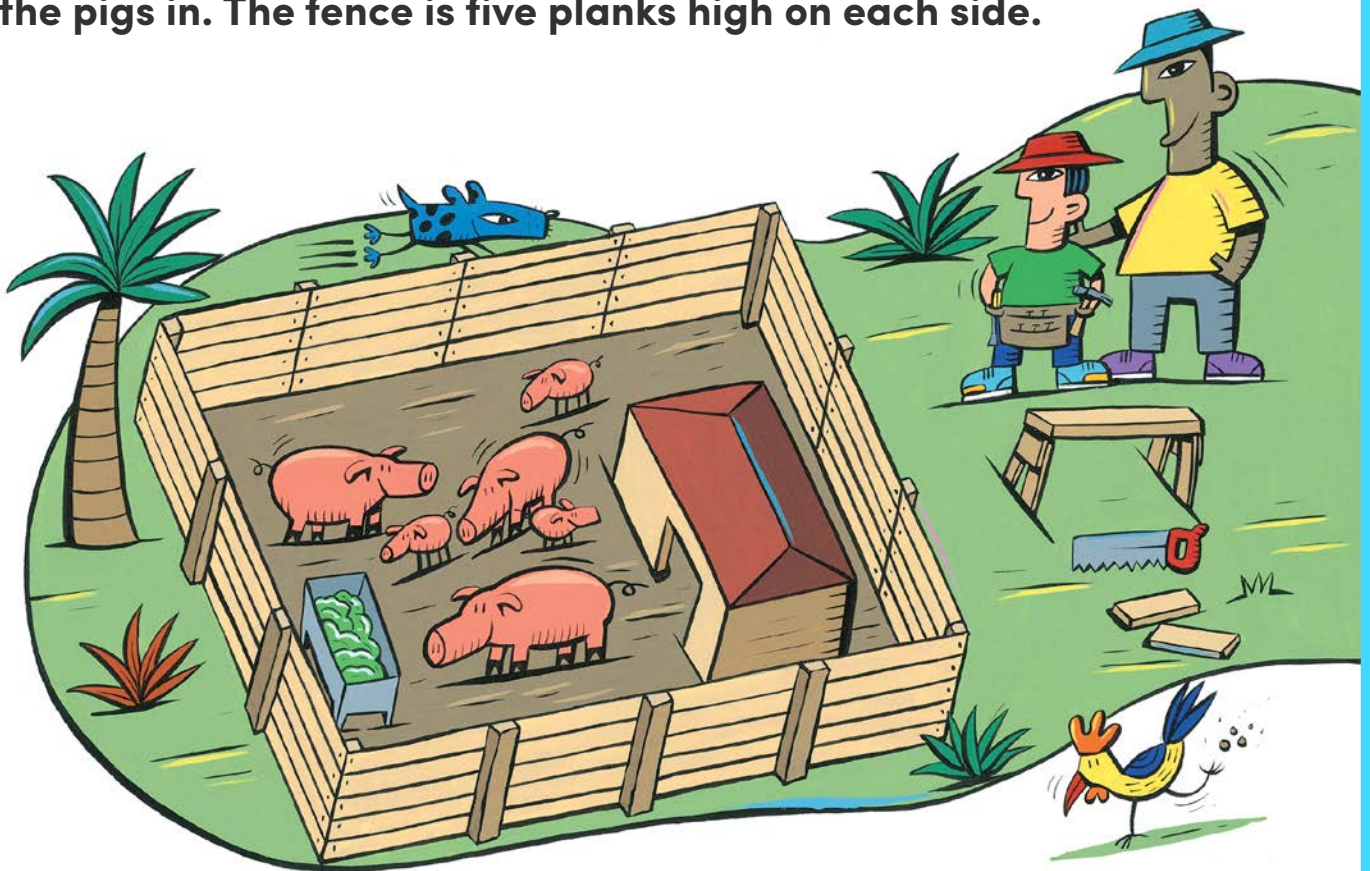
Name: _____ Date: _____

You need:

• sticks

• a classmate

Jamal is building a fence around the pigsty to keep the pigs in. The fence is five planks high on each side.



1. Help Jamal work out how many planks he needs by answering these questions. Show how you worked out each answer.

a. How many planks does Jamal need for each long side of the fence? _____



1

The Pigsty

Continued

- b. How many planks does Jamal need for each short side of the fence? _____



- c. How many planks does he need altogether? _____

2. Jamal decides to make the fence higher. Now it's seven planks high on each side.

- a. How many planks does he need altogether? _____

Show how you worked out the answer.

- b. With a classmate, discuss how you worked out the answer. Can you and your classmate think of a better way to find the answer?



Getting in Shape

You need:

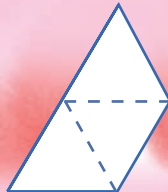
- pattern blocks
- square grid paper
- isometric dot paper

The greedy three-quarter bug has been out again.

It found this shape,



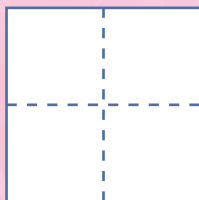
ate this,



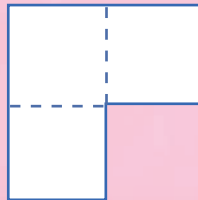
and left this behind.



It found this shape,



ate this,



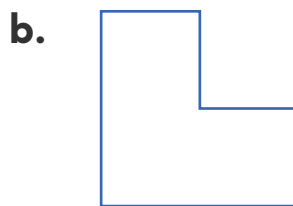
and left this behind.



Getting in Shape

Continued

1. Why is it called the three-quarter bug?
2. Here are some other pieces that the three-quarter bug left behind. Draw how each shape could have looked before the bug ate the rest of it.



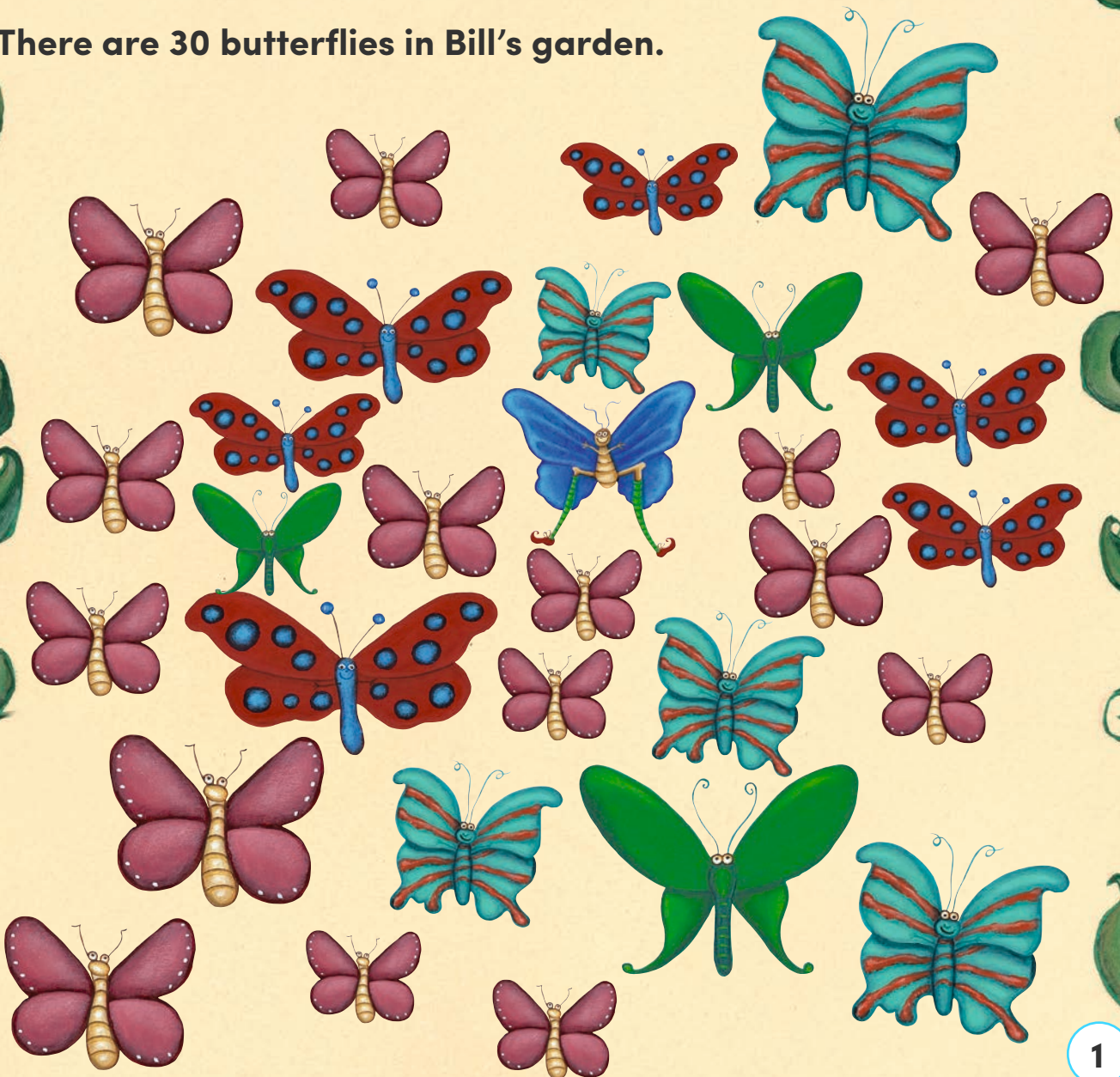
Flitting with Fractions

Name: _____ Date: _____

You need:

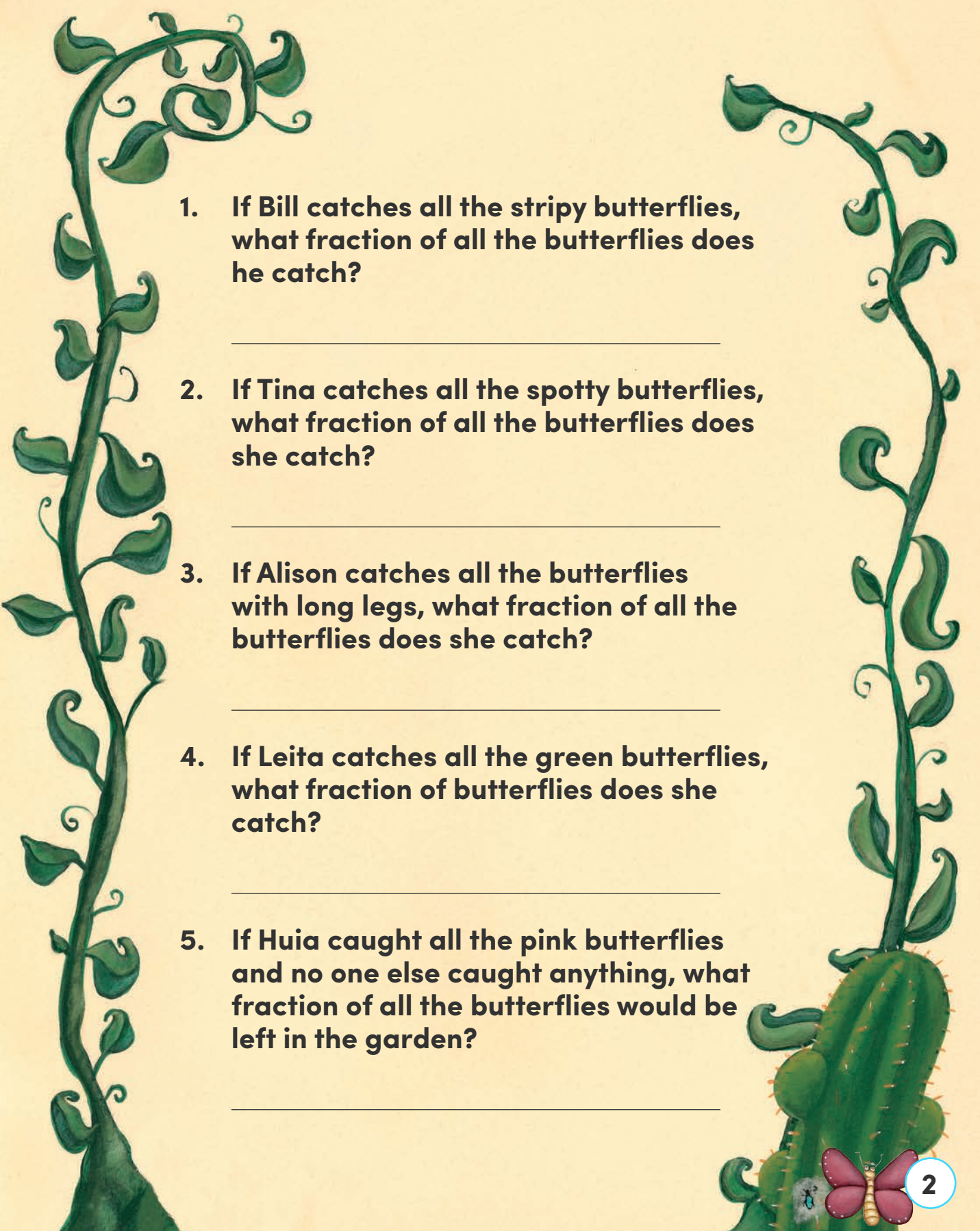
- a calculator (optional)

There are 30 butterflies in Bill's garden.



Flitting with Fractions

Continued

- 
1. If Bill catches all the stripy butterflies, what fraction of all the butterflies does he catch?

2. If Tina catches all the spotty butterflies, what fraction of all the butterflies does she catch?

3. If Alison catches all the butterflies with long legs, what fraction of all the butterflies does she catch?

4. If Leita catches all the green butterflies, what fraction of butterflies does she catch?

5. If Huia caught all the pink butterflies and no one else caught anything, what fraction of all the butterflies would be left in the garden?



Sneaky Snakes

Name: _____ Date: _____

You need:

• a counter

• a dice

Start

How to play: Throw the dice and move the counter. Count how many throws it takes you to reach (or pass) Finish.

Finish

1

Sneaky Snakes

Continued

1. a. Play this game 20 times. Use Tally Chart 1 (page 3) to record the number of throws you take to reach the finish. For example:

Game	Tally	Number of throws
1		4
2		6

- b. Summarise your results in the Tally Chart 2 (page 4). For example:

Number of throws	Tally	Number of games (total = 20)
1		0
2		3

2. What pattern can you see in your second tally chart?

3. Compare your chart with a classmate's. Discuss how they are similar and different and why, then write down your observations here.

Sneaky Snakes

Tally Chart 1

Tally Chart 1

Game	Tally	Number of throws
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		

Sneaky Snakes

Tally Chart 2

Tally Chart 2

Number of throws	Tally	Number of games (total = 20)
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		

In Between

Name: _____ Date: _____

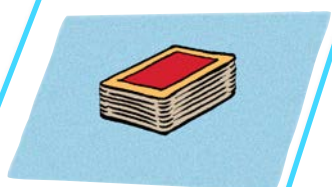
You need:

- a set of 0–9 digit cards
- a classmate
- a pile of counters (about 20 for 2 players)

Play a game of In Between with a classmate. For each round:



Shuffle the digit cards.



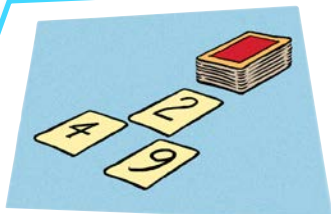
Place them face down in a pile.



Pick up the top 2 cards.



Now pick up a third card.



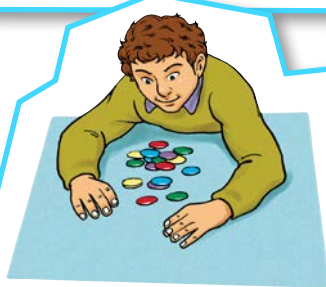
If the number on that card is not between the other 2 numbers, you get nothing.



If it is, take a counter.



Put your 3 cards back on the pack and shuffle it. Now it's your classmate's turn.



When there are no more counters to take, the person who has the most counters wins.

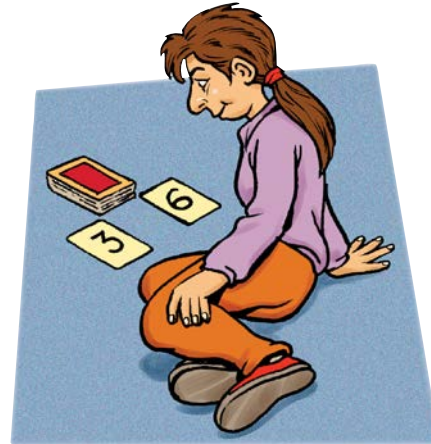
In Between

Continued

Trevor



Katie



Barbara



Melina



Trevor, Katie, Barbara, and Melina are playing the In Between game.

- 1. Who has the most chance of getting an in-between number when they pick up the top card?**

- 2. How do you know?**

Horse Racing

Name: _____ Date: _____

You need:

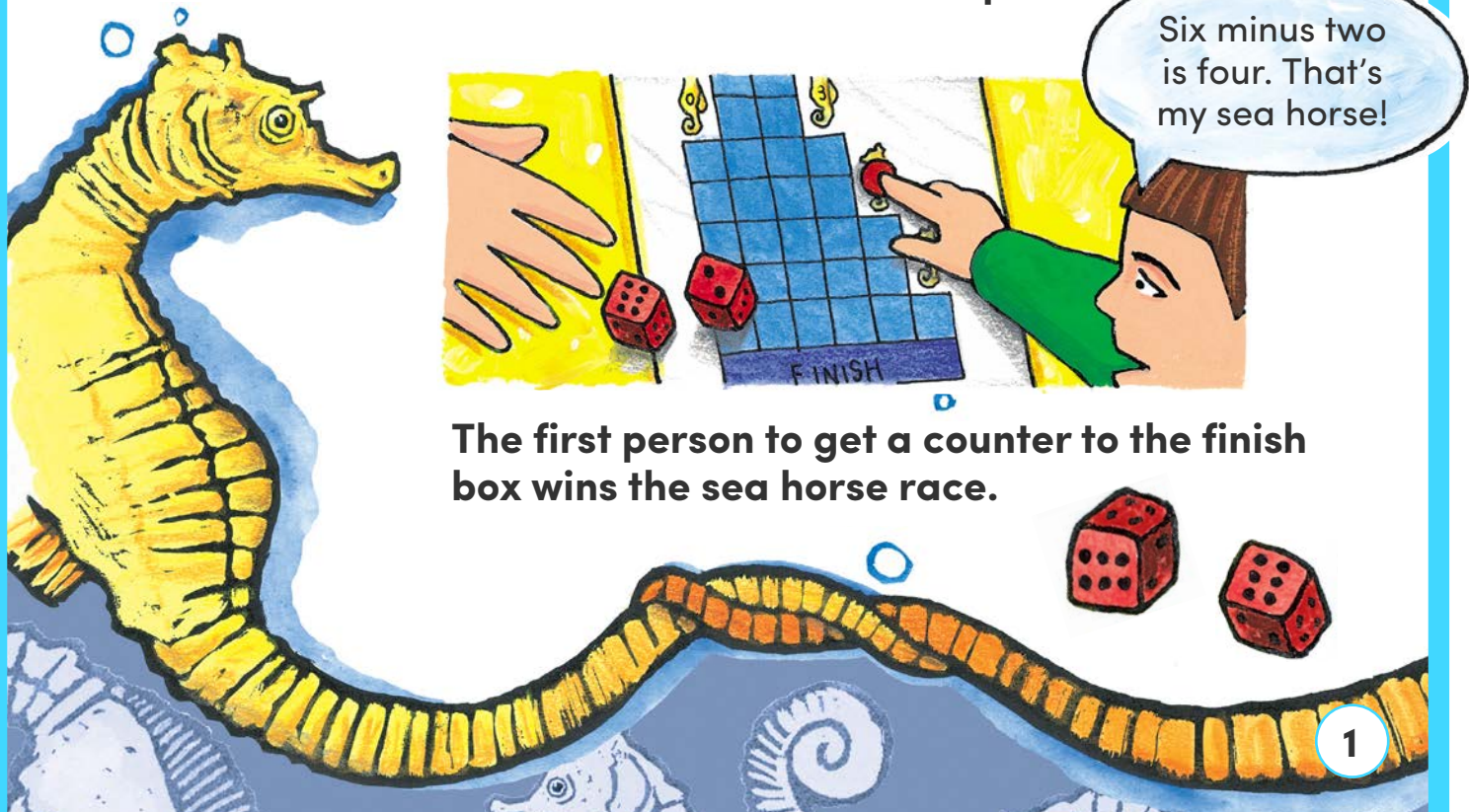
- 2 classmates
- 2 dice
- 2 counters each (a different colour for each player)

Each player chooses two of the numbered sea horses from around the grid. Each player puts their counters on their sea horses.

One person tosses the two dice and subtracts the smaller number from the larger number. If the two numbers are the same, the answer is zero.

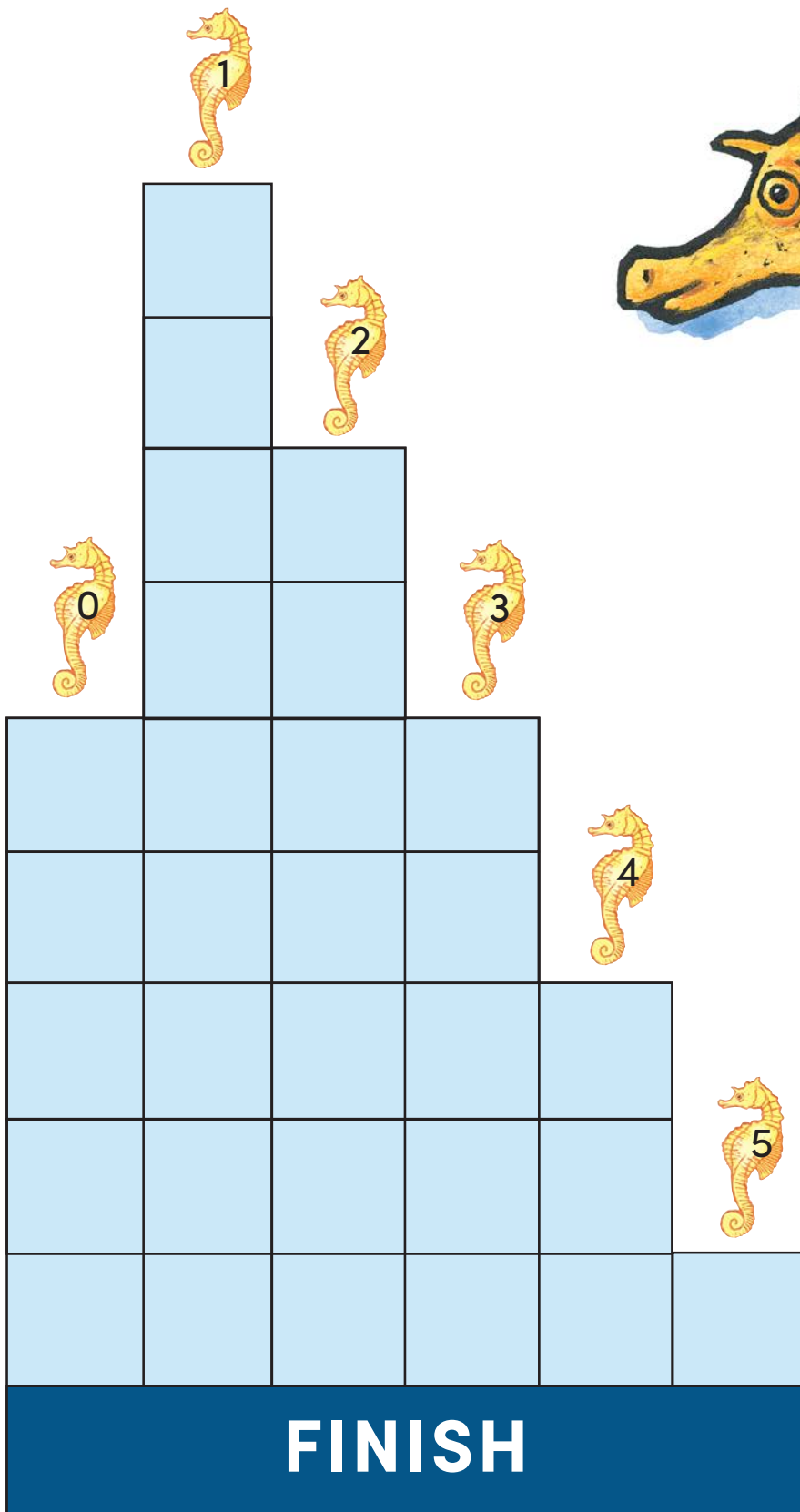
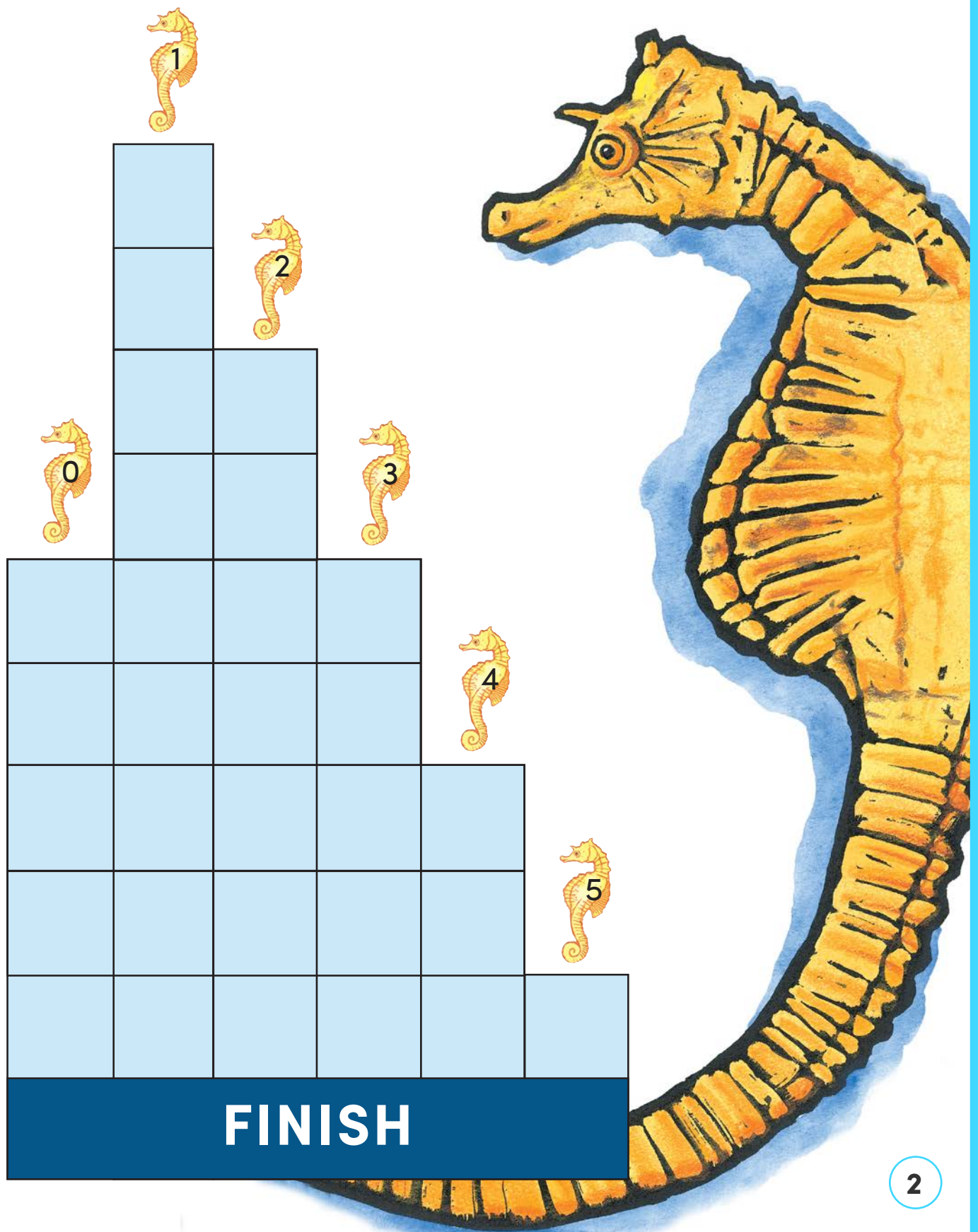
The person who has the answer on their sea horse moves their counter down one square.

For example, Usha threw a two and a six, so Ted moved his counter for sea horse number four down one square.



Horse Racing

Continued



Horse Racing

Continued

Which sea horse do you think has the best chance of getting a counter to the finish box first?

Anzac Day

WHAT

Anzac Day is a national day of remembrance in Australia and New Zealand. It commemorates all Australians and New Zealanders killed in war.



WHEN

Anzac Day is on 25 April. It was first marked in 1916 and became a public holiday in New Zealand in 1921. By 1927, every Australian state observed this public holiday.

WHY

The day that the first Australian and New Zealand soldiers landed on the Gallipoli Peninsula during World War I was 25 April 1915. During the Gallipoli campaign, the Anzacs suffered great loss of life.

WHO

Many people celebrate Anzac Day. In 2014, people will commemorate 100 years since the beginning of World War I. In 2015, Anzac Day will mark 100 years since the Gallipoli landings in 1915.

WHERE

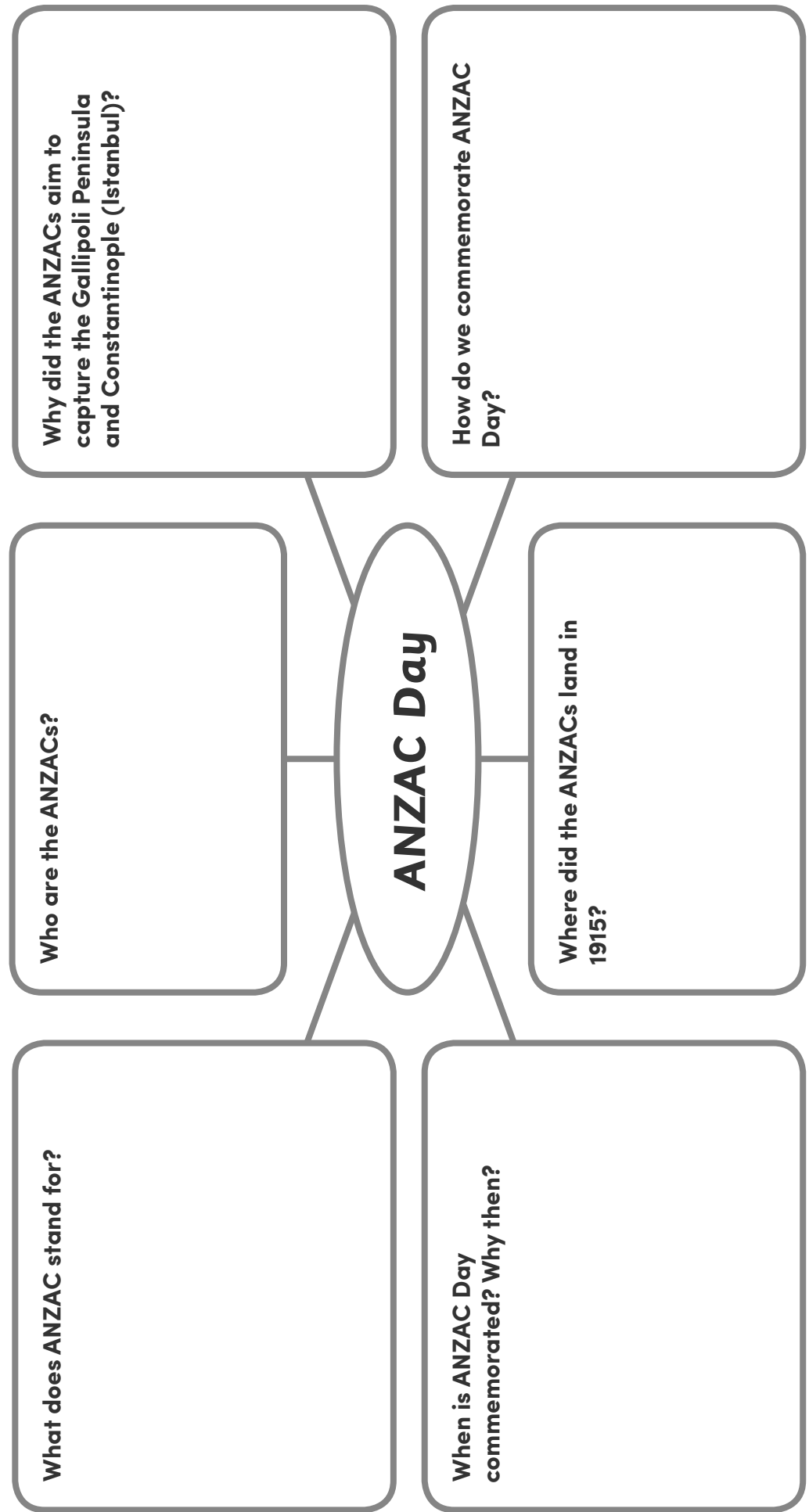
Today, Anzac Day is honoured throughout Australia and New Zealand. The day is like a military funeral. It consists of a dawn service and an Anzac parade.



5Ws and How of ANZAC Day

Name: _____

Date: _____



Tell us the Story of the ANZAC

Take a look at the picture of the ANZAC soldier. Use the picture to write an imaginative narrative about the soldier's story. What would he have felt and done, being an ANZAC soldier?



Use this checklist to make sure you have included everything in your narrative.

☐

Orientation

- Setting
- Time
- Characters

☐

Complication

- Events of the story
- Problem

☐

Correct Spelling

☐

Resolution

- How is the problem solved
- Feelings of the characters

☐

Correct punctuation

- Capitals
- Full stops
- Commas
- Speech marks

ANZAC Biscuit Recipe

Makes 10 biscuits

Ingredients:

- ⌚ 1 $\frac{1}{4}$ cups plain flour, sifted
- ⌚ 1 cup rolled oats
- ⌚ $\frac{1}{2}$ cup caster sugar
- ⌚ $\frac{3}{4}$ cup desiccated coconut
- ⌚ 2 tablespoons golden syrup or treacle
- ⌚ 1 cup unsalted butter, diced
- ⌚ $\frac{1}{2}$ teaspoon bicarbonate of soda



Method:

1. Preheat the oven to 170°C.
2. Mix the flour, oats, sugar and coconut in a large bowl.
3. Pour the golden syrup and butter into a small saucepan and stir over low heat until the butter has melted.
4. Mix the bicarbonate of soda with 1 $\frac{1}{2}$ tablespoons of water and then add to the mixture in the saucepan. Take the saucepan off the heat when stirring.
5. Pour the liquid from the saucepan into the flour mixture in the large bowl.
6. Mix the ingredients together until they are fully combined.
7. Line baking trays with non-stick baking paper.
8. Roll tablespoons of mixture into ball shapes and place them on the trays, leaving about 3 finger spaces between them.
9. Flatten the balls slightly.
10. Bake for 12 minutes or until golden brown.

Mass

Name: _____ Date: _____

Things you need

- a large cardboard box to hide things in, with a hole for putting in a hand
- lots of different easy-to-draw solid objects (e.g. ball, blocks of different shapes)

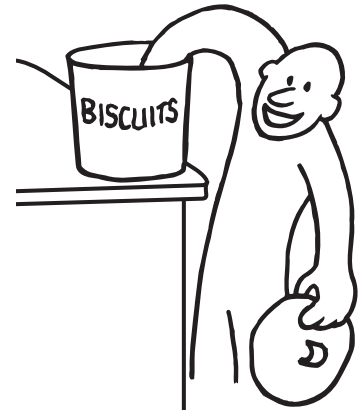
Words to use

shape size
heavy light
texture mass

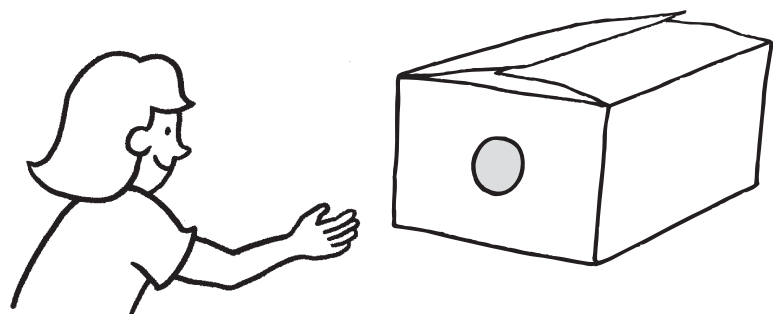
Extension

- Use objects which are interesting to touch (e.g. natural sponge, fruit, cuddly toy, cotton wool, sea shells, etc.).
- Put a lot of objects in the box, find how many are in the box, and draw as many as you can remember.

Physical things

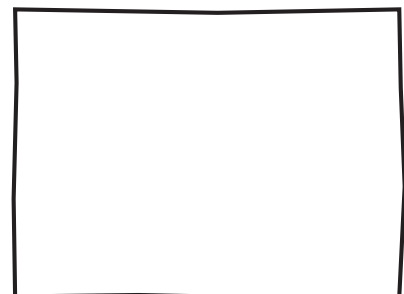
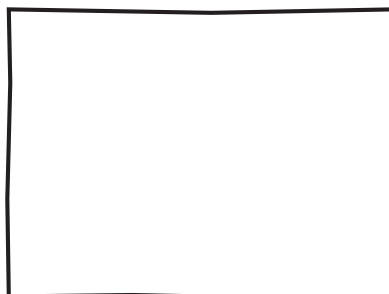


Put your hand in the box and find out what is inside. No peeking.



Draw what was in the box.

Repeat the experiment with other objects of interesting shape and texture. Draw them here.



Volume 1

Name: _____ Date: _____

Things you need

- small container of known volume (e.g. 250 ml / half pint container of juice)
- larger container which is 2, 3 or 4 times the volume of the small containers (e.g. 500 ml / pint, 1 litre / quart) container of juice)
- lots of marbles, small blocks, plastic cubes

Words to use

fill	full
empty	pour
spill	hold
more	less

Extension

- Fill a small container with marbles. Count how many it holds. Then fill a larger container with marbles. Count them. Compare the two results.

Filling space



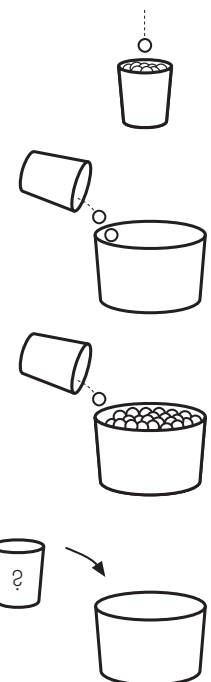
Fill a small container with marbles or small blocks.

Pour them into a larger container.

Fill the smaller container again and repeat until the large container is full.

How many times do you fill the small container in order to fill the large container?

Which one holds more? Which one holds more?



Forces

Name: _____ Date: _____

Things you need

- ball of soft dough
- table

Words to use

friction rubbing
gravity falling
mass force
move still
energy cause
push pull

Extension

Try moving other objects along the table to feel how much friction they make. Watch gravity at work as they fall off the table.

Mass



Force used on mass

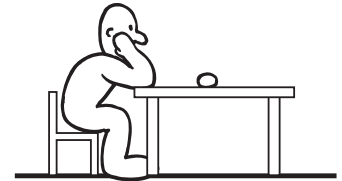


1. Place a ball of dough on a table.

Quietly watch it for a while.

Don't move.

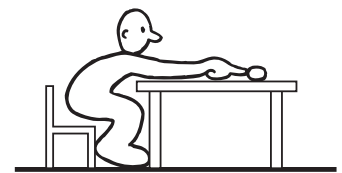
Does the dough move?



What does it do? _____

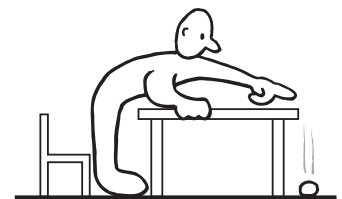
2. Push it with your finger.

It moves! (Important: don't let it roll; slide it.)



What force can you feel?

3. Slide it so it drops off the edge.

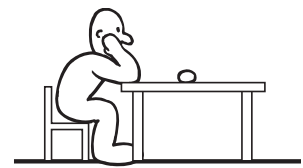


What force can you now see acting?

Teacher's notes

The forces experiment demonstrates three things:

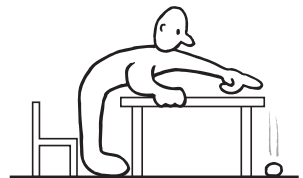
1. Left on its own the mass will not move (apart from some very subtle flattening of the dough).



2. When pushing the mass along the table, one feels a rubbing force, that we call "friction" between the table and the dough slowing the movement; and



3. When it goes over the edge, a falling force we call "gravity" takes it to the floor.



Notes _____

Levers 3

Name: _____ Date: _____

Things you need

- chopsticks
- rubber band
- scrap paper
- noodles (e.g. macaroni, shell, etc.)

Words to use

fulcrum

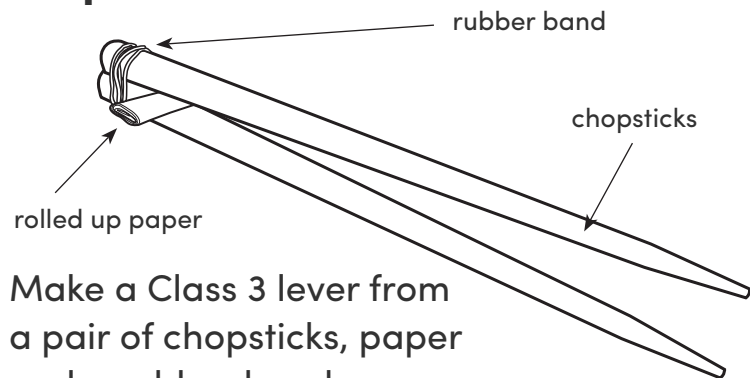
load

effort

Extension

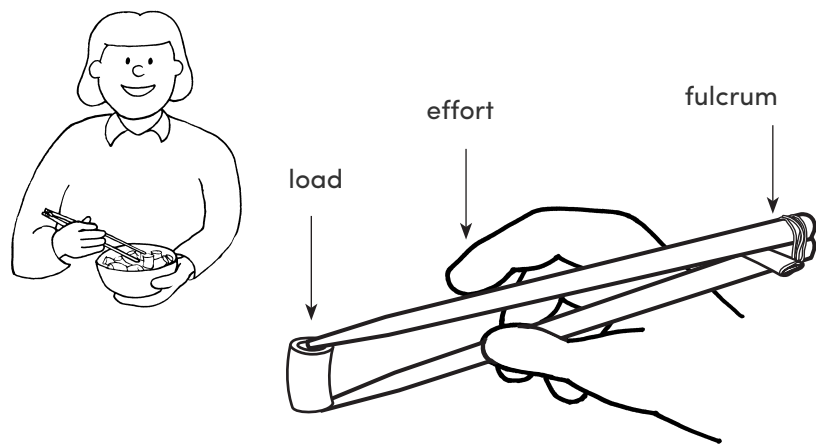
- Have two people hit a ball to each other with tennis racquets (or other bats, paddles, etc.) Observe them. Describe how the body and racquet together work as a lever.
- Dig a hole with a shovel. Where are the fulcrum, load and effort on the shovel.

Chopsticks



Make a Class 3 lever from a pair of chopsticks, paper and a rubber band.

Eat a bowl of noodles with the chopsticks.



What other lever are you using to chew the noodles? _____

Name another Class 3 lever in your body and how you use it.

Levers 3

Teacher's notes

Chopsticks can be the disposable wooden type. Noodles can be macaroni, or shells, or something easy to pick up. Don't use long spaghetti noodles, as they will be tricky to pick up. Your jaw is the other lever you use.

As an **Extension**, some students may be interested in finding those facial muscles and drawing and labelling an accurate diagram.

Other third class levers are your arm (when you throw and use a racquet), or your leg when you kick a ball; also your arm and hand combine to form a fulcrum for a shovel.

Notes _____

Machines Project 2

Name: _____ Date: _____

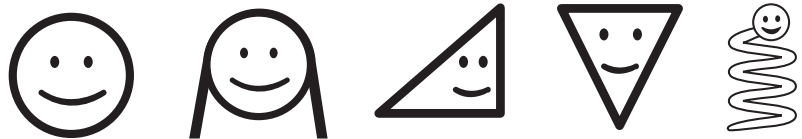
Things you need

- anything you want to use, such as:
wooden boards
wood
nails
screws
bolts
hinges
bottle tops
lids of jars
toilet rolls
string

Things and words to use

wheel	gears
drive belt	pulley
screw	lever
ramp or wedge	

Make something using at least three types of simple machines.



You can do a drawing of it here, either before or after you make your machine. Write the name of each simple machine to show where it is on your drawing.

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Machines Project 2

Teacher's notes

Search in second-hand shops or garages for out-of-date or equipment that no longer works.

Notes _____

Solar Energy

Name: _____ Date: _____

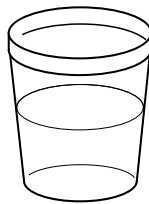
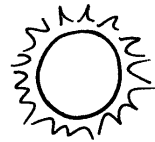
Things you need

- clear plastic cups
- paint or dye of different colours
- plastic wrap
- 2 steel bolts
- black paint

Words to use

absorb
reflect
dissipate
heat
energy
temperature

How can you capture energy from the sun?



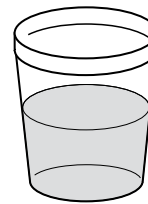
clear
water



water +
yellow dye



water +
red dye



water +
blue dye



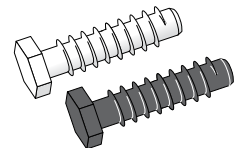
clear water
covered with
plastic wrap.

Leave all cups in the sun. Compare how hot the water is by touching it with your finger (e.g. warm, hot, very hot, too hot to touch).

What do you find? _____

Why do you think this happens? _____

Leave a shiny bolt and a bolt painted black in the sun. Compare their temperatures after 30 minutes by touching them.



What do you find? _____

Why? _____

Where else have you seen or experienced this? _____

Teacher's notes

Try this experiment before-hand to see how long you have to leave the cups in the sun in order to get a clear result. Times will vary depending on the weather and season.

The energy from the sun heats the water up to different temperatures. Hottest to coolest: clear water with plastic wrap; then darkest to lightest water with coloured dye; then clear water. The one with the plastic wrap gets much hotter than the others. The energy from the sun heats the water and does not dissipate as happens in the open cups. Also, the darker colours absorb more heat than lighter colours.

The black bolt gets hotter than the shiny bolt. This is because black absorbs the sunlight while the shiny bolt reflects the sunlight.

Where else have you seen or experienced this?

A solar oven works by using the sun's heat. Have students make one and cook something for the class in it.

The next time students go camping, during the day leave in the sun water in a sealed plastic bag, or in a bucket covered with a sheet of plastic. They will have warm water for the washing up or for washing their faces at the end of the day.

Water Energy

Name: _____ Date: _____

Things you need

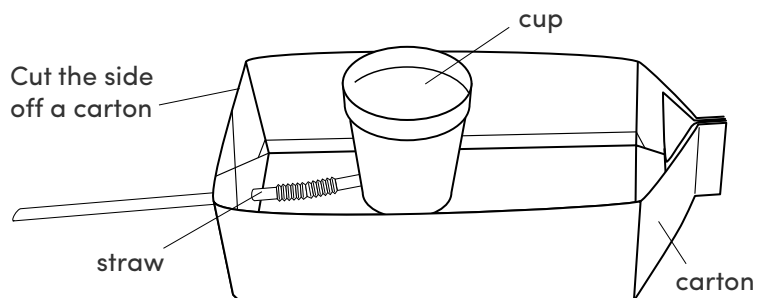
- large drink carton
- drinking straw (with elbow bend)
- cup (paper or styrofoam)
- water
- sink OR plastic tub OR tray
- electrical tape

Words to use

power
energy
lower
push
forward
flow

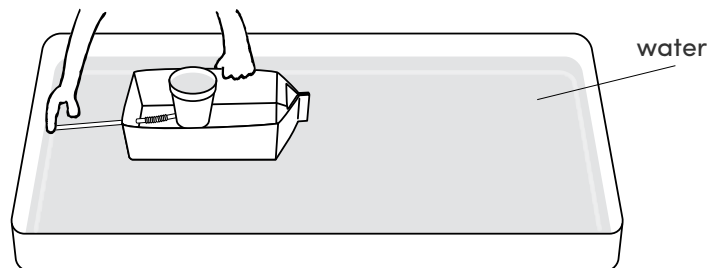
How can you use the energy from flowing water and make it move something?

Build a water-powered boat.



The energy from flowing water can be used to move a boat.

Hold your finger over the end of the straw. Fill the cup with water. Place the boat in a bath, sink or tray containing a few centimetres of water.



Let go and observe.

What happens? _____

Where does the energy in the flowing water come from? _____

Where else have you seen or experienced this? _____

Water Energy

Teacher's notes

This is a good choice for a class demonstration, rather than each child making their own. If they want to, children can make a boat at home with their parents' help for use in the bathtub.

A few tips on making the boat: if it is a carton with a screw-on lid at the side, you'll need to add weight to the opposite side. A ball of blu-tak about half the size of the lid held on with electrical tape works well. Be very careful cutting the holes. Do *not* make them too big. Of particular importance is the hole in the cup. There will be a bit of leakage, but this can be minimised by first making the hole in the cup, then place electrical tape on the **INSIDE** of the cup (make sure it's dry), over the hole. Again, poke a hole in the tape somewhat smaller than the straw. When you poke the straw through, the tape should stretch and make a tight seal around the straw. Try to find straws as long as possible, and make sure they are elbow straws, which can bend.

The energy in the flowing water comes from the potential energy in the height of the water in the cup. This is an excellent example of conversion of energy from one form to another.

Where else have you seen or experienced this?

The energy from flowing water can clean dirty dishes, or your car.
(However, you may choose not to do this to conserve water.)

Wind Energy

Name: _____ Date: _____

Things you need

- paper, A4 or US Letter – needs to be fairly strong, e.g. 100 gsm (25 lb)
- plate to trace 20 cm (8") circle OR compass
- scissors
- pencil with rubber on end
- pin

Words to use

force	energy
air	wind
rotate	smooth
rough	friction

Extension

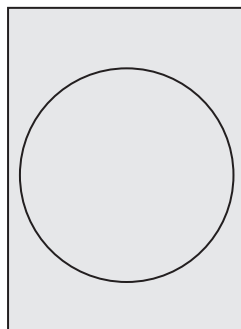
Mount this wheel on a bike and ride around. What happens?

Make windmills of different designs.

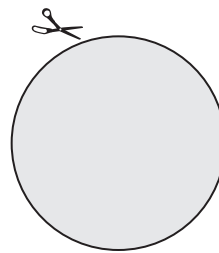
Which one goes the fastest? Why?

What determines the direction of rotation?

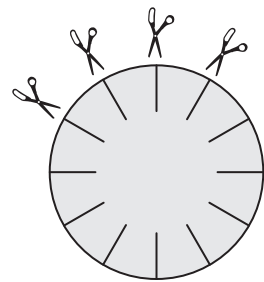
How can you capture wind energy to power something?



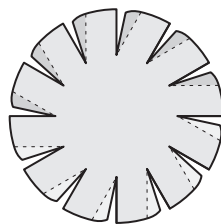
Draw a 20cm (8") diameter circle on strong paper.



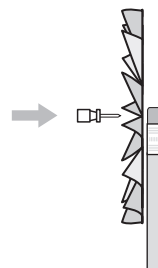
Cut the circle out.



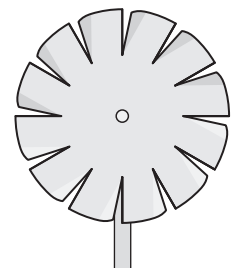
Make 4 cm (2") radial cuts.



Fold the corners up.



Pin into the rubber end of a pencil.



Stand in the wind.

Take your windmill out into the wind. (Use a fan if the wind isn't blowing.)

What happens? _____

Where does the power come from? Explain ?

How could this type of machine be used to do work? _____

Where else have you seen or experienced this? _____

Wind Energy

Teacher's notes

In making your windmill, be sure to have an adult help push the pin into the rubber. If you need to, place a bead on the pin to keep the wheel from wobbling too much. The wheel spins in the wind, or when in front of a fan. The power comes from the blades of the wheel catching the moving air as it goes past. A windmill which is used to grind grain catches the wind which then turns a wheel which in turn crushes the grain.

Where else have you seen or experienced this?

A wind generator works on this principle.

Notes _____

Energy Conversion 1

Name: _____ Date: _____

Things you need

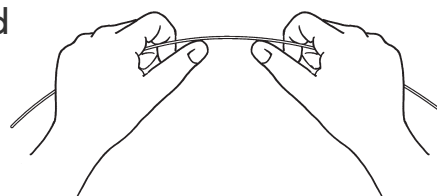
- wires,
15 – 20 cm (6" – 8")
long

Words to use

energy
muscles
mechanical
heat
chemical
convert

How can you change the energy from your muscles into heat?

Bend a wire back and forth many times.



Feel the wire at the bend.

What do you observe? _____

Complete:

Energy of



(chemical
energy)



is converted into

mechanical

Energy



(bending
wire)



is converted into

Energy



(given off)

List other examples to show how you convert the energy from your muscles to another form of energy.

Where else have you seen or experienced this? _____

Energy Conversion 1

Teacher's notes

The wire heats up as the mechanical energy of bending is converted to heat energy.

Energy of muscles → mechanical energy (bending wire) → heat energy (given off).

Other examples of chemical energy from muscles to another energy:

talking → sound;

rubbing hands → heat;

swimming → motion + making waves.

Where else have you seen or experienced this?

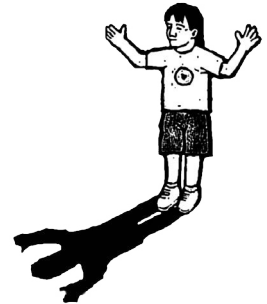
When you shiver, your muscles move quickly to create heat to warm you up.

Notes _____

Watching Shadows

Name: _____ Date: _____

Choose an object. Look in the playground or playing field. Does the object make a shadow? Measure the shadow every hour. How does the shadow change?



To measure the shadow I used _____

Time	How long is the shadow?
9 o'clock	
10 o'clock	
11 o'clock	
12 o'clock	
1 o'clock	
2 o'clock	
3 o'clock	

Fizz!

Name: _____ Date: _____

Put some baking soda in a bottle.

Pour in some vinegar. Ask your teacher to help.

Draw a picture to show what happens.



MAKE YOUR OWN FLOWER CARDS

YOU WILL NEED

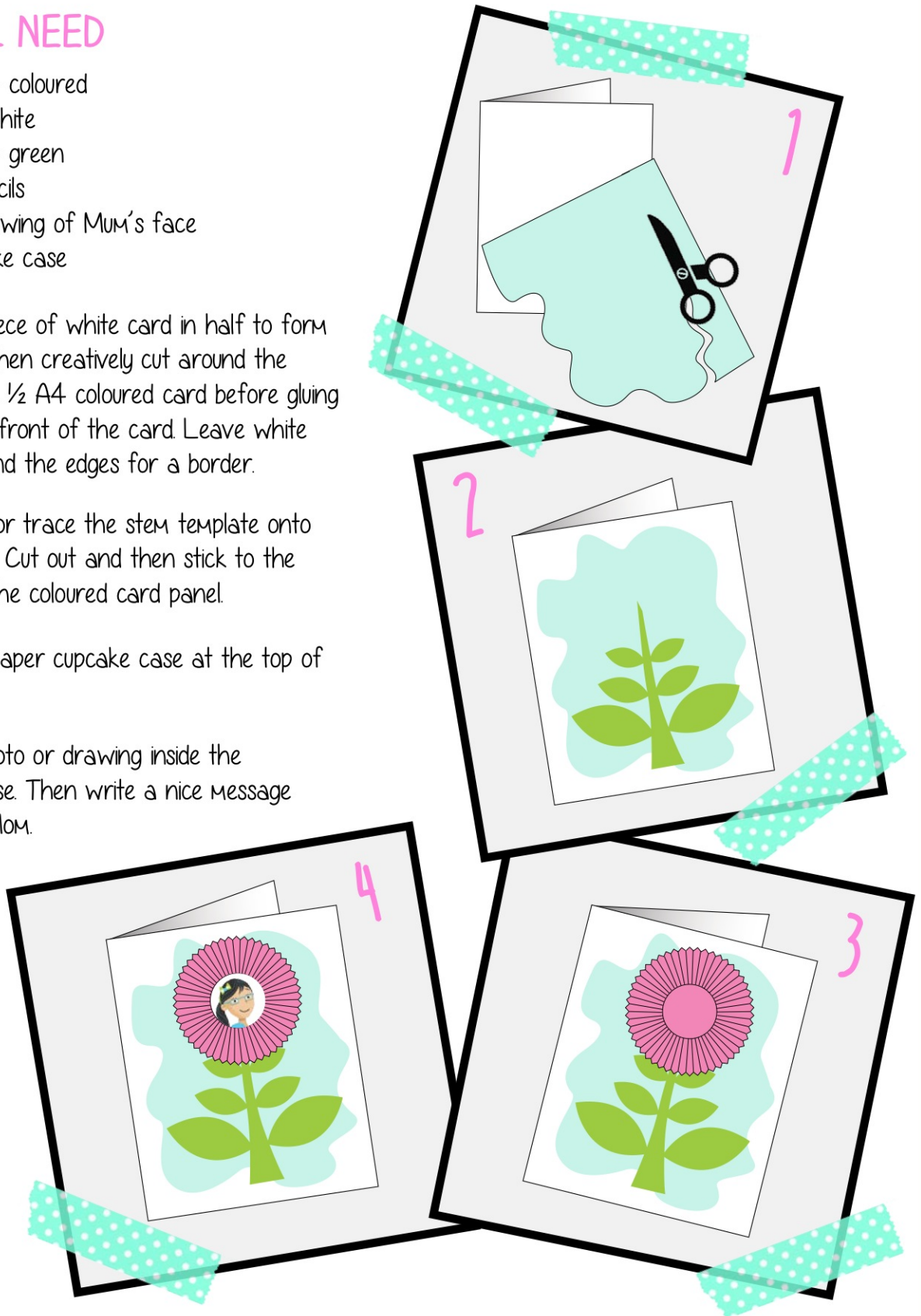
- ½ A4 card - coloured
- A4 card - white
- ½ A4 card - green
- Coloured pencils
- Photo or drawing of Mum's face
- Paper cupcake case

1 Fold your piece of white card in half to form the card. Then creatively cut around the edge of the ½ A4 coloured card before gluing it onto the front of the card. Leave white space around the edges for a border.

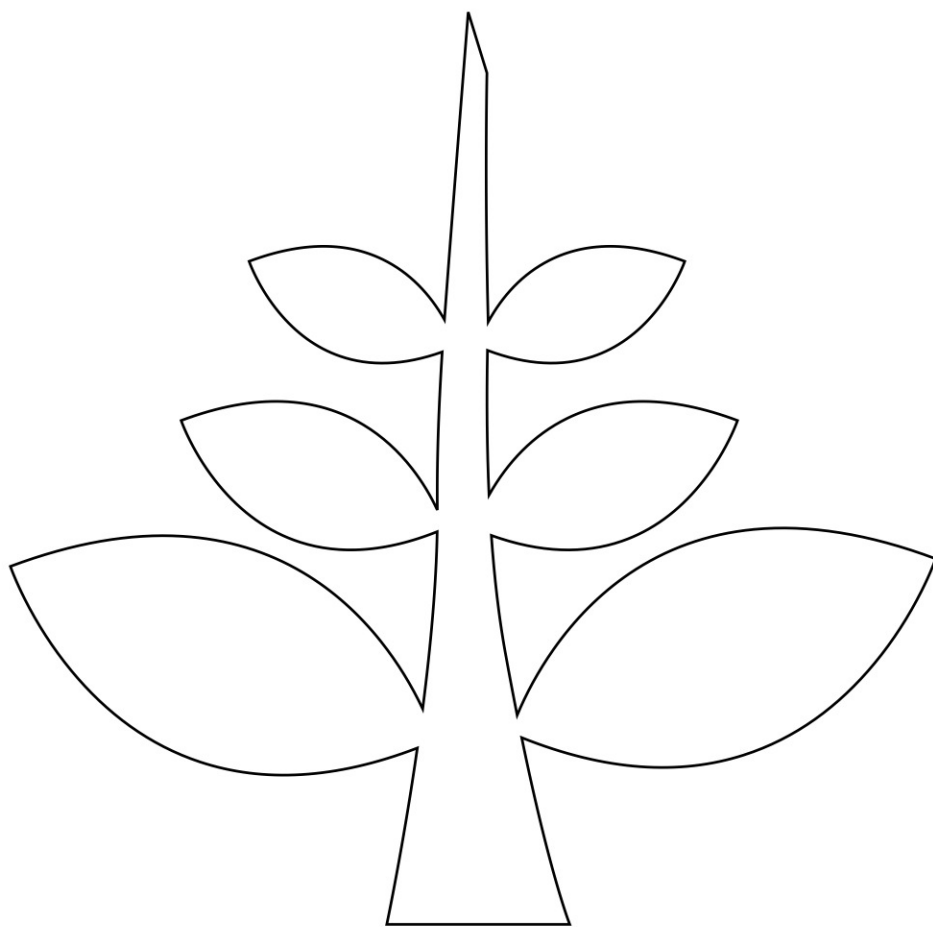
2 Photocopy or trace the stem template onto green card. Cut out and then stick to the bottom of the coloured card panel.

3 Paste the paper cupcake case at the top of the stem.

4 Paste a photo or drawing inside the cupcake case. Then write a nice message inside for Mom.



MAKE YOUR OWN FLOWER CARDS

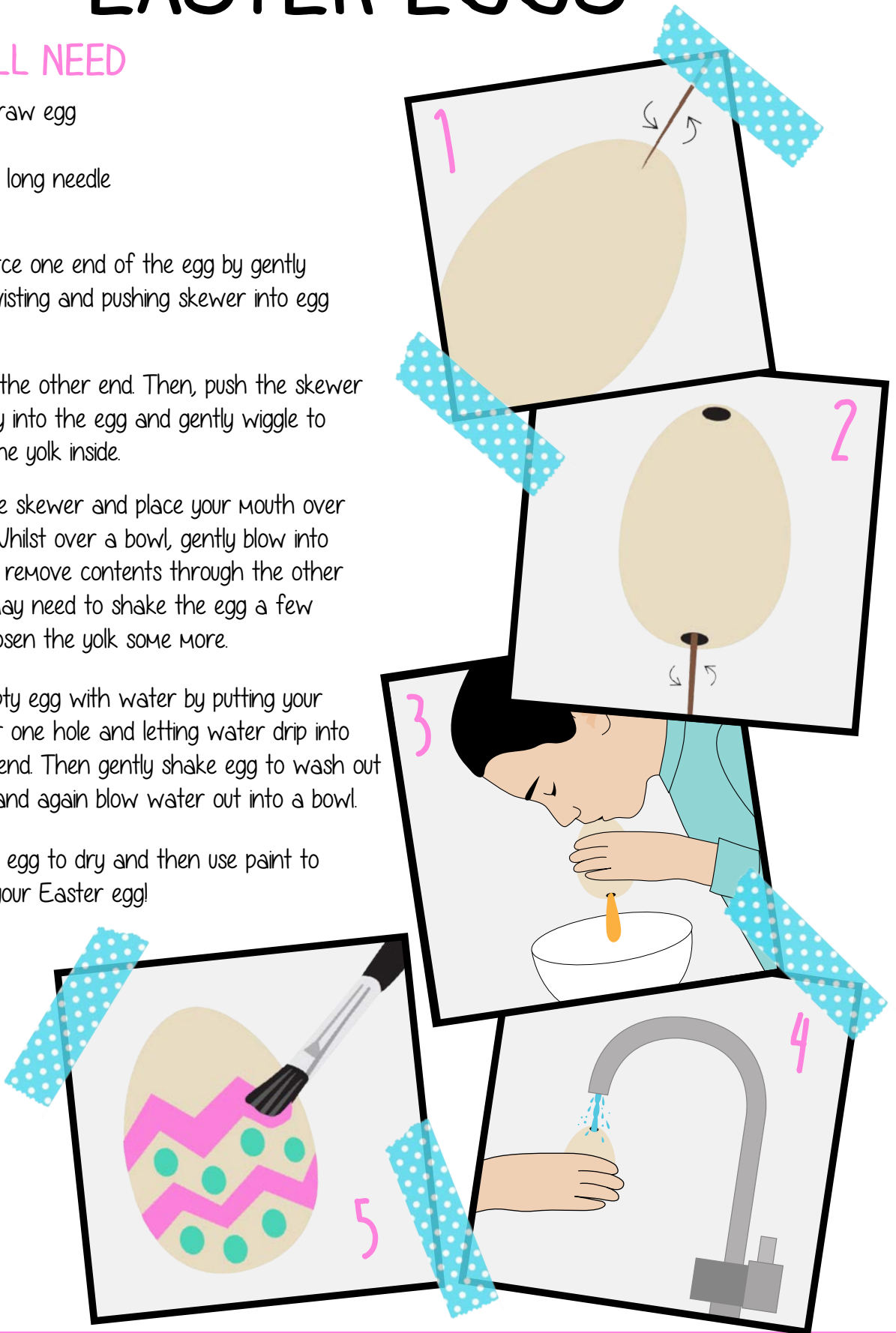


MAKE YOUR OWN EASTER EGGS

YOU WILL NEED

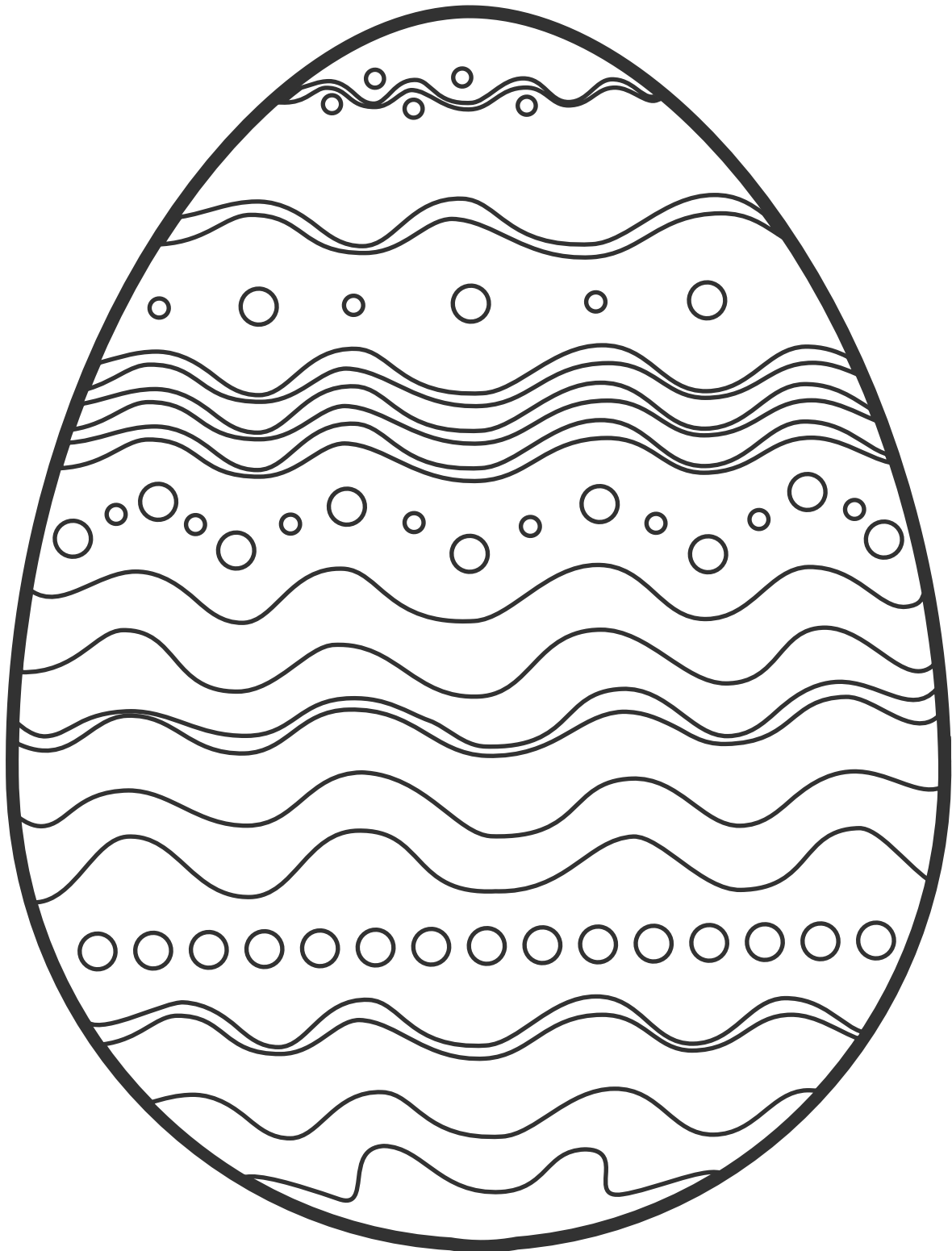
- At least 1 raw egg
- Bowl
- Skewer or long needle
- Paint

- 1 Gently pierce one end of the egg by gently tapping, twisting and pushing skewer into egg shell.
- 2 Repeat at the other end. Then, push the skewer all the way into the egg and gently wiggle to break up the yolk inside.
- 3 Remove the skewer and place your mouth over one hole. Whilst over a bowl, gently blow into the egg to remove contents through the other hole. You may need to shake the egg a few times to loosen the yolk some more.
- 4 Fill the empty egg with water by putting your finger over one hole and letting water drip into the other end. Then gently shake egg to wash out the inside and again blow water out into a bowl.
- 5 Leave the egg to dry and then use paint to decorate your Easter egg!



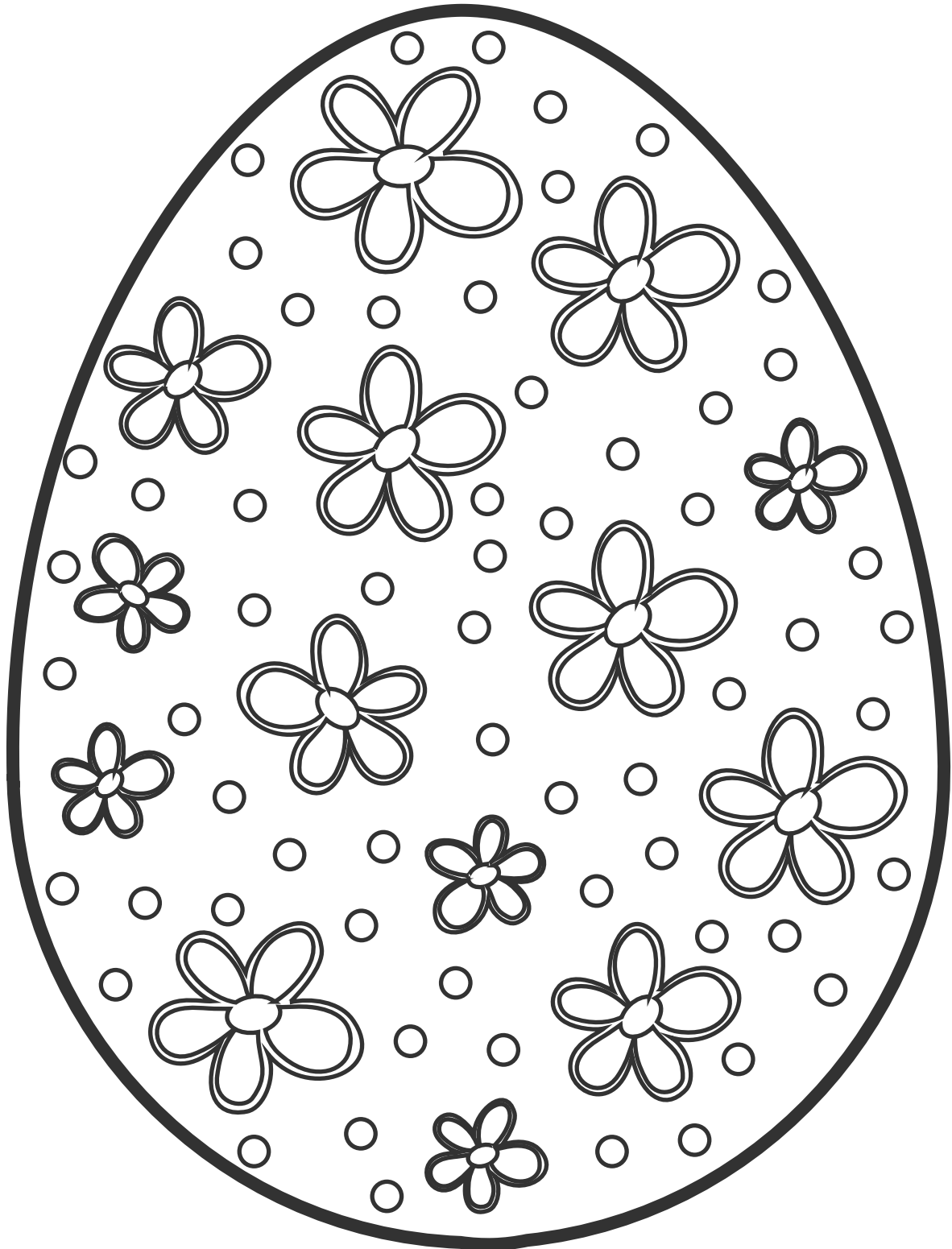
Decorate An Easter Egg

Name: _____ Date: _____



Decorate An Easter Egg

Name: _____ Date: _____



A Unique Drawing Experience

RESOURCE TITLE:	A Unique Drawing Experience
INTENDED USER:	Small group, whole class
TEACHING PURPOSE:	Students will see how with just one set of directions everyone in the classroom will come up with unique works of abstract art.
MATERIALS:	Thick paper (light colours), markers – fine and thick tip (or substitute crayons, pencil crayons or pastels)

Teaching Suggestions

Background:

This lesson is based loosely on an exercise found in [Drawing with Children](#), a fabulous book by Mona Brookes. If you don't already have this book, consider getting it – it is truly fantastic!

Vocabulary:

draw, shapes, images, design, listen, understand, unique, identify, imagine, arrange, line, straight, curve, circle, square, triangle, colour, similar, different, aware, hand, eye, sound, new

What You Do:

1. Teacher will call out directions for the students.
2. Students will draw what they hear.
3. Students should be encouraged to listen carefully to the directions.
4. Students should not look at one another's work while doing this exercise.
5. Teacher can use the following directions, or he or she can make up his or her own:

For Younger Students:

1. Draw four straight lines from one edge of your paper to the other.
2. Draw five circles anywhere on your paper.
3. Draw one curved line that starts at one edge of your paper and ends up somewhere in the middle of your paper.
4. Colour in two of the circles, any colour you like.
5. Fill in three areas of your paper however you like (completely coloured in, lines, squiggles, zigzags, etc.).



A Unique Drawing Experience

Continued

For Older Students:

1. Draw four straight lines from one edge of your paper to the other.
2. Draw two more straight lines from one edge of your paper to the other and make the lines cross over the lines you have already drawn.
3. Draw five circles (any size) anywhere on your paper.
4. Draw two curved lines beginning at the edge of the paper and ending up somewhere in the middle of the paper.
5. Fill in three of the five circles.
6. Fill in four areas of your paper however you would like.
7. Once the drawings are complete, students should sign their work.
8. The work can be put on display in the classroom and a discussion can take place. Do the drawings look the same? Different? How are they similar? How are they different? Why?
9. Come up with as many different sets of directions as you can. You will be amazed at the unique qualities of all of the drawings.



A Unique Drawing Experience

Continued

Recommended Books

[Drawing with Children](#)

by Mona Brookes

Founded on the belief that any child can learn to draw realistic pictures using her “alphabet of shapes” while in a non-competitive environment, Mona Brookes’ easy-to-follow, lesson-by-lesson approach to drawing has yielded astounding results with children of all ages. This is one of the best learning-to-draw books around (for ages 3–4 and up).

[Creative Doodling & Beyond](#)

by Stephanie Corfee

Inspiring exercises, prompts and projects for turning simple doodles into beautiful works of art.

Crayon Scratch Art

RESOURCE TITLE:	Crayon Scratch Art
INTENDED USER:	Small group, whole class
TEACHING PURPOSE:	Students will create colourful scratch art using crayons.
MATERIALS:	Paper (paper board works best), crayons, Popsicle stick or paper clip, wax paper, black India ink (optional)

Teaching Suggestions

What You Do:

1. Fill the paper with crayon shapes and patterns, making sure to press hard. It is best to use light colours at this stage.
2. Once you have filled the paper with crayon patterns, colour heavily over the whole paper using black crayon.
3. Plan out a picture or design, and using a Popsicle stick or paper clip, scratch the design into the black crayon. The light colours will show through where you scrape away the black.
4. Polish the picture by rubbing wax paper on it to give it a shine. You can also use a chamois cloth or even a plastic bag.
5. Optional: Instead of rubbing black crayon over the coloured crayon, you can paint black India ink over the coloured crayon, let it dry and scratch into the ink, revealing the colours below.



Foil Art Etching

RESOURCE TITLE:	Foil Art Etching
INTENDED USER:	Small group, whole class
TEACHING PURPOSE:	Students will create fabulous shiny works of art using aluminium foil.
MATERIALS:	Cardboard, tin foil, tape, tempera or acrylic paint (dark colours), dishwashing liquid, paintbrush, Popsicle stick

Teaching Suggestions

What You Do:

1. Tape a piece of tin foil to a piece of cardboard.
2. Add a couple of drops of dishwashing liquid to a small amount of tempera (or acrylic) paint.
3. Brush paint over the entire piece of foil and let it dry.
4. Using the Popsicle stick, carefully scrape a design into the paint.
5. Glue the finished piece to a sheet of thick paper or scrap cardboard for display.

Recommended Books:

[My First Paint Book](#)

by Dawn Sirett

Twenty-two activities, from stencilled boxes to T-shirt designs, are presented along with step-by-step, full-colour photographs and clear instructions, in a visual introduction to making and decorating things with paint.

[Art from Packaging](#)

by Gillian Chapman and Pam Robson

Instructions for making prints from bubble wrap, puppets from cardboard boxes and other arts and crafts projects using discarded packaging.



Happy Accidents

RESOURCE TITLE:	Happy Accidents
INTENDED USER:	Small group, whole class
TEACHING PURPOSE:	By working with ink, watercolour and wet paper, students will create happy-accident pictures.
MATERIALS:	Watercolour or other thick paper, watercolour paints and brushes, newspaper to cover work area, india ink or washable markers for younger students, shish kebab sticks, water and containers

Teaching Suggestions

Objectives:

Identification:

Students will be directed to observe the effect of wet on wet watercolour and ink.

Creation:

Students will create a happy-accident painting using watercolour and ink (and/or markers).

Appreciation:

Students will learn to appreciate the fact that mistakes are not always mistakes. Sometimes, if you go with the flow, beautiful creations will result.

What You Do:

1. Talk about mistakes and how artists often change a so-called mistake into something else. We call these "happy accidents".
2. Talk about watercolour paint and discuss the fact that it is a transparent paint.
3. Compare watercolour paint with tissue paper – you can see through it and as more colours are layered on top of one another, the more mixing and blending occurs.
4. Review colour mixing: yellow and blue make green; red and yellow make orange; blue and red make violet.



Happy Accidents

Continued

5. Demonstrate how when wet yellow paint is added to wet red paint on the paper, an orange colour will appear.
6. Students should be encouraged to try mixing colours on the paper in this way.
7. Students can then begin adding watercolour paint to their paper.
8. The paint should be wet so that it runs and blends on the paper.
9. The entire paper should be filled with colour.
10. Students can pick up their papers and move them around to make the paint run in every direction.
11. As the paint is drying, the students can begin to pick out shapes that appear on their paper. The shapes might be people, animals or plants – whatever they see.
12. These shapes can be enhanced by adding black ink lines (either with a marker for younger students or with a shish kebab stick dipped into ink for older students). The ink will run in the areas that are wet – this is encouraged.
13. When complete, discuss the results with your students. What shapes and images did they find in their paintings. Were they surprised at finding all the wonderful shapes?

Recommended Books:

[The Science Book of Colour](#)

by Neil Ardley

This book explains the principles of colour and gives instructions for a variety of simple experiments.

[My First Paint Book](#)

by Dawn Sirett

Twenty-two activities, from stencilled boxes to T-shirt designs, are presented along with step-by-step, full-colour photographs and clear instructions, in a visual introduction to making and decorating things with paint.

Patterns, Patterns, Patterns

RESOURCE TITLE:	Patterns, Patterns, Patterns
INTENDED USER:	Small group, whole class
TEACHING PURPOSE:	Using paper, pencils, markers and some objects from around the home and classroom, students will create some fantastic patterns.
MATERIALS:	Paper (21 x 28 cm or larger), pencils, magic markers, rulers or other straight edges, round lids from different-sized containers (margarine, yogurt, milk caps, etc.)

Teaching Suggestions

What You Do:

1. Begin by taking a ruler and drawing a number of lines across the paper. They don't need to run parallel to one another, as long as they all run in the same direction (up and down). Some can be closer at the bottom and further apart at the top. Draw between 12 and 16 lines.
2. The next step is to take the round lids, lay them on the paper in different areas and trace around them. Be sure to have some of the circles overlap other circles. Also, don't panic if the circles run off the page. It adds interest.
3. When you are happy with the amount of circles (remember to make different-sized circles), then you can begin colouring in alternating areas of the design.
4. The idea is to start with one spot in the upper left-hand corner (upper right-hand corner for those who are left-handed). Then, colour in every other area – almost as though you were creating a checkerboard.
5. Take your time, and if you run into trouble, don't panic, just change your pattern slightly and go with the flow!

One Step Further:

Experiment with different colour combinations. Try using two different colours instead of one.

Think about trying some complimentary colours together in the same design (red and green; blue and orange; violet and yellow).



Patterns, Patterns, Patterns

Continued

If you are unhappy with the finished piece, find a section that you do like, cut it out with scissors and glue it onto a colourful piece of light cardboard.

Recommended Book:

[Drawing with Children](#)

by Mona Brookes

Founded on the belief that any child can learn to draw realistic pictures using her “alphabet of shapes” while in a non-competitive environment, Mona Brookes’ easy-to-follow, lesson-by-lesson approach to drawing has yielded astounding results with children of all ages. This is one of the best learning-to-draw books around (for ages 3–4 and up).

Painted Rocks

RESOURCE TITLE:	Painted Rocks
INTENDED USER:	Small group, whole class
TEACHING PURPOSE:	Students will create wonderful works of art while learning about geology.
MATERIALS:	Some small rocks, thick water-based paint (acrylic), paintbrushes or sponges, water, old margarine containers, magic markers, container of white glue, newspapers to keep the work area clean

Teaching Suggestions

What You Do:

1. Clean all the dirt off of your rocks and let the rocks dry.
2. Decide what you are going to create – a picture, an animal, a funky paper weight, etc.
3. Begin painting your rock with the designs and colours of your choice. If you prefer, you can draw some lovely pictures using magic markers instead of paint.
4. When you are finished decorating and the paint is completely dry, it is time to seal the rock. Do this by mixing some white glue with a little water.
5. Brush some of the water and glue mixture onto your rock to seal in the beauty. Leave it to dry.

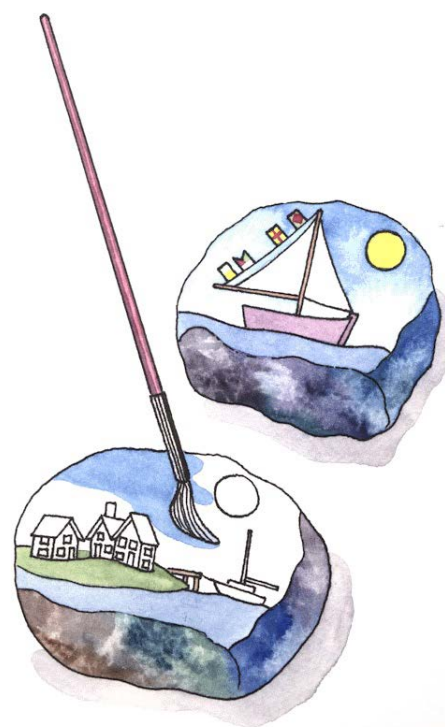
Note: If you are going to paint rocks to leave outside, make sure you use a biodegradable, environmentally friendly, water-based paint.

Did You Know?

There are three main kinds of rocks: igneous, sedimentary and metamorphic.

Igneous rocks are those formed from magma or lava that has cooled. Think of them as “fire” rocks.

Sedimentary rocks are those formed when sediments (such as sand and pebbles) are pressed or cemented together naturally over time. Think of them as “layered” rocks.



Painted Rocks

Continued

Metamorphic rocks are existing rocks that have been changed by high heat and pressure inside Earth over millions of years. Think of them as “recycled” rocks.

Recommended Books:

[Geology Rocks!: 50 Hands-On Activities to Explore the Earth \(Kaleidoscope Kids\)](#)

by Cindy Blobaum

Geology’s basics are explored in a lively fashion and are accompanied by a combination of familiar and not-so-familiar experiments and activities. Each chapter introduces a concept such as “the first rock group-Igneous “Iggy”, Sedimentary “Sed” and Metamorphic “Morph”. Ways to find and places to observe these types of rock are suggested. Activities such as creating a sand sculpture or playing “Rock Tic-Tac-Toe” are included.

[Painting on Rocks for Kids \(Creative Kids\)](#)

by Lin Wellford

The original “rock artist” shows students how to create amazing creatures, incredible toys and wild gifts for their friends and family. All it takes is some paint, a few rocks and a little imagination! Easy-to-follow pictures and instructions show kids how to turn stones into everything from racing cars and lizards to teddy bears and flowers!

[My Very Favourite Art Book: I Love to Paint!](#)

by Jennifer Lipsey

Creating with strings, fingers, rollers, straws and other super techniques: no wonder this entry in Lark’s fabulous new art series will have kids saying “I love to paint!”

Shapes: Organic and Geometric

RESOURCE TITLE:	Shapes: Organic and Geometric
INTENDED USER:	Small group, whole class
TEACHING PURPOSE:	Students will learn about the difference between organic and geometric shapes. They will also learn about warm and cool colours.
MATERIALS:	Pencils, paper (21 cm x 29 cm – two sheets per student), pencil crayons (crayons or oil pastels), ruler or a straight edge (optional)

Teaching Suggestions

Objectives:

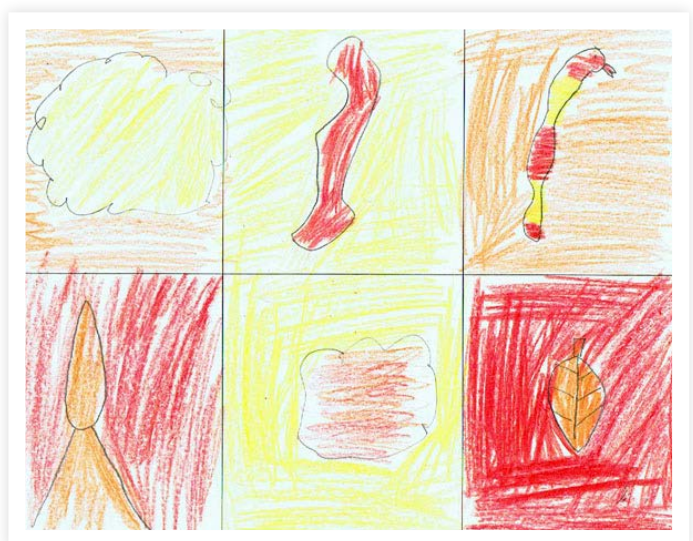
- Students will learn about the difference between organic and geometric shapes.
- Students will learn about warm and cool colours.

Vocabulary:

- **Geometric Shapes** such as circles, triangles or squares have perfect, uniform measurements and don't often appear in nature.
- **Organic Shapes** are associated with things from the natural world, such as plants and animals.
- **Warm Colours** make us feel warm (reds, yellows, oranges).
- **Cool Colours** make us feel cool (blues, greens, violets).

What You Do:

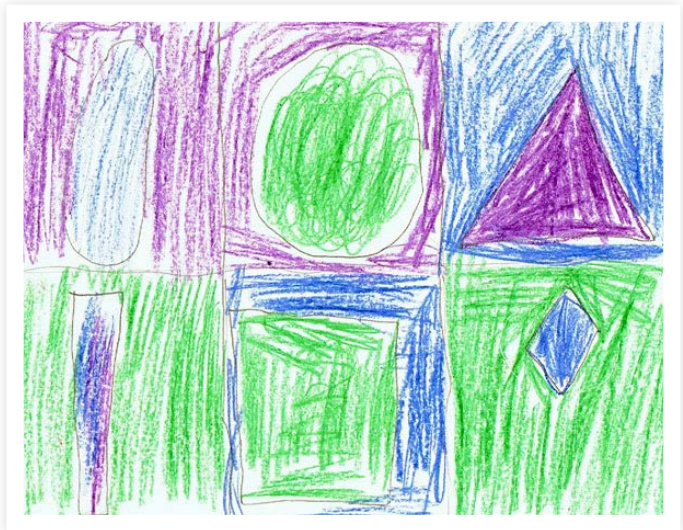
1. Talk about geometric shapes and organic shapes (see vocabulary above). Find examples in and out of the classroom.
2. Talk about warm and cool colours (see vocabulary above).
3. Have students divide both of their papers into six squares, using their pencils. They can do this free hand or they might wish to use a straight edge or a ruler.



Shapes: Organic and Geometric

Continued

4. On sheet 1 – using a pencil, have students fill each of their squares with organic shapes. These should not be recognisable objects. Rather, they should just be shapes. They can then colour their shapes in using only warm colours or cool colours.
5. On sheet 2 – using a pencil, have students fill each of their squares with geometric shapes. These should not be recognisable objects. Rather, they should just be shapes. They can then colour their shapes in using only warm colours or cool colours (whatever they did not use on sheet 1).
6. Display the work together.



Recommended Books:

[I Spy Shapes in Art](#)

by Lucy Micklethwait

Each magnificent painting in this book has a different shape for you to find – some are easy, but some are difficult. When you have found them all, there are lots of other interesting things to spot. Lucy Micklethwait has selected a wonderful range of fine art by painters including Escher, Warhol, Matisse and Magritte. With a gloriously reproduced piece of art on each spread, this title is the ultimate picture-puzzle challenge for students, making art accessible and fun.

[Museum Shapes](#)

Metropolitan Museum of Art

An exercise in both art appreciation and recognising shapes, this book invites students to find one of 10 geometric forms in tiled details taken from several dozen artworks owned by New York's Metropolitan Museum of Art.

Tissue Paper Paintings

RESOURCE TITLE:	Tissue Paper Paintings
INTENDED USER:	Small group, whole class
TEACHING PURPOSE:	Students will apply many layers of tissue paper to create a painted image.
MATERIALS:	Tissue paper (different colours), Note: Some tissue papers are non-bleeding. You want to have at least some papers that are labelled "colours bleed when wet", paper board (poster board – thick paper), glue, water, paintbrushes, container for water

Teaching Suggestions

What You Do:

1. Tear many pieces of tissue paper and put them aside.
2. Mix some water and a touch of glue (just enough to make the glue a bit runny).
3. Brush a thin layer of the glue and water mixture over the paper board.
4. Lay one piece of tissue paper down at a time.
5. Brush over each one with glue and water.
6. The dyes in the tissue paper will begin to run together – almost like watercolours!
7. Continue until the board is full.
8. Display the finished work.

Recommended Books:

[My Very Favourite Art Book: I Love to Paint!](#)

by Jennifer Lipsey

Creating with strings, fingers, rollers, straws and other super techniques: no wonder this entry in Lark's fabulous new art series will have kids saying "I love to paint!"



Tissue Paper Paintings

Continued

[Painting with Children](#)

by Brunhild Muller

This contains sections on the "moral effects of colour", the experience of colours, preparation, colour stories and poems, painting with plant colours, painting the moods and seasons of nature and more.

[The Science Book of Colour](#)

by Neil Ardley

This book explains the principles of colour and gives instructions for a variety of simple experiments.

[My First Paint Book](#)

by Dawn Sirett

Twenty-two activities, from stencilled boxes to T-shirt designs, are presented along with step-by-step, full-colour photographs and clear instructions, in a visual introduction to making and decorating things with paint.

What's Outside the Window?

RESOURCE TITLE:	What's Outside the Window?
INTENDED USER:	Small group, whole class
TEACHING PURPOSE:	Students will draw a window frame, then draw what they see through the window!
MATERIALS:	Paper 45 cm x 60 cm, pencils, water paint, paintbrushes, oil pastels or crayons

Teaching Suggestions

What You Do:

1. Take a pencil and begin by drawing a window frame on your paper, making sure it fills the entire space.
2. Using your imagination, draw something you might see when you look through outside, through the window. This could be anything from a tree to a scary monster to a racing car to your best friend – anything goes!
3. Using the crayons or oil pastels, trace over your pencil lines, making sure to press hard.
4. With a lot of water and a little bit of paint, cover your picture with a “wash” of colour.
5. Sign and display your work.

Recommended Books:

[Scribble Art: Independent Creative Art Experiences for Children](#)

by MaryAnn F. Kohl

[Drawing with Children](#)

by Mona Brookes

Founded on the belief that any child can learn to draw realistic pictures using her “alphabet of shapes” while in a non-competitive environment, Mona Brookes’ easy-to-follow, lesson-by-lesson approach to drawing has yielded astounding results with children of all ages. This is one of the best learning-to-draw books around (for ages 3–4 and up).



What's Outside the Window?

Continued

[Drawing on the Right Side of the Brain](#)

by Betty Edwards

Translated into 13 languages, *Drawing on the Right Side of the Brain* is the world's most widely used drawing-instruction guide. People from just about every walk of life – artists, students, corporate executives, architects, real-estate agents, designers, engineers – have applied its revolutionary approach to problem solving.

Instruments Word Search



Name: _____ Date: _____

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

brass	wind	drum	flute	tuba
strings	trumpet	piano	trombone	violin
percussion	saxophone	clarinet	French horn	guitar

Date:

[illegible]

Instruments Crossword

Name: _____

Date: _____

Across

2. The group of instruments that are made of metal tubes, generally end in a flared bell and use vibrations into a mouthpiece to create sound.
4. An instrument that belongs to the brass family, has three valves and a flared bell with a generally bright and penetrating sound.
5. An instrument that is thought to belong to either the percussion or string family and creates sound through a keyboard that causes hammers to strike a series of stings.
8. The group of instruments that produce sounds by blowing air through them.
9. The group of instruments that produce sounds through plucking, striking or drawing a bow across tight strings.
11. An instrument that belongs to the wind family, has a reed like that of a clarinet with a generally honky sound and is especially used in jazz music.
13. The group of instruments (including the drum) that can create sounds by striking or shaking.
14. An instrument that belongs to the wind family, has holes along a tube that are blocked by fingers or keys and is generally considered the highest pitched instrument of the orchestra.

Down

1. An instrument that belongs to the percussion family, creates sound by being struck with sticks or the hands, is generally barrel-shaped and has a tight skin across one or both ends.
3. An instrument that belongs to the brass family, has a coiled tube, valves, a wide bell and was developed from the simple hunting horn.
6. An instrument that belongs to the string family, is played with a horsehair bow, has four strings and a rounded body.
7. An instrument that belongs to the woodwind family, with a single-reed mouthpiece, a long tube with a flared end, and holes that are stopped by keys.
10. An instrument that belongs to the brass family, with straight tubing and an extendable slide.
12. An instrument that belongs to the brass family, has three to six valves, a broad bell and is typically considered the lowest pitched instrument of the orchestra.

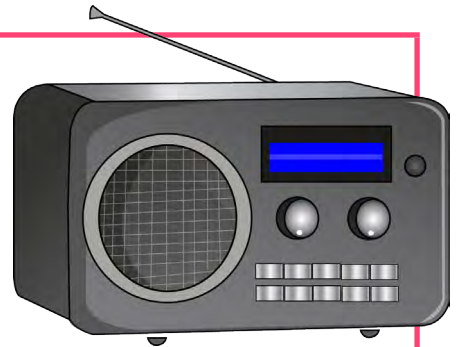
Writing Prompt:

Your Favourite Music

Name: _____ **Date:** _____

Almost daily, there are new songs on the radio. There is country music and rhythm and blues. There is hip-hop and rap.

There is jazz and rock. There is pop and punk. There are so many different kinds of music, and there is an audience for them all.



Some songs have lyrics, and some have music only. What makes a song a good one? Some people like the rhythm of the music, and some people like the story the song tells. Others like how they feel when they hear the music.

There's no right or wrong when it comes to music. It's just a matter of taste.

Question:

What is your favourite music?

Directions:

Think about all the kinds of music you know. Which kind do you most enjoy listening to? Describe the music. Explain why you like it so much and how it makes you feel.

Visualising: Listening to Music

RESOURCE TITLE:	Visualising: Listening to Music
INTENDED USER:	Whole class, small group
TEACHING PURPOSE:	Using music is an effective strategy when introducing the skills of visualising.

Teaching Suggestions

Classical music, such as Vivaldi's "The Four Seasons" or Beethoven's "Fifth Symphony," will evoke many images in students' minds. Begin by giving students the Listening to Music worksheet and instructing them to record as many images as possible as they listen to the music. You may need to demonstrate this procedure with a short piece of music before students begin. For example, a fast-paced selection of music with a lively rhythm might evoke the image of fairies dancing in the woods and playing hide-and-seek. After the students finish listening to the music and recording their images, have them use the right side of the listening guide to write a brief story, poem, or description that incorporates the images. Make sure to point out to students that they need to transfer the ability to visualise while listening to music to their reading.

Notes:

Listening to Music

Name: _____

Directions

As you listen to the music, record as many images as you can in the left side of the chart. When the music is finished, write a response using the images. This response can be in the form of a creative short story, a poem, or a description of a memory.

Images from the Music	Response (short story, poem, description of a memory, etc.) Be as creative and descriptive as possible.

Listening to Music

Name: _____

Directions

As you listen to the music, record as many images as you can in the left side of the chart. When the music is finished, write a response using the images. This response can be in the form of a creative short story, a poem, or a description of a memory.

Images from the Music	Response (short story, poem, description of a memory, etc.) Be as creative and descriptive as possible.

Music Around the World

Ukulele



The Beginnings

In the 1880s, Portuguese traders, sailors and settlers went to Hawaii, taking with them a small 5-stringed guitar. The ukulele developed from that instrument.



Naming the Instrument

There are different stories about how the instrument got its name. One story says that the Portuguese musicians' fingers danced on the fingerboard so quickly that the Hawaiians called the instrument the *ukulele*, which means *jumping flea*.

1

Music Around the World – Ukulele

Continued



The Guitar Family

The ukulele is a small instrument that belongs to the guitar family. It can have four, six or eight strings. It is often made of wood from the Hawaiian koa tree.



Ukulele Sizes

The ukulele is small, but it comes in four different sizes: soprano, concert, tenor and baritone. The soprano is the smallest of the four. The baritone is the largest.



Fit for a King

Known as the Merrie Monarch, King Kalākaua was the last king of Hawaii. He made playing the ukulele popular. He played the ukulele himself, and it was played at royal gatherings too.

2

Music Around the World

Didgeridoo



The Beginnings

A didgeridoo is one of the oldest instruments in the world. It is a wind instrument made and played by the Indigenous Australians of northern Australia. It is a sacred instrument that they use to communicate with the Dreaming, the beginning of time.



Making Didgeridoos

A traditional didgeridoo is made from a hollow eucalyptus branch or sapling. Termites hollow out the tree while it is still alive. An experienced Aboriginal person can tap on the tree with an axe to test if it is hollow enough for a didgeridoo. They can tell by the sound it makes.

1

Music Around the World – Didgeridoo

Continued



Modern Materials

Today, didgeridoos are made from many different materials, including plastic, ceramic, aluminium, glass and even hollowed cactus stems!



Didgeridoo Names

The word “didgeridoo” is not an Aboriginal word. Indigenous Australians have many different names for this instrument (about 45) depending on where they live. Some names include bambu, martba, yidaki, kurmur and paampu.



Didgeridoo Players

It is traditional for only Aboriginal men to play the didgeridoo during formal ceremonies. Many Indigenous Aborigines think it is taboo for women to play the didgeridoo because they believe the player will not be able to have children.

2

Didgeridoos

RESOURCE TITLE:	Didgeridoos
INTENDED USER:	Small group, whole class
TEACHING PURPOSE:	Students will create a didgeridoo.
MATERIALS:	A length of PVC pipe (like plumbers use). You can also use two cardboard wrapping-paper tubes taped together. The length should be manageable. For adults, a didgeridoo is about 1.5 m long. For children, about 1 m is great (depending on the height of the child), paint or markers (if you use PVC pipe, you will need to use acrylic paint), paintbrushes and water, glue (white glue or hot glue), sandpaper, string, leather, feathers, beads. Pictures of didgeridoos are a good idea. Look for books in the library or search for resources on the Internet.

Teaching Suggestions

Objectives:

Identification:

Students will discover a new way to create music.

Historical:

A didgeridoo is a long, wooden trumpet-like instrument used by the Aboriginal peoples of Australia. A real didgeridoo is made of a hollow wooden branch with a beeswax mouthpiece. Used for more than 40,000 years, the didgeridoo ranks among the world's most primitive, yet enduring, instruments.

Creation:

Students will create a didgeridoo using recycled objects.

Appreciation:

Students will learn to appreciate the art created not only by themselves, but by others as well.



Didgeridoos

Continued

What You Do:

1. If you are using a PVC pipe, be sure to sand both ends of the pipe down so that there are no rough edges.
2. Once you have a length of pipe or cardboard tubing, you are ready to decorate. Using paint or markers, decorate the didgeridoo using bright, exciting colours.
3. You can glue all sorts of objects to your didgeridoo as long as you can still comfortably move it around.
4. Optional: If you wish, you can make a mouthpiece for your didgeridoo using beeswax. The way this is done is by dipping one end of your pipe or cardboard tube into melted wax again and again until you build up an almost solid mass of wax with a small opening.
5. You can create a mouthpiece for your didgeridoo by rolling a piece of poster paper into a cone and gluing it to the end of your pipe or tube.
6. To play your didgeridoo, stand or sit with the instrument straight out in front of you, with one end resting on the ground. Place your mouth inside the tube (or on the beeswax mouthpiece) and make a loose motor-boat sound with your lips.

Recommended Book:

[Didgeridoo : Ritual Origins and Playing Techniques](#)

by Dirk Schellberg

Learn about healing and spiritual aspects of the didgeridoo.
Also includes a section on how to make your own didgeridoo.

MAKE YOUR OWN RAIN STICK

YOU WILL NEED

- Mailing tube
(or wrapping paper tube)
- Paint and other decorations
- Rice
- Mesh
- Paper
- Tape

1

Make sure that the bottom end of your tube is sealed. If it isn't, use a circle cut from a piece of paper, and secure it with masking tape around the end.



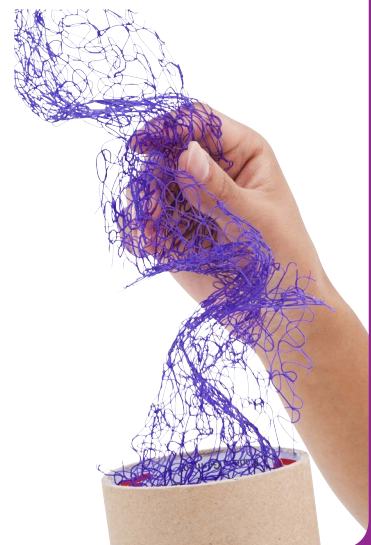
2

Cut a strip of mesh that is around the same length as your tube. The thicker the tube the thicker the strip of mesh should be.



3

Twist this strip of mesh into the tube making sure that it is pushed all the way down and isn't bunched in one end.



MAKE YOUR OWN RAIN STICK

4

Pour rice into the tube. You will only need about two or three handfuls.



5

Seal the other end of your tube.



6

Decorate your rain stick using paints and other decorations. You may alternatively choose to use wrapping paper to wrap around the tube instead of painting on a pattern.



1-50

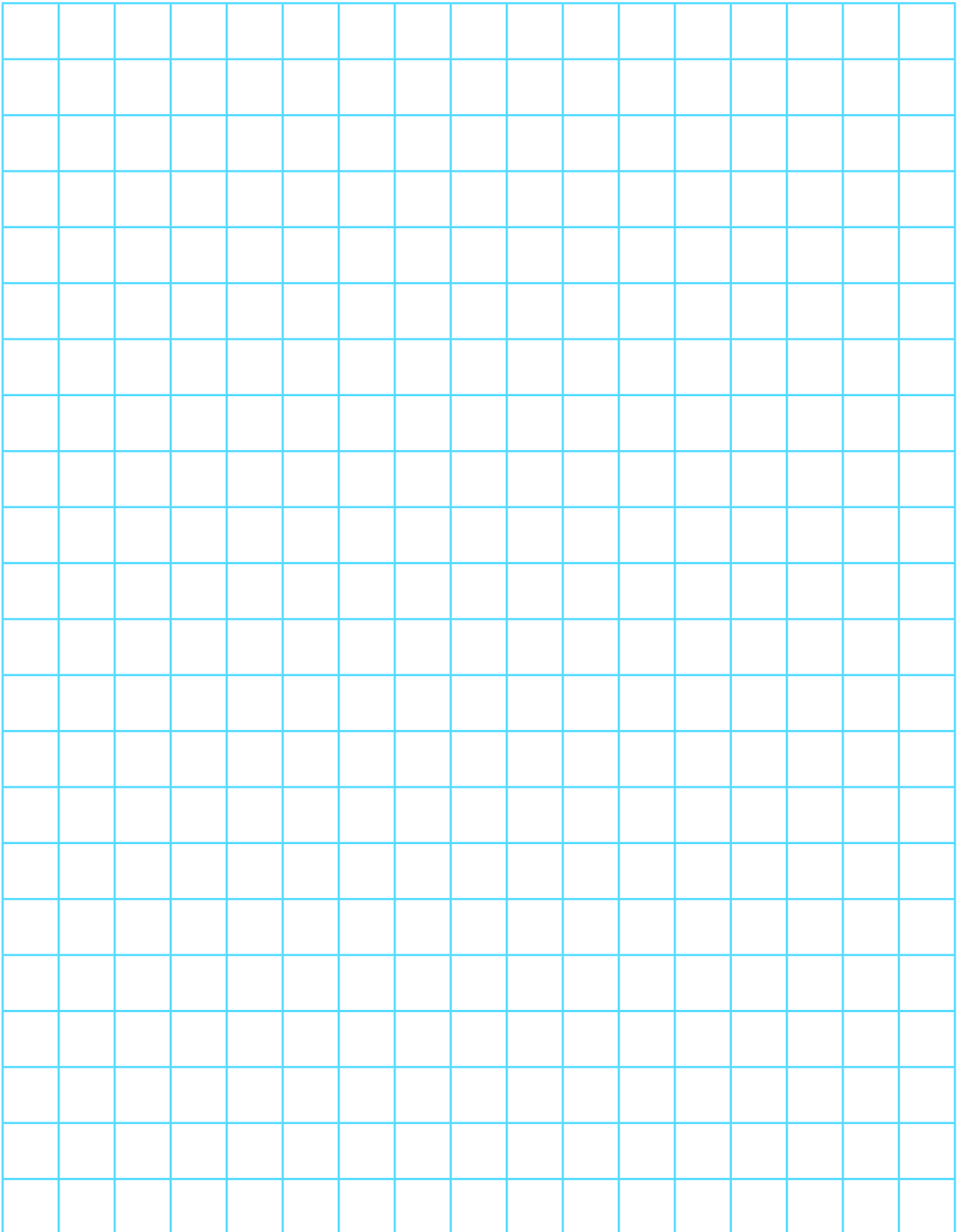
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11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

Hundred Chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
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91	92	93	94	95	96	97	98	99	100

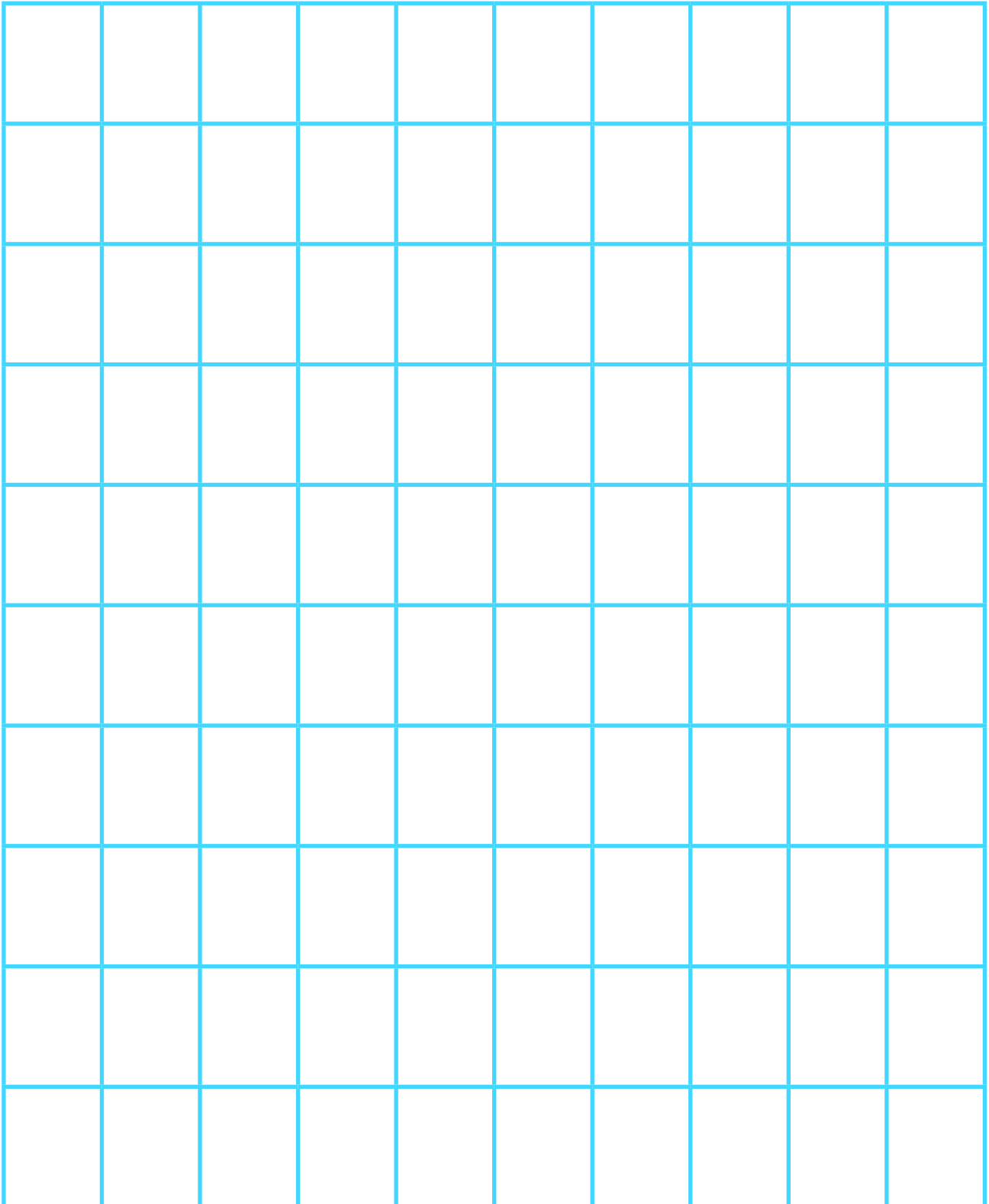
1cm Square Grid

Name: _____ Date: _____



10 x 10 Grid

Name: _____ Date: _____

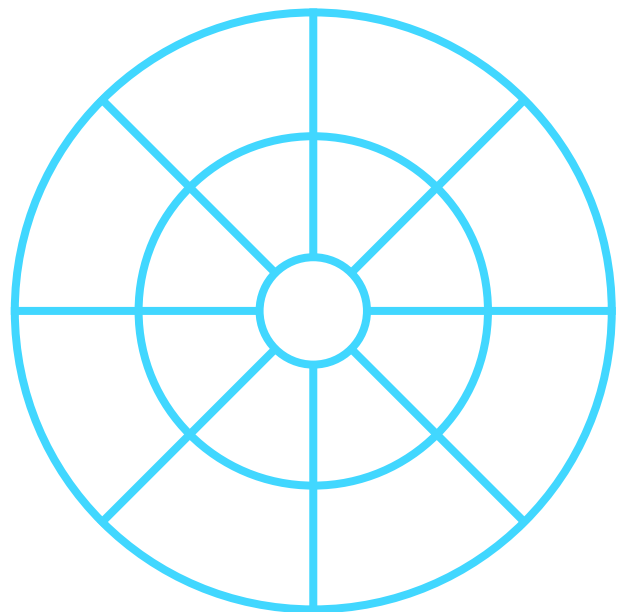
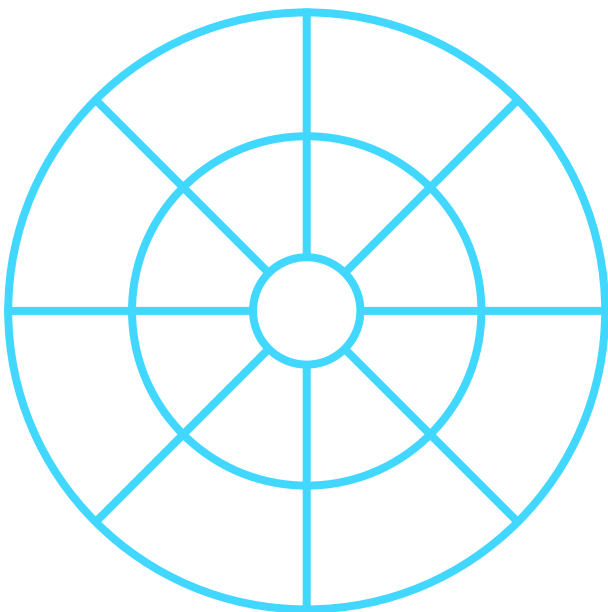
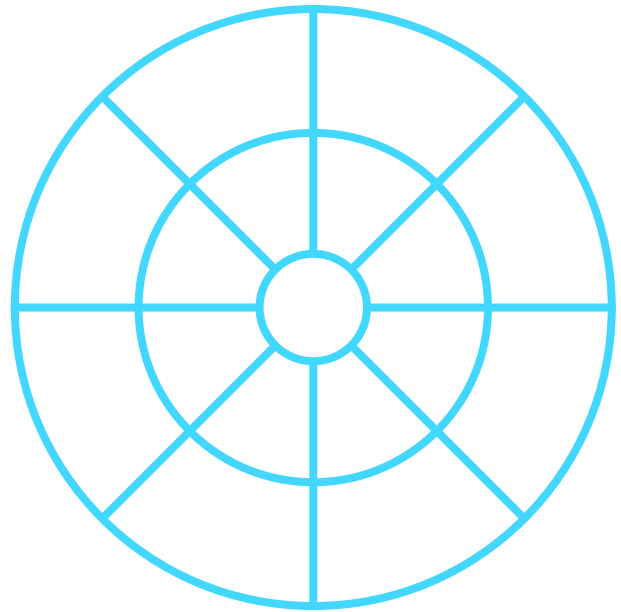
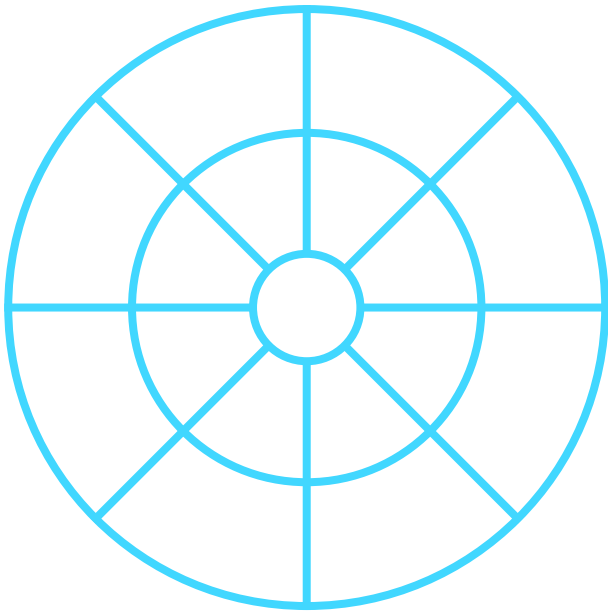


Addition or Multiplication Grid

Multiplication Wheels

Name: _____ Date: _____

Multiply the inside numbers to get the outside numbers.



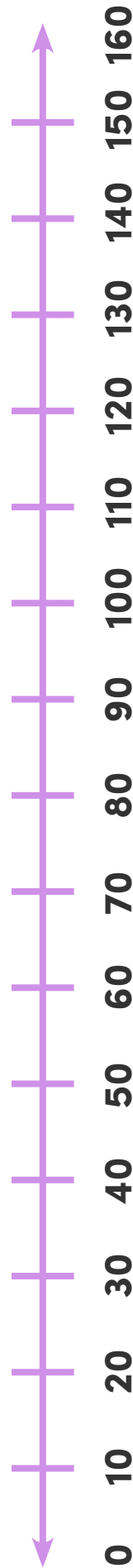
Number Line Factors of ...



Number Line Factors of ...



Number Line Factors of ...



Tens Frames

Place Value Chart

Tens	Ones

Hundreds	Tens	Ones

Thousands	Hundreds	Tens	Ones

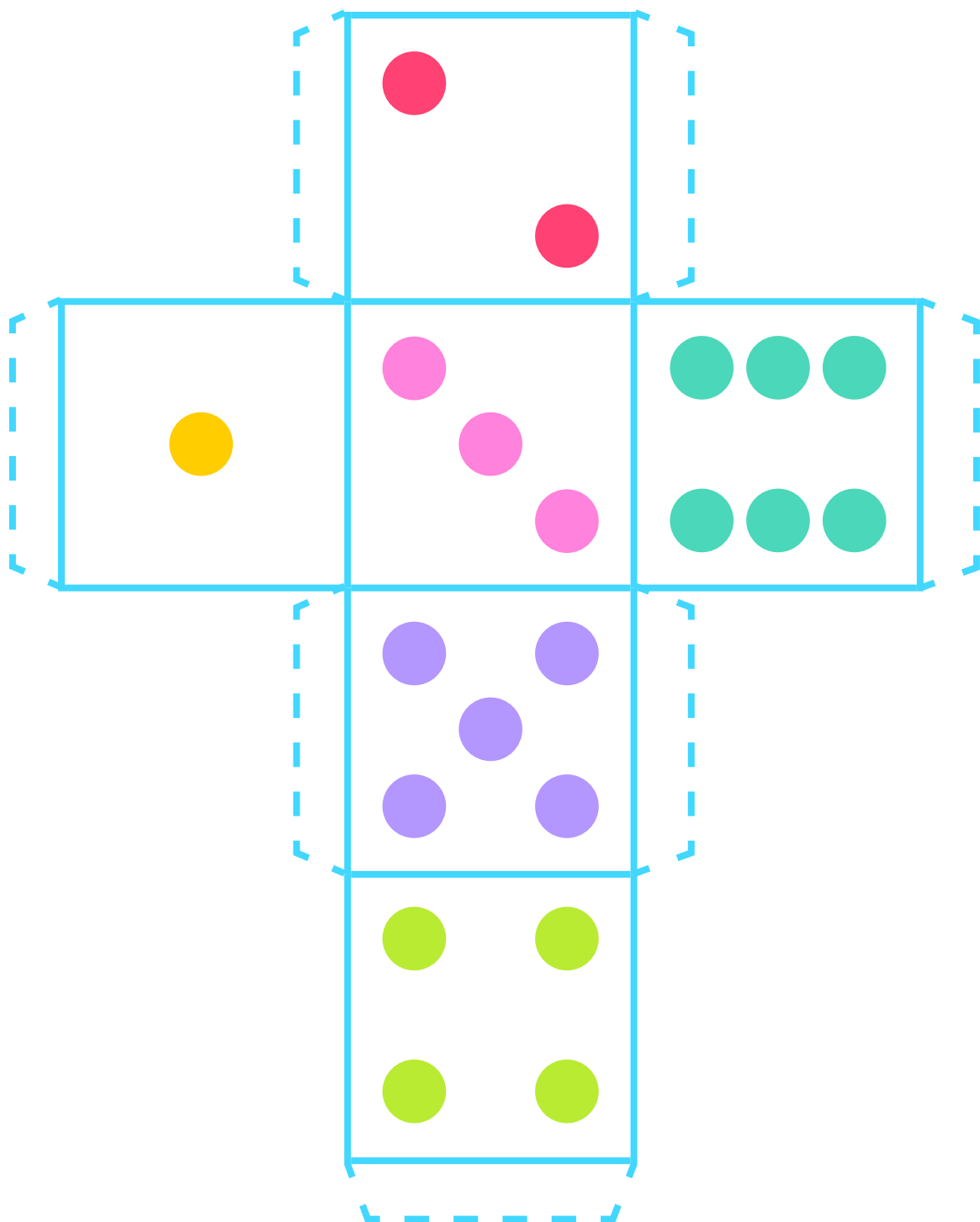
Numeral Expanders

	thousands		hundreds		tens		ones
--	-----------	--	----------	--	------	--	------

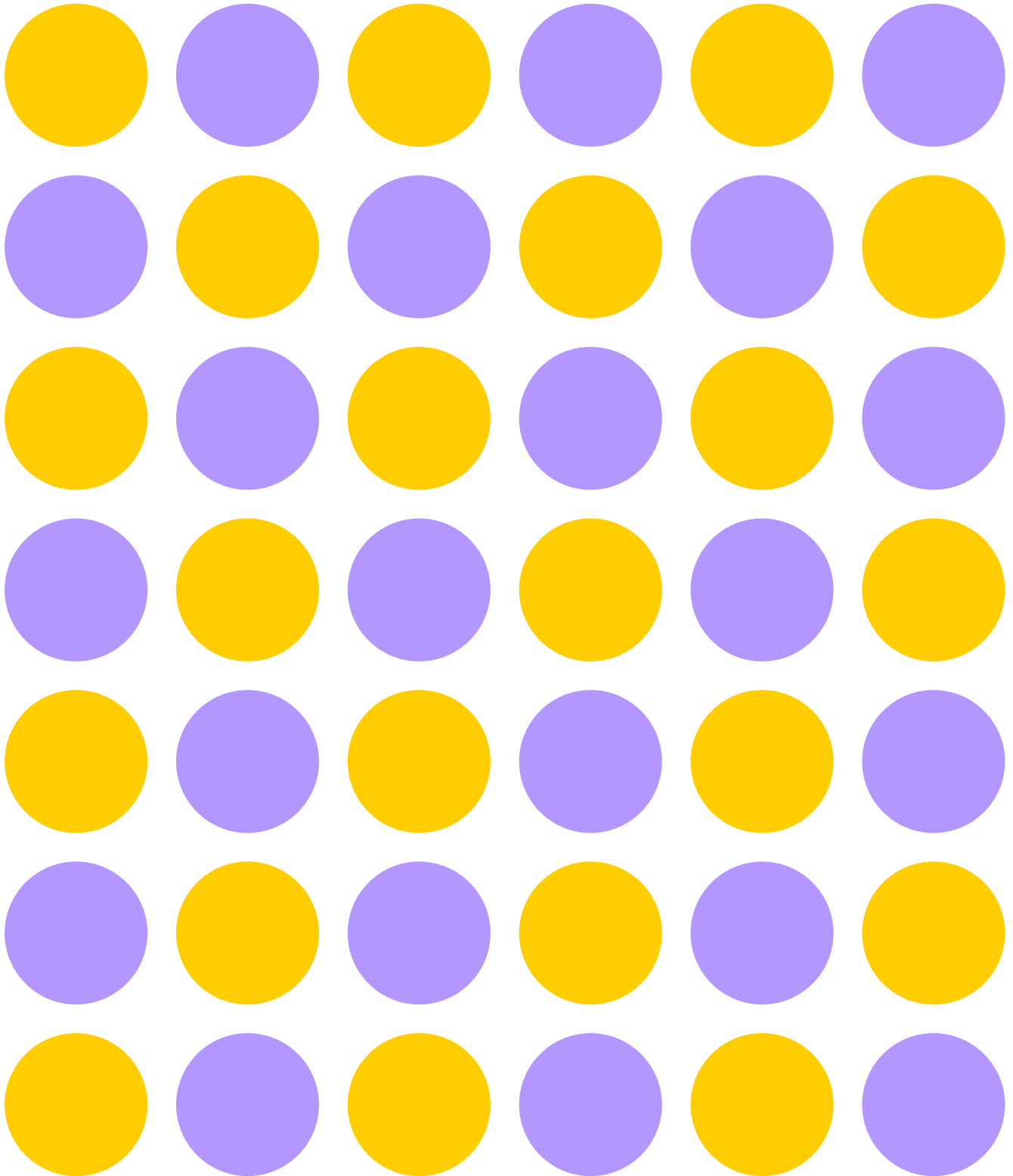
	thousands		hundreds		tens		ones
--	-----------	--	----------	--	------	--	------

	thousands		hundreds		tens		ones
--	-----------	--	----------	--	------	--	------

Die



Coloured Counters



Number Cards 0–9

0

1

2

3

4

5

6

7

8

9

0

1

2

3

4

5

6

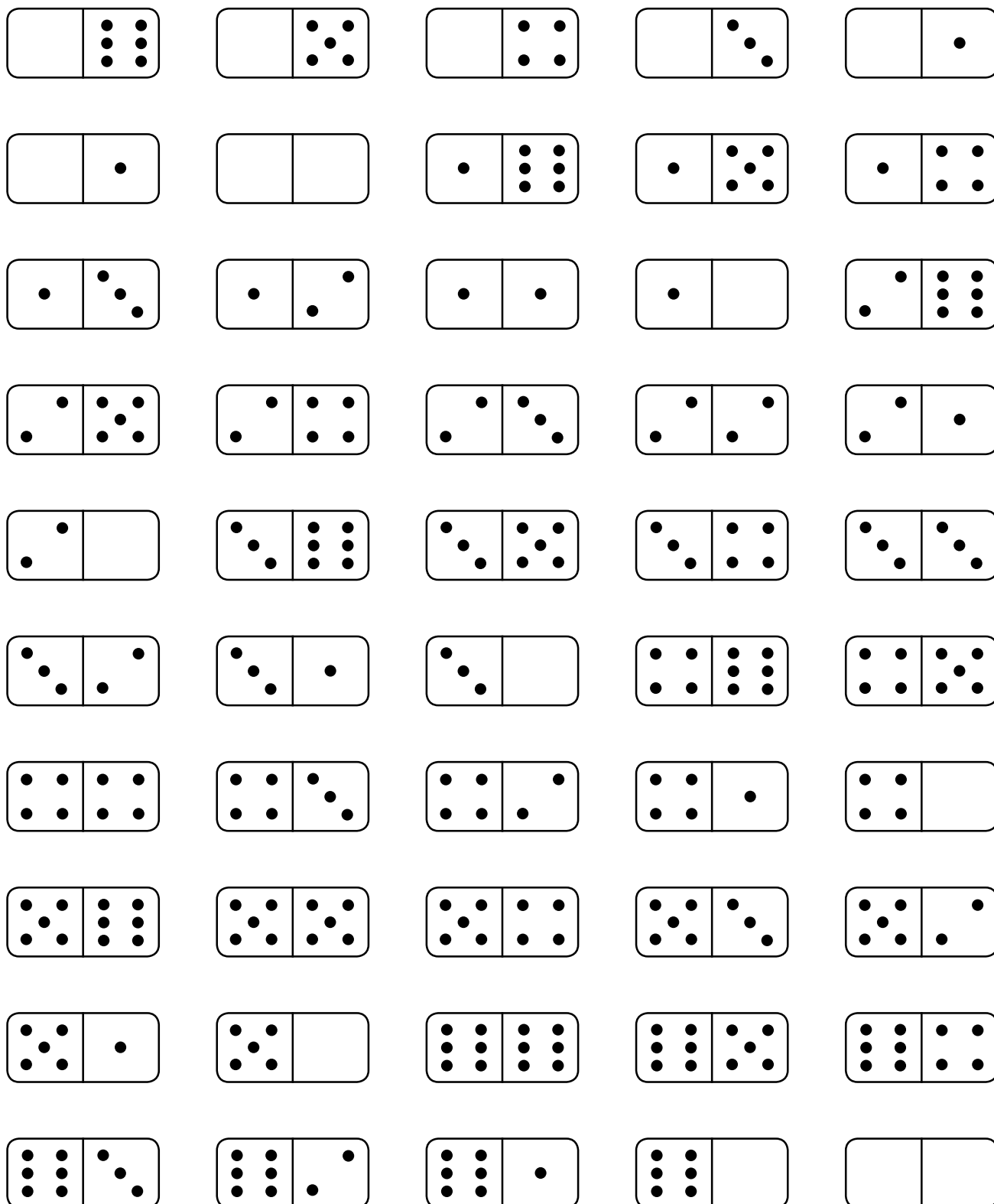
7

8

9



Dominoes



Fraction Strips

1 whole

$\frac{1}{2}$

$\frac{1}{2}$

$\frac{1}{3}$

$\frac{1}{3}$

$\frac{1}{3}$

$\frac{1}{4}$

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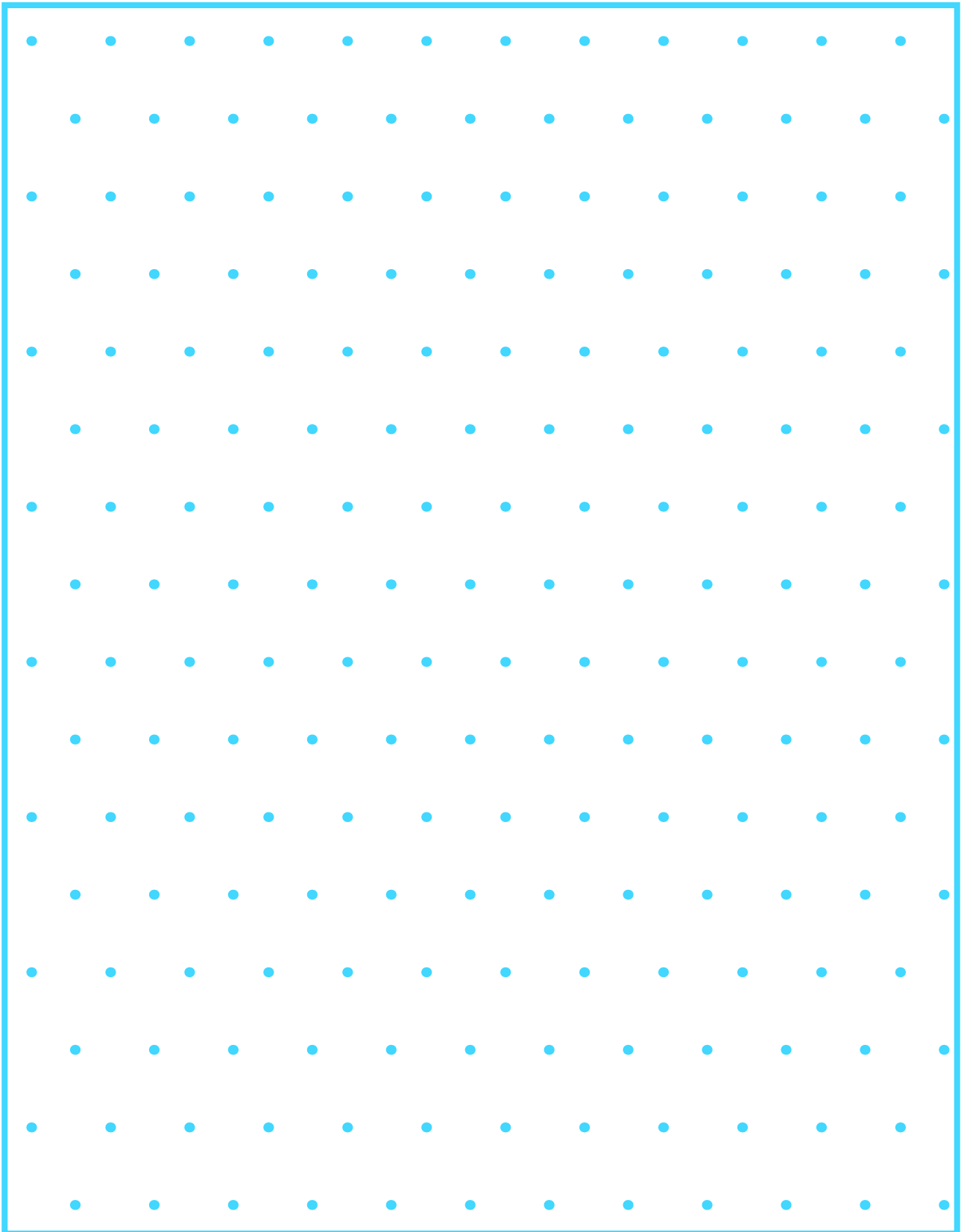
Bingo Boards

B	I	N	G	O

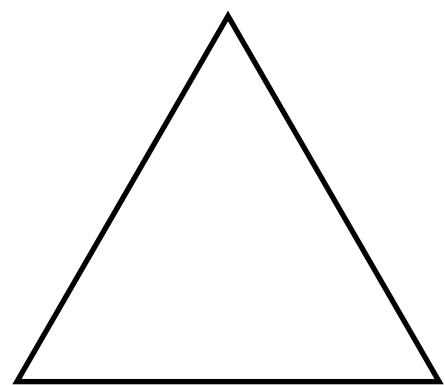
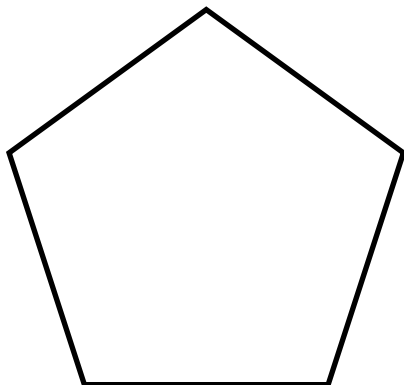
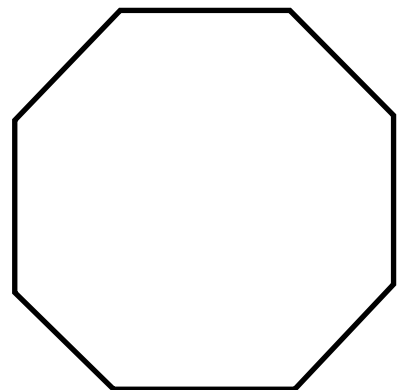
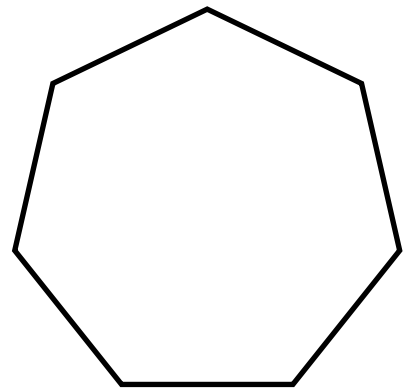
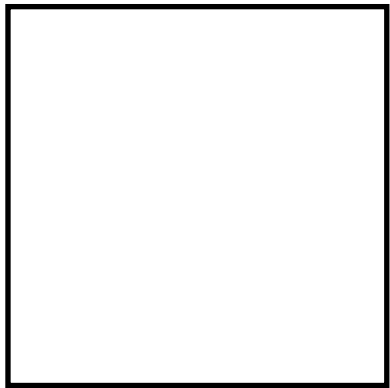
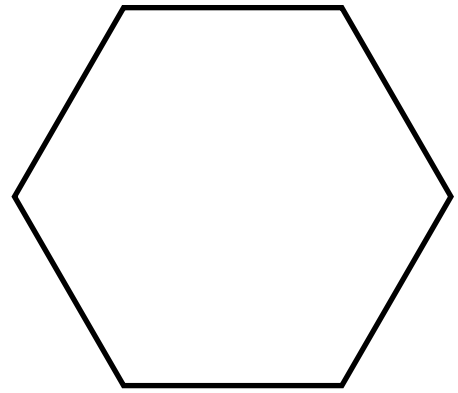
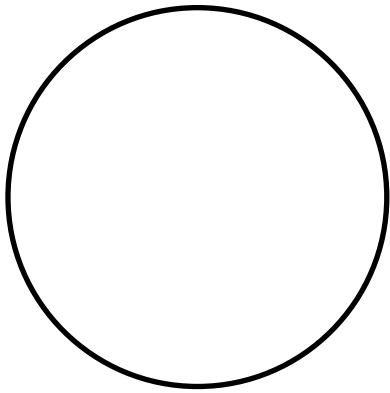
B	I	N	G	O

Isometric Dots

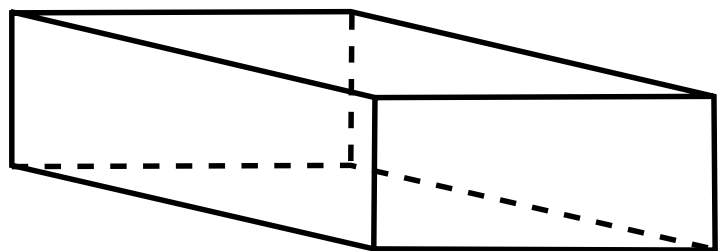
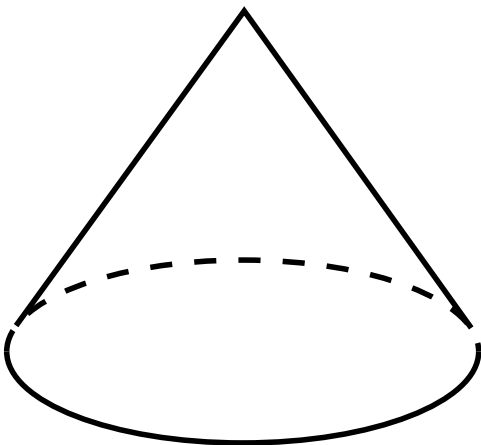
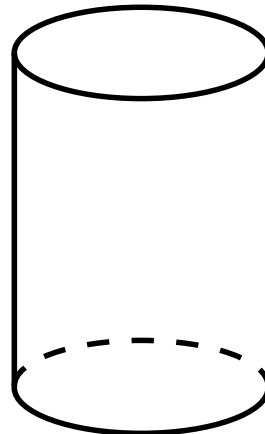
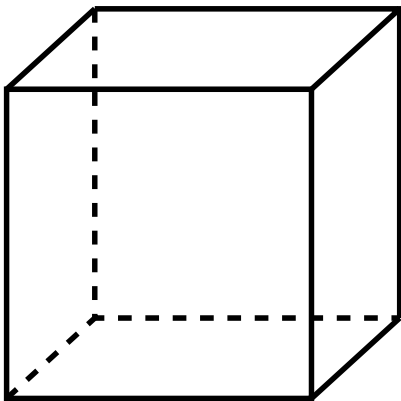
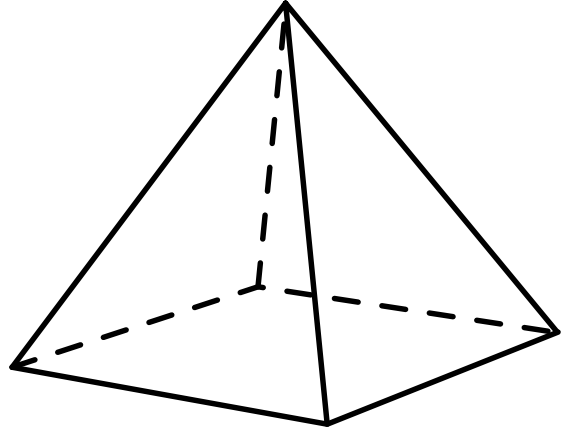
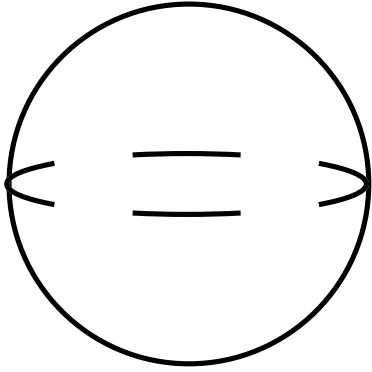
Name: _____ Date: _____



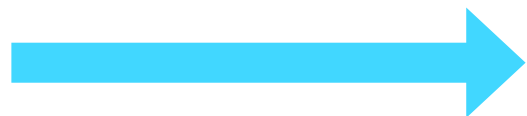
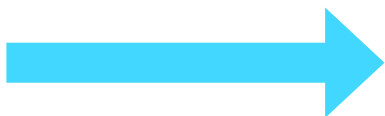
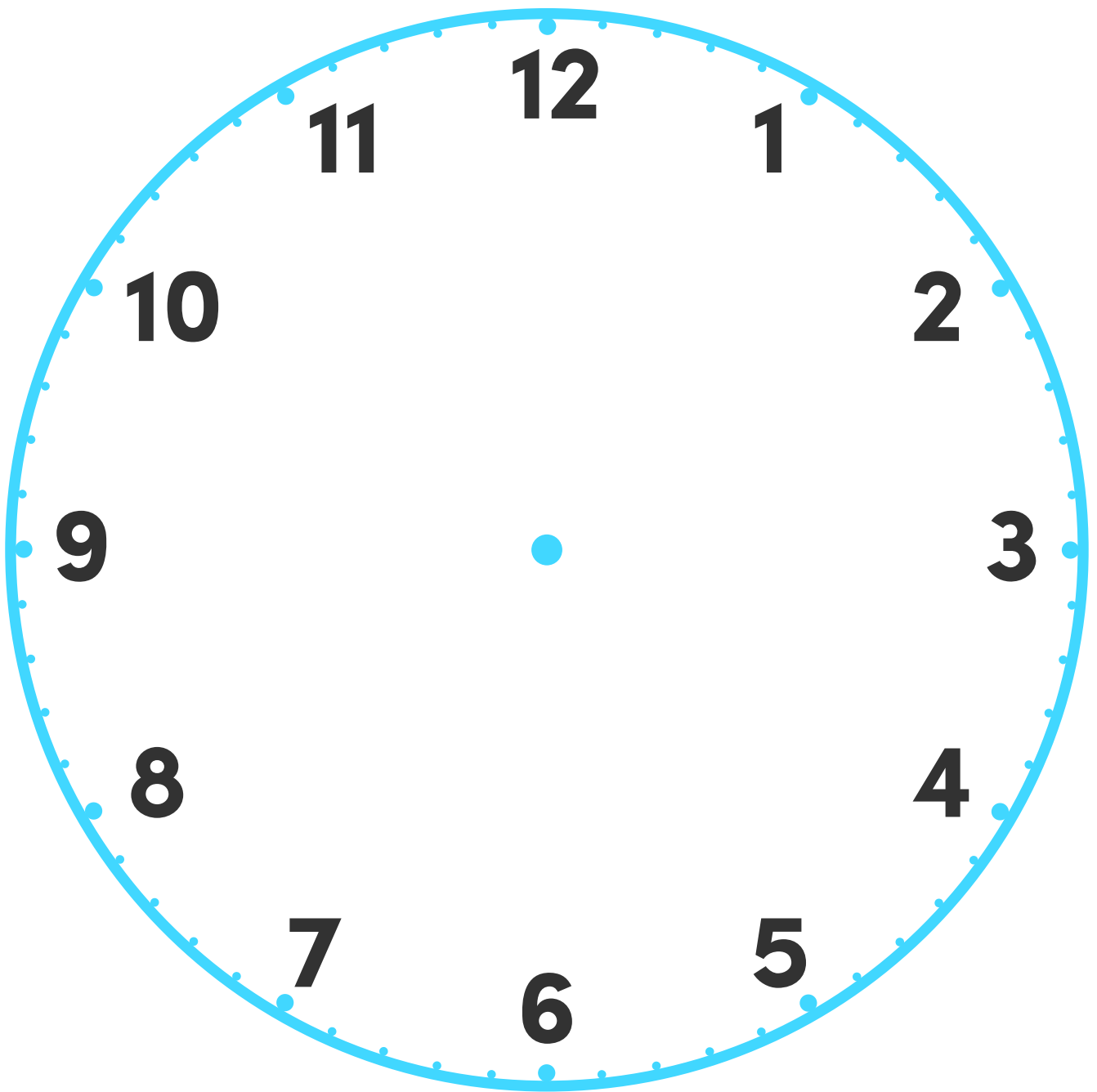
2-Dimensional Shapes



3-Dimensional Shapes



What Time Is It?



My Home Reading

Name: _____

Date	Book Title/Page	Comment

Words Often Confused

accept except	dairy diary	loose lose
addition edition	desert dessert	personal personnel
angel angle	effect affect	quiet quite
anyone any one	farther further	rhyme rhythm
babies baby's	good well	staring starring
base bass	immigrate emigrate	suite suit
breath breathe	lie lay	then than
clothes cloths	lain lightning lightening	wonder wander

Words with Silent Letters

answer

autumn

climbed

daughter

debt

doubt

exhaust

foreign

honest

knock

knowledge

listen

mortgage

plumber

receipt

scissors

thumb

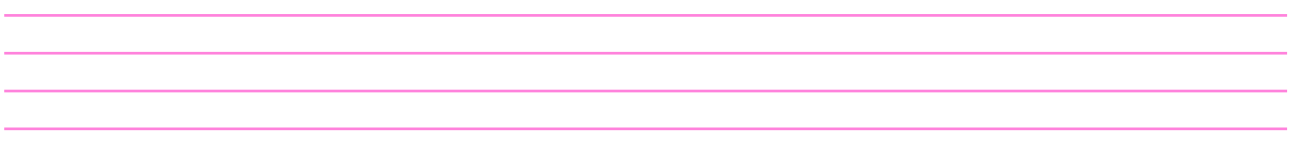
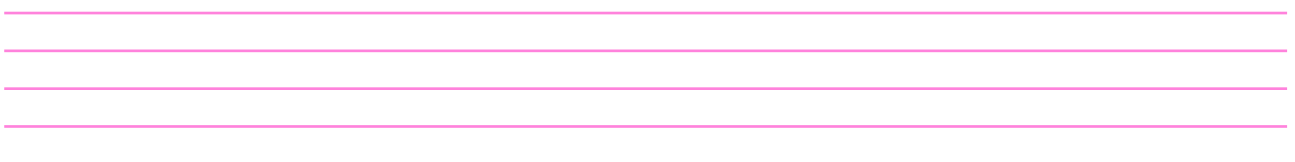
tongue

walking

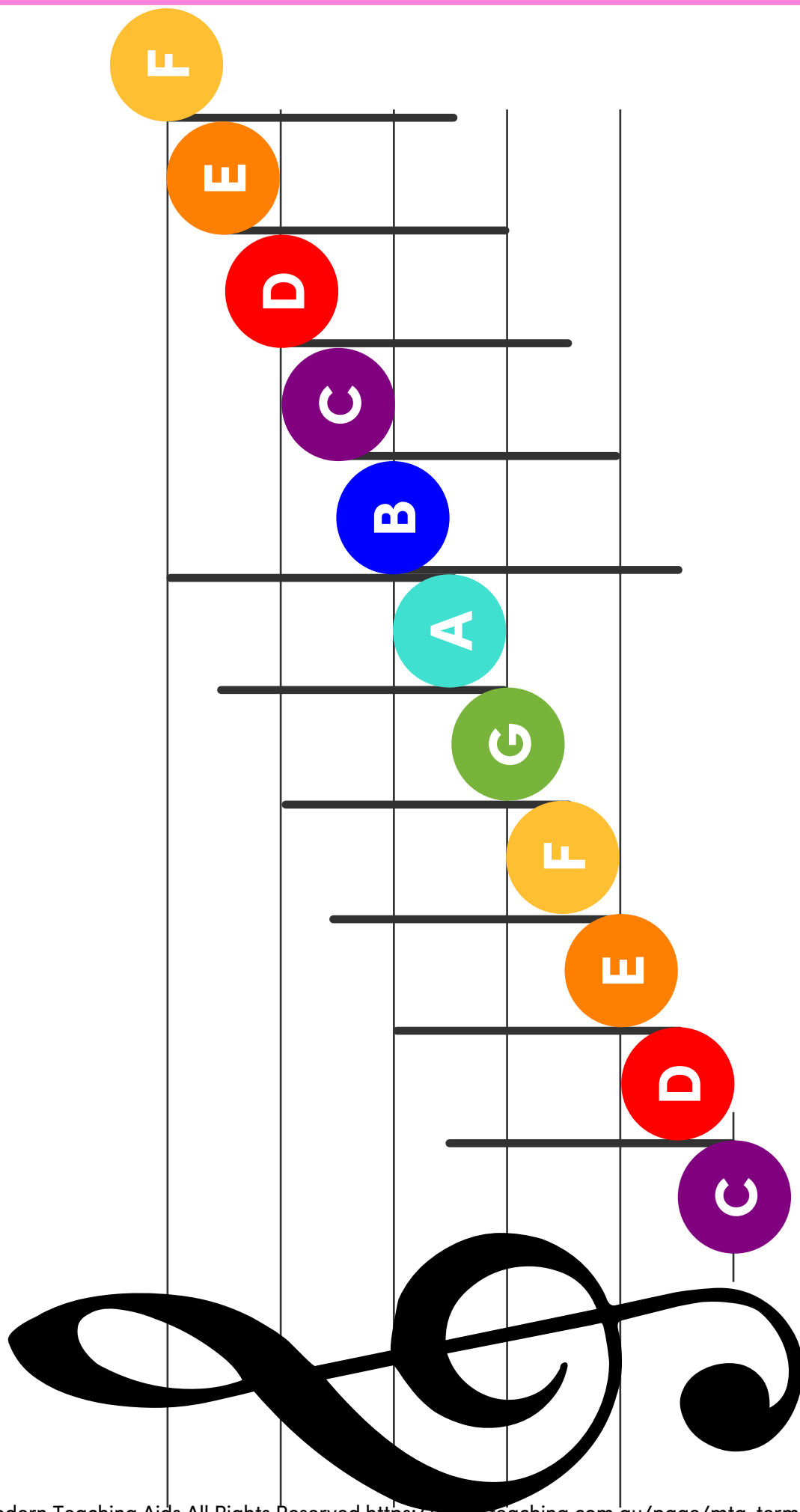
wrist

Music Staves

Name: _____ **Date:** _____



Musical Notes



Our Kitchen Roster

Recipe Name:

	Group 1	Group 2	Group 3	Group 4
Cooking Captain				
Collect ingredients				
Gather equipment				
Everyone will help prepare and/or cook the food				
Wash up equipment				
Dry up equipment				
Put equipment away				
Clean surfaces				
Set the table				