

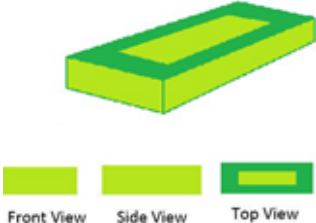
# Framework for learning – MPS **YEAR 4** 2021 T3 W9

You may need access to a digital device to complete some of the following activities. Your teacher may put some of the activities on Google Classroom for those who are able to access it. You will need help from a parent/carer for some of these activities.

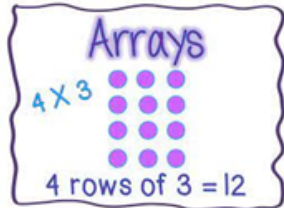
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Morning</b>	<p><b>English Reading</b> Look for some different things to read in your house or at school. If you think you have nothing to read you may need to be a bit more creative in your search 😊!</p> <p>Try to read for 20 minutes each day. You can read to-</p> <ul style="list-style-type: none"> <li>· Yourself</li> <li>· Your teddies or toys</li> <li>· Your brothers or sisters</li> <li>· Your pets</li> <li>· A plant or a tree</li> <li>· The big wide world</li> </ul> <p><i>Choose one of the activities from the Reading Response Grid to complete</i></p>	<p><b>English Reading</b> Look for some different things to read in your house or at school. If you think you have nothing to read you may need to be a bit more creative in your search 😊!</p> <p>Try to read for 20 minutes each day. You can read to-</p> <ul style="list-style-type: none"> <li>· Yourself</li> <li>· Your teddies or toys</li> <li>· Your brothers or sisters</li> <li>· Your pets</li> <li>· A plant or a tree</li> <li>· The big wide world</li> </ul> <p><i>Choose one of the activities from the Reading Response Grid to complete in</i></p>	<p><b>English Reading</b> Look for some different things to read in your house or at school. If you think you have nothing to read you may need to be a bit more creative in your search 😊!</p> <p>Try to read for 20 minutes each day. You can read to-</p> <ul style="list-style-type: none"> <li>· Yourself</li> <li>· Your teddies or toys</li> <li>· Your brothers or sisters</li> <li>· Your pets</li> <li>· A plant or a tree</li> <li>· The big wide world</li> </ul> <p><i>Choose one of the activities from the Reading Response Grid to complete in</i></p>	<p><b>Thursday the 9th of September is R U OK? Day. This year it is especially important to look after ourselves so on Thursday students can stay offline and complete some wellbeing activities. They may</b></p>	<p><b>English Reading</b> Look for some different things to read in your house or at school. If you think you have nothing to read you may need to be a bit more creative in your search 😊!</p> <p>Try to read for 20 minutes each day. You can read to-</p> <ul style="list-style-type: none"> <li>· Yourself</li> <li>· Your teddies or toys</li> <li>· Your brothers or sisters</li> <li>· Your pets</li> <li>· A plant or a tree</li> <li>· The big wide world</li> </ul> <p><i>Choose one of the activities from the Reading Response Grid to complete in</i></p>

	<p><i>in response to your reading.</i></p> <p><b>Narrative Writing</b> Go to <a href="https://www.pobble365.com/the-magic-globe">https://www.pobble365.com/the-magic-globe</a> You will use the picture as a stimulus to write a short narrative by following the steps below. (A copy of the picture is attached at the back of this paper pack).</p> <p><i>Developing a character</i> Now think of a character you would like to write about. You can choose the character in the picture on Pobble 365 if you would like to or make up another character to be your main character. Give them a name, an age, a job for example. Think about what they look like, and what their best and worst personality traits are.</p> <p><i>Using the stimulus</i> After you have thought about your character and</p>	<p><i>response to your reading.</i></p> <p><b>BTN:</b> Watch 'Behind the News' at 10am on ABC Me. <a href="https://www.abc.net.au/btn/classroom/">https://www.abc.net.au/btn/classroom/</a> Write a summary of the story you found the most interesting. Write 3 facts that you learnt from watching today.</p> <p>If you are able to access your Google Classroom you can find some specific questions to answer about this week's episode.</p> <p><b>Spelling</b> Write out your list and choose an activity from the Spelling grid.</p> <p><b>Biomes Project-</b> Continue working on your project. When we return to school we will make time for everyone to present their work to their class.</p>	<p><i>response to your reading.</i></p> <p><b>Writing</b> Read the attached mock newspaper page on whales. Then complete the following writing task-</p> <p>The sound of whale 'song' has become increasingly popular over recent decades. You can even buy recordings of it to play at home. So, imagine putting it to the ultimate test. Write down the responses judges of a singing talent show give to a whale who has just performed.</p> <p><b>Spelling</b> Write out your list and choose an activity from the Spelling grid.</p> <p><b>Biomes Project-</b> Continue working on your project. When we return to school we will make time for everyone to present their work to their class.</p>	<p><b><i>choose a few from the rubric, think of some themselves or just find time to sit and have a chat. Stage 2 teachers will also be offline from 11am on Thursday instead of Wednesday this week.</i></b></p>	<p><i>response to your reading.</i></p> <p><b>Writing</b> Look at the picture from the NY Times 'What's going on in this picture?' section, it is at the back of this paper pack or on your Google Classroom. These are photos from the NY Times newspaper that have had their captions removed. What do YOU think is going on? What makes you think that? What else could be happening? Why is it happening? Discuss with someone nearby and write down your thoughts.</p> <p><b>Spelling</b> Write out your list and choose an activity from the Spelling grid.</p> <p><b>Biomes Project-</b> Continue working on your project. When we return to school we will make time for everyone to present their work to their class.</p>
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	<p>what they are like, you need to write from their point of view (which is called third person point of view). You will imagine your character as part of the picture. The whole narrative should be written from their point of view.</p> <p><b>Spelling</b> Write out your list and choose an activity from the Spelling grid.</p> <p><b>Biomes Project-</b> Continue working on your project. When we return to school we will make time for everyone to present their work to their class.</p>				
<b>Break</b>	Break	Break	Break	Break	Break
<b>Middle</b>	<p><b>FITNESS:</b> Choose an activity of your choice or use the PE Grid for some inspiration.</p> <p><b>Mathematics</b></p> <p><b><u>Number Busting:</u></b> our number for today is 31. Draw and write everything</p>	<p><b>FITNESS:</b> Choose an activity of your choice or use the PE Grid for some inspiration.</p> <p><b>Mathematics</b></p> <p><b><u>Number Busting:</u></b> our number for today is 58.</p>	<p><b>FITNESS:</b> Choose an activity of your choice or use the PE Grid for some inspiration.</p> <p><b>Mathematics</b></p> <p><b><u>Number Busting:</u></b> our number for today is 69. Draw and write everything</p>		<p><b>FITNESS:</b> Choose an activity of your choice or use the PE Grid for some inspiration.</p> <p><b>Mathematics</b></p> <p><b><u>Number Busting:</u></b> our number for today is 74. Draw and write everything</p>

<p>you know about 31 (you can use any operations you like).</p> <p><b>3D Objects</b>  <b>You will need:</b>  * playdough <b>OR</b> sticky tape &amp; paper/cardboard <b>OR</b> toothpicks &amp; Blu Tack  * cardboard box e.g. toothpaste, cereal, tea  * paper to draw on</p> <p><b>Activity:</b>  * Construct prisms and pyramids using the materials you have at your house.  (3D Objects – cone, sphere, cylinder, cube, rectangular prism, triangular prism, pyramids)  * Choose two of the objects you made. Sketch the front, side and top view (an example is below).</p>  <p>Front View    Side View    Top View</p>	<p>Draw and write everything you know about 58 (you can use any operations you like).</p> <p><b>Sam's money challenge</b>  * Record how you would solve this problem:</p> <p>- Sam bought some lunch for his family which cost \$13.65. He paid using this note: \$20  - How much change will he receive?</p> <p>a. \$6.35                  b. \$6.45  c. \$7.35                  d. \$7.45</p> <p>- As Sam put his change in his pocket, he realised he had been given 1 note and 4 coins. He wondered ... what other quantities could I make with one \$5 note and 4 coins?</p> <p>* What's the smallest amount I might have?</p> <p>* What's the largest amount I might have?</p>	<p>you know about 69 (you can use any operations you like).</p> <p><b>Remainders Game</b>  <b>You will need:</b>  * a pencil  * paper  * 24 counters/dried pasta each  * a six-sided die  * 6 squares of paper</p> <p>* Students view video – <a href="#">Remainders game</a></p> <p><a href="#">Stage 2 Thinking mathematically resource - Remainders game (google.com)</a></p> <p><b>How to play</b></p> <ol style="list-style-type: none"> <li>1. Start with a collection of 24 things each.</li> <li>2. Players take it in turns to roll the dice to determine how many groups their collection needs to be shared into.</li> <li>3. The player works out the solution to their division problem and explains their</li> </ol>	<p>you know about 74 (you can use any operations you like).</p> <p><b>Two handfuls: part 2</b>  <b>(developed by A Gervasoni, Monash University).</b>  <a href="https://www.resolve.edu.au/counting-handfuls">https://www.resolve.edu.au/counting-handfuls</a></p> <ol style="list-style-type: none"> <li>1. Gather some equipment like: dry pasta, counters, marbles, dried broad beans or pet biscuits.</li> <li>2. Grab 2 handfuls of dried pasta (or another item).</li> <li>3. Use what you learnt last Friday, to help you estimate how many pieces of pasta you might have in your handfuls today.</li> <li>4. Determine how many you have by looking and thinking.</li> <li>5. Get 36 pasta pieces, for example. Form them into a rectangular structure so that you have equal rows and columns. We call this an</li> </ol>
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	<ul style="list-style-type: none"> <li>* Take a cardboard box and carefully undo the sides, top and bottom.</li> <li>* Flatten the cardboard box and you have the net.</li> <li>* Make and then draw the nets for some of the objects you made.</li> <li><b>* Take a photo of your work and send it to your teacher.</b></li> </ul>	<ul style="list-style-type: none"> <li>* How many possibilities are there?</li> <li>* Show (draw/write) how you solved this problem.</li> </ul> <p><b><u>Extra:</u></b></p> <ul style="list-style-type: none"> <li>* Try this again with a \$5 note and 7 coins.</li> <li><b>* Take a photo of your work and send it to your teacher.</b></li> </ul>	<p>thinking to their partner who records their move.</p> <p>4. If the product cannot be evenly divided, players keep the remainders, and the collection of counters they were working with is reduced.</p> <p>5. The player who reduces their collection to only 2 counters is declared the winner.</p> <p><b><u>Extra:</u></b></p> <p>6. Try it again with a different number of counters/dried pasta/buttons etc.</p> <p><b>* Take a photo of your work and send it to your teacher.</b></p>	<p>array.</p> <p>6. Draw and describe your array using words and symbols.</p>  <p>7. Re-organise your pasta pieces so it forms a different rectangle. Draw and describe your array using words and symbols.</p> <p>8. Keep re-organising your pasta pieces until there are no more arrays you can make.</p> <p>9. Draw and record all of your arrays, using both multiplication and division.</p> <p><b>* Take a photo of your work and send it to your teacher.</b></p>
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Break	Break	Break	Break	Break	Break
Afternoon	<b>Science:</b> Complete your Week 9 Science activity about materials.	<b>Library:</b> Listen to Mrs Vitnell read the story 'No! Never!' by Libby Hathorn and Lisa Hathorn-Jarman. Concentrate on the facial expressions of the characters as you listen to the story. The story can be heard here... <a href="https://drive.google.com/file/d/1mbx2ToSKIDYGaCqfgp98mwPJCSUKUBRS/view?usp=sharing">https://drive.google.com/file/d/1mbx2ToSKIDYGaCqfgp98mwPJCSUKUBRS/view?usp=sharing</a> After you have listened to the story, follow the instructions on the worksheet to create your own character. This can be done in your workbook or on a spare piece of paper. Give your character a name, and some background information. For example: age, personality, family, hobbies etc.	<b>Art:</b> Complete the assigned tasks; <ol style="list-style-type: none"> <li>1. Colour Wheel Art</li> <li>2. Portrait work</li> </ol> When you are done, share to your Google Classroom if you can.	.	<b>PDHPE</b> We've all had to cope with many changes in our lives - including learning from home!  Complete <i>A Big Change!</i> Activity sheet (2-3 examples) and then think about some strategies we can use to cope with that change.  You can use the Google Slides to watch a video and get some ideas on how to cope with changes and be more resilient. This is the link to the Google Slides- <a href="https://docs.google.com/presentation/d/1vq5_v6TOqvhcHSOIZy6JhkdRH6QWhiuX/edit?usp=sharing&amp;oid=103099876018432090886&amp;rtpof=true&amp;sd=true">https://docs.google.com/presentation/d/1vq5_v6TOqvhcHSOIZy6JhkdRH6QWhiuX/edit?usp=sharing&amp;oid=103099876018432090886&amp;rtpof=true&amp;sd=true</a>

# Reading Response Grid

<p><b><u>3,2,1</u></b></p> <p>After reading your text write...</p> <p><b>3</b> interesting ideas  <b>2</b> questions you have  <b>1</b> favourite part</p>	<p><b><u>Traffic Lights</u></b></p> <p>In your book respond to the following traffic lights...</p> <p><b>Green</b>= My favourite part  <b>Orange</b>= a question or wondering  <b>Red</b>= something you didn't understand.</p>	<p><b><u>Diary entry</u></b></p> <p>Choose a character in the story and write a diary for one day in their life.</p>	<p><b><u>Timeline</u></b></p> <p>Make a timeline of important events in the story.</p>	<p><b><u>Letter</u></b></p> <p>Write a letter to the author and tell them why you did or didn't like the book.</p>
<p><b><u>Write your own ending</u></b></p> <p>Write a new ending for the book. Decide what you would change and write at least two to three paragraphs.</p>	<p><b><u>Character description</u></b></p> <p>Draw a picture of a character in your book and write down all the words the author used to describe them.</p>	<p><b><u>Book Review</u></b></p> <p>Write a review of your book. Give a brief description without giving away the ending. Talk about your favourite part/ characters and give the book a rating out of 5 stars.</p>	<p><b><u>Synonyms</u></b></p> <p>Find at least 5 interesting word in your text and think of a synonym for each word. Rewrite these words into a new sentence.</p>	<p><b><u>Questioning</u></b></p> <p>Before reading your text write down 5 questions. Read the text and then write 5 more questions you have. Were you able to answer any of your questions?</p>
<p><b><u>Text Connections</u></b></p> <p>Write at least 3 paragraphs to explain the text to self, text to text and text to world connections you made when reading your text.</p>	<p><b><u>Predicting</u></b></p> <p><b>Before reading</b>, make a prediction about your text. What do you think will happen and why? <b>After reading</b>, write down if your prediction was correct and if not what really happened.</p>	<p><b><u>Word hunt</u></b></p> <p>Find the following types of words and write them in your book (include the sentence and underline the word)  5 nouns, 5 verbs, 5 adjectives and 5 adverbs.</p>	<p><b><u>Be Persuasive</u></b></p> <p>Write a persuasive piece to convince someone else that they should read this text. You could do this in the form of a letter, an advertisement and more. Use your imagination!</p>	<p><b><u>Glossary</u></b></p> <p>Choose 8 words from the text, write them in alphabetical order and write down what they mean. Can you put them into a new sentence?</p>
<p><b><u>PMI Chart</u></b></p> <p><b>Plus</b>- What did you like and why?  <b>Minus</b>- What didn't you like and why?  <b>Interesting</b>- What did you find interesting and why?</p>	<p><b><u>Alphabet</u></b></p> <p>Write the alphabet down the side of your page. Next to each letter, write a word that relates to your text beginning with that letter.  E.g.  S = Surprise ending,  I = informative</p>	<p><b><u>Answers</u></b></p> <p>Think of at least 5 questions that are answered in your book. Write at least 3 questions which are not answered in your book.</p>	<p><b><u>Objects</u></b></p> <p>Think of something you read about in your book. Write what you think this object looks like, feels like and sounds like. Can you think of a new way this object could be used?</p>	<p><b><u>Conversations</u></b></p> <p>Write a script the follows you and a friend talking about the text. Draw yourself and a friend having the conversation. Use captions, thought/ speech bubbles to tell each other what you thought of the text and why.</p>
<p><b><u>Music</u></b></p> <p>Make up a song/poem/ chant about the book. Include things that happened in the book. Use sounds for effect, e.g. 'Bang' or 'Ouch'.</p>	<p><b><u>Television Script</u></b></p> <p>Imagine you are on the television telling people about this text. Write a script of what you would say to help the audience know what the book is about and what it is like.</p>	<p><b><u>Character connections</u></b></p> <p>Write 5 things about the main character. Write 5 things about you. Were any of them the same?  Present this information in a Venn diagram.</p>	<p><b><u>Board Game</u></b></p> <p>Design a board game based on the book.</p>	<p><b><u>Word Search</u></b></p> <p>Choose 10 tricky words from your text and put them into a word search. Make sure you check your spelling before you do!</p>



## Story starter!

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

“How about there!?” replied Max excitedly. “We’ve always talked about going there!”

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

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

Spelling Term 3 Week 9Name: \_\_\_\_\_

Words	Monday	Tuesday	Wednesday	Thursday	Friday
corrupt					
disrupt					
interrupt					
erupt					
disruption					
abrupt					
aqua					
aquatic					
aquarium					
aquamarine					

# 35 HANDS-ON SPELLING ACTIVITIES

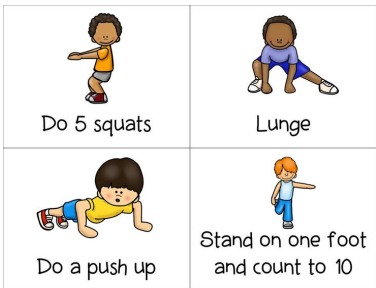


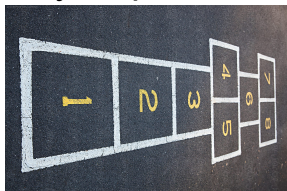
to use with any word list

Make each word with Scrabble tiles.	Make each word using short lengths of yarn.	Paint the words onto paper.	Write the words outdoors with chalk.	Make the letters of each word with your body as you spell the word aloud.
Build the words with Lego bricks.	Stamp the words onto paper with letter stamps.	Stamp the words into playdough with non-inking letter stamps.	Paint each word with a Q-tip/ cotton bud.	Make the words with letter stickers.
Spell the words aloud as you star jump - one jump for each letter.	Spell each word with letters made from chenille stems/ pipe cleaners.	Type your words on a computer.	Thread the words with letter beads.	Write each word with a stick in damp sand.
Write each word with your finger in a shallow tray of sand or salt.	Write the words on a window with a whiteboard marker.	Clap once for each letter as you spell aloud each word.	Make each word with alphabet stones.	Write your words onto paper plates and make up a jumping game.
Write your words in a fun way of your choice.	Draw a hopscotch grid, add your words. Spell each word as you play.	Spell each word aloud as you jump on the spot - one letter per bounce.	Make up a clue about each of your words and quiz a family member.	Write each letter of your words onto a craft stick. Mix them up and unjumble
Make each word with magnetic letters.	Play Hangman - choosing the words to guess from your spelling list.	Use a laser pointer or flashlight to 'write' each word on the wall.	Write each word and then make it into a picture that illustrates the word.	Spell each word aloud in a funny robot voice.
Play tic tac toe with spelling words instead of 'o' and 'x'.	Make each word from playdough or plasticene snakes.	Write your words onto two sets of cards. Play a memory game.	Write each word on your palm with the pointer finger of your writing hand.	Squeeze paint into a Ziploc bag. Seal. Write the words on the bag with your finger.



### P.E. Grid- Term 3, 2021

- Select an activity below for P.E. Try to do a different one each session or day. There are spaces for you to write and do your own activity.

Skip with or without a rope.	Ride your scooter. Remember your helmet and watch for traffic.	Go for a bike ride. Remember your helmet and watch for traffic.
<a href="#">P.E. with Joe</a> * Click on the blue words above to get to the videos.	<a href="#">Just Dance Kids</a> * Click on the blue words above to get to the videos.	<a href="#">Cosmic Kids Yoga</a> . * Click on the blue words above to get to the videos.
Kick a ball around.	Go for a walk.	Go for a run.
Jump on the trampoline.	Fly a kite.	Clean your bedroom.
Sweep/vacuum the floor.	Take the dog for a walk.	Play catch with a family member.
 <p>Do 5 squats      Lunge</p> <p>Do a push up      Stand on one foot and count to 10</p> <p>Do as many repetitions as you can.</p>	 <p>Hop 3 times!      5 star jumps!</p> <p>Run on the spot!      Jump 6 times!</p> <p>Creep on the spot!      Crouch up and down!</p> <p>Do as many repetitions as you can.</p>	 <p>Do 5 jumping jacks      Can you do a split?</p> <p>Stretch to the side      Do 5 Leg Lifts</p> <p>Do as many repetitions as you can.</p>
Play Hopscotch. 	Do some gardening e.g. weeding, mulching, planting.	Play Handball with a family member.
* Free choice-	* Free choice-	* Free choice-



# **Year 4 Science Project**

## **Week 9**

### **Task:**

You are to plan and create a package that will be used to protect an egg. Your package will then be dropped from a certain height (eg: above your head, or top of the verandah etc) onto the ground – hopefully protecting the egg inside. Your package needs to be:

- Of a suitable size and weight to hold the item.
- Able to protect the item.
- Made of environment-friendly resource materials (eg: can the package materials be recycled or reused).
- Visually appealing to the recipient.
- Students can use more than one material to complete this task (eg: cardboard and plastic; bubble wrap and cardboard etc...)

### **Things to consider:**

- Will your package be waterproof?
- Can the item be protected by impact?
- Is it able to be posted or couriered?
- Can the package be disposed of in an environment-friendly way?

**Students should design/plan their package before sourcing their own materials at home and complete the task at home. If you are able to, video yourself dropping your package and post it on Google Classroom or send it to Mr Harris – [ben.harris61@det.nsw.edu.au](mailto:ben.harris61@det.nsw.edu.au)**

## Week 9 Library.

Listen to Mrs Vitnell read the story 'No! Never!' by Libby Hathorn and Lisa Hathorn-Jarman. Concentrate on the facial expressions of the characters as you listen to the story.

The story can be heard here...

<https://drive.google.com/file/d/1mbx2ToSKIDYGaCqfqp98mwPJCSUKUBRS/view?usp=sharing>

After you have listened to the story, follow the instructions below to create your own character. This can be done in your workbook or on a spare piece of paper. Give your character a name, and some background information. For example: age, personality, family, hobbies etc.



### Creating a Character

Based on *No! Never!* by Libby Hathorn, Lisa Hathorn-Jarman and Mel Pearce



1

Experiment with shapes to create your character's face. Remember unusual shapes can help create the personality or the emotion of the character.



2

Use lines and shapes to create facial features such as eyes and mouth. Lines can be used to depict the emotions by changing their qualities. Soft curved lines can show happiness, droopy or downward curving lines can depict sadness whereas sharp, straight 'v' shaped lines can be used for anger. Can you think of some other lines to show emotions?





# Animals and the environment

## WHALE ID

Each humpback whale has a unique pattern of markings on its tail.



A leaping humpback whale.

## Songwriters of the sea

Humpback whales are found in every sea around the world. They can grow to around 18 metres long, weigh as much as 40 tonnes and eat mostly shrimp-like animals called krill and small fish. Humpbacks are known for their beautiful calls, which can travel for several miles through quiet waters. By combining individual calls they create songs that might last 10 to 20 minutes. All the whales in one area sing the same song, which gradually changes from year to year.



# Humpbacks enjoy pandemic peace

The behaviour of humpback whales changed as seas became quieter in the pandemic, according to new research. Christine Gabriele from the US National Park Service (NPS) and Michelle Fournet, from Cornell University in the US, found that with fewer boats in the area, whales on the north-west Pacific coast changed their habits.

Glacier Bay in the US state of Alaska is home to all sorts of creatures including bears, birds, dolphins, sea otters and seals. In summer months, humpback whales migrate north to feed in these waters. For around 35 years, NPS



Alaska's Glacier Bay.

researchers have collected information on these seasonal visitors, counting how many come and identifying individuals that return each year. The team listen in on the whales' calls using a network of special underwater microphones.

During 2020, there was a drastic fall in tourism. In 2019, more than 1.3 million people visited Alaska on cruise ships but last year, thanks to the pandemic, there were just a handful. In Glacier Bay, traffic from all boats fell by nearly half; the waters were at their quietest in almost a century, and the rumble of cruise-ship engines disappeared.

According to the BBC, the researchers found that whales could now hear each other much better. Where previously they could only pick up calls within 200 metres, they could now hear other whales from up to 1.4 miles away. This allowed them to spread out across much larger areas while still keeping in touch. Mothers could leave calves to play while they fed, and some were observed taking naps. Recordings also revealed that whale songs became more varied.

This year cruise ships have returned, marking an end to the temporary peace – but Gabriele says she hopes that the research shows the importance of striking a balance between allowing tourists a glimpse of these magnificent animals and disturbing their natural environment and behaviour.



## ECO TIP OF THE WEEK

## NEW WAYS TO CUT WASTE

Plastic packaging that only gets used once is bad for the environment. Everyone knows it's a good idea to recycle but why not try to reduce the amount of these "single-use plastics" you're using in the first place?

Think about where you and your family get most single-use plastic, and you might find some surprising ways to cut waste. For instance, if you sometimes get takeaway food like fish and chips, why not ask if you can have it in a container from

your own kitchen rather than that foam tray? If you're planning to buy something to eat while you're out having a picnic, take kitchen cutlery so you don't have to ask for plastic knives or forks.

There are also plenty of shops around the UK where you can use your own bags and containers to buy groceries such as pasta, rice, fruit and veg – and even detergent, washing powder and shampoo. You can find a list including shops in your area at [tinyurl.com/TWJ-ZeroWaste](https://tinyurl.com/TWJ-ZeroWaste)

Refills help reduce waste.





# Humpbacks enjoy pandemic peace

Once you have read the article, try any of the following activities...

## Hold a debate

We all care about whales. But is our concern for every aspect of a whale's life beginning to go too far? Just because they are larger than most other animals, that doesn't mean they are more special. It just means they have adapted to a larger habitat that can support heavier animals. We are quite capable of admiring and protecting animals great and small, from a bee to a buffalo, so why have we given whales an almost sacred status? Or is it more than that? Have whales become a symbol of our treatment of the planet: the happier whales are, the more relaxed we can feel about our environmental responsibility? In any case, doesn't their intelligence and sociability make us feel more connected to them than other large marine species such as moon fish? What do you think?

## Writing challenge!

Choose one of the following writing warm-ups.

**1** Humpback whales have a clever way of feeding called "bubble net fishing". Find out what this involves, then write a set of instructions for telling other whales how to do it. Remember to include a brief introduction and a *What you need* list, along with numbered instructions, connected by sequencing adverbials.

or

**2** The sound of whale 'song' has become increasingly popular over recent decades. You can even buy recordings of it to play at home. So, imagine putting it to the ultimate test. Write an extract of dialogue between the judges of a singing talent show after a whale has just given a performance. Remember to use the conventions of a playscript, including any stage directions.

## Investigate

Research basic facts about at least five different species of whale. Why not create your own small set of Top Trumps style cards including a picture and scores for weight, length, lifespan and rarity (perhaps as an estimated number of those left living in the wild or maybe on a scale of 1 to 5 with 5 being the most rare)?



# 1. Colour Wheel Art



Create a colour wheel of your own using everyday objects. Carefully put it together to show the gradient change of colour as the wheel progresses from primary to secondary colours. Take a photo of the finished wheel and upload to your Google Classroom.

## 1. Portrait work

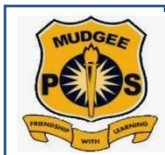
Divide a piece paper into quarters. You can choose to do this activity using the face of someone or an object.

1. With your dominant hand (the hand you normally write with), draw the face or object without taking the pencil off the page – one line for the whole drawing.
2. Change to your non-dominant hand (the hand you don't normally write with) and do the same.
3. Close your eyes and draw the same face or object from memory.
4. Use mixed media(different types of art materials) to do another version of the same face or object.












Here is an example for you to have a look at.

Remember to not lift your pen or pencil off the page while you draw.





## Mudgee Public School Stage 2 R U OK? / Thankful Thursday activity rubric

Mindfulness	Gratitude	Get Creative	Physical / Games
<p><b>Senses Walk</b></p> <p>Go on a 'senses walk'. Think of all the things you can see, hear, smell and feel.</p>  <p>Collect 3 items from nature and describe them using your senses.</p>	<p><b>Journal Writing Ideas</b></p> <ul style="list-style-type: none"> <li>* Something someone did for you today</li> <li>* A person you love</li> <li>* Something you like to do</li> <li>* Something that made you laugh today</li> <li>* A song you like</li> <li>* A game you like to play</li> <li>* A new skill you have learned</li> <li>* A food you like to eat</li> <li>* A pet you love</li> <li>* Something you have that you know other people don't have</li> <li>* A memory of something you have done in the past</li> </ul>	<p><b>Rainbow Hunt</b></p> <p>Go on a rainbow scavenger hunt or make up your own</p> 	<p><b>Get Active</b></p> <p>Design a backyard fitness circuit. You could use balls, hula hoops, skipping ropes. Activities could include balancing, running, jumping, skipping, hopscotch, throwing, star jumps, hopping, sack races etc</p>
<p><b>Sensory Jar</b></p> <p>Make a special Jar! Fill it with glitter/water/food colouring/small toys, Lego or beads. What sorts of things make the objects (emotions) in the jar swirl? Say them out loud as you shake the jar e.g.</p> <ul style="list-style-type: none"> <li>*losing a game</li> <li>* making a new friend</li> <li>*missing friends</li> <li>*spending time with family</li> </ul> 	<p><b>Write a letter</b></p> <p>Write a letter or a card to a family member or friend</p> 	<p><b>Calm Colouring</b></p> <p>Find a quiet place or put on some calming music and colour in some colouring in pages or do some drawing.</p> 	<p><b>Outdoors</b></p> <p>Ride bikes or scooters, fly a kite, play fetch with your dog, blow bubbles, kick a ball, jump on the trampoline, weed the garden, look for bugs, explore the backyard with a magnifying glass, cloud watch, jump rope, backyard picnic, just run around, count how many birds you see, build a fort .....</p>
 <p><b>Dadirri</b> is a word from the Languages of the Aboriginal people which means inner, deep listening and quiet, still awareness. Take time to stop, look, listen and learn. Sit quietly outside, look at something interesting, close your eyes and listen to the sounds in the environment. Become aware of the birds and the trees and the wind.</p>	<p><b>Be Kind</b></p> <p>Do a random act of kindness by doing something nice for someone at home</p> 	<p><b>Junk Art</b></p> <p>Get INVENTIVE and build something from things you find in your recycling.</p> 	<p><b>Disco</b></p> <p>Make a playlist of songs and have a disco!</p>
	<p><b>Describing You</b></p> <p>How would your family describe you? Draw a self-portrait and write the words that describe you around it.</p>	<p><b>LEGO</b></p> <p>Lego building challenge. You and four friends are stuck on an island. Build a boat to find your way home!</p> 	<p><b>Board Games</b></p> <p>Play a board or card game with someone you live with!</p> 

**Thursday the 9th of September is R U OK? Day. This year especially it is important to look after ourselves so on Thursday students can stay offline and complete some wellbeing activities. They may choose a few from the rubric, think of some themselves or just find time to sit and have a chat.**



# R U OK? Day

*A matrix to help students and families celebrate R U OK? Day on September 9th  
no matter where they are!*

*This an Empowering Learning Together Resource*

<p><b>Create a FlipGrid Video</b> telling some jokes. Send it to a family member or friend to make them smile!</p>	<p><b>Draw a mindmap</b> of your support network and people you can go to for support.</p>	<p><b>Make a poster to promote R U OK? Day.</b> Put it up somewhere so others can see it.</p>	<p><b>Draw a chalk drawing on your driveway or nearby footpath</b> to brighten up someone else's day!</p>
	<p><b>Make a Warm Fuzzies jar.</b> Decorate the jar and add pieces of paper with things you love about each family member or your class mates.</p>	<p><b>Interview a grown up about R U OK? Day.</b> Ask them for some ideas of what you could say to a friend who was not feeling ok.</p>	<p><b>Learn some <u>breathing exercises</u></b> to help you relax when you are feeling upset or worried.</p>
<p><b>Do some yoga</b> with Cosmic Kids. Create some of your own moves.</p>	<p><b>Create a space</b> just for you. Add your favourite books, activities, colouring in or drawing materials you like to explore and create with.</p>	<p><b>Create a 'happy dance'</b> to your favourite song. Video it and share it with your teacher or a family member who lives far away.</p>	<p>Make some <b>positive affirmation cards</b>. I am grateful for... I am proud of... I feel calm when... My smile is...</p>
<p><b>Make a care package</b> with a card, craft and/or little gift to give to a friend or family member to show you are thinking of them.</p>	<p><b>Take a walk</b> in nature and collect some items that make you happy. Create a sensory nature table at home and add to it each day.</p>	<p><b>Cut out some pictures from a magazine</b> and create a collage showing different emotions you have experienced.</p>	<p><b>Make a life size 'hug'</b> and send it to someone special.</p> 





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# A BIG CHANGE!

Think of a major change that has happened to you.

- What affect did it have on you?
- Who else was affected?
- How did it affect them?

Record your thoughts in the table below



Change	How it affected me	Others affected	How it affected them