
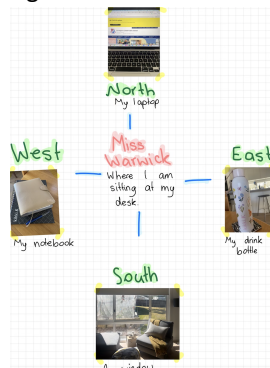






Week 9 Term 3 Weekly Framework Stage 2

Below is a learning framework for you to follow at home. You should be able to complete each activity independently. If you need some assistance, ask for some help from a parent/carer or send a message to your teacher on GoogleClassroom. Complete all activities in your Homework book or an exercise book you have at home. Don't forget to write the date on your activities to keep track. If you complete all of the activities for the day you can: ***Mathletics tasks *Practice your typing skills -**

<https://www.typingclub.com/sportal/program-3.game> ***Access activities on the learning HUB -** <https://education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home>

T3 Wk 9	Morning Session		Middle Session	Afternoon																										
Monday	<p>English - Spelling:</p> <p><u>Year 3 Learning Intention:</u></p> <ul style="list-style-type: none">I can use the suffix -ful <p><u>Year 4 Learning Intention:</u></p> <ul style="list-style-type: none">I can use the prefix dis - meaning away or negative <p><u>Activity 1:</u></p> <p>Click on the link to watch a mini spelling lesson.</p> <p>Year 3:</p> <p>https://www.canva.com/design/DAEobdihnWo/D5y7Nz52G6rH9hmUF9fyQ/view?utm_content=DAEobdihnWo&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink</p> <p>Year 4:</p> <p>https://www.canva.com/design/DAEob9nahCk/jd418sPMBle4NDMS1GzvXg/view?utm_content=DAEob9nahCk&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink</p> <p><u>Activity 2:</u></p> <p>Complete one activity from the Spelling Activity Menu.</p> <p></p> <p>10am: Join us on the Department of Education page: you can watch the livestream fun lessons from some very special guests.</p> <p>Click the link below:</p> <p>https://education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home</p>	<p>English - Grammar:</p> <p>WALT: Understand and use verb tense. Verbs – tense – past, present & future.</p> <p>Success Criteria: I can locate and use verbs of various tenses.</p> <p>Core Task:</p> <p>Tense refers to <i>time</i> and tells us <i>when</i> the action is taking place. It can be present tense (happening now) as in: I <i>am visiting</i> the museum. It can be past tense (happened in the past) as in: I <i>visited</i> the museum. It can be future tense (will happen in the future) as in: I <i>will visit</i> the museum.</p> <p><u>Activity:</u></p> <p>https://docs.google.com/document/d/1nVpcgOnJ42P5q_KBEgJYvCEIutL_GfKAoHJDJf7waOWE/copy</p> <p>GRAMMAR ACTIVITY MONDAY WEEK 9</p> <p>Complete the table with the missing verbs:</p> <table><tr><th>Past Tense</th><th>Present Tense</th></tr><tr><td>played</td><td>play</td></tr><tr><td>talked</td><td></td></tr><tr><td>saw</td><td>swim</td></tr><tr><td>drank</td><td></td></tr><tr><td></td><td>try</td></tr><tr><td>chased</td><td></td></tr><tr><td>knew</td><td></td></tr></table> <p>Change these sentences so that they are written in past tense. The first has been done for you:</p> <table><tr><td>Johnny watches the football on TV.</td><td>Johnny <u>watched</u> the football on TV.</td></tr><tr><td>He jogs to school.</td><td>He _____ to school.</td></tr><tr><td>Layla paddles in the sea.</td><td>Layla _____ in the sea.</td></tr><tr><td>I sing loudly in assembly.</td><td>I _____ loudly in assembly.</td></tr><tr><td>They play at the park.</td><td>They _____ at the park.</td></tr></table>	Past Tense	Present Tense	played	play	talked		saw	swim	drank			try	chased		knew		Johnny watches the football on TV.	Johnny <u>watched</u> the football on TV.	He jogs to school.	He _____ to school.	Layla paddles in the sea.	Layla _____ in the sea.	I sing loudly in assembly.	I _____ loudly in assembly.	They play at the park.	They _____ at the park.	<p>Mathematics:</p> <p>WALT: Use positional language to give directions</p> <p>Warmup: Mental Maths: Answer the questions in the PowerPoint in your workbook:</p> <p>https://docs.google.com/presentation/d/1Wi1X87oAJWell3rxYVJKMHxjkhX-mDaiCn3hdKc1Bq/presentation</p> <p>Problem:</p> <p>When we go to a new place, we need directions to help us know how to get there. Brainstorm as many words as you can that give us direction e.g left.</p> <p>Lesson:</p> <ul style="list-style-type: none">Read <i>cardinal directions</i> PowerPoint <p>https://docs.google.com/presentation/d/1QJruGi-GElyHcEeQKSjdLatizUWeHCi/copy</p> <ul style="list-style-type: none">Create a <i>compass rose</i> and glue into your books. <p>https://drive.google.com/file/d/1ACRvylxQct5QYtmH84P_Np_xjiejuk8uy/view</p> <p>Challenge: Draw a picture of what is north, south, east, and west to you.</p> <p>E.g</p> <p></p>	<p>Reading: Fact & Opinion</p> <p><i>*Facts are what actually happened and can be proven as true. You cannot change a fact. Fact signals:</i></p> <ul style="list-style-type: none">numbersphotographsstatisticsverificationrecordseyewitnesses <p><i>*Opinions tell us a personal attitude or judgement about something. Opinion signals:</i></p> <ul style="list-style-type: none">I thinkI believeprobablyshouldgood/badsubjectivity <p>Yr 3 & 4:</p> <p>https://docs.google.com/document/d/1MLJFyKKS8mLv085-5K5LmDeLf8o85lm1cleNC1BPTQ/copy</p> <p>Before reading the text:</p> <p><i>*What type of text is it? Why do you think that?</i></p> <p><i>*What is the purpose?</i></p> <p><i>*What predictions can they make based on the title and the pictures?</i></p> <p>After reading the text:</p> <p><i>*PIE</i></p> <p><i>*What statements in the text were opinions and what statements were facts?</i></p> <p><i>*What clue words were used?</i></p> <p>Students read the text and answer the questions.</p> <p></p> <p></p>
	Past Tense	Present Tense																												
played	play																													
talked																														
saw	swim																													
drank																														
	try																													
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They play at the park.	They _____ at the park.																													
			<p>CAPA Music -</p> <p>Youtube learning.</p> <p>Watch music education videos from MusicK8.com and 'The Music show'. Teach someone about what you learn.</p>																											

English - Spelling:**Year 3 Learning Intention:**

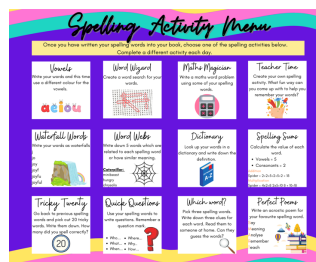
- I can use the suffix -ful
- I can use visual memory to spell irregular words

Year 4 Learning Intention:

- I can use the prefix dis – meaning away or negative
- I can use visual memory to spell irregular words.

Lesson Activity:

Complete one activity from the Spelling Activity Menu. Aim to complete a different activity each day



10am: Join us on the Department of Education page: you can watch the livestream fun lessons from some very special guests.

Click the link below:

<https://education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home>

English: Grammar & Punctuation:

WALT: Understand and use adverbs of manner, place or time.

Success Criteria: I can write a sentence that contains an adverb and has a capital letter and full stop.

Core Task: Adverbs that Show Manner, Time and Place.

An adverb is a word that adds information, usually to a verb, and can tell how, when or where something happens. An adverb can modify any word except a noun or a pronoun. Many adverbs end in -ly (quietly, slowly, lovingly).

Adverbs that say *how*, are adverbs of *manner*.

Adverbs that say *when*, are adverbs of *time*.

Adverbs that say *where*, are adverbs of *place*.

Example:

The robber *opened* the door *silently*. (how)

We *finished* the project *yesterday*. (when)

I *looked everywhere* for my helmet. (where)

Activity:

<https://docs.google.com/document/d/1Zeq3HSQ2bWMzsrHQIADzrtASNPnrF7CRdPiB9lFYsl8/edit?usp=sharing>

Adverb Word Bank						
cheerfully	sadly	shyly	happily	gently	angrily	hungry

1. Answer each question with an adverb. Use the Adverb Word Bank to help you.

- a) How did your brother play? He played happily.
 b) How did your mum say goodbye? Mum said it gently.
 c) How did the dog bark? The dog barked angrily.
 d) How did the kite fly in the breeze? The kite flew happily.
 e) How did your dad tell you off? My dad told me off angrily.

2. Look at the sentences below. Circle the adverb in each one.

- a) He smiled cautiously.
 b) She frowned angrily.
 c) He walked to school quickly.
 d) Carefully, she looked for her coat.
 e) Thankfully, it would be his turn soon.

Mathematics:

WALT: Write the WALT at the top of your page.

WALT: Locate points of interest on a map

Warmup: Mental Maths:

Answer the question in the PowerPoint in your workbook:

https://docs.google.com/presentation/d/1A0Qt0tHCKIYbI9UbmUHLJaYyZiBITXf_wpiZvUH_XVZs/present

Lesson:

When we read a grid reference we read across and then up.

Tip: A way to remember this is "along the hallway and up the stairs"

If you need help reading a coordinate graph watch the video: <https://www.youtube.com/watch?v=MEpEabAbJHY>

Complete the compass directions worksheet – follow the directions to locate the animals.

<https://drive.google.com/file/d/1ovzfpzcdGC8ofWhg8ULipgBadHygPZk0/view?usp=sharing>

Challenge: Read and plot the coordinates on your grid paper. Connect the points to take a picture. What did your picture look like?

https://drive.google.com/file/d/1MU_6lI_5fxZT8LcYhwzBa7bI3TP5kil/view?usp=sharing

Mathematics:

WALT: Use grid references on maps to describe position

Warmup: Mental Maths:

Answer the question in the PowerPoint in your workbook:

<https://docs.google.com/presentation/d/1K1RgBRPuwBPsWyw5pYlrgtN1ccQWcMFblnE498T1bC8/present>

You are going to Taronga Zoo for the day. You will need to visit the places below and record their locations on the map. You will need to navigate yourself around the park. Record your answers in your book.

https://drive.google.com/file/d/1Y6ni84voazHpmv7nD_dOzMRDigr2N3hJ/view?usp=sharing

This map requires you to first read the letter then the number.

- What is the grid reference for? E.g Giraffes, F6
 - Camels
 - Lions
 - Centenary Theatre
 - Penguins
 - Koalas
 - The ferry drop off
- Where is the Taronga food market located?
- In what direction would you travel to get from the giraffes to the chimpanzees?
- What direction is the Australian Walkabout from the zoo entry?
- What directions does the Sky Safari travel?

Extension/Challenge: Using the Main Path, use compass directions to move from 'start' to 'the seal walk'.

Library/RFF: Lesson from Mrs Burke

Listen to the story 'Your Birthday was the Best' on Storybox Library.
<https://storyboxlibrary.com.au/>

Username – scps1
 Password – scps1

Go to Mrs Burke's Google Classroom.

Can you see Mrs Burke at the party?
 What could she be thinking and wanting to do?
 Draw yourself in the picture as well.

If you are not already a member use this code to join – 3if22ps

Take a look at a quiz on World Book Online - <https://www.worldbook.com.au/educators/worksheet/trivia-quizzes/>

Wellbeing Wednesday!

This week you are going to complete a COVID-19 TIME CAPSULE.

Don't forget to join our Stage 2 Zoom at 12pm

Get Active

Complete the activities that match the letters of your first and last name OR create your own fitness challenge to complete.

- | | |
|---|--|
| A run on the spot for 2 minutes | N sit down and stand up |
| B 10 star jumps | O nominate someone to do 5 sit ups |
| C run on the spot with high knees for 1 minute | P 10 sit ups |
| D 4 somersaults | Q 1 somersault |
| E jump as high as you can 6 times | R 5 push ups |
| F walk to every room in the house | S 2 somersaults |
| G 10 squats | T walk to the front door and back |
| H nominate someone to do 20 star jumps | U run on the spot with high knees for 2 minutes |
| I touch your toes 10 times | V 15 lunges |
| J 20 star jumps | W run on the spot for 1 minute |
| K 20 squats | X sit down and stand up 6 times |
| L 2 star jumps, 2 squats and 2 sit ups | Y nominate someone to do 10 star jumps |
| M 30 jumps | Z 10 push ups |

@giftedandtalentedteacher

COVID -19 TIME CAPSULE

You can choose the pages you would like to complete. Give it your best effort. Make it colourful and get creative!

<https://drive.google.com/file/d/1CKz4os02n4xHl0lGz60vj-gFlmSGUPv/view?usp=sharing>

♡♡ ALL ABOUT ME ♡♡

I AM

YEARS OLD

I STAND

CM TALL

I WEIGH

KG

SHOE SIZE

MY FAVOURITES

TOY: _____

CLOUR: _____

ANIMAL: _____

FOOD: _____

SHOW: _____

MOVIE: _____

BOOK: _____

ACTIVITY: _____

PLACE: _____

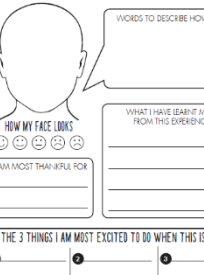
SONG: _____

MY BEST FRIEND/S

WHEN I GROW UP I WANT TO BE

DATE: _____

HOW I'M FEELING



WORDS TO DESCRIBE HOW I FEEL

HOW MY FACE LOOKS

WHAT I HAVE LEARNED MOST FROM THIS EXPERIENCE

I AM MOST THANKFUL FOR

THE 3 THINGS I AM MOST EXCITED TO DO WHEN THIS IS OVER.

YOU ARE LIVING THROUGH HISTORY RIGHT NOW

TAKE A MOMENT TO FILL IN THESE PAGES FOR YOUR FUTURE SELF TO LOOK BACK ON. AND HERE ARE SOME OTHER IDEAS OF THINGS TO INCLUDE:

<input type="checkbox"/> SOME PHOTOS FROM THIS TIME	<input type="checkbox"/> ANY ART WORK YOU CREATED
<input type="checkbox"/> A JOURNAL OF YOUR DAYS	<input type="checkbox"/> FAMILY / PET PICTURES
<input type="checkbox"/> LOCAL NEWSPAPER PAGES OR CLIPPINGS	<input type="checkbox"/> SPECIAL MEMORIES

MY COMMUNITY

WHERE I AM (DRAWING) DURING THIS TIME

HOW ARE YOU HOLDING TO-GET-TOGETHER, CONNECTING-TOGETHER, AND
OUTSIDE (e.g. hearts in windows, chalk letters on sidewalk, etc.)

HOW ARE YOU CONNECTING WITH OTHERS

OUR HANDPRINTS


PRINT THE HANDS OF ALL THE PEOPLE LIVING IN YOUR HOME
IN DIFFERENT COLOURS AND PLACE YOUR HANDS HERE

INTERVIEW YOUR PARENTS

WHAT HAS BEEN THE BIGGEST CHANGE?

HOW ARE YOU FINDING HOMESCHOOLING?

WHAT ACTIVITIES/HOBBIES HAVE YOU MOST ENJOYED DOING?



DAYS SPENT IN SCHOOL

YOUR TOP 3 MOMENTS FROM THIS EXPERIENCE

1. _____
2. _____
3. _____

WHAT ARE YOU MOST THANKFUL FOR?

WHAT DID YOU WATCH?




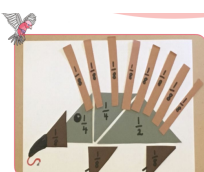
YOUR NEW FAVORITE HOME-BASED ACTIVITY:

FAVORITE FOOD TO MAKE:

FAVORITE TIME OF DAY:

GOALS FOR AFTER THIS:

[illegible][illegible]

T3 Wk 9	Morning Session		Middle Session		Afternoon
Friday	English - Spelling: <u>Year 3 Learning Intention:</u> <ul style="list-style-type: none">I can use the suffix -fulI can use visual memory to spell irregular words <u>Year 4 Learning Intention:</u> <ul style="list-style-type: none">I can use the prefix dis - meaning away or negativeI can use visual memory to spell irregular words. Activity 1: Option a) Have a family member quiz you on this week's spelling words Option b) Quiz yourself using the look, cover, write, check method. Activity 2: Put the dictation words into sentences. <u>Dictation Words Yr 3</u> <ol style="list-style-type: none">respectfulhurtfulpeaceful <u>Dictation Words Yr 4</u> <ol style="list-style-type: none">disabledisabilitydisappoint	10am: Join us on the Department of Education page: you can watch the livestream fun lessons from some very special guests. Click the link below: https://education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home SPORT: Yoga Find an open space for a Cosmic Kids Yoga adventure! *Pick which one you would like to try. It is your choice: TROLLS ADVENTURE: https://www.youtube.com/watch?v=U9Q6FKF12Qs&list=PL8snGkhBF7ngiFwW6-b9aV5eCgY0FAAB4 POKEMON ADVENTURE: https://www.youtube.com/watch?v=tbCjkPlsaes&list=PL8snGkhBF7ngiFwW6-b9aV5eCgY0FAAB4&index=4 *Yoga, mindfulness and relaxation for kids. Interactive adventures which build strength, balance and confidence.	Mathematics: WALT: Give directions Warmup: <i>Mental Maths:</i> <i>Answer the question in the PowerPoint in your workbook:</i> https://docs.google.com/presentation/d/1UK9SOZkb19AQK8i2_zOMAvRpKZtGik5ZQ_5naZE4lwo/present Lesson: How do you get to school? What do you see on your way to school? 1. Draw a map of how you get to school. Include your house, your school, and any important things you pass on the way (maybe a big roundabout or certain street name). 2. Write directions from your house to school.  Remember to check your map has all the features it needs using the BOLTSS acronym: Border Orientation Legend Title Scale Source Challenge: Could you get to school a different way? Write directions for an alternative path.	English - Handwriting: WALT: Write legibly using NSW cursive writing. Write the letter x using entry and exit joins. Success Criteria: I can write legibly using NSW cursive writing and form the letter x using entry and exit joins. Core Task: Practice writing the letter x using entry and exit joins. Practise joins to different letters. To form the cursive x, both the entry and the exit of the letter 'x' take place at the neckline. Write words and sentences that include these letters. Tuesday 31st August 2021 xi xo xt xp xc Flying foxes have extremely furry exteriors. The students excitedly explored the art exhibition. The examination required the boy to exhale deeply during exercise. Tuesday 31st August 2021 xi xo xt xp xc Flying foxes have extremely furry exteriors. The students excitedly explored the art exhibition. The examination required the boy to exhale deeply during exercise.	CAPA: Echidna Fraction Art ** If you don't have coloured paper, use crayons or pencils to colour in some plain white paper or use paper that is similar to the colours shown! (it is important that the paper is square and not rectangle) Instructions: https://docs.google.com/document/d/19OXMACUd3MSyJoruocFOWz7DKkcwSz_BtC7RPyh0_c/copy 1. First, fold one piece of square card in half from one corner to the other. 2. Carefully cut along the fold. This gives you two ½ triangular pieces. 3. Write ½ on one piece. 4. Fold the other piece in half again from corner to corner. 5. Carefully cut along the fold. This gives you two ¼ triangular pieces. 6. Write ¼ on each and place on the A4 sheet as shown 7. Follow steps 1 and 2 above with a second piece of card. 8. Then fold both pieces in half again, corner to corner. 9. Carefully cut both pieces in half along the fold. This will give you four quarters. 10. Take two of the four quarter pieces and fold those in half from corner to corner. 11. Carefully cut along the fold. This will give you four ⅛ triangular pieces. 12. Write ⅛ on three of the four ⅛ pieces and place on the A4 sheet as shown. 13. To make the echidna's spikes, take your final piece of card and fold it from side to side in half three times to give you eight long rectangular pieces. 14. Carefully cut along each fold. This will give you eight ⅛ pieces. 15. Write ⅛ on each piece and place on the A4 sheet as shown. 16. Decorate with an eye, nose, tongue and claws. <div><div>Here are some things you will need!</div><div><ul style="list-style-type: none">A4 white paperScissorsGlueRuler<ul style="list-style-type: none">Black marker penThree pieces of different coloured square paper</div></div>   

Year 3 Spelling Words			
RED	ORANGE	GREEN	PERSONAL
truthful careful cheerful helpful joyful	colourful doubtful powerful fruitful armful	fateful flavourful frightful gleeful thoughtful	correspond courageous cylinder debris deficient

Year 4 Spelling Words			
RED	ORANGE	GREEN	PERSONAL
dislike disown discover displace discard	disallow disbelief disappear disconnect disloyal	dishonest dishonour distrust disproven disobey	correspond courageous cylinder debris deficient

Spelling Activity Menu

Once you have written your spelling words into your book, choose one of the spelling activities below.
Complete a different activity each day.

Vowels

Write your words and this time use a different colour for the vowels.



Word Wizard

Create a word search for your words.



Maths Magician

Write a maths word problem using some of your spelling words.



Teacher Time

Create your own spelling activity. What fun way can you come up with to help you remember your words?



Waterfall Words

Write your words as waterfalls

j
jo
joy
joyf
joyfu
joyful



Word Webs

Write down 5 words which are related to each spelling word or have similar meaning.

Caterpillar:
minibeast
hungry
chrysalis



Dictionary

Look up your words in a dictionary and write down the definition.



Spelling Sums

Calculate the value of each word.

- Vowels = 5
- Consonants = 2

Addition

Spider = $2+2+5+2+5+2 = 18$

Multiplication

Spider = $4 \times 2 = 8$ $2 \times 5 = 10$ $8 + 10 = 18$

Tricky Twenty

Go back to previous spelling words and pick out 20 tricky words. Write them down. How many did you spell correctly?



Quick Questions

Use your spelling words to write questions. Remember a question mark.

- Who... • Where...
- What... • Why...
- When... • How...



Which word?

Pick three spelling words. Write down three clues for each word. Read them to someone at home. Can they guess the words?



Perfect Poems

Write an acrostic poem for your favourite spelling word.

Say
Meaning
Analyse
Remember
Teach



Grammar Activity Monday Week 9

Complete the table with the missing verbs:

Past Tense	Present Tense
played	play
talked	
	swim
saw	
drank	
	try
chased	
knew	

Change these sentences so that they are written in past tense. The first has been done for you:

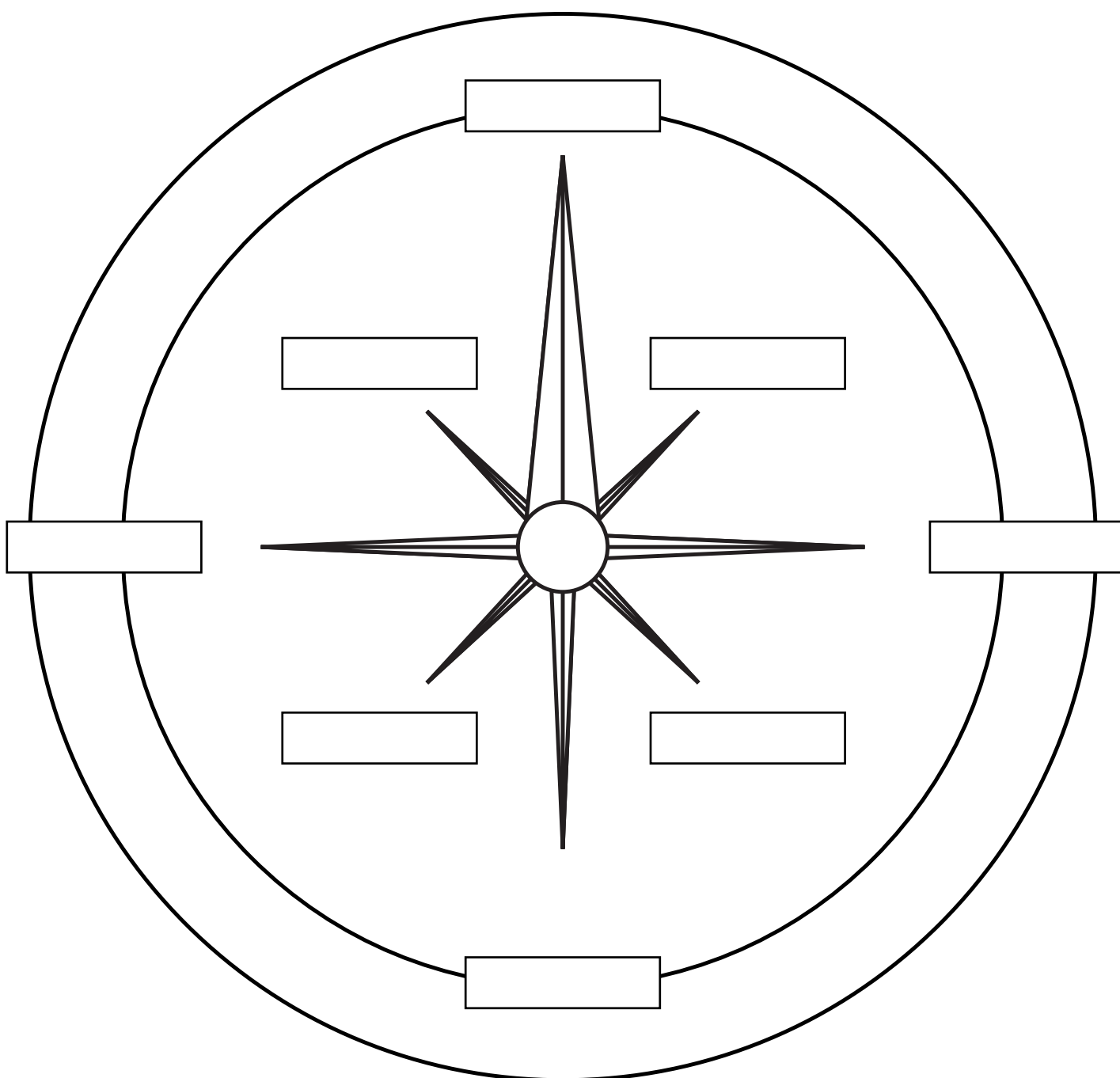
Johnny watches the football on TV.	Johnny watched the football on TV.
He jogs to school.	He _____ to school.
Layla paddles in the sea.	Layla _____ in the sea.
I sing loudly in assembly.	I _____ loudly in assembly.
They play at the park.	They _____ at the park.

Name _____

Date _____

Compass Points

Label the compass points on the compass below, using the words from the word bank.

east**south east****south west****south****north east****north****west****north west**

Lions

- Lions are the second largest cat species in the world.
- Lionesses are better hunters than males and do most of the hunting for a pride.
- In the wild, lions rest for around 20 hours a day.
- Most lions found in the wild live in southern and eastern parts of Africa.

I love lions, but I think that they are the most ferocious animals in the world. They have huge teeth that they use to bring down their prey. I believe that all other animals are terrified of lions. They are better than any other animal in the wild.



**Don't forget capital letters, full stops and full sentence answers!*

1. Write F for fact or O for opinion next to each statement.

_____ Lions are the second largest cat species in the world. _____

Lions are better than any other animal in the wild.

_____ In the wild, lions rest for around 20 hours a day.

_____ I think they are the most ferocious animal in the world. _____

Lionesses are better hunters than males.

2. What is your opinion of lions?

3. What are some of the ways that you can tell the difference between a fact and an opinion?

4. Make a list of some common words that you might find in an opinion.

CRAZY CREATIVE CHALLENGE

Draw a lion.

Write any facts you know about lions on the body.

Write your opinions about lions around the body.

English - Grammar & Punctuation Tuesday

WALT: Understand and use adverbs of manner, place or time.

Core Task: Adverbs that Show Manner, Time and Place.

An adverb is a word that adds information, usually to a verb, and can tell how, when or where something happens. An adverb can modify any word except a noun or a pronoun. Many adverbs end in -ly (quietly, slowly, lovingly).

Adverbs that say *how*, are adverbs of *manner*.

Adverbs that say *when*, are adverbs of *time*.

Adverbs that say *where*, are adverbs of *place*.

Example:

The robber *opened* the door *silently*. (how)

We *finished* the project *yesterday*. (when)

I *looked everywhere* for my helmet. (where)

Adverb Word Bank						
cheerfully	sadly	shyly	happily	gently	angrily	hungrily

1. Answer each question with an adverb. Use the **Adverb Word Bank** to help you.

- | | |
|--|----------------------------|
| a) How did your brother play? | He played <i>happily</i> . |
| b) How did your mum say goodbye? | Mum said it _____. |
| c) How did the dog bark? | The dog barked _____. |
| d) How did the kite fly in the breeze? | The kite flew _____. |
| e) How did your dad tell you off? | My dad told me off _____. |

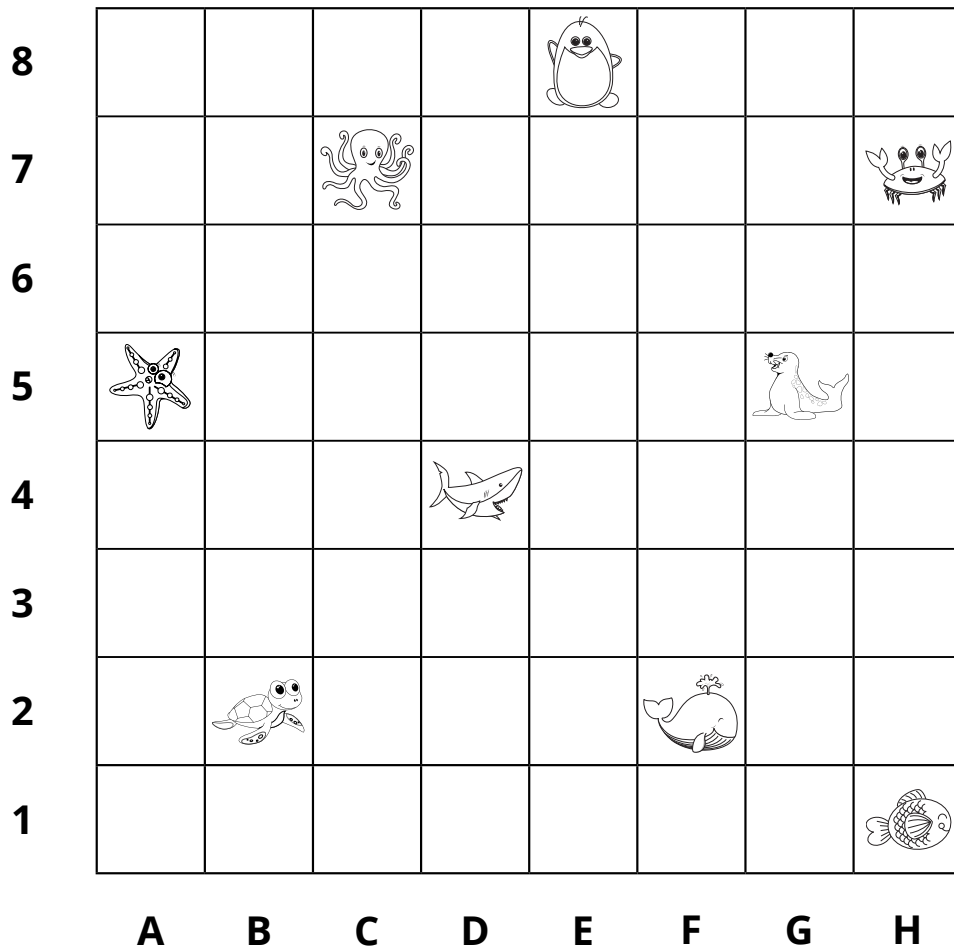
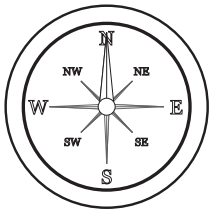
2. Look at the sentences below. Circle the adverb in each one.

- a) He smiled cautiously.
- b) She frowned angrily.
- c) He walked to school quickly.
- d) Carefully, she looked for her coat.
- e) Thankfully, it would be his turn soon.

Name _____

Date _____

Compass Directions



1. Follow the compass directions and write what can be found at each location.

- Start at B1. Move 4 squares north, 4 squares east and 2 squares north east. _____
- Start at G8. Move 3 squares south west, 3 squares south and 2 squares east. _____
- Start at H4. Move 3 squares north west, 4 squares west and 2 squares south. _____
- Start at E5. Move 4 squares south, 3 squares north east and 3 squares south. _____
- Start at E6. Move 2 squares south, 2 squares south west and 3 squares east. _____

2. Write compass directions from:

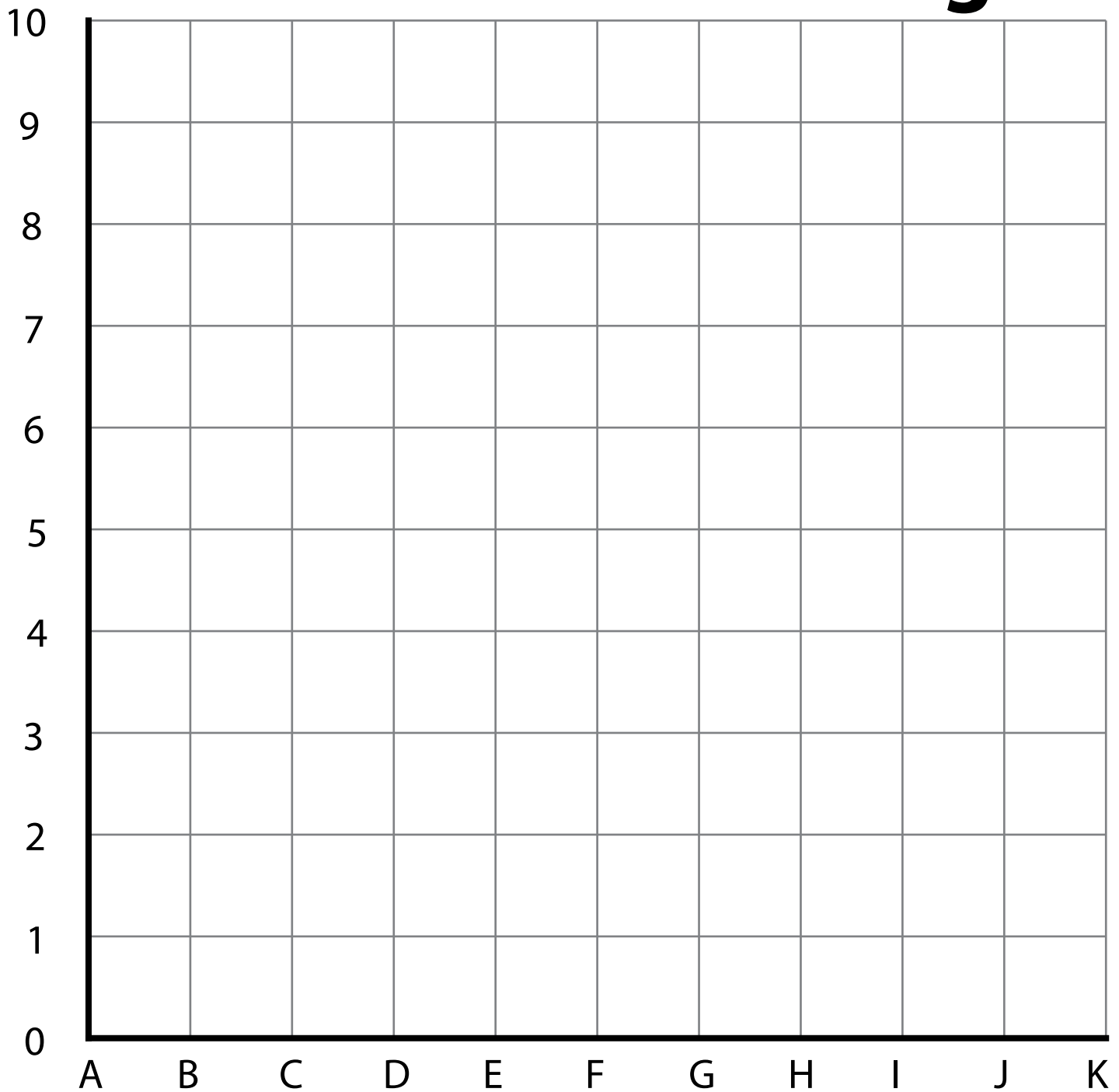
- the turtle to the penguin

- the octopus to the whale

- the fish to the starfish



Coordinates Drawing



Use a ruler to draw a line between each of the following coordinates.
Cross them off as you go.

E2 to D4, D4 to D8, D8 to F10, F10 to H8, H8 to H4, H4 to G2, G2 to F3, F3 to E2.

E9 to G9.

E5 to G5, G5 to F4, F4 to E5.

E2 to D2, D2 to C1, C1 to D4.

G2 to H2, H2 to I1, I1 to H4.

Draw a circle with a diameter between E7 and G7.

Draw flames coming out the bottom.

Draw some planets and stars in the background.

Colour it in!



GETTING AROUND

The best way to see the Zoo is to follow the green rings on this map. Explore the different trails to discover all that the Zoo has to experience.

Main Path Trails

SHOWS, TALKS and ENCOUNTERS

DOWNLOAD THE FREE TARONGA APP

A must-have for any Zoo visit!

Take advantage of the interactive map, daily updates and up to date animal info.

taronga.org.au/app



Komodo Dragon Keeper Talk 11.00am ● 12K	Asian Elephant Keeper Talk 1.45pm ○ 13E
Seals for the Wild Powered by Red Energy 11.00am ○ 9F	Seals for the Wild Powered by Red Energy 2.00pm ○ 9F
Koala Encounter 11.15am – 12.45pm ○ 10K Purchase your tickets at Top Plaza Shop (Map 7L)	Farm Feed 2.00pm ● 3C
Free Flight Birds 12.00pm ● 16G	Gorilla Keeper Talk 2.30pm ○ 10G
Chimpanzee Feed 12.00pm ○ 14K	Koala Keeper Talk 2.30pm ○ 10K
Elephant Tower Open 12.45 – 1.15pm ○ 12F	Meerkat Keeper Talk 2.35pm ● 14I
Seals for the Wild Powered by Red Energy 1.00pm ○ 9F	Penguin Keeper Talk 2.40pm ● 9E
Free Flight Birds 3.00pm ● 16G	

For changes and updates to the daily schedule check the info board in the Top Plaza, download the Taronga app or listen out for announcements.

Booking is essential for all animal encounters. Purchase tickets from the Top Plaza Shop (Map 7L). Arrive early to shows as spaces are limited. Holidays are NSW Public Holidays and School Holidays.

Tip: ○ On the main path ● On a trail SAT/SUN As indicated

KEY

Accessible Toilets	Bus Stop - 4M, 15B	Defibrillator - Ask staff for help	Ferry	Lifts	Parking	Stairs	Tranquil Area
Adult Change MLAK - 12H	Café/Eatery - 7L, 12G	First Aid - Ask staff for help	Hand Sanitiser	Kids Play Area	Picnic Area	Toilets - 5D, 7L, 11E, 11H, 12G	Water Bubbler
Animal Encounter - 7L	Escalators		Change Table	Return & Earn	Zoo Shop		

PLEASE WASH YOUR HANDS!

Ensuring the safety of our guests, employees and our animals is our highest priority.

Hand sanitiser is available at the following locations, just look for the blue icon: 3C, 4C, 11D, 5E, 10F, 12F, 14F, 12G, 16G, 15H, 8I, 12I, 9K, 11K, 14K, 5L, 6L, 8L, and 12L.



TARONGA ZOO TASK CARD

You are going to Taronga Zoo for the day. You will need to visit the places below and record their locations on the map. You will need to navigate yourself around the park.

This map requires you to first read the letter then the number.

1. What is the grid reference for? E.g Giraffes, F6

a) Camels

b) Lions

c) Centenary Theatre

d) Penguins

e) Koalas

f) The ferry drop off


2. Where is the Taronga food market located?

3. In what direction would you travel to get from the giraffes to the chimpanzees?

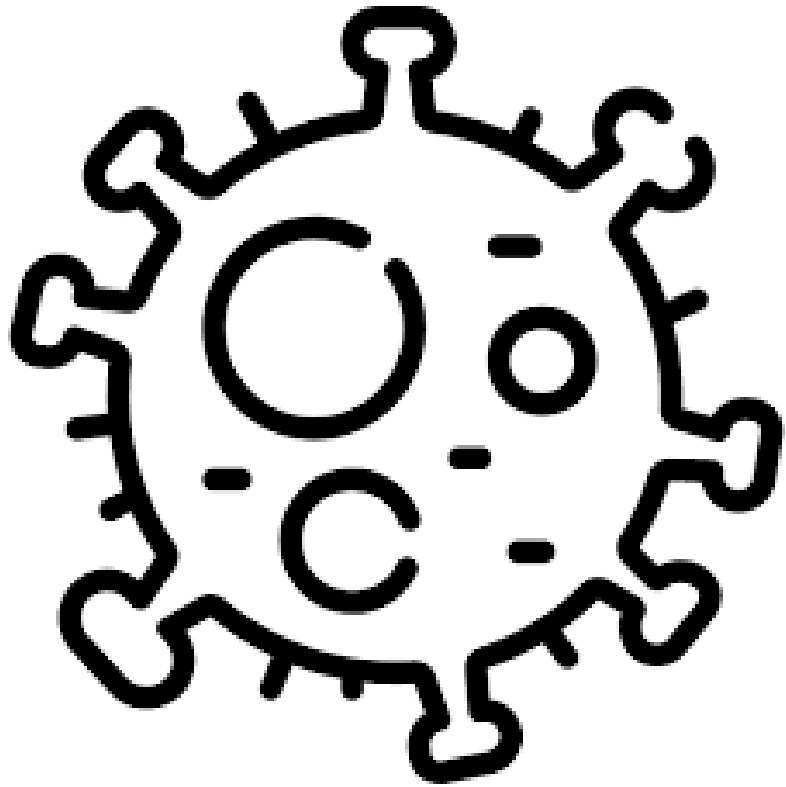
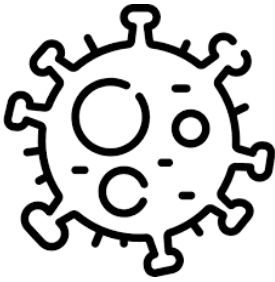
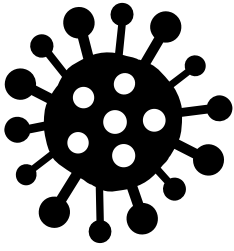
4. What direction is the Australian Walkabout from the zoo entry?

5. What directions does the Sky Safari travel?

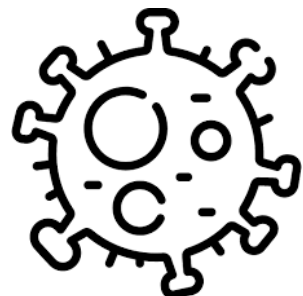
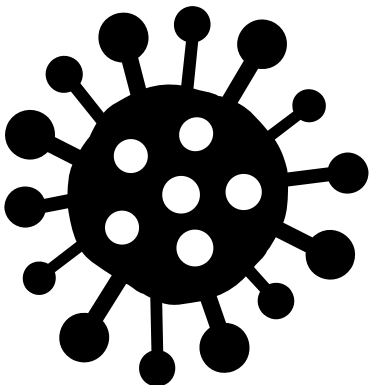


 Click on the link symbol to access The Taronga Zoo Map

Challenge: Using the Main Path, use compass directions to move from 'Start' to the 'Seal Walk'.



MY 2021 COVID -19 TIME CAPSULE



Name:

♥♥ ALL ABOUT ME ♥♥

I AM

YEARS
OLD

I STAND

CM TALL

I WEIGH

KG

SHOE SIZE

MY FAVOURITES

TOY: _____

COLOUR: _____

ANIMAL: _____

FOOD: _____

SHOW: _____

MOVIE: _____

BOOK: _____

ACTIVITY: _____

PLACE: _____

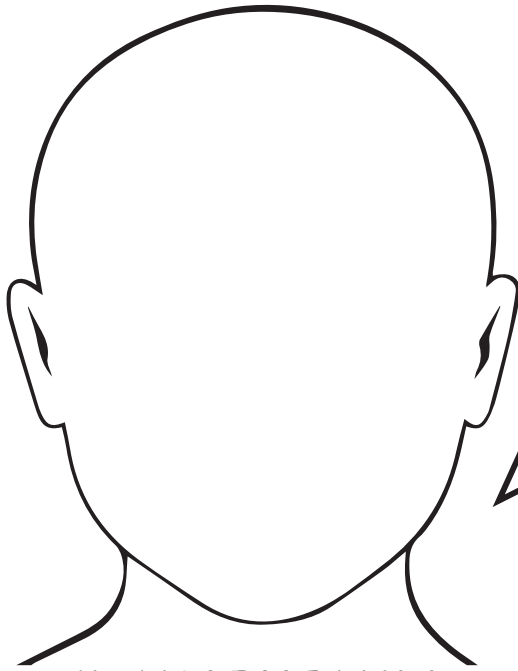
SONG: _____

MY BEST FRIEND/S:

WHEN I GROW UP I WANT TO BE:

DATE:

HOW I'M FEELING



HOW MY FACE LOOKS



I AM MOST THANKFUL FOR

WORDS TO DESCRIBE HOW I FEEL:

WHAT I HAVE LEARNT MOST
FROM THIS EXPERIENCE:

THE 3 THINGS I AM MOST EXCITED TO DO WHEN THIS IS OVER:

1

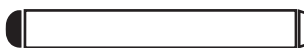
2

3

YOU ARE LIVING THROUGH HISTORY RIGHT NOW

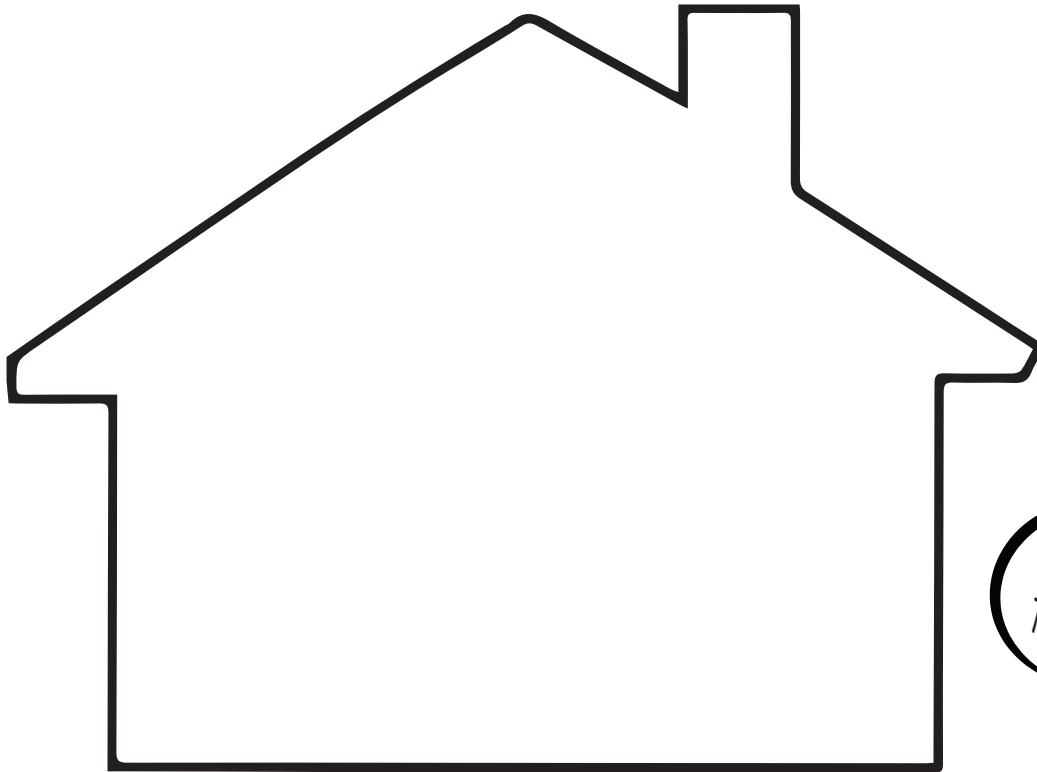
TAKE A MOMENT TO FILL IN THESE PAGES FOR YOUR FUTURE SELF TO LOOK BACK ON. AND HERE ARE SOME OTHER IDEAS OF THINGS TO INCLUDE:

- | | |
|--|---|
| <input type="checkbox"/> SOME PHOTOS FROM THIS TIME | <input type="checkbox"/> ANY ART WORK YOU CREATED |
| <input type="checkbox"/> A JOURNAL OF YOUR DAYS | <input type="checkbox"/> FAMILY / PET PICTURES |
| <input type="checkbox"/> LOCAL NEWSPAPER PAGES OR CLIPPING | <input type="checkbox"/> SPECIAL MEMORIES |



DRAW A PICTURE OF THE PEOPLE YOU ARE SOCIAL DISTANCING WITH HERE

MY COMMUNITY



COLOUR THIS HOUSE
TO LOOK LIKE YOURS

WHERE I AM LIVING DURING THIS TIME:



WHAT THINGS ARE YOU DOING TO HELP FEEL CONNECTED/HAVE FUN
OUTSIDE (e.g hearts in windows, chalk notes on sidewalk, etc)

HOW ARE YOU CONNECTING WITH OTHERS?



YOU ARE NOT STUCK AT HOME,
YOU ARE SAFE AT HOME!



WHAT I AM DOING
TO KEEP BUSY:

OUR HANDPRINTS



PRINT THE HANDS OF ALL THE PEOPLE LIVING IN YOUR HOME
(IN DIFFERENT COLOURS) AND PLACE YOUR HANDS HERE



SPECIAL OCCASIONS

WHAT OCCASIONS DID YOU CELEBRATE DURING THIS TIME?
WRITE THE LIST DOWN HERE AND WHAT YOU DID TO CELEBRATE
(E.G. BIRTHDAYS, ANNIVERSARIES)

EVENT	DATE	HOW YOU CELEBRATED

LETTER TO MYSELF

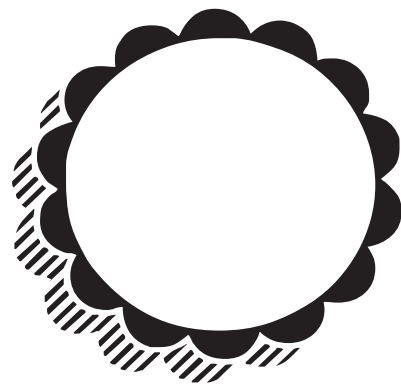
DEAR,

LOVE,

INTERVIEW YOUR PARENTS

WHAT HAS BEEN THE BIGGEST CHANGE?

HOW ARE YOU FINDING HOMESCHOOLING?



DAYS SPENT INSIDE

HOW ARE YOU FEELING?

YOUR TOP 3 MOMENTS FROM THIS EXPERIENCE:

1. _____
2. _____
3. _____

WHAT ACTIVITIES/HOBBIES HAVE YOU MOST ENJOYED DOING?

WHAT ARE YOU MOST THANKFUL FOR?

WHAT TV SHOW YOU WATCHED : _____

YOUR NEW FOUND FAVOURITE INSIDE FAMILY ACTIVITY:

FAVOURITE FOOD TO BAKE: _____

FAVOURITE TIME OF DAY: _____

GOAL/S FOR AFTER THIS:

LETTER FROM YOUR PARENTS

DEAR,

LOVE,

English - Grammar & Punctuation Thursday

WALT: Understand the different uses of apostrophes.

Success Criteria: I can use an apostrophe when writing contractions.

Core Task: Apostrophes Used in Contractions

Apostrophes are used to show where letters are left out. These words are called contractions.

Activity: In a book you have at home, locate contractions. Write down all the contractions you can find and extend them into words. Who will find the most?

Example:

I'm = I am she's = she is it's = it is

OR

Complete the sheet:

1. Finish these statements. The first one has been completed for you.

I will is contracted to **I'll**.

it is is contracted to _____

you will is contracted to _____

would not is contracted to _____

he will is contracted to _____

could not is contracted to _____

she will is contracted to _____

should not is contracted to _____

we will is contracted to _____

have not is contracted to _____

they will is contracted to _____

you would is contracted to _____

CAPA: Echidna Fraction Art

** If you don't have coloured paper, use crayons or pencils to colour in some plain white paper or use paper that is similar to the colours shown! (it is important that the paper is square and not rectangle)

1. First, fold one piece of square card in half from one corner to the other.
2. Carefully cut along the fold. This gives you two $\frac{1}{2}$ triangular pieces.
3. Write $\frac{1}{2}$ on one piece.
4. Fold the other piece in half again from corner to corner.
5. Carefully cut along the fold. This gives you two $\frac{1}{4}$ triangular pieces.
6. Write $\frac{1}{4}$ on each and place on the A4 sheet as shown
7. Follow steps 1 and 2 above with a second piece of card.
8. Then fold both pieces in half again, corner to corner.
9. Carefully cut both pieces in half along the fold. This will give you four quarters.
10. Take two of the four quarter pieces and fold those in half from corner to corner.
11. Carefully cut along the fold. This will give you four $\frac{1}{8}$ triangular pieces.
12. Write $\frac{1}{8}$ on three of the four $\frac{1}{8}$ pieces and place on the A4 sheet as shown.
13. To make the echidna's spikes, take your final piece of card and fold it from side to side in half three times to give you eight long rectangular pieces.
14. Carefully cut along each fold. This will give you eight $\frac{1}{8}$ pieces.
15. Write $\frac{1}{8}$ on each piece and place on the A4 sheet as shown.
16. Decorate with an eye, nose, tongue and claws.



Here are some things you will need!

- A4 white paper
- Scissors
- Glue
- Ruler
- Black marker pen
- Three pieces of different coloured square paper

