

Keep kids learning

Dear Parents/Caregivers

This student work pack is a resource for you to support your child's learning from home during this time. We know that every child is unique in their learning journey as they have different interests and strengths. Families can use these packs in different ways to suit their needs.

These learning materials can be used when and as you think best for your child. There is no requirement for students to complete everything contained within the pack, or to do the activities in any order.

To assist parents/caregivers to use these materials, we have divided the materials contained within the pack into ones to use daily:

1. English - especially reading with your child
2. Maths - many can be done actively, with materials around your home
3. Wellbeing – we know it is so important at this time to keep students healthy and work on their strengths

There are also other learning areas you can use as projects or fun activities with your child:

1. Arts
2. Humanities and Social Sciences
3. Science

If you would like to ask about these activities, you can email us on homelearning.doe@nt.gov.au

There are also a number of online educational resources and activities that you may like to use with your child. Please use the following internet address <https://nt.gov.au/learning-together> to access these materials.

Thank you

We acknowledge and thank our state and territory government colleagues for their materials contained in this pack

Literacy

This book has literacy activities to support your child in their learning. These activities support their **reading, talking** and **writing** skills.

Children learn by copying adults. Learning with you and other family members in a fun way is important. They also learn by playing and doing things themselves and with other children. They learn to talk by listening to adults and other children. They learn about reading through listening and by practising. Mistakes are part of their learning.

Many of the activities encourage family participation and can be done with younger or older family members. We encourage this, but remember there are many activities that your children can do by themselves. If they can read the pages by themselves they may only need a little guidance.

Encourage your child to listen, talk, read, write, think, view and problem solve. This will support your child learning through talking. Avoid interrupting and listen to the whole of what they are communicating. Give positive messages to show that you are interested (nodding, smiles, gestures). It is also important to read, write and talk in your home language as well as in English.

How can I support my child?

Read through the activities first. Start with an activity that you are comfortable with and that suits your child. For example, if you read with your child, start with reading a book. If you cook with your child, read through a recipe with them.


The activities are a guide, and you can change these activities to suit your child. Think about - what is your child interested in? What games or equipment do you have that you can use to support their reading, talking and writing?




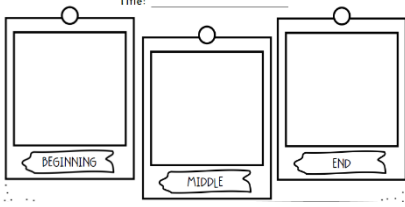







Some activities you can do together are: reading together, drawing, singing, role play, storytelling, reciting poems, game playing and rhyming. When reading together, take turns with your child to read a story. Ask them to share what they are thinking. What does the story remind them of? What questions do they have?

If your child is not ready to start writing on their own, you can give them support. This can mean talking together about their ideas and writing these down for them. Read a story and find the important words. Write these words out for your child and encourage them to have a go at writing them too.

Give them positive feedback and ask them questions. Try to ask open-ended questions. These are questions that need more than a yes or no answer, and that ask them to think and explain. This will boost their reading interest, increase their thinking skills and help them to understand the story. Open ended questions also build oral language skills as you explore or play together. Not all learning happens at the desk.

English Activities T-2

- These activities can be speaking tasks or written- please use your judgement of your own child's ability to provide tasks that are stimulating without being too challenging.
- This icon indicates a shared speaking activity that can be guided by an older sibling or an adult. 

<p>Alphabet Hunt</p> <p>Can you find things in your house that start with each letter of the alphabet? Write and draw each one starting with the letter a.</p> <p> A B C D E F G H I J K L M N O P Q R S T U V W X Y Z </p>	<p>Build and Write</p> <p>Use blocks to build something. Write about what you built.</p> 	<p>Favourite Animal</p> <p>Draw your favourite animal. Label its different parts. What other facts do you know about this animal? Can you find out more about this animal?</p> 	<p>Story Retell </p> <p>Read a book with or to someone. Who are the characters? Where did the story happen? What happened at the beginning, middle and end?</p> <p>Title: _____</p> 	<p>Imagination Time </p>  <p>What can the mouse see? Is it something good or dangerous? Draw what you think. Write why it is good or bad.</p> <p><small>Image by: Valery Subachev, The Surprised Mouse</small></p>
<p>I spy </p> <p>Use the I spy board. You might spy using...</p> <ul style="list-style-type: none"> • beginning sound • rhyming words • colours • features, e.g. has four legs • ending sound • etc 	<p>What happens next? </p>  <p>Tell someone what happens next in this picture. Try and use describing words. Can you write this into a story or comic strip?</p> <p><small>Image by: Elena Murzyn, One Big photo</small></p>	<p>Indoors or Outdoors?</p> <p>Do you like indoor play or outdoor play better? Think of three reasons why your choice is better. Write your reasons using full sentences.</p>	<p>Super Hero</p> <p>If you could have any super power, what would it be and why? Would you use it for good or bad? What would your super hero costume look like? Draw and write your responses.</p> 	<p>Instructions</p> <p>Think of an activity you have done. Maybe making a snack, brushing your teeth or building something. Write a list of things you will need. Write steps in order of what you need to do to make or do your activity.</p>

Tricky Words



Think of a word that you have heard but are not quite sure what it means.

Talk about this word with someone. Make a word board: word, your meaning, picture example, sentence

really really big	
Meaning	Picture
enormous	I climbed an enormous tree to rescue my cat.
Word	Sentence

This is an example for enormous.

Create a Puppet show



Make a puppet, you could use a paper bag, paper, old sock, etc.

Create a puppet show to share with someone at home. You might make a puppet show together with a sibling or adult.



Book Review

Read a book with or to someone.

What do you like about the book and why?

What didn't you like about the book and why?

Would you share this book with a friend? Why or why not?



What I liked about the story...



What I didn't like about the story...

Adventure Time



Where is the shark leading the man on their adventure? Is the shark happy to be followed by the man? What happens next?

Image by: Raul Boesel Jr, Catch Me If You Can

The Story and Me

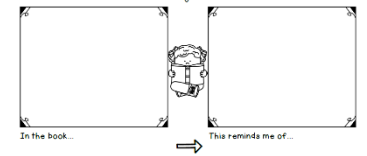


Read a book with or to someone.

What does the story remind you of?

In the book...

This reminds me of...



Picture Talk



Choose a picture from the prompt page and talk about it with someone.

What can you see?

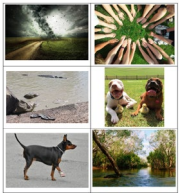
Describe what each thing looks like.

Where are they?

What are they doing?

Why do you think that?

What could happen next?



Describing a Character

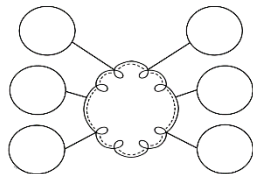
Choose a character from a TV show or a book.

Draw the character and write words around the page that describe them.

How do they look?

How do they feel or think?

What do they do?



Watch and Learn



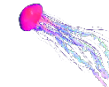
What do you think the bears are thinking? Which of them do you think will make the best hunter? Would you rather be a fish or a bear?

Image by Segei Ivanov, One Big Photo

Compound Word Hunt

A compound word is when two words are put together to make a new word.

Jelly + fish =



jellyfish

What compound words can you find?

Draw and write them.

Tell me a story



Use a picture prompt.

Tell someone a story about that picture.

Who is the character?

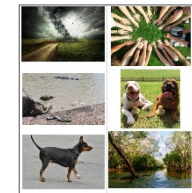
Where are they?

What are they doing?

What goes wrong?

How do they solve it?

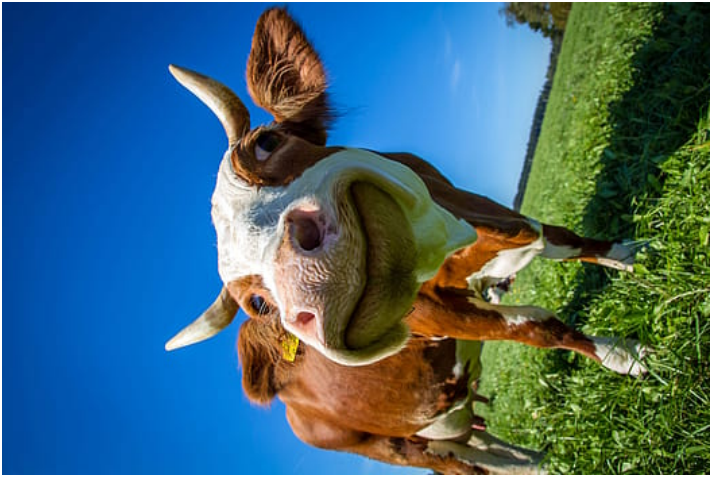
Make your story into a picture book.

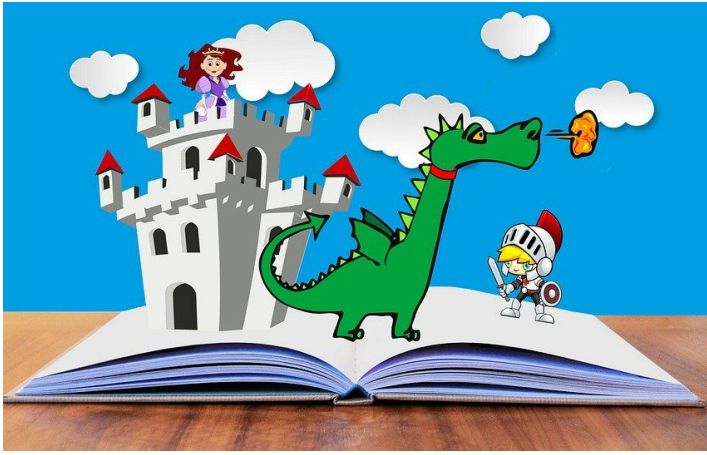


I spy with my little eye





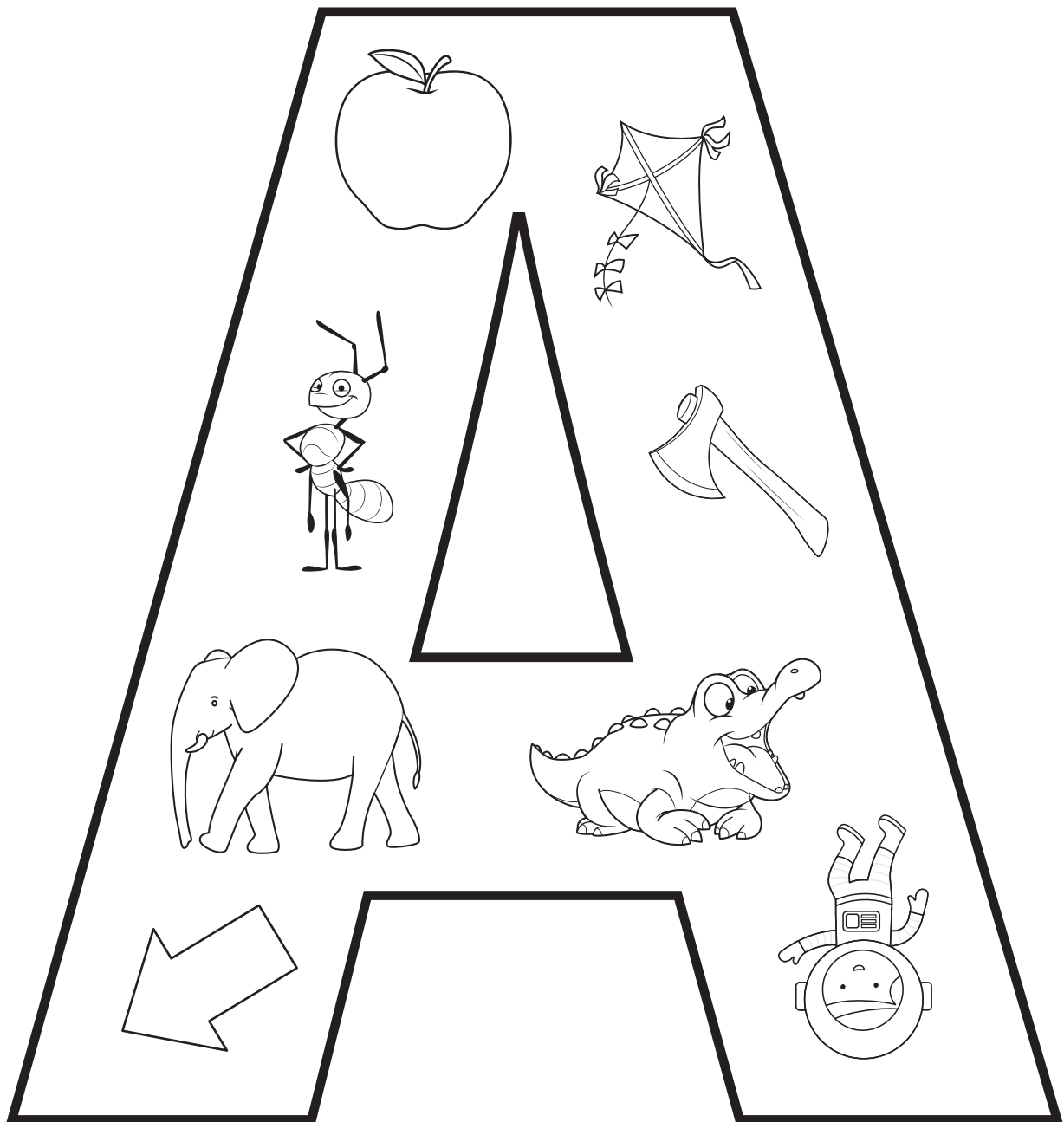




Activity Title	Equipment	Activity Explanation	Terms Explained
Initial Sound Recognition A-Z	pencils	<p>Instructions included.</p> <p>Practice the sound before starting each activity.</p> <p>Talk about each picture with your child and provide explanation if required.</p>	
Rhyming Word Stars	Pencils	<p>Instructions provided.</p> <p>Practice saying the sound before starting each activity.</p> <p>Discuss if your child's ideas are real words or nonsense (made up) words. Some rhyming words have different spellings too. If your child is ready, you can talk about this too.</p>	<p><u>at</u>: each word must end with the 'at' sound. E.g., bat, sat, cat, rat, etc.</p> <p><u>ut</u>: but, cut, gut, hut, nut</p> <p><u>ot</u>: pot, rot, dot, got, hot, jot, lot, not, cot</p> <p><u>ed</u>: red, wed, ted, fed, bed, ned</p> <p><u>id</u>: bid, lid, hid, rid, kid,</p>
Sentence Starters	Pencil	<p>Finish each sentence.</p> <p>Your child may read to you independently, you can share the reading by having turns or you can read the text to your child.</p> <p>When completing the written task, your child can write on their own, you can share the writing, you can write for them or you can talk about it only.</p> <p>Have your child read the sentence back.</p> <p>You can make lots of sentences using these starters, perhaps even a mini flip book.</p>	

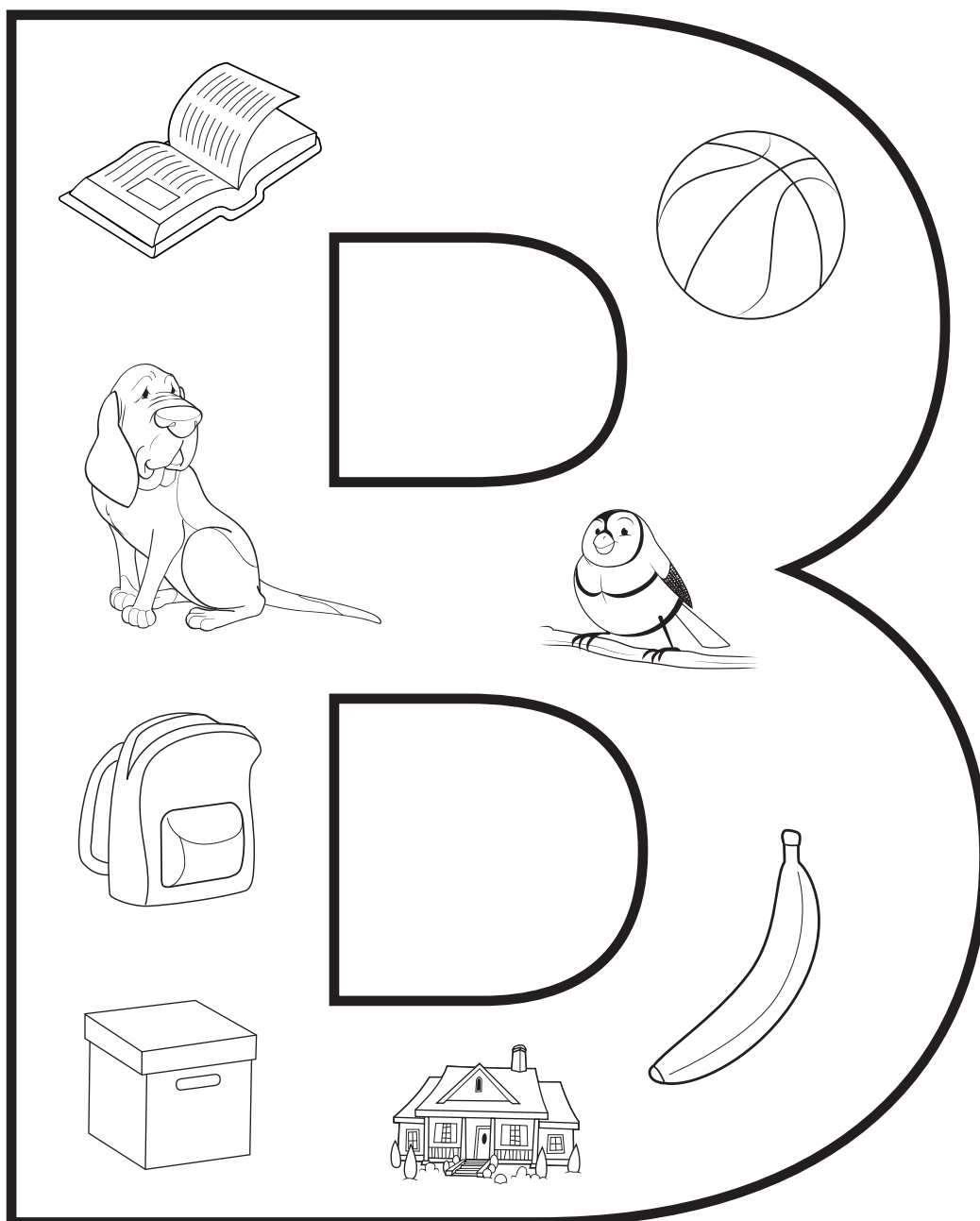
Name: _____ Date: _____

Colour the pictures that begin with a short 'a' sound.



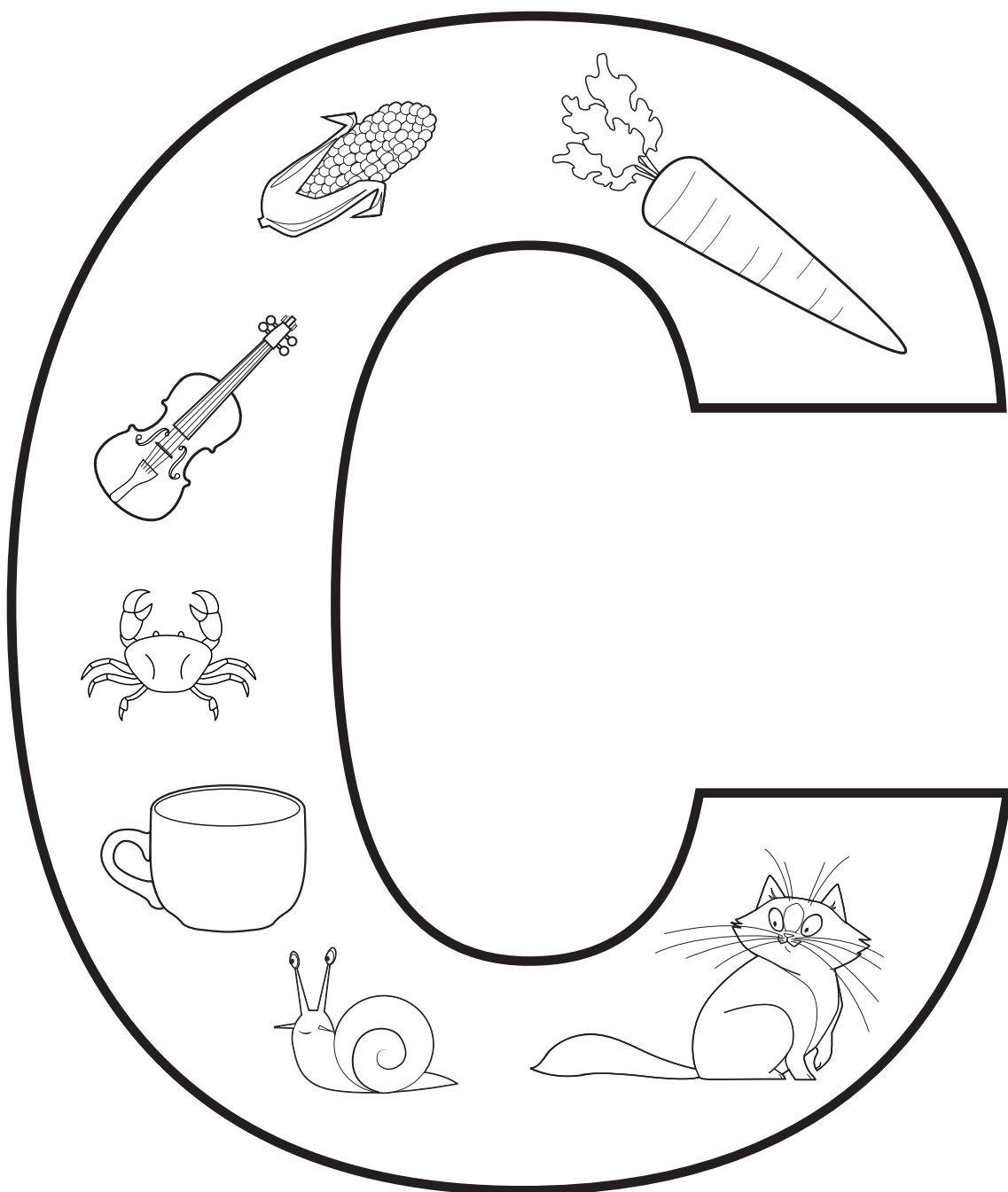
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Colour the pictures that begin with a 'b' sound.



Name: _____ Date: _____

Colour the pictures that begin with a hard 'c' sound.



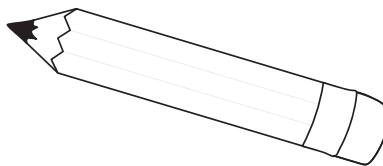
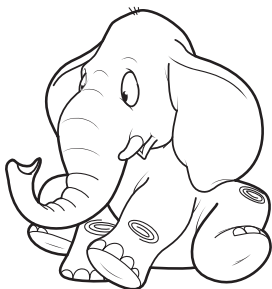
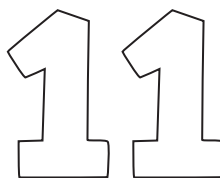
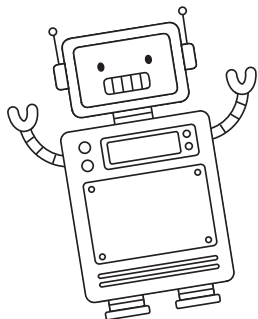
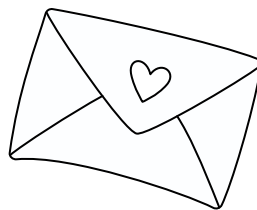
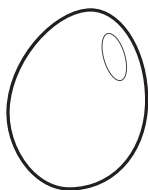
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Colour the pictures that begin with a 'd' sound.



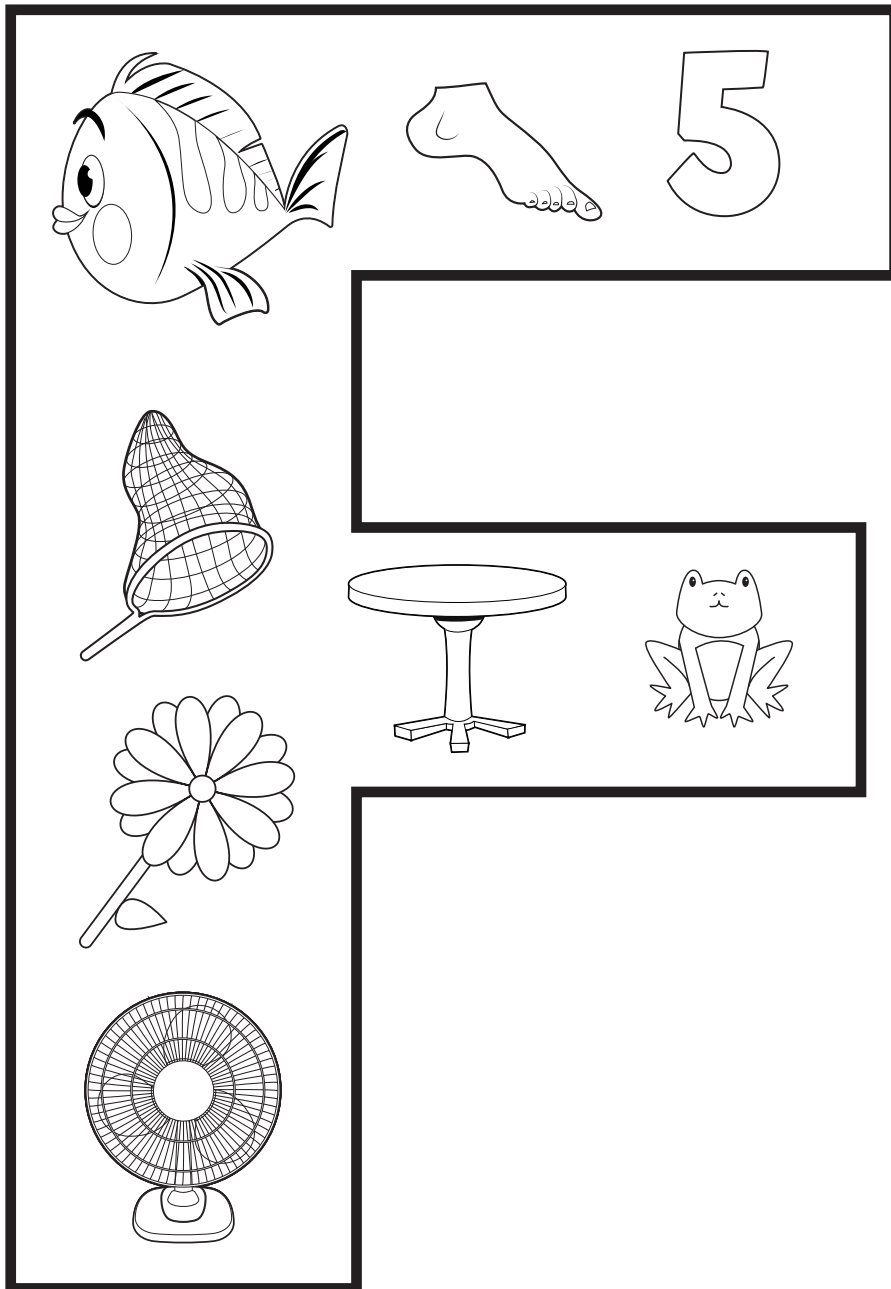
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Colour the pictures that begin with a short 'e' sound.



Name: _____ Date: _____

Colour the pictures that begin with an 'f' sound.



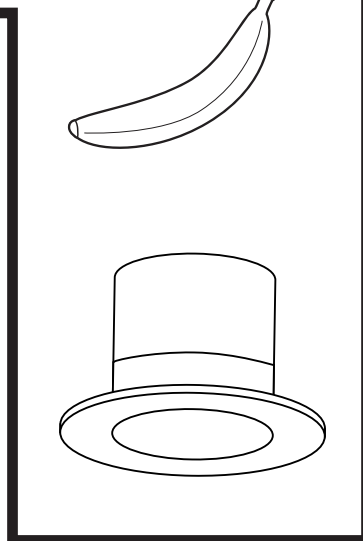
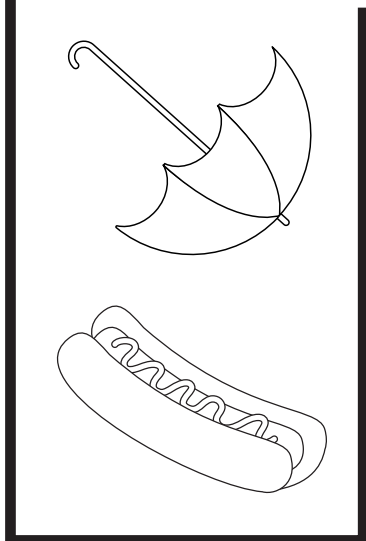
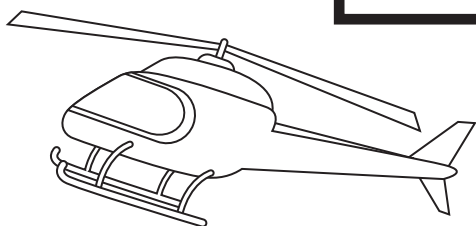
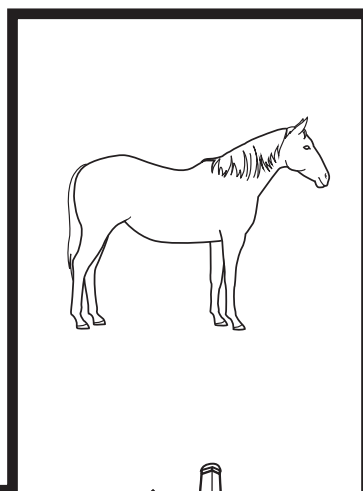
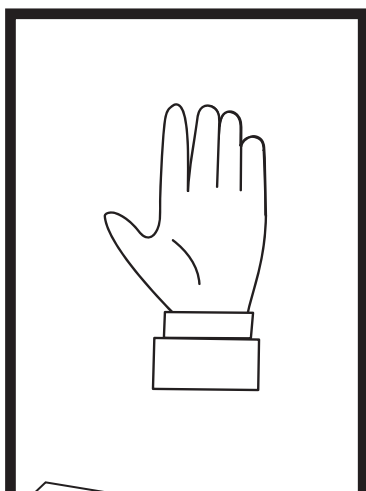
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Colour the pictures that begin with a hard 'g' sound.



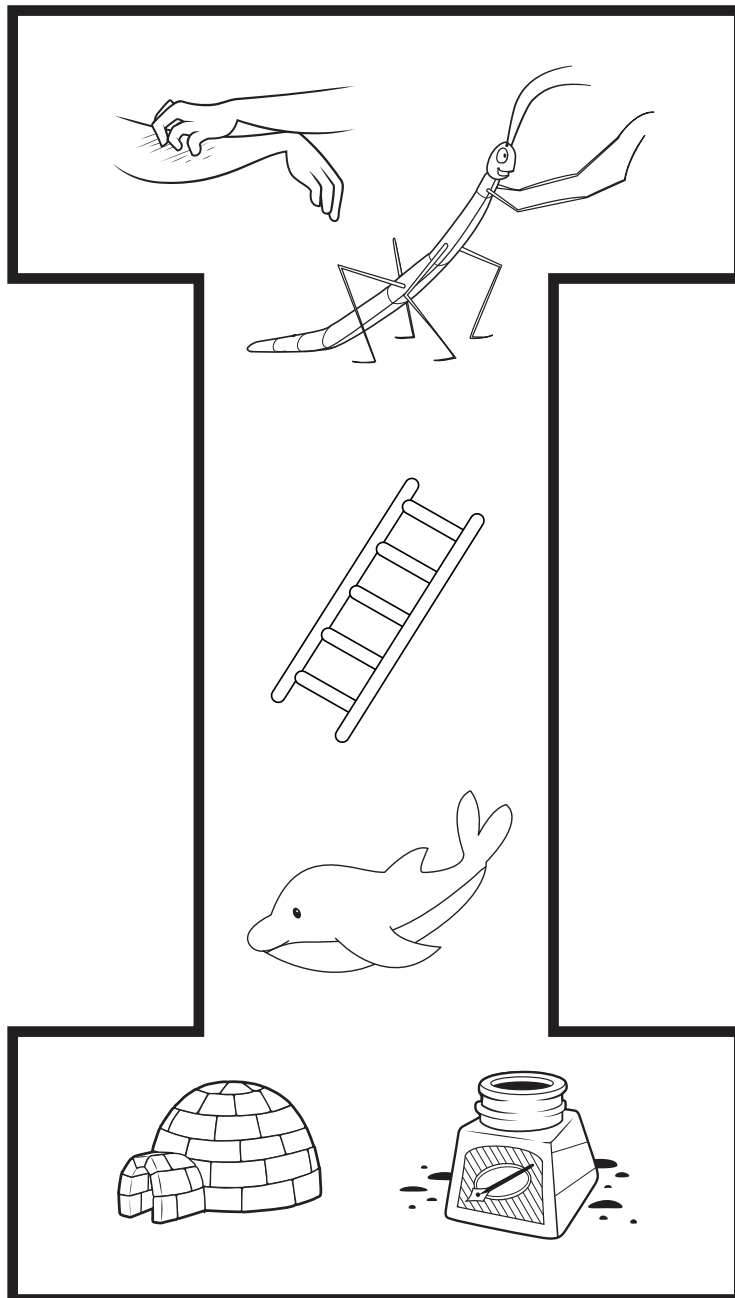
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Colour the pictures that begin with an 'h' sound.



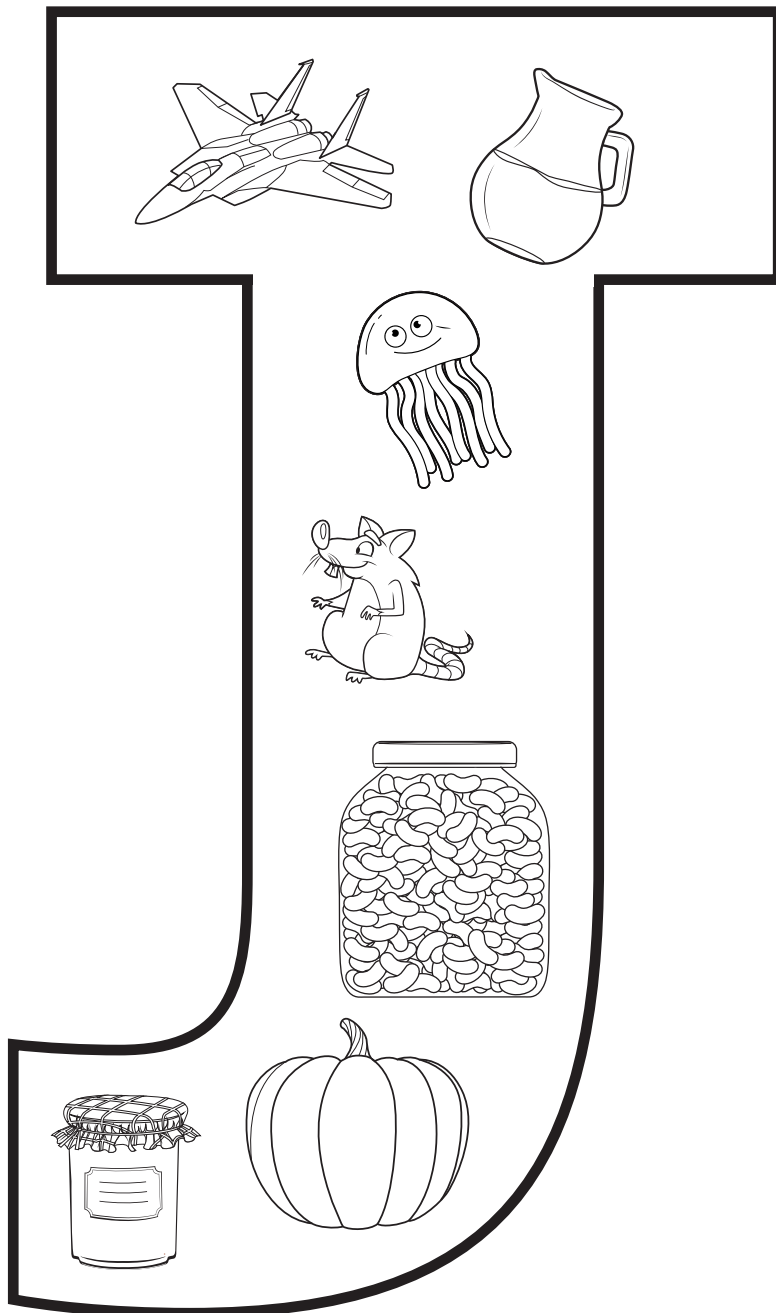
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Colour the pictures that begin with a short 'i' sound.



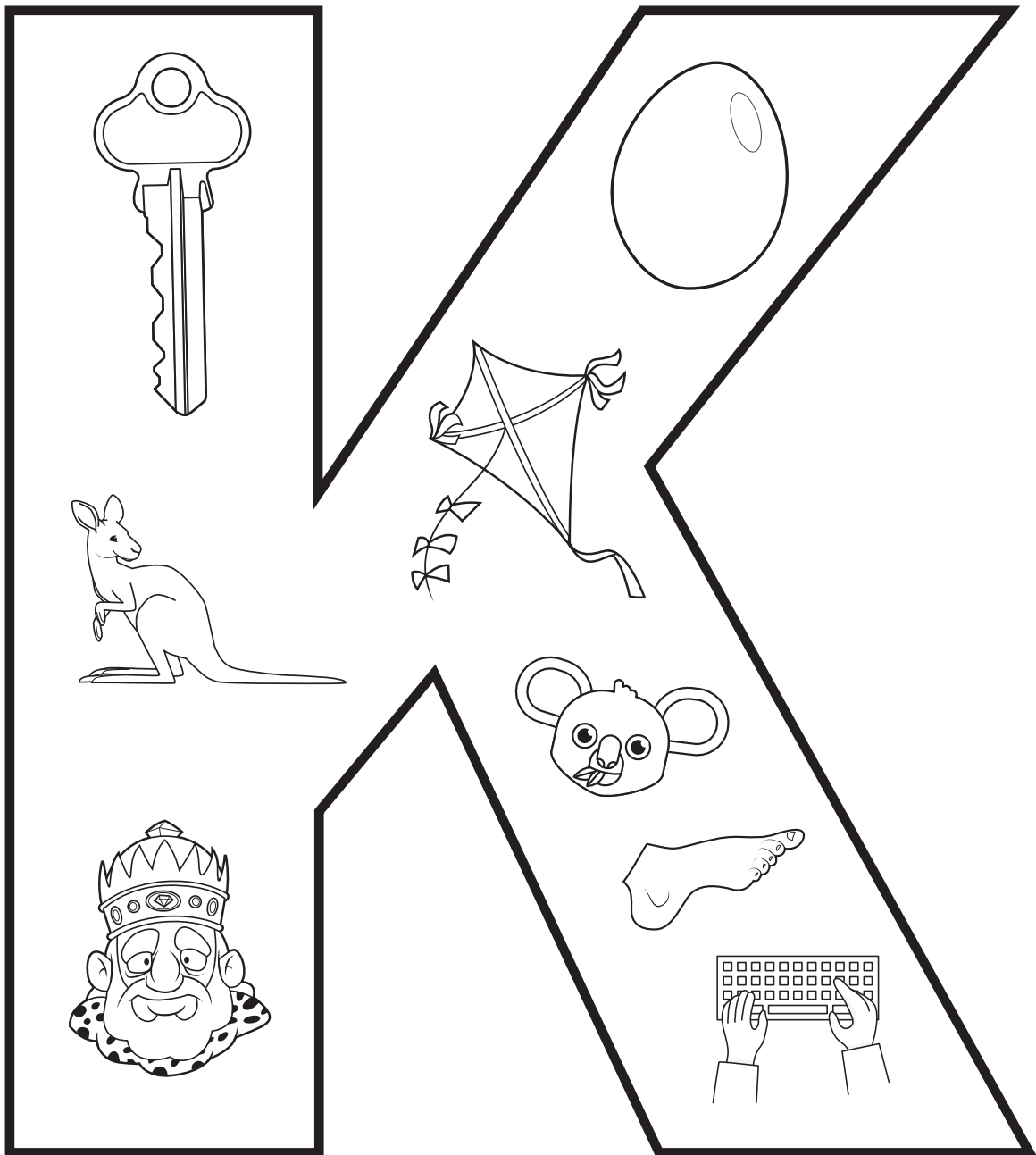
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Colour the pictures that begin with a 'j' sound.



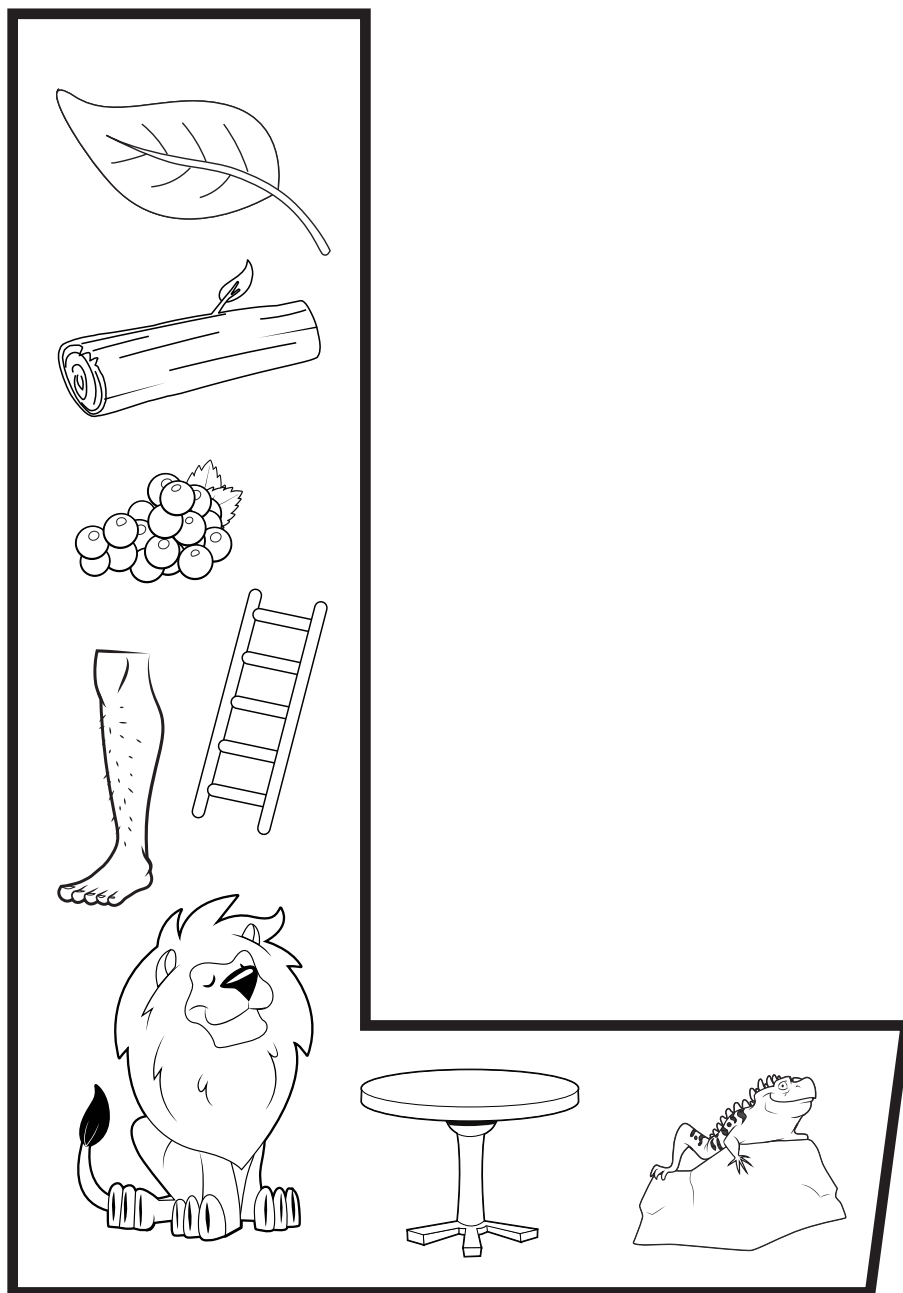
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Colour the pictures that begin with a 'k' sound.



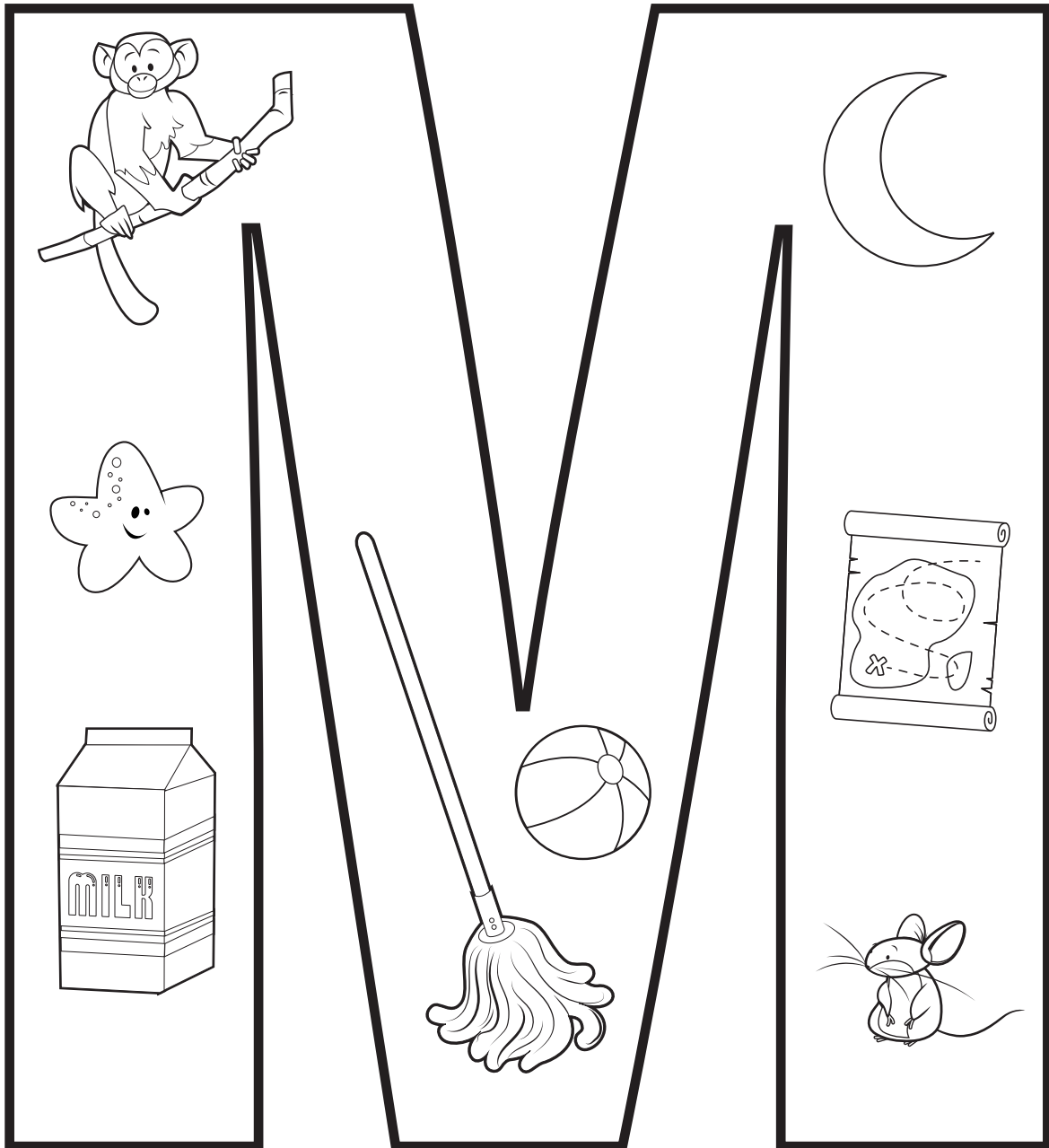
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Colour the pictures that begin with an 'l' sound.



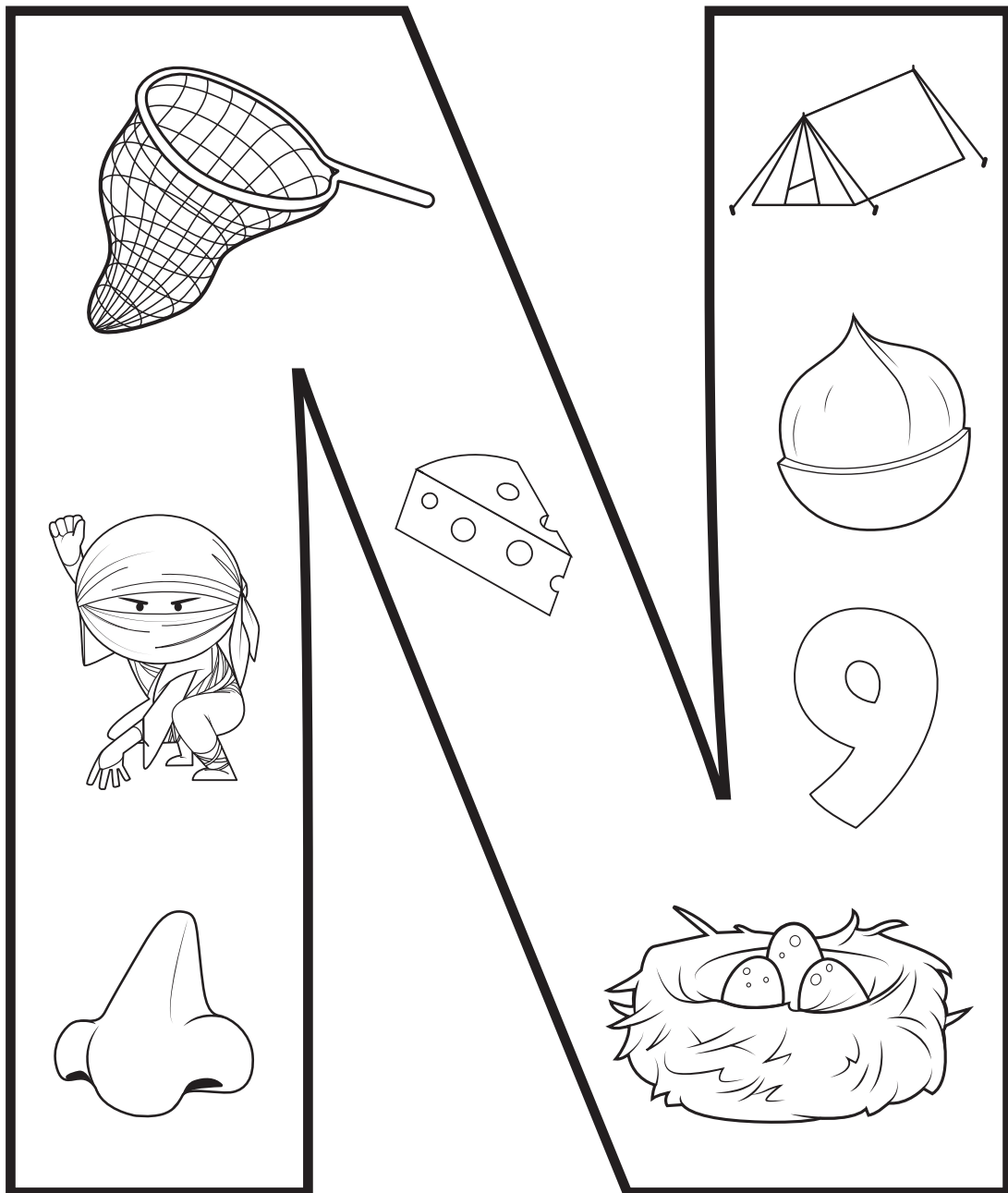
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Colour the pictures that begin with an 'm' sound.



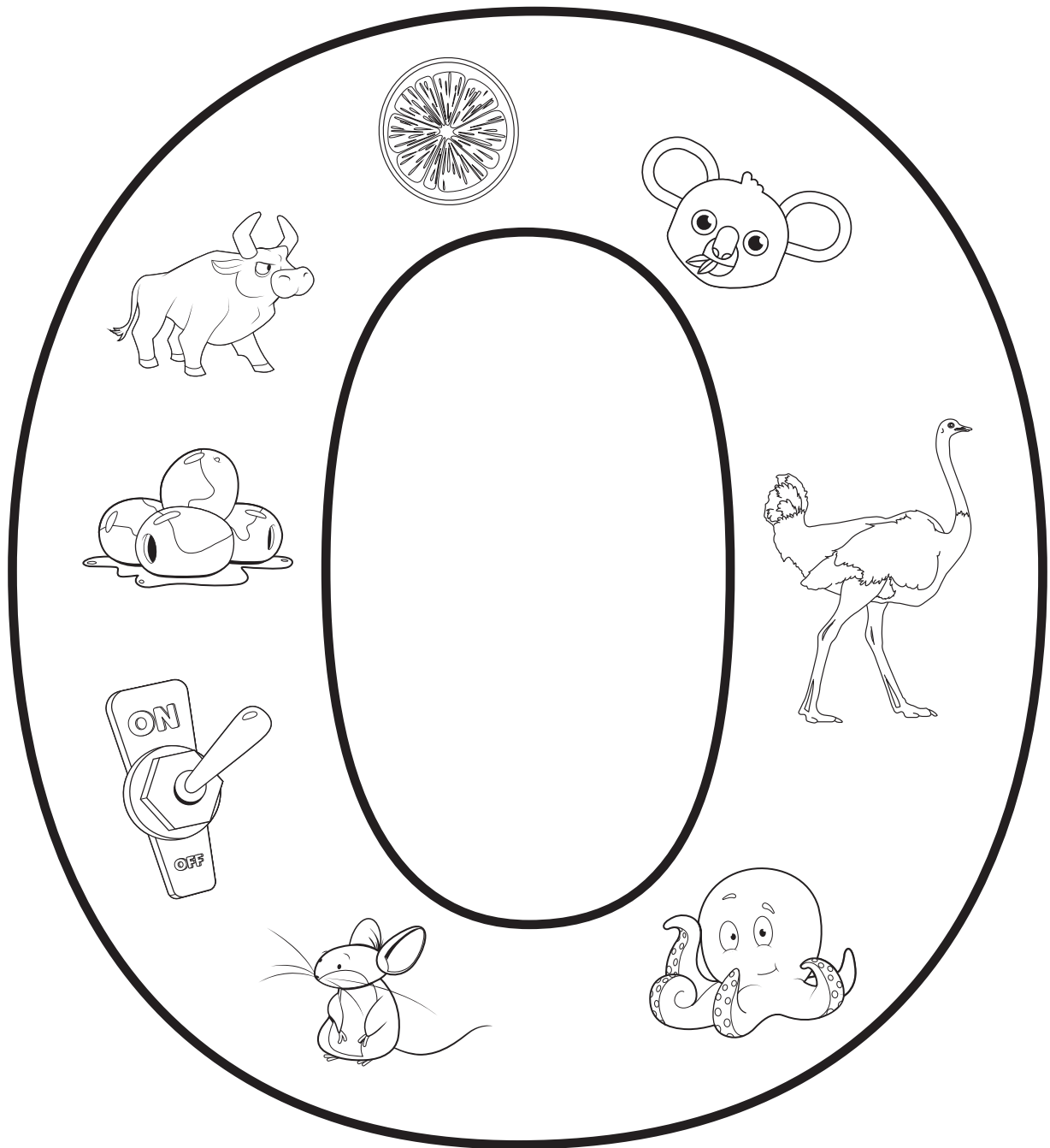
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Colour the pictures that begin with an 'n' sound.



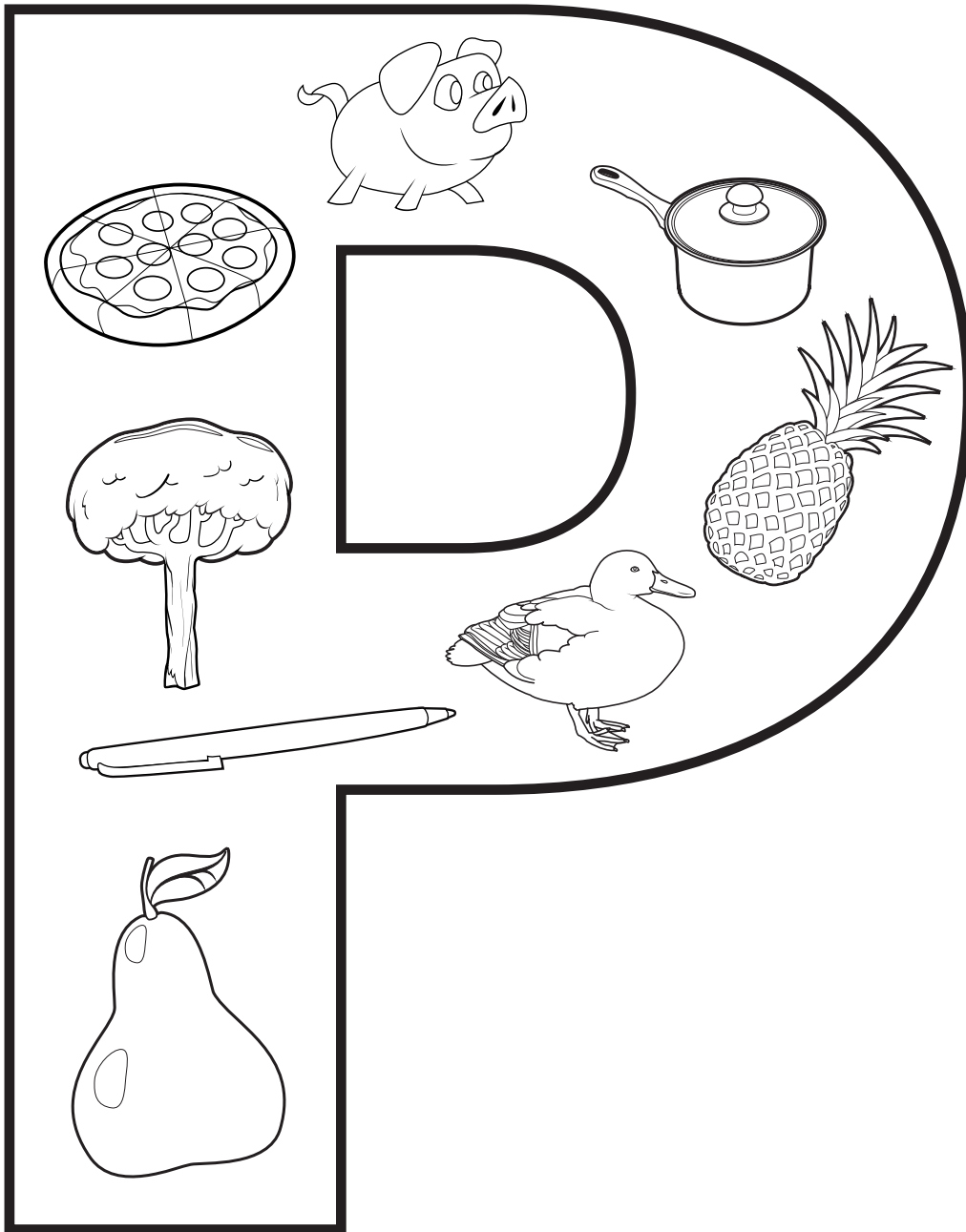
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Colour the pictures that begin with a short 'o' sound.



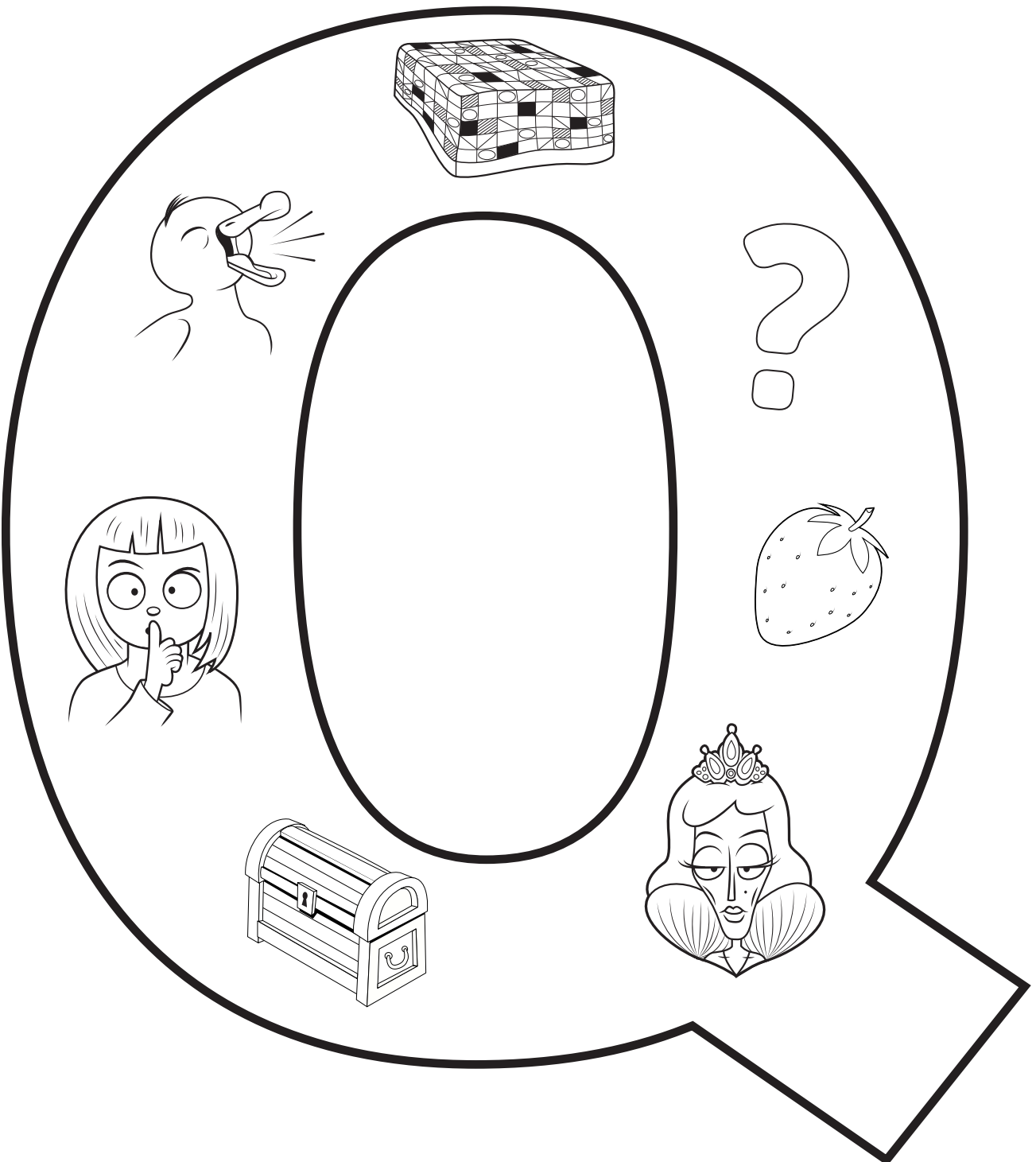
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Colour the pictures that begin with a 'p' sound.



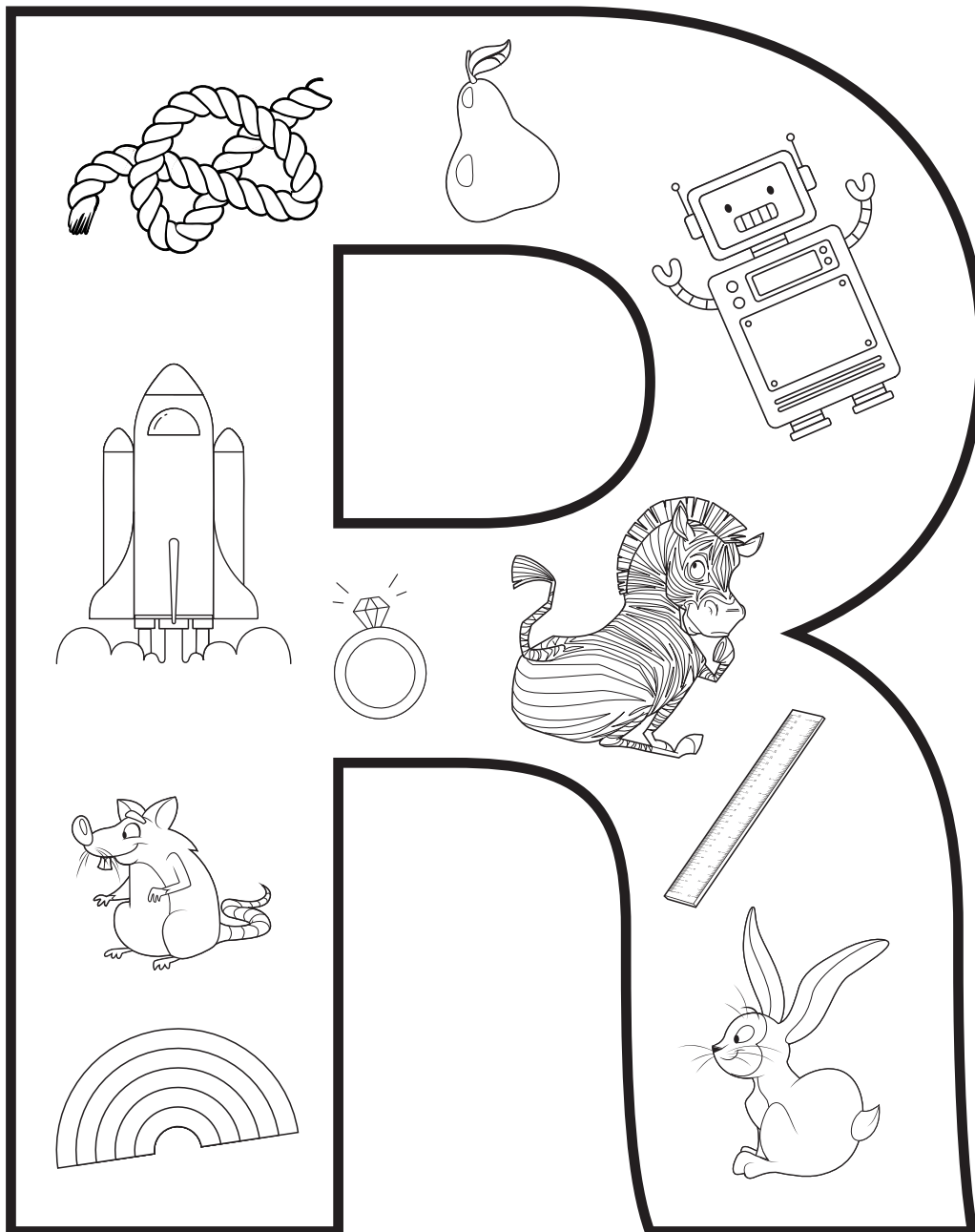
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Colour the pictures that begin with a 'q' sound.



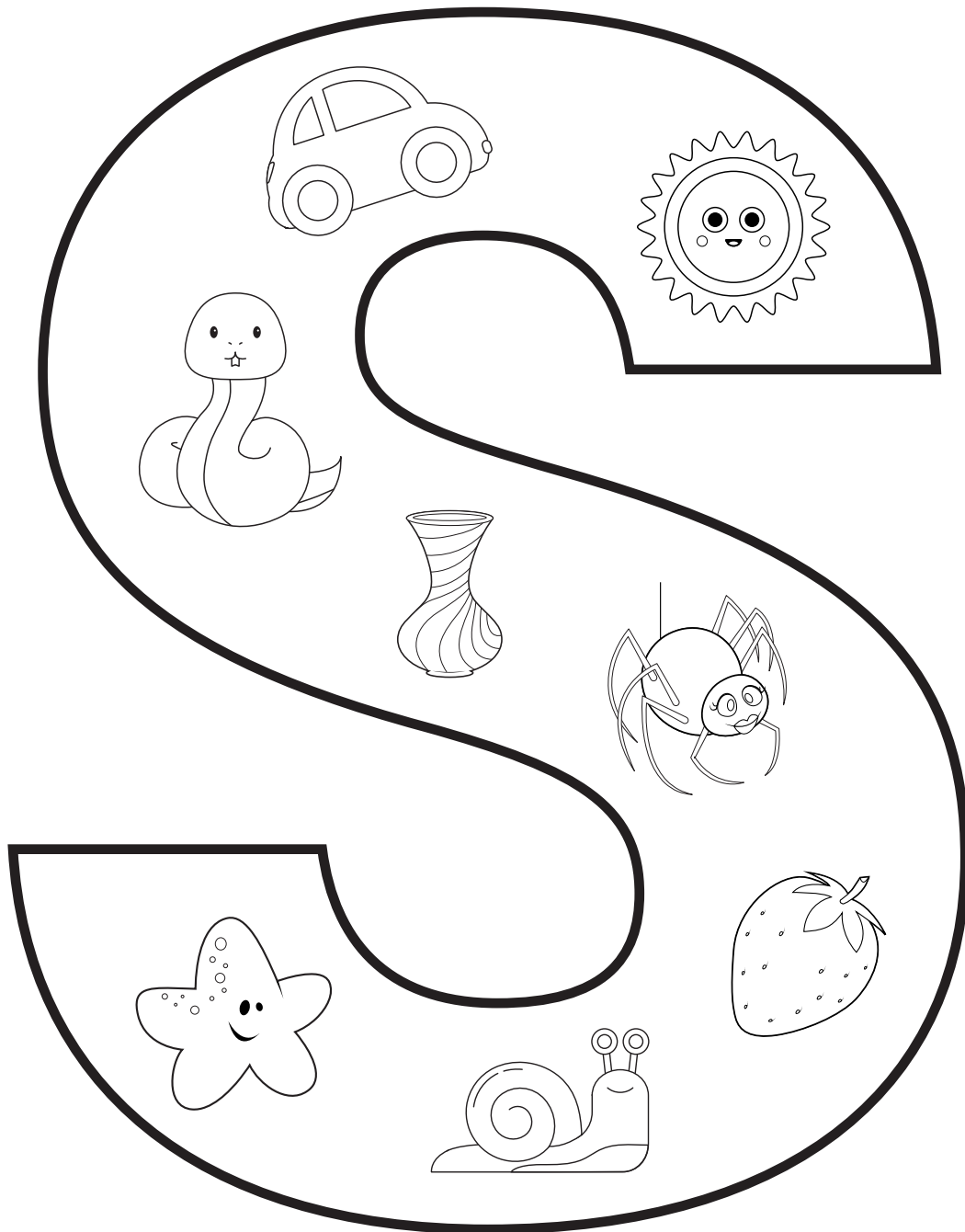
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Colour the pictures that begin with an 'r' sound.



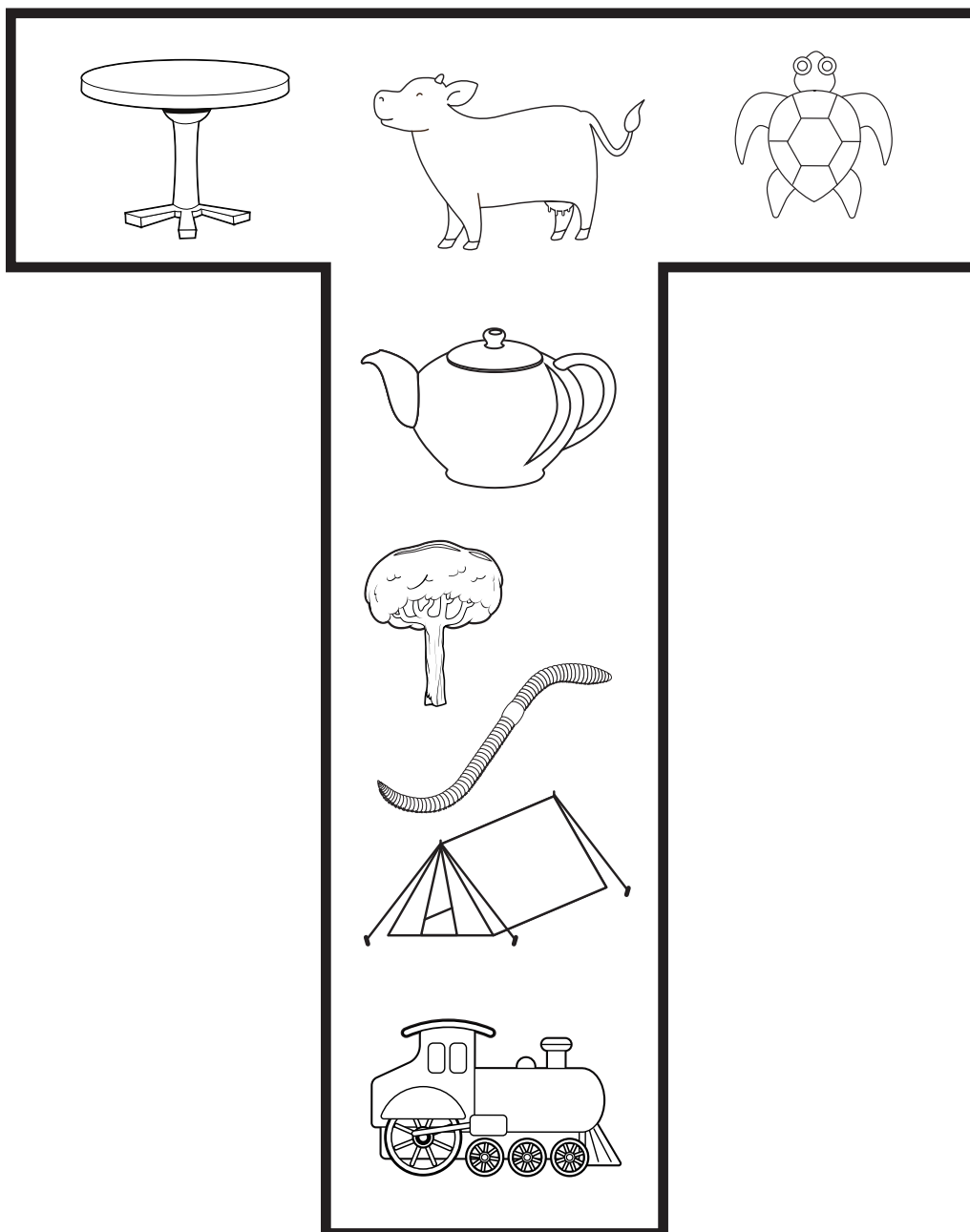
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Colour the pictures that begin with a 's' sound.



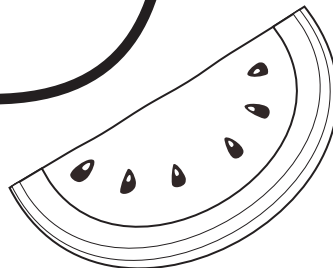
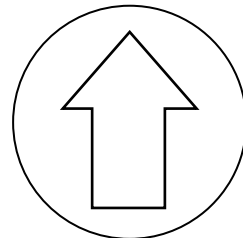
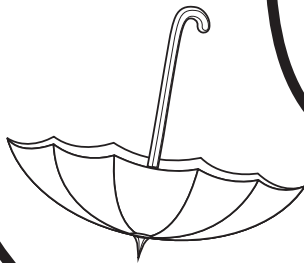
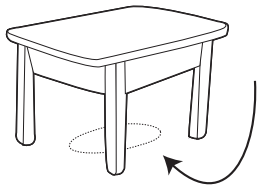
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Colour the pictures that begin with a 't' sound.



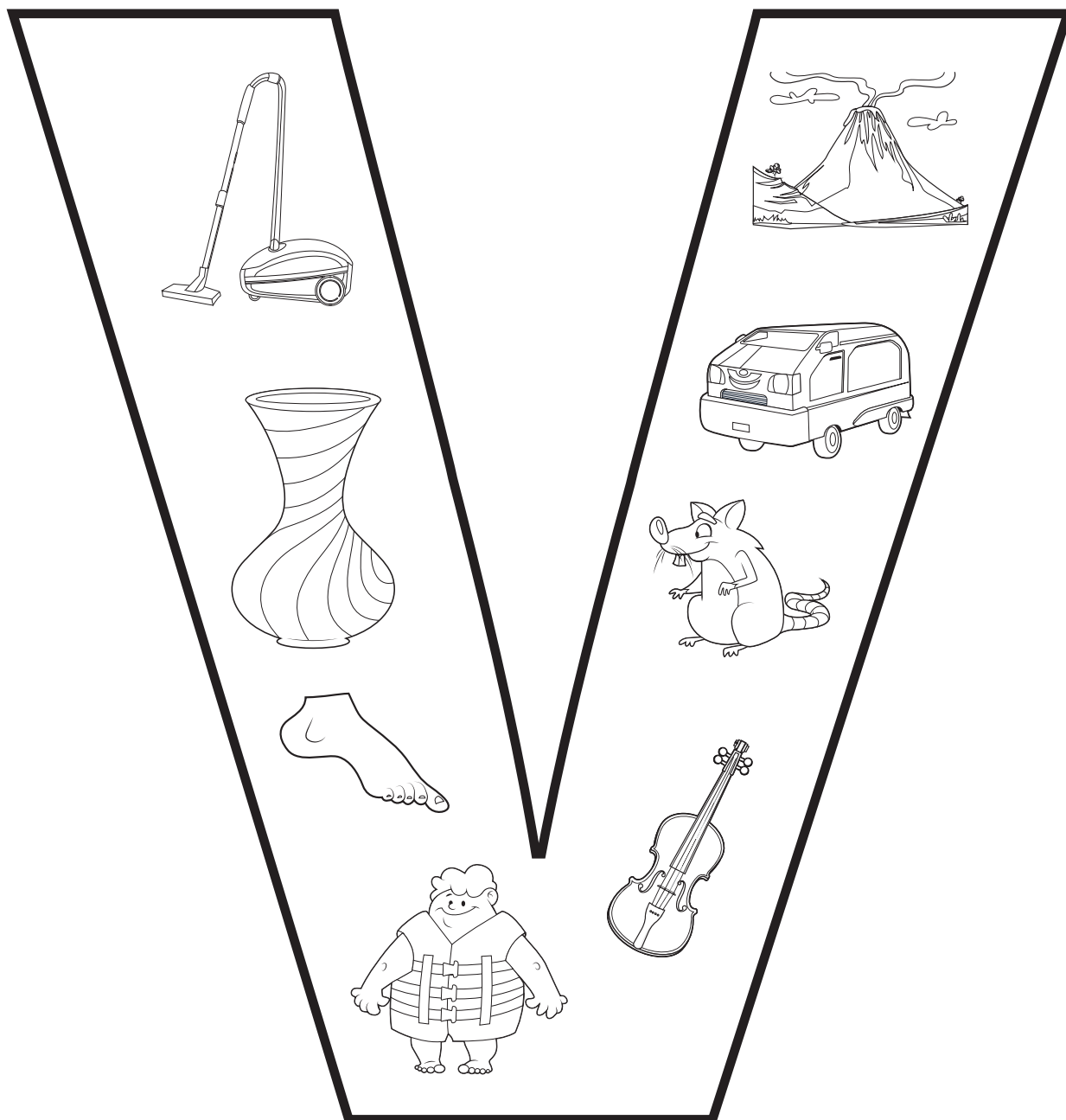
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Colour the pictures that begin with a short 'u' sound.



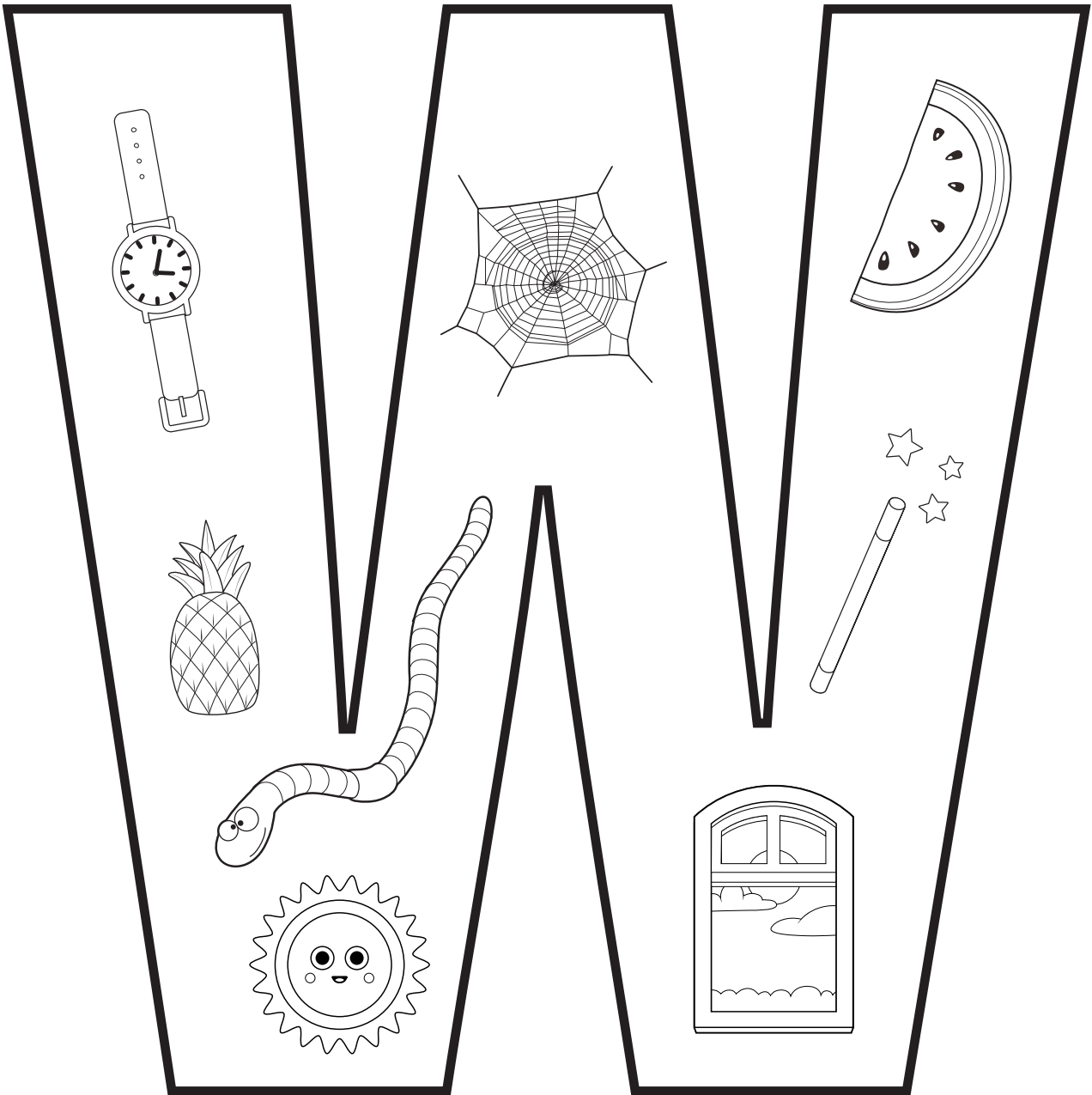
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Colour the pictures that begin with a 'v' sound.



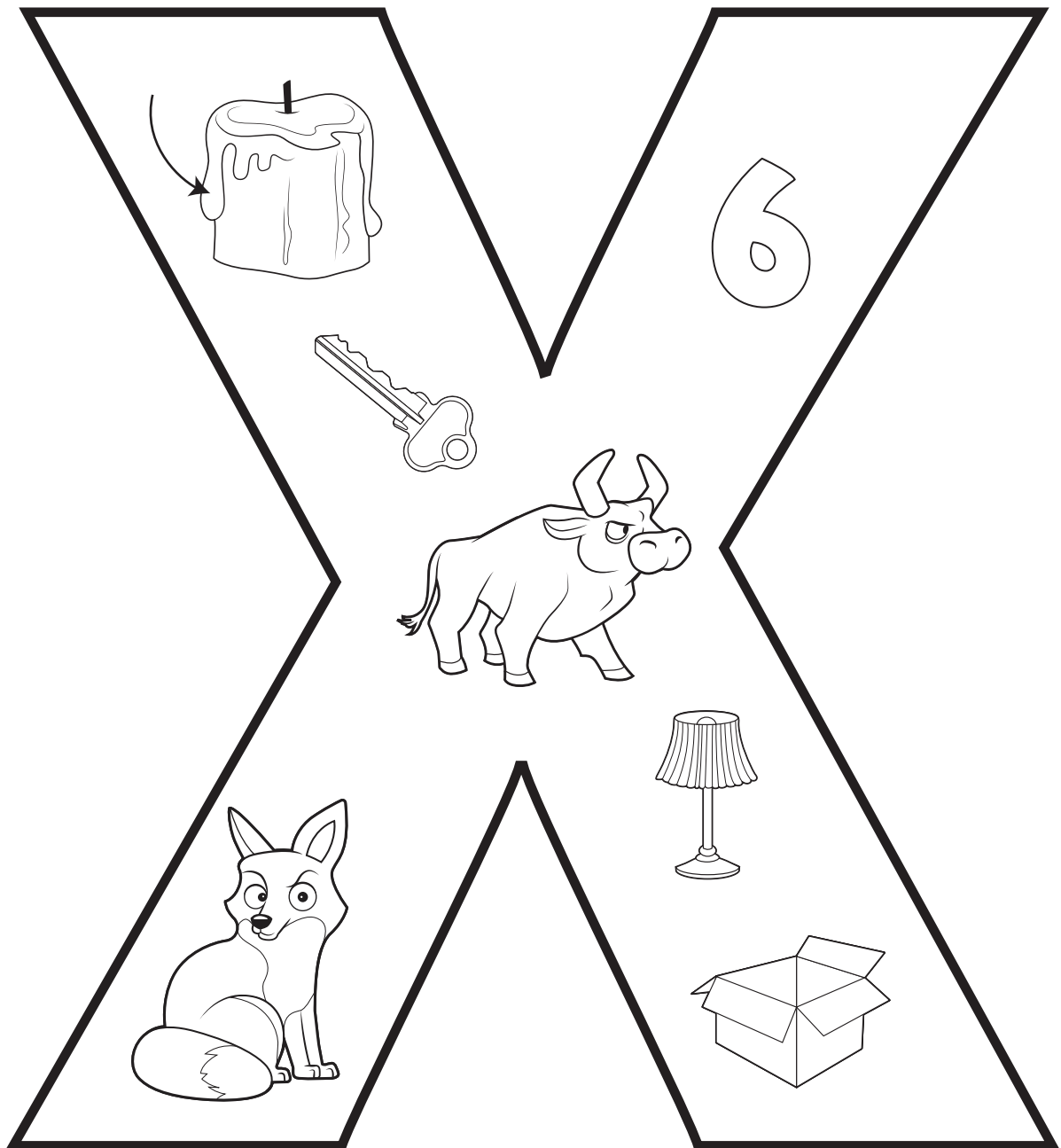
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Colour the pictures that begin with a 'w' sound.



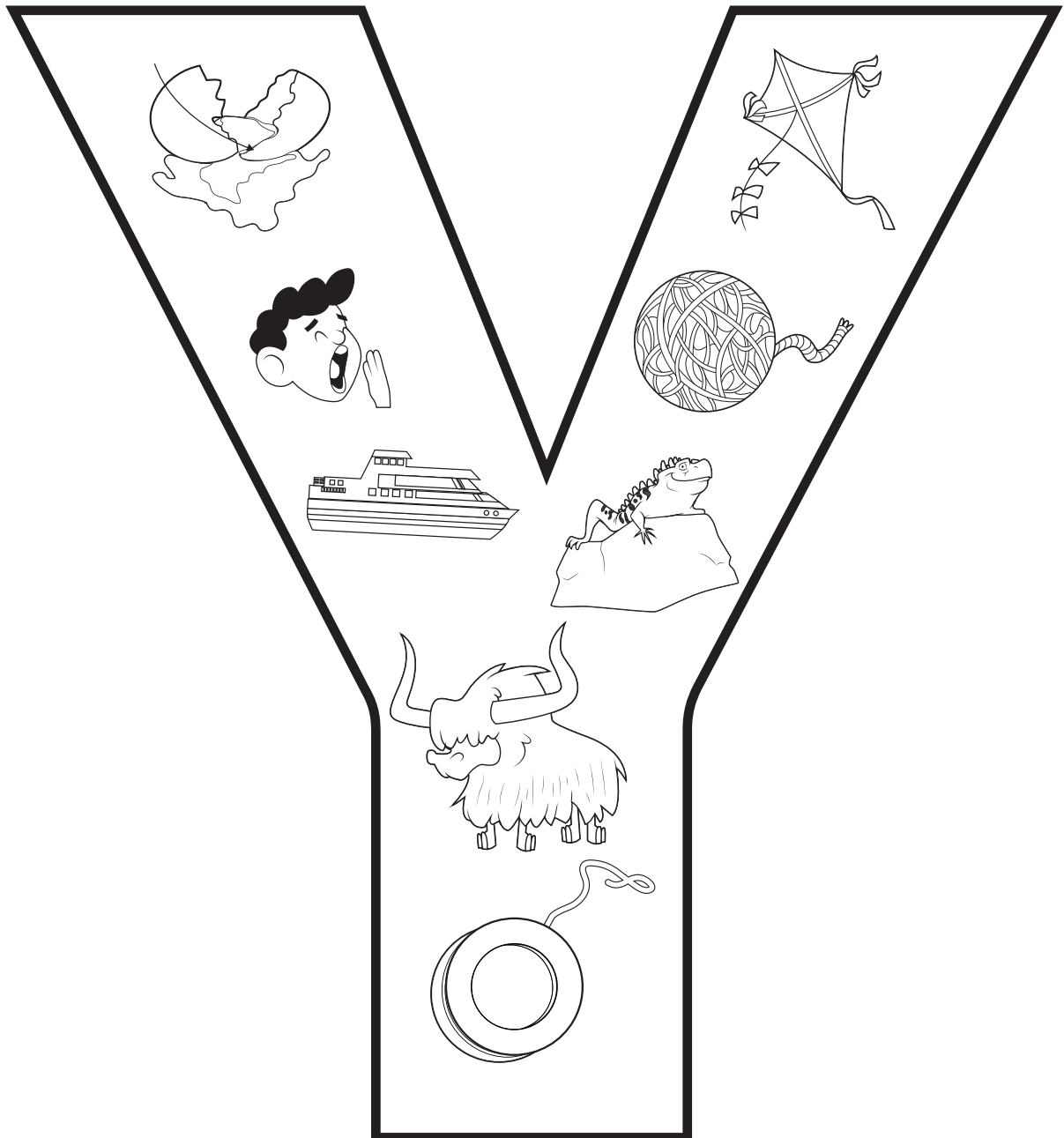
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Colour the pictures that end with a 'x' sound.



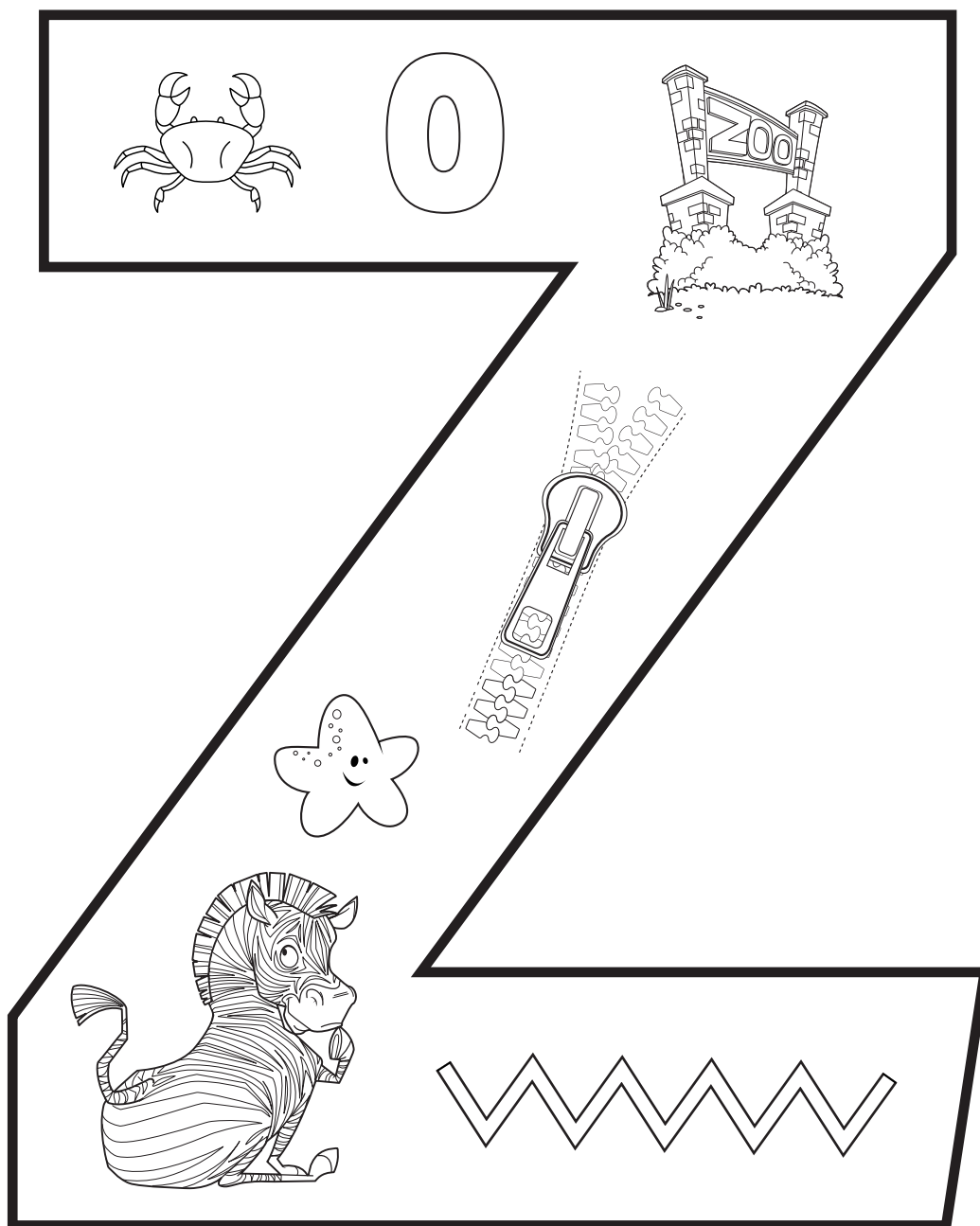
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Colour the pictures that begin with a 'y' sound.



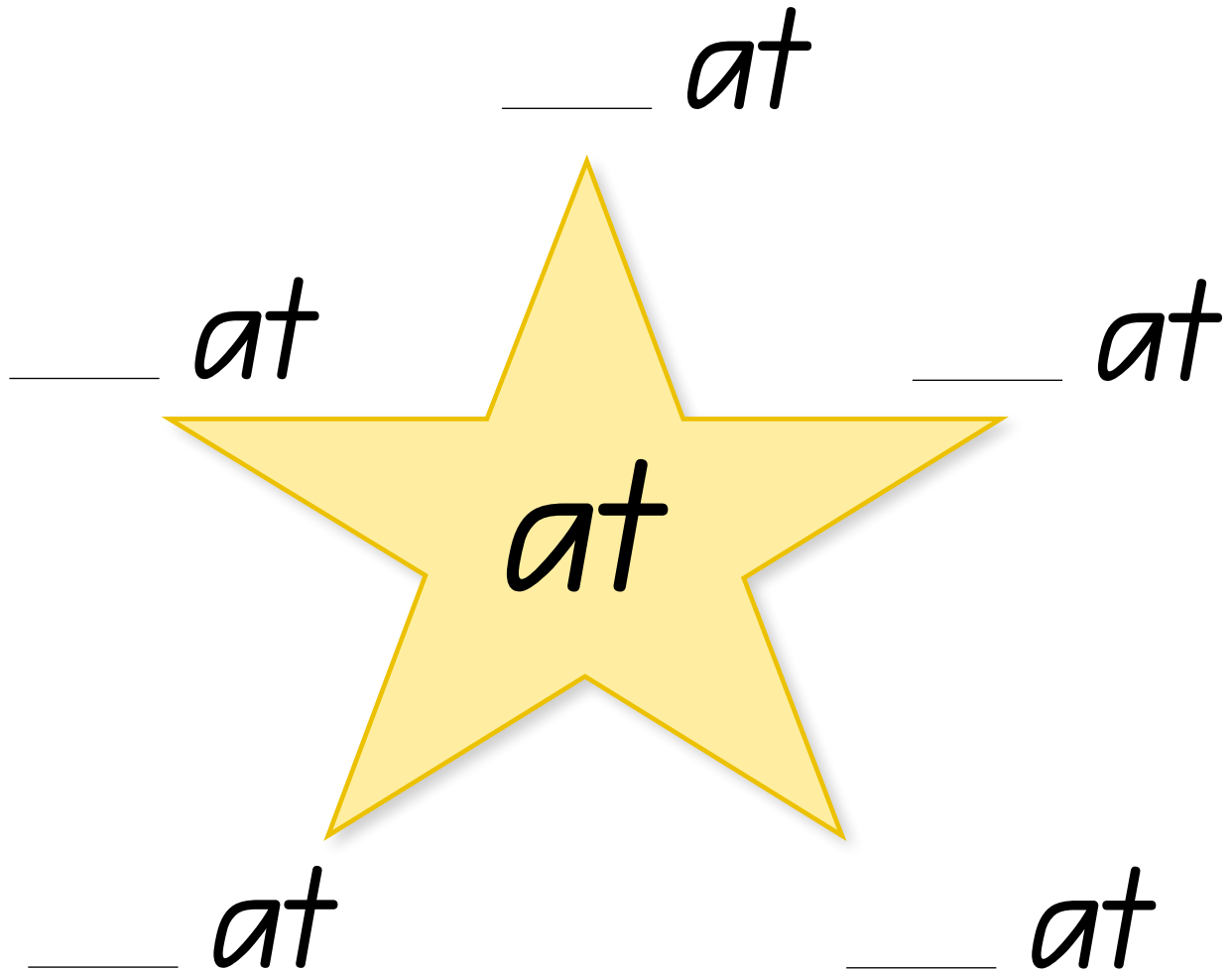
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Colour the pictures that begin with a 'z' sound.



Rhyming word stars

Look at the word ending (rime) in each star. Try and make some rhyming words by thinking of a beginning sound (onset) to make different words. Write your new words at each point of the star.



_____ *ut* _____
_____ *ut* _____ *ut*
_____ *ut* _____ *ut*

_____ *ot* _____
_____ *ot* _____ *ot*
_____ *ot* _____ *ot*

_____ *ed* _____ *ed*
_____ *ed* _____ *ed*
_____ *ed* _____ *ed*

_____ *id* _____ *id*
_____ *id* _____ *id*
_____ *id* _____ *id*

Sentence starters



Here is

Look at

There is

I am

Numeracy

The Mathematics activities in this book support the Australian Curriculum and are targeted towards your child's year level.

How can I support my child?

Encourage them to repeat and practice their maths activities. Go through their work with them.

Think about ways that you can bring maths into real life experiences. This can be done by putting socks in pairs, setting tables, gardening, cooking and games. Count with your child, add things up, look at patterns. For example, look at the patterns in an artwork, count natural things such as shells, leaves or animals. Put different kinds of natural things into groups. Order objects by size. For example, collect rocks or bush tucker and put them into order from small to big.

Number Hunt

Use a phone, camera or draw your own Number Hunt



Clap 3 times



Hold up 4 fingers



Students **match** the number – i.e. collect 4 objects



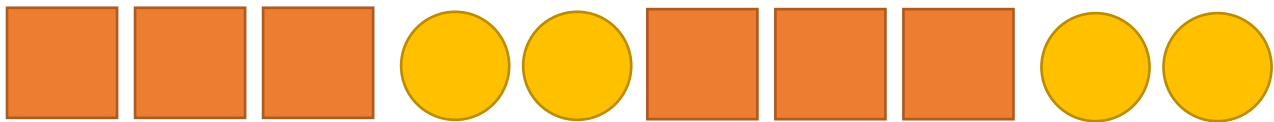
REPEAT

- Change the number of fingers each time i.e. to show 1-9 fingers

Copy the pattern



Repeat the pattern



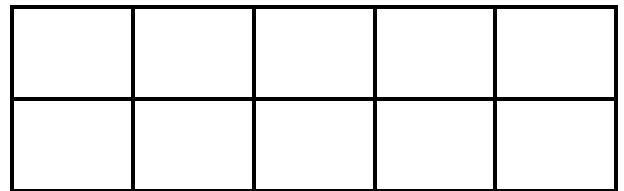
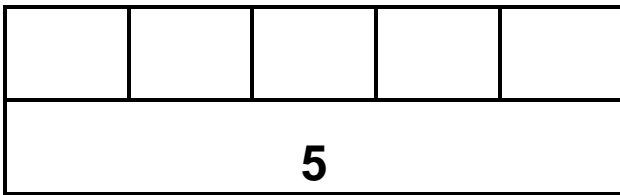
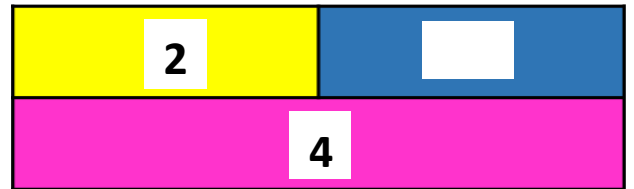
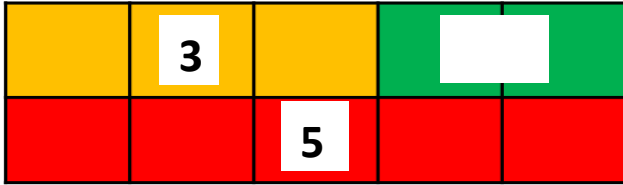
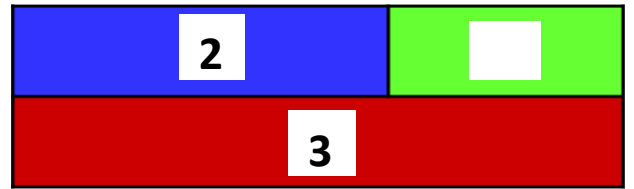
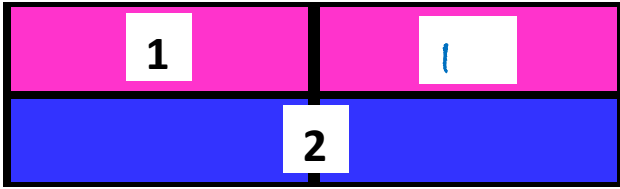
What is missing?



Other Ideas

- change the pattern,
- make your own pattern, repeat your pattern, describe your pattern.
- make your pattern with different leaves, stones, sticks, shells, sounds, body movements, bottles and boxes

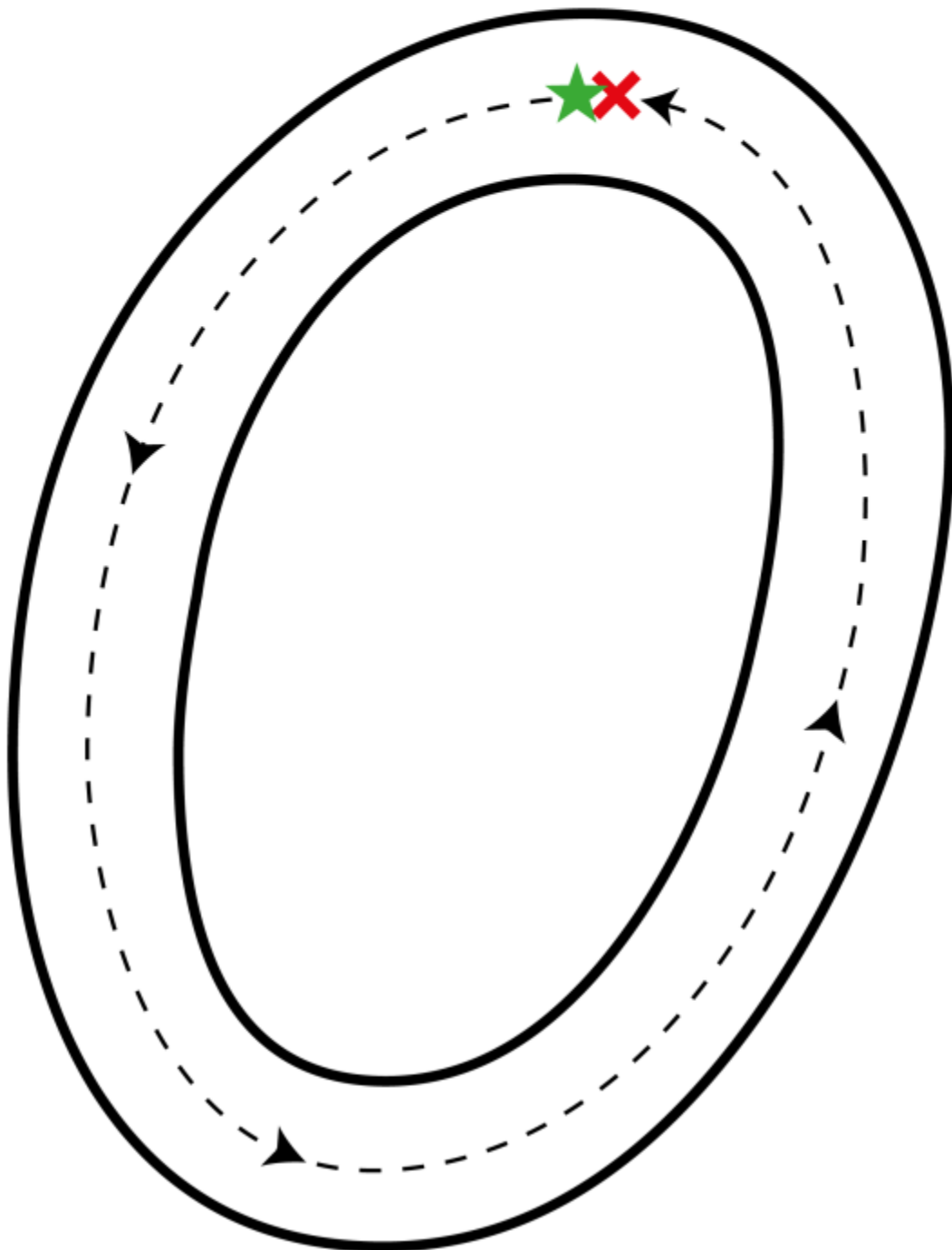
Numbers up to 5



Make your own Number Bars

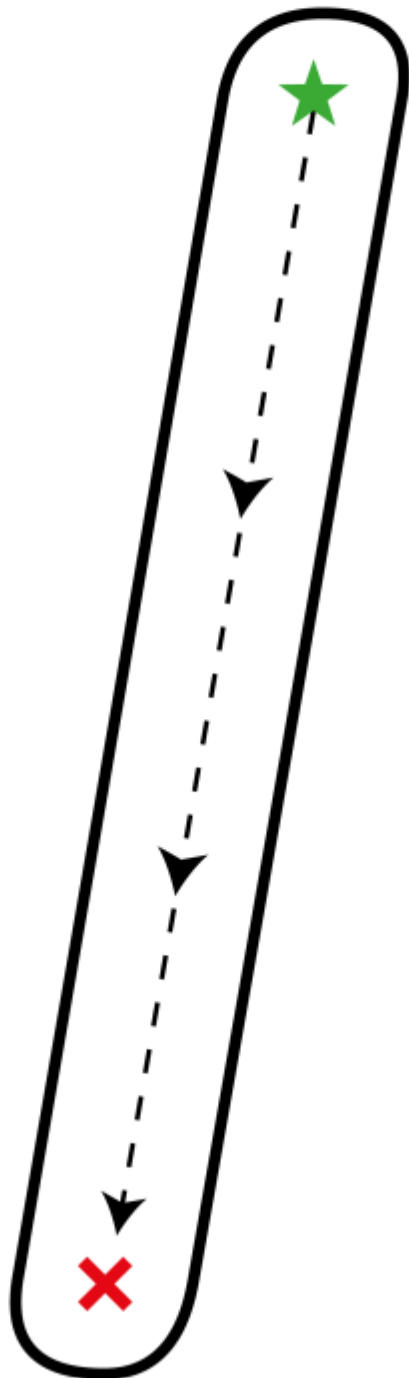
Numerals formation posters

zero 0



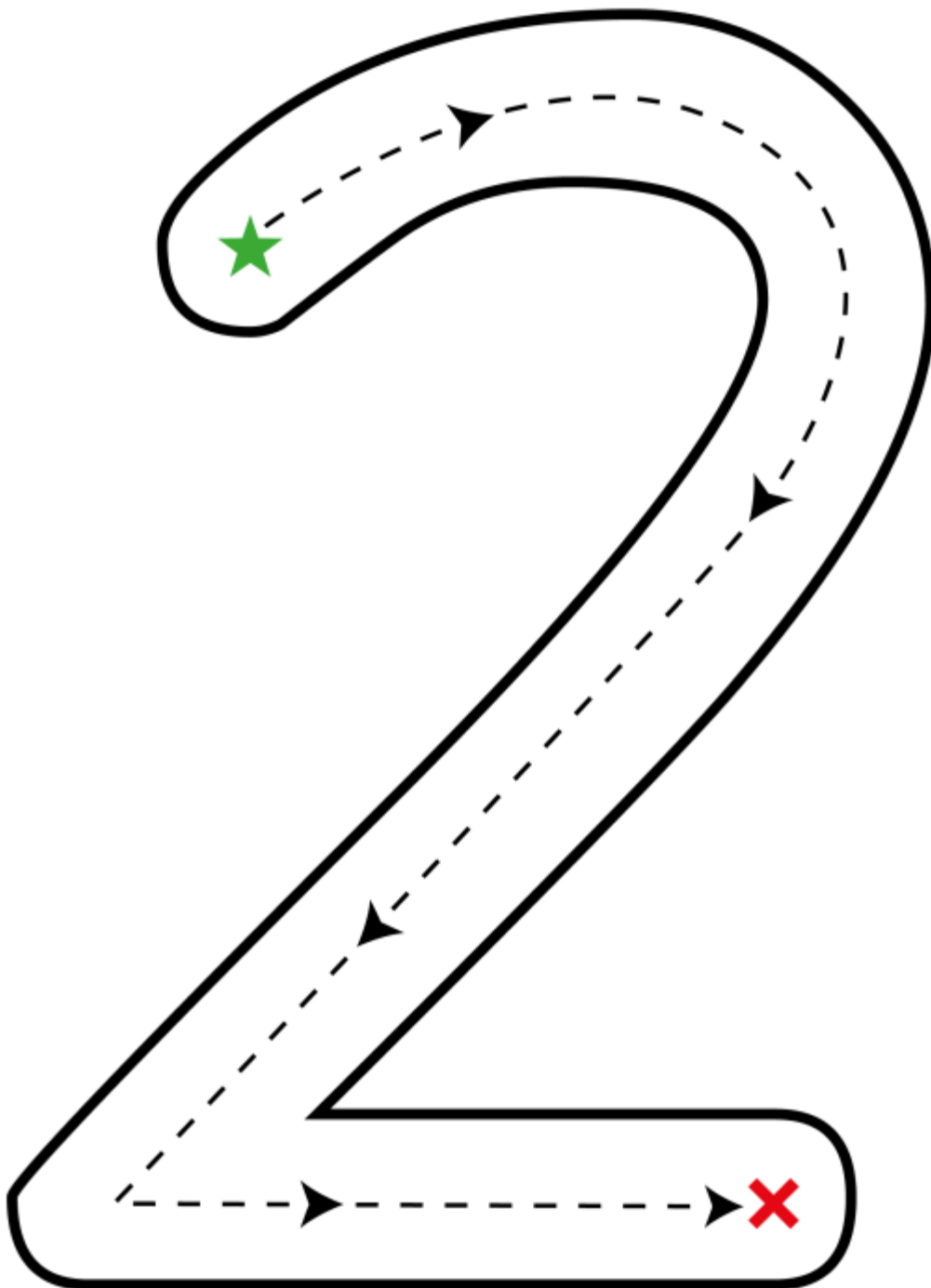
one

1



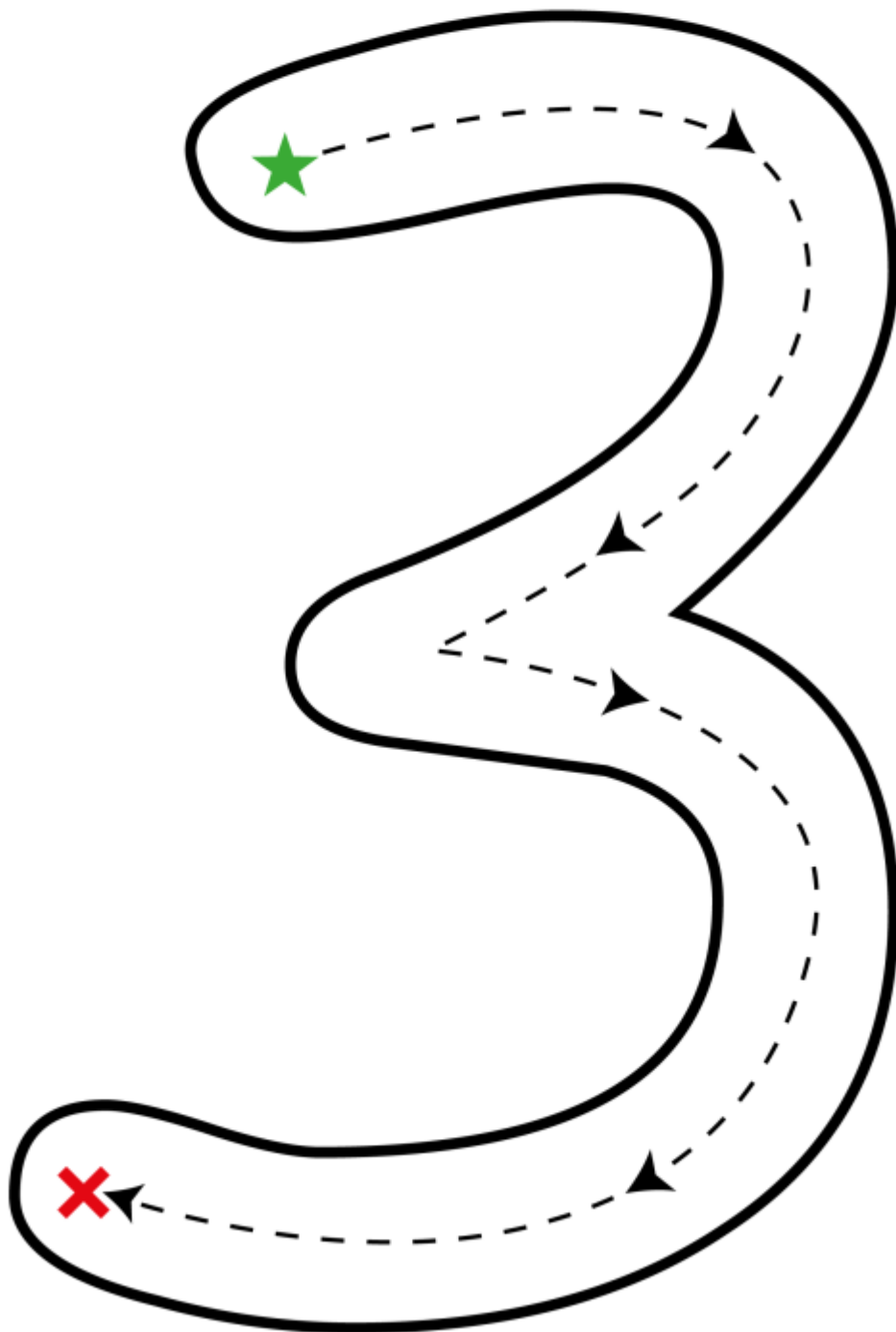
two

2



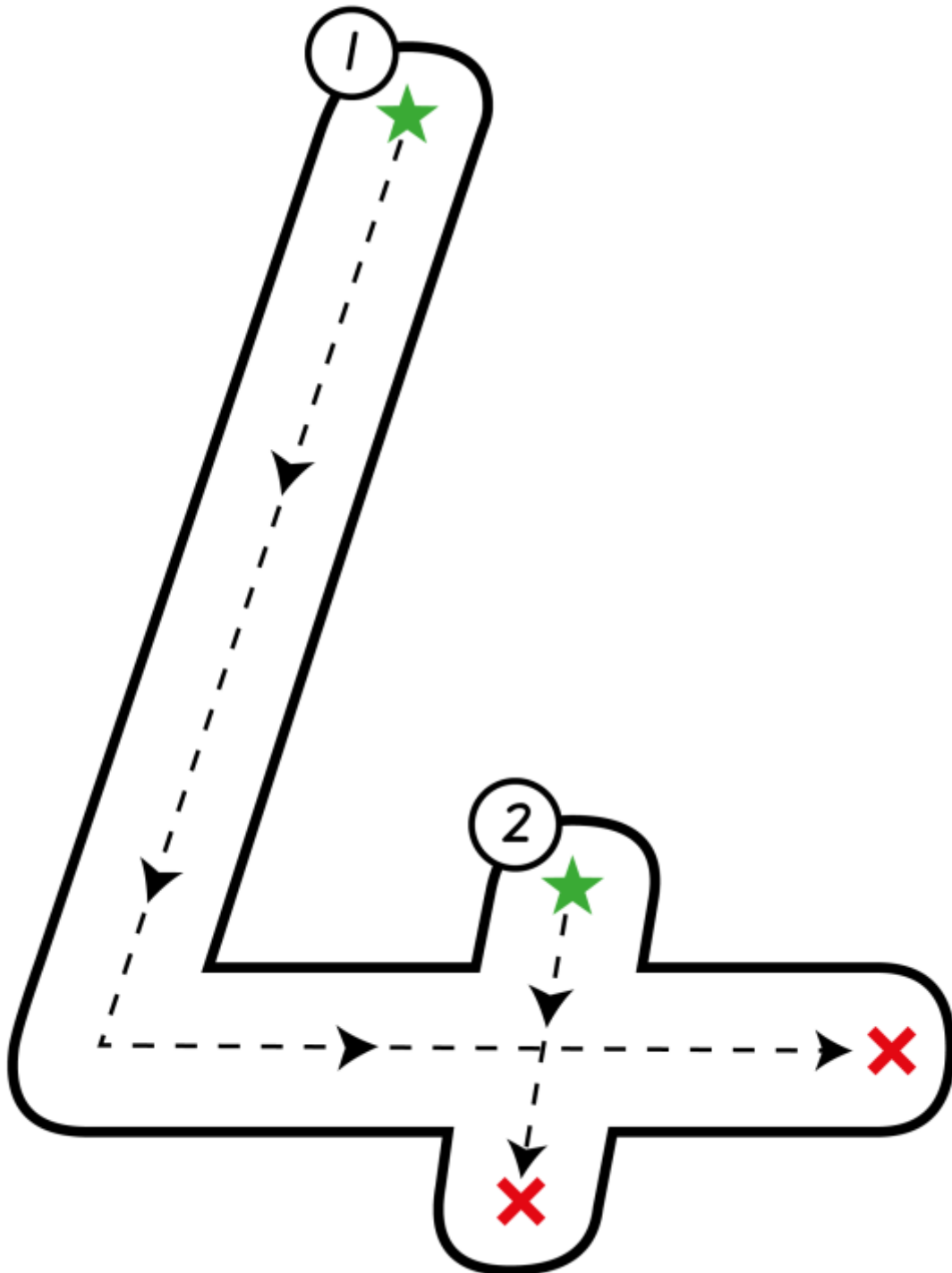
three

3



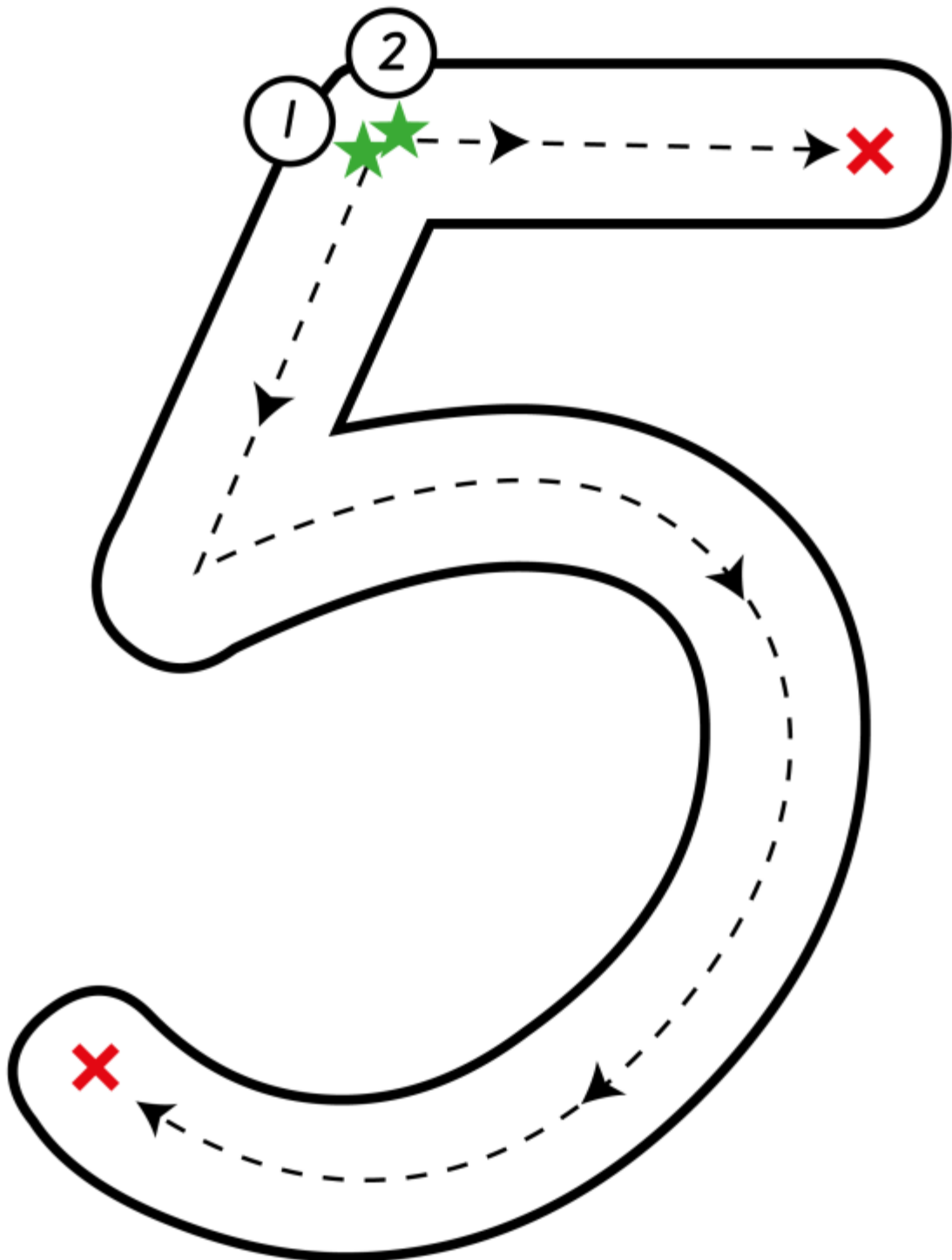
four

4



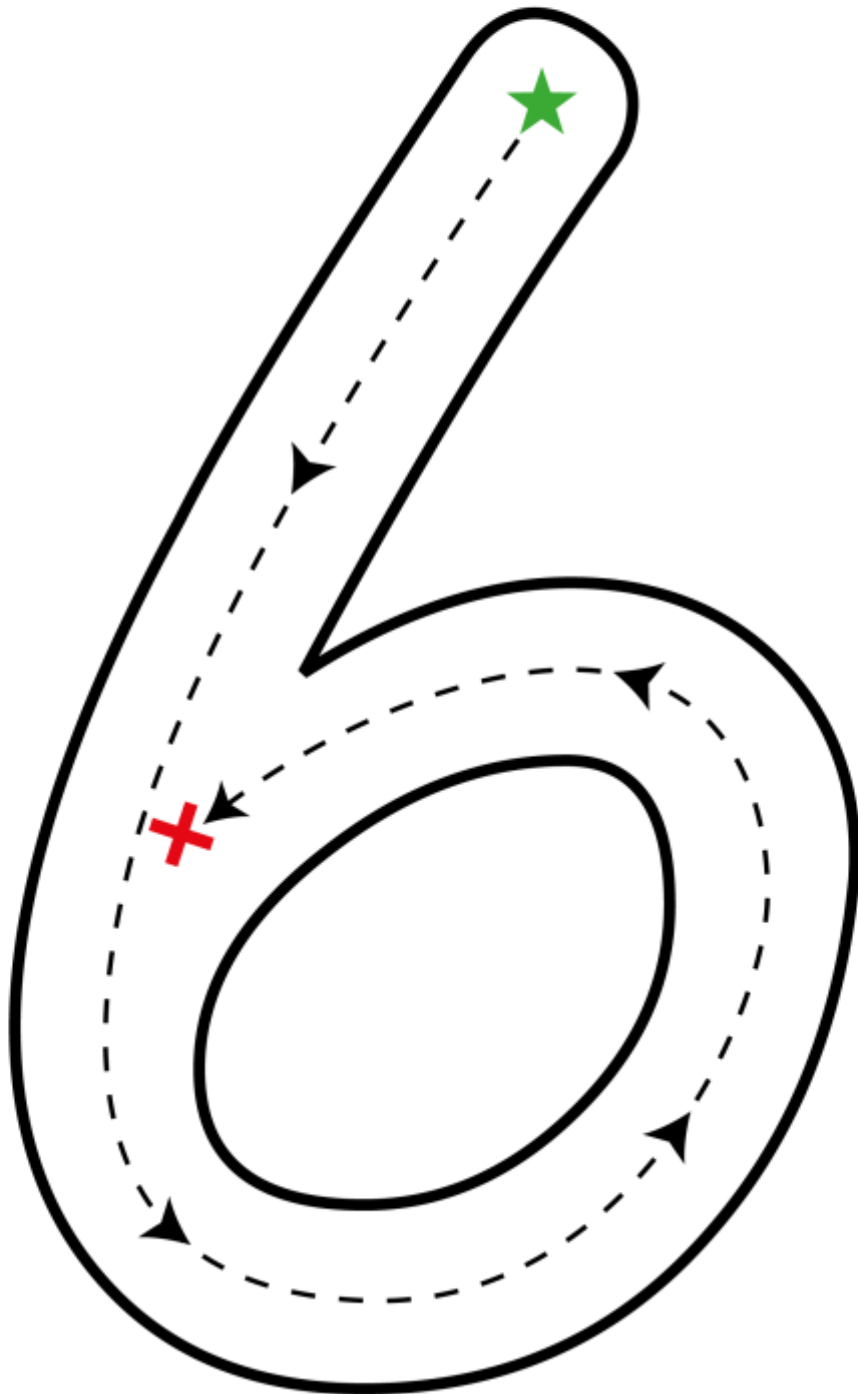
five

5



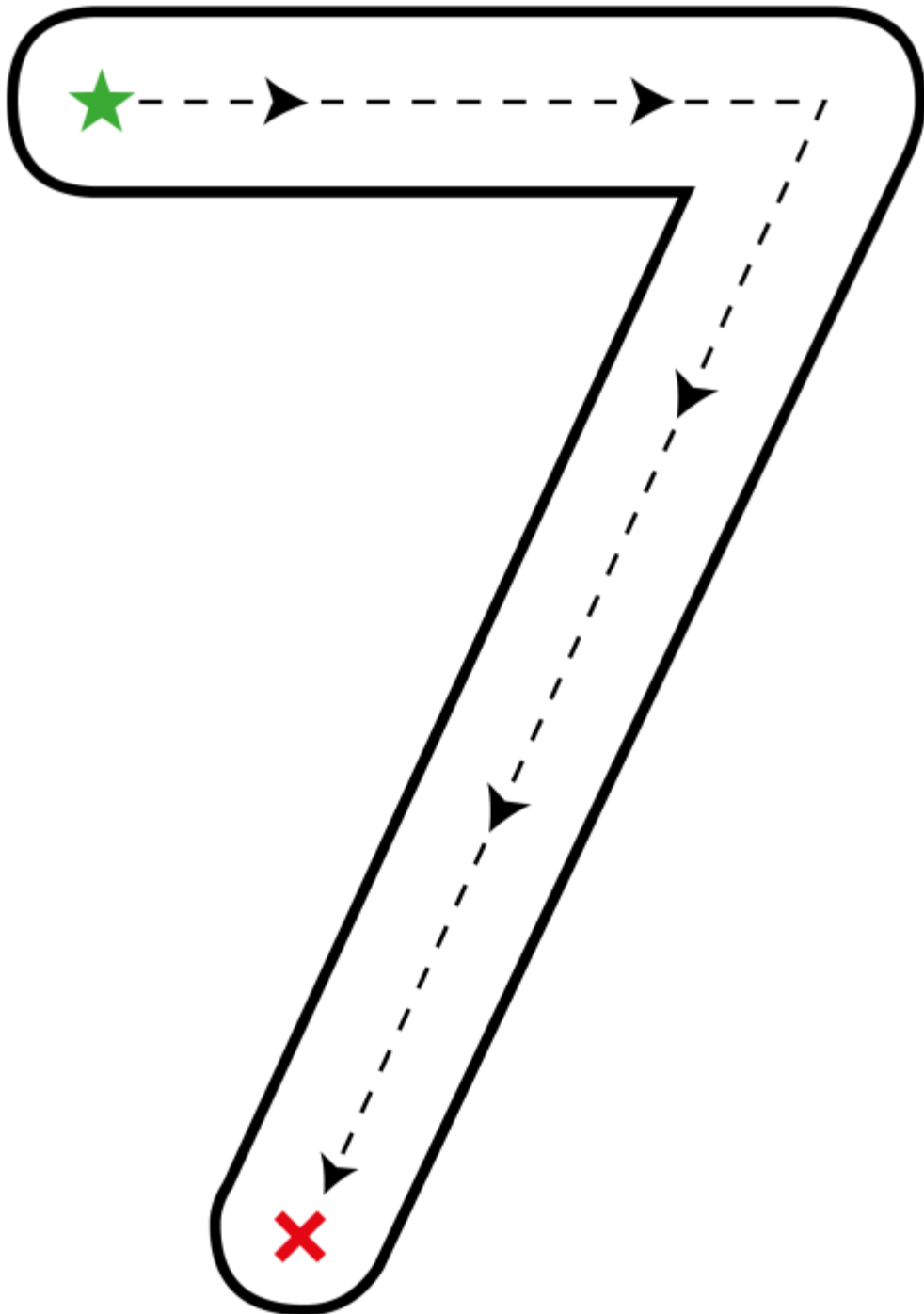
six

6



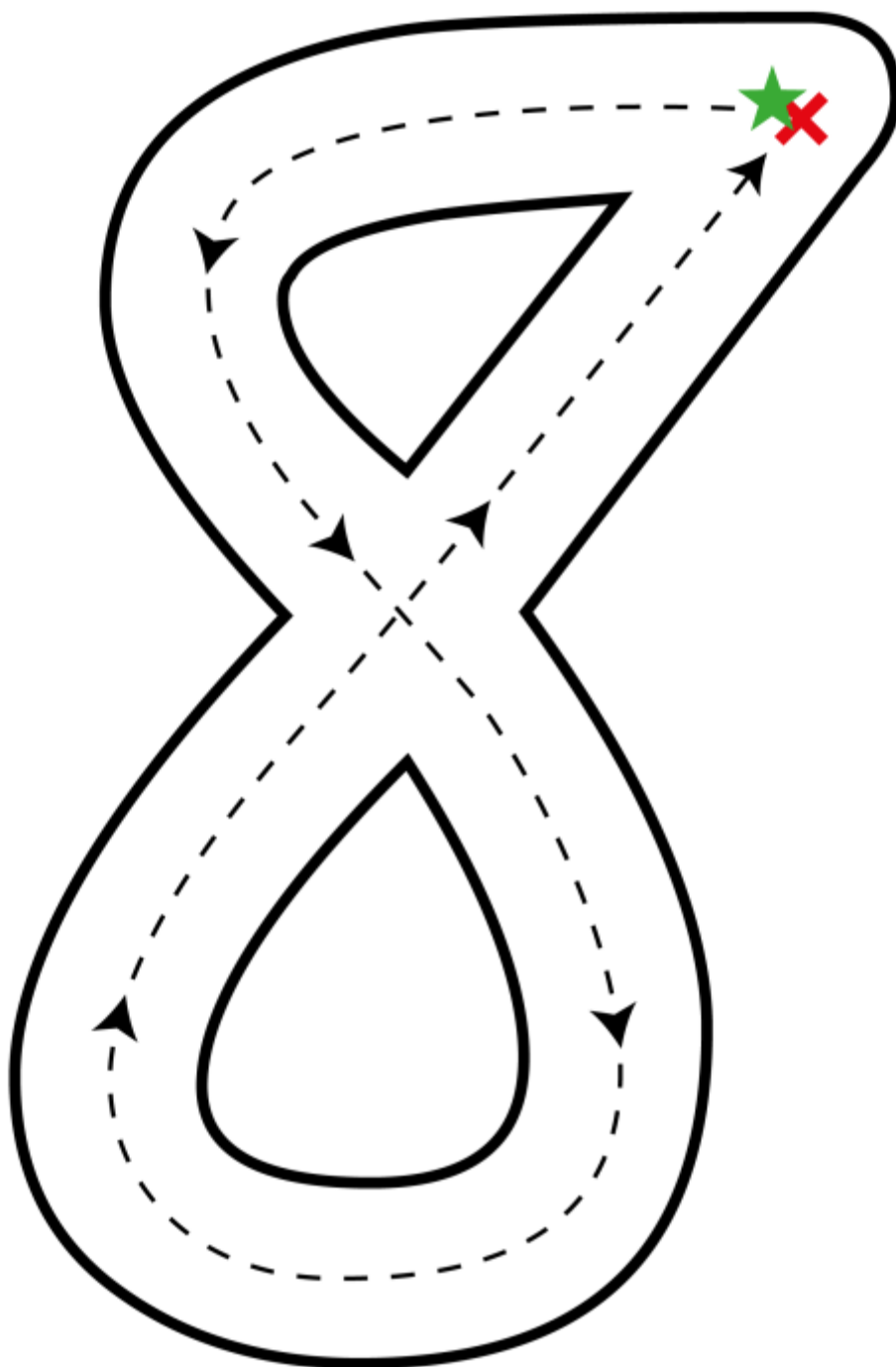
seven

7



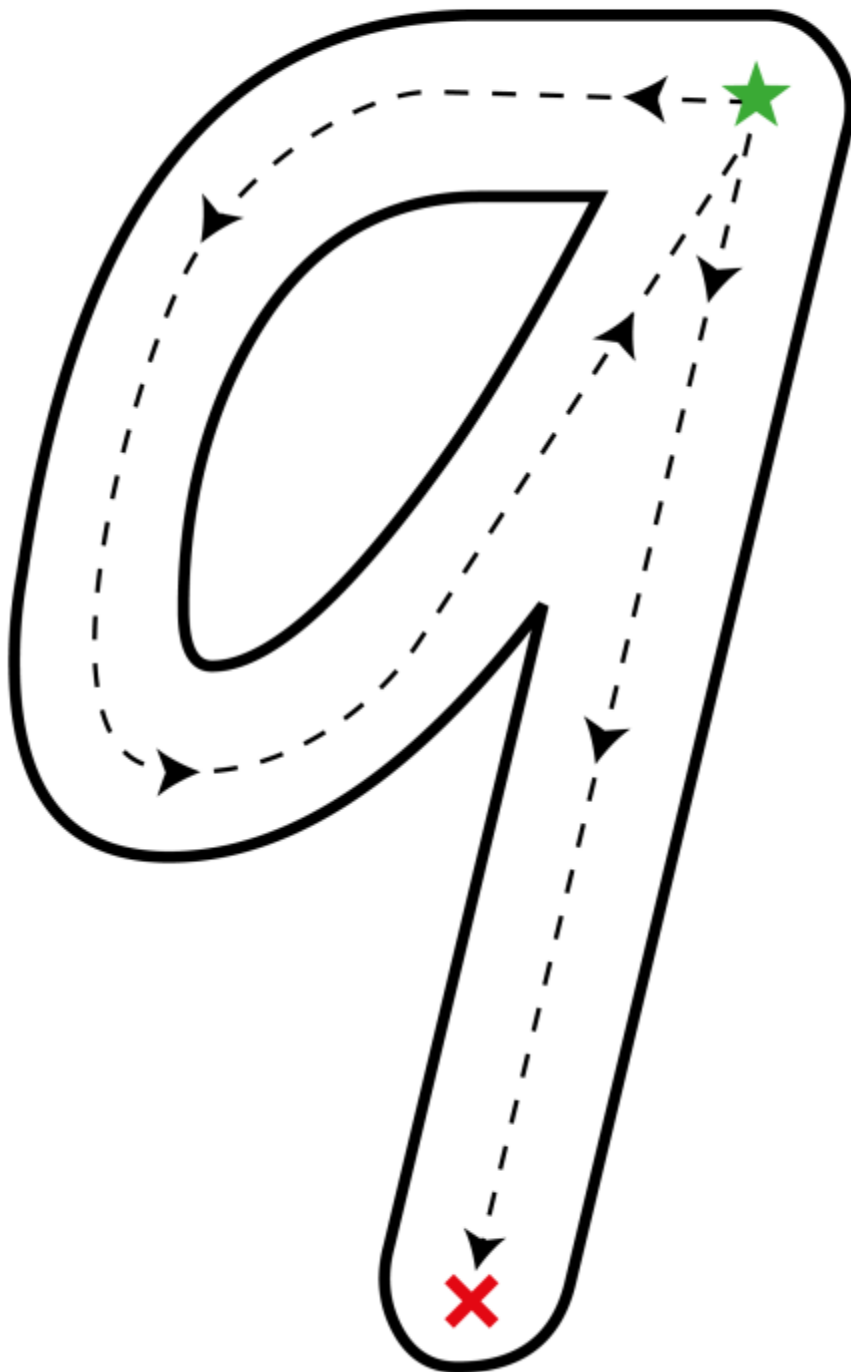
eight

8









nine

9



More finger rhymes

Here are the caterpillars

Rhyme	Actions	
<i>Here are the caterpillars, 1 – 2 – 3 – 4 – 5!</i>	Wiggle five fingers. Wiggle each finger, one at a time.	
<i>Going for a walk Around the old beehive.</i>	Move wiggling fingers towards and around the other hand, clenched in a fist.	
<i>They wriggle up the branch,</i>	Wiggle fingers as they walk up your other arm	
<i>They climb up the tree,</i>	Wiggle fingers as they walk up your body.	
<i>They nibble at the leaves,</i>	Use fingertips to 'nibble' hair, nose, ears etc.	
<i>Then they tickle me.</i>	Tickle yourself with all five fingers under your neck.	

Six little beetles

Rhyme

Actions

*Six little beetles
running out the door,*

Make the three middle fingers on each hand run. (Use thumbs to hold down the little fingers.)



*Two stop to play a game
and then there are four.*

Ring finger on each hand plays with the other. Then hold the ring fingers down with thumbs.



*Four little beetles
deciding what to do,*

Wiggle two fingers on each hand, as if they are looking around.



*Two stop to eat a leaf
and then there are two.*

Middle finger on each hand pretends to eat. Hold down middle fingers with thumbs.



*Two little beetles looking
for some fun,
They take a little nap,*

Pointer/index fingers on each hand wiggle with each other and then pretend to sleep.



and then there are none.

Hold down index fingers with thumbs.



*No little beetles on the
tree today,*

Hide hands behind back and shake your head.

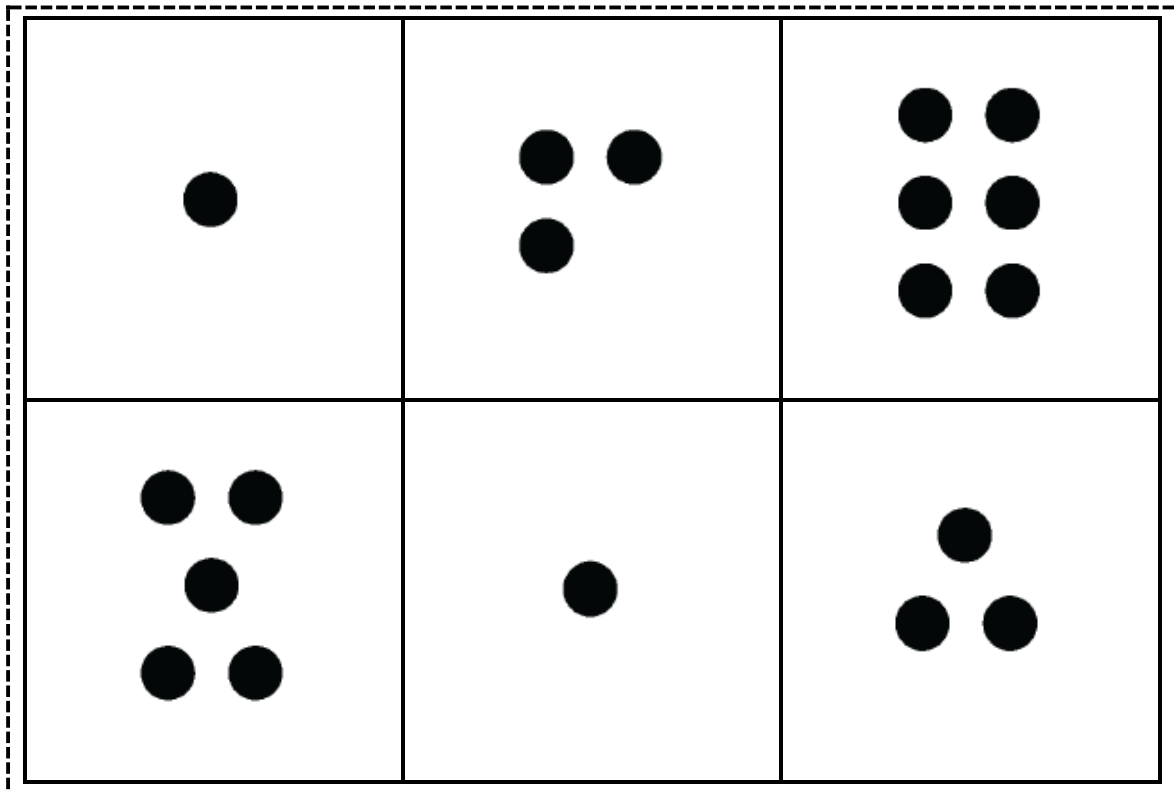
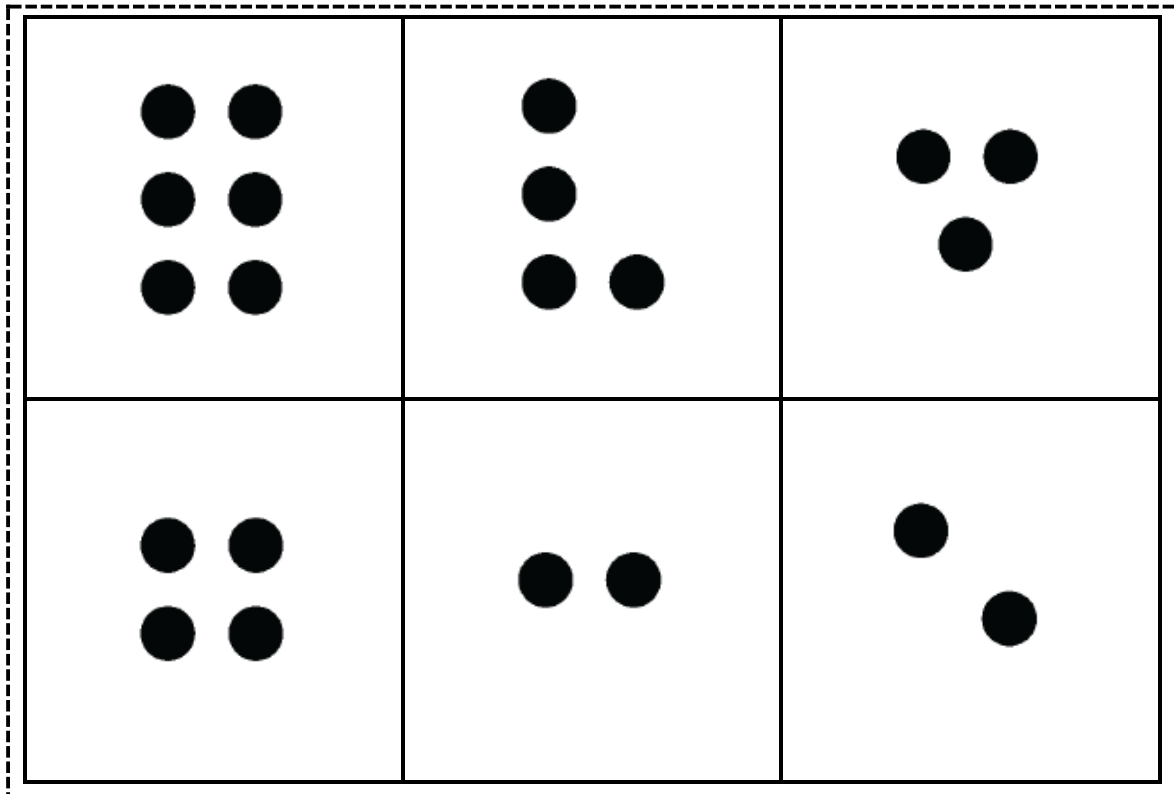


*But when I take another
look,
They've all come out
to play.*

Make three fingers on each hand run back from behind your back to play.

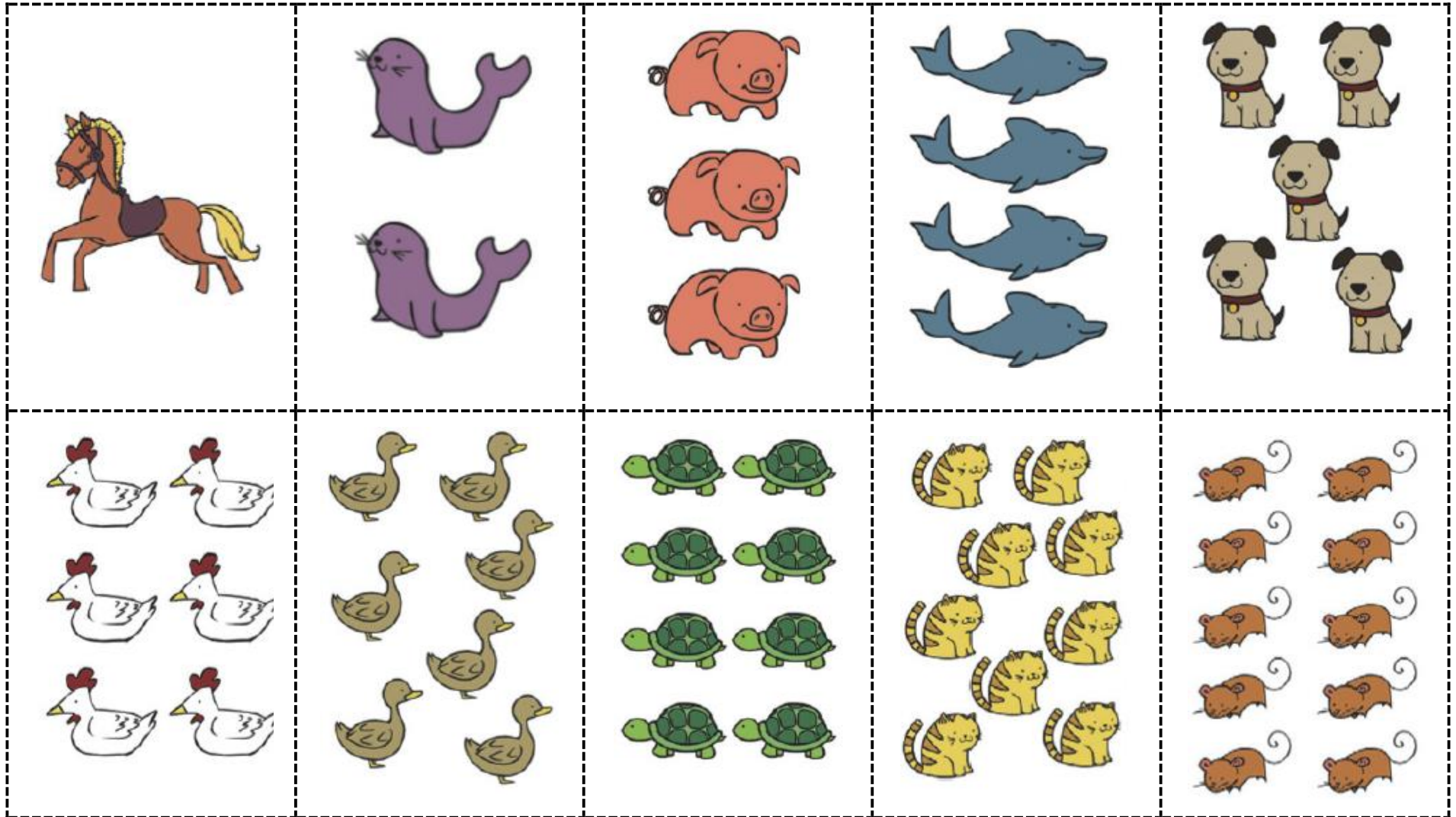


Number match boards



3	4	6
2	2	4
6	3	1
3	1	5

Number pictures 1 to 10



Simple finger and counting rhymes

Finger rhymes

Open shut them



Open shut them, open shut them
give a little clap



Open shut them, open shut them
Lay them in your lap

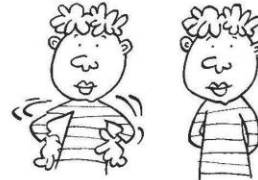


Creep them, creep them
Creep them, creep them

Right up to your chin.

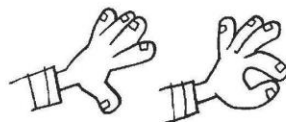


Open wide your little mouth, (pause)
but do not let them in.



One finger one thumb

One finger one thumb keep moving
One finger one thumb keep moving
One finger one thumb keep moving
We'll all be merry and bright.



Continue the song and add a moving finger/thumb each time you sing a new verse,
e.g. Two fingers, one thumb keep moving . . .

...

Eight fingers, two thumbs keep moving . . .

Variation: add other body parts, e.g. One head, one leg, one arm keep moving . . .

Counting rhymes

1, 2, 3, 4, 5



1, 2, 3, 4, 5 once I caught a fish alive
6, 7, 8, 9, 10 then I let it go again.
Why did you let it go?
Because it bit my finger so.
Which finger did it bite?
This little finger on the right.



Five little ducks

Five little ducks went out one day,



Over the hills and far away.



Mother Duck said, 'Quack, Quack, come back'



But only four little ducks came back.



Continue the song, taking one duck (finger) away each time.

Four little ducks went out one day ...

Three little ducks went out one day ...

Two little ducks went out one day ...

One little duck went out one day.

Over the hills and far away.

Mother Duck said, 'Quack, Quack, come back'

But none of the five little ducks came back.

So Mother Duck went out one day,

Over the hills and far away.

Mother Duck said, 'Quack, Quack, come back'

And all of the five little ducks came back.

More number rhymes

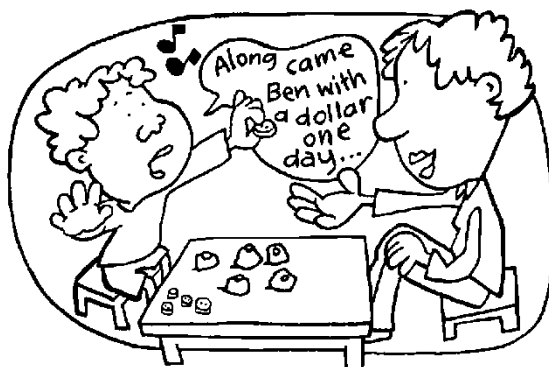
Five currant buns

Five currant buns in the baker's shop.

Round and fat with sugar on top.

Along came _____ (name) with a dollar one day,

Bought a currant bun and took it away.



Variations

- Change the person who buys the currant bun.
- Change the number of currant buns you start with (e.g. six or 10 buns).
- Change what is bought (e.g. patty cakes, jam donuts, lamingtons).
- Change how many currant buns are bought each time and how much they cost (e.g. three buns may cost three dollars).
- Change what is 'on top' of the buns (e.g. cherries, coconut, chocolate, lollies).
- Change how you show the number of currant buns — use fingers, dough, collage (patty papers and scrunched-up paper), drawings.

Ten fat sausages

Ten fat sausages sizzling in the pan.

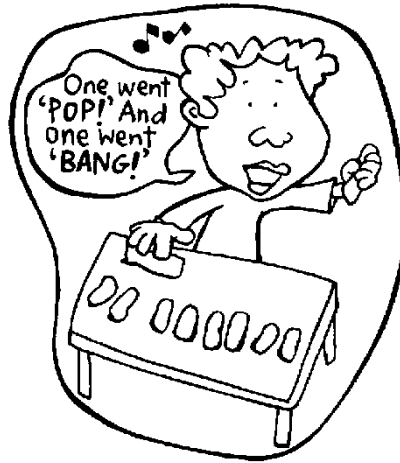
One went POP!

And one went BANG!

Leaving eight fat sausages sizzling in a pan

One went POP!

And one went BANG!



(Keep singing and take away two sausages each time.)

Wellbeing

We want our children to grow up healthy happy and strong. This means having the chance to run free and explore the country around them. It can include traditional ways of preventing sickness and staying healthy. We encourage children to watch out for each other and keep each other safe, to eat healthy food and keep themselves clean.

The wellbeing activities in this book will help students to develop their social and emotional skills, understandings and capabilities. The topic in this book helps students to understand their personal strengths.

Why learn about personal strengths?

Character strengths are important for thinking, feeling, and behaving. Working on personal strengths helps a person and others around them.

Students learn about personal strengths so they can:

- Learn and practice using words about strengths and positive qualities. This helps them to recognise and understand strengths and positive qualities in themselves and others
- Discuss personal, social and ethical challenges. This supports them to deal positively with challenges in their own lives and in the lives of people around them.
- Promote their own wellbeing and positive behaviour.

These are the underlying principles of the strength-based approach:

- All children have strengths and abilities
- Children grow and develop from their strengths and abilities
- The problem is the problem—the child is not the problem
- When children and those around them appreciate and understand the child's strengths, then the child is better able to learn and develop.

These 5 lessons should take about 30 mins and should only be done once per week.

2020

Transition

Module 2: Personal Strengths
Student Activity Book

Student: _____



NT Schools of the Air

NT DEPARTMENT OF EDUCATION

Getting Along

Activity One

Success Criteria

Transition

- I identified what helps me to get along with others

Equipment

Coloured pencils

Blank paper (A4) - optional

Steps

Today we talked about what helps us to get along so we can:

- *be friendly*
- *show respect*
- *work hard*

2. Ask your home tutor to read the Getting Along list to you and talk about what they mean if you are not sure.
3. Think of three other things you can do, ask your home tutor to write them for you on the blank lines.
4. Draw a picture on the blank page of what you think is most important when you are getting along with others.
5. Share your picture with everyone and tell them how this skill helps you to get along in the school room.



Getting Along

Listening

Having a go

Doing my share

Taking turns

Helping others

Being polite

Asking permission

Saying thank you

Name:

Date:

Getting Along with Others

Strengths Detectives

Activity Two

Success Criteria

Transition

- I identified some of my personal strengths

Equipment

Pencil


Coloured pencils / textas








Steps

1. Ask your home tutor to read this to you. Then talk about what you think it means.

Today we have been talking about personal strengths. Everyone has different strengths and this is what makes us special.

2. Look at the table of characters from the Lion King, read the strengths next to each character.
3. Choose the two strengths that you think best describes you.
4. Draw a picture to illustrate you demonstrating that strength.
5. Ask your home tutor to help you write a sentence underneath your picture for example:
I am hardworking because I keep working until I have finished.
6. Share your work with everyone when you are finished.
7. Tell them the two personal strength words you chose for yourself.

Lion King Characters	Personal Strengths
 <p>Simba</p>	<p><i>Brave</i></p> <p><i>I am brave because I try new things even when it is scary.</i></p>

Lion King Characters	Personal Strengths
 <p>Pumbaa</p>	<p><i>Caring</i></p> <p>I am caring because I look after others.</p>
 <p>Sarabi</p>	<p><i>Kind</i></p> <p>I am kind because I help others and I am always nice to people.</p>
 <p>Rafiki</p>	<p><i>Good Listener</i></p> <p>I am a good listener because I show interest when people talk to me and I don't interrupt.</p>
 <p>Timon</p>	<p><i>Playful</i></p> <p>I am playful because I like to have fun.</p>
 <p>Zazu</p>	<p><i>Helpful</i></p> <p>I am helpful because I am willing to do things for others.</p>
 <p>Mufasa</p>	<p><i>Generous</i></p> <p>I am generous because I share what I have with others.</p>
 <p>Nala</p>	<p><i>Fair</i></p> <p>I am fair because I treat everyone with respect.</p>

Name:

Date:

My Strengths

Strengths at Work

Activity Three

Success Criteria

Transition

- I identified and described some of my personal strengths
- I identified how my strengths can help me

Equipment

Coloured pencils

Steps

Today you learned that people use their strengths every day but do you know when you are using your strengths? Your strengths are helping you all of the time, they help you to do your best and be your best. The Ninja Turtles use their strengths to help them do their job as crime fighters and to look after each other. How do you use your strengths?

1. Ask your home tutor to help you read the Ninja Turtle strength shields.
2. Use the personal strengths list to choose the two strengths you think you use every day (hint: if you're not sure, ask the people who are with you.)
3. Talk with your home tutor about how your strengths help you to do your best and be your best. For example *"I am a good listener when I look at people and wait until they finish speaking so I can hear everything they want to say."*

Personal Strengths List

Caring

I am caring because I look after others.

Kind

I am kind because I help others and I am always nice to people.

Good Listener

I am a good listener because I show interest when people talk to me and I don't interrupt.

Playful

I am playful because I like to have fun.

Name:

Date:

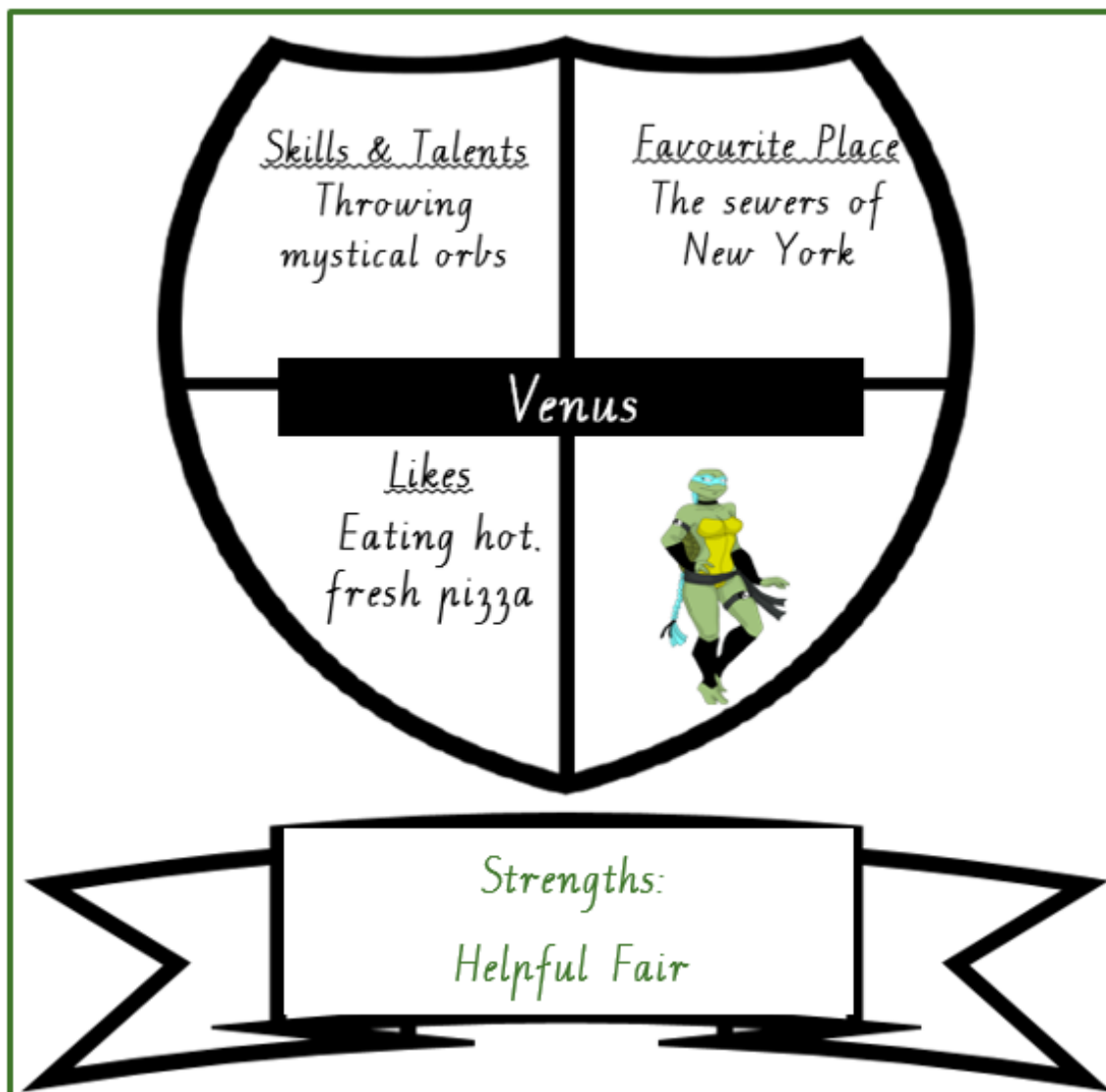
4. Ask your home tutor to scribe in your activity book how you use your strengths.
5. Create your own shield on the page provided (or if you want to make a larger shield, use a large piece of blank paper and paste a photo of your finished shield into your activity book).
6. Share your work with everyone when you are finished.
7. Tell everyone how your strengths help you to do one of the things you included on your shield.

Personal Strengths List

Helpful
I am helpful because I am willing to do things for others.

Generous
I am generous because I share what I have with others.

Fair
I am fair because I treat everyone with respect.



Skills & Talents
Throwing mystical orbs

Favourite Place
The sewers of New York

Likes
Eating hot, fresh pizza

Venus

Strengths:
Helpful Fair

Skills & Talents
Jumping extra-ordinary distances

Favourite Place
The sewers of New York

Leonardo

Likes
Eating hot. fresh pizza

*Strengths:
Calm Hard-working*

Example

My strengths are being fair and playful.

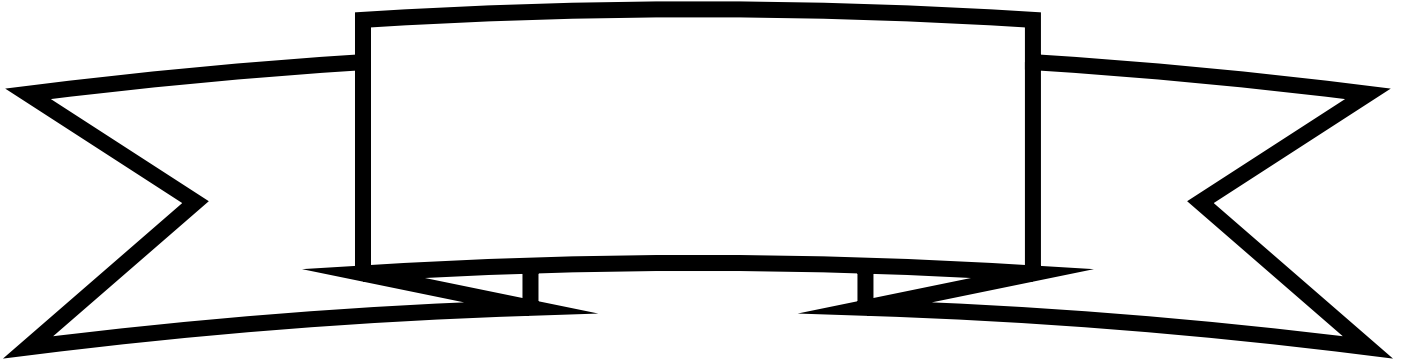
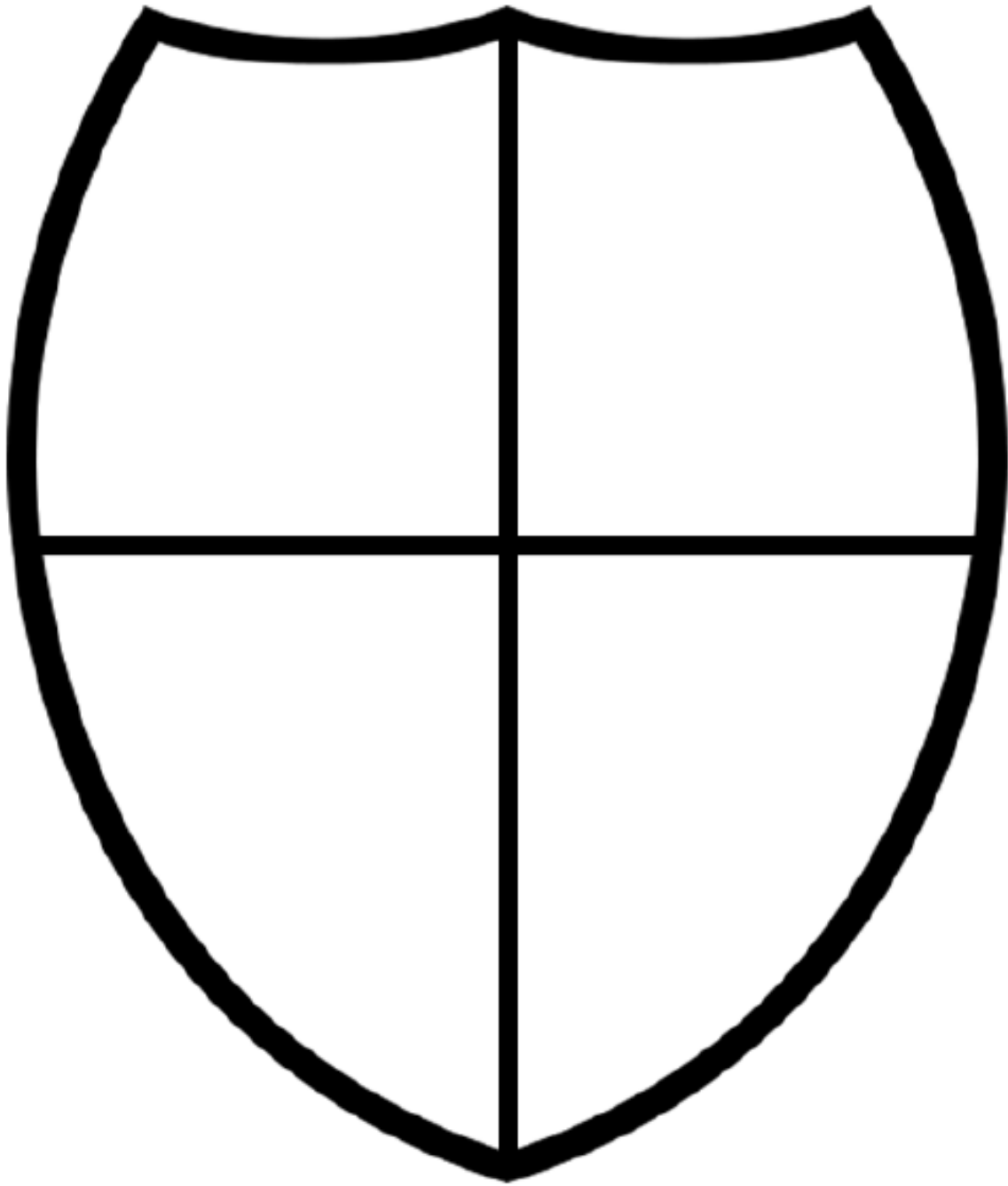
I am fair when I play a game by making sure everyone gets a turn..

I am playful when I laugh and enjoy my day.

Name:

Date:

My Strengths Shield



Strengths in Action

Activity Four

Success Criteria

Transition

- I identified some of my personal strengths
- I identified how my strengths can help me

Equipment

Coloured pencils

Steps



1. Ask your home tutor to read the strengths table on the next page.
2. Choose two strengths that you use every day and shade them **green**.
3. Choose two strengths that you would like to use every day and shade them **orange**.
4. Draw a picture on the Personal Strengths Board to show:
 - a. how you show a strength you use every day (green strength)
 - b. how you could show a strength every day (orange strength).
5. Use have-a-go writing to describe what you are doing in your picture (or ask your home tutor to scribe for you and then copy it underneath.)
6. Share your work with everyone when you are finished.
7. Tell them one strength you already use every day and one strength you are learning to use.

Example

Strength	
Generous	<i>I am generous when I share with others.</i>
Brave	<i>I am brave when I try new things, even when it is scary to have-a-go.</i>

Strengths Table	
Brave	I am brave when I try new things even when it is scary to have-a-go.
Caring	I am caring when I look after others.
Kind	I am kind when I help others.
Good Listener	I am a good listener when I look at the person talking and think about what they are saying.
Playful	I am playful when I make my own fun.
Helpful	I am helpful when I do things for other people.
Generous	I am generous when I share what I have with others.
Fair	I am fair when I play by the rules.
Calm	I am calm when I control my feelings, even when I feel like yelling, sulking or being mean.
Hard-working	I am hard working when I keep trying, even when it is hard.
Patient	I am patient when I wait my turn.
Polite	I am polite when I use good manners and behaviours.

Example

My Personal Strengths Board	
A Strength I Have	A Strength I Would Like to Have
	
<p>When I share with my brother, I am being generous.</p>	<p>I am going to ask for help so I can learn to be brave when something is hard or scary to do.</p>

Name:

Date:

My Personal Strengths Board

A Strength I Have

A Strength I Would like to Have

Self-Assessment

Activity Five

Success Criteria

Transition



- I reflected on what I have learned about getting along and personal strengths

Equipment

Coloured pencils / textas	Pencil
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Steps

1. Read the statements on the *I Can Checklist* with your home tutor.
2. Put a tick in the column that best describes you.

I Can ...	 on my own	 with help
<i>I described what I can do to get along with others.</i>		
<i>I identified my personal strengths.</i>		
<i>I described how my personal strengths help me.</i>		
<i>I gave examples of how I use my strengths in my everyday life.</i>		
<i>I identified a strength I would like to have.</i>		
<i>I understand that I am happy when I use my strengths.</i>		

3. Do a 'Think ,Share, Record' to help you form your responses to the questions:
 - a. think about what you want to say on your own
 - b. share your idea/s with someone else (e.g. home tutor, sibling, parent)
 - c. write your idea
4. Share your reflections with everyone.

What did I learn about personal strengths?

E.g. I learned that I have lots of strengths.

What helped me to learn?

E.g. Drawing the pictures helped me to think about when I use my strengths.

What else do I want to know about personal strengths?

E.g. How many strengths are there?



Art

This book has twelve art units for transition to year 2 students to do at home. They are designed to be enjoyable and challenging. The activities draw from the Australian Curriculum Visual Arts standards and are targeted to your child's year level.

Some units link to other subject areas. For example, Home Grown Caterpillars links to science and Personal Narratives links to English and Literacy.

What materials do we need?

Most materials are readily available from Art and Craft supply stores or your newsagent. Possibly you will already have materials at home. Look around for things that you can re-use, such as fabric, boxes, plastic containers, foam trays or sponges.

How long do the units take?

The units are project based and are designed to take between 1 or 2 weeks from start to finish. The activities work best if students work in chunks of about 1 hour, but the time frame can be changed to suit your schedule. For example, students might break an activity into two blocks.

Home Learning Materials- Visual Art- T-2

<p>Abstraction Action In this activity, students enhance their perceptual, analytical and descriptive skills as they explore examples of abstract art and create an abstract composition using a collage of coloured shapes.</p>	<p>Homegrown Caterpillars Students will learn about the transformation of a caterpillar into a butterfly. The inspiration is The Very Hungry Caterpillar. Students will then make a hairy caterpillar using soil, grass seed, and used stockings.</p>	<p>Landscape Line Drawing Recreate a landscape using different types of lines. The work can be based on a selected landscape painting. Look at the main lines of the features, like the mountains and rivers.</p>
<p>Magazine Colour Wheel Create a collage colour wheel with images and shapes from magazines. You may start with a colour wheel template to paste your shapes.</p>	<p>Personal Narratives Students can express their own narratives in a variety of creative ways. Asking them to simply create a personal narrative may be too open-ended and intimidating to start. Comic strips can be a great place to start and give students a reference for inspiration.</p>	<p>Protection Animals Allow your students an opportunity to design a protection animal that will fight off any of those worries and keep them safe. This is more of an exercise for students to use their imagination. Hopefully, they can focus their attention away from their worries and replace them with this creative outlet.</p>
<p>Six Inexpensive Sculpture Ideas Here are six sculpture ideas you can use to create some great projects without spending a lot of money. Fantastic sculptures using cardboard, plastic and tape.</p>	<p>Tissue Paper Collage- Monet In this activity students will create a layered tissue collage with painted elements, inspired by Impressionist artists such as Claude Monet. They will observe how the Impressionist artists used strokes of broken and layered colour to capture an impression of a scene, and experiment with different colour effects in their work.</p>	<p>Explore Warm and Cool Colours Create an artwork that uses two environmental images: one that replicates warm colours and one that replicates cool colours. You may use pastels or oil pastels for this artwork.</p>

<p>Paper Texture Create a texture mural by changing the feel of a piece of paper. Experiment with a piece of paper to discover how you can cut it, fold it and roll it to change the texture from smooth to rough.</p>	<p>Never-ending City Create the illusion of a city that goes on and on by using different shades of the one colour. Using lead pencil, white card, paints, paintbrushes.</p>	<p>A Close Up Drawing inspiration from Barbara O'Keeffe's <i>Red Poppy</i>, create a close up artwork of a flower. Using lead pencil, white card (square), oil pastels or crayons, watercolour paints, paintbrushes</p>
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GREAT ART IDEAS FOR PRIMARY SCHOOL TEACHERS ABSTRACTION ACTION: INSPIRED BY MELINDA HARPER'S WORKS

YEAR 1–3

OVERVIEW

In this activity, students enhance their perceptual, analytical and descriptive skills as they explore examples of abstract art and create an abstract composition using a collage of coloured shapes.

LEARNING OBJECTIVES

Students will:

- Recognise non-representational, or abstract, art and interpret its subject matter based on observations and imagination.
- Describe how shape and colour can create mood and movement.
- Plan and create a collage that utilises colour and shape families to create an abstract design.
- Share their work with their classmates, describing and identifying the expressive choices they made in their artwork.

STUDENT EXAMPLE



RELATED ARTWORKS



Melinda Harper

Untitled 1999

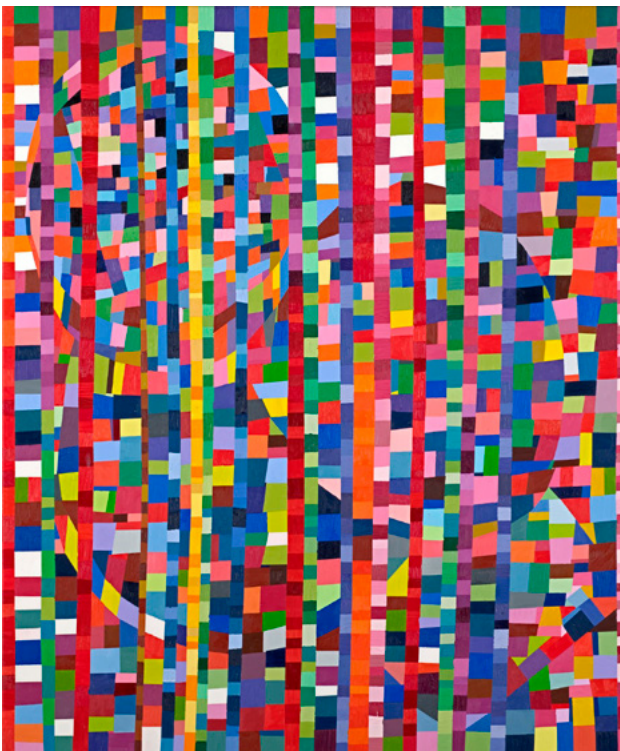
oil on canvas

122.2 x 102.2 cm

National Gallery of Victoria, Melbourne

Purchased, 1999

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Melinda Harper

Untitled 1994

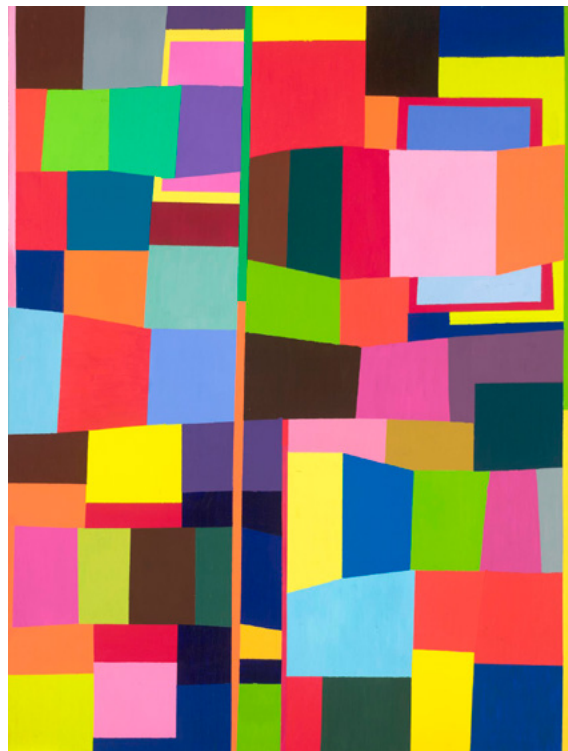
oil on canvas

122.2 x 91.6 cm

National Gallery of Victoria, Melbourne

Margaret Stewart Endowment, 1994

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Melinda Harper

Untitled 2000

oil on canvas

183.0 x 152.3 cm

National Gallery of Victoria, Melbourne

Presented through the NGV Foundation by Robert Gould,

Founder Benefactor, 2004

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DISCUSS

Look at the related works of art with students and explain that abstract art does not represent recognisable places, people or things. In abstract art, artists use elements like line, texture, colour, shape and tone to create moods and effects.

- Describe the colours in each of the works – are they bright or dull?
- Which shape families are used – are they rounded, geometric, sharp, smooth, long, thin or angular? How are the shapes used – are they layered, bunched together or spread out?
- Which mood do the shapes and colours create?
Bright colours and round shapes might make the picture look lively, friendly and happy. Shapes bunched together might make the work feel busy.
- What do the works make you think about and why? For example, they might remind you of a patchwork blanket or a busy freeway.

RESOURCES & MATERIALS

- Cartridge paper
- Coloured papers
- Scissors
- Glue

CREATE

Students design and create their work of art using the following steps:

1. Choose a shape family such as rounded shapes, angular shapes or pointed shapes.
2. Cut shapes from different coloured paper and play with arrangements on the page. *If students are not comfortable with scissors, shapes can be pre-cut and students can select shapes that match their shape family. Experiment with arrangements of colour and ways to lay out the different shapes to create different effects.*
3. Glue the shapes into place, partially overlapping each one until the page is full and none of the background is showing.
4. Give the work a descriptive title.

PRESENT & REFLECT

Students share their work with a partner:

- Describe the shapes and colours you have chosen.
- What is the title of your work? Why did you call it that?

NGV SCHOOLS PROGRAM PARTNERS



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Caterpillar into a butterfly

Students will be able to mix soil, seeds and water Students will be able to share materials and take turns Students will be able to place soil and seed mixture inside empty stockings

Students will be able to place rubber bands onto stocking and tie both ends of the stocking. Students will be able to mist with spray bottle daily Students will be able to place with glue eyes, and antenna

Students will be able to different stages of grass growing

Materials Needed:

Grass seed, soil (from dollar store) [Wiggle Eyes](#), [Pipe Cleaners](#) , old stockings, rubber bands, water mister bottle. small trays, cookie trays or egg carton lids to put caterpillars on while growing.

Books:

[The Very Hungry Caterpillar](#) - Despite its diminished state, the book is complete in every detail, following the ravenous caterpillar's path as he eats his way through one apple on Monday, two pears on Tuesday, three plums on Wednesday, and so on, through cherry pie and sausage--until he is really fat and has a stomachache.



Steps:

Step one: Pass out one cut stockings to each child.

Step two: Students will write their names with a sharpie marker on each stocking

Step three: Pass around bowl with soil and grass seeds (Rye grass grows fast). The mixture is a ratio of four cups of soil with four tablespoons of grass seed.

Step four: Have students take turns mixing soil and seeds.

Step five: Using spray water bottle have each student spray into the mixture.

Step six: Tie a knot on one end of the stocking. Have students spoon soil mixture into the stocking. Hair bands or rubber bands can be used to divide the concoction into segments. Once all the soil and seeds are all inside the stocking, tie a knot in the stocking to seal the other end.

Step seven: Glue eyes and antenna onto the front of panty hose. Pipe cleaners can also be stuck into the caterpillar through the stockings.

Step eight: Soak stockings filled with soil and seed for at least 10 minutes. Step

nine: Place on trays or egg cartons listed by room number

Step ten: Follow cleanup procedures.

Step eleven: Lay trays in an area with plenty of sunshine.

Step twelve: Put seeds into soil Mix seeds with soil

Step thirteen: Spoon soil and seed mixture into stockings Place rubber bands onto caterpillar

Step fourteen: Place antenna on head of caterpillar Place google eyes onto caterpillar

Landscape Line Drawing

TASK

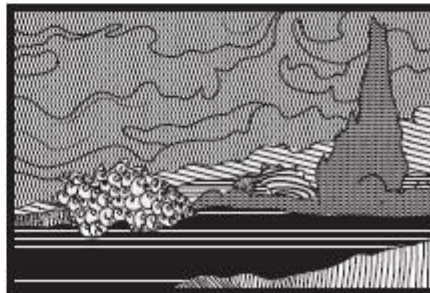
Re-create a landscape painting using different types of lines.

MATERIALS

a lead pencil, white card, a landscape image, a black marker, black card

DIRECTIONS

1. Analyse a landscape painting (selected by your teacher). Look at the main lines of the sun, the mountains, the rivers (and so on).
2. With a lead pencil, draw the main features of the landscape on the white card.
3. Using a variety of lines (wavy, straight, thin, thick, curvy, diagonal, spiral, horizontal and vertical), fill in each section of your artwork.
4. Once you are happy with your design, trace over the lines with a black marker.
5. Mount your artwork on a slightly larger piece of black card to provide a border.



Exploring Line

Magazine Colour Wheel

TASK

Create a colour wheel with images and shapes cut from magazines.

MATERIALS

a lead pencil, magazines, scissors, coloured paper, white card

DIRECTIONS

1. Draw a large circle in the middle of the white card.
2. Divide your circle into 6 equal sections.
3. Search through magazines and cut out images and shapes in the following colours: yellow, orange, red, purple, blue and green.
4. Fill each section of your circle with cut outs of each of the colours.
5. Use coloured paper to fill in any white gaps.

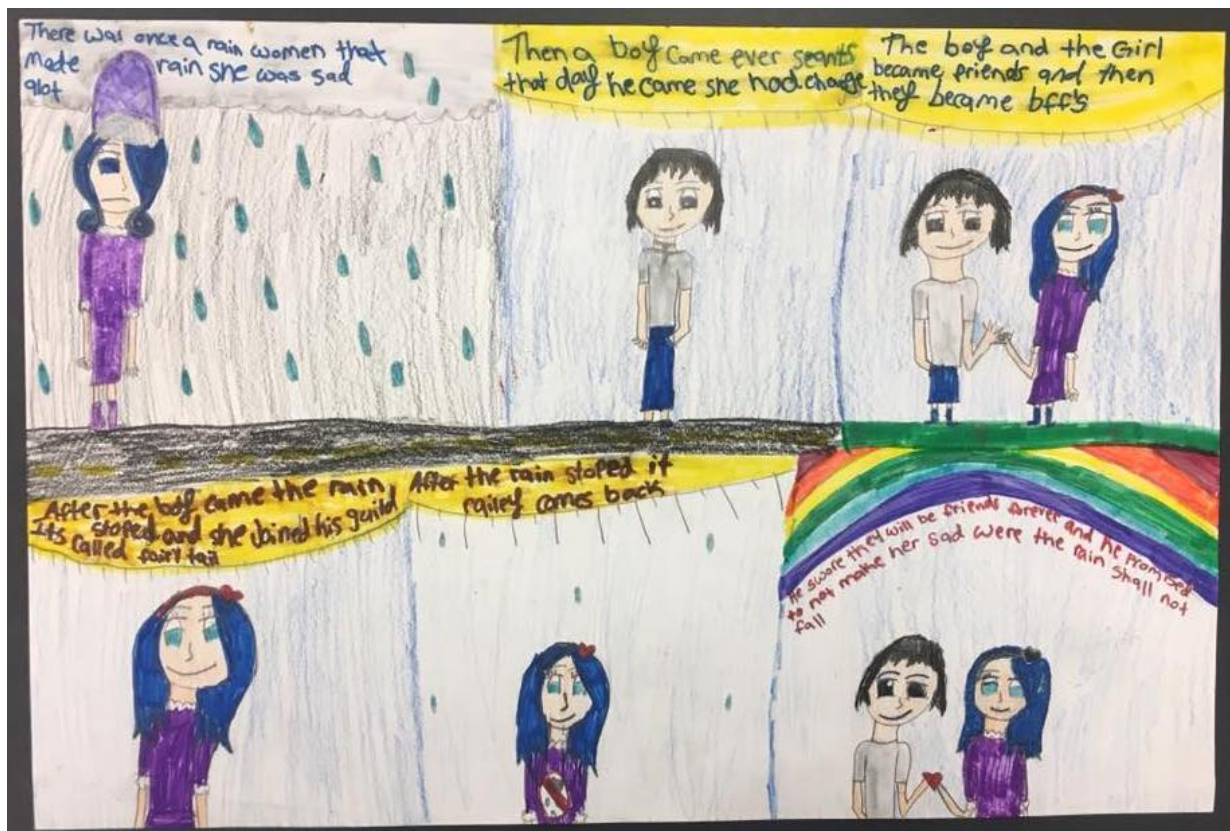


SEL in Art- Creating a Personal Narrative

1. Personal Narratives

Throughout history, artists have used their visual creations to express a narrative about themselves. Looking back as early as the first cave paintings, artists were drawing and painting scenes from daily life. The Egyptians shared depictions of important events, as well as their beliefs about the afterlife.

Modern and contemporary artists have created art to reflect on historical events, popular culture, and more personal accounts of love, loss, and every emotion in between.



Students can express their own narratives in a variety of creative ways. Asking them to simply create a personal narrative may be too open-ended and intimidating to start. Comic strips can be a great place to start and give students a reference for inspiration.



Bring in examples of comic strips and graphic novels to show students how the artist moves a story forward with each frame. They will need a beginning, middle, and end to a story about themselves. Think of some prompts that may spark an idea for your students, or better yet, brainstorm with your class!

- My First Day of School
- A Time When I Was Surprised
- A Time When I Was Scared
- My Favorite Vacation
- The Day I Discovered _____
- My Best Memory from _____ Grade

Protection Animals

Students at every grade level have worries, fears, and concerns. These feelings can cause lasting anxiety throughout the day and make it difficult to focus in class.

Allow your students an opportunity to design a protection animal that will fight off any of those worries and keep them safe. This is more of an exercise for students to use their imagination. Hopefully, they can focus their attention away from their worries and replace them with this creative outlet. You may help your students get some temporary relief from the concerns they carry with them each day.



Ask your students to think of an animal that they may relate to. Encourage them to imagine an animal who is brave, strong, and smart. Each student should design a character specific to their own personality, interest, and concerns.

Begin the assignment by encouraging your students to think of something that worries them, and to write it down at the bottom of their paper. Once they have their worry written, ask students to think of an animal that can help protect them. What characteristics does their animal possess? Does it have large wings to carry it away from danger? Sharp teeth or claws to fight away predators? Maybe the animal has special abilities like a chameleon to disguise itself. Brainstorm with your class of animals and the physical traits that may help protect them from danger.



Have each student design a protection animal towering over their small worry word. This could be addressed in a variety of art media. You could have students do a simple drawing, a series of prints, a painting, or a clay sculpture of their protection animal. Encourage students to imagine their animal anytime they are worried, and to think of their own special abilities.

Six Inexpensive Sculpture Ideas to Start the Year

[Magazine](#) / Six Inexpensive Sculpture Ideas to Start the Year

6 years ago [Timothy Bogatz](#)

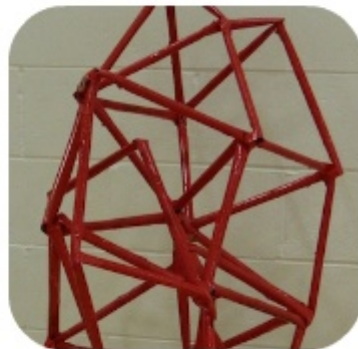
[0 Comments](#)

In a time where budgets are seemingly always being cut, many of us are looking for ideas that won't slice into the precious few dollars we have available. So, if you're waiting on your budget money to come in, or if you don't have a budget at all, here are six sculpture ideas you can use to create some great projects without spending a lot of money.

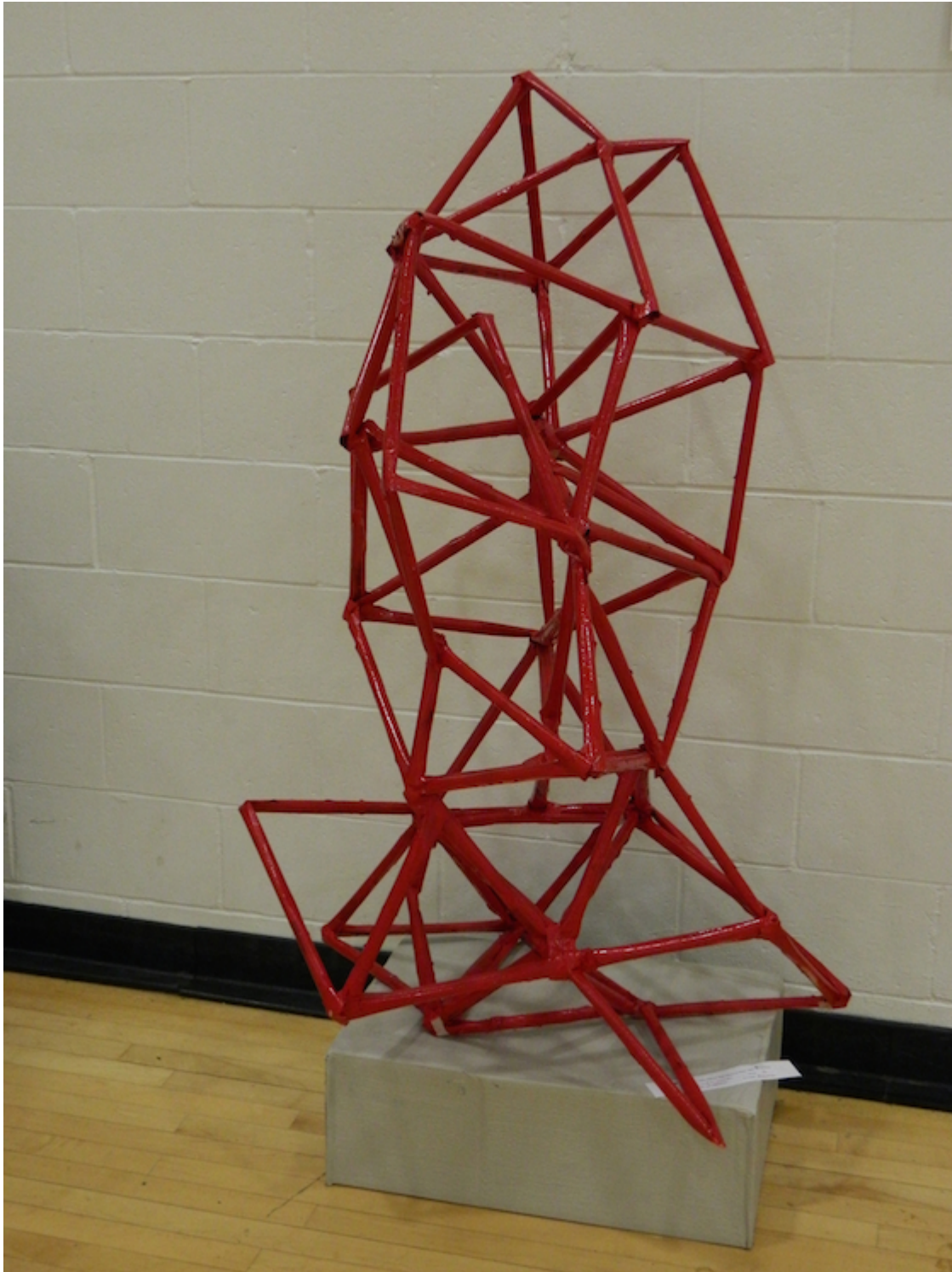


6 Inexpensive
Sculpture Ideas
to Start the Year

www.theartofed.com



Geometric Newspaper Sculpture



Materials Needed: Newspaper, Tape, Spray Paint (optional)

Newspaper is almost always easy to come across, and this lesson is always easy to present. We use rolled up newspaper, taped into small geometric shapes. Those geometric shapes are then combined and stacked to make a sculpture as tall as the person making it. If you've got some spray paint lying around, go for it, but these can look just fine au naturel. I generally have students focus on a piece that is stable, looks good from all viewpoints, and accentuates the geometric aspects of the sculpture. (Tip: Triangles and pyramids are much more structurally sound than squares, rectangles, or cubes.)

Oaktag Sculpture



Materials Needed: Oaktag or similar material, Glue or Tape, Paint (optional)

You can use oaktag (tagboard), chipboard if you can find it, or even watercolor paper if it is thick enough. We begin with two squares taped or glued together in an 'L' shape for the base. Students add strips of different lengths, focusing on creating nonrepresentational sculptures featuring movement. Again, spray paint (or even acrylic) can enhance the look, but the sculpture itself can be successful with or without that addition.

Altered Books



Materials Needed: Old/Discarded Books from your Library or Thrift Store, Scissors/Exacto Knives, Glue

There are a million ways to do altered books, and a myriad of artists from which to draw inspiration. For the project to be truly sculptural, however, the pages need to be used to create three-dimensional forms. Two-dimensional aspects can be utilized, of course, but in this example the pages being formed into flowers are enough once the Barbie is added. If students are having trouble figuring out how to alter pages, a list of prompts and possibilities can be helpful, as can a few extra books with which they can experiment.

Found Object Sculpture

Materials Needed: Anything Your Students Can Get Their Hands On

We start with, well, whatever is around. I show my students work from [BartVargas](#)—a nationally known artist from my hometown of Omaha—and it gets them up and running with ideas. Between the limitless options with both materials and subject matter, this project can take on so many different shapes and forms. It's very open-ended, so you could finish with just about anything once your students get their hands on the materials. If your students need some specific direction, animals and insects can be good places to start. We had, for example, a six foot long snake—coiled and ready to strike—made of Mountain Dew cans and hundreds of pieces of plastic silverware “borrowed” from the cafeteria.

Everyday Cardboard Items



Materials Needed: Cardboard, Glue, Paint (optional)

This is a great problem-solving exercise, because kids know what they need to make—and exactly how it should look—if their subject is a familiar object. All they have to figure out is how to get their work to that point using cardboard and glue. [Claes Oldenburg](#) is the obvious art history tie-in, and this project is a good challenge when you [play with scale](#) like he does. A contemporary artist creating these types of sculptures is [Bartek Elsner](#), and my kids love seeing his work as well. Huge nail clippers, toothbrushes, or cameras can be really cool, as are small scale bikes and cars. If you want to avoid giant projects that take over your room, objects simply done to normal sizes, like the purse seen here, are always successful.

Functional Cardboard Furniture



Materials Needed: Cardboard, Glue or Hot Glue, Packing Tape

This is probably the most difficult of the six projects, and the most time consuming. We spend a lot of time talking about and experimenting with structure. I like to tell the story about my college days and having to build a box out of matboard that someone could stand on, just so students have an idea of the amount of work needed to make these pieces functional. After the strength of the structure is figured out—be it table, chair, couch, or otherwise—exterior treatment and aesthetics concerns are dealt with to finish off the project. If the project is done well enough, you may just have a cardboard couch that's still in your art room four years after the fact :)

With these six projects up your sleeve, you'll be well on your way to getting your students the 3D experiences they deserve, no matter what your budget looks like.

Tell us, what ideas could you add to the list?

How do you push students with non-traditional materials?



[Timothy Bogatz](#)

GREAT ART IDEAS FOR PRIMARY SCHOOL TEACHERS TISSUE COLLAGE AND PAINTING: INSPIRED BY IMPRESSIONISM

YEAR 2–6

OVERVIEW

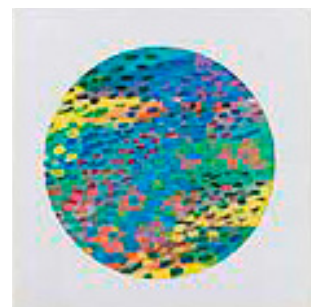
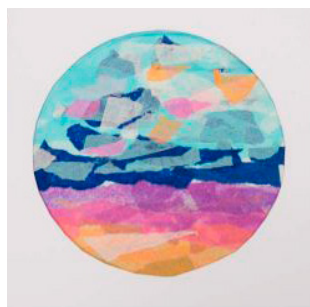
In this activity students will create a layered tissue collage with painted elements, inspired by Impressionist artists such as Claude Monet. They will observe how the Impressionist artists used strokes of broken and layered colour to capture an impression of a scene, and experiment with different colour effects in their work.

LEARNING OBJECTIVES

Students will:

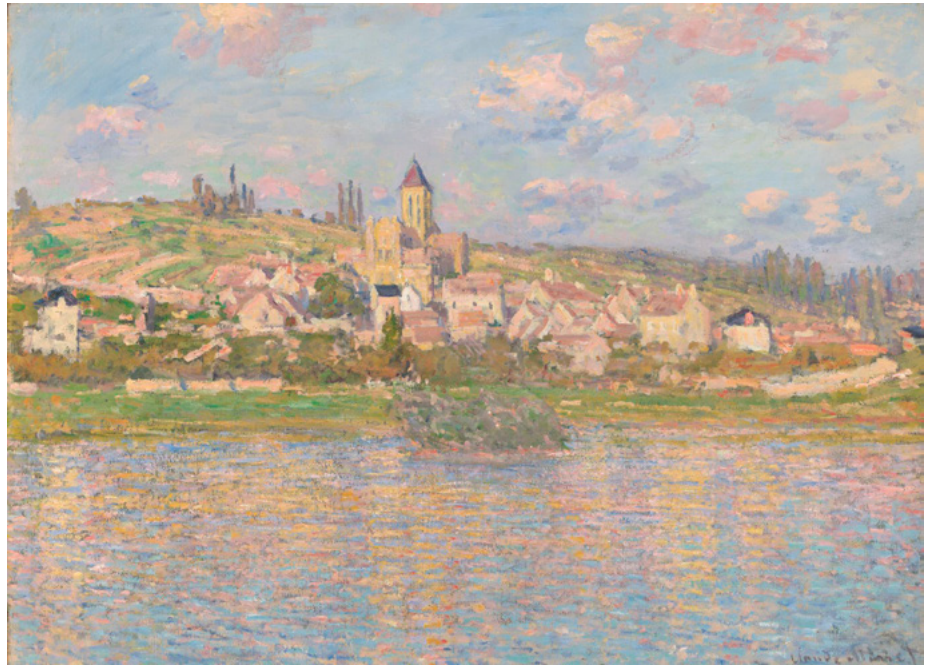
- Identify and discuss ideas and techniques used by the Impressionists, including quickly capturing an impression with paint and using layers of broken colour.
- Experiment with mixing colour by layering coloured tissue.
- Create a composition inspired by a painting or photograph of a landscape with layered and broken colour.
- Share their artwork with their classmates describing the expressive choices they have made.

STUDENT EXAMPLE



Created by students at an NGV workshop

RELATED ARTWORKS



Claude Monet
Vétheuil 1879
oil on canvas
60.0 × 81.0 cm
National Gallery of Victoria, Melbourne
Felton Bequest, 1937



Gustave Caillebotte
The plain of Gennevilliers, yellow fields (La plaine de Gennevilliers, champ jaunes) 1884
oil on canvas
65.9 × 81.7 cm
National Gallery of Victoria, Melbourne
Felton Bequest, 2011

DISCUSS

Use the following information with the images of the related works of art to introduce students to the Create activity.

Although it doesn't look radical to us today, Impressionist art was seen as progressive, and even shocking, when it was made in the late 1800s. Instead of painting highly realistic portraits or scenes from religion and history, the Impressionist artists captured images that interested them, such as modern life, the effects of changing light in the landscape, and everyday scenes. They painted quickly, layering brushstrokes and using different colours side by side to show different surfaces. Their paintings resemble splodges of bright colour when viewed up close, but from a distance the subject of the work is much clearer. Look closely at the paintings by Claude Monet and Gustave Caillebotte and describe the many colours used to create different areas like sky, water or fields.

RESOURCES & MATERIALS

- A4 cartridge or cover paper – pale colours for background
- Coloured tissue
- Glue
- Scissors
- Photographs or paintings of landscapes with broad areas of land, sea or sky for reference
- Paint

CREATE

Students design and create their work of art using the following steps:

1. Choose an Impressionist painting or photograph of a landscape to use as inspiration. *Consider the different colours and shades that appear in different sections of the landscape. Which colours form the background or foreground? What are the largest areas of colour? Darker colours appear to recede while brighter, lighter colours advance.*
2. Choose a piece of A4 coloured paper to be the background for your picture.
3. Tear shapes from coloured tissue that correspond to areas of colour in the reference image.
4. Construct an impression of the landscape using layers of torn coloured tissue. *Build up the image from the background (sky and land) to the foreground. Experiment with different layers and arrangements of the pieces before gluing the pieces down. Think about which colours will advance or recede and how they mix together through the layers. Look at your work from further away to see if your arrangement resembles a landscape.*
5. Once you are happy with your arrangement, glue the pieces into place.
6. Paint some details onto the landscape using short brush strokes to add colour and movement.
7. Make a circular window mount for your work:
 - Trace a circle onto the centre of a white A4 sheet
 - Carefully cut the circle out with scissors
8. Tape this frame over the top of your tissue collage.

PRESENT & REFLECT

Ask students to share their work with a partner:

- Describe to their partner how they made their work.
- Discuss which elements of the work they like best.

NGV SCHOOLS PROGRAM PARTNERS



Education
and Training



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Paper Texture

TASK

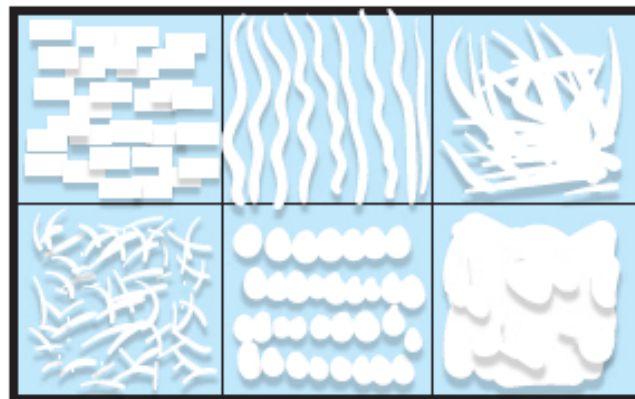
Create a texture mural by changing the feel of a piece of paper.

MATERIALS

paper, coloured card, a ruler, a lead pencil, scissors, glue

DIRECTIONS

1. Experiment with a piece of paper to discover how you can cut it, fold it and roll it to change the texture from smooth to rough.
2. Use a ruler and a lead pencil to divide a piece of coloured card into 6 sections.
3. Fill each section with cut, folded, rolled or scrunched up paper.
4. Each section must have a slightly different texture to the others.



Neverending City

TASK

Create the illusion of a city that goes on and on by using different shades of the one colour.

MATERIALS

a lead pencil, white card, paints, paintbrushes

DIRECTIONS

1. Draw a rooftop scene at the bottom of the white card (see image).
2. Draw another rooftop scene just above the first.
3. Keep drawing layers of roofs until you reach the top of the page.
4. Choose a paint colour to work with. Use black and white paint to create slightly darker and lighter shades of that colour.
5. Begin with your darkest colour and paint the bottom set of roofs. Use slightly lighter shades as you progress towards the top.



A Close Up

TASK

Drawing inspiration from Barbara O'Keeffe's *Red Poppy*, create a close up artwork of a flower.

MATERIALS

a lead pencil, white card (square), oil pastels or crayons, watercolour paints, paintbrushes

DIRECTIONS

1. Using a lead pencil, draw the middle of the flower in the middle of the white card.
2. Draw the petals of the flower. Remember to overlap your petals and make them go off the page.
3. Once you are happy with your flower, trace over the main lines of your petals with oil pastels or crayons. Smudge the colour into the middle of each petal.
4. Use the oil pastels or crayons to add details to your petals to create depth.
5. Use watercolour paints to paint the background of your artwork.



Explore Warm and Cool Colours

TASK

Create an artwork using two environmental images: one that replicates warm colours and one that replicates cool colours.

MATERIALS

a lead pencil, white card, oil pastels or crayons

DIRECTIONS

1. Choose two contrasting environmental images e.g. the moon and the sun, the ocean and the sun's rays or the desert and the rainforest.
2. Decide if you want your environmental images to be separated (using a diagonal line) or if you want your artwork to be inclusive of both environmental aspects.
3. Using a lead pencil, sketch out the main outline of each environmental aspect. Include lines and patterns where appropriate.
4. Using oil pastels or crayons, add warm colours to your warm environmental aspect and cool colours to your cool environmental aspect.



Humanities and Social Sciences (HASS)

What is HASS?

HASS stands for Humanities and Social Sciences. This learning area includes subjects like history, geography and civics and citizenship. It is a good learning area to discuss with your child because it links to the people, places and governments that shape our lives.

There are 10 HASS activities in this book. Each one has:

- Title – to give you an idea of what it might be about.
- Conversation starter – some questions to guide you when you start.
- Activities you can choose from and/or change.
- Definitions that explain important concepts.

Students can do the activities in many different ways. Mix and match them to suit your child's interests or needs.

How do I support my child?

Read through the Conversation Starter questions with your child. It will help them if you talk about the activity before they get started, to help them think about the question. Help them to choose which activities they want to do.

Then children can work independently.

Get together with them again once they have worked through the activity so that they can discuss their thinking with you.

What resources do we need?

The activities are designed to be completed without textbooks or the internet. Of course, if you have other resources they will add to the experience for your child. The internet is a wonderful resource, as are books - pull out your atlas, maps and any reference books that you have at home.

People are a wonderful resource as well, especially older family members who have experienced a rich life and have lived through major events.

Humanities and Social Sciences

Transition

1. Events and Memories

Conversation starter: What events are important to you and your family?

(**Make** a calendar of the big events in your life – this might be a birthday, ears pierced. **Draw** a photo album of the big events and **write** a story under each drawing.)

2. Who am I?

Conversation starter: What is your history? Where do you come from? What special names do you have for your relatives?

(**Draw** a self-portrait. **Tell me** the names of your relatives and how they are related to you – brother, sister, aunty... nonna, nana, ...)

3. Family Story Telling

Conversation starter: What is an important object in your family? Why is it important?

(**Draw** the object if you do not have it at home. **Tell me** the story about this object or **write** a story about this object.)

4. My Neighbourhood

Conversation starter: Where do you live? What is the location? Who is important in this place?

(**Draw** a map of the neighbourhood, **Write** down places on the map, **Tell me** why each place is important)

- What are some of the stories relatives have told you about where they live?

(**Retell** a story of a family member. **Talk to** a relative and ask them to tell you a story. **Write** a story about a place you have seen in a book/on TV.)

5. My Place

Conversation starter: Where will we set up our learning space? How could we arrange this space? Will it look the same or different at the end of the day?

(**Draw** a plan for your learning space. **Write** down what you will do there. **Tell me** what will change or stay the same.)

6. My Tour

Conversation starter: What is an exciting or significant place you have visited? What did you do there? Did you tell other people about it?

(**Draw** a picture of the place you visited. **Write** down the name of the place/s. **Write** a list of things that made it exciting. E.g. I went to the Alice Springs Wildlife Park and we went on a tour. At the gate we lined up and went in one by one. Then we visited the nocturnal house and we saw....)

(**Make up** an exciting tour for this place or one you have imagined. E.g. You will go in a boat down a big river. The river has lots and lots of big crocs. You have to keep your hands inside the boat. On the boat a lady will tell you lots about the big crocs. You will see lots of them. Look in the river and on the banks. Sometimes you cannot see them. But they can see you. After a talk you get morning tea, yummy. This is really exciting and you will like this lots. They bring out chickens and put them on a pole. They like go fishing with them and the crocs eat them. Take pictures because they will look good....)

7. Our Weather

Conversation starter: What is the weather like today? (sunshine, temperature, rainfall, wind..) How will you record what is happening over a day or a week?

(**Draw** a table to record your weather. **Write** your records of what the weather is like in your table. **Tell me** what you like about this weather. You could draw the clouds as well.)

(E.g

Weather features	My records
Rainfall	
Sunshine	
Temperature	
Wind	

(Report on the local weather for your family.)

8. My Drawing Camera – then and now objects.

Conversation starter: What are some things my family has used in the past and present? For example:

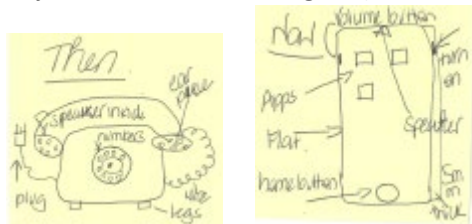
Past/Then - Mobile phone - flip phone, phone size of a brick.

Present/Now – Mobile phone – samsung, iphone ...10x5cm...

Past/Then - TV Set black and white, TV Set that is 50cm thick.

Present/Now - TV that is 5 cm thick, TV High Definition....

(Draw a chart of Past/Then and Present/Now objects OR Draw a picture just like you had a camera of each object and label each diagram)



9. My holiday - Story Map

Conversation starter: Where did you go on holiday? How did you get there? What did you do? What did you like about the place?

(**Draw** a story map of your holiday. Have one box for each question. **Tell me** about each of the story box drawings.)

10. My Yard

Conversation starter: What can you observe in your yard? Can you see natural features (vegetation, grass, creek..)? Can you see managed features (gardens, grassy paths, ...)? Can you see constructed features (buildings, concrete paths, buildings)?

(**Draw** a map of your backyard or even a part of it. **Label** the features on your map. **Tell me** about your map.)

Science

This book has Primary school level science activities for your child. The activities draw from the Australian Curriculum Science standards.

How can I support my child?

Science is all about exploring the world around us - observing, asking questions and seeking explanations. It is important for children to understand that science relies on collecting accurate results and working out what they mean.

Before doing an experiment or making observations, read through the activity with your child. Ask your children what they think will happen and why! Encourage your children to ask questions and make careful observations about what they see, hear and smell. All these science activities can be done at home and do not need specialised science equipment.

Here are some simple family activities that are linked to science.

- Collect and cook bush medicine
- Go for a walk and collect bush tucker that is in season
- Look at the weather forecast and compare it to what is happening outside. Is it raining, windy, sunny? What seasonal winds are blowing?
- Look for freshwater in creeks and trees (not from the tap). Check the tides and look at the moon.
- Look at the stars and tell stories about them.
- Do some exercise and then measure your heartbeat. Compare it to other people's.

A COLOR SYMPHONY!

YOU WILL NEED:

- A flat tray (like a cookie baking tray)
- Food coloring (at least 3 different colors)
- Whole milk - low fat milk will not work for this experiment
- Liquid soap used for washing dishes.

WHAT TO DO

1. Carefully pour the milk into the tray so that it just covers the bottom
2. Add about 6-8 drops of different colored food coloring onto the milk in different spots
3. Add about 5 drops of the liquid soap onto the drops of food coloring and watch the show!
4. To clean up, simply pour the colored milk down the drain. (don't drink it!)



HOW DOES IT WORK?

So you know where the color comes from, but why milk and liquid soap? The main job of dish soap is to go after fat and break it down. Usually the fat is on dishes from the food we eat, but fat is also in whole milk. When you drop the liquid soap onto the tray, it tried to break down the fat in the milk. While it was doing that, it caused the colors to scatter and mix creating a very colorful display. Have fun!



MAKE IT AN EXPERIMENT:

The project above is a DEMONSTRATION. To make it a true experiment, you can try to answer these questions:

1. What liquid dish soap works the best?
2. Does the shape of the tray affect the reaction?

BUBBLE BLOWING

- Blow bubbles and get your child to try and catch them. Ask questions like *What makes the bubbles float?* and *What makes the bubbles pop?* See how long a bubble can stay in the air.
- Get your child to make bubbles with their hands by forming a small circle with their thumb and forefinger and blowing through the circle.

TASK

How to make bubbles

Put 600ml of dishwashing detergent and 25ml of glycerin into a one litre container and fill it with water. Get your child to use a pipe cleaner to make a wand with a circle at the top. Get your child to dip the wand in the bubble mixture and blow through the circle.

