

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?


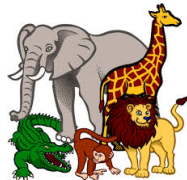

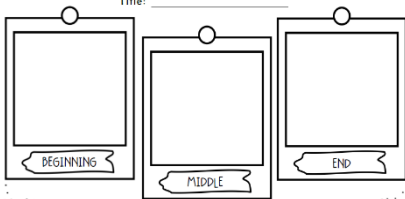







Some activities you can do together are: reading together, drawing, singing, role play, storytelling, reciting poems, game playing and rhyming. When reading together, take turns with your child to read a story. Ask them to share what they are thinking. What does the story remind them of? What questions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

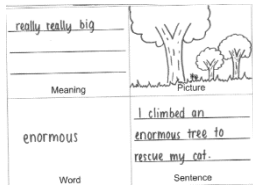
English Activities T-2

- 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, eg, 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



This is an example for enormous.

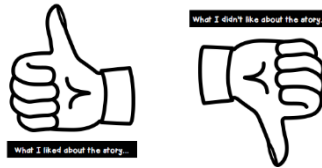
Create a Puppet show

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?



Adventure Time

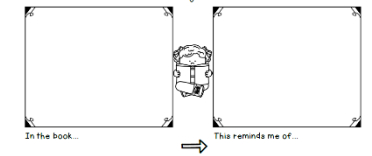


Where is the shark leading the man on their adventure? Is the shark happy to be followed by the man? What happens next?

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

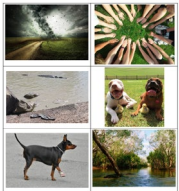
The Story and Me

Read a book with or to someone. What does the story remind you of? In the book... This reminds me of...



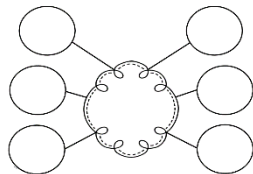
Picture Talk

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.

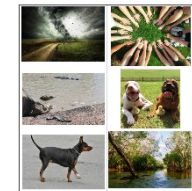
Jelly + fish = jellyfish



What compound words can you find? Draw and write them.

Tell me a story

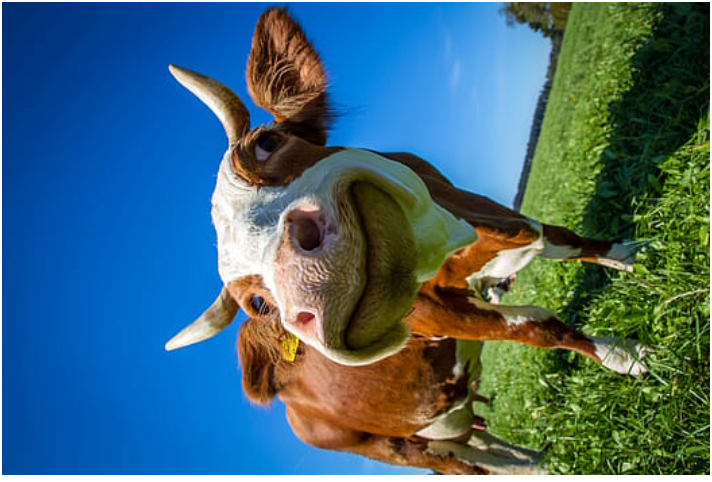
Use a picture prompt. Tell someone a story about that picture. Who is the character? Where are they? What are they doing? What goes wrong? How do they solve it? Make your story into a picture book.

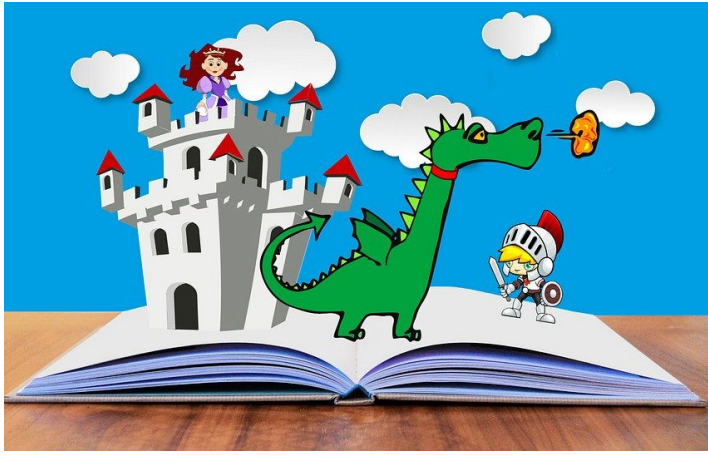


I spy with my little eye





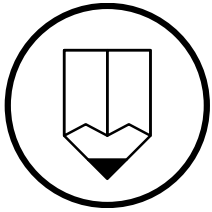




Activity Title	Equipment	Activity Explanation	Terms Explained
Editing cards 1-10	pencil	Instructions included. Circle the mistakes and write it the right way above.	<u>Capital letters</u> : Used at the beginning of a sentence or at the start of a name or place. <u>Question mark</u> : used at the end of a sentence that asks a question. E.g., Are you cold? <u>Full Stop</u> : Used to indicate the end of a thought or sentence.
Nouns, Verbs and Adjectives Sort	Glue, scissors	Instructions provided.	<u>Noun</u> : a person, place, animal or thing. E.g., chair, cat, boy, tent, etc. <u>Verb</u> : a doing word. E.g., run, cut, jump, sit, etc. <u>Adjective</u> : describing word. E.g., red, big, round, etc.
Superfoods What's for lunch? Search a Rooney Jack and the Beanstalk	Pencil	Instructions provided. Your child may read to you, you can share the reading by taking turns or you can read to your child. When writing, your child can write on their own, you can share the writing, they can tell you and you write or you just tell the story together.	
Listening to Audio Books in Better Than Reading Books	Scissors, glue	Instructions provided. Your child may read to you, you can share the reading by taking turns or you can read to your child. Talk about each idea, explaining what any unknown words might mean. Think of any other arguments you could add for or against the topic. Create your own topic and come up with reasons for and against. E.g., Dogs are better than cats.	For arguments - agree with the topic. Against arguments - disagree with the topic.

1 Tom's Broken Leg

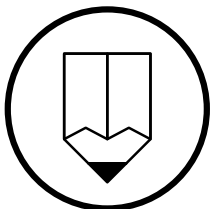
my brother tom broke his
leg playing soccer He haz
a red crutch to help hiim
walk.



Find 2 spelling mistakes.
Add 2 capital letters and 1 full stop.

2 Windy Day

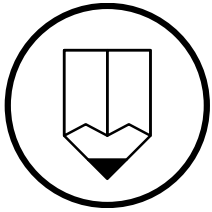
it was a really windy day
on Sondag. kate and ben
tok their kite to the park
to fly it



Find 2 spelling mistakes.
Add 3 capital letters and 1 full stop.

3 A Rainy Day

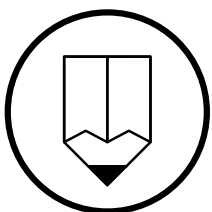
the sky started to tern
grey. Rain started to fall
on my head. i poot up my
favourite umbrella



Find 2 spelling mistakes.
Add 2 capital letters and 1 full stop.

4 Show and Tell

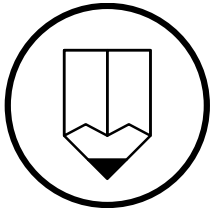
for show and tell tooday
Bill bought his cat. his
name is called Snowflake.
Snowflake likes big huggs



Find 2 spelling mistakes.
Add 2 capital letters and 1 full stop.

5 Rob the Robot

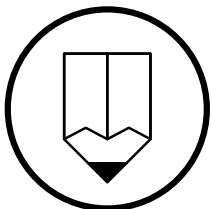
rob the robot lieks the
colour green. He has long
slinky blu arms. he has a
red button on his head



Find 2 spelling mistakes.
Add 2 capital letters and 1 full stop.

6 Map of the World

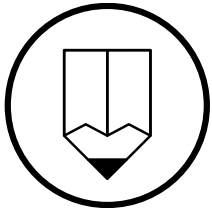
jane was looking at a map
of teh world. she culd see
all the water and land



Find 2 spelling mistakes.
Add 2 capital letters and 1 full stop.

7 Jumping in Puddles

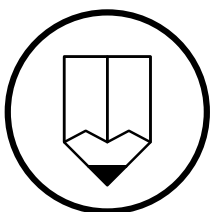
jill wore her raine boots
today. there wer lots of
muddy puddles to jump
in



Find 2 spelling mistakes.
Add 2 capital letters and 1 full stop.

8 Slimy Frogs

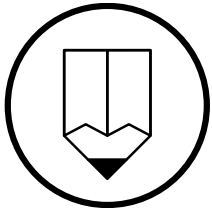
frogs do not drink water
like we do. They get watar
through their skin. this is
whyy frog skin feels slimy



Find 2 spelling mistakes.
Add 2 capital letters and 1 full stop.

9 Wags the Dog

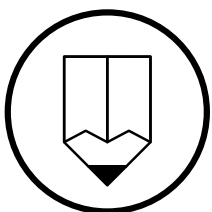
wags the dog has run
away. Do you know
where wags has goen



Find 2 spelling mistakes.
Add 2 capital letters and 1 question mark.

10 Hot, Hot, Hot!

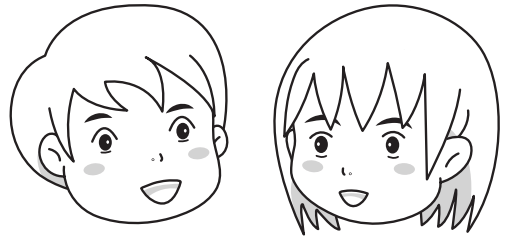
the sun is really hott.
What do i need to stay
sayfe from the sun



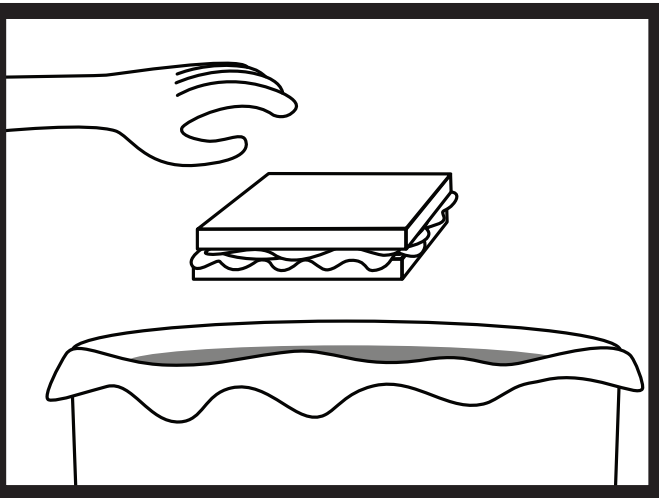
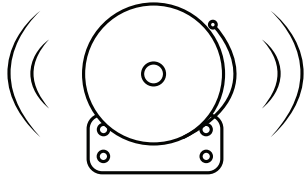
Find 2 spelling mistakes.
Add 2 capital letters and 1 question mark.

SUPERFOODS

What's for Lunch?



BELL
RINGS
FOR
RECESS



Why did you
throw away
your lunch?

I don't like
sandwiches.

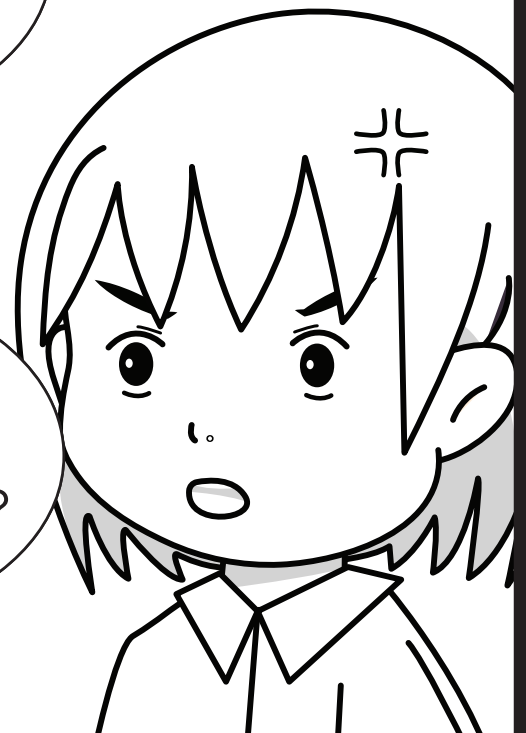


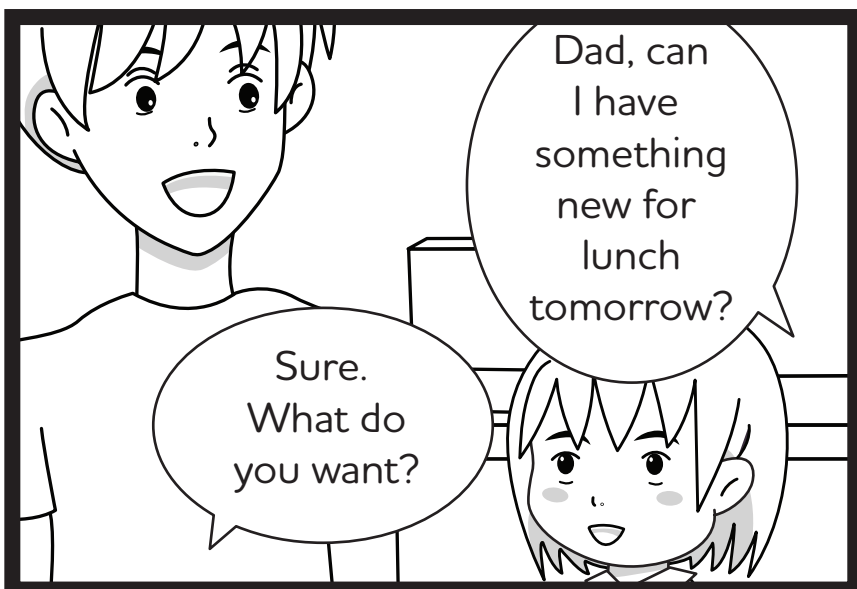
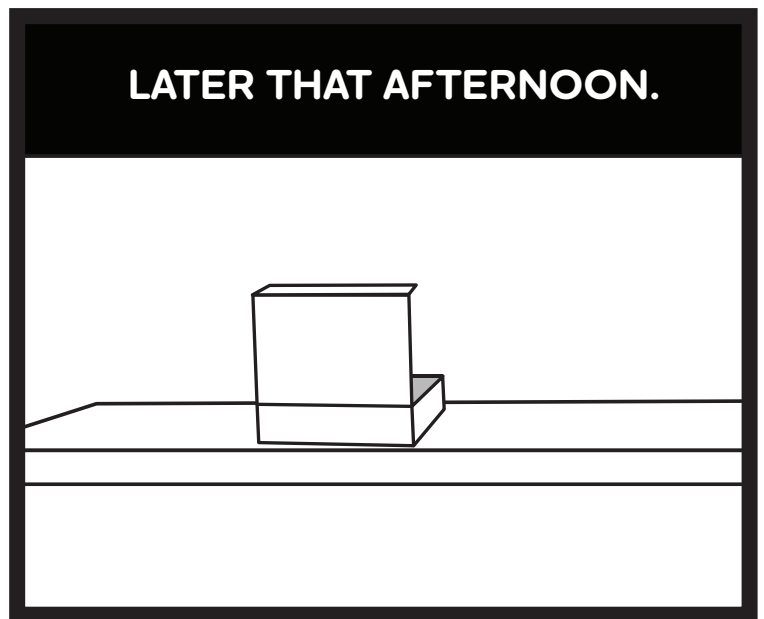
You don't like
sandwiches?

No way!

Have you told
your dad you
do not like them?

No.





Name: _____

Date: _____

Superfoods: What's for Lunch?

Questions



1. Why do you think the girl in the comic is not happy?

2. What does the boy tell her to do?

3. Has there been a time you were given a lunch you did not like?
When was that?

4. List some foods you know that are healthy.

5. Suggest a lunch for the girl that is both delicious and healthy.
Draw it below.

Name: _____

Date: _____

Nouns, Verbs and Adjectives Sort

Cut out the words and paste them into the table under their correct heading.

apple	read	large	ball
skateboard	kitten	cook	fastest
lonely	whisper	school	old
teacher	red	yell	run
cold	lazy	purple	fish
dinosaur	crazy	hop	hat

Name: _____

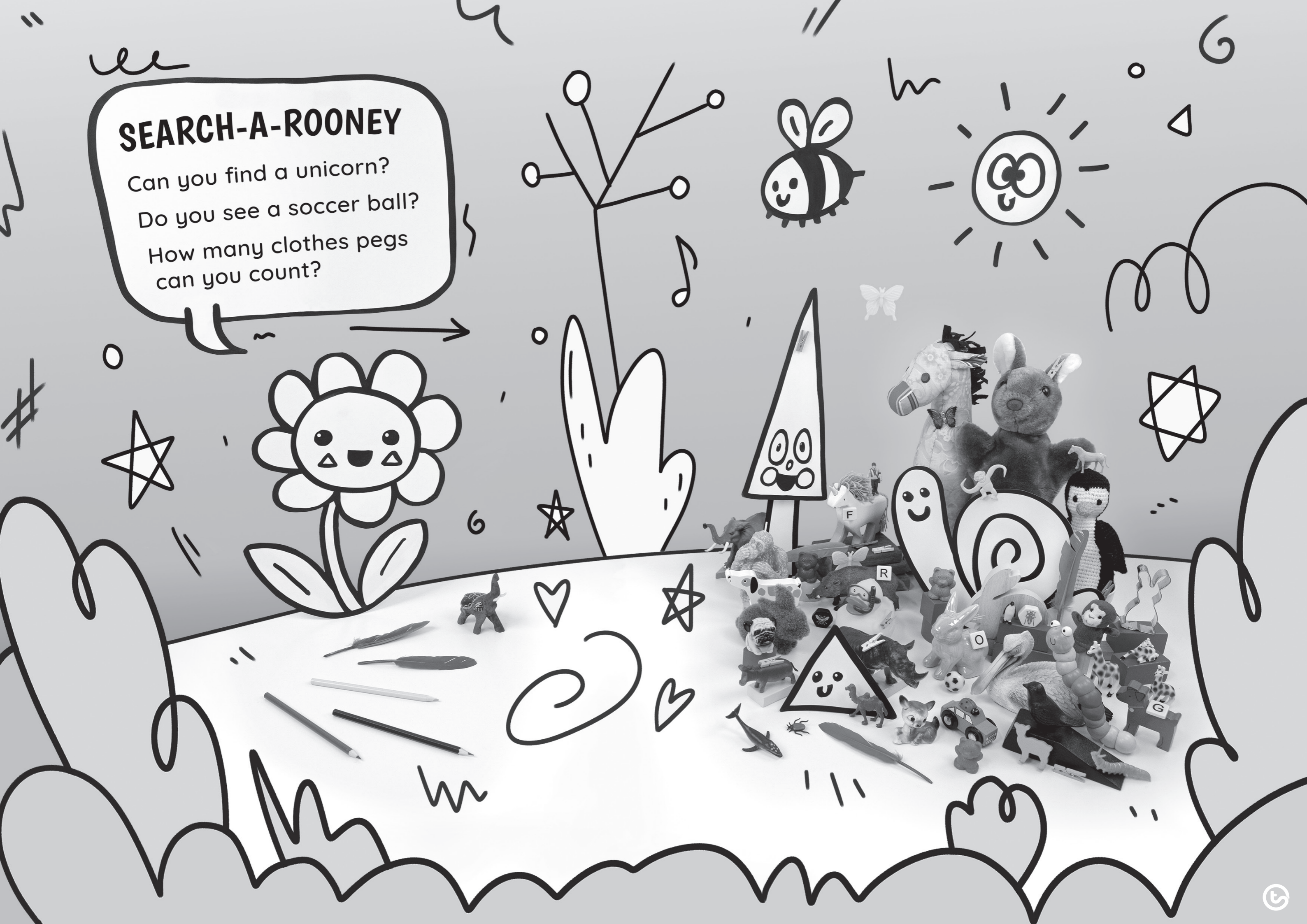
Date: _____

Nouns, Verbs and Adjectives Sort

Nouns	Verbs	Adjectives

SEARCH-A-ROONEY

Can you find a unicorn?
Do you see a soccer ball?
How many clothes pegs
can you count?



Name: _____

Date: _____

Search-a-Rooney #2

Questions

1. Name five animals you can see on this page. Can you name more?

2. Look at the picture and describe an animal that you have never seen before.

3. What animal did you describe?

4. Which of the drawn characters would be a leader? Why?

5. Choose a drawn character to write about. Write about who you think they are.

Jack and the Beanstalk

Once upon a time there was a boy called Jack. He lived with his mother. They were very poor. The only thing that they owned was a cow.

One morning, Jack's mother told Jack to take their cow to market and sell her for money. On the way to the market, Jack met a man. The man asked Jack if he would sell the cow for some magic beans. Jack took the beans for the cow and went back home. When Jack's mother saw the beans, she was very angry. She was so cross that she threw the beans out of the window.

The next morning, Jack looked out of the window. He saw a giant beanstalk. He went outside and started to climb the tall beanstalk. He climbed up and up to the sky and through the clouds. Above the clouds, Jack saw a beautiful castle. He went into the castle. Then, Jack heard a loud voice. It was the voice of an enormous giant. Jack felt scared.

"Fee, Fi, Fo, Fum!" said the giant.

Jack ran into a cupboard to hide. The big giant came into the room and sat down. On the table there was a hen and a golden harp.

"Lay!" said the giant. The hen laid an egg. It was made of gold.

"Sing!" said the giant. The harp began to sing.

After a little while, the giant fell asleep. Jack jumped out of the cupboard. He thought that his mother would like the magic hen and the magic harp. So, he took the hen and the harp.

Suddenly, the harp sang, "Help, master!" The giant woke up and shouted, "Fee, Fi, Fo, Fum!"

Jack ran and started climbing down the beanstalk. The giant came down after him.

"Mother, help!" Jack shouted.

Jack's mother took an axe and chopped down the beanstalk. The giant fell and crashed to the ground. With the golden eggs and the magic harp, Jack and his mother lived happily ever after.

Name _____

Date _____

Capital Letter and Full Stop Scavenger Hunt

As a class, read the following passage from the fairy tale, *Jack and the Beanstalk*.

Once upon a time there was a boy called Jack. He lived with his mother. They were very poor. The only thing that they owned was a cow.

Jack's mother told Jack to take their cow to market and sell her for money. On the way to the market, Jack met a man. The man asked Jack if he would sell the cow for some magic beans. Jack took the beans for the cow and went back home. When Jack's mother saw the beans, she was very angry. She was so cross that she threw the beans out of the window.

When you have read the passage:

- hunt for capital letters and full stops
- underline the capital letters and put a circle around the full stops (the capital letters and full stops in the first sentence have been found for you)
- create a tally to show the number of capital letters and full stops that you have found.

Capital Letters and Full Stops - Tally Marks		Total
full stops		
capital letters		

Name _____

Date _____

Hunt It and Fix It!

Capital letters are used at the start of a sentence and for proper nouns.

Full stops are used at the end of a sentence.

The following sentences **do not** have capital letters and full stops.

Rewrite each sentence by adding capital letters and full stops in the correct places.

1. once upon a time there was a boy called jack

2. the big giant came into the room and sat down

3. the giant fell and crashed to the ground

4. the man asked jack if he would sell the cow for some magic beans

5. jack and his mother were very poor

Name _____

Date _____

Listening to Audio Books is Better Than Reading Books

Cut out the for and against statements below arguing why listening to audio books is or is not better than reading books. Paste each statement under the correct heading on the next page.

Audio books develop good listening skills.

Listening to an audio book is more interesting than reading.

Audio books require batteries.

Real books can be taken anywhere.

Audio books are more expensive to buy than books.

Real books help to develop important reading skills.

Audio books can be listened to whilst doing other activities.

Audio books uses a persons imagination to picture a story.



Name _____

Date _____

Listening to Audio Books is Better Than Reading Books

FOR

AGAINST



Numeracy

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

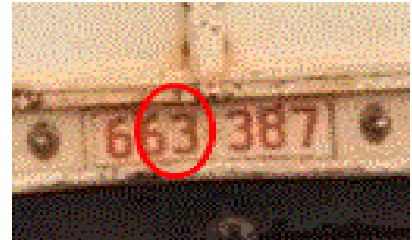
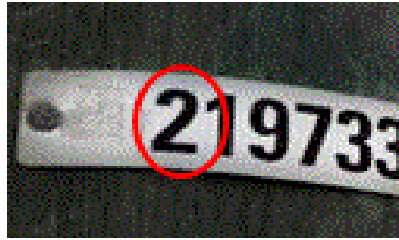
How can I support my child?

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

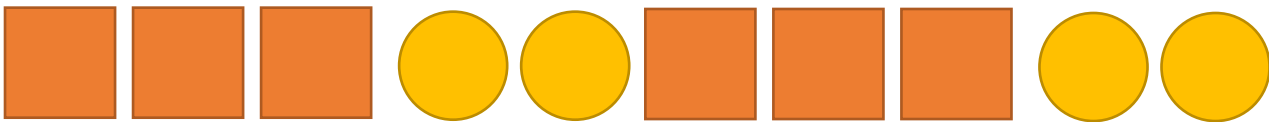
Think about ways that you can bring maths into real life experiences. This can be done by putting socks in pairs, setting tables, gardening, cooking and games. Count with your child, add things up, look at patterns. For example, look at the patterns in an artwork, count natural things such as shells, 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, see how far you can go! 1,2 and 3 have been found for you!



Repeat the pattern



Other Ideas

- Make a more complex pattern and describe it to someone and see if they can follow your instructions.
- make your pattern with different leaves, stones, sticks, shells, sounds, body movements, bottles and boxes

Addition and Subtraction Stories

Tell a story with words. What can you see happening in the boxes below?



Tell the story with numbers and symbols

$$6 - 3 = 3$$

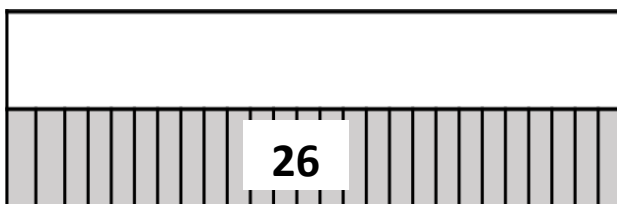
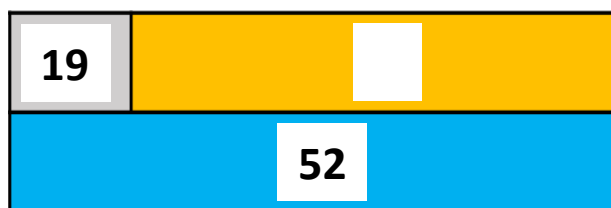
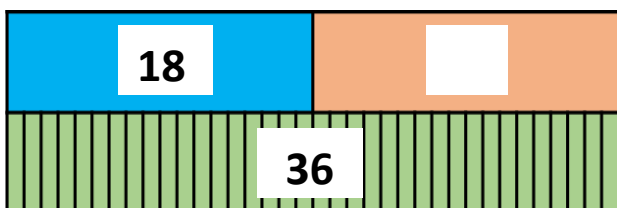
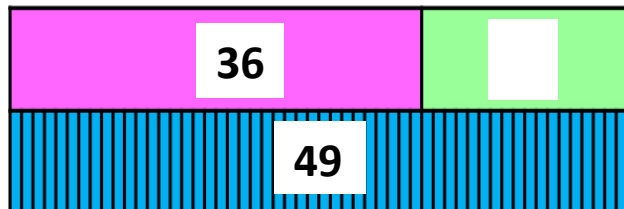
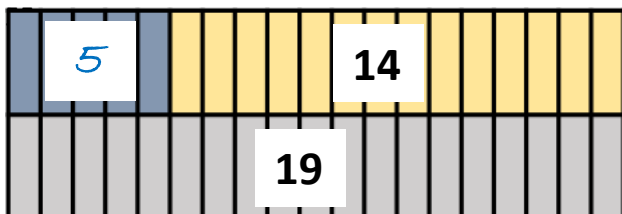
Other Ideas

- Draw a new picture and change the number of boxes in the picture
- Stories about collecting, eating, drinking, meeting, shopping, cooking, games, sports and play
- Use different objects such as boxes, bottles, lids, shells, stones, sticks, pencil drawings, fruit, vegetables, pegs, chairs, plates, tins

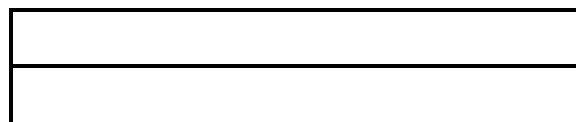
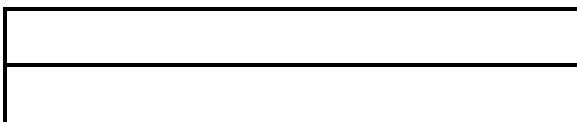
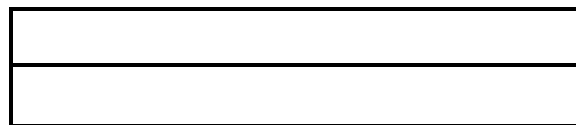
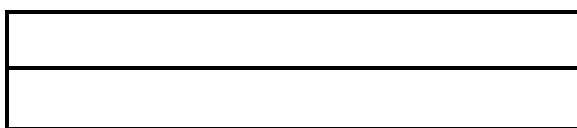
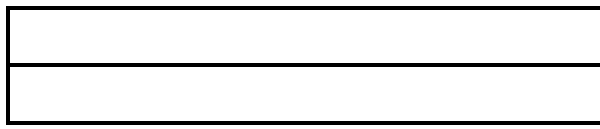
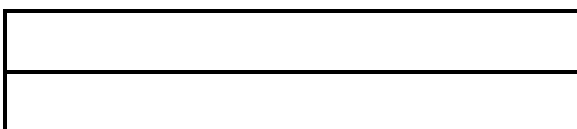
Numbers 10 to 100

Count the number of bars the line up with the colours then write the numbers in the blank boxes.

The first one has been done for you (5 blue bars plus 14 yellow bars are equivalent to 19 grey bars).

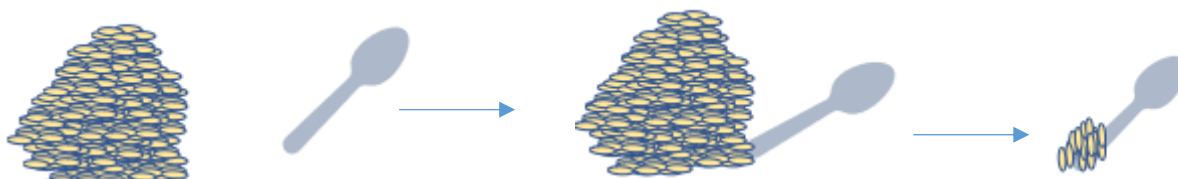


Make your own Number Bars

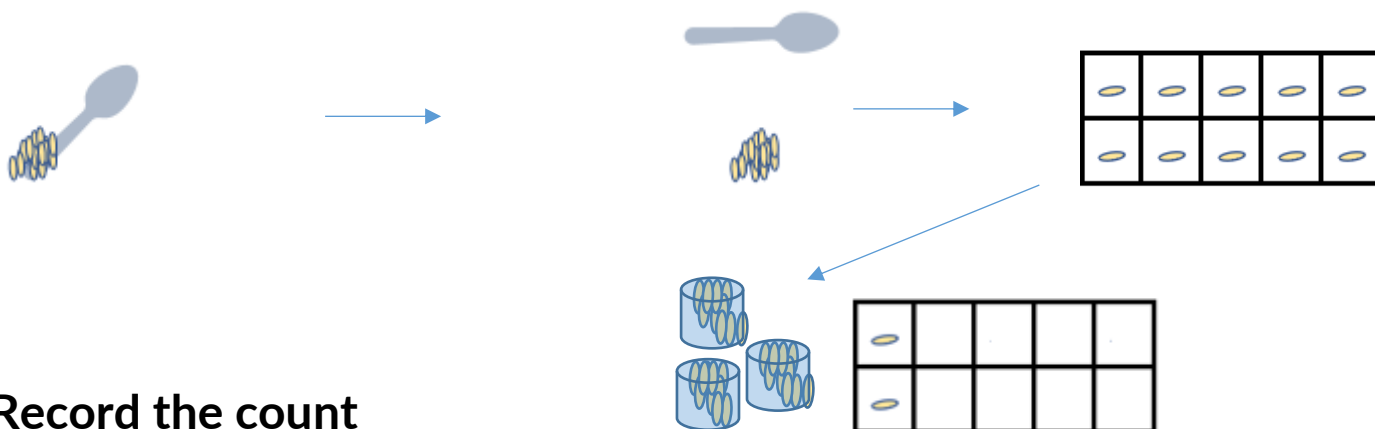


Rice Grab *(if you have rice at home, use it for this activity. Lentils or beans will work too!)*

Tip some rice into a pile! Pick up some rice (like in the picture below)



Count the rice using the ten boxes provided!

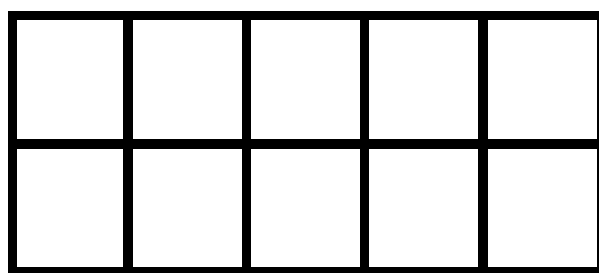


Record the count

3 lots of ten and 2 leftovers

32 grains of rice

This person picked up 32 grains of rice! They could fill the 10 boxes three times and had two grains of rice left over.

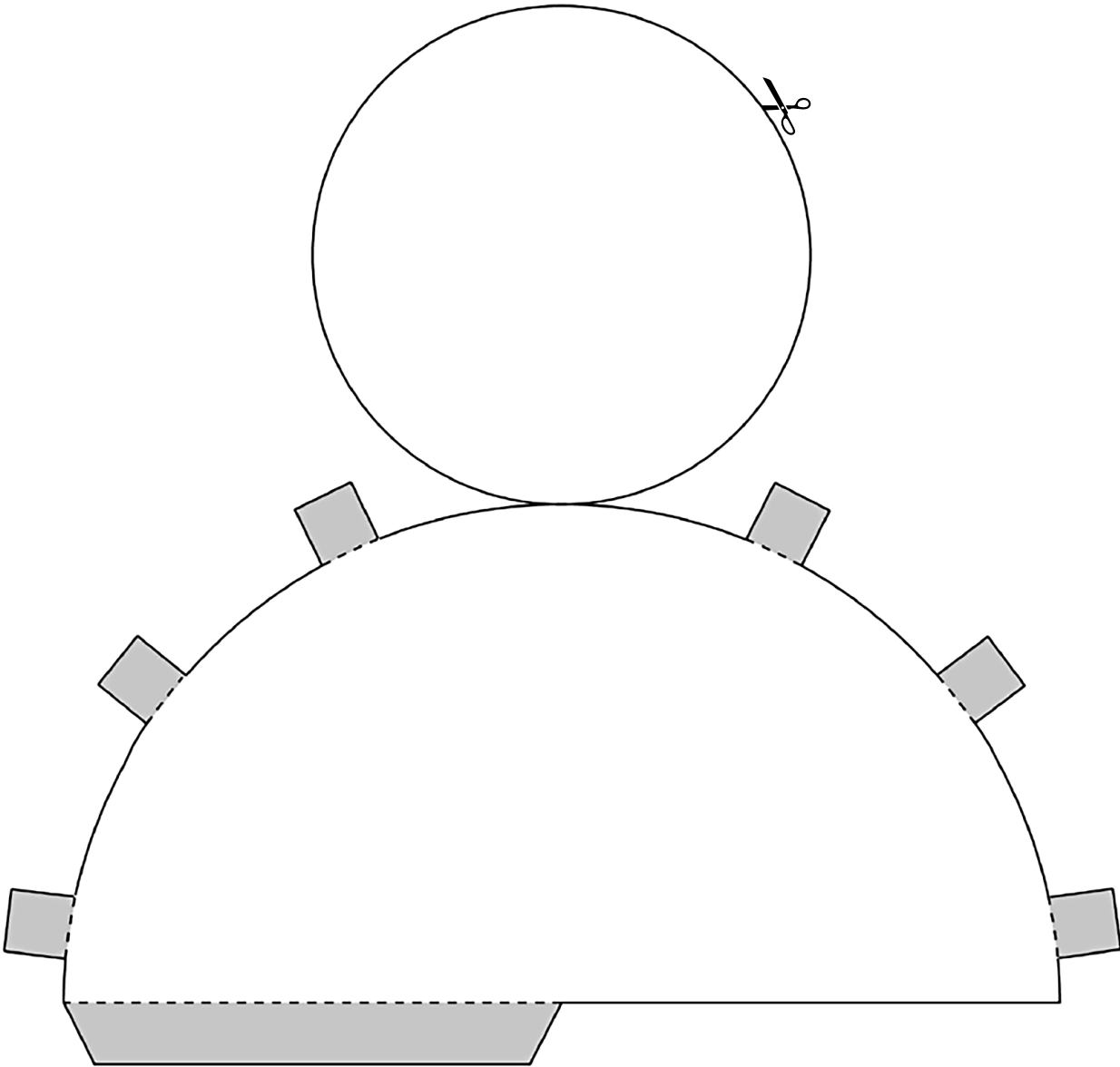


Other Ideas

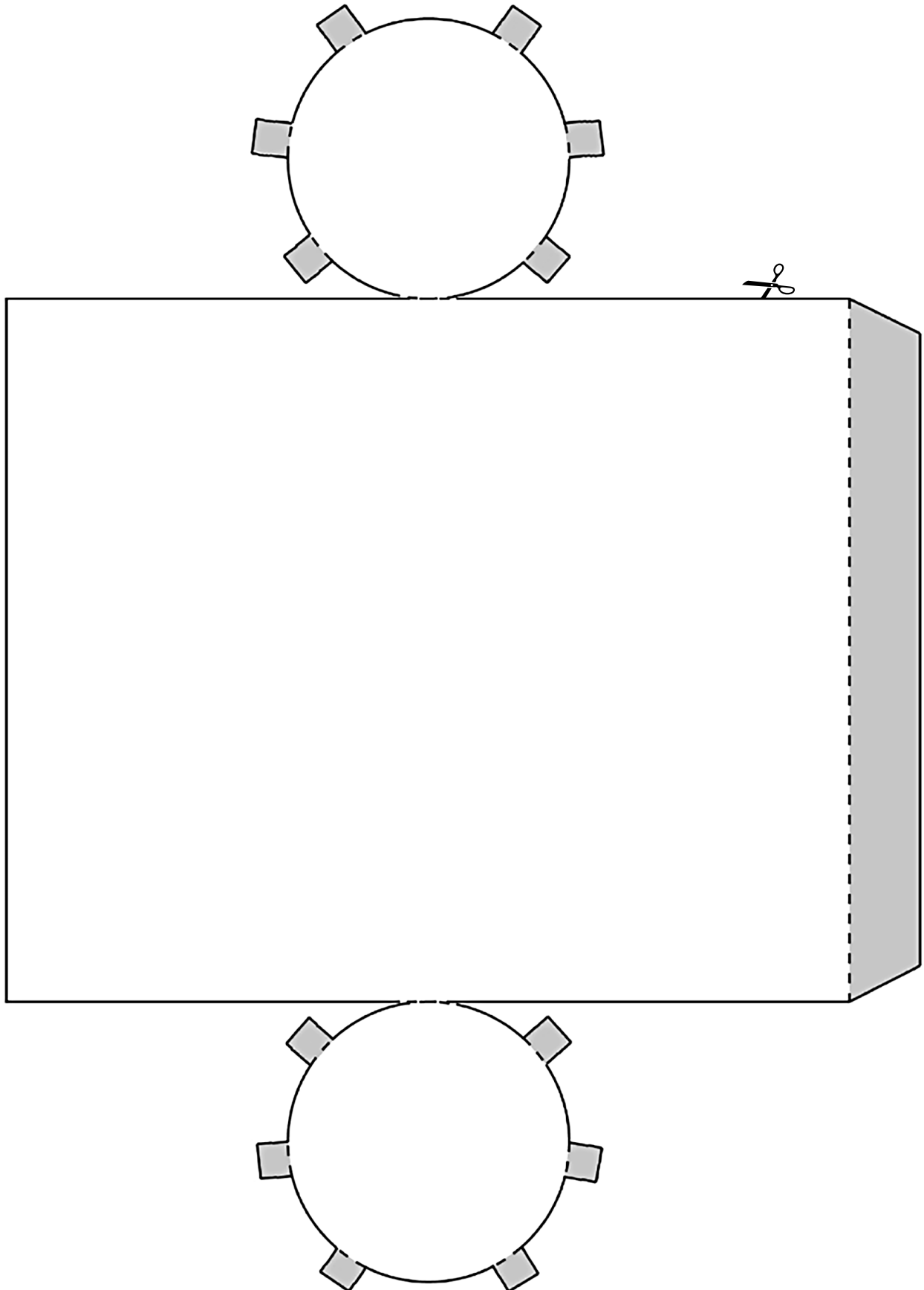
Play with a friend. Who picks up the most rice? How much more?

Shut your eyes and try and pick up some rice! How much could you get?

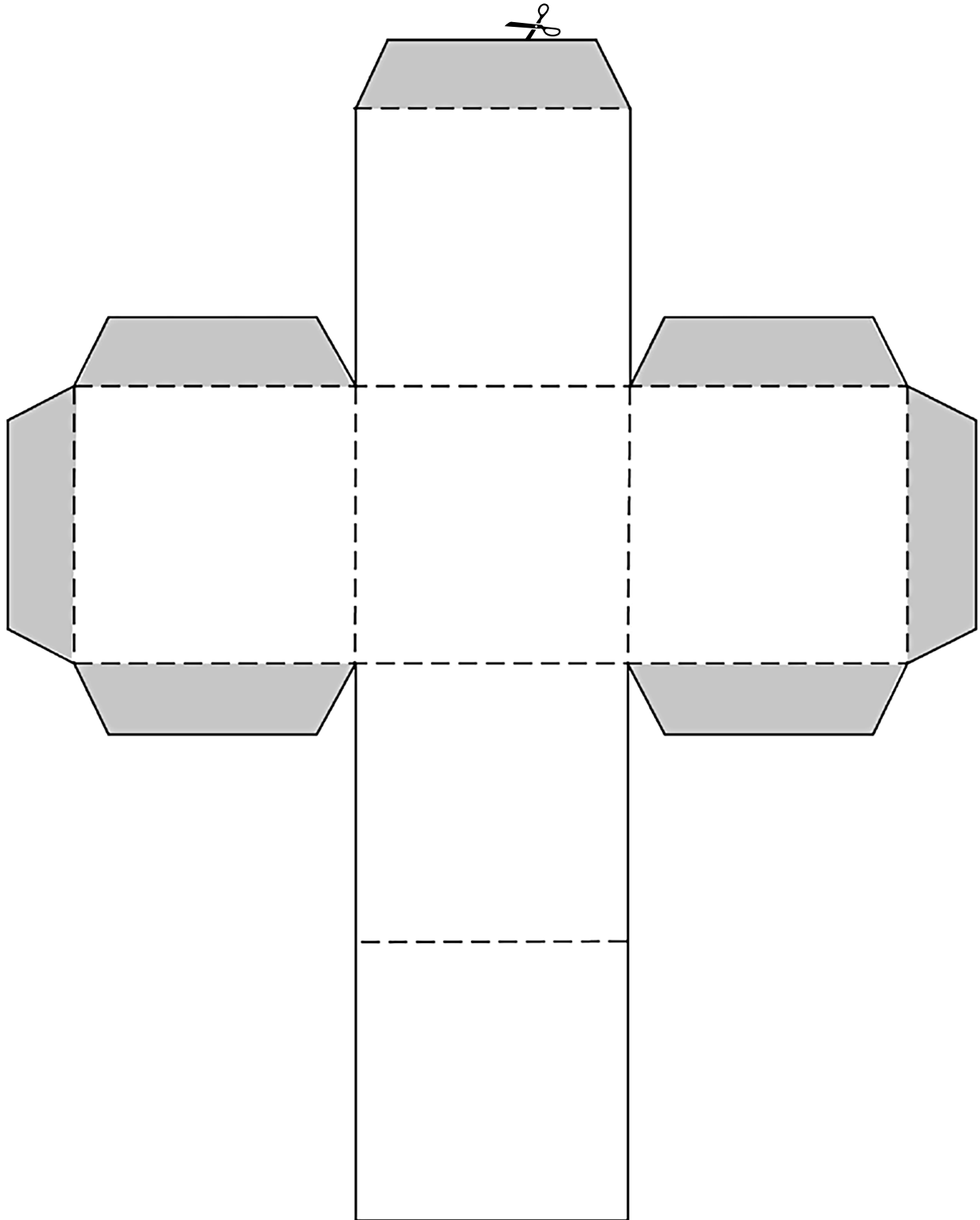
Cone



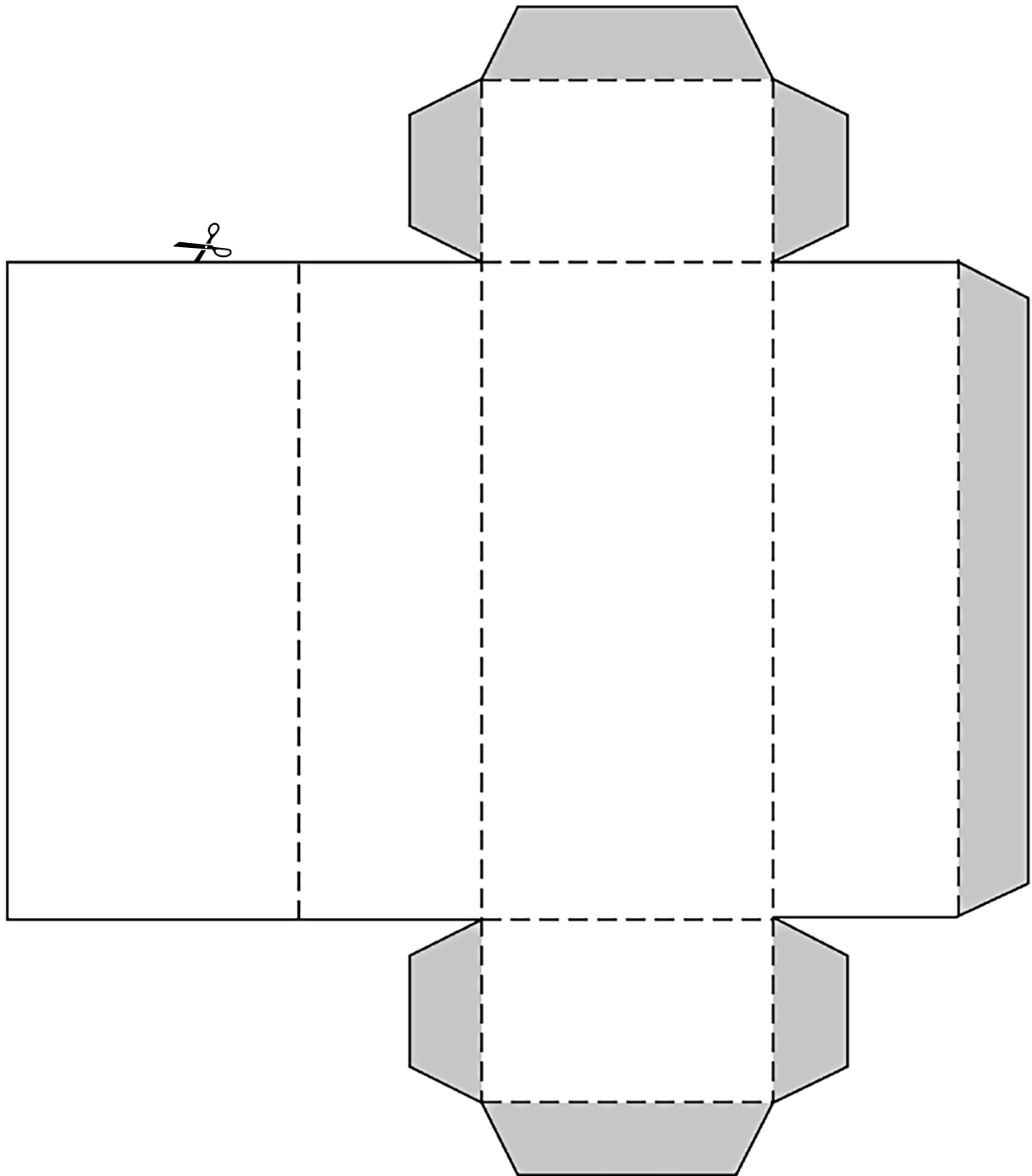
Cylinder



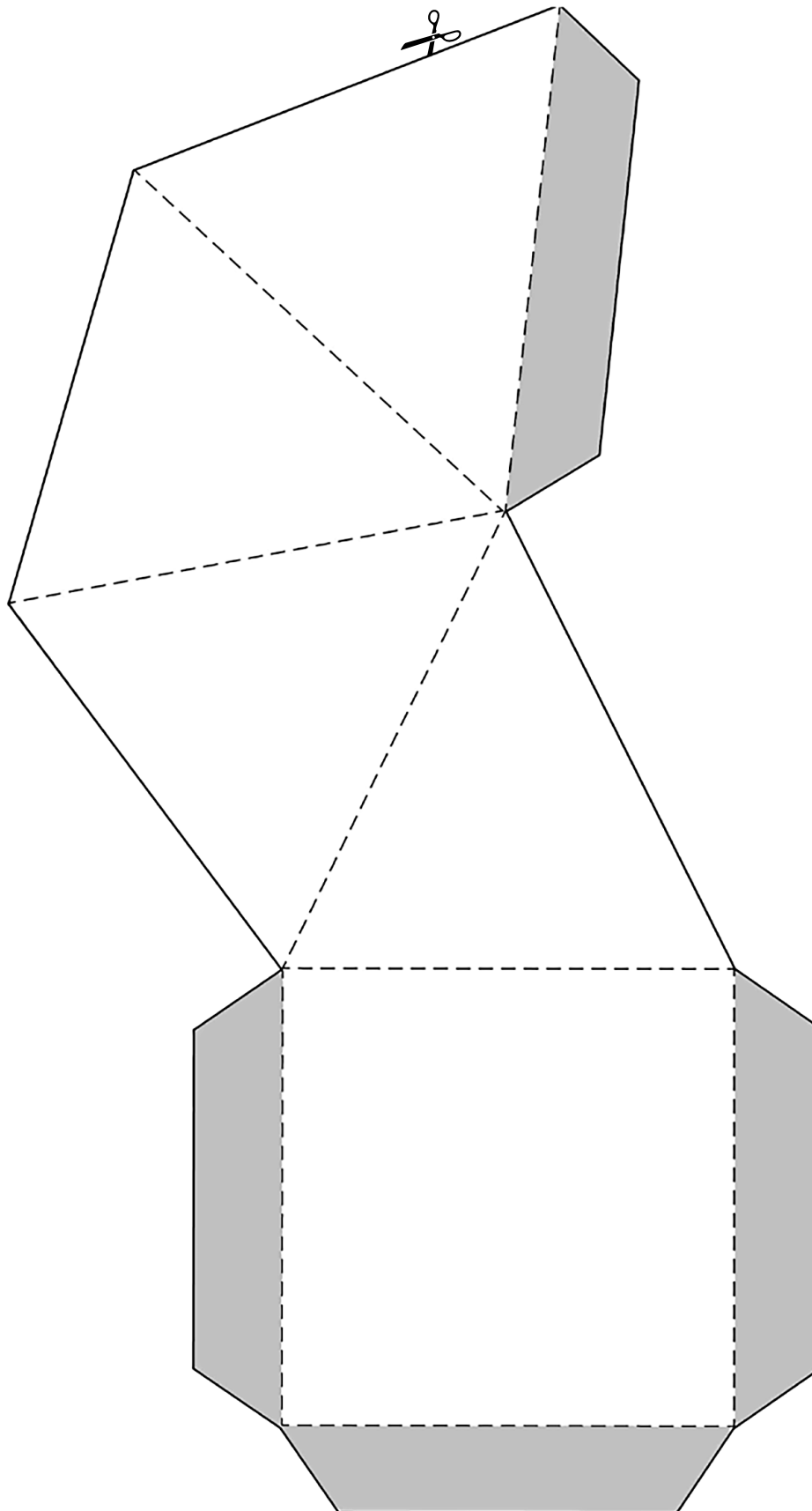
Cube



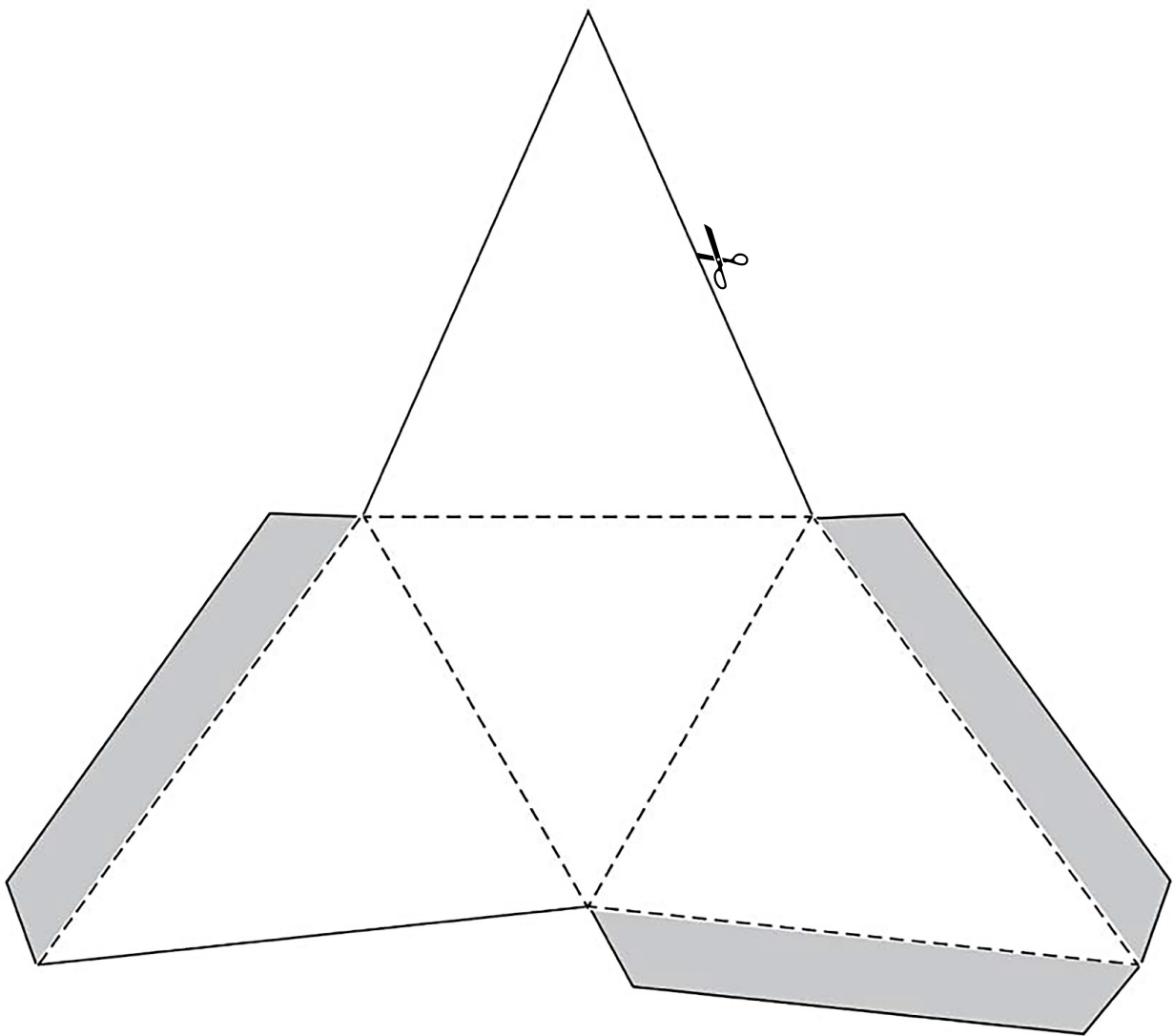
Rectangular prism



Square-based pyramid



Triangular-based pyramid



'Make 10' facts

Use your twenty-bead strings or ten frames to make a list of all possible two-part combinations to 10. The first one has been done for you.

When you are finished, cut out the 'make 10' facts along the dotted lines.



$1 + 9$	$= 10$
	$= 10$
	$= 10$
	$= 10$
	$= 10$
	$= 10$
	$= 10$
	$= 10$
	$= 10$

Student name:

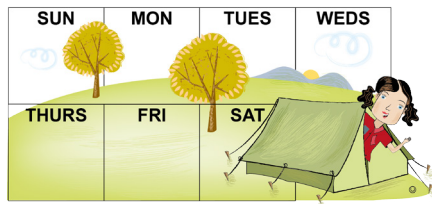


How long does it take?

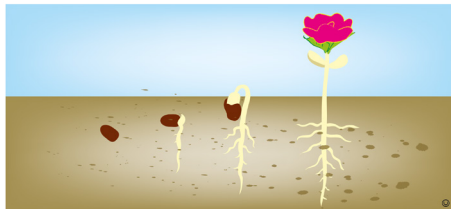
Match the activity or event to the correct time unit word.



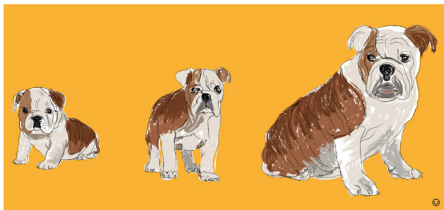
minute



year



hour



half an hour



month



day



week

Student name:



Sheet

2

How long does it take?

How was your student able to complete the activity?

No assistance required Some assistance required A lot of assistance required Not able to do this task

Comments:

Chance: animal game

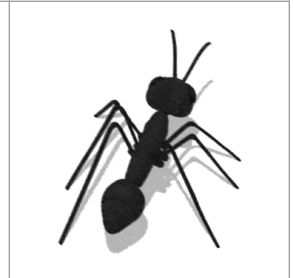
Start						
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You will need:

- dice
- one counter (per player)

How to play:

1. Each player puts their counter on 'Start'.
2. Each player rolls the dice. The player who rolls the larger number goes first.
3. Player 1 rolls the dice and moves forward the number of spaces. Player 2 then rolls the dice.
4. The first player to reach 'Finish' is the winner.



		
--	--	--

Finish		
--------	---	---

Different data displays

Bella has collected her data in four different ways. Cut out the data collection words and glue them under the matching data display.



What is your favourite pet: cat, dog or fish?

	<table border="1"> <thead> <tr> <th>cat</th> <th>dog</th> <th>fish</th> </tr> </thead> <tbody> <tr> <td>Chris</td> <td>Elle</td> <td>Andrew</td> </tr> <tr> <td>Ananda</td> <td>Laura</td> <td>Kate</td> </tr> <tr> <td>Bruce</td> <td>Leanne</td> <td>Lina</td> </tr> <tr> <td>Kylie</td> <td>Lorraine</td> <td>Joanne</td> </tr> <tr> <td>Eli</td> <td></td> <td>Sarah</td> </tr> <tr> <td>Trent</td> <td></td> <td></td> </tr> </tbody> </table>	cat	dog	fish	Chris	Elle	Andrew	Ananda	Laura	Kate	Bruce	Leanne	Lina	Kylie	Lorraine	Joanne	Eli		Sarah	Trent			<table border="1"> <tbody> <tr> <td>cat</td> <td> </td> </tr> <tr> <td>dog</td> <td> </td> </tr> <tr> <td>fish</td> <td> </td> </tr> </tbody> </table>	cat		dog		fish		<table border="1"> <tbody> <tr> <td>cat</td> <td></td> </tr> <tr> <td>dog</td> <td></td> </tr> <tr> <td>fish</td> <td></td> </tr> </tbody> </table>	cat		dog		fish	
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Trent																																				
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fish																																				
cat																																				
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pictures
tally marks
list
objects



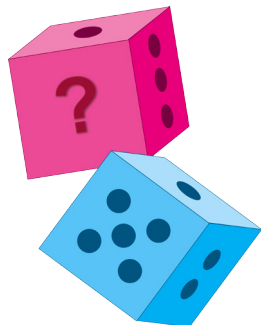
Solve number problems



Sam had 6 candles on his birthday cake.

He blew out 4 in the first puff.

How many are left for him to blow out with his second puff?



Lilly rolled two dice.

The total was 11.

One dice showed the number 5.

What number was on the other dice?

Danny picked 15 red and yellow flowers.

8 flowers were yellow.

How many were red?



Mum baked 12 cupcakes.

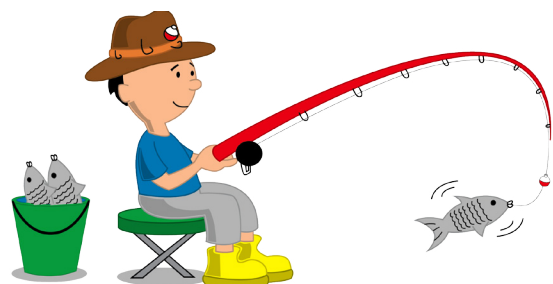
She put 3 on a plate and

Dad ate the rest.

How many cupcakes did Dad eat?

Tom went fishing and caught 7 flathead and some whiting.

If he caught 10 fish altogether, how many whiting did he catch?



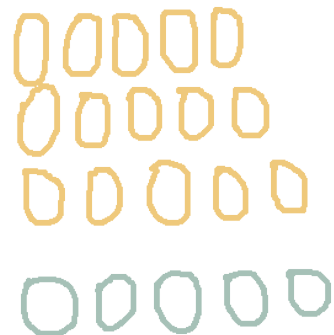
Subtraction puzzles

Use materials to represent and solve the following puzzles.

<p><i>I am 20 less than 70. What number am I?</i></p>	<p><i>I am 40 less than 72. What number am I?</i></p>
<p><i>I am 50 less than 89. What number am I?</i></p>	<p><i>I am 30 less than 45. What number am I?</i></p>
<p><i>I am 10 less than 25. What number am I?</i></p>	<p><i>I am 40 less than 63. What number am I?</i></p>
<p>$57 - 40 =$</p>	<p>$85 - 30 =$</p>
<p>$95 - 40 =$</p>	<p>$77 - 70 =$</p>

Addition or subtraction problems

On Monday the hens laid 15 eggs. On Tuesday they laid 5 eggs. How many eggs did they lay altogether on Monday and Tuesday?



15	5
20	

$$15 + 5 = 20$$

On Wednesday the hens laid 16 eggs, but 8 of them broke. How many eggs did we collect on Wednesday?

Student name:

On Thursday the hens laid 12 eggs in the morning. How many more will they have to lay so we can collect 22 altogether on Thursday?

On Friday the hens laid 24 eggs and on Saturday they laid 20 eggs. How many more did they lay on Friday than Saturday?

Student name:

Comments:

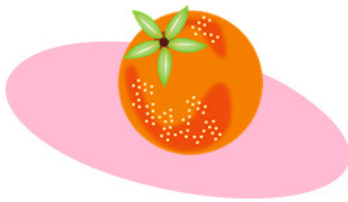
How was your student able to complete the activity?

- No assistance required
 A lot of assistance required
 Some assistance required
 Not able to do this task

More number problems to solve



There were sixteen lollies in the bowl. Mum added more lollies and there were nineteen lollies altogether. How many lollies did Mum add?



Fifteen oranges were in the case. Henry took some oranges and there were eight oranges left in the case. How many oranges did Henry take?



Twelve cupcakes were baked to sell in the bakery. Six more were baked to fill the shelf. How many cupcakes are ready to be sold?



Nineteen plums were on the tree. Some were picked and thirteen plums were left on the tree. How many plums were picked?

Student name:

Number facts: Middle

$8 \text{ add } 1 =$

$9 \text{ take away } 1 =$

$9 + 2 =$

$2 + 9 =$

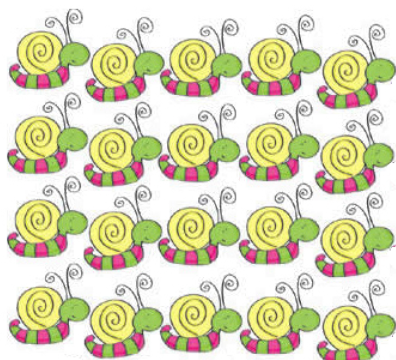
$\text{Double } 7 =$

$7 + 4 =$

$3 + 1 =$

$4 + 6 =$

$8 - 3 =$



Student name:



Sheet
13

Double 11 =

10 + 2 =

11 + 7 =

9 + 5 =

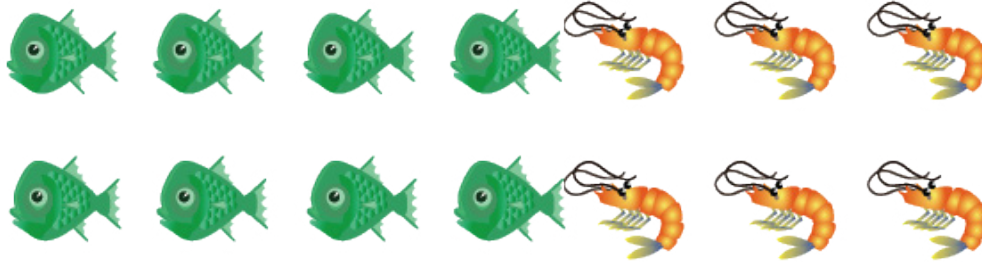
10 - 6 =

12 - 6 =

19 - 4 =

7 + 13 =

8 + 8 =



Tutor observations, for example: counted aloud, counted on fingers, drew on a number line, counted in their head, drew dots, used counters, didn't show any signs of 'working out'

Total correct:

How was your student able to complete the activity?

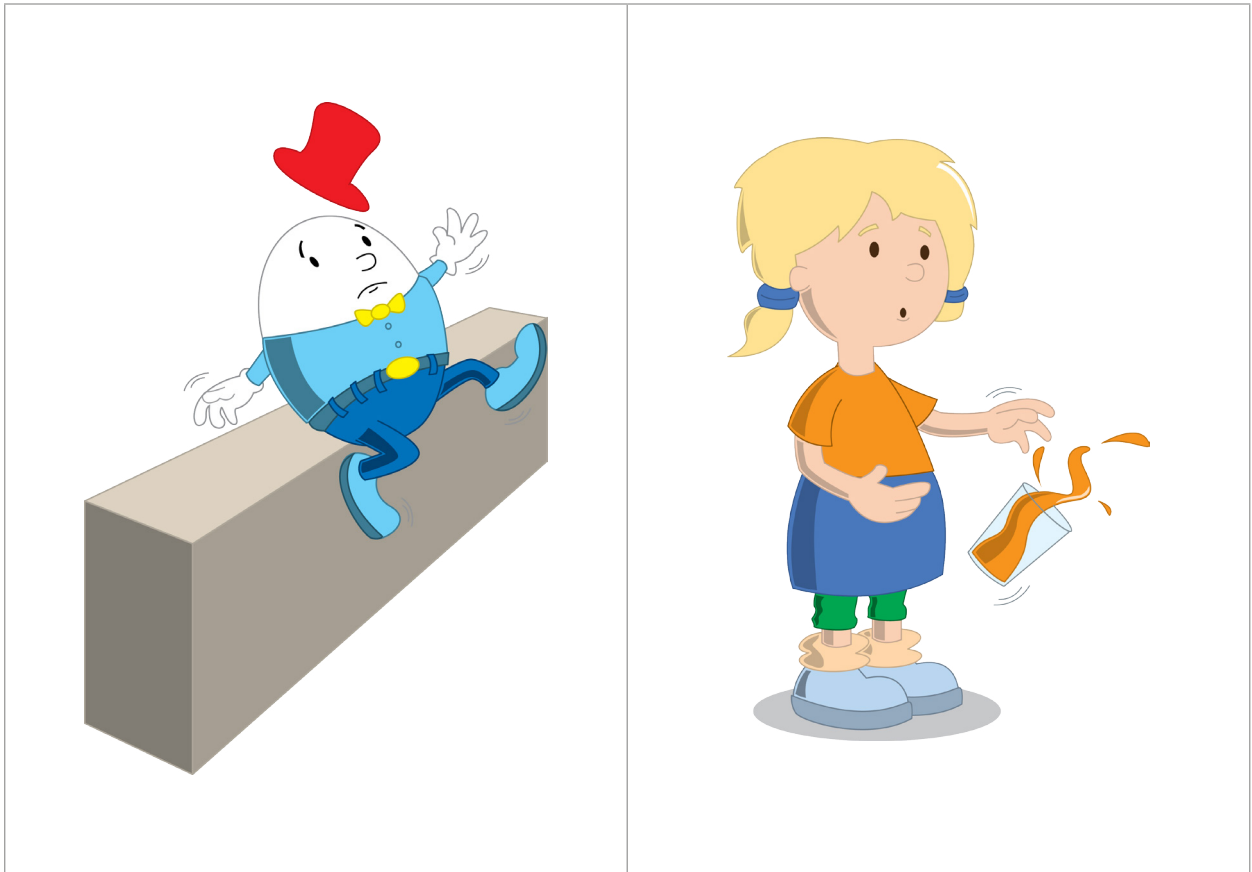
No assistance required Some assistance required A lot of assistance required Not able to do this task

Comments:

Mighty mights

Look at the three images below. Choose one and circle it.

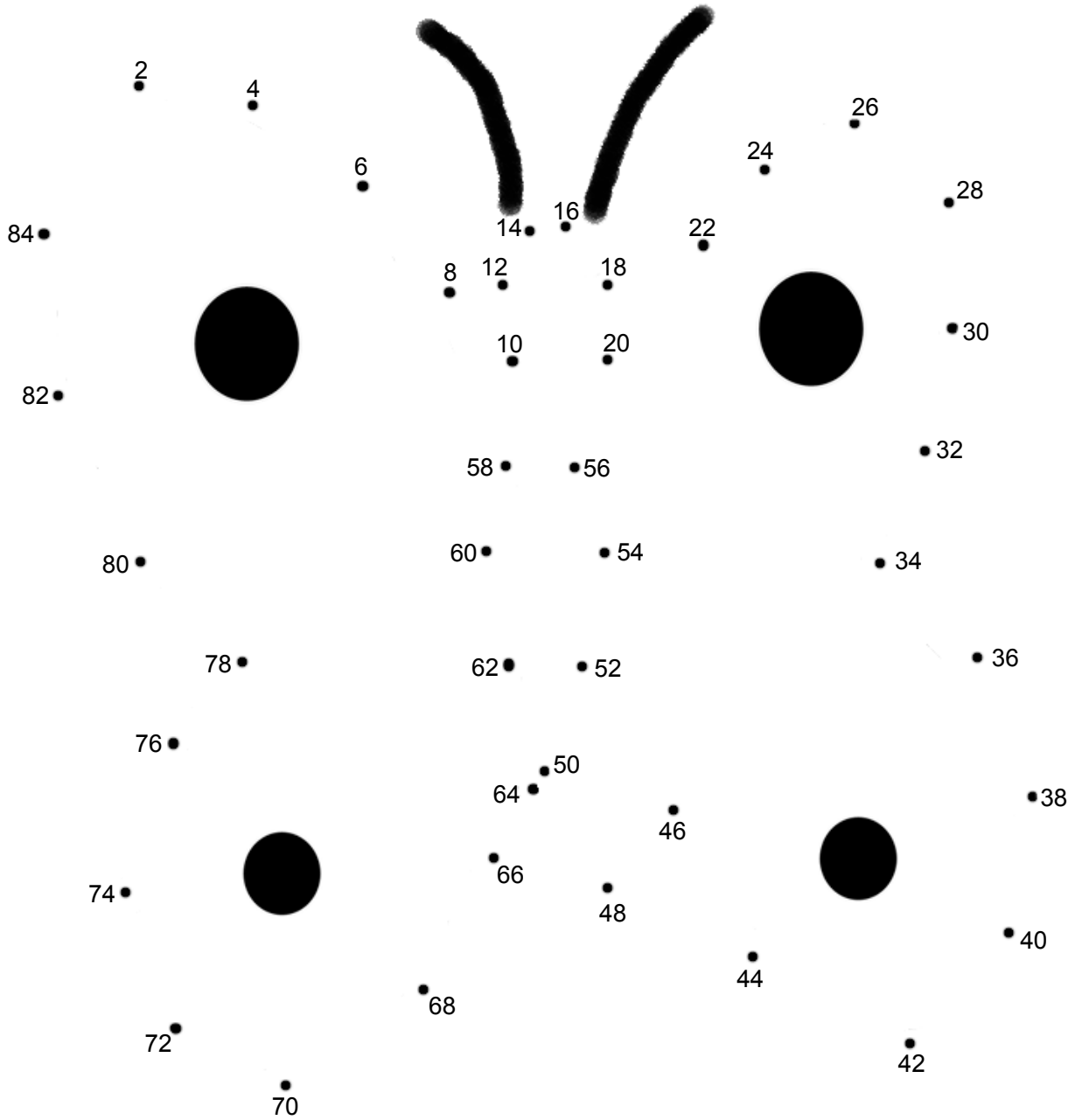
Draw two pictures — What might happen next? What will not happen next?



What might happen next?

What will not happen next?

Dotty dots



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

Year One

Module 2: Personal Strengths
Student Activity Book

Student: _____



NT Schools of the Air

NT DEPARTMENT OF EDUCATION

Getting Along

Activity One

Success Criteria

Year One

- I described what helps me to get along with others

Equipment

Coloured pencils / textas

Blank paper (A4) - optional

Steps

Today we played some games to help us learn how we can get along with others. After the games, we talked about:

being friendly showing respect working hard

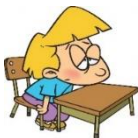
1. Look at each of the pictures below, which skill or behaviours does it make you think about?
2. Write a word or phrase next to the picture to say what you think.
3. Draw a picture of the skill or behaviour that you think is most important in helping you to learn, work hard and show respect. (Use a sheet of A4 paper if there is not enough room for you in this activity book).
4. Share your picture with everyone and tell them how this skill or behaviour helps you, when you are finished.

Example

Getting Along: Being Friendly, Working Hard and Showing Respect



sharing helps us to be friendly



listening carefully helps us to learn

Getting Along

Listening

Having a go

Doing my share

Taking turns

Helping others

Being polite

Asking permission

Saying thankyou

Being generous

Using manners

Saying sorry

Being fair

Having fun

Putting things away

Getting Along: Being Friendly, Working Hard and Showing Respect



Name:

Date:

Getting Along: Bring Friendly, Working Hard and Showing Respect

Strength Detectives

Activity Two

Success Criteria

Year One

- I identified some of my personal strengths

Equipment

Pencil

Colouring pencils

Steps

Today you learned how Rose was brave when she went into Mr Wintergarten's house to meet him. You learned how personal strengths are like your muscles, you use them every day – sometimes without even knowing it!

1. Read the scroll of personal strengths and talk with someone about what they mean.
2. Put a circle around 3 strengths that you think are true of you.
3. Write a sentence and draw a picture to illustrate you using that strength.
4. Write the name of someone else who has the same or similar strength as you.
5. Show your work to everyone when you are finished.
6. Choose one or two strengths to talk about with everyone else.

Scroll of Personal Strengths

Brave

Curious

Fair

Forgiving

Friendly

Funny

Generous

Hard-working

Honest

Kind

Leadership

Patience

Example

Personal Strength

I am *fair* because I wait my turn.



George is *fair* because he makes sure we share.

Your Turn

Personal Strength

Personal Strength

Strengths at Work

Activity Three

Success Criteria

Year One

- I identified and described some of my personal strengths
- I gave examples of how I use my strengths

Equipment

Coloured pencils and textas

Large sheet of blank paper (optional)

Steps

Today you learned that people use their strengths every day but do you even 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. Spiderman and Spiderwoman use their strengths to get along with others and to help people who are in danger. How do you use your strengths?

1. Read the list of Personal Strengths and choose two strengths that you think you use every day (hint: if you're not sure, ask the people who are with you – they will know.)
2. Talk with your home tutor about your strengths and how they help you to do your best and be your best
3. Ask your home tutor to help you write how you use your strengths in your activity book.

Example

My strengths are being brave and friendly.

I am brave when I have-a-go at school work that I think might be really tricky.

I am friendly because I can happily play and talk with others.



Personal Strengths

Honesty: I tell the truth even when it is not easy.

Fair: I let everyone play and I follow the rules.

Funny: I make people laugh and feel happy.

Hard-working: I keep working even when it gets hard.

Forgiving: I can say sorry and move on.

Curious: I like to learn new things.

Kind: I help other people.

Patience: I am good at waiting my turn.

Leadership: I help the group to do things.

Generous: I share with others.

Friendly: I am nice to everyone.

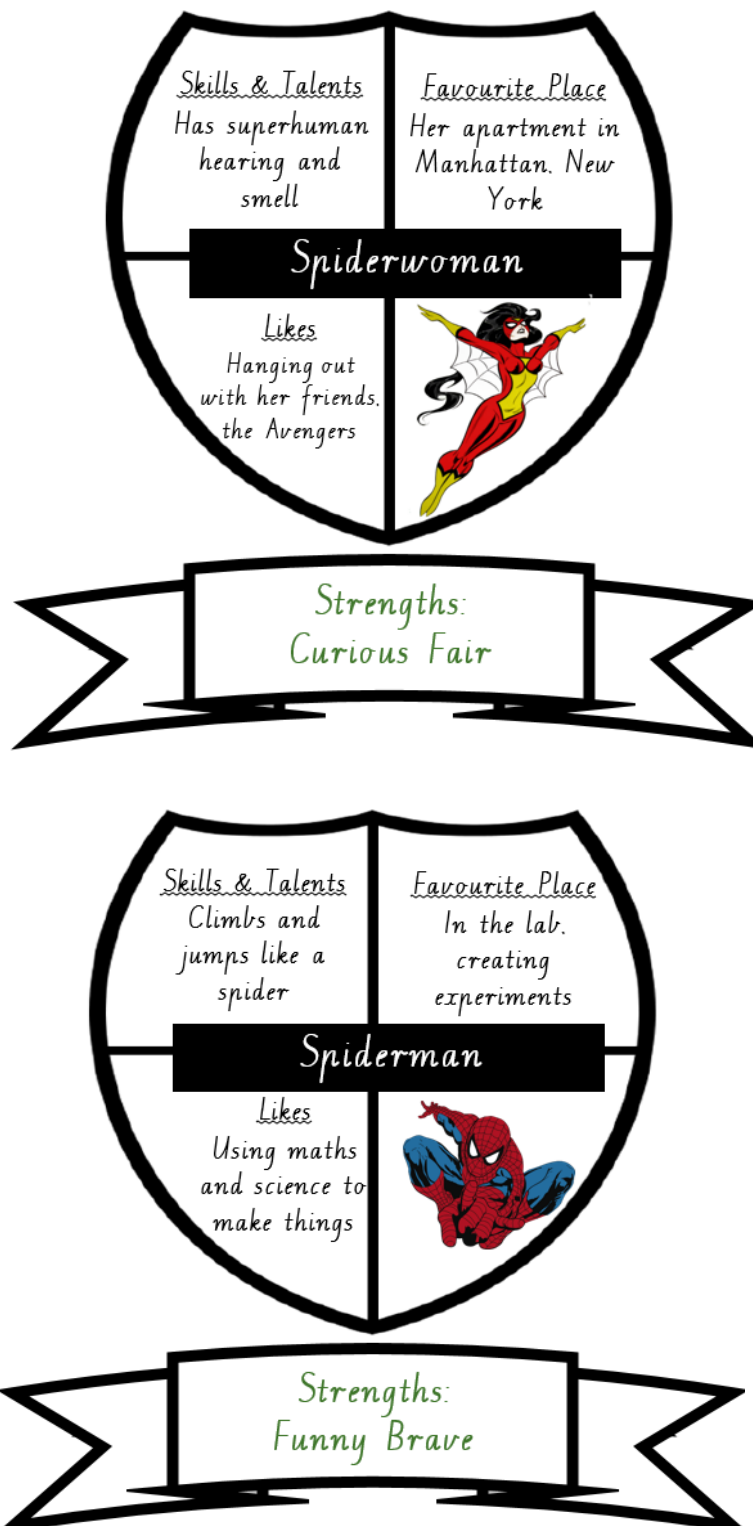
Brave: I try new things even when it is scary.

Your Turn

Name:

Date:

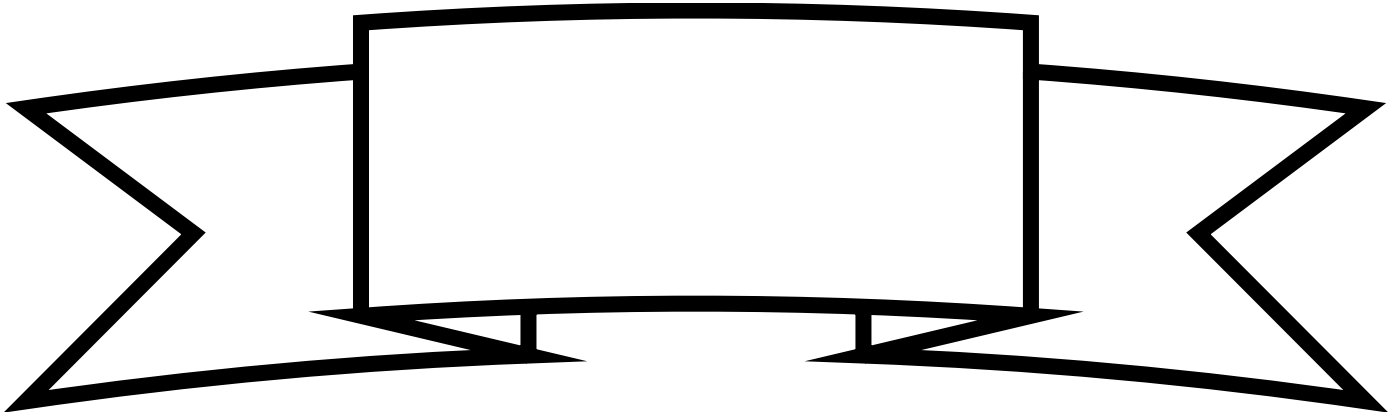
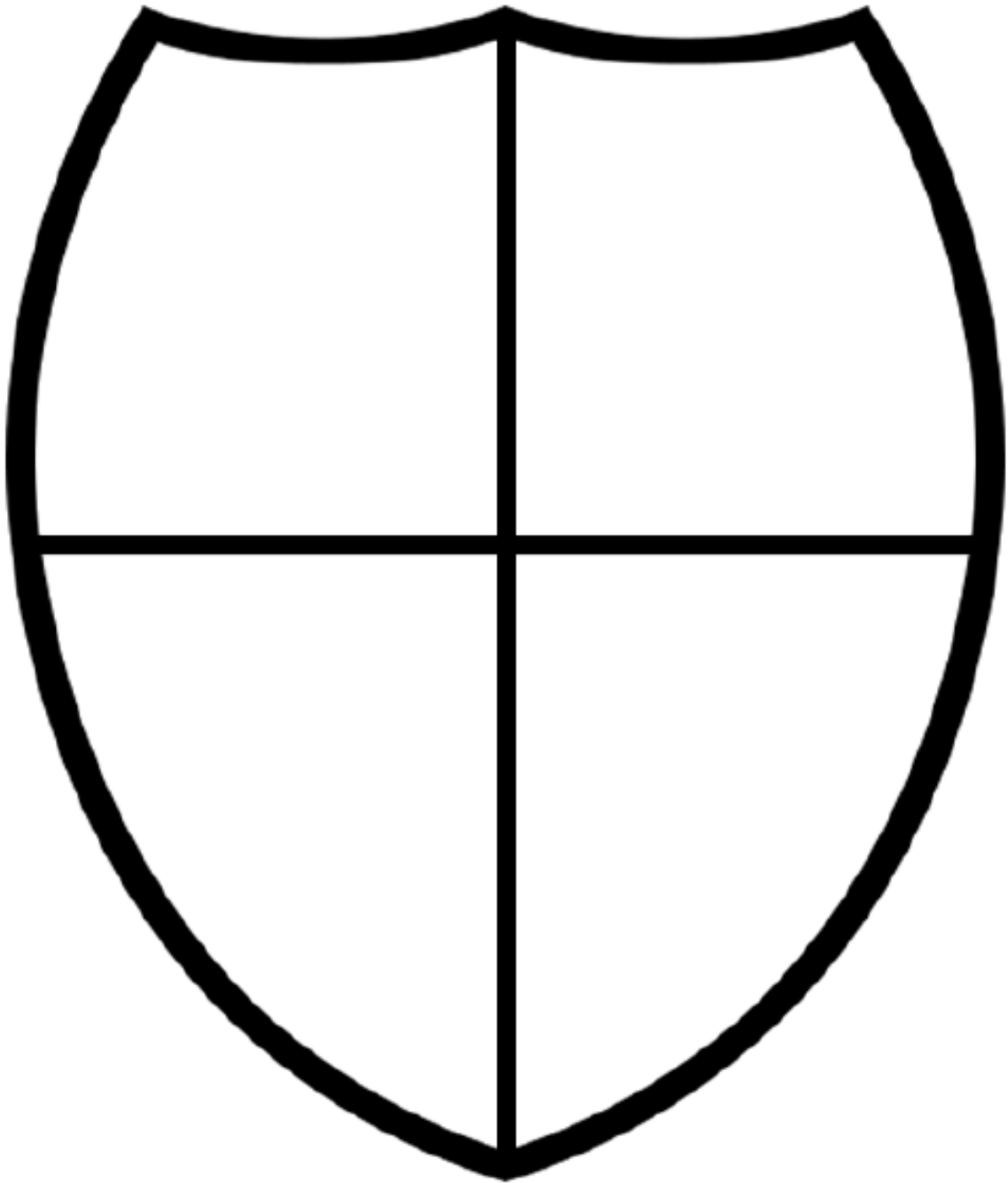
4. Read the Spiderman and Spiderwoman strength shields.
5. Create your own shield on the page provided (or if you want to make a larger shield, use a large piece of blank paper and paste a photo of your finished shield into your activity book).
6. Share your work with everyone when you are finished.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



Name:

Date:

My Strengths Shield



Strengths in Action

Activity Four

Success Criteria

Year One

- I identified and described some of my personal strengths
- I described actions I can take to practice my strengths

Equipment

Coloured pencils

Steps

1. Ask your home tutor to help you read the strengths in the clouds below.
2. Choose two strengths that you use every day and shade them **green**.
3. Choose two strengths that you will practice using every day and shade them **orange**.
4. Use the sticky notes (on page 12) to draw and write about two everyday actions that show you practising a strength you would like to have (orange strength).
5. Use have-a-go writing or ask someone to help you write your sentences if you need help.
6. Share your work with everyone when you are finished.
7. Tell them about the strength you are practising to use.

Strength Clouds

I am honest. I tell the truth even when it is not easy.

I am fair. I let everyone play and I follow the rules.

I am funny. I make people laugh and feel happy.

I am hard-working. I keep working even when it gets hard.

I am forgiving. I can say sorry and move on.

I am curious. I like to learn new things.

I am kind. I help other people.

I am patient. I am good at waiting my turn.

I have leadership skills. I help the group to do things.

I am generous. I share with others.

I am friendly. I am nice to other people.

I am brave. I try new things even when they are hard or scary.

Example

A Personal Strength I am Practising



Name:

Date:



I can practise _____ by:



Self-Assessment

Activity Five

Success Criteria

Year One

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



Equipment

Coloured pencils / textas

Pencil

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 my personal strengths.</i>		
<i>I gave examples of how I use my strengths in my everyday life.</i>		
<i>I identified some everyday actions I can take to focus on one of my strengths.</i>		
<i>I understand that using my strengths helps me to be happy.</i>		

Name:

Date:

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 my strengths are unique to me.

What helped me to learn?

E.g. The strengths clouds helped me to learn that there are lots of strengths.

What else do I want to know about personal strengths?

E.g. I would like to know if we are born with our strengths.



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

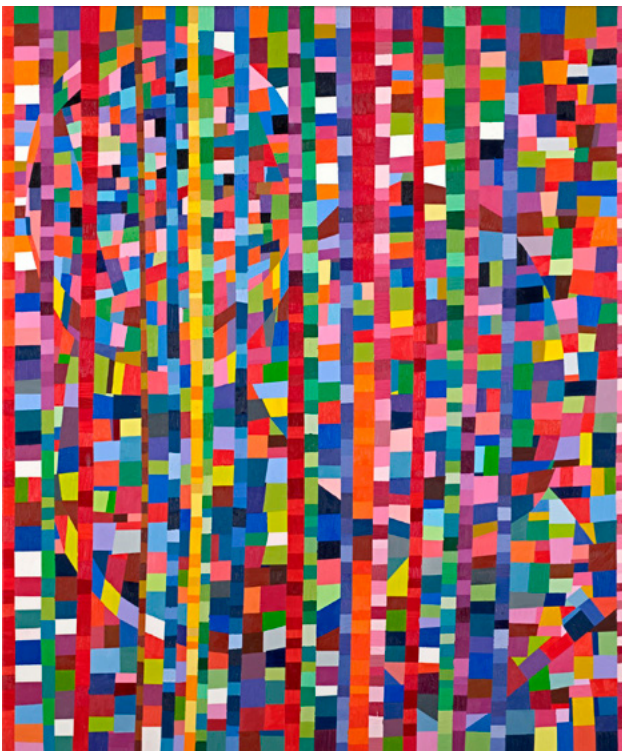
oil on canvas

122.2 x 102.2 cm

National Gallery of Victoria, Melbourne

Purchased, 1999

© Melinda Harper/Licensed by Copyright Agency, Australia



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?

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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

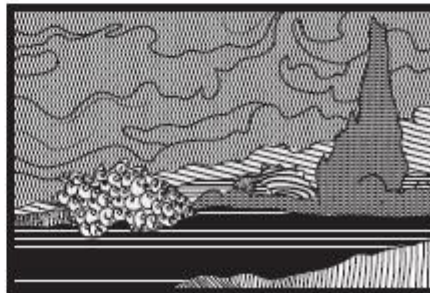
Re-create a landscape painting using different types of lines.

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.



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.

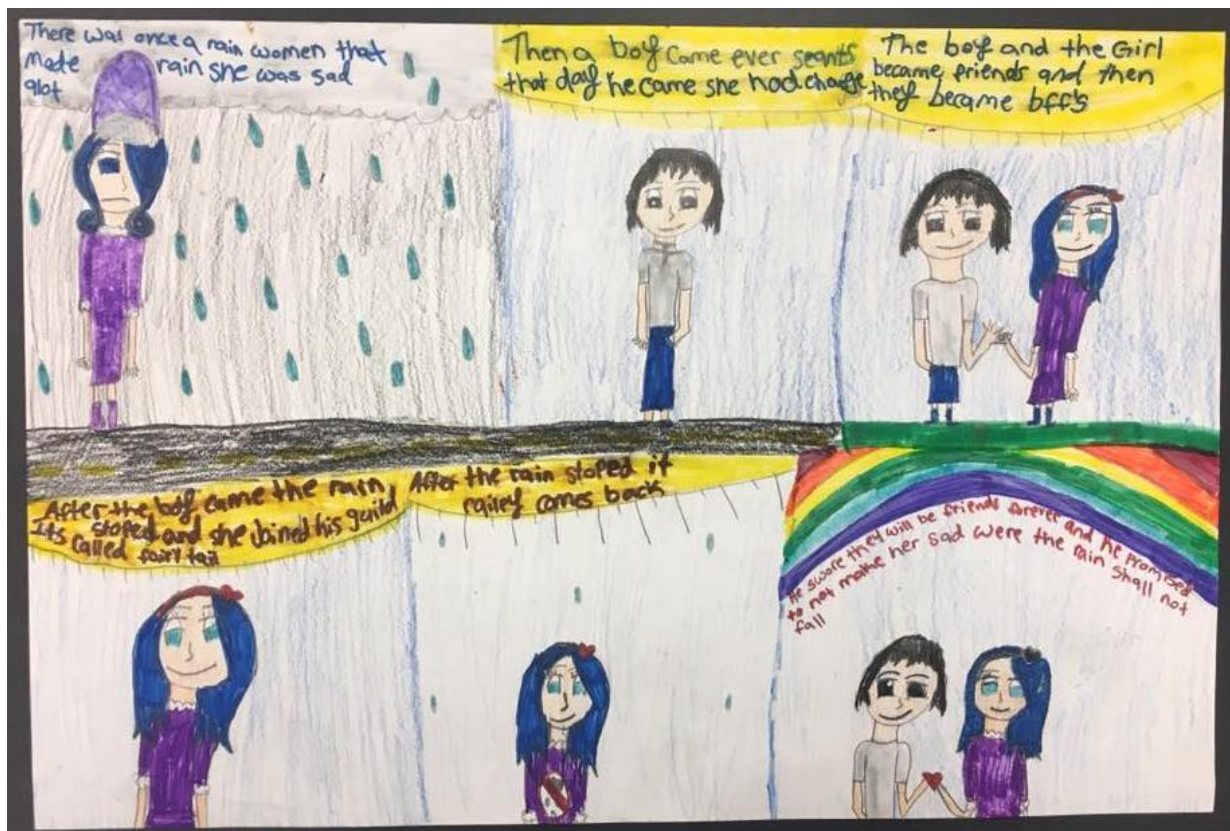


SEL in Art- Creating a Personal Narrative

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](#)

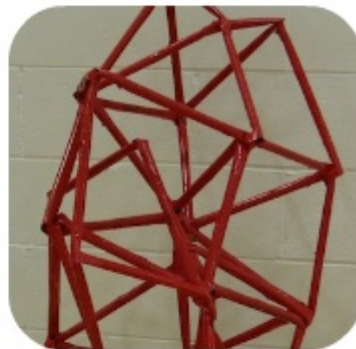
[0 Comments](#)

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.

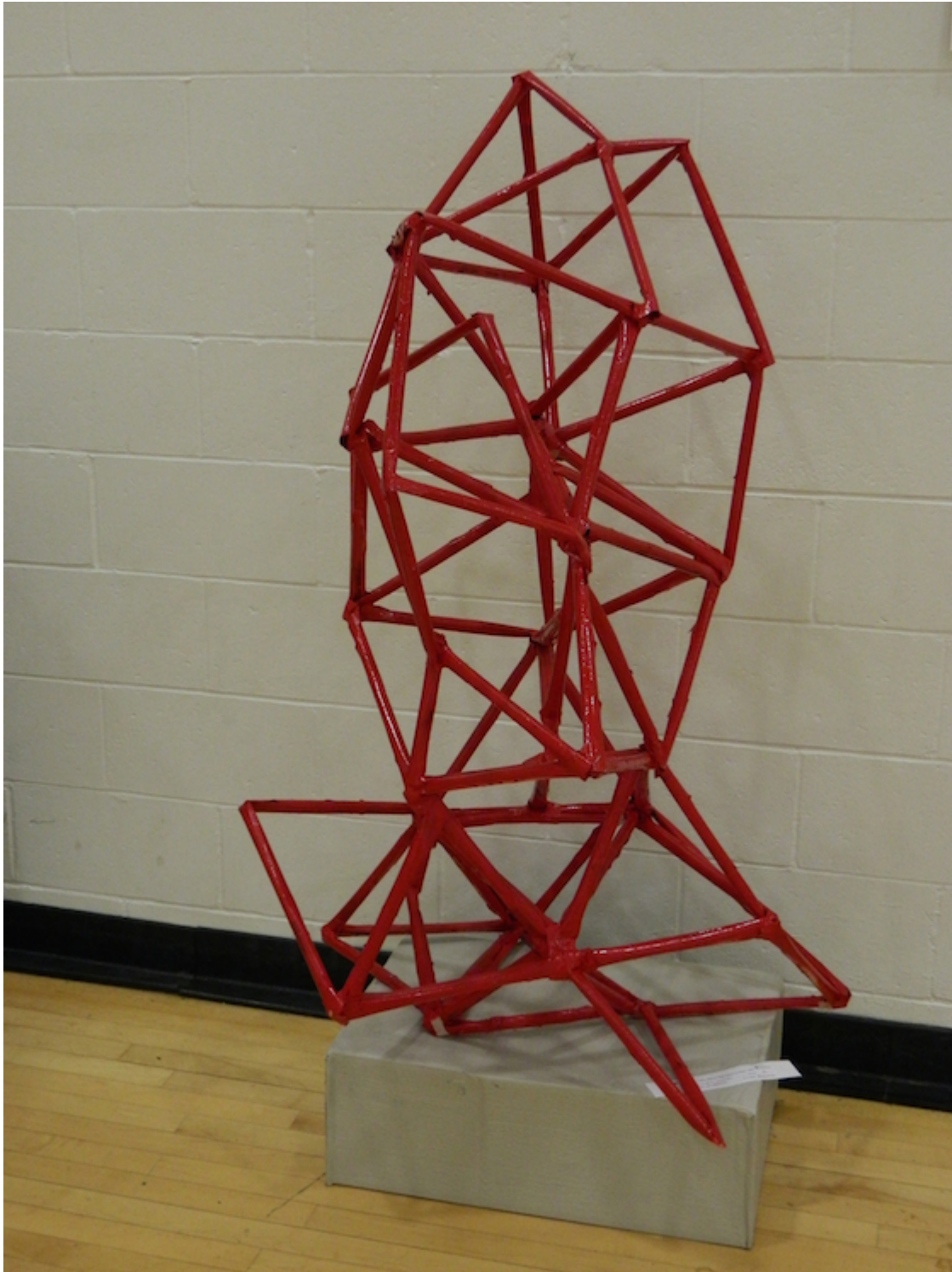


6 Inexpensive
Sculpture Ideas
to Start the Year

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

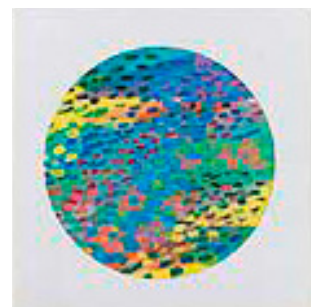
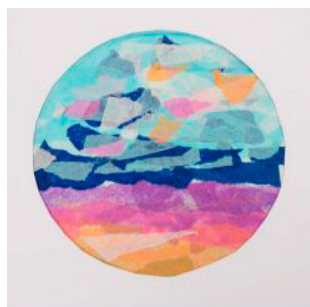
In this activity students will create a layered tissue collage with painted elements, inspired by Impressionist artists such as Claude Monet. They will observe how the Impressionist artists used strokes of broken and layered colour to capture an impression of a scene, and experiment with different colour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

LEARNING OBJECTIVES

Students will:

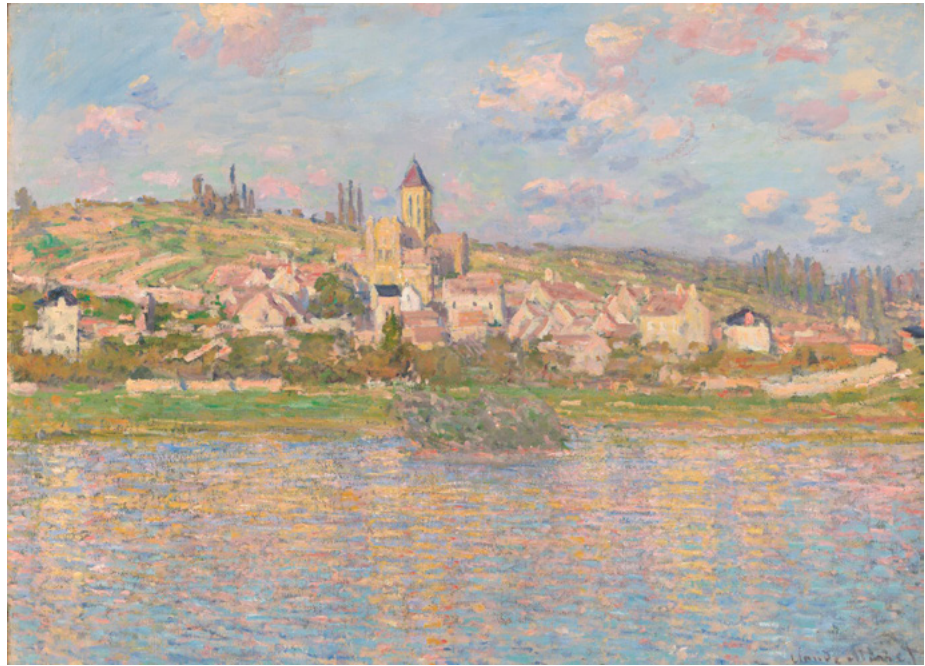
- Identify and discuss ideas and techniques used by the Impressionists, including quickly capturing an impression with paint and using layers of broken colour.
- Experiment with mixing colour by layering coloured tissue.
- Create a composition inspired by a painting or photograph of a landscape with 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.

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Paper Texture

TASK

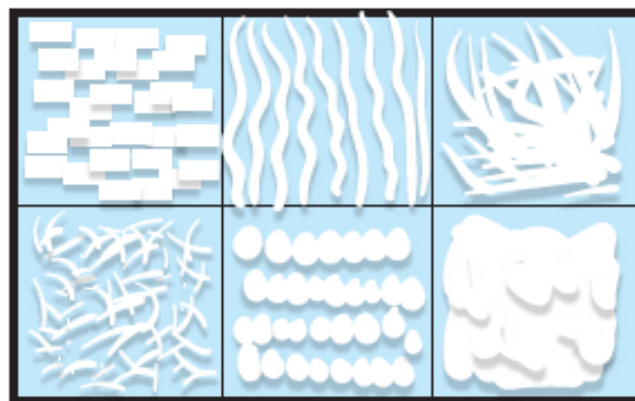
Create a texture mural by changing the feel of a piece of paper.

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.



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.



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.



Draw like Matisse

Learn how to draw like Matisse by making a simple still life, adding lots of patterns, and then painting with watercolor.





Henri Matisse was famous for his use of color in his paintings. In fact, he and Picasso (who were friends for a bit) were considered the best in the biz in their time.

In this simple watercolor resist project, students can not only learn a bit about the art history, they can also make use of four Elements of Art. They will need to use LINES to draw their still life SHAPES, add crayon lines with TEXTURE, and fill with bright COLORS. Four simple words, but they add so much to students art vocabulary, if they can say, "I like the patterns and texture in this work of art" instead of "I like this painting because it is pretty."

MATERIALS

- [Draw like Matisse PDF](#) (click to download)
- [Watercolor paper*](#)

• [Crayons*](#)

• [Liquid watercolor paint*](#)

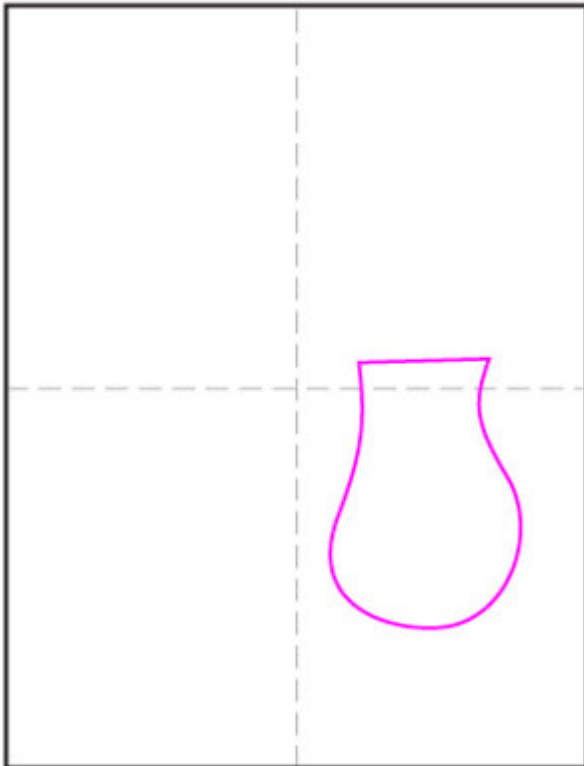
**The above product links are referrals. If you click through and take action, I'll be compensated a small amount, at no extra expense to you.*

DIRECTIONS

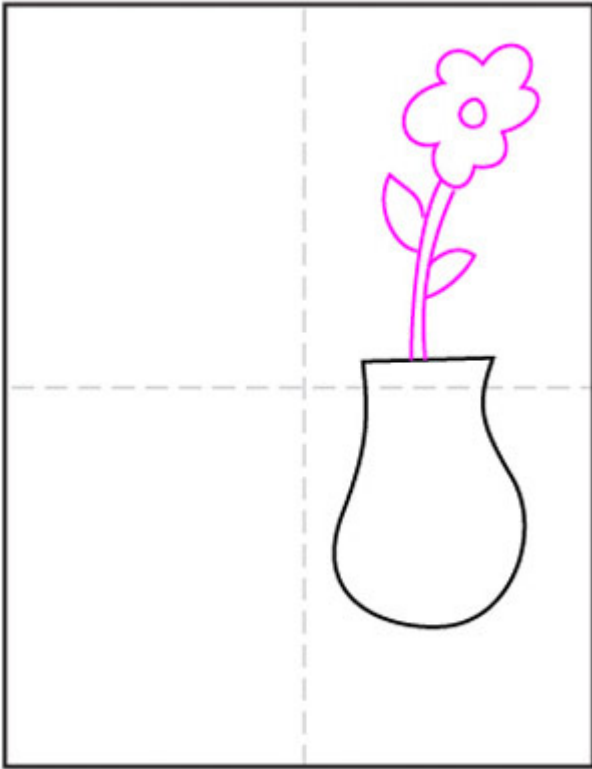
Time needed: 1 hour.

How to Draw like Matisse

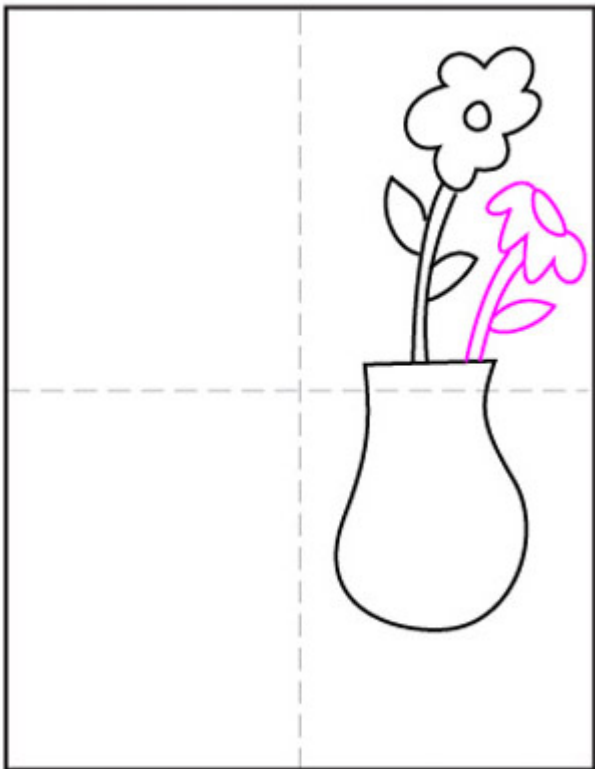
1. **Draw a vase.**



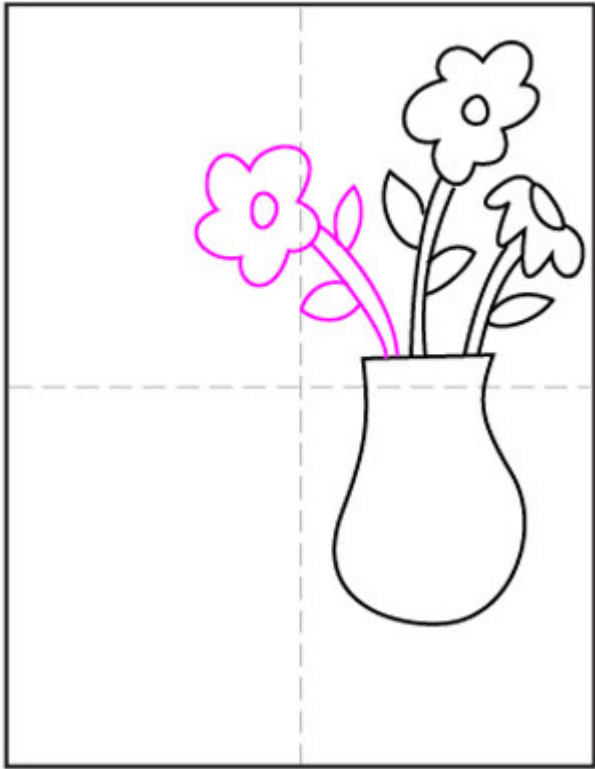
2. **Add a center flower.**



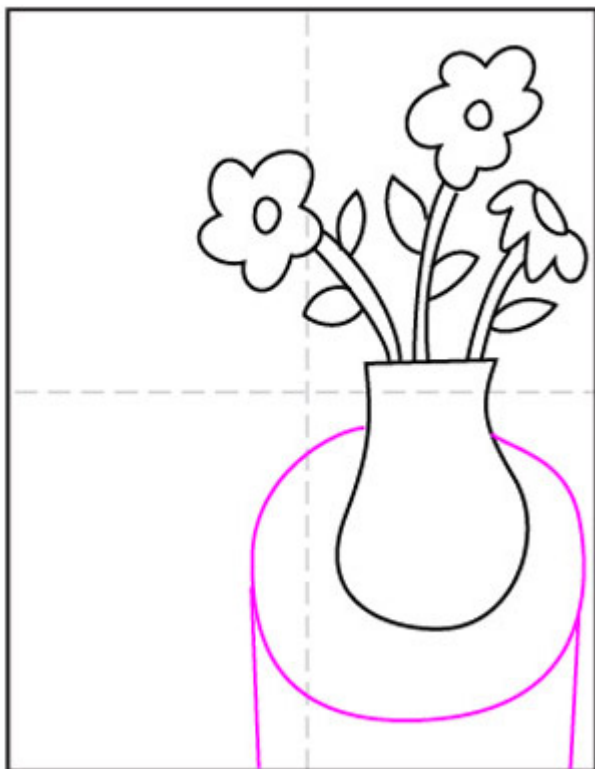
3. Draw the right flower.



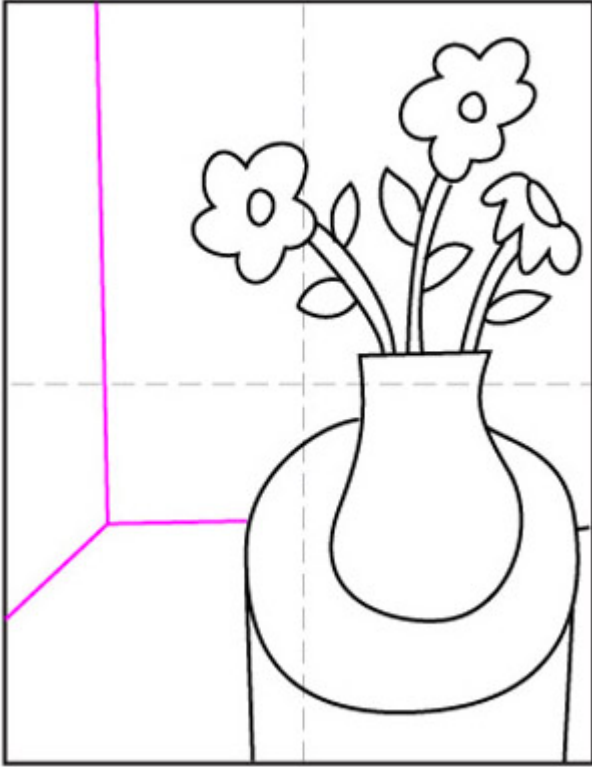
4. Add the left flower.



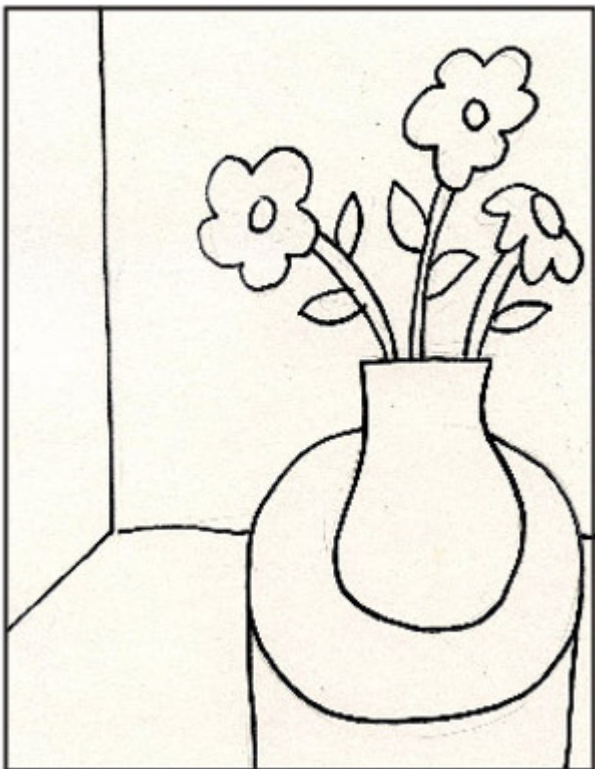
5. Draw a table (with a flat, round view).



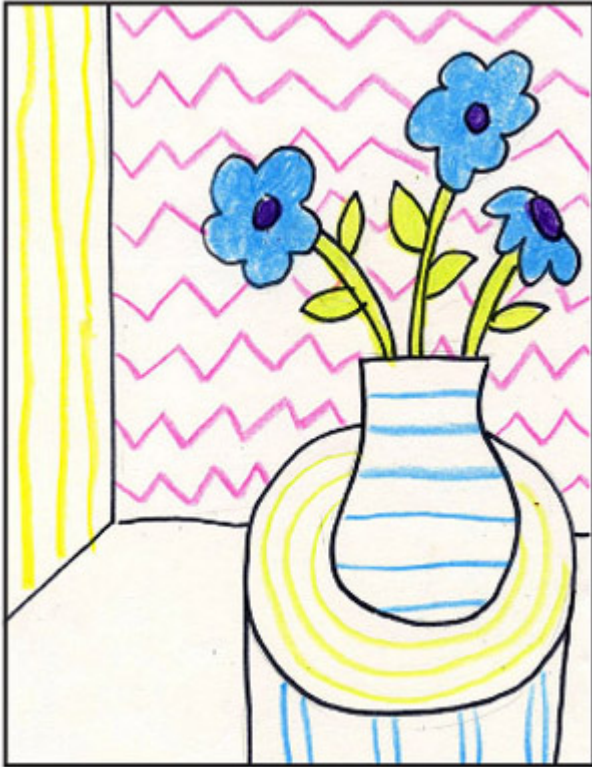
6. Add the wall and floor lines.



7. Trace with permanent black marker.



8. Make patterns with crayons (press hard!). Color the flowers.



9. Paint over the crayons with watercolor.



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

Year 1

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:

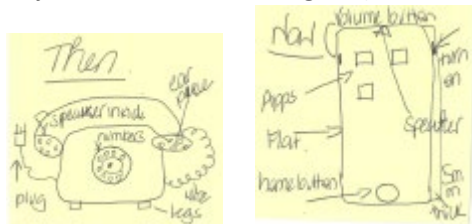
Past/Then - Mobile phone - flip phone, phone size of a brick.

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.

BUBBLE BLOWING

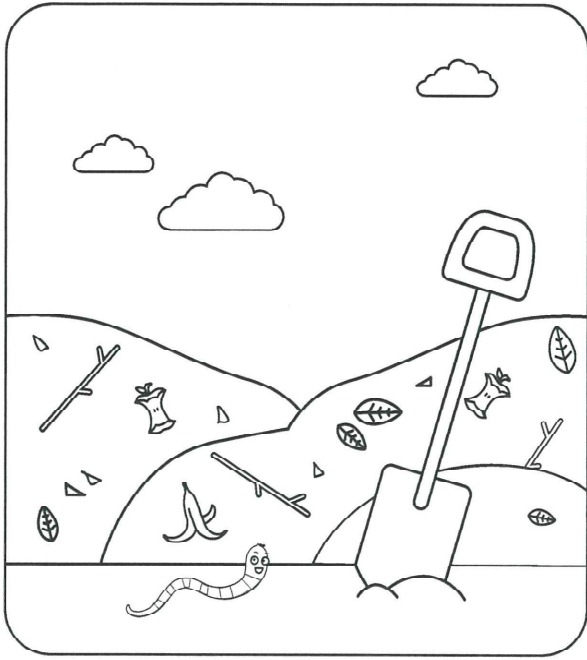
- Blow bubbles and get your child to try and catch them. Ask questions like *What makes the bubbles float?* and *What makes the bubbles pop?* See how long a bubble can stay in the air.
- Get your child to make bubbles with their hands by forming a small circle with their thumb and forefinger and blowing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

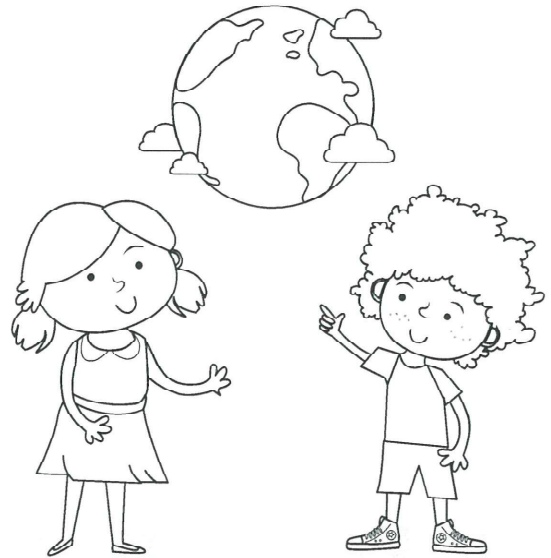




We can compost our _____ scraps.

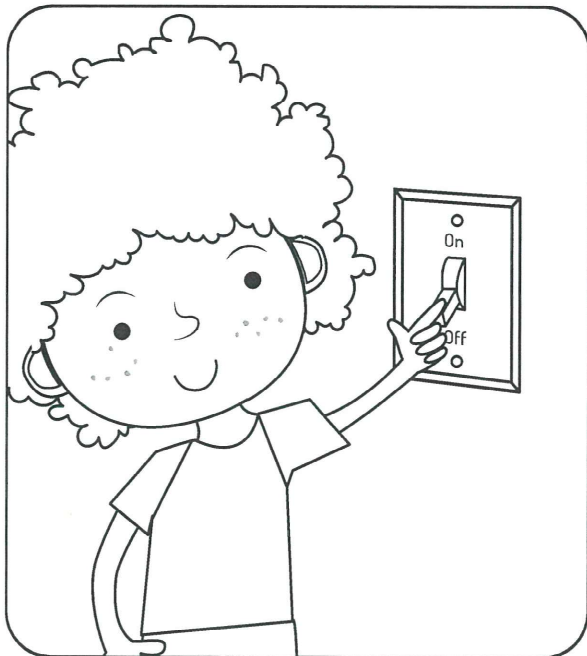
7

HOW CAN WE HELP — OUR PLANET? —



Name: _____

✓ TeachStarter.com



We can turn off _____ to save energy.

6



We can pick up _____.

1



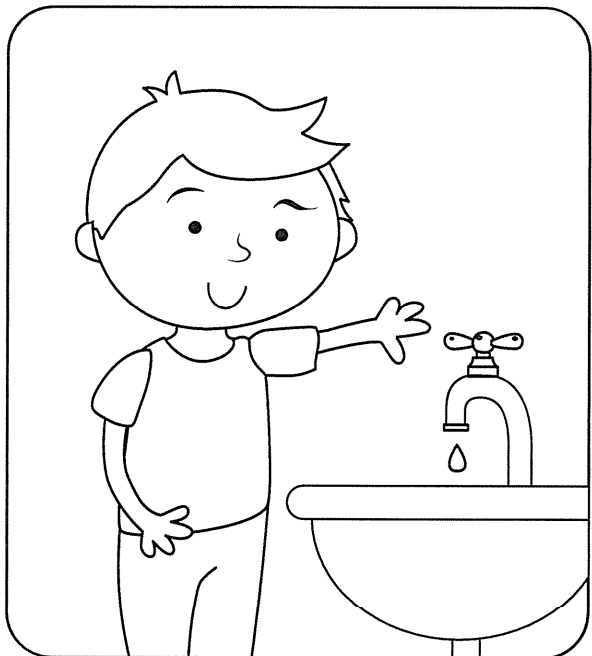
We can use _____ plastic in our lunchboxes.

2



We can _____ plastic, aluminum and paper.

5



We can use less _____.

4



We can plant more _____.

3

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!



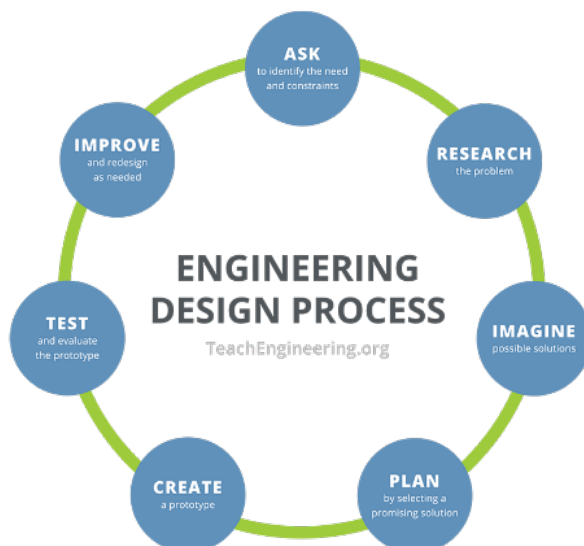
MAKE IT AN EXPERIMENT:

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?

Science, Technology, Engineering and Maths (STEM)

STEM stands for Science, Technology, Engineering and Mathematics. This learning area allows children to use science and maths to solve real world problems. In STEM we use an inquiry process, as shown in this diagram.



How can I support my child?

Encourage your child to **ask questions**. Help them to find a problem they can solve.

Research the problem. Help them to find out more about it.

Brainstorm and **imagine** possible solutions. Help them to write these down, encourage them to draw a picture or a diagram of their ideas.

Create a **plan** to make one solution. Help them to make their plan, discuss, read through it with them.

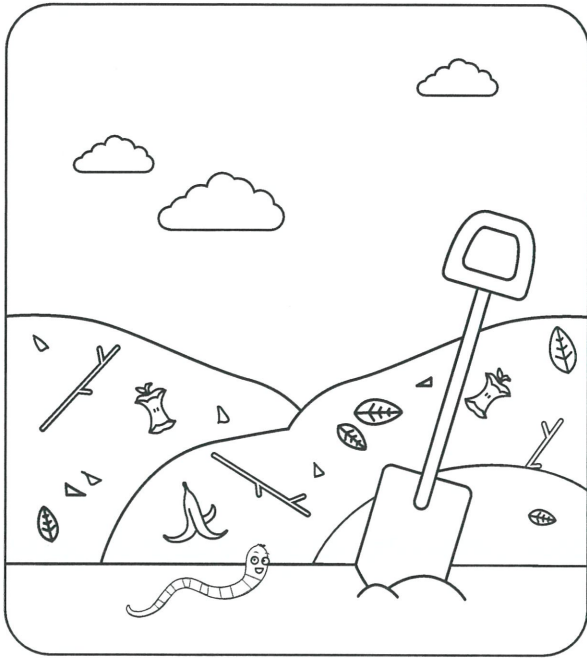
Create a model (prototype) of their solution. Help them to find materials that they need.

Test and evaluate the model and improve the model as needed. Run through it with them, take photos, suggest changes.

Make sure that there are **constraints** on the activity. Constraints might be a time limit on how long children have to make something, or how much equipment they can use. This will keep the problem to a size and scope that children can manage.

Find simple problems at home that your children can solve. Here are some ideas:

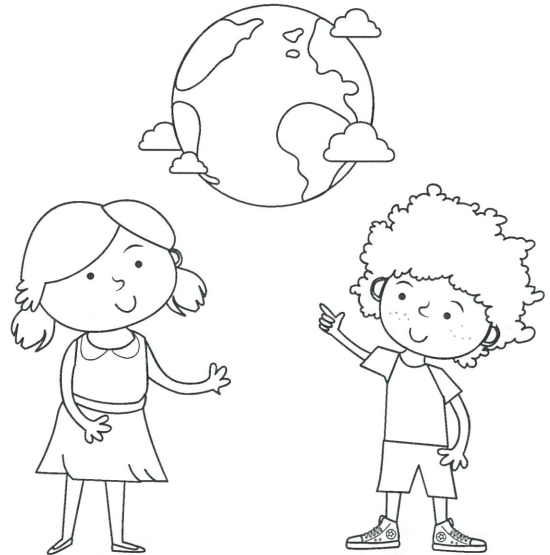
- The best way to clean the kitchen
- How to stop animals from coming inside the house
- How to stop ants and flies from getting into the rubbish bin
- How to pack the car so that everyone can fit in



We can compost our _____ scraps.

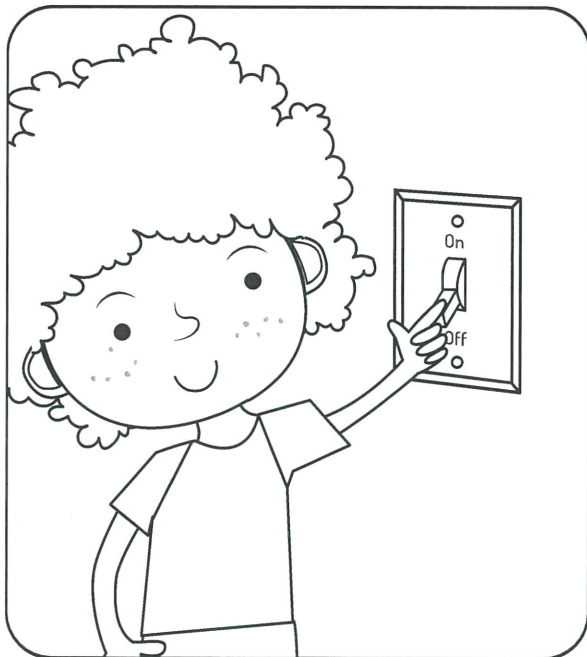
7

HOW CAN WE HELP — OUR PLANET? —



Name: _____

 TeachStarter.com



We can turn off _____
to save energy.

6



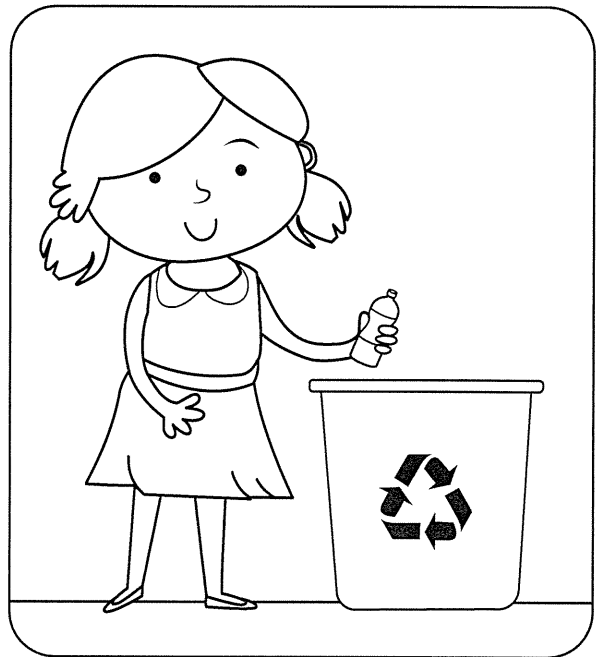
We can pick up _____.

1



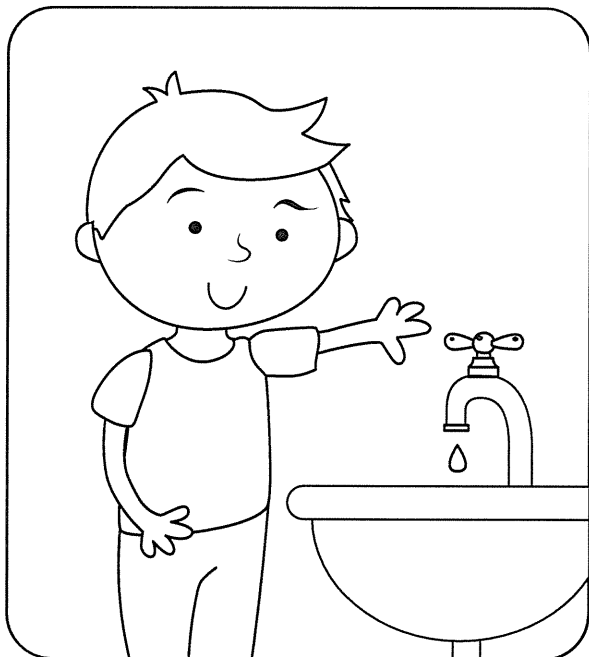
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We can use less _____.

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We can plant more _____.

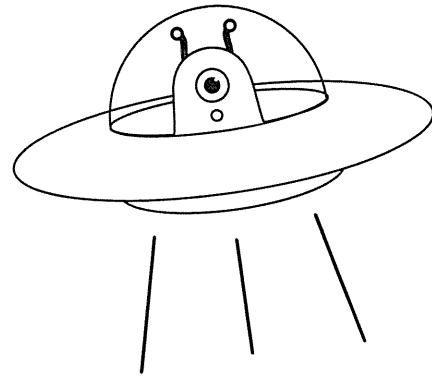
3

SPACECRAFT

DESIGN TASK

The Scenario:

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



The Process:

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

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

Material Available:

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

Name _____

Date _____

Spacecraft Design Task

1. I am designing a: _____

2. I will need the following materials:

-
-
-
-
-
-
-
-

Labelled Diagram of My Spacecraft