

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?


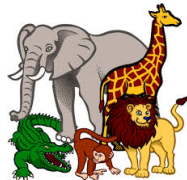

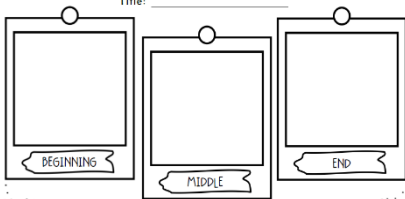







If your child is not ready to start writing on their own, you can give them support. This can mean talking together about their ideas and writing these down for them. Read a story and find the important words. Write these words out for your child and encourage them to have a go at writing them too.

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.

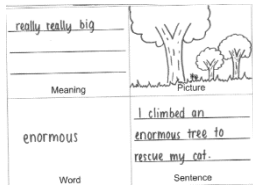
English Activities T-2

- 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.

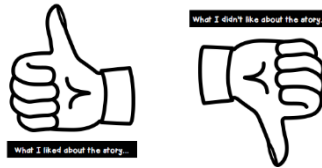
Create a Puppet show

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

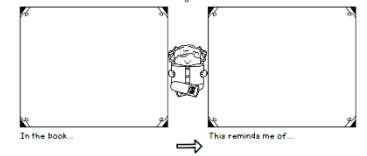


Where is the shark leading the man on their adventure? Is the shark happy to be followed by the man? What happens next?

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

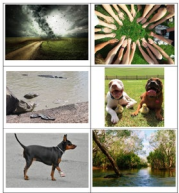
The Story and Me

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



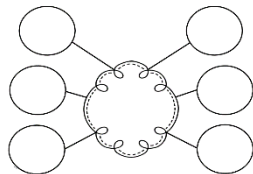
Picture Talk

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.

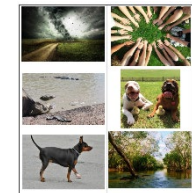
Jelly + fish = jellyfish



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





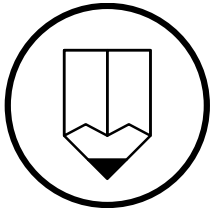




Activity Title	Equipment	Activity Explanation	Terms Explained
Editing cards 1-10	pencil	<p>Instructions included.</p> <p>Circle the mistakes and write it the right way above.</p>	<p><u>Capital letters</u>: Used at the beginning of a sentence or at the start of a name or place.</p> <p><u>Question mark</u>: used at the end of a sentence that asks a question. E.g., Are you cold?</p> <p><u>Full Stop</u>: used to indication the end of an idea or thought.</p>
Common Nouns and Proper Nouns- Sorting Task	Glue, scissors	Instructions provided.	<p><u>Common Noun</u>: the names of people, places or things. E.g., chair, cat, boy, tent, etc.</p> <p><u>Proper Noun</u>: the names of specific people, places, or things. These often start with a capital. E.g., New Zealand, Batman, Mr. Smith</p>
<p>Team Trials Success Celebrators</p> <p>Human Histories Helpful Heroes</p>	Pencil	<p>Instructions provided.</p> <p>Your child may read to you independently, you can share the reading by having turns or you can read the text to your child.</p> <p>When completing the written task, your child can write on their own, you can share the writing, you can write for them or you can talk about it only.</p>	
Listening to Audio Books in Better Than Reading Books	Scissors, glue	<p>Instructions provided. Your child may read to you independently, you can share the reading by having turns or you can read the text to your child.</p> <p>Talk about each idea, explaining what any unknown words might mean.</p> <p>Think of any other arguments you could add for or against the topic.</p> <p>Create your own topic and come up with reasons for and against. E.g., Dogs are better than cats.</p>	<p>For arguments agree with the topic.</p> <p>Against arguments disagree with the topic.</p>
Verb Past Tense Worksheet	pencil	Instructions provided.	By adding 'ed' the verb can be changed to past tense. E.g., play, played

1 New House

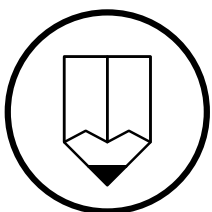
my family mooved house last week. we now live at number 6 North Street. Mum and Dad painted our new door red and put a pot plant at our front stepps



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

2 Joe's Pets

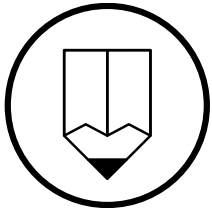
joe has three petts. A lizard named spikey, a dog named fluffy and a fish namd goldie



Find 2 spelling mistakes.
Add 4 capital letters and 1 full stop.

3 **Mary's Birthday Party**

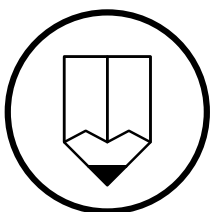
jane and i went to a birfday party on Saturday. It was held at Splash Waterpark. we all bought an ice creme



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

4 **King Kong and Fred the Frog**

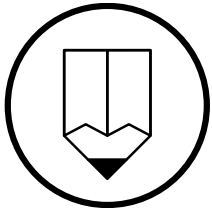
king Kong has a pet frogg. The name of his frog is Fred. king Kong and Fred live in a castle calld Ruby Castle



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

5 A Day at the Beach

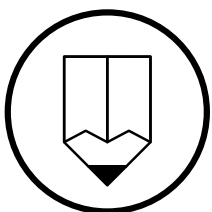
my famliy were going to the beach. mum asked me to pack my bag the night befor. i packed a towel, sunscreen, a ball and a bottle of water



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

6 Fantastic Fruit

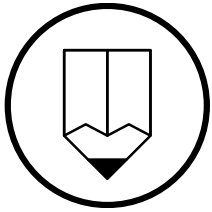
you should be eating fruit evryday. pears, apples and bananas are great to take to skool in your lunchbox



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

7 Dinnertime!

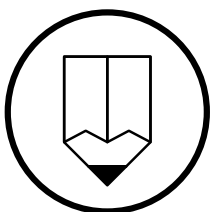
last night we had a tastie dinner.
we had soop, chicken, potatoes
and vegetables



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

8 Sunday Outfit

on Sunday i went to play at the
park. i wor my purple shirt, blue
pants, pink shose and my hair in
piggy tails

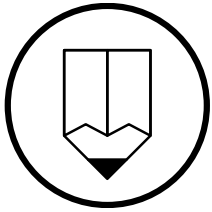


Find 2 spelling mistakes.
Add 3 capital letters and 1 full stop.

9

School Bus

my brother and i caught the bus
to school today. we got there
earlie becose there was no traffic
on the road



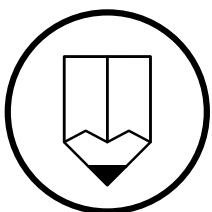
Find 2 spelling mistakes.
Add 3 capital letters and 1 full stop.

teachstarter

10

Ready for School

my alarm clock woke me up and i
jumpt out of bed. It was the furst
day of school for the year. i put
on my uniform and then I ate my
breakfast

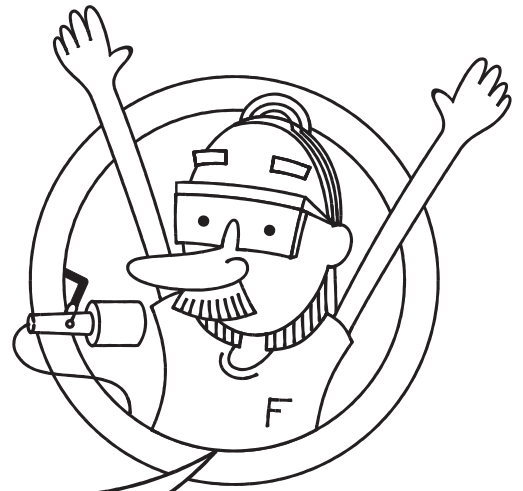


Find 2 spelling mistakes.
Add 3 capital letters and 1 full stop.

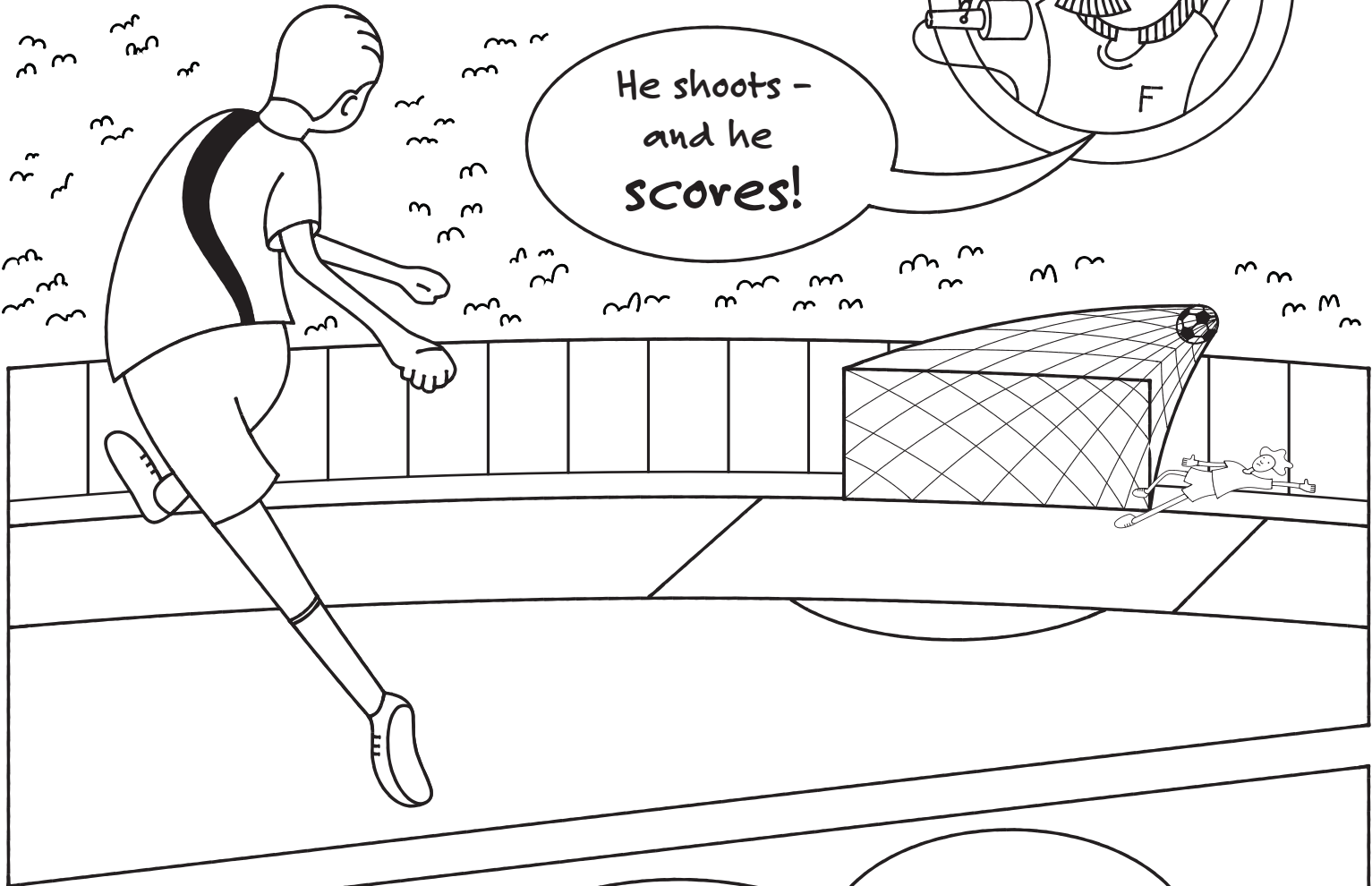
teachstarter

TEAM TRIALS

SUCCESS CELEBRATORS

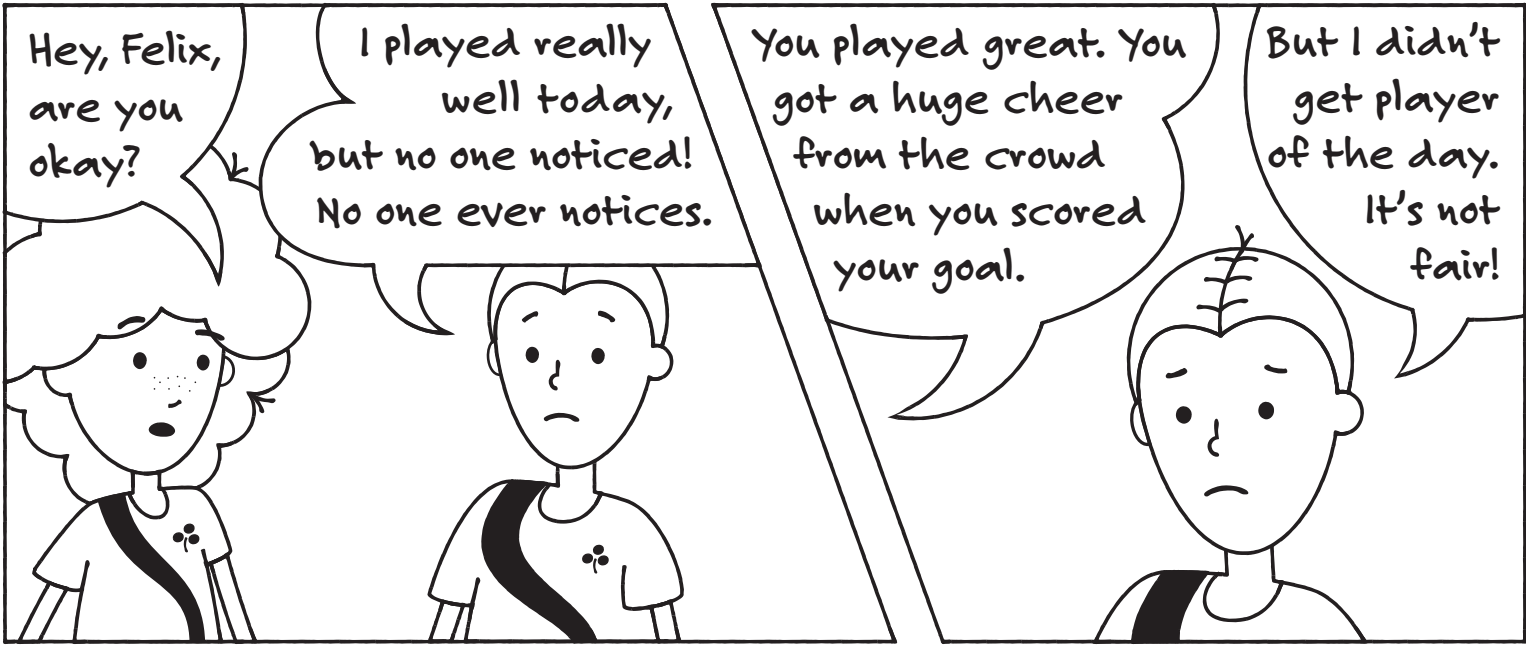


He shoots -
and he
scores!



"And the player
of the day is...
Kaleo!"



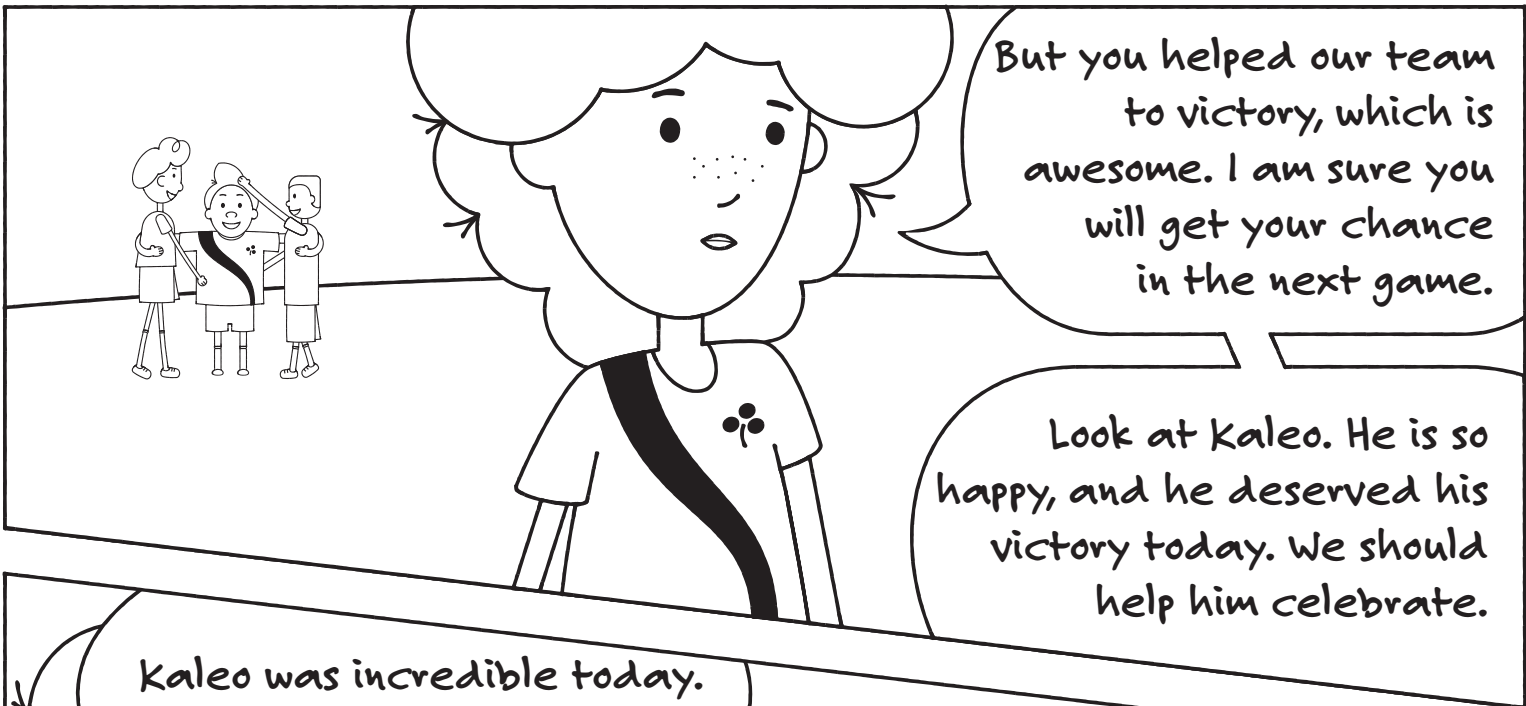


Hey, Felix, are you okay?

I played really well today, but no one noticed! No one ever notices.

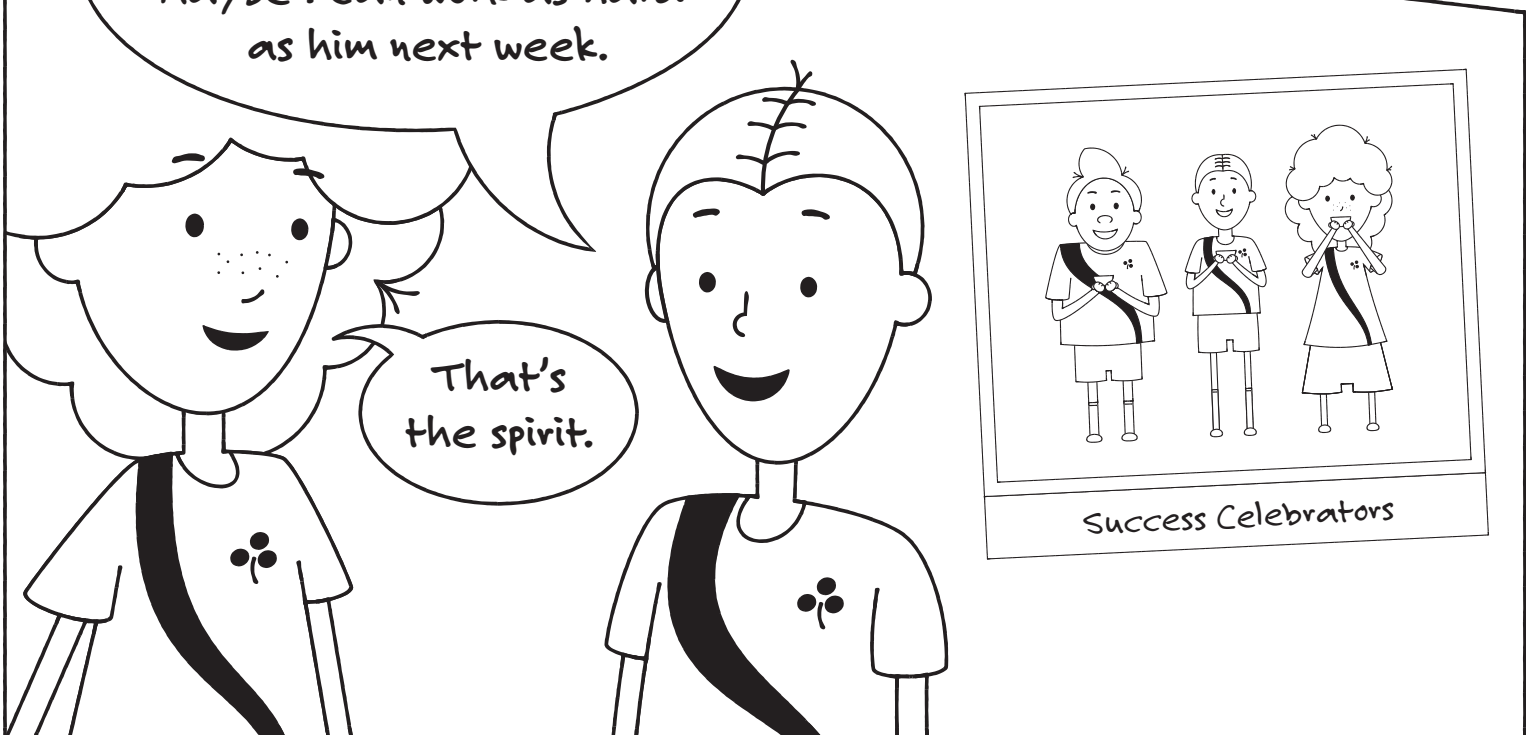
You played great. You got a huge cheer from the crowd when you scored your goal.

But I didn't get player of the day. It's not fair!



But you helped our team to victory, which is awesome. I am sure you will get your chance in the next game.

Look at Kaleo. He is so happy, and he deserved his victory today. We should help him celebrate.



Kaleo was incredible today. Maybe I can work as hard as him next week.

That's the spirit.



Success Celebrators

Name: _____

Date: _____

Team Trials: Success Celebrators

Questions



1. Why do you think Felix is upset?

2. Why do you think people get sad when other people do well?

3. What should you do if someone wins when you do not?

4. Why do you think Felix was not made player of the day when he had done so well?

5. What happens at the end of the comic?

6. Write about a time where you did well, but may not have been made a winner?

Name _____

Date _____

Common Nouns and Proper Nouns – Sorting Task

Common Nouns - the names of people, places or things.

Proper Nouns - the names of specific people, places and things.


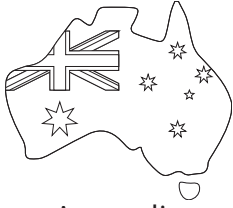
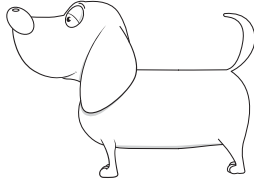
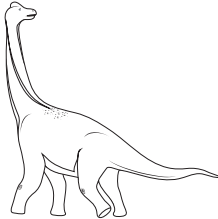





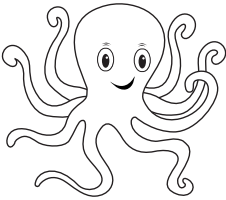
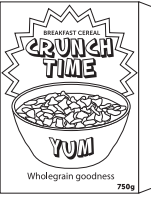


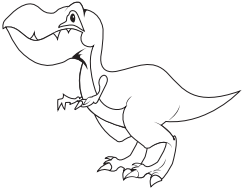
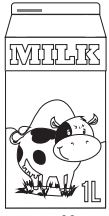



Name _____

Date _____

Common Nouns and Proper Nouns – Sorting Task

Cut out the pictures and sort them into common nouns and proper nouns. Glue the pictures into the correct column on the table.

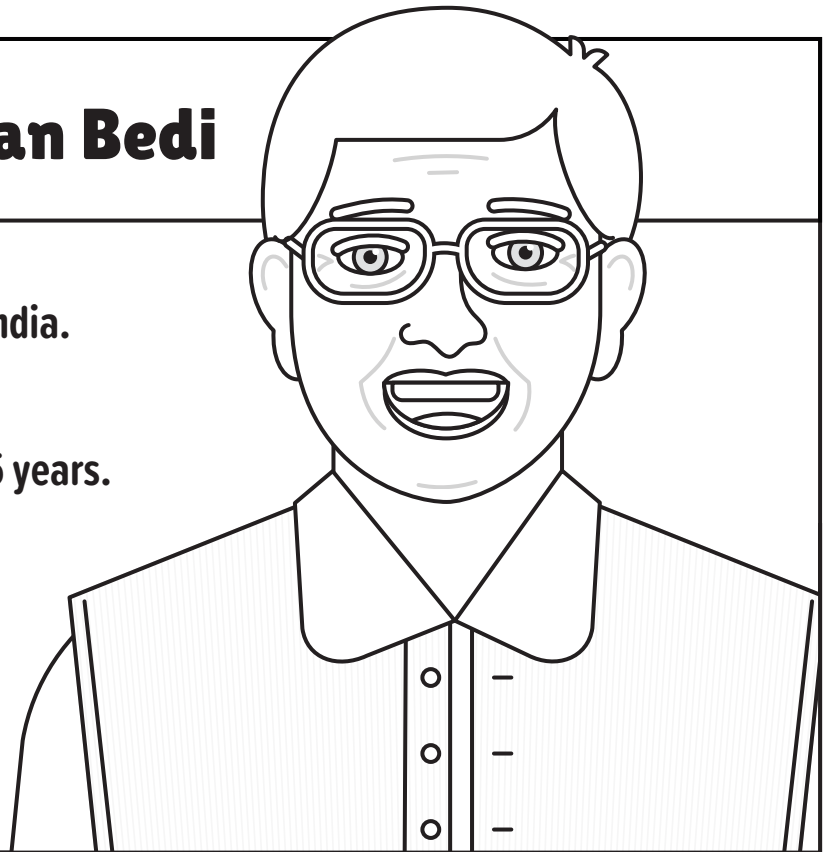
 butterfly	 Australia	 dog	 dinosaur
 May	 banana	 Mrs. Thomas	 farmer
 Sarah	 octopus	 Crunch Time	 Professor Moody
 Barbie	 Tyrannosaurus	 milk	 school

Human Histories

Helpful Heroes

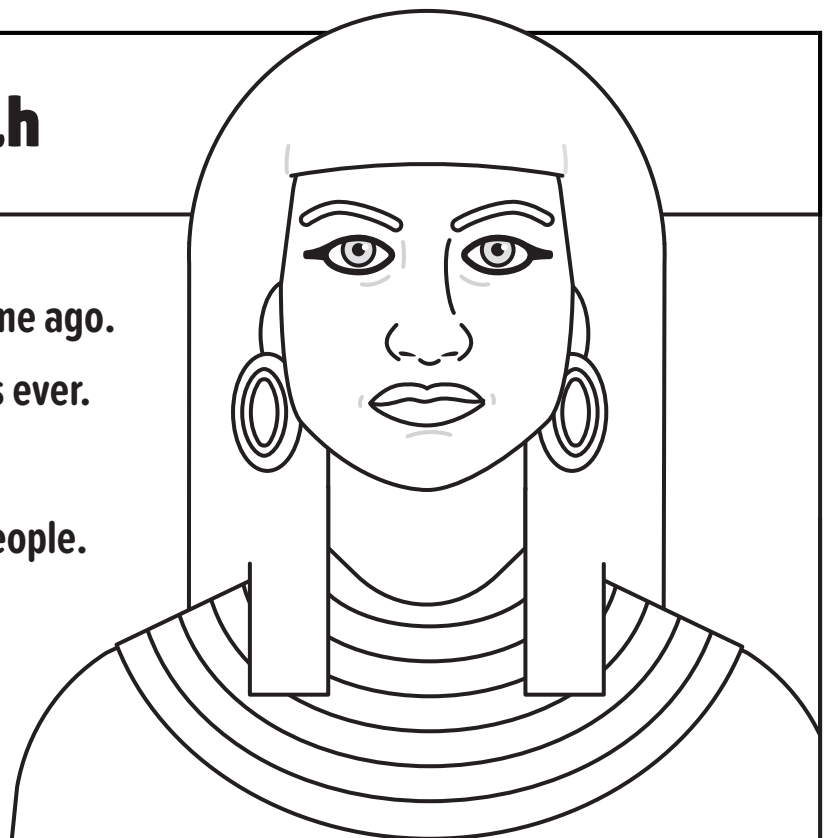
Police Officer: Kiran Bedi

- She was the first policewoman in India.
- She was a tennis star.
- Then she was a police officer for 35 years.
- She helped stop crime.
- She made people feel safe.



Doctor: Merit-Ptah

- She was a doctor in Egypt a long time ago.
- She was one of the first girl doctors ever.
- Her job was to look after the king.
- She told other doctors how to fix people.
- There is art of her all around Egypt.



Human Histories

Helpful Heroes

Vet: James Herriot

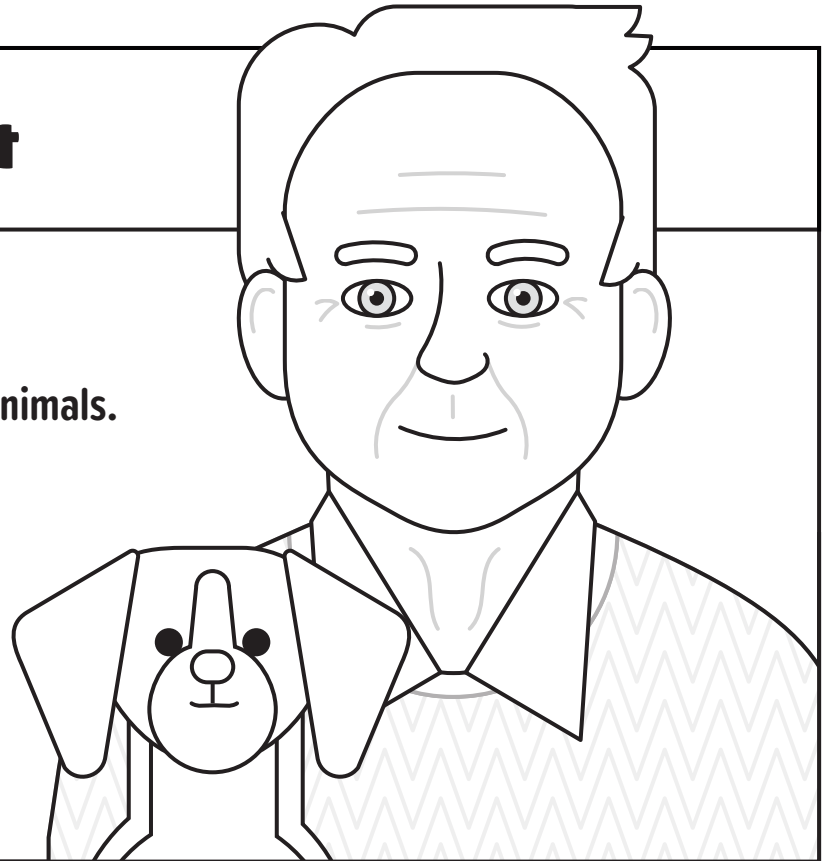
He was born in England in 1916.

He was a vet. A vet is a doctor for animals.

He loved to write.

He wrote books about pets and their owners.

People liked to read his books.



Fireman: Vladimir Pravik

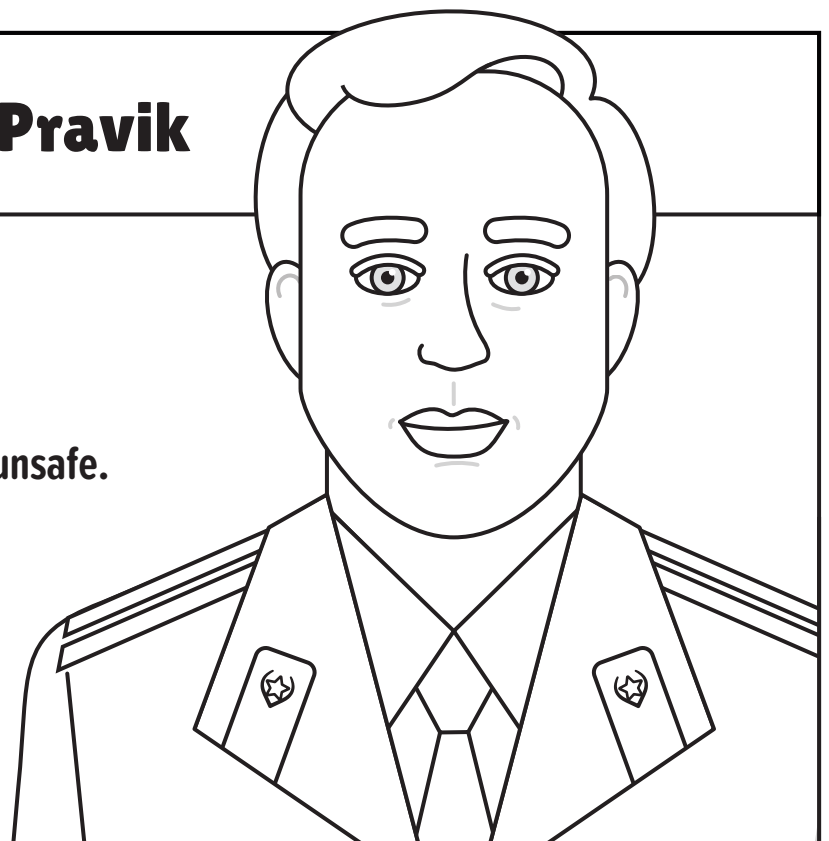
He was born in Ukraine in 1962.

He was a fireman.

He put out a big fire that was very unsafe.

He helped save the city.

He was very brave.



Name: _____

Date: _____

Human Histories: Helpful Heroes

Questions

1. In the text, who was your favourite hero?

2. What did they do that you thought stood out?

3. Who is a helpful hero in your life? How do you know them?

4. What do they do that makes them a hero to you?

5. Draw a picture of your helpful hero.

Verb Past Tense Worksheet

Name: _____

1. Yesterday we _____ (look) for bugs in the park.
2. We _____ (search) for bugs under rocks and on leaves.
3. I _____ (see) a butterfly. It _____ (fly) past the purple flowers.
4. I _____ (lift) up a big rock and _____ (find) a lady beetle.
5. I _____ (place) it in my bug jar, so that I could show my parents when I _____ (get) home.
6. I _____ (catch) three bugs at the park. I _____ (find) a ladybug, a rhino beetle and a tiny bug that I didn't know.
7. I _____ (think) my brother Sam could help me identify the tiny bug.
8. We _____ (get) out the bug book, and Sam _____ (open) my bug jar to get a closer look. The bug _____ (crawl) up Sam's sleeve.
9. It _____ (give) him a fright, and he _____ (spit) out the water he was _____ (drink).
10. We _____ (laugh) until we _____ (fall) down.



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

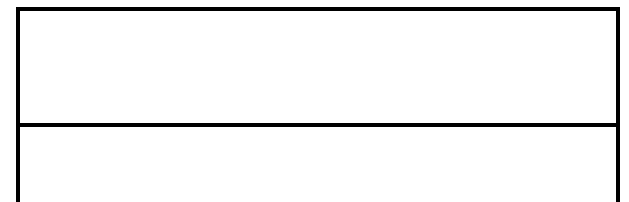
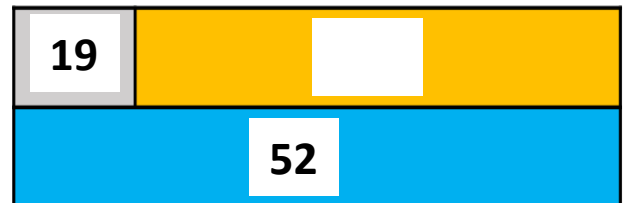
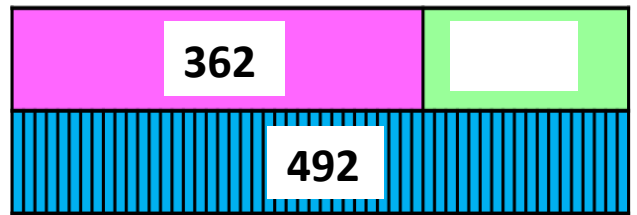
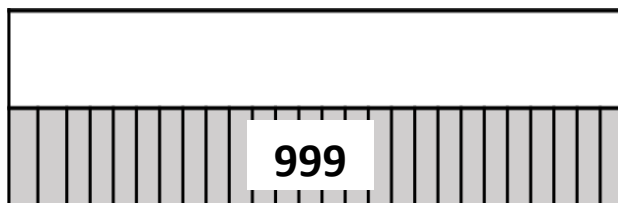
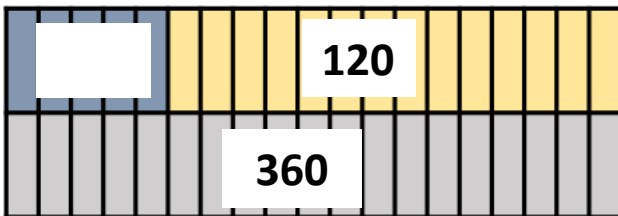
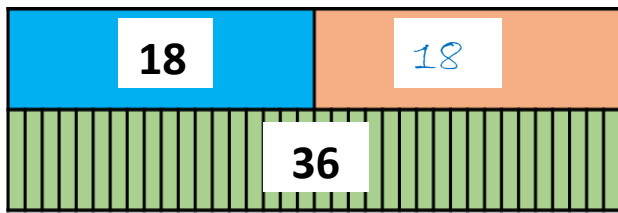
The Mathematics activities in this book support the Australian Curriculum and are targeted towards your child's year level.

How can I support my child?

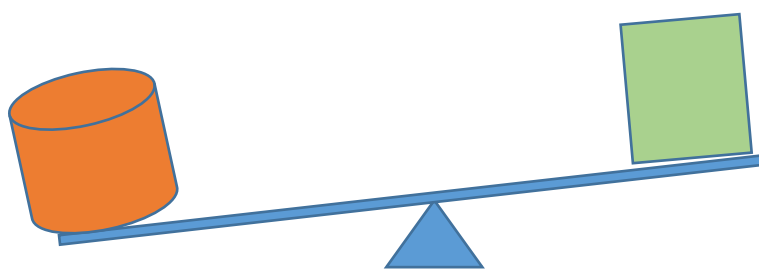
Encourage them to repeat and practice their maths activities. Go through their work with them.

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.

Numbers Bars to 1000



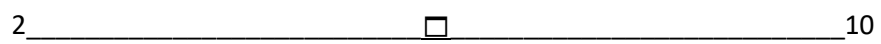
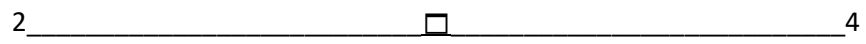
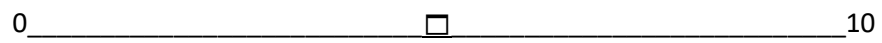
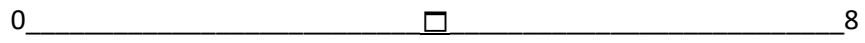
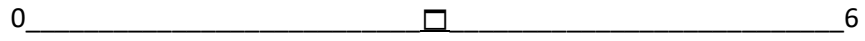
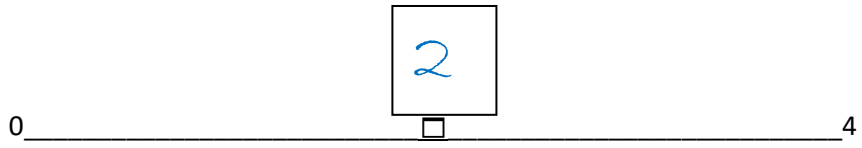
Make a scale to that can find things that weigh more than a book.



Record if things are heavier or lighter than the book

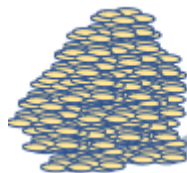
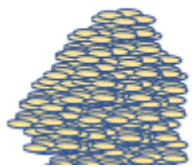
Item	Lighter	Heavier
Can of baked beans	x	

What is the missing number?



Rice Grab

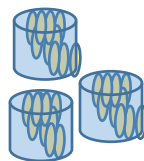
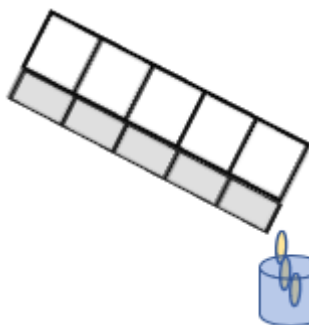
Pick up some rice



Count the rice



○	○	○	○	○
○	○	○	○	○



○				
○				

Record the count

3 packets and 2 leftovers

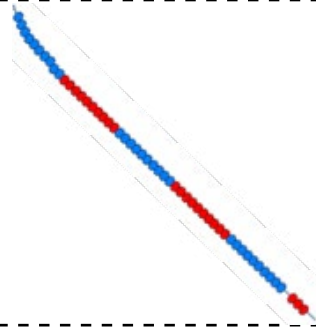
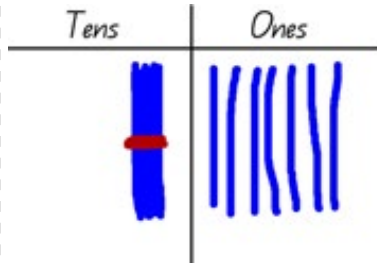
32 grains of rice

Other Ideas

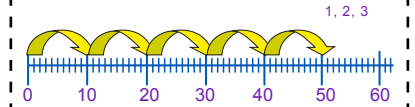
Play with a friend. Who picks up the most rice? How much more?

Two-digit number match

46

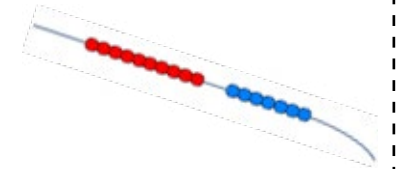
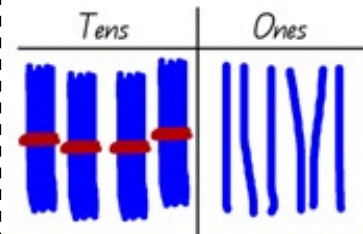


Seventeen

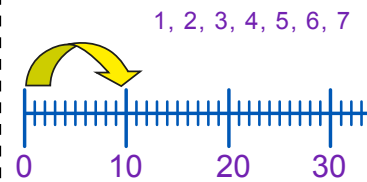
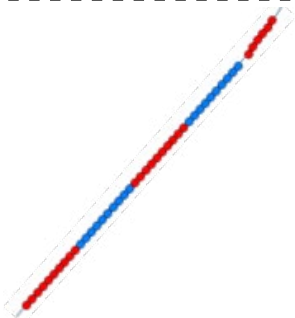


Fifty-three

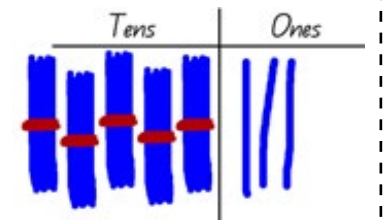
17



Forty-six



53



Two-digit number match

Student name:

Comments:


How was your student able to complete the activity?

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

Student name:

Seeing parts and the whole

Draw each situation and then circle each part. Solve the problem and draw the part-part-whole model.

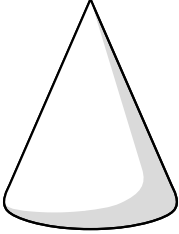
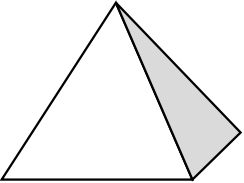
<p>Four children were playing on the playground and three were playing football.</p> <p>How many children were playing outside?</p>	 <table border="1" data-bbox="1232 734 1359 788"><tr><td colspan="2">7</td></tr><tr><td>3</td><td>4</td></tr></table>	7		3	4
7					
3	4				
<p>There were nine children in the park.</p> <p>Five children were on skateboards and the remainder were riding bikes.</p> <p>How many children were on bikes?</p>					
<p>There were seven horses and nine sheep in the farmyard.</p> <p>How many animals were in the farmyard?</p>					
<p>A boy had a bag of lollies in one hand and three lollies in the other hand. Altogether, he had 11 lollies.</p> <p>How many lollies were in the bag?</p>					

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:

Three-dimensional objects: Fill in the gaps

Object	Name	Real-life example	Description
			
	<p><i>cylinder</i></p>		
			

Student name:

Object	Name	Real-life example	Description
			<p>six flat rectangular faces twelve straight edges eight corners</p>
	<p>cube</p>		
		<p>a ball</p>	

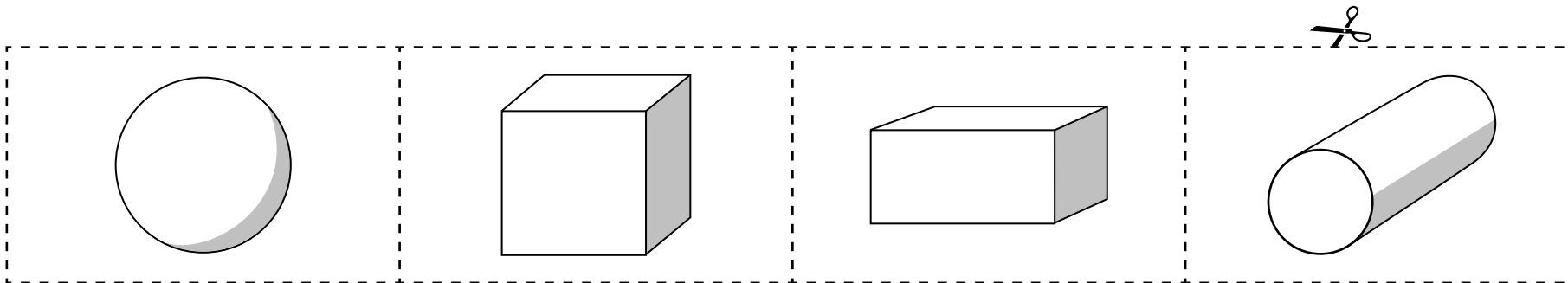
Student name:

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









Student name:



What amount is that?

	Words	Words and numerals	Numerals and symbols
	<p>seven dollars and fifty cents</p>	<p>7 dollars and 50 cents</p>	<p>\$7.50</p>
			
			
			
			
			

Collections of money

Count the total value of the notes and coins in each collection	Which strategy did you use to count the collection of notes and coins?	Write the total value of the collection, using numerals and symbols	
	<p><i>skip counting</i></p>	<p>\$4.35</p>	
			
			
			
Order the total collection amounts from the least to the greatest value			
<p>\$4.35</p>			

Australian currency coin designs used with permission of the Royal Australian Mint.

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

Seasons

summer



Months: *December, January, February*

In summer we have hot weather, swimming, holidays and Christmas.

autumn

Months:

winter

Months:

spring

Months:

Student name:

Missing number puzzles

1. Complete the following puzzles by writing the missing numbers into each blank section of the hundred board.

	137	
146		148

Piece 1

		465
		475
483		

Piece 2

338		
348		

Piece 3

2. Create your own missing number puzzle now, using your three predicted numbers for the bags of items.
- Write each predicted number in the middle square of a different piece of the hundred board.
 - Complete the puzzle boards by writing the missing numbers around your predicted numbers.

Piece 1

Piece 2

Piece 3

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:

Student name:

Adding and subtracting on a hundred board

Use the number boards below to solve each number problem.

You could do this by:

- highlighting the starting number
- adding in multiples of 10 by moving down the rows on the board
- highlighting the end number
- completing the number sentence by writing in the correct answer.

0	1	2	3	4	5	6	7	8	9
10	11	12	13	14	15	16	17	18	19
20	21	22	23	24	25	26	27	28	29
30	31	32	33	34	35	36	37	38	39
40	41	42	43	44	45	46	47	48	49
50	51	52	53	54	55	56	57	58	59
60	61	62	63	64	65	66	67	68	69
70	71	72	73	74	75	76	77	78	79
80	81	82	83	84	85	86	87	88	89
90	91	92	93	94	95	96	97	98	99

$$47 + 20 = \underline{\hspace{2cm}}$$

0	1	2	3	4	5	6	7	8	9
10	11	12	13	14	15	16	17	18	19
20	21	22	23	24	25	26	27	28	29
30	31	32	33	34	35	36	37	38	39
40	41	42	43	44	45	46	47	48	49
50	51	52	53	54	55	56	57	58	59
60	61	62	63	64	65	66	67	68	69
70	71	72	73	74	75	76	77	78	79
80	81	82	83	84	85	86	87	88	89
90	91	92	93	94	95	96	97	98	99

$$79 - 60 = \underline{\hspace{2cm}}$$

Student name:

0	1	2	3	4	5	6	7	8	9
10	11	12	13	14	15	16	17	18	19
20	21	22	23	24	25	26	27	28	29
30	31	32	33	34	35	36	37	38	39
40	41	42	43	44	45	46	47	48	49
50	51	52	53	54	55	56	57	58	59
60	61	62	63	64	65	66	67	68	69
70	71	72	73	74	75	76	77	78	79
80	81	82	83	84	85	86	87	88	89
90	91	92	93	94	95	96	97	98	99

$21 + 30 =$ _____

0	1	2	3	4	5	6	7	8	9
10	11	12	13	14	15	16	17	18	19
20	21	22	23	24	25	26	27	28	29
30	31	32	33	34	35	36	37	38	39
40	41	42	43	44	45	46	47	48	49
50	51	52	53	54	55	56	57	58	59
60	61	62	63	64	65	66	67	68	69
70	71	72	73	74	75	76	77	78	79
80	81	82	83	84	85	86	87	88	89
90	91	92	93	94	95	96	97	98	99

$88 - 40 =$ _____

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:

Student name:

Addition and subtraction number facts

1. Write the missing numbers to make each number sentence true.

$8 + 3 = \square$

$\square = 3 + 5$

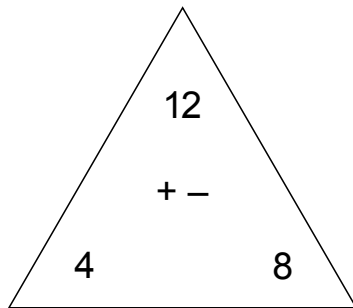
$4 + \square = 9$

$9 - 3 = \square$

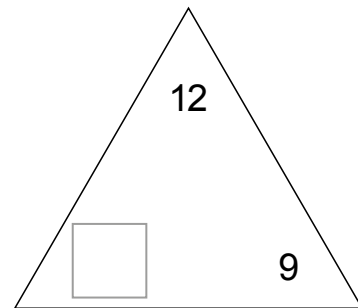
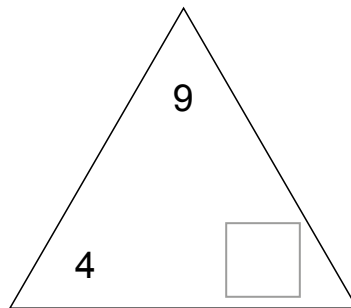
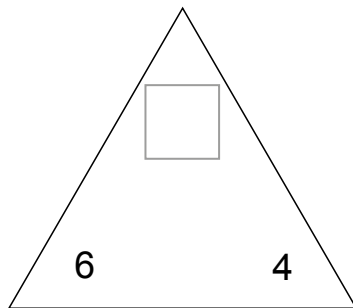
$12 - 5 = \square$

$10 - \square = 6$

2. Write addition and subtraction number facts from this fact family triangle.



3. Write the missing value.



12	
	6

7	4

14	
6	

Absent numbers

This game can be played in pairs.

- Shuffle the 0–9 number cards, stack and place cards in the centre of the playing area or replace the number cards with a 0–9 dice.
- Take a card from the top of the stack or roll the dice.
- Complete a number sentence by writing your number in the correct position.
- Read the fact aloud, then place the number card back into the number stack and shuffle again.
- If a player is unable to complete a number sentence, you must pass on your turn to your playing partner.

The winner is the first player to answer all number facts on their sheet.

$5 - \underline{\quad\quad} = 2$

$12 - \underline{\quad\quad} = 4$

$13 - \underline{\quad\quad} = 6$

$13 - \underline{\quad\quad} = 7$

$5 - \underline{\quad\quad} = 5$

$7 - 4 = \underline{\quad\quad}$

$3 - 2 = \underline{\quad\quad}$

$5 - 3 = \underline{\quad\quad}$

$14 - \underline{\quad\quad} = 6$

$17 - 9 = \underline{\quad\quad}$

$11 - 5 = \underline{\quad\quad}$

$12 - \underline{\quad\quad} = 8$

$10 - 3 = \underline{\quad\quad}$

$8 - \underline{\quad\quad} = 0$

Student name:



Which word — add or take?

Write the word 'add' or 'take' to make each statement true.

$15 \quad \underline{\hspace{2cm}} \quad 7 = 8$

$22 \quad \underline{\hspace{2cm}} \quad 9 = 13$

$3 \quad \underline{\hspace{2cm}} \quad 3 = 6$

$43 \quad \underline{\hspace{2cm}} \quad 5 = 48$

$12 \quad \underline{\hspace{2cm}} \quad 4 = 8$

$4 \quad \underline{\hspace{2cm}} \quad 32 = 36$

$7 \quad \underline{\hspace{2cm}} \quad 7 = 0$

$40 \quad \underline{\hspace{2cm}} \quad 20 = 60$

$16 \quad \underline{\hspace{2cm}} \quad 8 = 8$

$30 \quad \underline{\hspace{2cm}} \quad 10 = 20$

$9 \quad \underline{\hspace{2cm}} \quad 6 = 15$

$50 \quad \underline{\hspace{2cm}} \quad 30 = 80$

$1 \quad \underline{\hspace{2cm}} \quad 0 = 1$

$60 \quad \underline{\hspace{2cm}} \quad 20 = 40$

$5 \quad \underline{\hspace{2cm}} \quad 9 = 14$

$6 \quad \underline{\hspace{2cm}} \quad 50 = 56$

How did you know when to use the word 'add' or '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:

Student name:

Missing numbers

Look at each number pattern.

Work out the pattern rule and write the missing number/s.

Write the pattern rule.

140	141	142	143	144	145	146	147	148	149
150	151		153	154					

277	278	279
287	288	289
297	298	299
307	308	309
317		319
327	328	329
337		339
347		349

Show the patterns on the number grids.

447, 457, 467, _____, 487, _____

440	441	442	443	444	445	446	447	448	449
450	451	452	453	454	455	456	457	458	459
460	461	462	463	464	465	466	467	468	469
470	471	472	473	474	475	476	477	478	479
480	481	482	483	484	485	486	487	488	489
490	491	492	493	494	495	496	497	498	499

555, 560, 565, _____, 575, _____, _____

550	551	552	553	554	555	556	557	558	559
560	561	562	563	564	565	566	567	568	569
570	571	572	573	574	575	576	577	578	579
580	581	582	583	584	585	586	587	588	589

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:

Student name:

Finding fractions of collections



John and Sue picked 28 carrots from the garden and shared them into two buckets. They put **half** in each bucket. How many carrots were in each bucket?

There were _____ carrots in each bucket.

Half of 28 is _____.

Emma bought a large bunch of roses. There were 24 roses in the bunch. She divided the roses among four vases. There was a **quarter** of the whole bunch in each vase. How many roses in each vase?



There were _____ roses in each vase.

A quarter of 24 is _____.



There were 40 sweets in a packet. Mrs Jones shared the sweets into party bags. Each party bag had **one-eighth** of the whole packet of sweets. How many sweets in each party bag?

There were _____ sweets in each party bag.

An eighth of 40 is _____.

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:

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 Two

Module 2: Personal Strengths
Student Activity Book

Student: _____



NT Schools of the Air

NT DEPARTMENT OF EDUCATION

Getting Along

Activity One

Success Criteria

Year Two

- I described what helps me to get along with others
- I described how I am responsible for getting along with others

Equipment

Pencil

Coloured pencils

Steps

1. Today we learned that there are skills and behaviours that help us to get along by:
being friendly showing respect working hard
2. Complete the activities to show what you have learned.
3. Show your work with the people in your school room when you are finished.
4. Tell everyone one behaviour or skill that shows you being friendly, respectful and/or working hard.

Kind

We help others when they need it



Patient

We take turns, so everyone can join in



Getting Along

Listening

Having a go

Doing my share

Taking turns

Helping others

Being polite

Asking permission

Saying thank you

Being generous

Using manners

Saying sorry

Being fair

Having fun

Putting things away

Name:

Date:

Think of a time when you have been friendly. Draw a picture showing the skill or behaviour you used. Write a caption to explain your picture.

Draw or describe one way you can help others to learn.

Draw or describe one way you can work hard at school.

Strengths Detectives

Activity Two

Success Criteria

Year Two

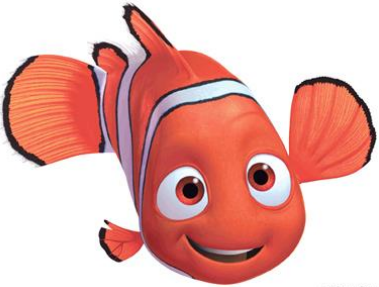
- I identified and described some of my personal strengths

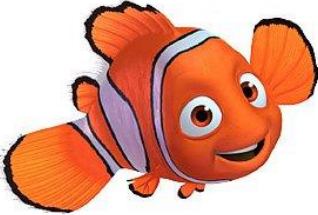

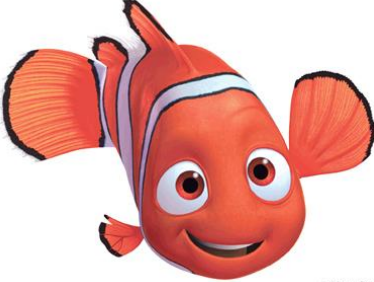


Equipment


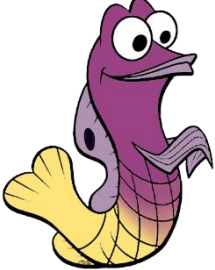
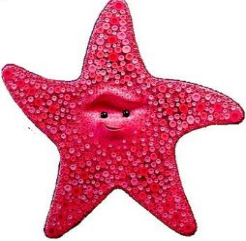



Pencil

Steps

1. Look at the 'Finding Nemo Characters', and read the strengths next to each character.
2. Place a tick next to the strengths that you think best describe you.
3. Write the names of two other people that you think share this strength. (Hint: you can use a person's name more than once.)
4. Choose two strengths and write a sentence to explain why you chose it. For example:
I am determined because once I decide to do something, I keep trying even when it's challenging.
5. Share your work with everyone when you are finished.
6. Tell them the two personal strengths words you chose for yourself.

Finding Nemo Characters	Personal Strengths	Is this true of you? Yes or No	Who else is this true of?
 <p>Marlin</p>	<p><i>I am brave because I keep trying even when it is scary.</i></p>		

Finding Nemo Characters	Personal Strengths	Is this true of you? Yes or No	Who else is this true of?
 <p>Nemo</p>	<p>I am <i>curious</i> because I like to go to new places and learn new things.</p>		
 <p>Bruce</p>	<p>I am <i>fair</i> because I keep to the rules.</p>		
 <p>Marlin</p>	<p>I am <i>forgiving</i> because even when people hurt or upset me I can move on.</p>		
 <p>Bubbles</p>	<p>I am <i>friendly</i> because I am nice to everyone.</p>		
 <p>Dory</p>	<p>I am <i>funny</i> because I make people laugh and feel happy.</p>		

Finding Nemo Characters	Personal Strengths	Is this true of you? Yes or No	Who else is this true of?
 <p>Mr Ray</p>	<p>I am <i>generous</i> because I share with others.</p>		
 <p>Gurgle</p>	<p>I am <i>hardworking</i> because I keep working even when it gets hard.</p>		
 <p>Peach</p>	<p>I am <i>honest</i> because I tell the truth, even when it is not easy.</p>		
 <p>Dory</p>	<p>I am <i>kind</i> because I like to do things for other people.</p>		
 <p>Crush</p>	<p>I show <i>leadership</i> because I help the people around me get things done.</p>		
 <p>Gill</p>	<p>I am <i>patient</i> because I am good at waiting my turn.</p>		

Example**My Strengths***Determined**I am determined because once I decide to do something, I keep trying even when it's challenging.**Personal Strengths Scroll**Brave**Curious**Fair**Forgiving**Friendly**Funny**Generous**Hard-working**Honest**Kind**Leadership**Patience***Your Turn****My Strengths**

My Strengths

Strengths at Work

Activity Three

Success Criteria

Year Two

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

Equipment

Coloured pencils

Large sheet of blank paper (optional)

Steps

Today you learned that everyone uses their strengths every day. People's strengths are helping them all of the time, they help them to do their best and be the best person they can be. How do you use your strengths?

1. Read the Personal Strengths list to 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. Write an example of how you use each strength.

Example

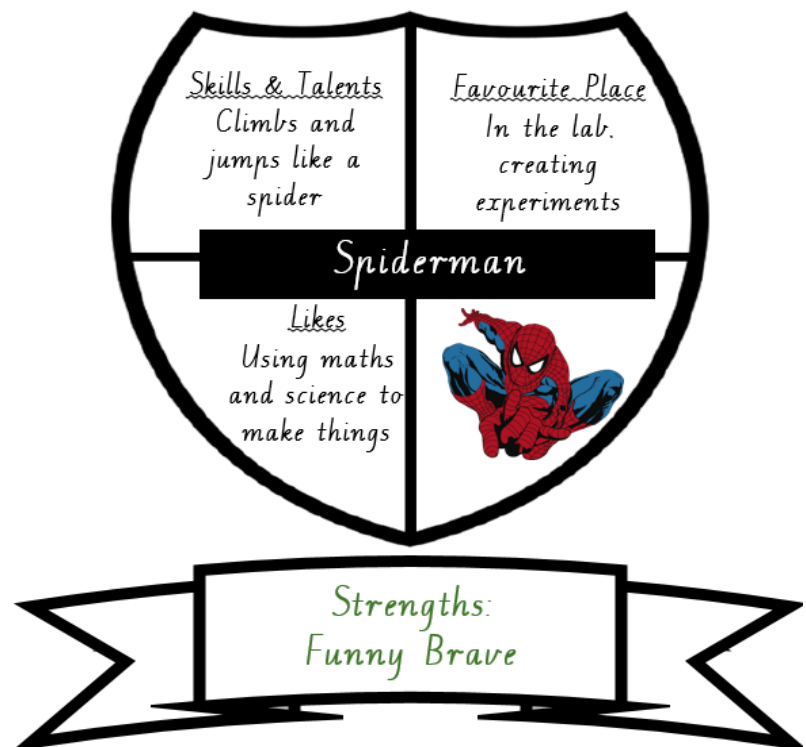
My strengths are being brave and friendly.

I use my bravery strength to help me keep trying when I am learning something at school that is tricky. I just keep having-a-go until I am sure I understand.

I am friendly because I can play and talk with new people and I try to be nice to my family and friends.



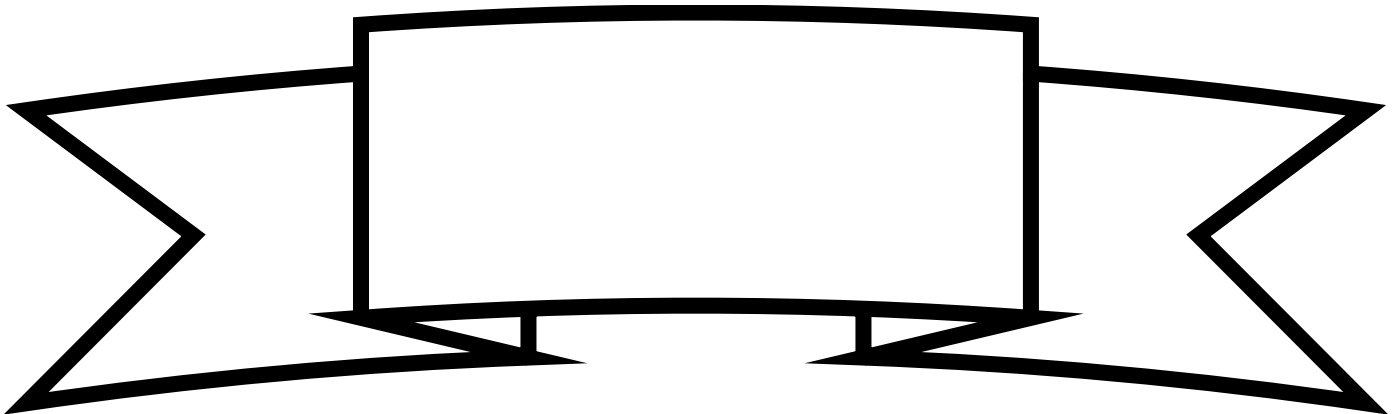
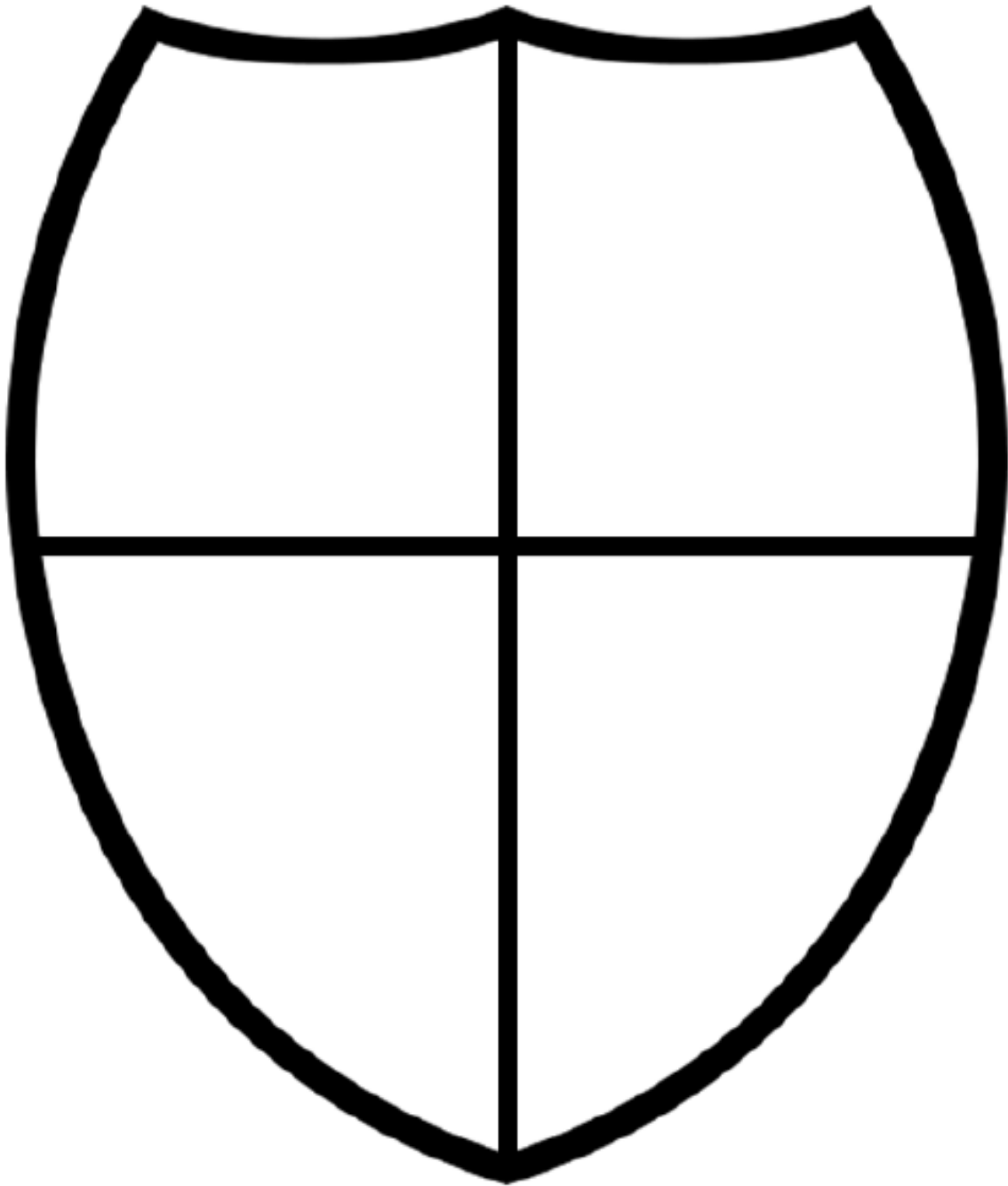
4. Read the Spiderman and Spiderwoman strength shields.
5. Create your own shield on the page provided (or if you want to make a larger shield, use a large piece of blank paper and paste a photo of your finished shield into your activity book).
6. Share your work with everyone when you are finished.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

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

Equipment

Coloured pencils

Steps

1. Think of a strength that you would like to practice over the next week.
2. Use the Strength Goal template on the next page to write and/or draw the actions you will practice to help you grow the strength you have chosen.
3. Share your work with everyone when you are finished.
4. Tell them about the strength you are practising to use and let them know ways they can help you.

Example

- ◆ *I want to be more generous with my sister.*
- ◆ *To reach my goal, I am going to let my sister play with my lego after school and read her a story when she asks.*
- ◆ *I will know I am being generous when I can share with my sister without feeling grumpy.*
- ◆ *I want to reach my goal by the end of March.*

Personal Strengths

Patient

Leadership

Kind

Honest

Hard-working

Generous

Funny

Friendly

Forgiving

Fair

Curious

Brave

Name:

Date:

Strength Goal template

I want to be:

To reach my goal, I am going to:

I will know I am _____ when I can:

I want to reach my goal by _____ / _____ / 20_____.

Self-Assessment

Activity Five

Success Criteria

Year Two



- 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>		

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 strength goals chart 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

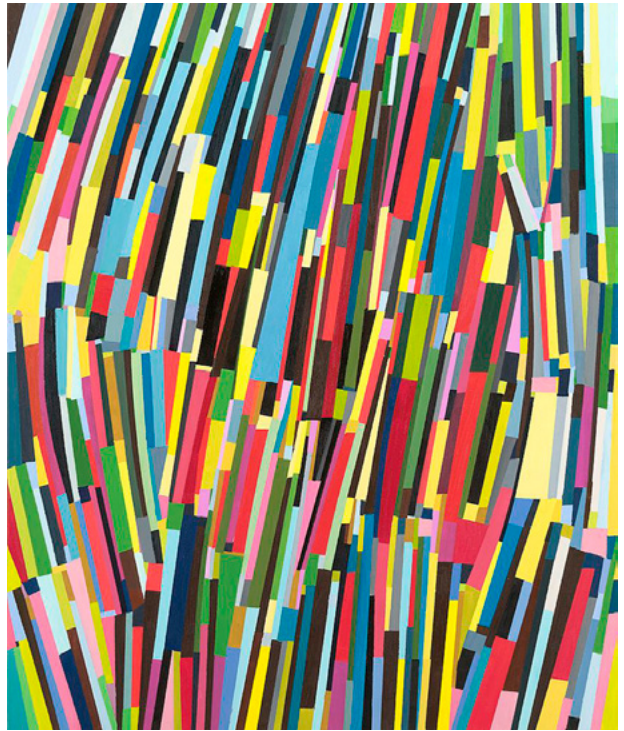
Students will:

- 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

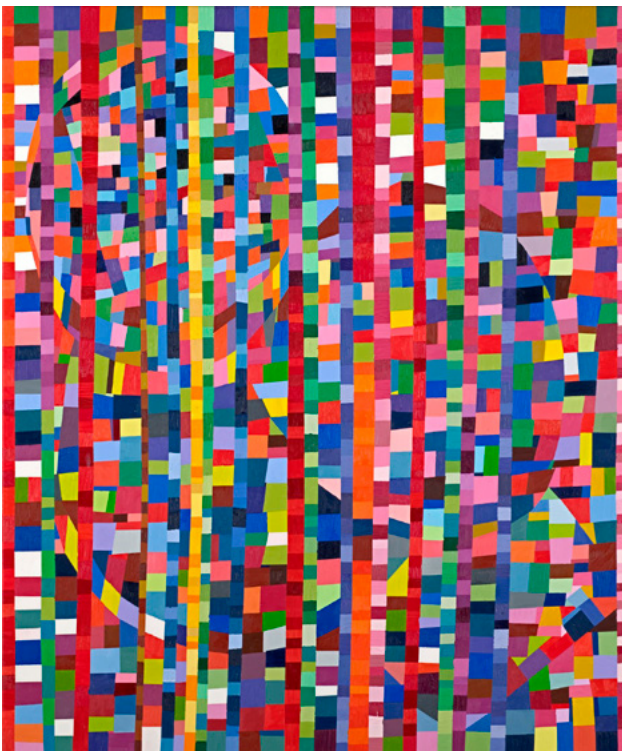
oil on canvas

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

© Melinda Harper/Licensed by Copyright Agency, Australia



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

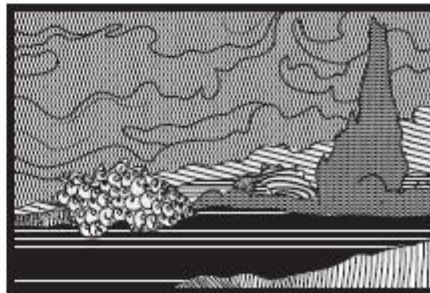
Re-create a landscape painting using different types of lines.

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.

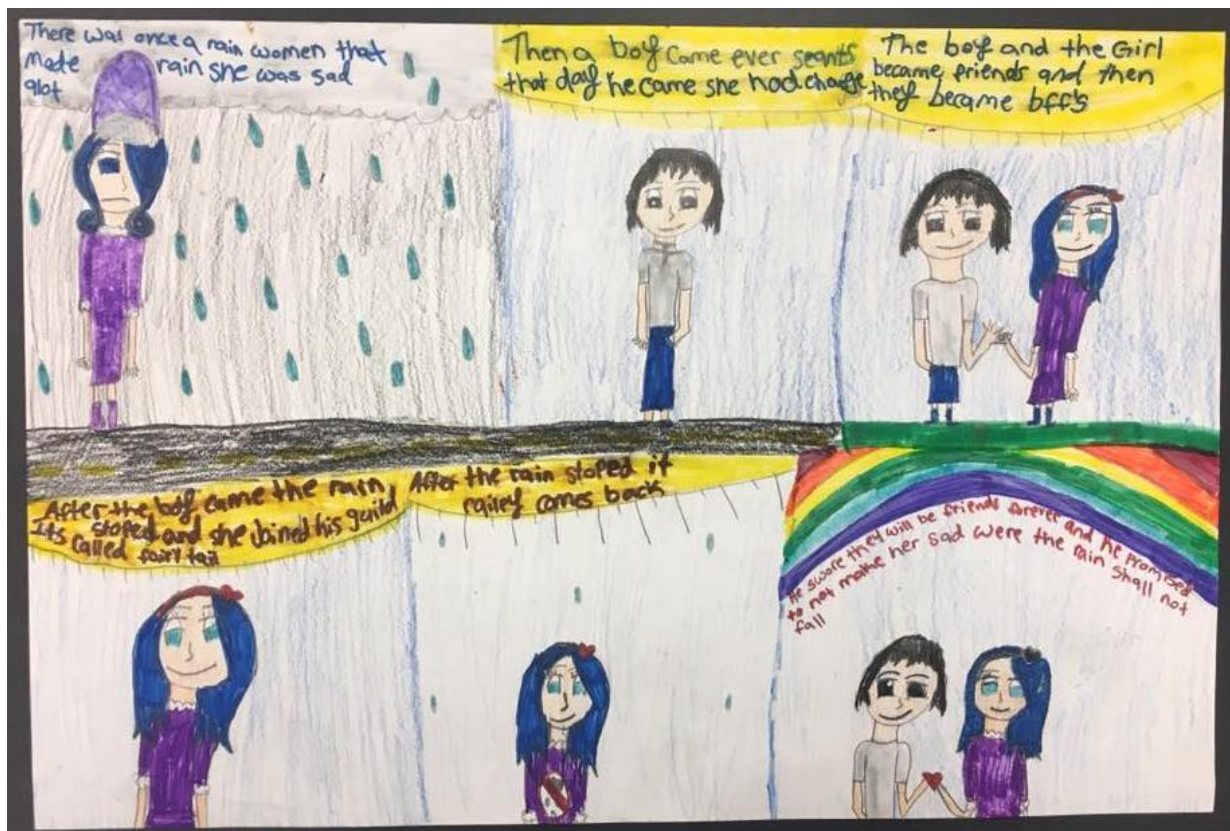


SEL in Art- Creating a Personal Narrative

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.

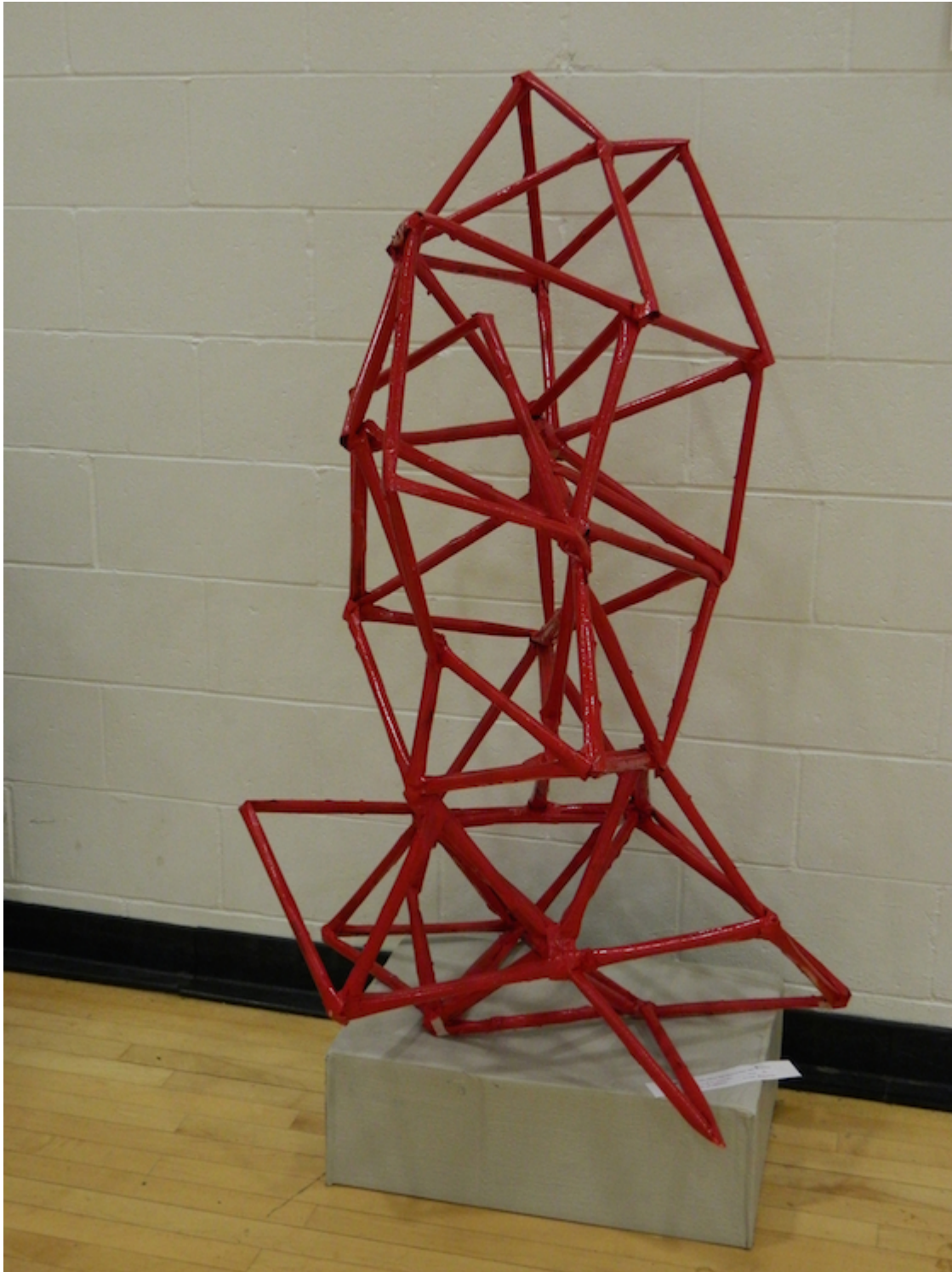


6 Inexpensive
Sculpture Ideas
to Start the Year

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

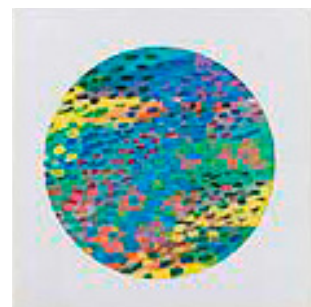
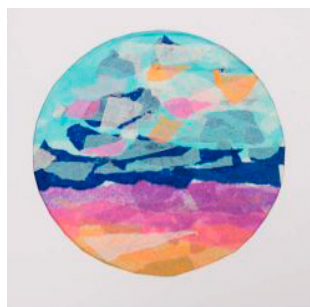
In this activity students will create a layered tissue collage with painted elements, inspired by Impressionist artists such as Claude Monet. They will observe how the Impressionist artists used strokes of broken and layered colour to capture an impression of a scene, and experiment with different colour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

LEARNING OBJECTIVES

Students will:

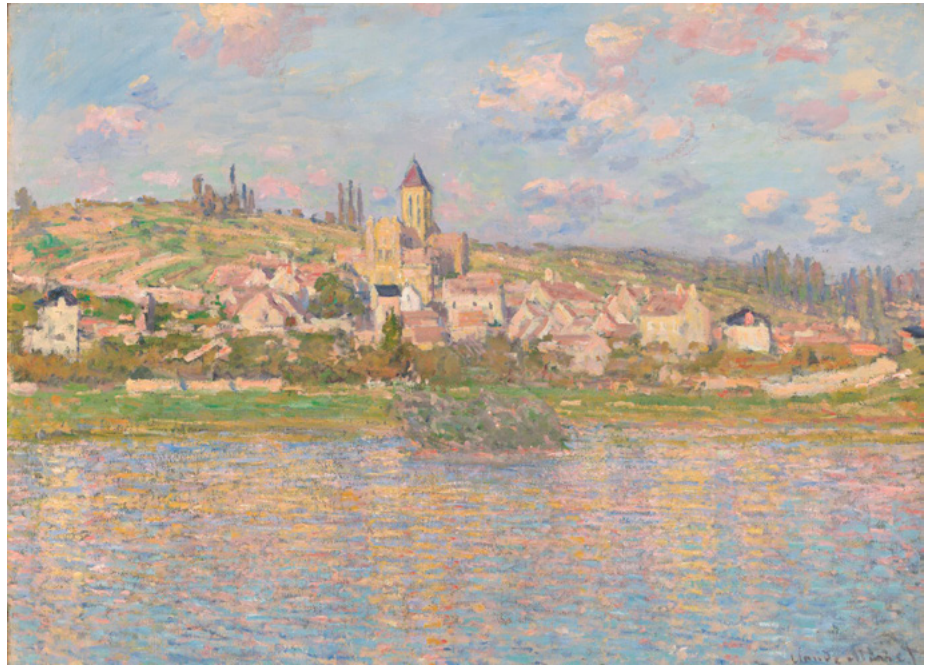
- Identify and discuss ideas and techniques used by the Impressionists, including quickly capturing an impression with paint and using layers of broken colour.
- Experiment with mixing colour by layering coloured tissue.
- Create a composition inspired by a painting or photograph of a landscape with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

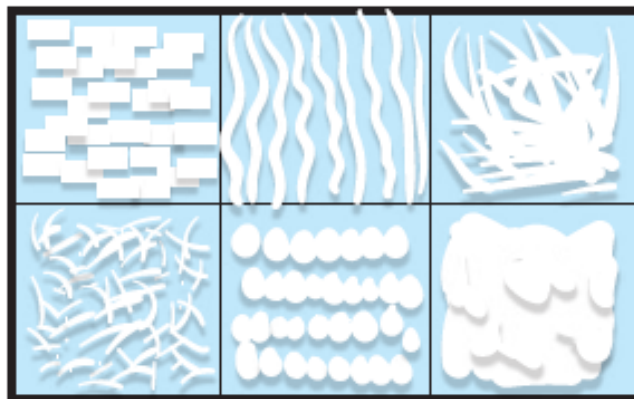
Create a texture mural by changing the feel of a piece of paper.

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.



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.



Neverending City

TASK

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

MATERIALS

a lead pencil, white card, paints, paintbrushes

DIRECTIONS

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



A Close Up

TASK

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

MATERIALS

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

DIRECTIONS

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



Explore Warm and Cool Colours

TASK

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

MATERIALS

a lead pencil, white card, oil pastels or crayons

DIRECTIONS

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



Humanities and Social Sciences (HASS)

What is HASS?

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

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

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

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

How do I support my child?

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

Then children can work independently.

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

What resources do we need?

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

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

Humanities and Social Sciences

Year 2

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:

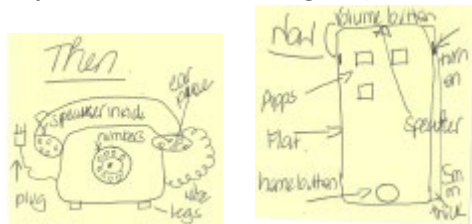
Past/Then - Mobile phone - flip phone, phone size of a brick.

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.

TRY SOME LAVA IN A CUP!

YOU WILL NEED:

- A clear drinking glass
- 1/4 cup vegetable oil
- 1 teaspoon salt
- Water
- Food coloring (optional)

WHAT TO DO

1. Fill the glass about 3/4 full of water.
2. Add about 5 drops of food coloring – I like red for the lava look.
3. Slowly pour the vegetable oil into the glass. See how the oil floats on top – cool huh? It gets better.
4. Now the fun part: Sprinkle the salt on top of the oil.

Watch blobs of lava move up and down in your glass!

If you liked that, add another teaspoon of salt to keep the effect going.



HOW DOES IT WORK?

So what's going on? Of course, it's not real lava but it does look a bit like a lava lamp your parents may have had. First of all, the oil floats on top of the water because it is lighter than the water. Since the salt is heavier than oil, it sinks down into the water and takes some oil with it, but then the salt dissolves and back up goes the oil! Pretty cool huh?

MAKE IT AN EXPERIMENT:

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

1. How long will the effect go on if you keep adding salt?
2. Do different kinds of food oil give different effects?
3. Will other substances (sand, sugar. etc.) work the same as salt?
4. Does the height or shape of the glass affect the experiment?



Supporting the **Australian Curriculum: Science Online**

Home > Years F–2 Unit 3: Mixing things together 1 What is it made of?

UNIT 3

Unit
Overview

1 What is it
made of?

2 Mixing and
combining

3 Mixing ochres

4 Recycling paper

5 Recycled paper
seed sachets

Teaching sequence

Lesson objective

In this lesson students describe materials used to make everyday objects and recognise that many objects are made from a combination of materials that improve how the objects work.

Introduction

Display wooden and plastic clothes pegs to stimulate students thinking about this science unit.

Guide discussion to identify that the pegs are objects and like all objects they are made from materials.

Ask for suggestions about the names of the materials the pegs are made from and why these materials have been used. Relate 'use' to the properties of the materials.

Display the word cards 'object', 'material', 'wood', 'plastic' and 'metal' from the sheet [Word cards for the science word wall](#), briefly identifying an example of an object usually made from each of the materials. Place the words on the science word wall.

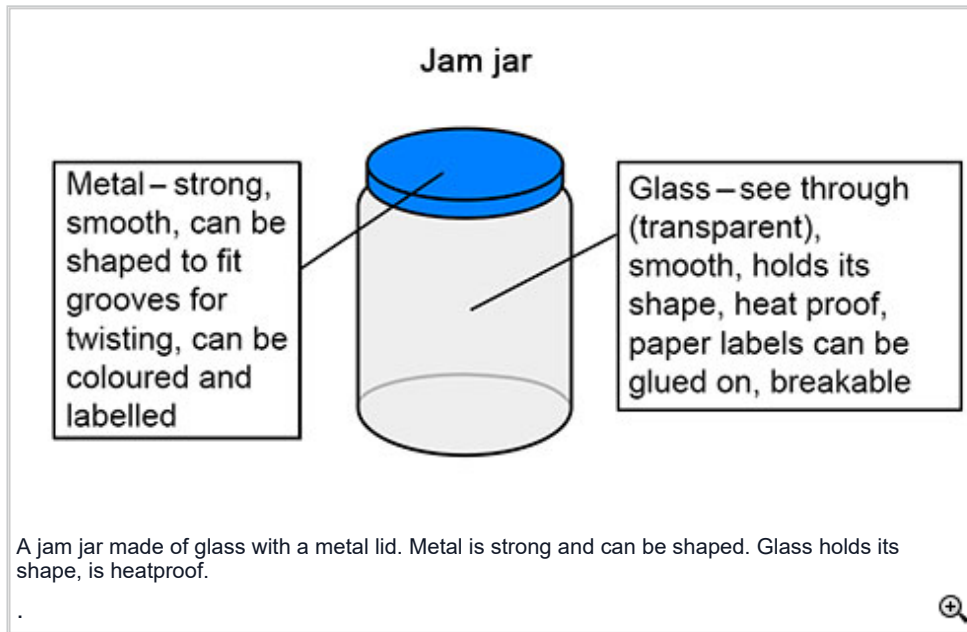
Explain that this science unit is about materials in our world and how they are used for particular purposes.

Core

1. Hold up the remaining material word cards one at a time and ask students to look around the room and suggest objects they think could be made from these

materials. Add to the word wall.

2. Point to an object such as a window or a chair and ask students to identify all the materials they think have been used to make the object. Identify the purpose(s) of this object. Use the object to explain that the materials from which the object is made are deliberately combined to help the object achieve its purpose.
3. Emphasise that we can still see the different materials when they are combined. Display the word card 'combine'.
4. Allocate students into pairs and ask them to move around the room and find objects made from combined materials. Tell them to discuss the materials used and why they might have been selected. Allow a couple of minutes for discussion and then instruct students to find another object and repeat the discussion. Observe student conversations.
5. Instruct students to sit in front of the class science journal. Display the prepared box of objects. Demonstrate the next activity with the following actions.
 - Select an object from the box as an example.
 - Open the class science journal and write the title **What is it made from and why?**
 - Draw a diagram of the object. Explain that scientists often need to draw diagrams of their work.
 - Label the diagram. Explain that scientists also need to label their diagrams so that others know exactly what is being investigated. Explain that the students are looking at the materials objects are made from so they can label these materials on their diagram.
 - Make notes on why the materials were used for that object. Invite students to suggest why the object is made from these materials using 'property' words. Discuss how the combining of the materials is necessary to achieve the best results. See sample diagram below.



6. Allocate boxes of objects to student groups and allow time for students to record their observations in their science journals. (This activity provides an opportunity for monitoring student understanding.)

Conclusion

View video clip [How it's made: cricket bat](#)

Ask for student suggestions on what they have learned in this lesson.

Lesson Resources

Student activities

Digital resources

[How it's made: cricket bat](#) , sciencediscovery.com (2.44 min)

Worksheets

[Word cards for the science word wall](#) (Word, 402 KB)

Useful links

[Design task: materials swap, work sample 2](#) , year 2 science portfolio summary 2012, pp 6–7. ACARA (PDF, Note: 4.5 MB)

Lesson 1: What is it made of?

Word cards for the science word wall

object

material

wood

plastic

metal

paper

fabric

glass

ceramic

mix

combine

ochre

coconut

milk

water

honey

egg yolk

egg white

cardboard

binder

grind

Science Year 2 Fortnight 1



This package of curriculum resources provides learning opportunities for students to continue their educational development and progress while not being able to access a school.

These resources provide students with learning experiences and activities that are intended to be used for approximately an hour each week for completion over a two-week period.

It is anticipated that the resources could be used in a variety of contexts, including teacher-directed, parent-supported or students working independently. However, students in Prep to Year 3 will require adult support to read and understand instructions and possibly scribe responses and answers to questions.

No assessment lessons or tasks are included in this package.

Structure

The Science materials contained in this package include:

- lessons including links to resources.

Lessons

There are two lessons contained in this package. Students will need to complete them in the following order:

- Lesson 1 — [Engaging with moving toys](#)
- Lesson 2 — [Exploring pushes and pulls of familiar objects](#)

Resources

Required resources are listed in the materials.

Students:

- will need access to everyday stationery supplies, such as pencils, pens, an eraser, colouring pencils
- may print the worksheets if they have access to a printer, or write responses in a notebook or on paper
- may need access to an internet search engine to locate a particular resource or text, for example: video, eBook, text, book cover and illustration.

Online safety warnings







Note: Assess websites for suitability prior to displaying to your child.

Note: Aboriginal peoples and Torres Strait Islander peoples are warned that resources in this package may contain images, voices and names of persons who may now be deceased.

Topic: Exploring pushes and pulls

Engaging with moving toys

Lesson concepts

-  A push or a pull affects how an object moves
-  Science involves asking questions and describing changes
-  People use science in their daily lives
-  Investigations can explore and answer questions
-  Information can be sorted
-  Observations and ideas can be represented and communicated

Today students will:

- ▶ observe the way familiar objects move
- ▶ observe the effect of different factors such as size, shape and material on a toy's movement.

Resources

Sheet

Sheet 1 — How toys move: Drawing and observations

Find and prepare

Selection of toys that move in different ways (for example, toy car, toy digger with movable scoop, doll with movable arms, ball, yo-yo, spinning top, wagon)

Selection of three or four cars and vehicles of different sizes and made of different materials

Key terms

material

For definitions and explanations of terms, please see the [Glossary](#).

Learning alert

Be aware of students thinking that all toys are moved in the same way.

Suggested next steps for learning

Provide opportunities for students to explore and differentiate actions for moving toys, for example, pushes and pulls.

Lesson

Discuss unit intention and context for learning

1. Ask students to share prior knowledge of toys and how they move by answering the following questions.

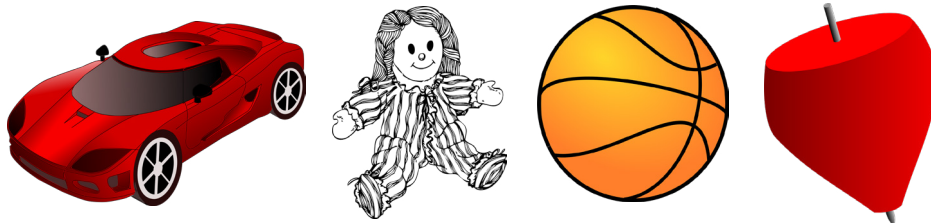
Focus questions

Q. *What toys do you know that move or have parts that move?*

A. For example, toy cars, arms on dolls, balls, spinning tops

Q. *What makes the toys move?*

A. For example: The toy car goes along the road when I push it. I can bend my doll's arms. The ball moves when I kick it.



Investigate and describe how familiar toys move

2. Display a variety of familiar toys.
 - a. Provide time for students to explore how the different toys work.



- b. Ask students to explain their ideas about how toys work.

Focus questions

Q. *How did this toy move?*

A. For example: The wagon rolled behind me.

Q. *What did you do to make the toy move?*

A. For example: I pulled the wagon by the handle.

Q. *What parts help the toy to move?*

A. For example: The wheels go round and help the wagon roll.

Q. *How else could you make the toy move?*

A. For example: I could push the wagon from behind to make it go.

Sort toys according to the ways they move

3. Ask students to suggest ways that the toys could be sorted.

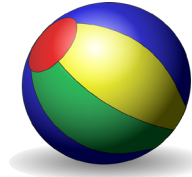
Focus questions

Q. *How could you sort these toys?*

A. For example: by colour; what they are made from; by size

Say to students

‘ Let’s sort the toys into groups showing the actions we make to move the toys, such as ‘push’ or ‘pull’.



push and pull



push



pull

Say to students

‘ When you observe toys in order to understand how toys and other objects move, you are using science and thinking like a scientist.

Draw a toy and describe how it moves

4. Give students **Sheet 1** — [How toys move: Drawing and observations](#).

a. Ask students to:

- choose one of the toys they have been observing during the lesson
- observe how the toy moves
- think about the actions they use to make the toy move
- follow instructions to complete the sheet.

Observe that a toy's movement depends on a variety of factors including size, shape and material

5. Display a selection of three or four toy cars and vehicles of different sizes and made of different materials.
 - a. Ask students to line up the cars along a set starting point. For example:



- b. Students push all the cars at the same time, as if in a race. (Hint: Use a ruler as a start barrier if pushing on a slope, or to push the cars on a flat surface.)
- c. Students observe how the cars move (for example, which way they go, how fast they go and how far they go).
- d. Students share their observations about the ways the cars and vehicles move, and suggest factors that influence the ways toys move (for example, size of toy, size and number of wheels, rolling on wood or carpet, on a slope or flat area).

Focus questions

Q. *How did the toys move?*

A. For example: They rolled. The car went the furthest. The motorbike fell over.

Q. *What did you do to make the toys move?*

A. For example: I used a ruler to push them all at the same time.

Q. *Which one went furthest?*

A. For example: the racing car

Q. *Why do you think that happened?*

A. For example: It is the smallest.

Q. *Which one was fastest?*

A. For example: the police car

Q. *Why do you think that happened?*

A. For example: It has big wheels.

Q. *Why do some toys move differently from others?*

A. For example: Some are bigger and heavier; some have small wheels that don't turn very fast.

Science glossary

Year 2

Term	Meaning
material	a substance with particular qualities or that is used for specific purposes
property	an attribute of an object or material, normally used to describe attributes common to a group



Topic: Exploring pushes and pulls

Exploring pushes and pulls of familiar objects

Aboriginal and Torres Strait Islander histories and cultures

In this lesson, you will examine sources to identify different methods used by Aboriginal peoples and Torres Strait Islander peoples to achieve change.

Lesson concepts

- A push or a pull affects how an object moves
- Science involves asking questions and describing changes
- People use science in their daily lives
- Questions can be responded to, posed and predictions made
- Investigations can explore and answer questions
- Information can be sorted
- Observations and ideas can be represented and communicated

Today students will:

- ▶ understand that pushes and pulls can move objects.

Resources

Digital

Slideshow — How to make a pinwheel

Slideshow — Making a *mammandur* (making a replica of the spinning toy made by Aboriginal Australians of Cape Bedford, Queensland)

Sheet

Sheet 2 — Investigation: Spinning toy

Find and prepare

Two homemade or simple push/pull toys

Selection of spinning toys (for example, spinning top, pinwheel, helicopter, yo-yo)

Circle of card about 15 cm in diameter

20 cm square of paper

Small stick, bamboo skewer or drinking straw

Tack

Key terms

For definitions and explanations of terms, please see the [Glossary](#).

Learning alert

Be aware of students thinking that only living things can push and pull objects to make them move.

Suggested next steps for learning

Remind students of examples where objects can be moved by pushes and pulls from other things (for example, wind moving flags, water in bath moving toys towards drain).

Lesson

Explore how unfamiliar objects move by pushing or pulling

Say to students

Remember that you looked at some of your toys and worked out how they moved. Please go and find two or three toys. When you get back, I want you to describe how they move.

1. Ask students to describe how their toys move.

Focus questions

Q. *What do you know about how toys move?*

A. For example: They roll, they bend, they fly.

Q. *What actions do you do to make toys move?*

A. For example: I push the toy car. I kick the ball. I bend the doll's arms.

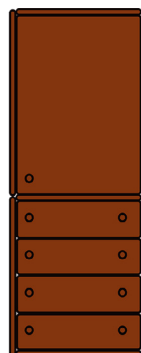
Say to students

Pushes and pulls are actions people use to make objects move. Knowing about pushes and pulls is science knowledge. This science knowledge helps us know which actions to use and how the objects will move.

Ask students to open and close a door, or open and close a drawer.



i.



ii.

i. <http://pixabay.com/en/church-building-door-16870/>

ii. <https://pixabay.com/en/wardrobe-garderobe-cabinet-dresser-145043/>

Focus questions

Q. *What action did you use to open the door?*

A. For example: I pushed the door open.

Q. *What action did you use to close the door?*

A. For example: I pulled the door closed.

Q. *What action did you use to open the drawer?*

A. For example: I pulled the drawer open.

Say to students

“ The science knowledge you are learning about, using pushes and pulls to move toys, can also be used when you need to know about using pushes and pulls to move other objects.

Science involves asking questions about objects we use in our daily lives.

In this lesson you will use your science knowledge to ask questions about and describe changes in people’s daily lives. When a toy is pushed or pulled, it changes by moving in a different way. ”

Investigate toys that move by spinning

2. Display a variety of toys that move by spinning or watch an online video of a spinning toy, for example, a spinning top.



iii.



iv.



v.

- a. Demonstrate or watch how the toys move and ask students to observe the actions required to make the toys move.

Focus question

Q. *Watch what I do to make the toy move. What actions do I use?*

A. For example: push, pull, push and pull, twist, spin, roll, flick

- b. Explain to students that some toys need more than a simple push or pull to make them move.

iii. <http://www.morguefile.com/archive/display/153602>

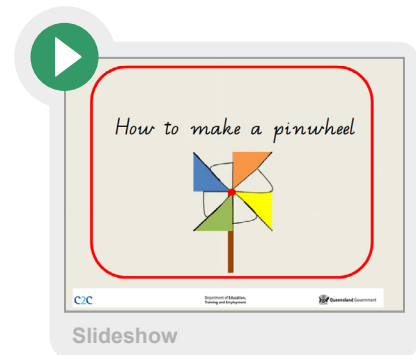
iv. <http://pixabay.com/en/top-spinning-top-children-play-toy-169872/>

v. <http://www.morguefile.com/archive/display/51360>

Say to students

- ‘ You will investigate how a toy works by spinning. For example:
- a spinning top made by using a pencil pushed through a circle of light card
 - a pinwheel toy made by attaching paper propellers to a drinking straw or small stick with a pin. ’

3. Watch the **Slideshow — How to make a pinwheel.**



Note

The spinning top takes less time to make than the pinwheel.

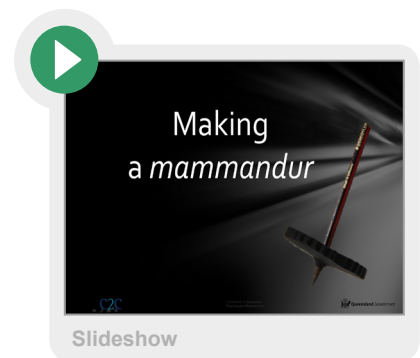
- Provide time for students to make their toy (spinning top or pinwheel).
- Show students **Sheet 2 — [Investigation: Spinning toy.](#)**
- Help students to read **Sheet 2**. Tell students they are to:
 - draw and label the spinning toy
 - ask a question about how the spinning toy works
 - predict what will happen
 - test the spinning toy
 - record observations and results
 - suggest what you could change to make the spinning toy move differently. For example:
 - spinning top — use it on a different surface, change the speed of the initial spin
 - pinwheel — blow on it instead of using hands, change speed of push.

- d. Help students to complete **Sheet 2**.

Say to students

Spinning toys are made and used by children all over the world, including by Aboriginal Australians. One such spinning toy is the *mammandur*, made by the Guugu Yimidhirr people of Cape Bedford, Queensland. The *mammandur* requires pushes and pulls to work. You will now watch a slideshow showing how to make a replica of a spinning toy made by Aboriginal Australians of Cape Bedford, Queensland.

4. Display the **Slideshow — Making a *mammandur***.



- a. Ask students to compare the replica *mammandur* to the spinning toys made by students.

Focus question

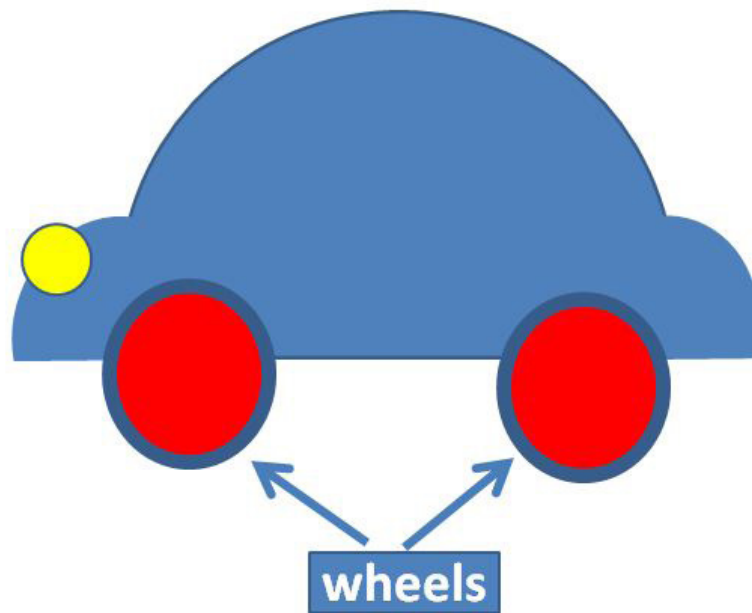
- Q. *What do you notice about the spinning toy you made and the mammandur made by Aboriginal Australians of Cape Bedford, Queensland?*
- A. For example: They are both spinning toys. They are both fun.

Answers

How toys move: Drawing and observations

1. Draw a picture of a toy.
2. Label the drawing to show parts that help the toy move.

Answers will vary. A possible example is provided.



3. Write the name of the toy.
car
4. Write a word or words to describe how the toy moves (for example, rolling, spinning, bending).
rolling
5. Circle the word that describes what you did to make the toy move.

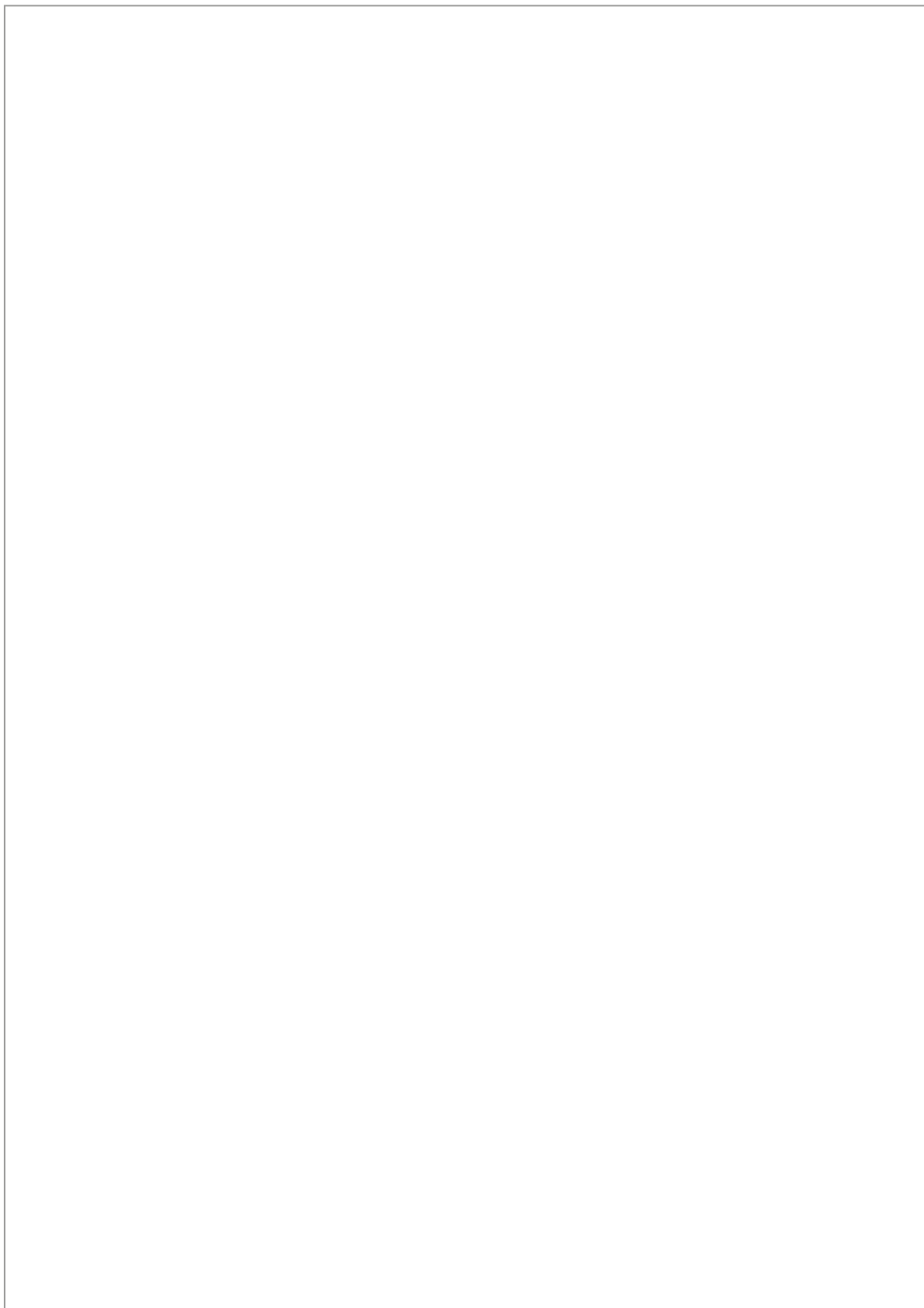
pushed

pulled

Sheets

How toys move: Drawing and observations

1. Draw a picture of a toy.
2. Label the drawing to show parts that help the toy move.



3. Write the name of the toy.

4. Write a word or words to describe how the toy moves
(for example, rolling, spinning, bending).

5. Circle the word that describes what you did to make the toy move.

pushed

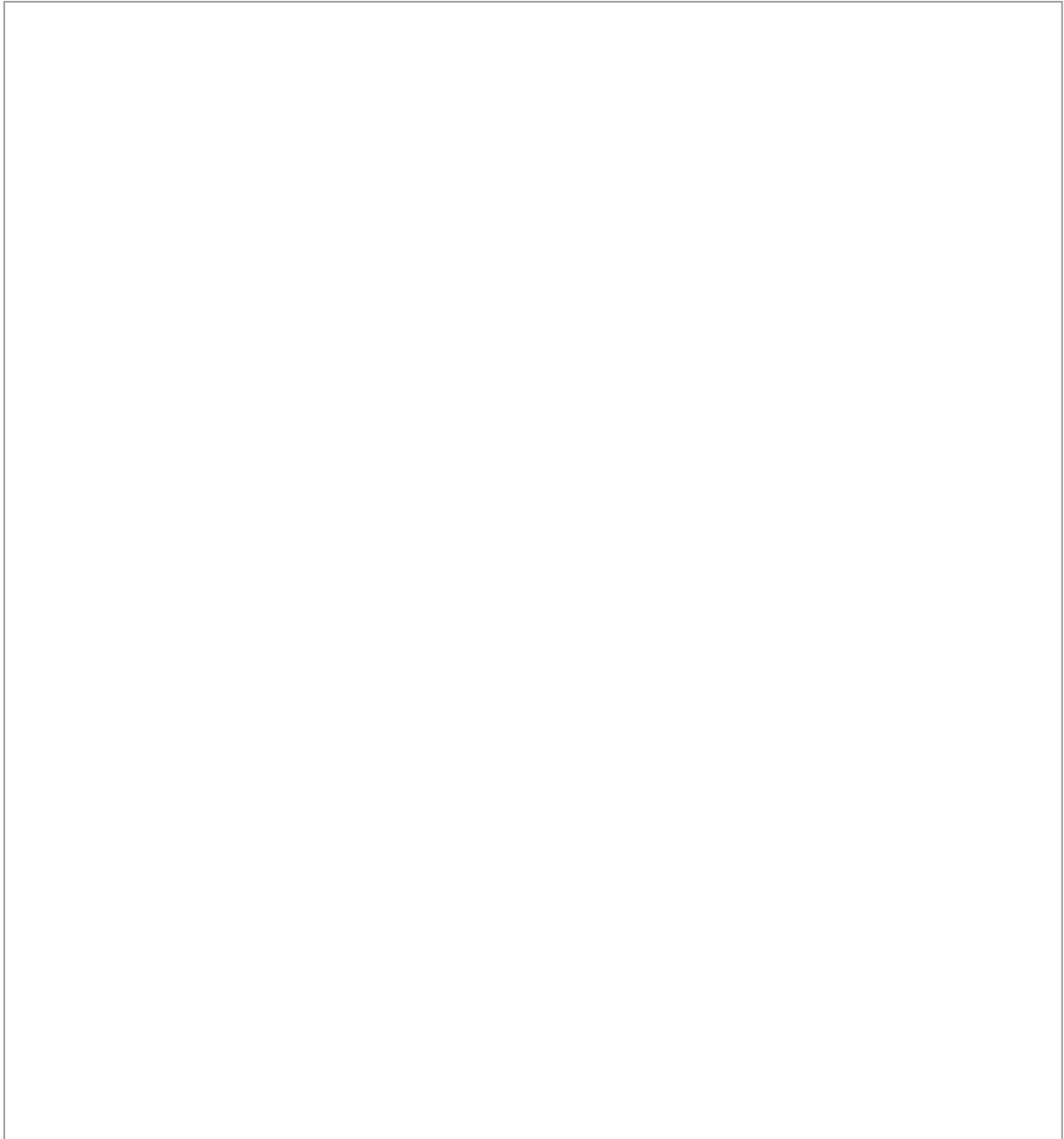
pulled

Investigation: Spinning toy

Drawing

Draw a picture of the spinning toy you will investigate. Label the drawing to show:

- parts of the toy that will help the toy move
- the pushes and/or pulls you will use to move your toy.

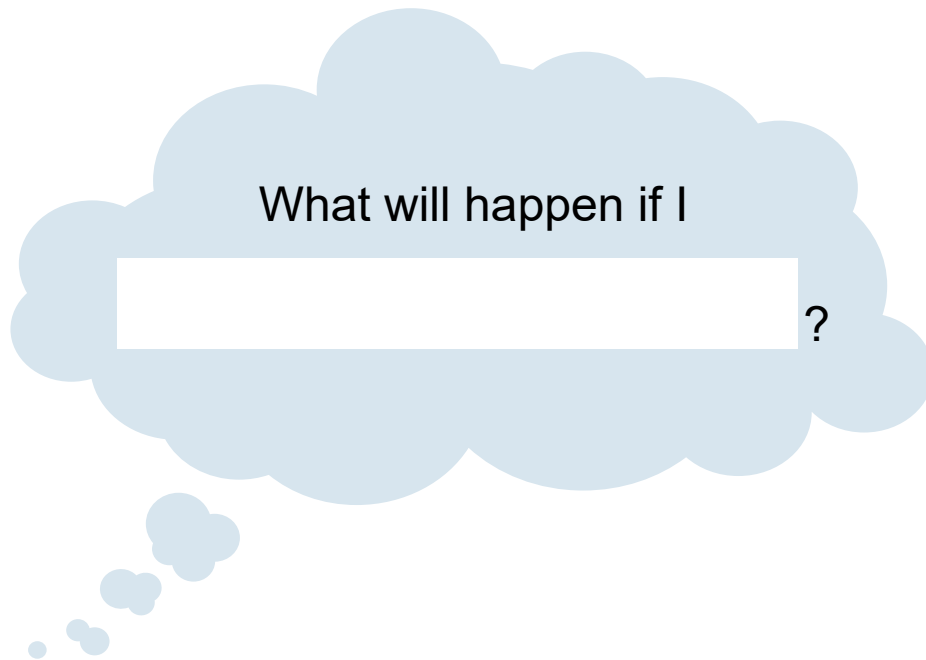


My spinning toy is a _____.

My toy will move when I _____ it.

Pose a question

Think about a question you could investigate about your spinning toy.



My prediction

Finish the sentence below. Use words from the word wall if you wish.

I predict that if I _____

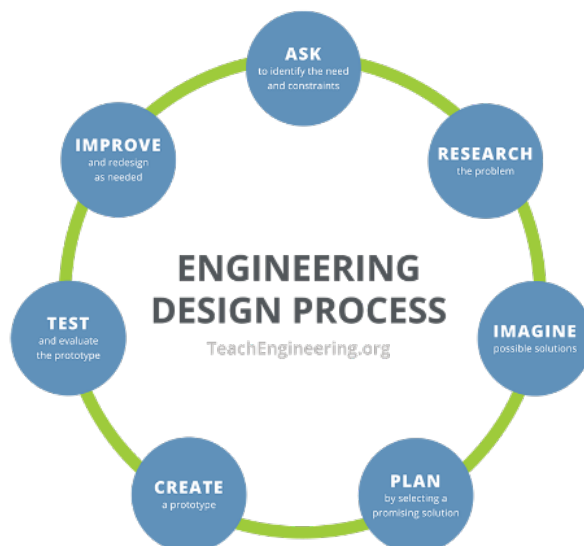
my toy will _____

Investigate and observe how your toy spins

Write and/or draw what happened.

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

Build a Raft

—STEM Challenge—

The Problem: The Gingerbread Man is trying to cross the river, without asking the dangerous fox for help! He needs a raft that will take him across the river safely and without getting wet. He must stay dry, otherwise he will get soggy and dissolve!

Your Goal: Using supplies from your STEM equipment table, build a raft that will float across a tub of water and support a cut-out of the Gingerbread Man.

Materials Available:

Popsicle sticks
Rubber bands
Plastic cups
Masking tape
Toothpicks

Plastic bags
Foil
Pipe cleaners
Tissues
Newspaper

Cardboard box
Sticky tape
Glue
Egg cartons
Sticks



Super Challenge

Can you make the raft move by itself across the tub of water?

Research the Facts - Sink vs Float

Whether an object sinks or floats depends on two factors: density and buoyancy. Find the definition for both words.

density: _____

buoyancy: _____

Test your materials. Which materials float?

Object	Material	Floats (yes or no)

Research the Facts - Waterproof

The raft must be waterproof so that the Gingerbread Man doesn't get soggy and dissolve.

What does waterproof mean? _____

How will you know if your materials are waterproof? _____

Test your materials. Which materials are waterproof?

Object	Material	Waterproof (yes or no)

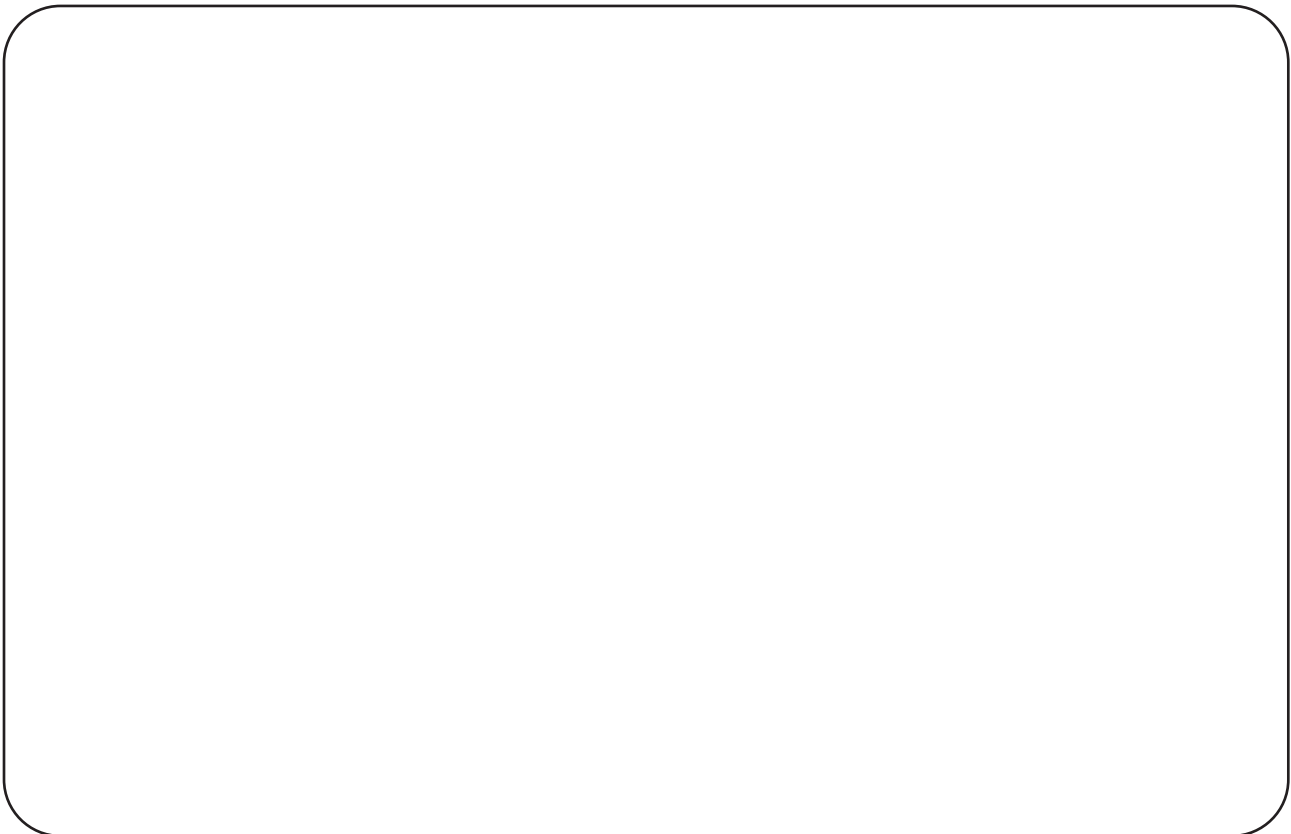
Plan and Create

Which materials are you going to use?

-
-
-
-
-
-
-
-

Why did you pick these materials? _____

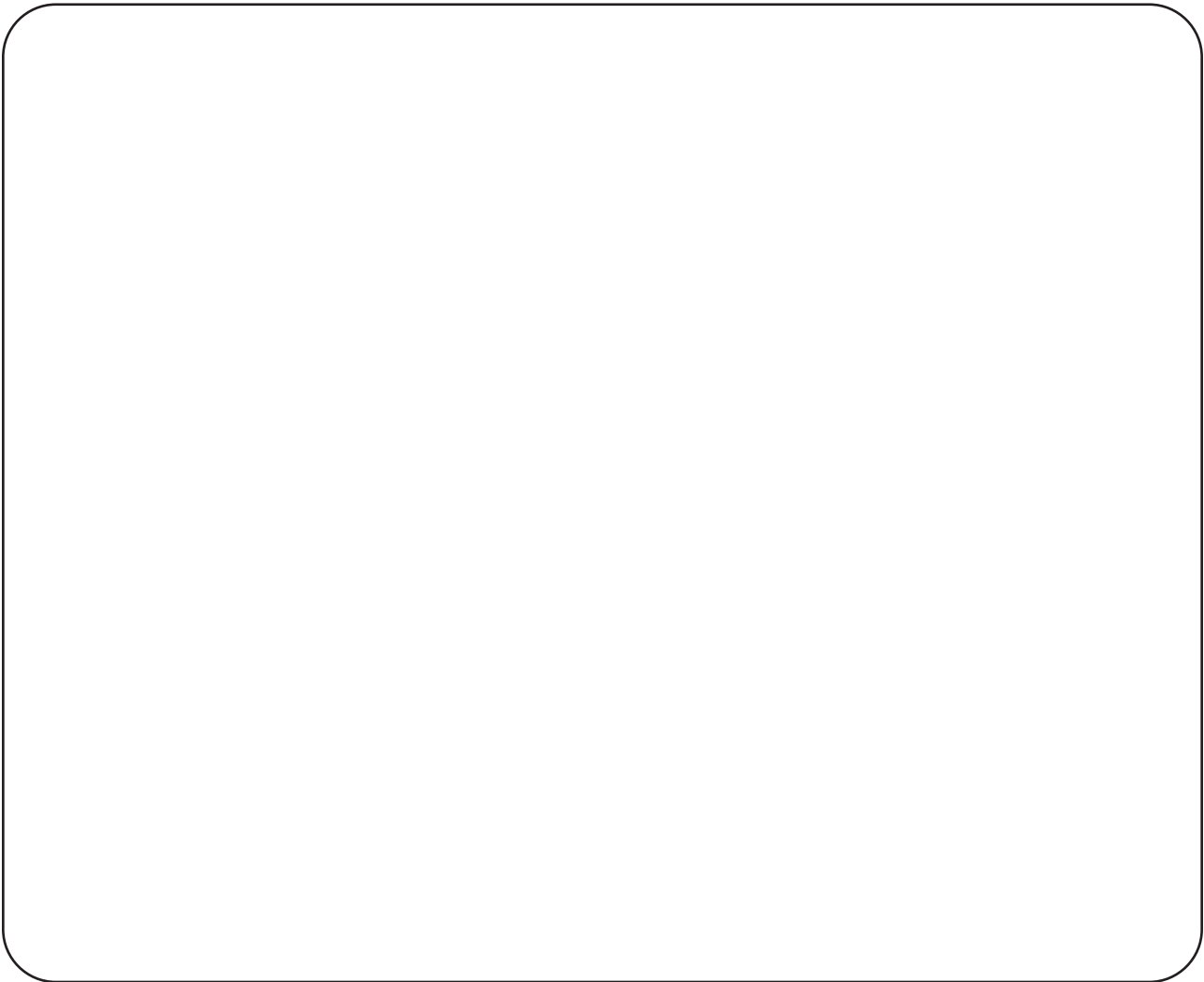
Draw a labelled diagram of your raft:



Test It

Once you have attached your Gingerbread Man to your raft, place the raft in a tub of water and move the raft around. You might like to take some pictures of the result.

Picture of my raft:



Did your raft float? yes/no

Did the Gingerbread Man stay dry? yes/no

Was your raft waterproof? yes/no

Reflect and Share

After testing your design, it is important to reflect on whether or not your design worked.

What would you change with your design and why?

Compare your design to a partner's. How is your design the same, and how is it different?

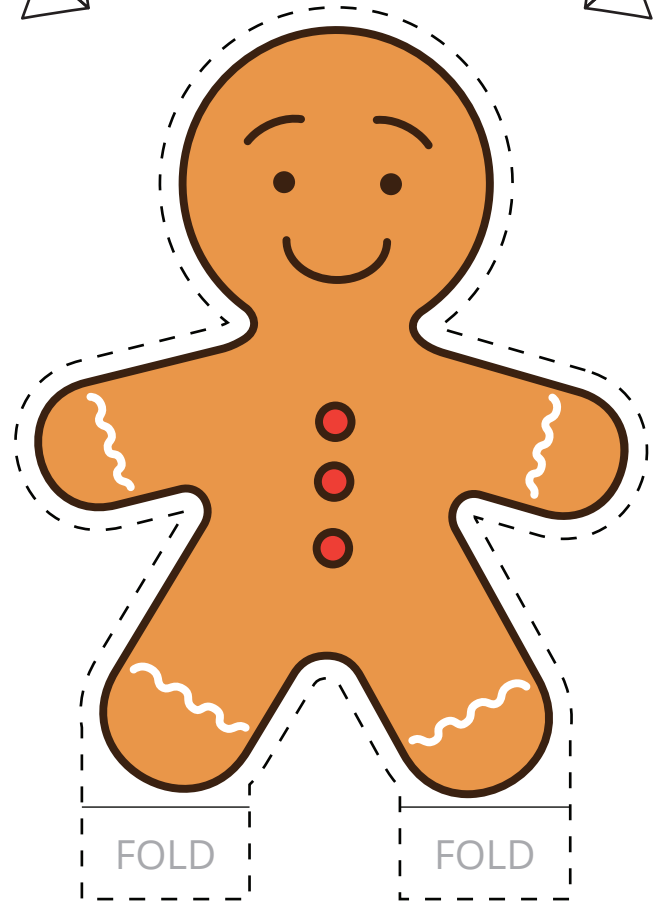
Do you think your raft would still float with a real gingerbread cookie on it? yes/no

Try it! What happened?

Stick the Gingerbread Man to your raft.



Stick the Gingerbread Man to your raft.



Stick the Gingerbread Man to your raft.



Stick the Gingerbread Man to your raft.

