



Merriwa Primary School

Daily Learning Routine

Year 5 and 6

Term 2

Week 3

	Monday	Tuesday	Wednesday	Thursday	Friday
Brain Break - eg. Breathing exercise, stretches, core practice					
9.00 - 9.30	FITNESS : jog around block	FITNESS : obstacle course	FITNESS : Music and dance	FITNESS : ball game	FITNESS : scooter/ride
	Spelling Word Work	Spelling Word Work	Spelling Word Work	Spelling Word Work	Spelling Word Work
9.30 - 10.00	Reading comprehension	Reading comprehension	Grammar	Reading comprehension	Reading: Book Review
Snack and Brain Break - eg. Breathing exercise, yoga moves, outdoor stretches, core practice, dance					
10.30 - 11.00	Times Tables Grid	Times Tables Grid	Times Tables Grid	Times Tables Grid	Times Tables Grid
11.00 - 11.30	Maths	Maths	Maths	Maths	Maths
Lunch and Brain Break - eg. Breathing exercise, yoga moves, outdoor stretches, core practice, dance					
12.00 - 12.30	Read for pleasure Own book or Lexile eBook	Read for pleasure Own book or Lexile eBook	Read for pleasure Own book or Lexile eBook	Read for pleasure Own book or Lexile eBook	Read for pleasure Own book or Lexile eBook
12.30 - 1.00	WRITING Diary writing	WRITING Write based on prompt	WRITING Handwriting	WRITING Editing	WRITING Comic Strip
1:00-1:30	SCIENCE	ITALIAN	PE Get active	HASS	MUSIC Practice recorder Make up dance routine to favourite song

Spelling Work Grid

Use your weekly spelling word list to complete one of these activities each day.

Write the date you completed each activity on the line provided.

Syllable Words Group your spelling words according to the number of syllables. Date: _____	Working Out Words Group your spelling words into nouns, adjectives, verbs, adverbs etc. Date: _____	Spelling Search Search for spelling words or words within words in your class novel/book you are currently reading. Date: _____	Rhyming Wheels Write down as many word as you can that rhyme with your spelling words Date: _____
Alliteration Write a sentence for each of your spelling words using as much alliteration as possible. Date: _____	Define It! Use a dictionary to find the definition and write a sentence for each of your spelling words. Date: _____	Sentence Smart Write a sentence for each of your spelling words. Date: _____	Handwriting Hero Write out your spelling words in your very best cursive handwriting. Date: _____
Scrambled Write each of your spelling words, jumbled up, on the left side of your page. Swap with a partner and see if they can unscramble each of the words and write the correct word on the right side of the sheet. Date: _____	Texting Words Translate your spelling words into numbers using the phone keypad on the Texting Words Worksheet. Write the number that represents each word. Date: _____	Look, Cover, Write, Check Look at each word, cover it up and write it down. Then check it is correct. Date: _____	Word Search Create your own word search using all the words on your spelling list. Date: _____

Texting Words

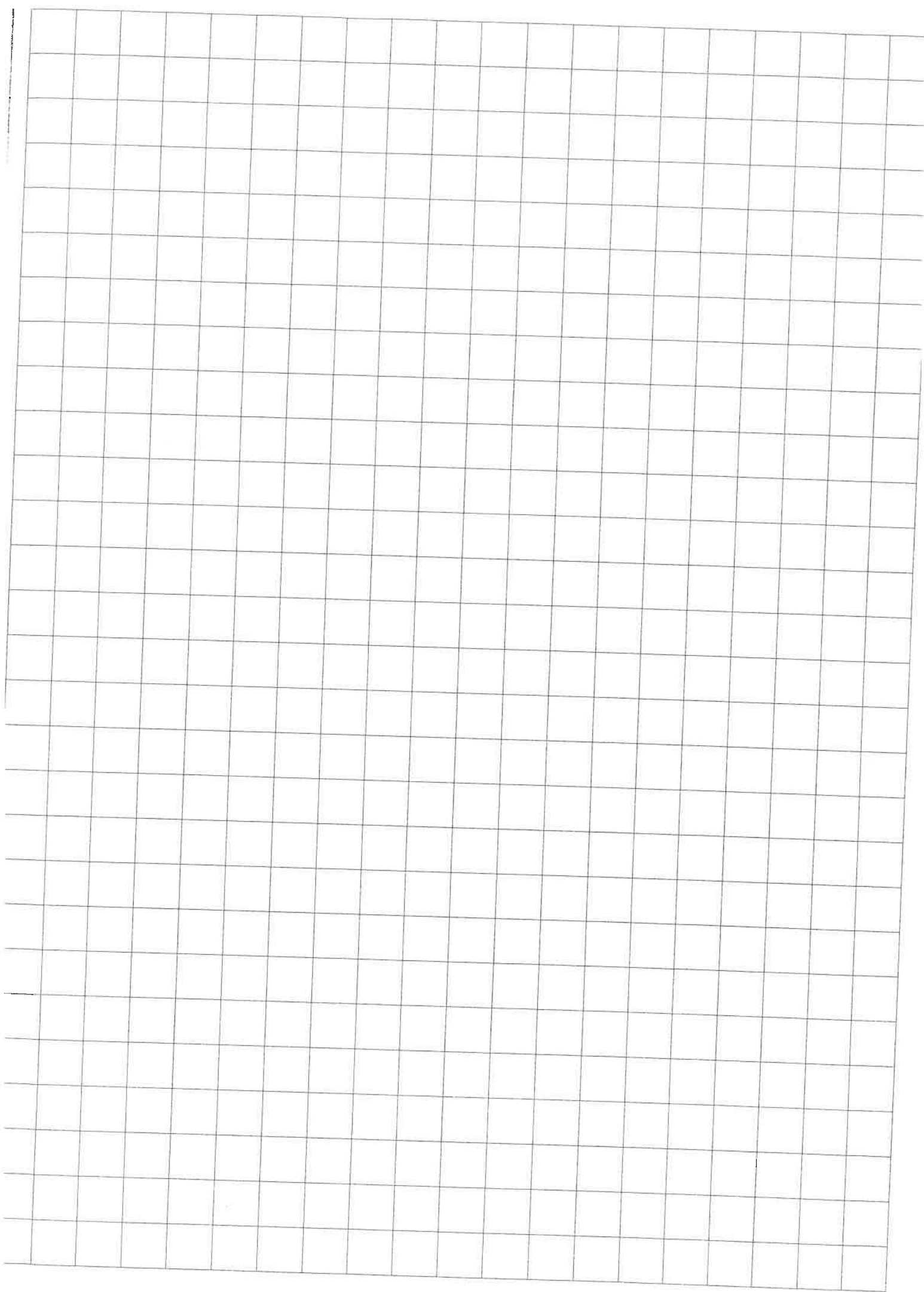
1	2 a b c	3 d e f
4 g h i	5 j k l	6 m n o
7 p q r s	8 t u v	9 w x y z

T e x t i n g

$$8+3+9+8+4+6+4 = 42$$

Spelling Word List

	Look, cover, write, check	Look, cover, write, check
write		
pause		
darkness		
refine		
cause		
invaluable		
bloomed		
easily		
cloudiness		
relate		



The Forest Path

David and I stopped abruptly, staring at the forest path that forked in two directions in front of us.

"What now?" David asked, looking from one path to the other. He was clearly as confused as I was about our next move.

"I'm not sure," I replied, carefully examining the map in my hands. "The map only shows one path at this point. But there's no way of knowing if it's the left path we should follow, or the right one."

David sighed. He looked tired. "Perhaps we should stop for a while," he said wearily, sitting down on the cold forest floor. "Who knows? Maybe someone will send us a sign about which path is the right one to take."

At that exact moment, a beautiful, majestic eagle burst forth from the branches of a tree. I gasped in shock. I had thought that David and I were alone in this strange, lonely place. For what seemed like several minutes, we stared at the soaring eagle. It was circling around in the sky, directly above the left path. It almost seemed to be waiting for us.

"Maybe that's your sign?" I asked David, nervously. He nodded in silent agreement and stood up again. Hand in hand, we nervously walked towards the left path. The eagle finished its graceful circling and lead us onward.



Name _____

Date _____

Read *The Forest Path* and answer questions 21-25 below.

21. What is another suitable title for this text?

- ☐ Looking for eagles in the forest
- ☐ Why you should never go into a forest
- ☐ Exciting discoveries in the forest
- ☐ All about eagles

22. In this story, the two main characters show that they are

- ☐ mean.
- ☐ kind.
- ☐ brave.
- ☐ honest.

23. *David sighed. He looked tired.*

These lines suggest that

- ☐ the characters don't know where they are going.
- ☐ the characters are having a great time.
- ☐ the characters don't like each other.
- ☐ the characters have been walking through the forest for quite a while.

24. The main character believes that the eagle has appeared

- ☐ to help them.
- ☐ to scare them.
- ☐ to eat them.
- ☐ to distract them.

25. As they start to follow the eagle down the left path, the two main characters are feeling

- ☐ sad.
- ☐ anxious.
- ☐ disappointed.
- ☐ annoyed.



THE THREE LITTLE PIGS

Once upon a time there was an old sow with three little pigs. She could not afford to keep them, so she sent them out to seek their fortune.

The first pig met a man with a bundle of straw. He asked the man if he could have some. The man gave the little pig the straw and he built a house with it.

The second pig met a man with a bundle of wood. He asked the man if he could have some. The man gave the little pig the wood and he built a house with it.

The third pig met a man with a load of bricks. He asked the man if he could have some. The man gave the little pig the bricks and he built a house with it.

Along came a wolf. He knocked at the door of the straw house and said, "Little pig, little pig, let me come in." The first pig said, "Not by the hair of my chinny chin chin!" So the wolf huffed and puffed and blew the straw house down.

Then, he knocked on the door of the wooden house and said, "Little pig, little pig, let me come in." The second pig said, "Not by the hair of my chinny chin chin!" So the wolf huffed and puffed and blew the wooden house down.

The two scared little pigs ran to the brick house. The third pig let them in. Soon, the wolf knocked on the door. He said, "Little pigs, little pigs, let me come in." The three pigs said, "Not by the hair of our chinny chin chins!" The wolf huffed and puffed and puffed and huffed; but he could not blow the house down.

The wolf decided he would climb down the chimney. When the little pigs saw what he was about to do, they put a pot full of water onto the fire. Just as the wolf was coming down the chimney, they took off the cover of the pot.

Steam rose up the chimney. The wolf got burnt and ran away. The three little pigs lived happily ever after.



Name: _____

Date: _____

Comprehension Questions

5) Do you think the wolf was clever? Why?

6) Predict where you think the pigs will live now? Why?

7) To complete this table, find each word in the story and write one sentence it is in. Then write what you think the word means.

Word	Example in Text and Definition
fortune	
bundle	
puffed	
steam	

Answers may vary.

Word	Example in Text and Definition
fortune	She could not afford to keep them, so she sent them out to seek their fortune. Fortune means to set up their lives with houses and money.
bundle	The second pig met a man with a bundle of wood. Bundle means group of items. Like a bundle of wood.
puffed	So the wolf huffed and puffed and blew the wooden house down. Puffed is like blowing.
steam	Steam rose up the chimney. Steam comes off hot water.

Collective nouns

A **collective noun** names a *group*, e.g. school, team, herd, flock. The group has *members*, e.g. a **school** of fish, a **team** of players, a **herd** of cows, a **flock** of birds.

1 Match the groups and their members.

fleet	ants	flotilla	bees
gaggle	whales	cloud	mountains
galaxy	ships	swarm	soldiers
pod	stars	regiment	boats
army	geese	range	dust

Singular and plural

When the members of the group *are all doing the same thing at the same time*, the collective noun is followed by a **singular verb** and **singular pronouns**, e.g. The football **team** *is* chanting **its** war cry.

When the members of the group *are all behaving individually*, the collective noun is followed by a **plural verb** and **plural pronouns**, e.g. After a long day at school, the **class** *are* gathering **their** books and going home.

2 Circle the correct verbs and pronouns.

- The orchestra packed up [its their] instruments at the end of the performance.
 A mob of emus [is are] roaming across the dry inland plains.
 The gang of workers [was were] assigned [its their] job for the day.
 A panel of experts shared [its their] views on global warming.
 The board of directors [has have] reached a decision.
 A clump of trees near the farm gate [is are] on fire.
 That pair of shoes [belong belongs] to [him them].

A collective noun names a group of people or things.

3 Choose a collective noun from the list to complete each sentence.

- A _____ of dancers will perform the ballet *Swan Lake*.
 The car race drew a big _____ of spectators.
 Dustin shuffled the _____ of cards.
 A large crowd cheered the winning boat _____.
 We are reading an _____ of poetry by Banjo Paterson.

pack
crew
anthology
crowd
troupe

Multiplication Tables

This is the order you usually learn your times tables:

2, 5, 10, 3, 4, 9, 6, 7, 8, 11, 12

You need to know these:

1. in order
2. out of order
3. related division facts

Pick an activity each day to help you learn these off by heart

Say them in order 3 times	Write them down 3 times	Pairs: Make a matching game by writing the sum on one piece of paper and the answer on the other
Say your times tables while bouncing a ball	Get a family member to test you. Challenge: do them out of order	Play hit the button https://www.topmarks.co.uk/maths-games/hit-the-button
Sing a song with a YouTube clip of your times tables	Speed test: How quickly can you write them down correctly?	Mandala colouring sheet

TIMES TABLES

1x

1	2	3	4	5	6	7	8	9	10	11	12
=	=	=	=	=	=	=	=	=	=	=	=
1	1	1	1	1	1	1	1	1	1	1	1
x	x	x	x	x	x	x	x	x	x	x	x
1	2	3	4	5	6	7	8	9	10	11	12

3x

3	6	9	12	15	18	21	24	27	30	33	36
=	=	=	=	=	=	=	=	=	=	=	=
3	3	3	3	3	3	3	3	3	3	3	3
x	x	x	x	x	x	x	x	x	x	x	x
1	2	3	4	5	6	7	8	9	10	11	12

5x

5	10	15	20	25	30	35	40	45	50	55	60
=	=	=	=	=	=	=	=	=	=	=	=
5	5	5	5	5	5	5	5	5	5	5	5
x	x	x	x	x	x	x	x	x	x	x	x
1	2	3	4	5	6	7	8	9	10	11	12

4x

4	8	12	16	20	24	28	32	36	40	44	48
=	=	=	=	=	=	=	=	=	=	=	=
4	4	4	4	4	4	4	4	4	4	4	4
x	x	x	x	x	x	x	x	x	x	x	x
1	2	3	4	5	6	7	8	9	10	11	12

7x

7	14	21	28	35	42	49	56	63	70	77	84
=	=	=	=	=	=	=	=	=	=	=	=
7	7	7	7	7	7	7	7	7	7	7	7
x	x	x	x	x	x	x	x	x	x	x	x
1	2	3	4	5	6	7	8	9	10	11	12

9x

9	18	27	36	45	54	63	72	81	90	99	108
=	=	=	=	=	=	=	=	=	=	=	=
9	9	9	9	9	9	9	9	9	9	9	9
x	x	x	x	x	x	x	x	x	x	x	x
1	2	3	4	5	6	7	8	9	10	11	12

10x

10	20	30	40	50	60	70	80	90	100	110	120
=	=	=	=	=	=	=	=	=	=	=	=
10	10	10	10	10	10	10	10	10	10	10	10
x	x	x	x	x	x	x	x	x	x	x	x
1	2	3	4	5	6	7	8	9	10	11	12

11x

11	22	33	44	55	66	77	88	99	110	121	132
=	=	=	=	=	=	=	=	=	=	=	=
11	11	11	11	11	11	11	11	11	11	11	11
x	x	x	x	x	x	x	x	x	x	x	x
1	2	3	4	5	6	7	8	9	10	11	12

12x

12	24	36	48	60	72	84	96	108	120	132	144
=	=	=	=	=	=	=	=	=	=	=	=
12	12	12	12	12	12	12	12	12	12	12	12
x	x	x	x	x	x	x	x	x	x	x	x
1	2	3	4	5	6	7	8	9	10	11	12

6	12	18	24	30	36	42	48	54	60	66	72
=	=	=	=	=	=	=	=	=	=	=	=
6	6	6	6	6	6	6	6	6	6	6	6
x	x	x	x	x	x	x	x	x	x	x	x
1	2	3	4	5	6	7	8	9	10	11	12

Name: _____

Date: _____

Number of the Day

Odd or even?

52

Sum of the digits:

Word form:

Make the number using coins and notes:

Tally marks:

10 more: _____

10 less: _____

100 more: _____

100 less: _____

1000 more: _____

1000 less: _____

Write a sum that equals your number:

=

Greater than and less than:

_____ > _____ > _____


Thousands	Hundreds	Tens	Ones

Name: _____

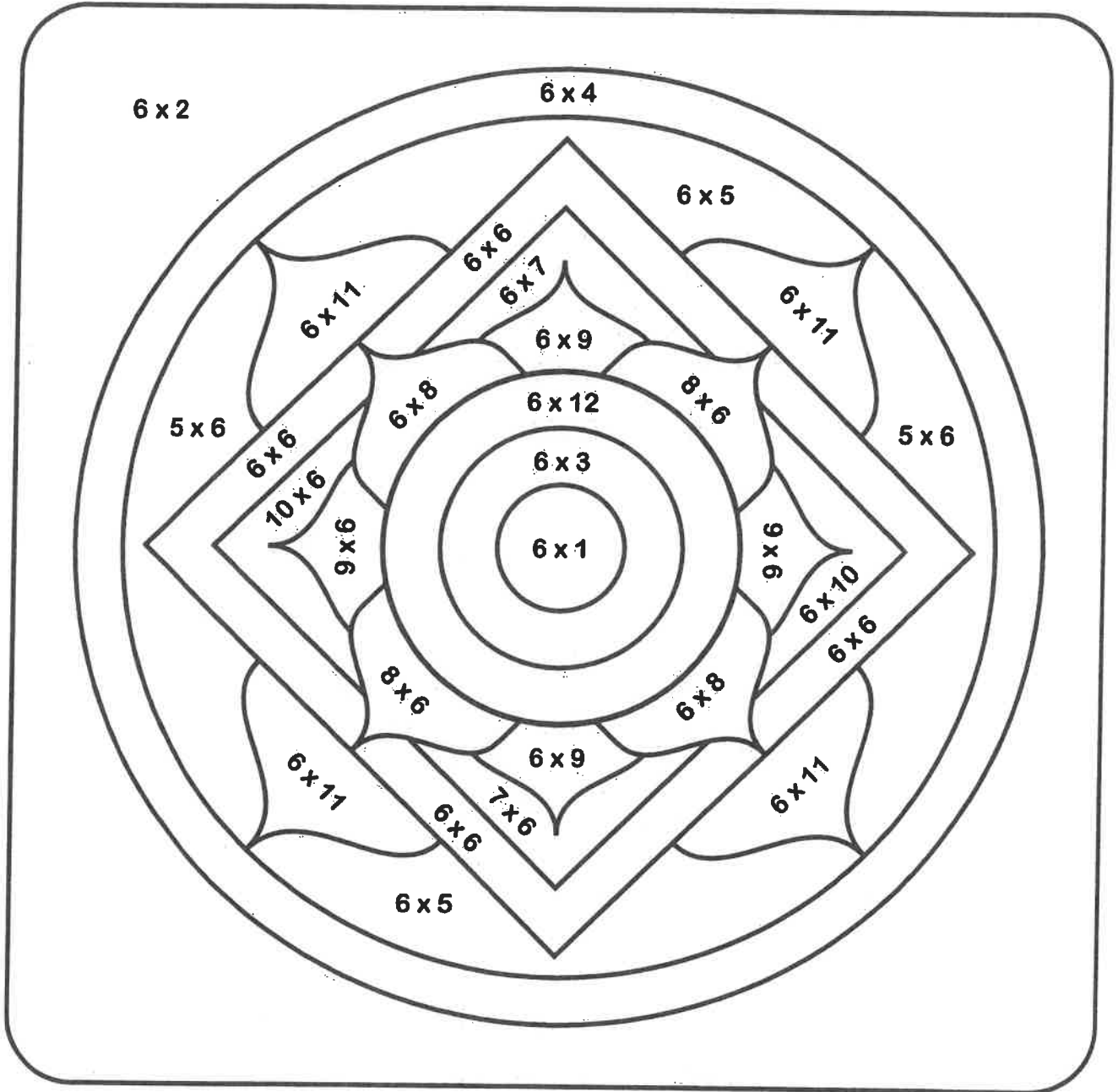
Date: _____



6 x Colour Fun!



Find the answer to the multiplication number sentence and then colour that section the corresponding colour.



6 white

12 black

18 red

24 orange

30 yellow

36 dark green

42 dark blue


48 purple

54 pink

60 light blue

66 light green

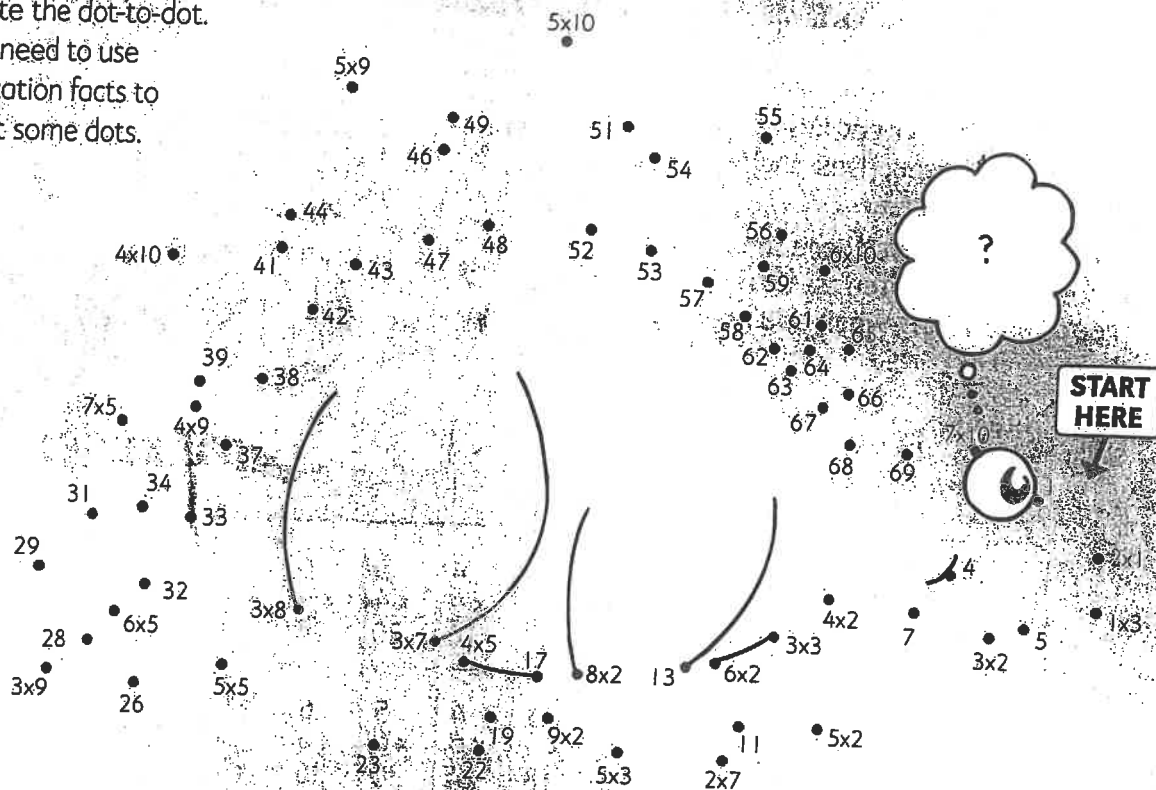
72 grey



Stegosaurus was the dinosaur with big bony plates on its back. It grew to 8 metres long and had a tiny brain the size of a walnut!

2 Complete the dot-to-dot.

You will need to use multiplication facts to work out some dots.



3 Did you notice that the fives facts always end with a zero or a five? This pattern keeps going, no matter how large the numbers become.

a Circle the fives facts below. There are 10 to find.

825	610	337	590	165
411	965	75	908	220
300	105	223	50	446

b Write 10 more five facts of your own.

Problem solving task

Birthday party: Emma's birthday party is at Baby Animal World. The entry fee was \$5 for adults and \$3 for children. How many adults and children went to Baby Animal World if the total of all entrance fees for Emma's party was \$30?

adults children

Use the space provided in *iMaths 4 Tracker Book* to work out your answer.

Challenge

Five more and five less: Write the numbers that are five more and five less than 1000, 2000, 3000, 9000 and 10 000.

$$\begin{array}{r} 1 \times 8 \\ 3597 \\ + \\ \hline \end{array}$$

NA6 Multiplication facts 2, 3, 5, 10



Multiplication facts are a very important part of your maths knowledge. They are used in many other areas of maths so learn them well. Practise them often so you can easily recall each fact when you need it. Just like addition facts, multiplication facts have 'turnarounds'. When you learn one fact, you have really learnt two!

Here is the recommended sequence for learning the first multiplication facts:

Twos facts ($\times 2$)	$\begin{array}{r} 0 \\ \times 2 \\ \hline 0 \end{array}$	$\begin{array}{r} 1 \\ \times 2 \\ \hline 2 \end{array}$	$\begin{array}{r} 2 \\ \times 2 \\ \hline 4 \end{array}$	$\begin{array}{r} 3 \\ \times 2 \\ \hline 6 \end{array}$	$\begin{array}{r} 4 \\ \times 2 \\ \hline 8 \end{array}$	$\begin{array}{r} 5 \\ \times 2 \\ \hline 10 \end{array}$	$\begin{array}{r} 6 \\ \times 2 \\ \hline 12 \end{array}$	$\begin{array}{r} 7 \\ \times 2 \\ \hline 14 \end{array}$	$\begin{array}{r} 8 \\ \times 2 \\ \hline 16 \end{array}$	$\begin{array}{r} 9 \\ \times 2 \\ \hline 18 \end{array}$	Related to the addition doubles.
Threes facts ($\times 3$)	$\begin{array}{r} 0 \\ \times 3 \\ \hline 0 \end{array}$	$\begin{array}{r} 1 \\ \times 3 \\ \hline 3 \end{array}$	$\begin{array}{r} 2 \\ \times 3 \\ \hline 6 \end{array}$	$\begin{array}{r} 3 \\ \times 3 \\ \hline 9 \end{array}$	$\begin{array}{r} 4 \\ \times 3 \\ \hline 12 \end{array}$	$\begin{array}{r} 5 \\ \times 3 \\ \hline 15 \end{array}$	$\begin{array}{r} 6 \\ \times 3 \\ \hline 18 \end{array}$	$\begin{array}{r} 7 \\ \times 3 \\ \hline 21 \end{array}$	$\begin{array}{r} 8 \\ \times 3 \\ \hline 24 \end{array}$	$\begin{array}{r} 9 \\ \times 3 \\ \hline 27 \end{array}$	
Fives facts ($\times 5$)	$\begin{array}{r} 0 \\ \times 5 \\ \hline 0 \end{array}$	$\begin{array}{r} 1 \\ \times 5 \\ \hline 5 \end{array}$	$\begin{array}{r} 2 \\ \times 5 \\ \hline 10 \end{array}$	$\begin{array}{r} 3 \\ \times 5 \\ \hline 15 \end{array}$	$\begin{array}{r} 4 \\ \times 5 \\ \hline 20 \end{array}$	$\begin{array}{r} 5 \\ \times 5 \\ \hline 25 \end{array}$	$\begin{array}{r} 6 \\ \times 5 \\ \hline 30 \end{array}$	$\begin{array}{r} 7 \\ \times 5 \\ \hline 35 \end{array}$	$\begin{array}{r} 8 \\ \times 5 \\ \hline 40 \end{array}$	$\begin{array}{r} 9 \\ \times 5 \\ \hline 45 \end{array}$	Count in fives on the clock.
Tens facts ($\times 10$)	$\begin{array}{r} 0 \\ \times 10 \\ \hline 0 \end{array}$	$\begin{array}{r} 1 \\ \times 10 \\ \hline 10 \end{array}$	$\begin{array}{r} 2 \\ \times 10 \\ \hline 20 \end{array}$	$\begin{array}{r} 3 \\ \times 10 \\ \hline 30 \end{array}$	$\begin{array}{r} 4 \\ \times 10 \\ \hline 40 \end{array}$	$\begin{array}{r} 5 \\ \times 10 \\ \hline 50 \end{array}$	$\begin{array}{r} 6 \\ \times 10 \\ \hline 60 \end{array}$	$\begin{array}{r} 7 \\ \times 10 \\ \hline 70 \end{array}$	$\begin{array}{r} 8 \\ \times 10 \\ \hline 80 \end{array}$	$\begin{array}{r} 9 \\ \times 10 \\ \hline 90 \end{array}$	Add a zero to the number.

Try this

1 Complete these multiplication facts as quickly as you can. Try not to look them up.

a $\begin{array}{r} 5 \\ \times 2 \\ \hline \end{array}$

b $\begin{array}{r} 3 \\ \times 1 \\ \hline \end{array}$

c $\begin{array}{r} 7 \\ \times 10 \\ \hline \end{array}$

d $\begin{array}{r} 7 \\ \times 5 \\ \hline \end{array}$

e $\begin{array}{r} 2 \\ \times 4 \\ \hline \end{array}$

f $\begin{array}{r} 3 \\ \times 3 \\ \hline \end{array}$

g $\begin{array}{r} 4 \\ \times 10 \\ \hline \end{array}$

h $\begin{array}{r} 9 \\ \times 5 \\ \hline \end{array}$

i $\begin{array}{r} 8 \\ \times 2 \\ \hline \end{array}$

j $\begin{array}{r} 7 \\ \times 3 \\ \hline \end{array}$

k $\begin{array}{r} 6 \\ \times 5 \\ \hline \end{array}$

l $\begin{array}{r} 9 \\ \times 2 \\ \hline \end{array}$

m $\begin{array}{r} 6 \\ \times 10 \\ \hline \end{array}$

n $\begin{array}{r} 5 \\ \times 4 \\ \hline \end{array}$

o $\begin{array}{r} 6 \\ \times 2 \\ \hline \end{array}$

p $\begin{array}{r} 4 \\ \times 3 \\ \hline \end{array}$

q $\begin{array}{r} 8 \\ \times 5 \\ \hline \end{array}$

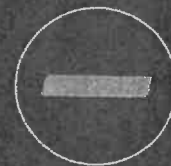
r $\begin{array}{r} 7 \\ \times 10 \\ \hline \end{array}$

s $\begin{array}{r} 7 \\ \times 2 \\ \hline \end{array}$

t $\begin{array}{r} 5 \\ \times 3 \\ \hline \end{array}$



Mental computation practice



Apply the specified mental computation strategy.

Friendly chunks Subtract 10 subtraction Friendly and fix Further facts Place value	$33 - 6$ Answer:	$82 - 3$ Answer:	$65 - 7$ Answer:	$94 - 8$ Answer:	$32 - 5$ Answer:
	$45 - 10$ Answer:	$999 - 10$ Answer:	$615 - 100$ Answer:	$540 - 100$ Answer:	$281 - 100$ Answer:
	$62 - 9$ Answer:	$127 - 9$ Answer:	$83 - 19$ Answer:	$44 - 29$ Answer:	$750 - 39$ Answer:
	$50 - 30$ Answer:	$700 - 200$ Answer:	$1600 - 800$ Answer:	$9000 - 8000$ Answer:	$12\ 000 - 6000$ Answer:
	$58 - 27$ Answer:	$96 - 44$ Answer:	$75 - 11$ Answer:	$65 - 13$ Answer:	$88 - 22$ Answer:

Apply any suitable mental computation strategy.

$22 - 8$ Answer:	$98 - 10$ Answer:	$65 - 9$ Answer:	$700 - 300$ Answer:	$46 - 31$ Answer:
$66 - 33$ Answer:	$6000 - 5000$ Answer:	$37 - 8$ Answer:	$590 - 100$ Answer:	$150 - 29$ Answer:

$55 - 6$ Answer:	$36 - 10$ Answer:	$92 - 9$ Answer:	$86 - 51$ Answer:	$11\ 000 - 2000$ Answer:
$77 - 22$ Answer:	$80 - 40$ Answer:	$92 - 4$ Answer:	$303 - 100$ Answer:	$48 - 19$ Answer:

Our car just had 29 litres of fuel pumped into its 55 litre tank. Now the fuel tank is full. How much fuel was already in the tank?



Answer:

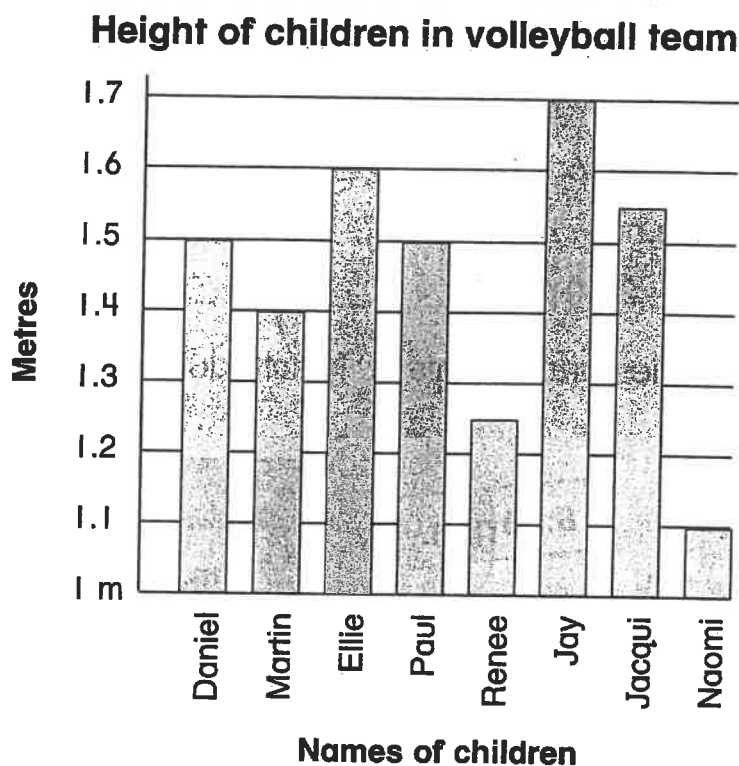
I paid for an ice-cream costing 80 cents with these three coins. What amount of change should I get?



Answer:

Interpreting a bar graph

DATE: _____



- 1 What is the difference between the tallest and the shortest player? _____
- 2 Which two players are the same height? _____
- 3 Who is shorter than 1.3 metres? _____
- 4 Who is taller than 1.5 metres? _____
- 5 Why does the scale begin at one metre? _____
- 6 Who is taller than Paul but shorter than Ellie? _____
- 7 What is Renee's height? _____
- 8 Do you think these are the exact heights of the children? Why? _____

stretch
your
thinking

→ If you were represented on this graph, where would you fit in the order tallest to shortest?

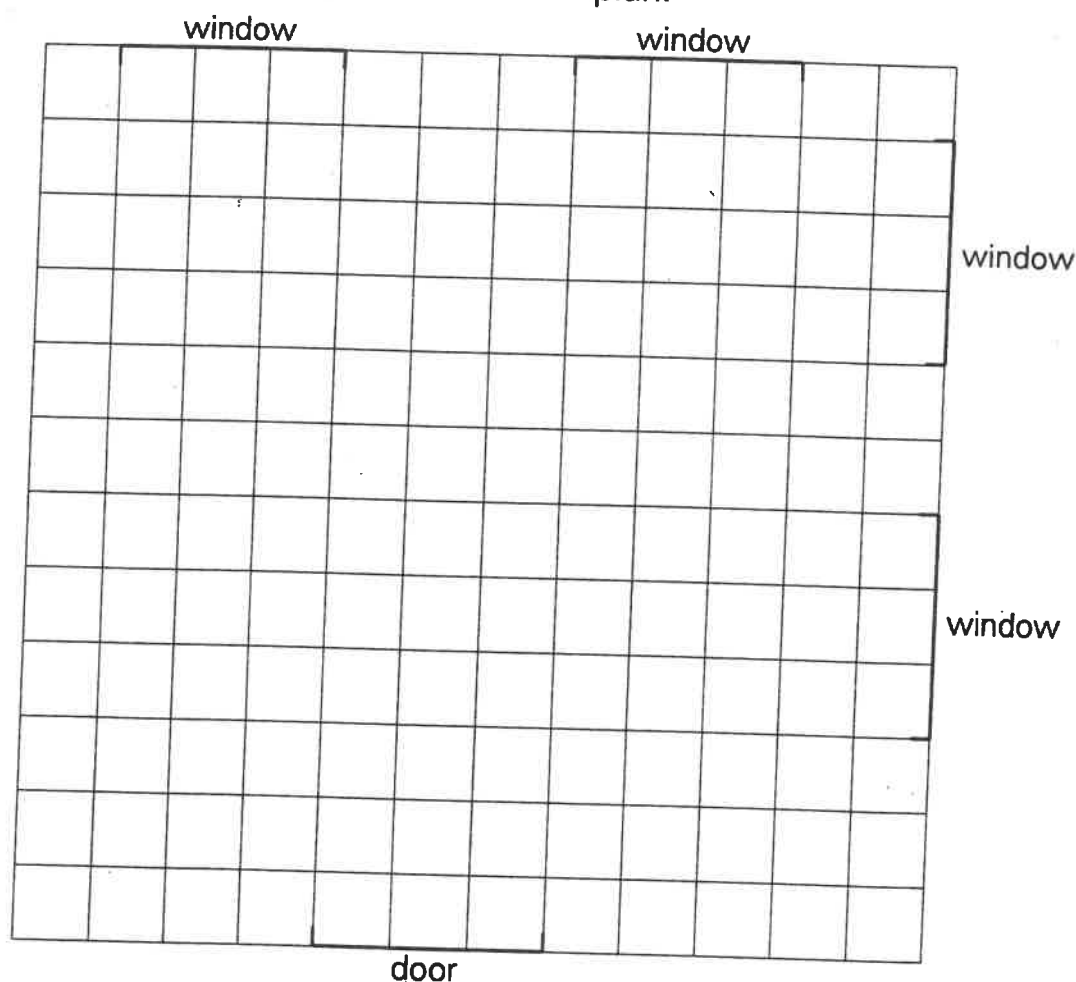
Name _____

Date _____

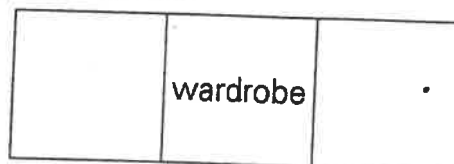
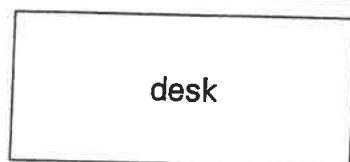
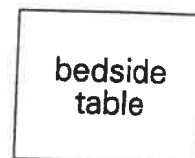
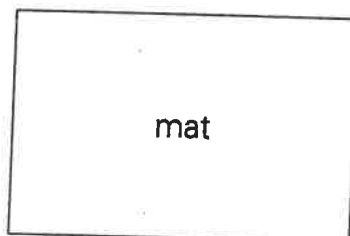
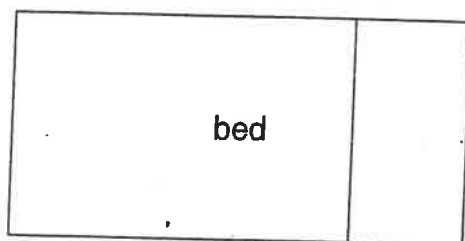
DESIGN



- 1 a Here is a floor plan of a bedroom. Design a bedroom by cutting out the furniture and pasting it on the floor plan.



- b Colour the page.



Outcome • Estimates, compares, orders and measures the length of objects, and distances between objects using informal units.

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The rain was pouring down...

Today you are going to write a narrative (a story).

The topic you have been given for your narrative is 'The rain was pouring down...'

Think:

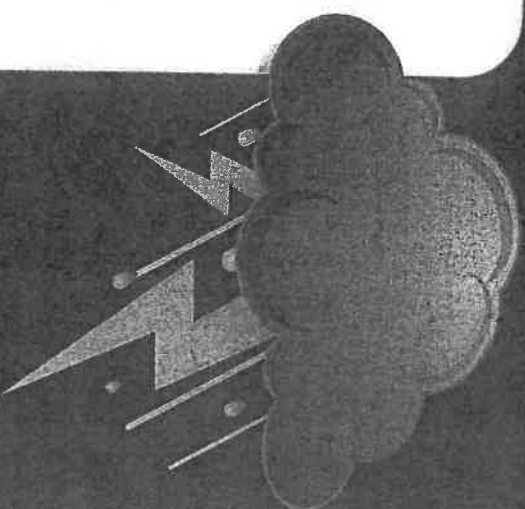
What do you want your story to be about? Your story might be about something that happened when it was raining, a problem that occurred in the rain or a tricky situation as a result of lots of rain.

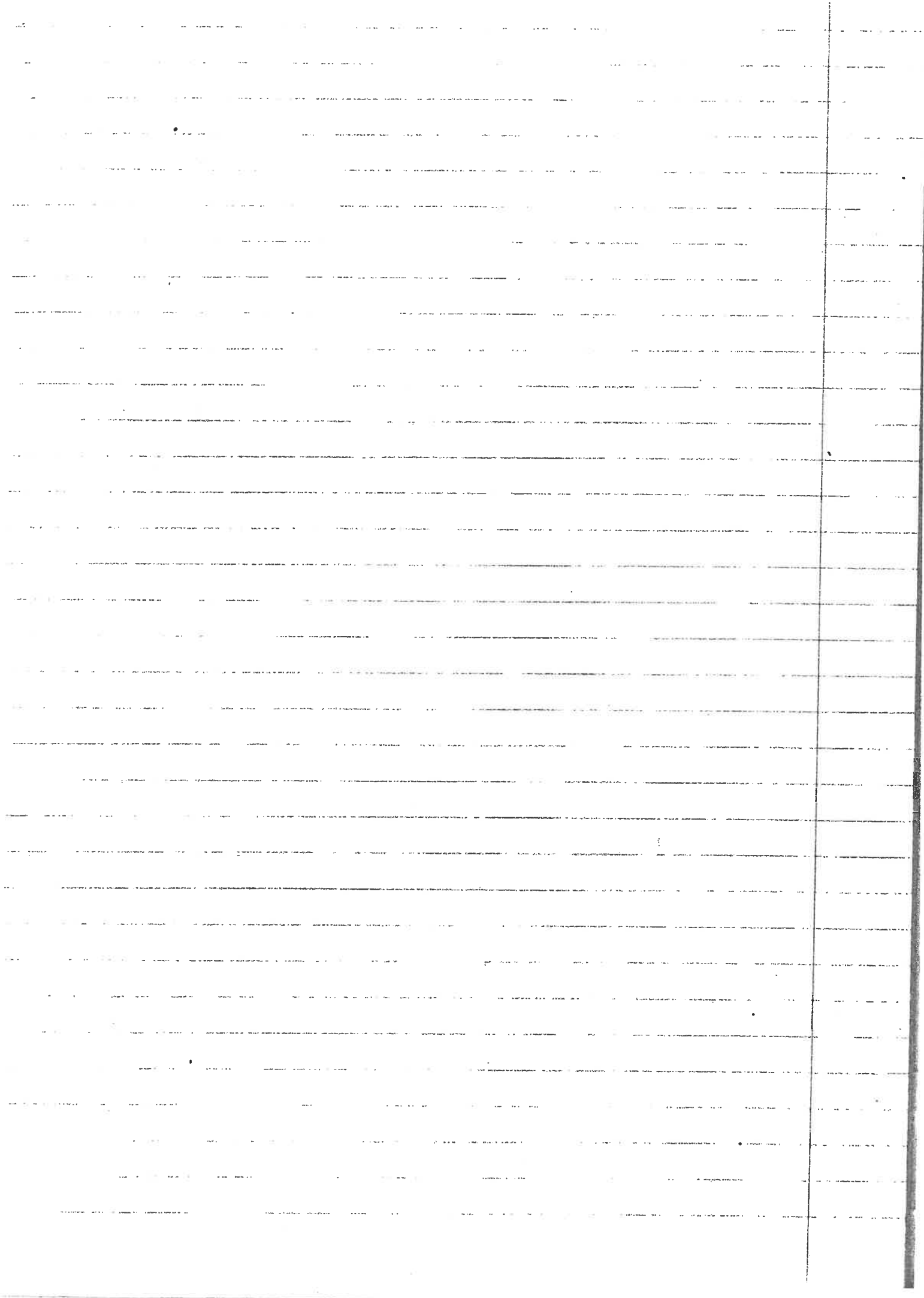
Plan:

Plan your writing before you begin and decide who your characters are, the setting of your story, the complication or problem and how it is solved and how the story will end.

Remember to check:

- your spelling and punctuation is all correct
- that you have used sentences
- that you have stayed on topic
- that you have edited your writing.





Backtouch joins



hearing aid

After extending the exit hook, lift your pencil to perform **backtouch joins** for the letters 'a', 'c', 'd', 'g', 'o' and 'q'. The join is near the neckline. Make sure the anticlockwise letter touches the hook.

e e ea

mo ta au eq wo id ea io sa

deaf hear microphone sound signal processor equal



Bionic Ear



Graeme Clark invented the bionic ear in 1978. As a young

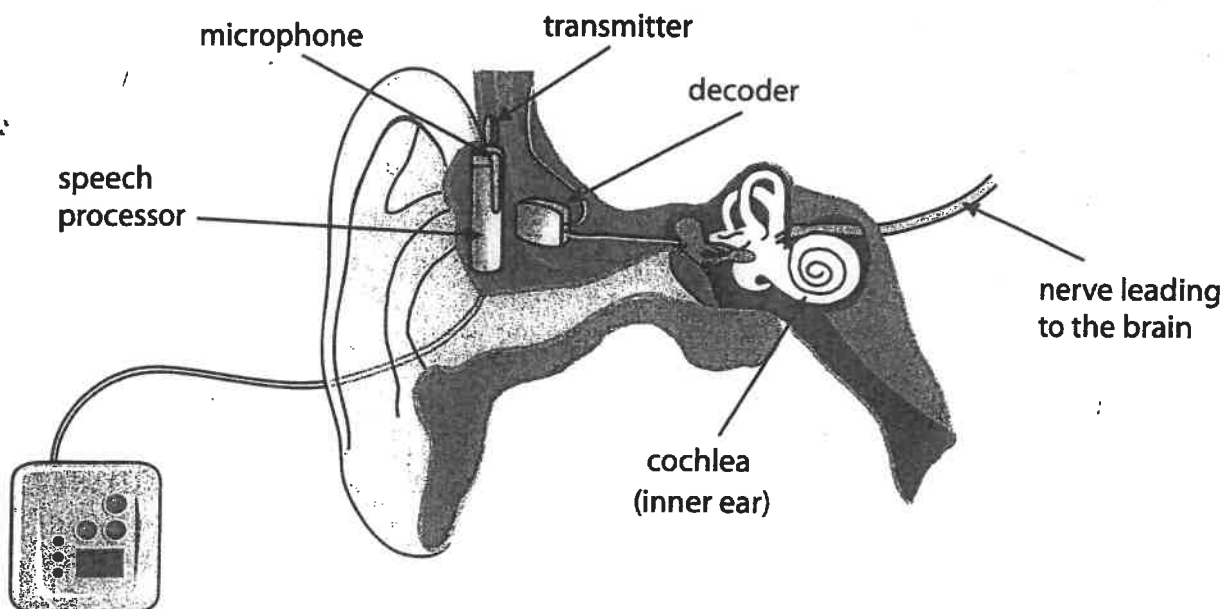
boy, he decided that he would like to find a way for deaf

people, like his father, to hear. He succeeded! Today,

20 000 people throughout the world wear a bionic ear.

Backtouch joins

One part of the bionic ear is worn outside the body. It consists of a microphone and a speech processor. Inside the skin and inside the ear are components that send electrical signals from the microphone to the brain so it can recognise the sounds as speech.



5

Wise Old Owl

the wise old owl sat on the branch of a tall oke tree. he was watching his pray below. the tiny little mouse scatted into the safety of the long green grass. the disappointed owl flew gracefully onto the next tree



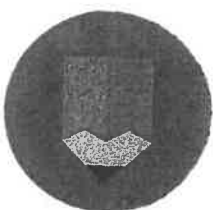
Find 3 spelling mistakes.
Add 4 capital letters and 1 full stop.

 teachstarter

6

Energetic Puppy

the energetic puppy returned the big blue ball to his proud owner. he waited patiantly for his biscute treat. the puppy lessons are helpping to transform this little puppy into a talented show dog

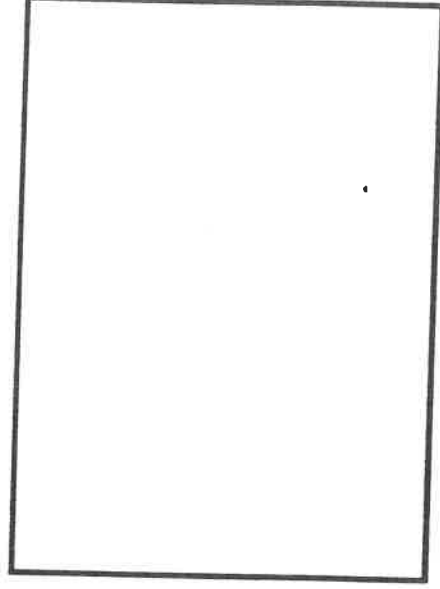
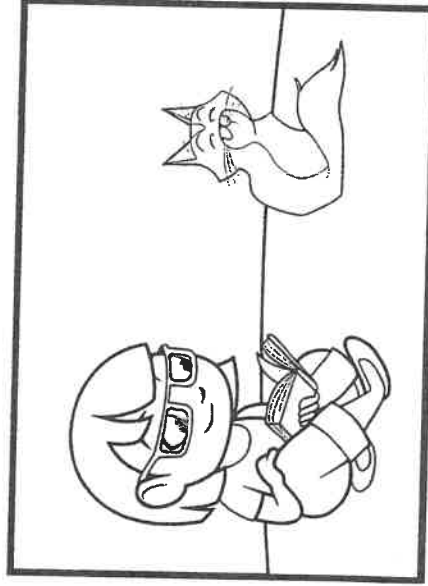
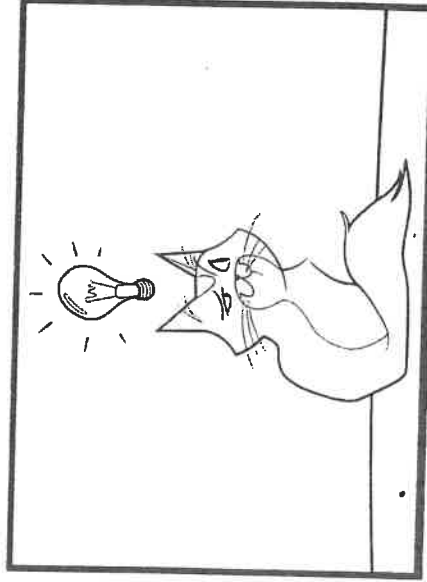
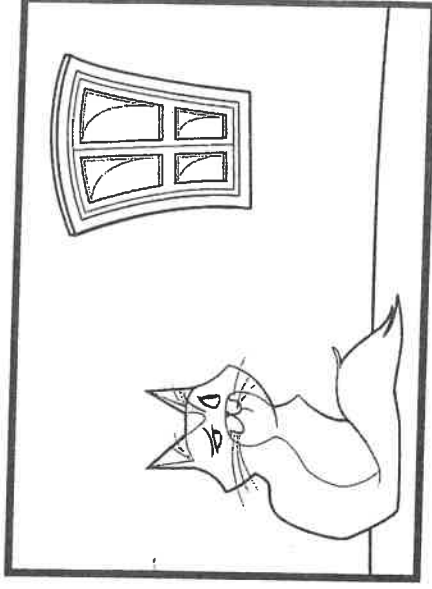
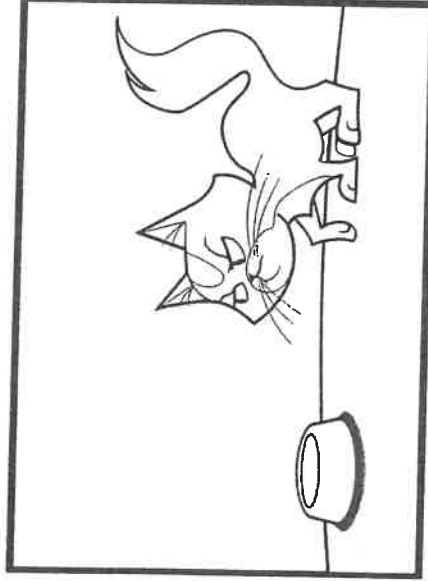
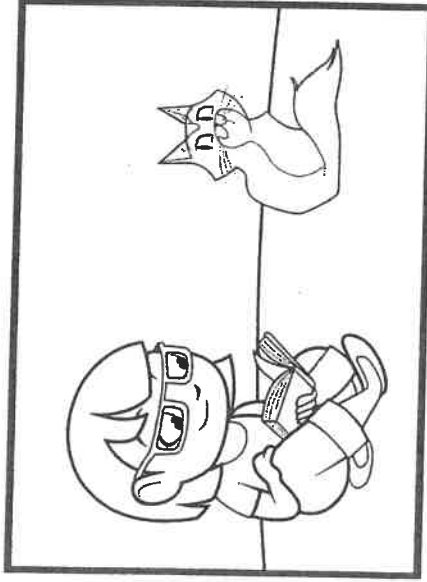


Find 3 spelling mistakes.
Add 3 capital letters and 1 full stop.

 teachstarter

Give this your own title: _____

Infer from the whole comic strip what is happening in each cell. Add a description and draw your own picture in the last cell.



ALUMINIUM FOIL ART

Preparing your materials:

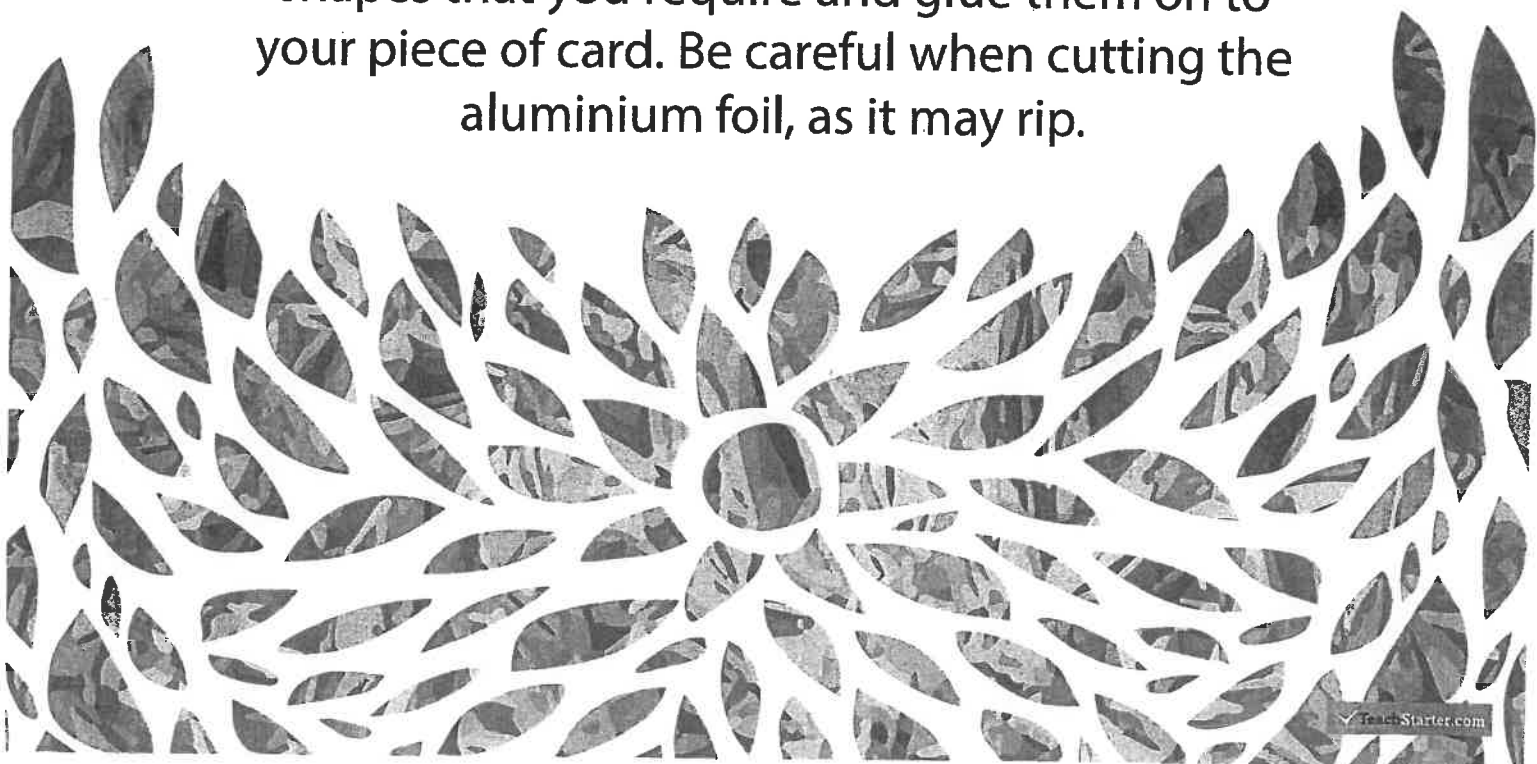
Collect as many different types of aluminium wrappers as you can. Try and get different colours and patterns from products like Easter eggs, chocolate wrappers etc.

Your task:

Use the aluminium wrappers to make a piece of artwork. You can choose to make a picture or a pattern with the wrappers.

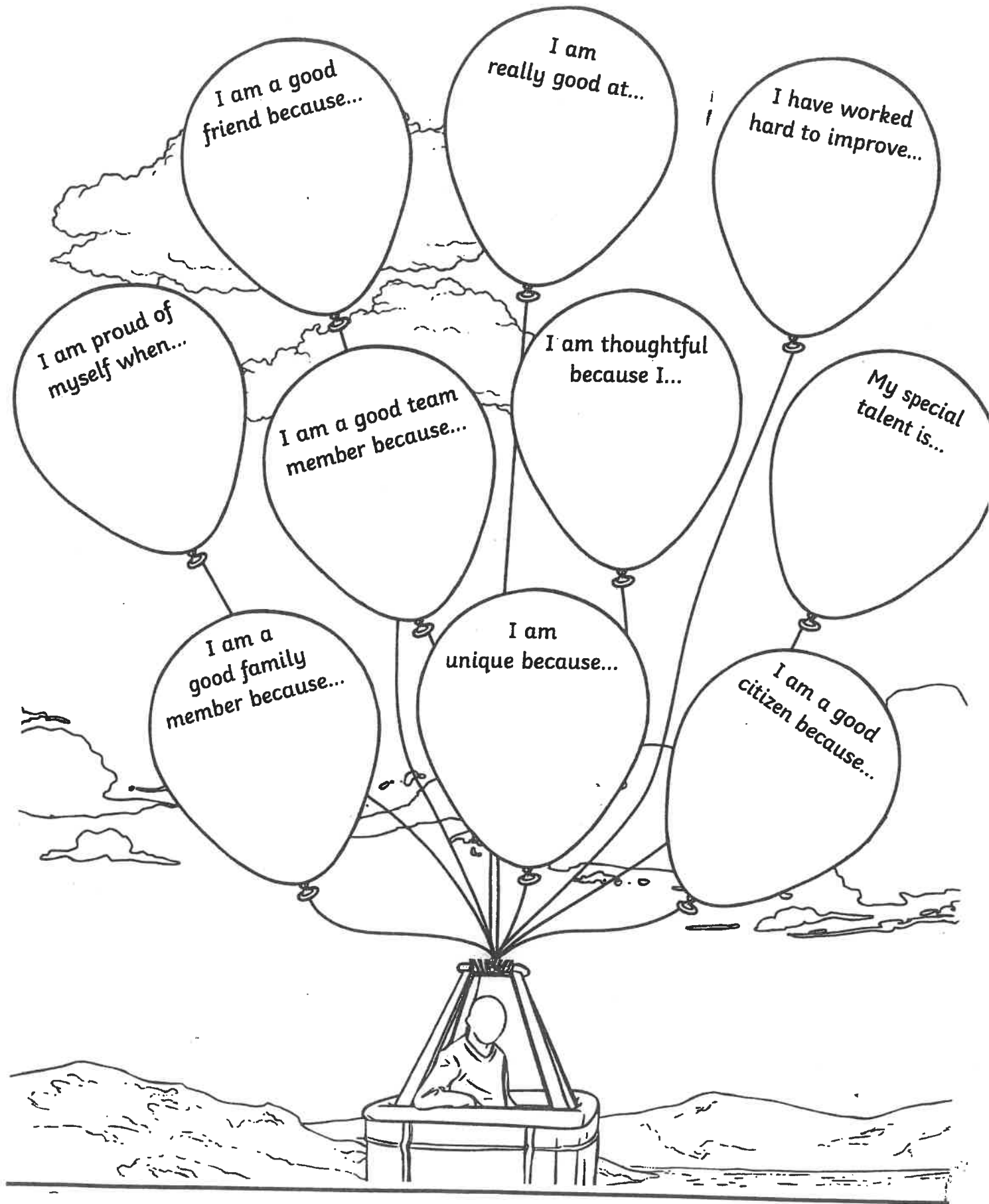
Choose what colour piece of card you would like to use for your background.

Cut your pieces of aluminium foil into the shapes that you require and glue them on to your piece of card. Be careful when cutting the aluminium foil, as it may rip.



I Am an Amazing Person!

Read and finish the sentences in the balloons below.





Italiano



I Numeri

Uno - one	Undici - eleven
Due - two	Dodici - twelve
Tre - three	Tredici - thirteen
Quattro - four	Quattordici - fourteen
Cinque - Five	Quindici - fifteen
Sei - Six	Sedici - sixteen
Sette - seven	Diciassette - seventeen
Otto - eight	Diciotto - eighteen
Nove - nine	Diciannove - nineteen
Dieci - ten	Venti - twenty

10 - 100

dieci - ten
venti - twenty
trenta - thirty
quaranta - forty
cinquanta - fifty
sessanta - sixty
settanta - seventy
ottanta - eighty
novanta - ninety
cento - one hundred

I Giorni della Settimana

lunedì - Monday
martedì - Tuesday
mercoledì - Wednesday
giovedì - Thursday
venerdì - Friday
sabato - Saturday
domenica - Sunday

I COLORI

bianco - white
giallo - yellow
verde - green
arancione - orange
rosso - red
marrone - brown
grigio - grey
nero - black
azzurro - blue
rosa - pink
viola - purple



I Mesi Dell'Anno

Gennaio - January
Febbraio - February
Marzo - March
Aprile - April
Maggio - May
Giugno - June
Luglio - July
Agosto - August
Settembre - September
Ottobre - October
Novembre - November
Dicembre - December

Come ti chiami? - What is your name?
Io mi chiamo - My name is

Quanti anni Hai? How old are you?
Ho anni. I am years old.

Come Stai?

Benissimo - Fantastic
Molto bene - Very well
Bene - well
Così-così - o.k./ so-so
Male - not well

Buongiorno -
goodmorning

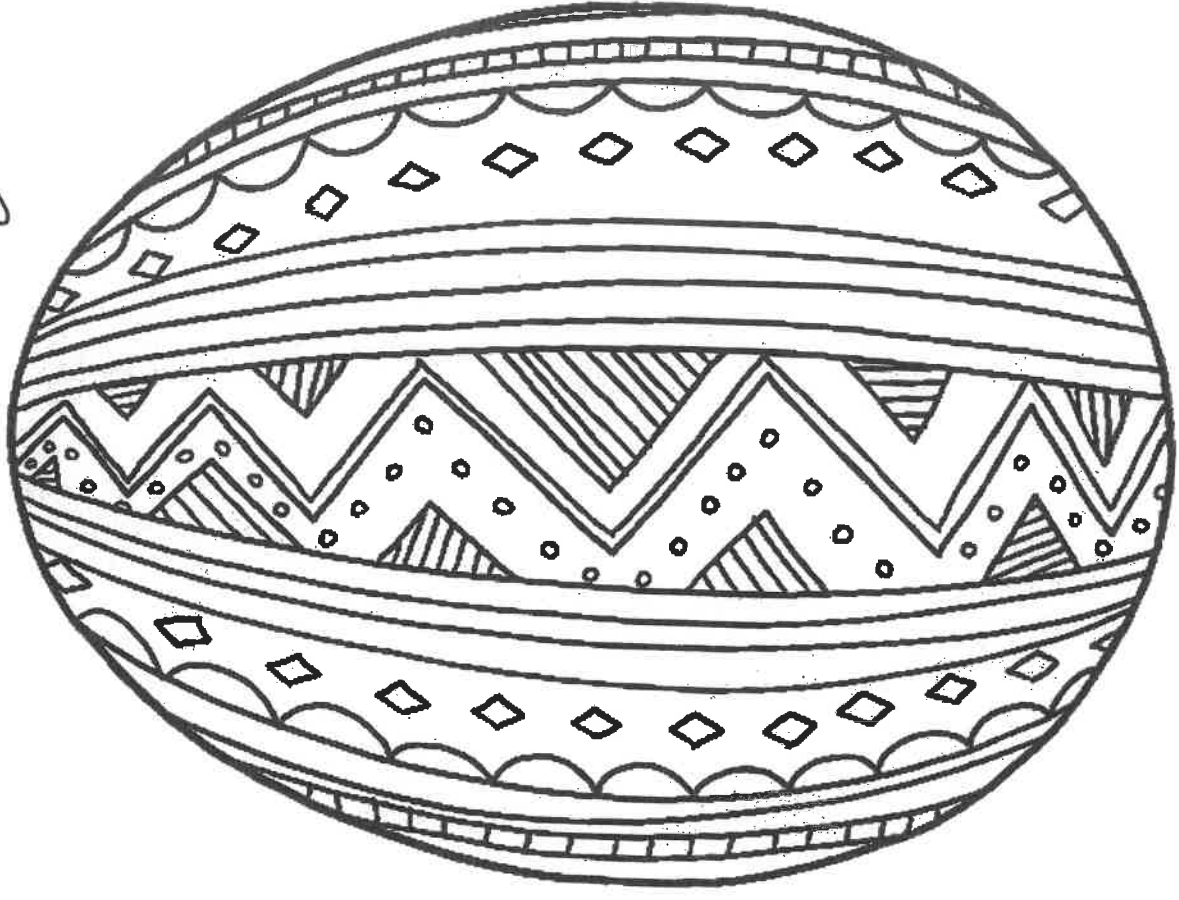
Buonasera - good
evening

Buonanotte - good night

Ciao - hello/goodbye

Grazie - Thank-you
Prego - You're welcome
Mi scusi - Excuse me

Happy Easter!
Buona Pasqua!



Music



Musical Instruments

s m a r a c a s f x y c
m n g u i t a r y n j a
u i p n u i s r b r y s
r l r e c o r d e r n t
d o r q e l n d e o t a
i i n u o t p e o n r n
v v a u e e l c y a i e
t i t r u m p e t i a t
l q o b h d u g e p n s
t i c l e r e s t u g e
c y m b a l s z g n l d
t a m b o u r i n e e z

drums
cymbals
guitar
triangle

recorder
tambourine
maracas
violin

piano
trumpet
castanets
viola

Ghost Bowl

Participants

Individual students, pairs or small groups (depending on resources)

Materials

- 1 x small clear glass bowl
- 1 x large clear glass bowl
- 1 x jug of water

Procedure

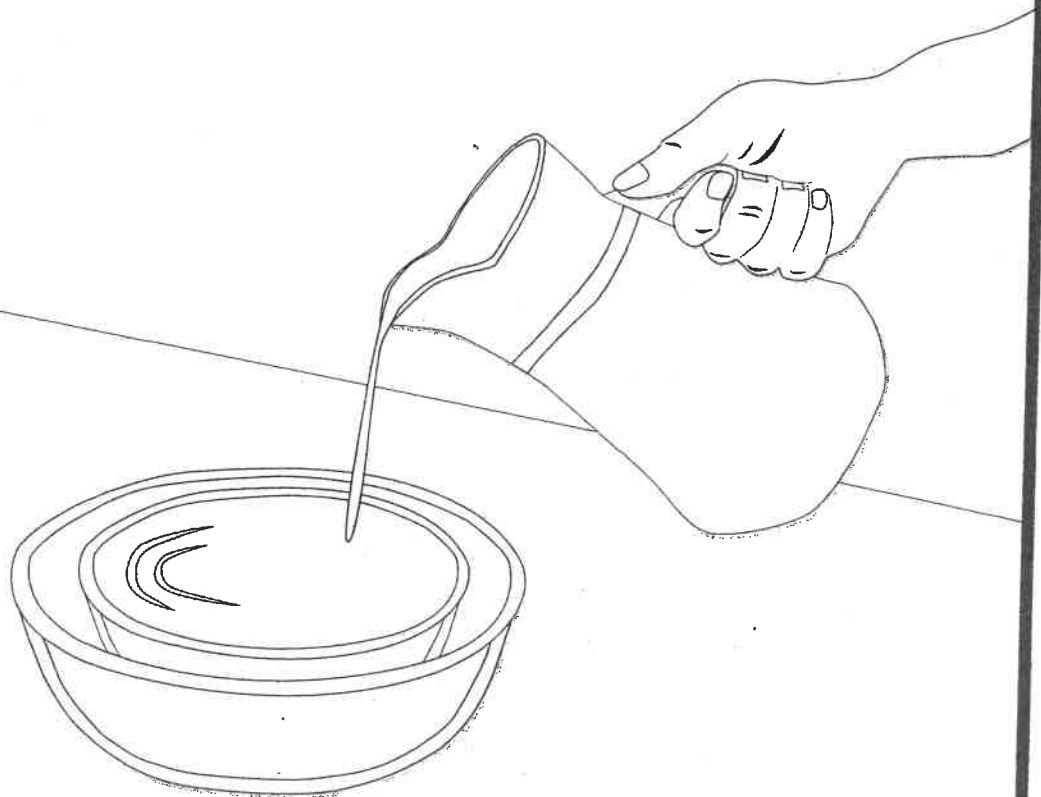
1. Place the small bowl inside the big bowl.
2. Fill the small bowl with water. Draw a picture or take a photo of what you observe.
3. Pour more water into the small bowl so that it overflows and fills up the large bowl. Draw a picture or take a photo of what you observe.

Keep Safe

Be careful when pouring water. Report any spills to the teacher.

Think

Try to explain what you observed when the large bowl was full of water.



Broken Pencil

Participants

Individual students, pairs or small groups (depending on resources)

Materials

1 x pencil

1 x glass of water (approximately three-quarters full)

Procedure

1. Stand the pencil up in front of the glass of water. Draw a picture or take a photo of what you observe.
2. Stand the pencil up behind the glass. Draw a picture or take a photo of what you observe.
3. Put the pencil in the glass of water. Draw a picture or take a photo of what you observe.

Keep Safe

Report any spills to the teacher.

Think

Explain why the pencil's appearance changes depending on where it is positioned in relation to the glass.

