

# **Term 2 Weeks 3 & 4**



### At Home Learning Plan: Term 2 Week 3 and 4

You will need help from a parent/carer and possibly resources from your teacher. Students are to complete activities in the exercise book provided. Please also be aware that teachers are uploading video's and hosting online meetings with their classes daily via Microsoft Teams. Students will need access to technology and the internet for this.

Some families are finding that there is too much work for students to get through, while others are looking for additional learning activities for their children. Both of these situations are addressed below.

If there is too much work for your needs, just complete whatever activities you can. The activities on the timetable are a guide to help assist with learning from home. The English and Maths activities are the most important. However, it is OK if they don't all get completed everyday. The added optional technology activities were included to give the students some added variety in their learning. If you don't have access to the internet to do this, that is OK they are optional only.

If you would like some additional materials for home learning, please see the Department of Education's website dedicated to supporting parents and carers with learning from home. <u>https://education.nsw.gov.au/teaching-and-learning/curriculum/learning-from-home/advice-to-parents-and-carers</u>

**Parents, this is a guide only.** Remember to break the day up with breaks to allow your child to get outside and get active. Children need at least 60 minutes of physical activity daily. Get them to use their imaginations to play and build and get crafty. Get your student to complete as much of the work as they can and remember to "try your best but do not stress".

### Term 2 Week 3 Monday 11 May 2020

	Activities			Optional
Morning	Daily Check-In @ 10:30amCheck-in with your classroom tea> Are you ready for learn> Have you ready for learn> Do you have any quest	icher (through Microsoft Teams) ing? your daily plan? ions about the upcoming learning a	activities?	Squiz Kids
	Spelling: Complete two activities	from the word work grid.		Spelling city
	Brain break: 5x star jumps; 10x s	equats; Run on the spot for 20 seco	onds. Repeat twice	Go Noodle
	Grammar Focus: Verbs and Adverbs.         Students to watch video lesson on teams.         Writing:         Focus: Write a narrative about a young boy/girl who has been through the 2020 bushfires and then COVID-19         Prewriting         Students to look at the picture.         Reflect on what this picture is representing. Discuss with family or classmates.         Create a T-Chart - write down all the information on bushfires and Covid-19 that you know.         Bushfires         COVID-19			Typing.com Reading Eggs Kids News EPIC Pobble 365
	*Remember to use strong adjecti Reading: Read a book/magazine	Academic Success for all		
	Choose one reading task from the 'reading matrix'.			learners (online books) Storyline online
		Lunch & Movement	Break	
Middle	Wellbeing: Believe in Yourself Place the palm down on a piece of Write "I BELIEVE I AM" in the cer that describes you on each finger Make this hand as colour and dea Take a picture of this and share w			
	Mathematics			Mathletics Prodigy
	Introductory	Consolidating	More Challenging	Khan Academy
	Two-digit addition 23+45 19+41 84+42 [plus create 7 more of your own]	Three-digit addition 385+682 140+286 947+302 [plus create 7 more of your own]	Five digit plus four digit addition 17833+4958 83960+7788 12028+1097 [plus create 7 more of your own]	Multiplication.com
	*Show your working out.			
	Number Talk: Student to complete this activity w How many times can you make the	while viewing the video lesson on T ne number 36?	Teams. x ∸)	
	Focus Area: Order of Operations         Students to view video lesson on MS Teams and complete the following activities:         Write down the number 4, four times.         Put operation symbols between them so that you have a number sentence. Then solve the number			
	sentence you create.			_
	Introductory	Consolidating	More Challenging	-

		Snack & Movement Br	reak
Afternoon	PDHPE: Students to watch video in Micr Using the Australian 24-Hour M summarise the guidelines of the <u>https://bit.ly/Guideline</u> <u>https://bit.ly/Aus-24H</u>	rosoft teams. Iovement Guidelines for Children and Y e following: <u>es-5-12years</u> <u>our-MovementGuidelines</u>	oung People 5-17 Years,
	Physical Activity	Sedentary Behaviour	Sleep
	• .	•	• .
	• .	• .	• .
	• . In a short paragraph, explain be	• . Swy these quidelines can enhance your (	• . own health and wellbeing

### Term 2 Week 3 Tuesday 12 May 2020

	Activities			Optional
Morning	Daily Check-In @ 10:30amCheck-in with your classroom tead> Are you ready for learnin> Have you read through y> Do you have any question	Squiz Kids		
	Spelling: Complete two activities t	from the word work grid.		Spelling city
	Brain break: 5x star jumps; 10x so	quats; Run on the spot for 20 sec	onds. Repeat twice	Go Noodle
	<b>Reading:</b> Read a book/magazine/newspaper for 15 minutes Choose one reading task from the 'reading matrix'.			Academic Success for all learners (online books) Storyline online
	Viewing and Recording Watch BTN on ABC Me at 11:45ar Summarise the BTN epi What were the main the What did you like about What are three question episode?	Typing.com Reading Eggs BTN		
		Lunch & Movement B	reak	
Middle	Wellbeing: Being Thankful. Ask someone at home what they are grateful for and record their response. Starting with each letter, write down something you're thankful for which begins with that letter. THANKFUL Example, T- my Teacher, H – my House.			Big Life Journal Podcast
	Mathematics Skills Practice: Addition			Mathletics Prodigy
	Introductory         Two-digit addition         45+22         90+12         43+67         [plus create 7 more of your own]         *Show your working out.	Consolidating Three-digit addition 234+876 412+818 692+343 [plus create 7 more of your own]	More Challenging Five digit plus four digit addition 12345+5678 96426+3641 73595+2257 [plus create 7 more of your own]	Khan Academy Multiplication.com
	Number Talk:			
	Student to complete this activity while viewing the video lesson on Teams. Target number 37 Using any of the different mathematical operations and the numbers 2, 4, 5, 7 and 10, come up with as many number sentences as you can that have a total of 37.			

	<ul> <li>Focus Area: Order of Operations</li> <li>Students to view video lesson on MS Teams and construction</li> <li>Put operations signs (+ or - or x or ÷) between the numbers 3, 4, 5, 6 to make the highest possible number and lowest possible number.</li> <li>How about trying with numbers 1, 2, 3, 4, 5 and 6?</li> </ul>	Introductory         Use only the following operations         +, - and x         Consolidating         Use of the different operations and include some brackets         More Challenging         Use all of the different operations and include brackets, as well as squared and cubed.	
	Snack	& Movement Break	
Afternoon	Creative Arts: Dance		
	Students to investigate a national dance from anoth Examples : New Zealand – Haka, Argentina – Tang	ner country. jo, Australia – Corroboree, Spain-Flamenco.	
	Watch Videos and share with family. Disc	cuss the music and the pace of the dance.	
	Create a costume to go with the national	dance you have selected.	

### Term 2 Week 3 Wednesday 13 May 2020

	Activities	Optional			
Morning	Daily Check-In @ 10:30am         Check-in with your classroom teacher (through Microsoft Teams)         > Are you ready for learning?         > Have you read through your daily plan?         > Do you have any questions about the upcoming learning activities?	Squiz Kids			
	<b>Spelling:</b> Complete <u>two</u> activities from the word work grid.	Spelling city			
	Brain break: Go through the alphabet, select a category, and list words starting with each letter. Example; Fruit; Apple, Blueberry, Celery etc.	Go Noodle			
	Writing: Focus: Write a narrative about a young boy/girl who has been through the 2020 bushfires and then COVID-19 Create a plan – in preparation to write you story tomorrow. Who are the characters? What are their names? Describe them. What is the location or locations? How will you introduce the story? What will the problem or problems be? How will it be resolved? What is the takeaway message?	Typing.com Pobble 365 Kids News EPIC Pobble 365			
	Reading: Phantom Tollbooth Student are to read Chapter 1- 'Milo' (handout in learning pack) or Listen to audio book (on Teams) Chapter 1 - 'Milo'. Complete comprehension questions after reading Chapter 1.	Academic Success for all learners (online books) Storyline online Reading Eggs Kids News EPIC			
Lunch & Movement Break					
Middle	<ul> <li>Wellbeing: Gratitude Scavenger Hunt.</li> <li>Let's see if you can complete this scavenger hunt from where you are right now.</li> <li>Look around the room you're in. See how many things you can find from the list below. As you find them, draw them into your book or take a photo and upload them to Class Note Book.</li> <li>1. I enjoy looking at</li> <li>2. I am thankful to have</li> <li>3. s my favourite colour</li> <li>4. Is useful to me</li> <li>5. I can share with someone else</li> </ul>	Big Life Journal Podcast			

	Mathematics				Mathlatica
	Skills Practice: Subtraction	n			Prodigy
	Introductory	Consolidating	1	More Challenging	Khan Academy
	Two-digit subtract Two-E	Digit Three-digit sub	otract Two-	Four-Digit subtract Three	Multiplication.com
	25-9= 45-21-	345-12=		Digit.	
	78-32=	862-41=		+009-32 I=	
	I folus create 7 more of vo	978-45=		2475-233-	
	own]	[plus create 7 r	more of your	nus create 7 more of your	
	· .	own]		own]	
	*Show your working out.				
	<i>Number Talk:</i> Student to complete this a	ctivity while viewing the v	video lesson on Te	ams.	
	Given a mixed operation totals				
	10 3				
		+ -	×÷		
	Focus Area: Order of Op	perations			
	Students to view video les	son on MS Teams and c	omplete the follow	ing activities:	
	Create a card or board ga Record the rules and instr Trial your game with a fam	me that uses the principle uctions of how to play the nily member.	es of Order of Ope game.	rations.	
		Snack	& Movement Brea	ŀk	
Afternoon	<b>Science-</b> Earth and Space Learning Intention: To unc Earth.	e Ierstand how long it takes	s for each planet to	o orbit the sun in comparison to	Science Lesson 3     PowerPoint
	ONLINE- View the PowerPoint in your class teams (Lesson 4 Science)				
	OR OFFLINE- As below				
	What is an orbit? Write down your answer.				
	An orbit is the path that an object takes in space when it goes around a star, a planet, or a moon, e.g. rotate.				
	How long does it take eac Orbits around the sun:	h planet to orbit the sun?			
	Venus- 225 days	Earth- 365 days (1 year)	Saturn- 29 year	s Mercury- 88 days	1
	Mars- 687 days	Jupiter- 12 years	Uranus- 84 yea	rs Neptune- 165 years	
	Activity- create a poster of orbit the sun. Here is an example:	of where the planets are lo	Negetter and label h	ow long it takes for them to	

### Term 2 Week 3 Thursday 14 May 2020

	Activities				Optional	
Morning	Daily Check-In @ 10:30amCheck-in with your classroom tea>>Are you ready for learn>Have you read through>Do you have any quest	cher (through Microsoft Teams) ing? your daily plan? ions about the upcoming learning a	ctivities?		Squiz Kids	
	Spelling: Complete two activities	from the word work grid.			Spelling city	
	Brain break: Wall push ups. Set a	a timer to 5 minutes. Do push-ups a	against the wall until	the time is up.	Go Noodle	
	Grammar Focus: Speech Marks Students to watch video lesson of	n teams.			Typing.com Pobble 365	
	Writing:         Focus: Write a narrative about a then COVID-19         Drafting: Today you are going to Write your narrative. Using all the days.         Remember:         > Orientation – the begin atmosphere), the plot of solve or overcome.         > Series of Events – the high tension and suspe         > Resolution – the chara unhappy ending to the solve or t					
	Reading: Read a book/ magazine/ newspap Choose one reading task from the	Academic Success for all learners (online books) Storyline online Reading Eggs Kids News EPIC				
		Lunch & Movement E	Break		1	
Middle	Wellbeing: I am unique.	ad write down which one you profer			Big Life Journal Podcast	
	Look at the two columns below ar	Look at the two columns below and write down which one you prefer.				
		Snow - Rain				
		Fruits - Vegetab	les	_		
	Coming up	Coming up with ideas – Working out how things work Going for a bushwalk. – Going for a Bike Ride Painting - Drawing				
	L	istening to music - Dancii	ng.			
	Listin					
	Answer these questions.					
	If I wrote a book it would be about	i?				
	Something I created I am proud o	Something I created I am proud of?				
	If I could spend one year anywhe	re in the world I would go?				
	Mathematics				Mathletics	
	Skills Practice:	Consolidating	Mara Challanging	~	Prodigy Khan Apadamy	
	Division	Division	Division	/	Multiplication.com	
	12÷4	48 ÷ 8	150 ÷ 5			
	20 ÷ 5	42 ÷ 6	355 ÷ 5			
	40÷2	56 ÷ 6	230 ÷ 5			
	$15 \div 3$ $30 \div 5$	$49 \div 7$ 64 ÷ 8	475÷5 690÷5			
	[plus create 5 more of your	[plus create 5 more of your	[plus create 5 mo	re of your		
	own]	own]	own]	,		
	*Show your working out.					

	<b>Number Talk:</b> Student to complete this activity while viewing the video lesson on Teams.	
	Pascal's triangle	
	1       1	nships can
	Focus Area: Square and Triangle numbers review Students to view video lesson on MS Teams and complete the following activities:	
	IntroductoryConsolidatingMore ChallengingUse grid paper to draw and record all the following square numbersUse grid paper to draw and record the first 15 triangle numbers.Can you find pairs numbers that can create square num1 x 1; 2 x 2; 3 x 3; 4 x 4; 5 x 5;S 5;S 5;	g s of triangle be added to nbers?
	NOTE: These activities are designed to be work through starting at Introductory $\rightarrow \rightarrow \rightarrow$ working through to either $\rightarrow \rightarrow \rightarrow$ Consolidating or $\rightarrow \rightarrow \rightarrow$ More C	Challenging
	Snack & Movement Break	
Afternoon	<ul> <li>Geography - Students to read through PowerPoint and answer the following questions. (PowerPoint under Geography titled "What is a bushfire")</li> <li>What is a bushfire?</li> <li>What are the signs of a bushfire?</li> </ul>	found in "Files" Use the following website to help give you some more information on Bushfires and Fire Danger Rating.
	<ul> <li>What is the difference between a grassfire and bushfire? (Create a table)</li> <li>How to you measure the extent of damage done by a bushfire?</li> </ul>	http://www.ffs.nsw.gov.au/tire- information/fdr-and- tobans?a=1421
	<ul> <li>Watch - <u>"The science behind Bushfire "</u> and answer the below questions. (A link will be message to watch this video at home)</li> <li>What are the two ways in which most bushfires are starts?</li> <li>What are the three elements that a bushfire needs to start?</li> <li>A bushfire travels faster down a slope than up. True or False.</li> <li>What is the most common way house catch fire?</li> <li>Describe – What is an ember attack?</li> </ul>	sent via text
	<ul> <li>Students to watch this <u>video</u> and answer the following questions.</li> <li>Have you seen a fire danger rating sign before? If so, where would you see a rating sign?</li> <li>What is a fire danger rating?</li> <li>What does a fire danger rating tell you?</li> <li>How can you find out what the fire danger rating is each day?</li> <li>What is the most dangerous fire rating?</li> <li>Who forecasts the fire danger rating each day?</li> </ul>	fire danger
	<ul> <li>Optional: Further investigation</li> <li>What do each of the fire danger ratings mean (e.g. weather conditions)?</li> <li>What action should you take (for each of the fire danger ratings)?</li> </ul>	
	<b>Creative</b> : Draw/Paint or Design (on a computer) Create your own fire rating system to display at home next bushfire season. Let's get creater you use the same terminology as learnt about).	eative, (making

### Term 2 Week 3 Friday 15 May 2020

	Activities			Optional
Morning	Daily Check-In @ 10:30amCheck-in with your classroom tead> Are you ready for learnin> Have you read through> Do you have any question	Squiz Kids		
	Spelling: Complete two activities	from the word work grid.		Spelling city
	Brain break: Listen Carefully – Se stay completely quiet and listen fo	et a timer for 5 minutes. During th r different sounds.	is time sit with our eyes closed and	Go Noodle
	Writing: Writing: Focus: Write a narrative about a then COVID-19 Publishing: You now need to publish your stor This step requires you to edit your lesson. Up level your adjectives to powerfi Then type the story out or re-write	Typing.com Pobble 365		
	Reading: Phantom Tollbooth Student are to read Chapter 2- 'B book (on Teams) Chapter 2 - 'Bey Complete comprehension question	Academic Success for all learners (online books) Storyline online Reading Eggs Kids News EPIC		
		Lunch & Movement	Break	
	Go outside and find a quiet place in your yard. Lay flat on your back or sit with legs folded. Close your eyes for 10 minutes. Listen to the sounds, feel the wind and ground, smell what is around you. Come back inside and record everything you felt, smelt and heard.			
	Mathematics			Mathletics
	Skills Practice:         Introductory         Division         25 ÷ 5         32 ÷ 2         30 ÷ 5         28 ÷ 4         21 ÷ 3         [plus create 5 more of your own]         *Show your working out.	ConsolidatingDivision $55 \div 5$ $62 \div 2$ $60 \div 5$ $81 \div 9$ $48 \div 12$ [plus create 5 more of your own]	More Challenging Division 212 ÷ 2 144 ÷ 4 321 ÷ 3 412 ÷ 4 525 ÷ 5 [plus create 5 more of your own]	Frodigy Khan Academy Multiplication.com
	Sport - Invent a new sport         Create/invent a new sport. Write a Include:         • Name of sport         • Equipment needed         • Rules / How to play / Ho         • Where is the sport playe         • How are points scored a         • Is there a uniform.	profile on this new sport. w many players. ed? and how many? mily this new sport.	Proof	
		Shack & Movement	Dreak	

Afternoon	PE - Fundamental Movement Skill focus- Leap         Eyes focused forward, knee bends on take off, legs straighten, arms opposite, lean forward, bend knee on landing.         Students to watch video in Microsoft teams.         Activity 1: Practicing the Leap         Practicing a leap while jogging.         Remember to: Keep eyes focused forward, knee bends on take off, legs straighten, arms opposite, lean forward, bend knee on landing.         Repeat 5 times for each leg.         Activity 2: Leap over an object         Place a soft object (jumper or shoe) on the grass, jog towards the object and leap over it. Once you have successfully leaped over the object 3 times on one leg try the other leg.	Fitness focus- Plank T shirt challenge (will be posted on teams) (jumper if you want an extra challenge. Singlet if you might find this hard)
	Activity 3: Create your own obstacle course to jog and leap around. Aim for between 10-15 obstacles to leap over. Start with 10 points and every time you touch an object you lose a point, try and get all the way through your course with all 10 points.	

### Term 2 Week 4 Monday 18 May 2020

	Activities	Optional
Morning	Daily Check-In @ 10:30am         Check-in with your classroom teacher (through Microsoft Teams)         > Are you ready for learning?         > Have you read through your daily plan?         > Do you have any questions about the upcoming learning activities?	Squiz Kids
	Spelling: Complete two activities from the word work grid.	Spelling city
	<i>Brain break:</i> Stretching breaks that include yoga poses (dog, cat, cow, bug, rock) and animal walks (walk like a bear, hop like a frog, stand like a flamingo, fly like a bird).	Go Noodle
	Grammar Focus: Alliteration         Students to watch video lesson on teams.         Writing: Tell this story.         Image: Students to watch video lesson on teams.         Writing: Tell this story.         Image: Students to watch video lesson on teams.         Students to watch video lesson on teams.         Image: Students to watch video lesson video le	Typing.com Pobble 365
	<b>Reading:</b> Read a book/ magazine/ newspaper for 15-20 minutes. Choose one reading task from the 'reading matrix'.	Academic Success for all learners (online books) Storyline online Reading Eggs Kids News EPIC
	Lunch & Movement Break	
Middle	Wellbeing: Write down three things that your best friend would say about you. Keep them positive.	

	Mathematics			Mathletics
	Skills Practice: Introductory	Consolidating	More Challenging	Prodigy Khan Academy
	Order of operations 2 - 1 x 17 + 8 19 +17 - 5 x 7 16 ÷ 2 + 9 - 8 [plus create 7 more of your own] *Show your working out.	Order of operations 18 - 18 ÷ 3 x 14 10 x 16 ÷ 4 + 7 18 x 16 - 18 ÷ 6 [plus create 7 more of your own]	Order of operations $18 \div 6 + 9 \times 3 - 1$ $3 \times 14 + 4 \times 13 + 8$ $2 \times 14 - 15 \div 5 + 5$ [plus create 7 more of your own]	Multiplication.com
	Number Talk:			
	Student to complete this activity where the structure of	nile viewing the video lesson on Te	eams.	
	59 47 5 23			
	• What number is missi	ng?		
	• Why do you think this	?		
	<ul> <li>How else could you di</li> </ul>	iscover the answer?		
	Focus Area: Division Students to view video lesson on N	IS Teams and complete the follow	ving activities:	
	Introductory	Consolidating	More Challenging	
	Tony is paid the same amount for each car he washes. He gets paid \$15 for washing 3 cars. How many cars does he need to wash to get paid \$45? NOTE: These ac Introductory $\rightarrow \rightarrow \rightarrow$ working throw	Tony is saving up his money to buy himself a new scooter. The new scooter is going to cost \$300. How many cars will Tony need to wash to have up enough to buy his new scooter? Ctivities are designed to be work the igh to either $\rightarrow \rightarrow \rightarrow$ Consolidating	In 2 weeks, Tony earns a total of \$1000. If he washes the same number of cars each day and only works Monday to Friday each week. How many cars will he wash each day? rough starting at g or $\rightarrow \rightarrow \rightarrow$ More Challenging	
		Snack & Movement Break		
Afternoon	PDH	Chaok & Movement Break		
	Students to watch video in Microso	oft teams.		
	Task 1 Using https://bit.ly/Guidelines-5-12	years (page 8) fill in the gaps to th	e following sentence:	
	For the best health benefits, we, and sufficient _	need to balance high levels of _ each day.	low levels of	
	Sedentary U	Image: state structure     Image: state structure       Image: state structure     Moderate physical activity       Image: state structure     Image: state structure       Image: state structure </th <th>y Vigorous physical activity 5 7 8</th> <th></th>	y Vigorous physical activity 5 7 8	

Task 2         Whilst we're at home, it can be easy to fall into the habit of being sedentary, spending too much time on screens and not getting enough sleep.
In a short paragraph, explain what impact an increase in sedentary behaviour and lack of sleep many have on your health.
Task 3         Suggest three ways you will combat your own sedentary behaviour whilst being at home.         Examples:         • Setting a 20min timer when completing a sedentary activity.         • Not using a screen during the hour before bedtime.

### Term 2 Week 4 Tuesday 19 May 2020

	Activities			Optional		
Morning	Daily Check-In @ 10:30am         Check-in with your classroom tead         > Are you ready for learnin         > Have you read through         > Do you have any question	Squiz Kids				
	Spelling: Complete two activities	from the word work grid.		Spelling city		
	Brain break: Paper, Scissors, Roo rock. Come up with an alternative	;k – Challenge a family member game, for example "Dragon, Sw	r to a game of paper scissors vord, Shield"	GoNoodle		
	Reading: Read a book/ magazine/ newspap Choose one reading task from the	er for 10 minutes. 'reading matrix'.		Academic Success for all learners (online books) Storyline online Kids News EPIC		
	Viewing and Recording Watch BTN on ABC Me at 11:45au • Summarise the BTN epi • What were the main the • What were the main the • What did you like about • What are three question episode?	Typing.com Reading Eggs Pobble 365				
		Lunch & Movement Br	reak			
Middle	Wellbeing: Write down the first th Beautiful:	ing you think of when you read t Kind : Funny : Warm : Intelligen	these words. It : School			
	Mathematics Skills Practice:	Mathematics Skills Practice:				
	Introductory Order of operations 9 - 8 ÷ 2 x 8 8 - 4 +16 x 8 14 - 7 + 6 x 10 [plus create 7 more of your own] *Show your working out.	Consolidating           Order of operations $9 \times 14 + 14 - 18 \div 3$ $10 \div 5 \times 9 + 8 + 16$ $16 \times 2 - 12 \div 6 \times 11$ [plus create 7 more of your own]	More Challenging           Order of operations           19 x 18 +17 +17 - 16           12 x 14 - 20 ÷ 5 x 14           3 x 17 +14 ÷ 7 + 9           [plus create 7 more of your own]	Khan Academy Multiplication.com		
	<ul> <li>Number Talk: Student to complete this activity w</li> <li>This challenge is about dividing Begin by choosing a single digit dividing by. Your challenge is going to be to a this number.</li> <li>Now choose a three-digit number. Now divide your numbers. Record</li> <li>Create other three-digit numbers same one-digit number. Record</li> </ul>	hile viewing the video lesson on a <b>three-digit number by a sin</b> number, you are going to be come up with some rules for r. rd the answer.	<ul> <li>Teams.</li> <li>Independing the number.</li> <li>Look carefully at the answers.</li> <li>When is the answer a whole number?</li> <li>When is there a remainder of 1?</li> <li>Can you spot any patterns?</li> <li>Can you come up with any rules?</li> </ul>			

	Focus Area: Division Students to view video lesson on	lowing activities:		
	How can you answer the question - words? - pictures? - numbers? - objects? - other ways?			
	Introductory	Consolidating	More Challenging	
	It's Jola's birthday and she is having a party. She has 24 cupcakes to share equally between 3 plates for the party. How many cakes will go on each plate?			
		Snack & Movement Br	eak	
Afternoon	Dance – The Evolution Watch this clip : https://www.yout parents the morning of the lessor Pick a decade from 1920-1990 ar What style of dances were popula What style of dances were popula What was the most popular style What costumes/clothes did peopl What kind of music accompanied Learn or create a 30 second dance	Just Dance Go Noodle		

### Term 2 Week 4 Wednesday 20 May 2020

	Activities	Optional
Morning	Daily Check-In @ 10:30am         Check-in with your classroom teacher (through Microsoft Teams)         > Are you ready for learning?         > Have you read through your daily plan?         > Do you have any questions about the upcoming learning activities?	Squiz Kids
	Spelling: Complete two activities from the word work grid.	Spelling city
	Brain break: Dancing - turn on one of your favourite songs and dance around your house / living room / bedroom	
	Grammar Focus: Metaphors Students to watch video lesson on teams.	Typing.com Pobble 365
	<ul> <li>Writing: Tell the story.</li> <li>Focus: Introduction Building.</li> <li>Character building: Create a mind map of characters. To think of characters, ask yourself the following. Are they: - Living or nonliving? Where could you find them? What is it? What are their interests (likes, dislikes, hobbies)?</li> <li>Set the scene/s: Where will your story be set? Will there be multiple scenes? Write the descriptors. What does the scene look like, smell like sound like? Paint a clear picture.</li> <li>Remember to use your VCOP skills, vocabulary, connectives, openers and punctuation.</li> </ul>	tell this story
	Reading: Phantom TollboothStudent are to read Chapter 3 - 'Welcome to Dictionopolis' (handout in learning pack) or Listen to audio book (on Teams) Chapter 3 - 'Welcome to Dictionopolis'.Complete comprehension questions after reading Chapter 3	Academic Success for all learners (online books) Storyline online Reading Eggs Kids News EPIC
	Lunch & Movement Break	

Middle	<b>Wellbeing:</b> Share a story of your favourite holiday. Who did you go with and where did you go? What was your favourite memory from that holiday?						
	Mathematics						Mathletics
	Skills Practice: Introductory		Consolidating		More Challen	ging	Khan Academy
	Order of operations $(13 + 19 - 2) \div 5$ $(17 - 3) \times 14 - 4$ $(14 + 26) \div (16 + 4)$ [plus create 7 more of	s of vour	Order of operation $(11 + 4) + 20 \div (10 + 55 - 5) \div 2$ $(10 + 18) \div (1 + 3)$ [plus create 7 m	tions 10 3) ore of your	Order of ope (16 + 3) x (12 9 x (13 x 2 + 5 (10 - 4) + (7 - [plus create 7	rations - 2) - 2 i) - 5 15 ÷ 3) more of vour	Multiplication.com
	own]	ut	own]		own]		
	Number Talk:						
	Student to complete th	nis activity wh	nile viewing the vi	deo lesson on Te	eams.		
	A A A A A A A A A A A A A A A A A A A	Mixed Number: A number with an ir a whole number) a oroper fraction (a fr vith a numerator th ess than the denominator).	$\begin{bmatrix} 5\frac{1}{2} \\ 1\\ at is \end{bmatrix}$	Improper Fraction: A fraction that has a numerator that is greater than the denominator.			
			Double Chocolate	Chip Cookie Recipe			
		You war	nt to bake these chocolate chip	cookies but you only have a $\frac{1}{4}$	measuring		
		cup. Ho	w can you use your measuring	cup to measure out all of the	ingredients		
			accu	rately:			
		$\frac{3}{4}$ cup of	butter				
		$1\frac{1}{2}$ packe	ed brown sugar				
		$\frac{3}{4}$ cup of	flour				
		$\frac{1}{2}$ cup co	соа				
		$2\frac{1}{4}$ cups	of semi-sweet chocolate chips				
	Focus Area: Fraction	16					
	Students to view video	lesson on N	IS Teams and co	mplete the follow	ving activities:		
	Introductory		Consolidating		More challen	ging	
	Match the mixed num the improper fraction	neral to	Convert these in fractions to mixe	nproper ed numerals	Convert these to improper fra	mixed numerals actions	
	Mixed Ir Numeral F	mproper Fraction	Improper Fractions	Mixed Numerals	Mixed Numerals	Improper Fractions	
	$1\frac{1}{2}$	$\frac{9}{4}$	$\frac{28}{8}$		$1\frac{4}{5}$		
	$1\frac{2}{2}$	5	$\frac{16}{5}$		$4\frac{3}{4}$		
	3	2	20		4		
	$2\frac{1}{2}$	$\frac{11}{4}$	$\frac{10}{3}$		3 / 8		
	$2\frac{1}{4}$	$\frac{5}{3}$	$\frac{18}{7}$		$7\frac{2}{5}$		
	$2\frac{3}{4}$	$\frac{3}{2}$	$\frac{31}{6}$		$6\frac{3}{5}$		
	Snack & Movement Break						

Afternoon	Science- Earth and Space	Science- Earth and Space Learning Intention: To understand how far away each planet is from the sun.					
	ONLINE- View the Power OR OFFLINE- As below Write down all the planets example, Mercury- 16 mil the sun. Distance from the Sun t						
	Mercury- 57.91 million kilometres	Earth- 149.6 million kilometres	Saturn- 1.434 billion kilometres	Uranus- 2.871 billion kilometres			
	Venus- 108.2 million kilometres	Venus- 108.2 million kilometresMars- 227.9 million kilometresJupiter- 778.5 million kilometresNeptune- 4.495 billion kilometres					
	Put the planets in order fr						

### Term 2 Week 4 Thursday 21 May 2020

	Activities	Activities				
Morning	Daily Check-In @ 10:30am         Check-in with your classroom te         > Are you ready for lear         > Have you read throug         > Do you have any quest	Squiz Kids				
	Spelling: Complete two activitie	s from the word work grid.		Spelling city		
	Brain break: Spell your name w moving your head, to draw the le	ith your breath – take a deep brea etter of your name in the air with yo	th in. Then blow out slowly, while our breath.			
	Grammar Focus: Similes Students to watch video lesson of Focus: Climax and Resolution Complete a detailed complicatio Remember to describe the emot Include:	Grammar Focus: Similes         Students to watch video lesson on teams.         Focus: Climax and Resolution         Complete a detailed complication and resolution.         Remember to describe the emotional response for your characters in your complication.         Include:         • 3 attempts to solve the problem before becoming successful.         • proper punctuation for any kinds of speech.         • do not overuse speech marks! Stories are more than just dialogue!         Remember to use your VCOP skills, vocabulary, connectives, openers and punctuation.				
	Reading: Read a book/ magazine/ newspa Choose one reading task from th	Academic Success for all learners (online books) Storyline online Reading Eggs Kids News EPIC				
		Lunch & Movemen	t Break			
Middle	Wellbeing: Write the chorus to y the lyric clean)	your favourite song. Write down wh	nat you think this might mean. (Kee	qq		
	Mathematics Skills Practice:		Mathletics Prodigy			
	Introductory Order of operations (14 - 2) + 24 ÷ 8 4 x 11 x (3 - 6) (12 +16) ÷ (10 - 6) [plus create 7 more of your own] *Show your working out.	Consolidating           Order of operations           (8 +44 - 2) ÷ (7 + 3)           (11 - 7) x (13 + 2) + 7           7 x (11 x 9 + 2) + 5           [plus create 7 more of your own]	More Challenging           Order of operations $(10 + 19 - 5) \div (-4 + 6)$ $(13 + 37 - 2) \div 3 + 7$ $(11 + 15 - 2) \div 2 - 2$ [plus create 7 more of your own]	Khan Academy Multiplication.com		

	Number Talk: Student to complete this activity while viewing the video lesson on Teams.Mrs Player added two fractions together and got the answer of $1\frac{1}{8}$ + = $1\frac{1}{8}$
	Focus Area: FractionsStudents to view video lesson on MS Teams and complete the following activities:How many different ways can you show the following fractions? $\frac{8}{3}$ $2\frac{1}{2}$ $\frac{7}{2}$ $\frac{8}{3}$ $2\frac{1}{2}$ $\frac{7}{2}$ $\frac{4}{3}$ $\frac{9}{2}$ $\frac{14}{5}$ $\frac{13}{4}$ $\frac{13}{4}$
	Snack & Movement Break
Afternoon	Geography –         Case Study – Black Saturday Bushfires – 7 <sup>th</sup> February 2009 – Victoria.         Students to watch PowerPoint (found in Geography Channel - files – titled "Black Saturday Bushfires".         Students to complete questions in Class Notebook.

### Term 2 Week 4 Friday 22 May 2020

	Activities	Optional
Morning	Daily Check-In @ 10:30am         Check-in with your classroom teacher (through Microsoft Teams)         > Are you ready for learning?         > Have you read through your daily plan?         > Do you have any questions about the upcoming learning activities?	Squiz Kids
	Spelling: Complete two activities from the word work grid.	Spelling city
	<i>Brain break:</i> Inch worms – start in a plank position. Jump your feet towards your hands, so your body makes a "V" shape, then walk your hands forwards until you're back to the plank position. Continue moving like this for 5 minutes.	
	<ul> <li>Writing: Tell the story.</li> <li>Focus: Writing day.</li> <li>Write a narrative story. Use this picture to help you.</li> <li>You have been planning for this, use the mind map, and planning sheets to help you.</li> <li>A narrative needs to have a beginning, middle and end.</li> <li>Remember to use your VCOP skills, vocabulary, connectives, openers and punctuation.</li> <li>Once you have written your story- read it aloud and edit your work. If time allows publish your story onto a word document and share with your classroom teacher.</li> </ul>	Typing.com Pobble 365

	Reading: Phantom Tollbooth	Academic Success for all		
	Student are to read <b>Chapter 4 - 'C</b> to audio book (on Teams) <b>Chapte</b>	learners (online books) Storyline online Reading Eggs Kids News		
	Complete comprehension question	ns after reading Chapter 4		EPIC
		Lunch & Movement	Break	
Middle	Wellbeing: Take a photo or descr favourite part of your house. Is it s	ibe of yourself in your favourite paperial? Is it relaxing?	art of the house. Why is this your	
	Mathematics Skills Practice:			Mathletics Prodigy
	Introductory	Consolidating	More Challenging	Khan Academy
	Order of operations $(8 \times 4 + 2^2) + 3$ $5 \times (12 - 5) - 5^2$ $(33 - 5) \div 7 - 3^2$ [plus create 7 more of your own]	Multiplication.com		
	Sport - Mini athletics carnival.			
	<ul> <li>Using what you have at home. Cree</li> <li>Write down 4 events (e. 100 steps out the front). each even.</li> <li>Recording sheet to keep Once you have created this 'athlet</li> <li>Look forward to seeing how imaging</li> </ul>			
Afternoon	PE - Fundamental Movement Sk Students to watch video in Microso		Fitness focus- Leg raises 30 sec	
	Bend legs, swing arms up, reach f in front	for the sky, legs straighten, lookin	g forward, bend legs to land, arms	
	Activity 1: Vertical jump practice Find an even flat area and practice Complete 10 successful vertical ju legs straighten, look forward, bence Activity 2: Reach for the sky Find a flat area with a tree branch, and touch the highest possible bra you can touch. Next try stand side wall as high as you can. You can n touched. Challenge your family me			
	legs, swing arms up, reach for the front. Activity 3: obstacle course Use the Vertical jump and the Lea members. This can be through the	sky, legs straighten, looking forw p to create a new obstacle course house, in the front yard or backy	ard, bend legs to land, arms in e to challenge yourself and family /ard. Have fun!	

### Spelling Words Week 3-4

6Blue/ 6Red	The Robot	The Zany	Make it Rain	The Floss	Jubilation	Orange Justice	Popcorn
5/6Yellow					Group 1	Group 2	Group 3
	pig girl leg drag big bag egg glad cross wax box fox	goes gone green garage going game give begin cross wax box fox	group give goes getting great again ground guess gather together cross wax box fox	against angry agree begin language garage guest octagon hexagon pentagon box fox prefix reflex search	beginning guard gigantic grandfather significant ghastly grateful gracious signature organisation control level quarrel travel marvel	grieve gorgeous guarantee anguish magnificence degree vigour argument beginning grammar final lethal classical annual unusual final lethal classical annual unusual annual unusual	gauge ghoul galaxy government guillotine beguiling repugnant egotistical ignoramus gargantuan degree vigour argument beginning grammar final lethal classical annual unusual

Word	Work
<b>Dictionary Meanings</b> Use the internet or a dictionary to find the meaning of 5 of your spelling words	<b>Rainbow Writing</b> Write your spelling words, using different colours for each letter
Grammar sentences Use EIGHT of your spelling words in detailed sentences. Underline and label the nouns in red, the verbs (action words) in blue and the adjectives (describes the noun) in green.	Alphabet Spending How much are your words worth? A=\$1, B=\$2, C=\$3, D=\$4, etc CAT = C=\$3 + A=\$1 +T=\$20 = \$24
Silly Sentences Create 5 silly statements using your spelling words. For example; for the word "write"- Will rats infect the eggs?	<b>Fontabulous</b> Write each spelling word three different ways: print, cursive, all capital letters, block letters, etc
Word Origin Find the word origin of 5 of your spelling words.	<b>Chunking</b> Break your words into chunks (syllables). Example: A- MAZE-ING
Synonyms/Antonyms Find a synonym and antonym for three spelling words and put the new word into a sentence.	Hidden Words Use 5 of your words to write as many little words as you can within the word eg. transport – sport, pan, pot, not, an, or, ran, top, tan, tar

### **Reading Matrix**

Character profile	Different Ending	Summarising	Character comparison
Draw a picture of a character in your text. Label your character. Write a short biography for this character.	Change the ending of your story/chapter. Illustrate after you have written.	Jot down as many very important Points from the text as you can.	Choose two characters and compare. How are they different? How are they the same?
Mapping it out	Visual Poem	<u>Connecting</u>	Social Profile
Have a go at drawing a map of one of the places from the text you have just read. See how much detail you can include in your map, including different places, keys and colour.	Create a concrete found poem about the text you have read. To create a concrete found poem, students must only use words, phrases or even whole sentences "found" in their text. Then, they must shape these words into a visual representation on paper.	Based on the text you have just read, share a story about yourself that is related to an event or character that was in the book. How do you relate to this character? Do you share the same opinions? Friendships? Family life? Interests?	Write & draw a social media profile for your character/object you have read about in your text. This will include: Character Name, Hometown, School, Works at, Family, Places visited, Music favourites, Book favourites, Photos
Status Update	Predicting	Visualising	Character poster
Write 3-4 'status updates' on your character/object in your text. This might be what they are doing right now, what their opinion is on a topic, what they are thinking about.	Before you read your text predict what you might be reading, use the images and subheadings to guide your predictions.	Draw a picture of what is happening from what you visualised in your head. Write about this scenario.	Create a wanted poster, based on a character from your text. This should include a picture of them, their interests, personality traits etc.

## The Phantom Tollbooth NORTON JUSTER

## The Phantom Tollbooth

Written by Norton Juster Illustrated by Jules Feiffer Published by Harper Colins Children's Books



- 1. Milo 11. Discord and Dynne
  - Beyond Expectations 12.
- 3. Welcome to Dictionopolis

2.

- Confusion in the Market 4. Place
- 5. Short Shrift
- 6. Faintly Macabre's Story
- 7. The Royal Banquet
- 8. The Humbug Volunteers
- 9. It All Depends How You Look At Things
- A Colourful Symphony 10.

- The Silent Valley
- 13. Unfortunate Conclusions
- 14. The Dodecahedron Leads the Way
- This Way to Infinity 15.
- 16. A Very Dirty Bird
- Unwelcoming Committee 17.
- Castle in the Air 18.
- 19. The Return of Rhyme and Reason
- Goodbye and Hello 20.





### **Chapter One**

### Milo

THERE WAS ONCE a boy named Milo who didn't know what to do with himself – not just sometimes, but always.

When he was in school he longed to be out, and when he was out he longed to be in. On the way he thought about coming home, and coming home he thought about going. Wherever he was he wished he was somewhere else, and when he got there he wondered why he'd bothered. Nothing really interested him – least of all the things that should have.

"It seems to me that almost everything is a waste of time," he remarked one day as he walked dejectedly home from school. "I can't see the point in learning to solve useless problems, or subtracting turnips from turnips, or knowing where Ethiopia is, or how to spell February." And, since no one bothered to explain otherwise, he regarded the process of seeking knowledge as the greatest waste of time of all.



As he and his unhappy thoughts hurried along (for while he was never anxious to be where he was going, he liked to get there as quickly as possible), it seemed a great wonder that the world, which was so large, could sometimes feel so small and empty.

"And worst of all," he continued sadly, "there's nothing for me to do, nowhere I'd care to go, and hardly anything worth seeing." He punctuated this last thought with such a deep sigh that a house sparrow singing nearby stopped and rushed home to be with his family.

Without stopping or looking up, he rushed past the buildings and busy shops that lined the street and in a few minutes reached home – dashed through the hall – hopped into the lift – one,

two, three, four, five, six, seven, eight, and off again – opened the door of the flat – rushed into his room – flopped dejectedly into a chair, and grumbled softly, "Another long afternoon."

He look glumly at all the things he owned. The books that were too much trouble to read, the tools he'd never learned to use, the small electric car he hadn't driven for months – or was it years? – and the hundreds of other games and toys, and bats and balls, and bits and pieces scattered around him. And then, on the far side of the room, he noticed something he had certainly never seen before.

Who could possibly have left such an enormous package and such a strange one? For, while it was not quite square, it was definitely not round, and it was larger than almost any other big package he'd ever seen.

Attached to one side was a bright-blue envelope which said simply: FOR MILO, WHO HAS PLENTY OF TIME.

Of course, if you've ever received a surprise package, you can imagine how puzzled and excited Milo was; and if you've never received one, pay close attention, because some day you might.

"I don't think it's my birthday," he puzzled, "and Christmas must be months away, and I haven't been outstandingly good, or even good at all." (He had to admit this, even to himself.) "Probably I won't like it anyway, but since I don't know where it came from, I can't possibly send it back." He thought about it for quite a while and then opened the envelope, but just to be polite. ONE GENUINE TURNPIKE TOLLBOOTH it stated – and then it went on:

EASILY ASSEMBLED AT HOME, AND FOR USE BY THOSE WHO HAVE NEVER TRAVELLED IN LANDS BEYOND.

"Beyond what?" thought Milo as he continued to read.

THIS PACKAGE CONTAINS THE FOLLOWING ITEMS:

One (1) genuine turnpike tollbooth to be erected according to directions. Three (3) precautionary signs to be used in a precautionary fashion. Assorted coins for use in paying tolls.



One (1) map, up-to-date and carefully drawn by master cartographers, depicting natural and man-made features.

One (1) book of rules and traffic regulations, which may not be bent or broken.

#### And in smaller letters at the bottom it concluded:

RESULTS ARE NOT GUARANTEED, BUT IF NOT PERFECTLY SATISFIED, YOUR WASTED TIME WILL BE REFUNDED.

Following the instructions, which told him to cut here, lift there, and fold back all around, he soon had the tollbooth unpacked and set up on its stand. He fitted the windows in place and attached the roof, which extended out on both sides, and fastened on the coin box. It was very much like the tollbooths he'd seen on family trips, except of course it was much smaller and purple.

"What a strange present," he thought to himself. "The least they could have done was to send a motorway with it, for it's terribly impractical without one." But since, at the time, there was nothing else he wanted to play with, he set up the three signs:

SLOW DOWN APPROACHING TOLLBOOTH PLEASE HAVE YOUR FARE READY HAVE YOUR DESTINATION IN MIND

### and slowly unfolded the map.

As the announcement stated, it was a beautiful map, in many colours, showing principal roads, rivers, and seas, towns and cities, mountains and valleys, intersections and detours, and sites of outstanding interest both beautiful and historic.

The only trouble was that Milo had never heard of any of the places it indicated, and even the names sounded most peculiar.

"I don't think there really is such a country," he concluded after studying it carefully. "Well, it doesn't matter anyway." And he closed his eyes and poked a finger at the map.

"Dictionopolis," read Milo slowly when he saw what his finger had chosen. "Oh, well, I might as well go there as anywhere."

He walked across the room and dusted the car carefully. Then, taking the map and rule book with him, he hopped in and, for lack of anything better to do, drove slowly up to the tollbooth. As he deposited his coin and rolled past, he remarked wistfully, "I do hope this is an interesting game, otherwise the afternoon will be so terribly dull."



## Chapter 1 – Milo Written Response

When Milo gets home from school, he notices a large, strange package sitting in his home. Describe something strange that you've had at your home at some point in your life. Describe this object, what made it strange, and what your family did with it.



**Chapter Two** 

### **BEYOND EXPECTATIONS**

SUDDENLY HE FOUND himself speeding along an unfamiliar country road, and as he looked back over his shoulder, neither the tollbooth nor his room nor even the house was anywhere in sight. What had started as make-believe was now very real.

"What a strange thing to happen," he thought (just as you must be thinking). "This game is much more serious than I thought, for here I am riding on a road I've never seen, going to a place I've never heard of, and all because of a tollbooth which came from nowhere. I'm certainly glad that it's a nice day for a trip," he concluded hopefully, for, at the moment, this was the one thing he definitely knew.

The sun sparkled, the sky was clear, and all the colours he saw seemed to be richer and brighter than he could ever remember. The flowers shone as if they'd been cleaned and polished, and the tall trees that lined the road shimmered in silvery green.



WELCOME TO EXPECTATIONS said a carefully lettered sign on a small house at the side of the road.

INFORMATION, PREDICTIONS, AND ADVICE CHEERFULLY OFFERED. PARK HERE AND BLOW HORN.

With the first sound from the horn a little man in a long coat came rushing from the house, speaking as fast as he could, and repeating everything several times:



"My, my, my, my, my welcome, welcome, welcome to the land of Expectations, to the land of Expectations. We don't get many travellers these days; we certainly don't get many travellers these days. Now what can I do for you? I'm the Whether Man."

"Is this the right road for Dictionopolis?" asked Milo, a little bowled over by the effusive greeting.

"Well now, well now, well now," he began again, "I don't know of any wrong road to Dictionopolis, so if this road goes to Dictionopolis at all it must be the right road, and if it doesn't it must be the right road to somewhere else, because there are no wrong roads to anywhere. Do you think it will rain?"

"I thought you were the Weather Man," said Milo, very confused.

"Oh, no," said the little man, "I'm the Whether Man, not the Weather Man, for after all it's more important to know whether there will be weather than what the weather will be." And with that he released a dozen balloons that sailed off into the sky. "Must see which way the wind is blowing," he said, chuckling over his little joke and watching them disappear in all directions. "What kind of a place is Expectations?" enquired Milo, unable to see the joke and feeling very doubtful of the little man's sanity.

"Good question, good question," he exclaimed. "Expectations is the place you must always go to before you get to where you're going. Of course, some people never go beyond Expectations, but my job is to hurry them along whether they like it or not. Now, what else can I do for you?" And before Milo could reply he rushed into the house and reappeared a moment later with a new coat and umbrella.

"I think I can find my own way," said Milo, not at all sure that he could. But, since he didn't understand the little man at all, he decided that he might as well move on – at least until he met someone whose sentences didn't always sound as if they would make as much sense backwards as forwards.

"Splendid, splendid, splendid," exclaimed the Whether Man. "Whether or not you find your own way, you're bound to find some way. If you happen to find my way, please return it, as it was lost years ago. I imagine by now it's quite rusty. You did say it was going to rain, didn't you?" And with that he opened the umbrella and walked with Milo to the car.

"I'm glad you made your own decision. I do so hate to make up my mind about anything, whether it's good or bad, up or down, in or out, rain or shine. Expect everything, I always say, and the unexpected never happens. Now please drive carefully; goodbye, goodbye, goodbye, good..." His last goodbye was drowned out by an enormous clap of thunder, and as Milo drove down the road in the bright sunshine he could see the Whether Man standing in the middle of a fierce cloudburst that seemed to be raining only on him.

The road dipped now into a broad green valley and stretched towards the horizon. The little car bounced along with very little effort, and Milo had hardly to touch the accelerator to go as fast as he wanted. He was glad to be on his way again.

"It's all very well to spend time in Expectations," he thought, "but talking to that strange man all day would certainly get me nowhere. He's the most peculiar person I've ever met," continued Milo – unaware of how many peculiar people he would shortly encounter.

As he drove along the peaceful road he soon fell to daydreaming and paid less and less attention to where he was going. In a short time he wasn't paying any attention at all, and that is why, at a fork in the road, when a sign pointed to the left, Milo went to the right, along a route which looked suspiciously like the wrong way.



Things began to change as soon as he left the main road. The sky became quite grey and, along with it, the whole countryside seemed to lose its colour and assume the same monotonous tone. Everything was quiet, and even the air hung heavily. The birds sang only grey songs and the road wound back and forth in an endless series of climbing curves.

Mile after

mile after

mile after

all.

mile he drove, and now, gradually the car went slower and slower, until it was hardly moving at

"It looks as though I'm getting nowhere," yawned Milo, becoming very drowsy and dull. "I hope I haven't taken a wrong turn."

Mile after

mile after

mile after

mile, and everything became greyer and more monotonous. Finally, the car just stopped altogether, and, hard as he tried, it wouldn't budge another inch.

"I wonder where I am," said Milo in a very worried tone.

"You're...in...the...Dol...drums," wailed a voice that sounded far away.

He looked round quickly to see who had spoken. No one was there, and it was as quiet and still as one could imagine.

"Yes...the...Dol...drums," yawned another voice, but still he saw no one.

"WHAT ARE THE DOLDRUMS?" he cried loudly, and tried very hard to see who would answer this time.

"The Doldrums, my young friend, are where nothing ever happens and nothing ever changes." This time the voice came from so close that Milo jumped with surprise, for, sitting on his right

shoulder, so lightly that he hardly noticed, was a small creature exactly the colour of his shirt.

"Allow me to introduce all of us," the creature went on. "We are the Lethargarians, at your service."

Milo looked round and, for the first time, noticed dozens of them – sitting on the car, standing in the road, and lying all over the trees and bushes. They were very difficult to see, because whatever they happened to be sitting on or near was exactly the colour they happened to be. Each one looked very much like the other (except for the colour, of course) and some looked even more like each other than they did like themselves.



"I'm very pleased to meet you," said Milo, not sure whether or not he was pleased at all. "I think I'm lost. Can you help me please?"

"Don't say 'think," said one sitting on his shoe, for the one on his shoulder had fallen asleep. "It's against the law." And he yawned and fell off to sleep, too.

"No one's allowed to think in the Doldrums," continued a third, beginning to doze off. And as each one spoke, he fell off to sleep and another picked up the conversation with hardly any interruption.

"Don't you have a rule book? It's local ordinance 175389-J."

Milo quickly pulled the rule book from his pocket, opened to the page, and read, "Ordinance 175389–J: It shall be unlawful, illegal, and <u>unethical</u> to think, think of thinking, <u>surmise</u>, <u>presume</u>, reason, meditate, or <u>speculate</u> while in the Doldrums. Anyone breaking this law shall be severely punished!"

"That's a ridiculous law," said Milo, quite indignantly. "Everybody thinks."

"We don't," shouted the Lethargarians all at once.

"And most of the time *you* don't," said a yellow one sitting in a daffodil. "That's why you're here. You weren't thinking, and you weren't paying attention either. People who don't pay attention often get stuck in the Doldrums." And with that he toppled out of the flower and fell snoring into the grass.

Milo couldn't help laughing at the little creature's strange behaviour, even though he knew it might be rude.

"Stop that at once," ordered the fawn one clinging to his trousers. "Laughing is against the law. Don't you have a rule book? It's local ordinance 574381–W."

Opening the book again, Milo found Ordinance 574381–W: "In the Doldrums, laughter is frowned upon and smiling is permitted only on alternate Thursdays. Violaters shall be dealt with most harshly."

"Well, if you can't laugh or think, what can you do?" asked Milo.

"Anything as long as it's nothing, and everything as long as it isn't anything," explained another. "There's lots to do; we have a very busy schedule –



"At 8 o'clock we get up, and then we spend
"From 8.00 to 9.00 daydreaming.
"From 9.00 to 9.30 we take our early midmorning nap.
"From 9.30 to 10.30 we dawdle and delay.
"From 10.30 to 11.30 we take our late early morning nap.
"From 11.30 to 12.00 we bide our time and then eat lunch.
"From 1.00 to 2.00 we linger and loiter.
"From 2.00 to 2.30 we take our early afternoon nap.
"From 2.30 to 3.30 we put off for tomorrow what we could have done today.

"From 3.30 to 4.00 we take our early late afternoon nap.

"From 4.00 to 5.00 we loaf and lounge until dinner.

"From 6.00 to 7.00 we dilly-dally.

"From 7.00 to 8.00 we take our early evening nap, and then for an hour before we go to bed at 9.00 we waste time.

"As you can see, that leaves almost no time for brooding, lagging, plodding, or procrastinating, and if we stopped to think or laugh, we'd never get nothing done."

"You mean you'd never get anything done," corrected Milo.

"We don't want to get anything done," snapped another angrily; "we want to get nothing done, and we can do that without your help."

"You see," continued another in a more **conciliatory** tone, "it's really quite strenuous doing nothing all day, so once a week we take a holiday and go nowhere, which was just where we were going when you came along. Would you care to join us?"

"I might as well," thought Milo. "That's where I seem to be going anyway."

"Tell me," he yawned, for he felt ready for a nap now himself, "does everyone here do nothing"

"Everyone but the terrible watchdog," said two of them, shuddering in chorus. "He's always sniffing around to see that nobody wastes time. A most unpleasant character."

"The watchdog?" said Milo quizzically.

"THE WATCHDOG," shouted another, fainting from fright, for racing down the road barking furiously and kicking up a great cloud of dust was the very dog of whom they had been speaking.



"WAKE UP!"

"RUN!"

"HERE HE COMES!"

"THE WATCHDOG!"

Great shouts filled the air as the Lethargarians scattered in all directions and soon disappeared entirely.

"R-R-R-G-H-R-O-R-R-H-F-F," exclaimed the watchdog as he dashed up to the car, loudly puffing and panting.

Milo's large eyes opened wide, for there in front of him was a large dog with a perfectly normal head, four feet, and a tail – and the body of a loudly ticking alarm clock.

"What are you doing here?" growled the watchdog.

"Just killing time," replied Milo apologetically. "You see-"

"KILLING TIME!" roared the dog – so furiously that his alarm went off. "It's bad enough wasting time without killing it." And he shuddered at the thought. "Why are you in the Doldrums anyway – don't you have anywhere to go?"

"I was on my way to Dictionopolis when I got stuck here," explained Milo. "Can you help me?"

"Help you! You must help yourself," the dog replied, carefully winding himself with his left hind leg. "I suppose you know why you got stuck."



"I suppose I just wasn't thinking," said Milo.

"PRECISELY," shouted the dog as his alarm went off again. "Now you know what you must do." "I'm afraid I don't," admitted Milo, feeling quite stupid.

"Well," continued the watchdog impatiently, "since you got here by not thinking, it seems reasonable to expect that, in order to get out, you must start thinking." And with that he hopped into the car.

"Do you mind if I get in? I love car rides."

Milo began to think as hard as he could (which was very difficult, since he wasn't used to it). He thought of birds that swim and fish that fly. He thought of yesterday's lunch and tomorrow's dinner. He thought of words that began with J and numbers that end in 3. And, as he thought, the wheels began to turn.

"We're moving, we're moving," he shouted happily.

"Keep thinking," scolded the watchdog.

The little car started to go faster and faster as Milo's brain whirled with activity, and down the road they went. In a few moments they were out of the Doldrums and back on the main road. All the colours had returned to their original brightness, and as they raced along the road, Milo continued to think of all sorts of things; of the many detours and wrong turns that were so easy to take, of how fine it was to be moving along, and, most of all, how much could be accomplished with just a little thought. And the dog, his nose in the wind, just sat back, watchfully ticking.

Chapter 2 – Beyond Expectations Written Response

In your opinion, what are three good things and three bad things about living in The Doldrums? Then explain whether you would like to live there or not.



### **Chapter Three**

### WELCOME TO DICTIONOPOLIS

"YOU MUST EXCUSE MY gruff conduct," the watchdog said, after they'd been driving for some time, "but you see it's traditional for watchdogs to be ferocious..."

Milo was so relieved at having escaped the Doldrums that he assured the dog that he bore him no ill will and, in fact, was very grateful for the assistance.

"Splendid," shouted the watchdog, "I'm very pleased – I'm sure we'll be great friends for the rest of the trip. You may call me Tock."

"That is a strange name for a dog who goes tickticktickticktick all day," said Milo. "Why didn't they call you—"

"Don't say it," gasped the dog, and Milo could see a tear well up in his eye.

"I didn't mean to hurt your feelings," said Milo, not meaning to hurt his feelings.

"That's all right," said the dog, getting hold of himself. "It's an old story and a sad one, but I can tell it to you now.

"When my brother was born, the first pup in the family, my parents were overjoyed and immediately named him Tick in expectation of the sound they were sure he'd make. On first winding him, they discovered to their horror that, instead of going tickticktickticktick, he went tocktocktocktocktocktocktock. They rushed to the Hall of Records to change the name, but too late. It had already been officially inscribed, and nothing could be done. When I arrived they were determined not to make the same mistake twice and, since it seemed logical that all their children would make the same sound, they named me Tock. Of course, you know the rest – my brother is called Tick because he goes tocktocktocktocktocktocktock and I am called Tock because I go tickticktickticktickticktick, and both of us are for ever burdened with the wrong names. My parents were so overwrought that they gave up having any more children and devoted their lives to doing good work among the poor and hungry."

"But how did you become a watchdog?" interjected Milo, hoping to change the subject, as Tock was sobbing quite loudly now.

"That," he said, rubbing a paw in his eye, "is also traditional. My family have always been watchdogs – from father to son, almost since time began.

"You see," he continued, beginning to feel better, "once there was no time at all, and people found it very inconvenient. They never knew whether they were eating lunch or dinner, and they were always missing trains. So time was invented to help them keep track of the day and get to places when they should. When they began to count all the time that was available, what with 60 seconds in a minute and 60 minutes in an hour and 24 hours in a day and 365 days in a year, it seemed as if there was much more than could ever be used. 'If there's so much of it, it couldn't be very valuable,' was the general opinion, and it soon fell into disrepute. People wasted it and even gave it away. Then we were given the job of seeing that no one wasted time again," he said, sitting up proudly. "It's hard work but a noble calling. For you see" – and now he was sitting on the seat, one foot on the windscreen, shouting with his arms outstretched – "it is our most valuable possession, more precious than diamonds. It marches on, it and tide wait for no man, and—"

At that point in the speech the car hit a bump in the road and the watchdog collapsed in a heap on the front seat with his alarm again ringing furiously.

"Are you all right?" shouted Milo.

"Umphh," grunted Tock. "Sorry to get carried away, but I think you get the point."

As they drove along, Tock continued to explain the importance of time, quoting the old philosophers and poets and illustrating each point with gestures that brought him perilously close to tumbling headlong from the speeding car.





Before long they saw in the distance the towers and flags of Dictionopolis sparkling in the sunshine, and in a few moments they reached the great wall and stood at the gateway to the city.

"A-H-H-H-R-R-E-M-M—" roared the sentry, clearing his throat and snapping smartly to attention. "This is Dictionopolis, a happy kingdom, advantageously located in the Foothills of Confusion and caressed by gentle breezes from the Sea of Knowledge. Today, by Royal Proclamation, is market day. Have you come to buy or sell?"

"I beg your pardon?" said Milo.



"Buy or sell, buy or sell," repeated the sentry impatiently. "Which is it? You must have come for some reason." "Well, I—" Milo began. "Come now, if you don't have a reason, you must at least have an explanation or certainly an excuse," interrupted the sentry.

Milo shook his head.

"Very serious, very serious," the sentry said, shaking his head also. "You can't get in without a reason." He thought for a moment, and then continued: "Wait a minute; maybe I have an old one you can use."

He took a battered suitcase from the sentry box and began to rummage busily through it, mumbling to himself, "No...no...no...this won't do...no... h-m-m-m...ah, this is fine," he cried triumphantly, holding up a small medallion on a chain. He dusted it off, and engraved on one side were the words "WHY NOT?"

"That's a good reason for almost anything – a bit used perhaps, but still quite serviceable." And with that he placed it round Milo's neck, pushed back the heavy iron gate, bowed low, and motioned them into the city.

"I wonder what the market will be like," thought Milo as they drove through the gate; but before there was time for an answer they had driven into an immense square crowded with long lines of stalls heaped with merchandise and decorated in gaily coloured bunting. Overhead a large banner proclaimed:

### WELCOME TO THE WORD MARKET

And, from across the square, five very tall, thin gentlemen regally dressed in silks and satins, plumed hats, and buckled shoes rushed up to the car, stopped short, mopped five brows, caught five breaths, unrolled five parchments, and began talking in turn.

"Greetings!" "Salutations!" "Welcome!" "Good afternoon!" "Hello!"

Milo nodded his head, and they went on, reading from their scrolls.

"By order of Azaz the Unabridged –"

"King of Dictionopolis –"

"Monarch of letters -"

"Emperor of phrases, sentences, and miscellaneous figures of speech -"



"We offer you the hospitality of our kingdom."

"Country," "Nation," "State," "Commonwealth," "Realm." "Empire," "Palatinate," "Principality," "Do all those words mean the same thing?" gasped Milo. "Of course." "Certainly." "Precisely." "Exactly." "Yes," they replied in order. "Well, then," said Milo, not understanding why each one said the same thing in a slightly different way, "wouldn't it be simpler to use just one? It would certainly make more sense."

"Nonsense."

"Ridiculous."

"Fantastic."

"Absurd."

"Bosh," they chorused again, and continued.

"We're not interested in making sense; it's not our job," scolded the first.

"Besides," explained the second, "one word is as good as another – so why not use them all?"

"Then you don't have to choose which one is right," advised the third.

"Besides," sighed the fourth, "if one is right, then ten are ten times as right."

"Obviously you don't know who we are," sneered the fifth. And they presented themselves one by one as:

"The Duke of Definition." "The Minister of Meaning." "The Earl of Essence." "The Count of Connotation." "The Under-secretary of Understanding."





Milo acknowledged the introduction and, as Tock growled softly, the minister explained. "We are the king's advisers, or, in more formal terms, his cabinet."

"Cabinet," recited the duke: "(1) a small private room or closet, case with drawers, etc., for keeping valuables or displaying curiosities; (2) council room for chief ministers of state; (3) a body of official advisers to the chief executive of a nation."

"You see," continued the minister, bowing thankfully to the duke, "Dictionopolis is the place where all the words in the world come from. They're grown right here in our orchards."

"I didn't know that words grew on trees," said Milo timidly.

"Where did you think they grew?" shouted the earl irritably. A small crowd began to gather to see the little boy who didn't know that letters grew on trees.

"I didn't know they grew at all," admitted Milo even more timidly. Several people shook their heads sadly.

"Well, money doesn't grow on trees, does it?" demanded the count. "I've heard not," said Milo.

"Then something must. Why not words?" exclaimed the under-secretary triumphantly. The crowd cheered his display of logic and continued about its business.

"To continue," continued the minister impatiently. "Once a week by Royal Proclamation the word market is held here in the great square and people come from everywhere to buy the words they need or trade in the words they haven't used."

"Our job," said the count, "is to see that all the words sold are proper ones, for it wouldn't do to sell someone a word that had no meaning or didn't exist at all. For instance, if you bought a word like *ghlbtsk*, where would you use it?"

"It would be difficult," thought Milo – but there were so many words that were difficult, and he knew hardly any of them. "But we never choose which ones to use," explained the earl as they walked towards the market stalls, "for as long as they mean what they mean to mean we don't care if they make sense or nonsense."

"Innocence or magnificence," added the count.

"Reticence or common sense," said the under-secretary.

"That seems simple enough," said Milo, trying to be polite.

"Easy as falling off a log," cried the earl, falling off a log with a loud thump.

"Must you be so clumsy?" shouted the duke.



"We heard you," said the minister angrily, "and you'll have to find an expression that's less dangerous."

The earl dusted himself, as the others snickered audibly.

"You see," cautioned the count, "you must pick your words very carefully and be sure to say just what you intend to say. And now, we must leave to make preparations for the Royal Banquet."

"You'll be there, of course," said the minister.

But before Milo had a chance to say anything, they were rushing off across the square as fast as they had come.

"Enjoy yourself in the market," shouted back the under-secretary.

"Market," recited the duke: "an open space or covered building in which \_\_"

And that was the last Milo heard as they disappeared into the crowd.

"I never knew words could be so confusing," Milo said to Tock as he bent down to scratch the dog's ear.

"Only when you use a lot to say a little," answered Tock.

Milo thought this was quite the wisest thing he'd heard all day. "Come on," he shouted, "let's see the market. It looks very exciting."

"All I said was—" began the earl, rubbing his head.

## Chapter 3 – Welcome to Dictionopolis Written Response

At the beginning of Chapter 3, the watchdog tells what it was like when time did not exist. Describe at least 5 ways life in today's world would be different if there was no such things as time – no clocks, watches, calendars or anything that kept track of the time. Also, explain if you think the world would be better or worse without time.





**Chapter Four** 

### **CONFUSION IN THE MARKET PLACE**

INDEED IT WAS for, as they approached, Milo could see crowds of people pushing and shouting their way among the stalls, buying and selling, trading and bargaining. Huge wooden-wheeled carts streamed into the market square from the orchards, and long caravans bound for the four corners of the kingdom made ready to leave. Sacks and boxes were piled high waiting to be delivered to the ships that sailed the sea of Knowledge, and off to one side a group of minstrels sang songs to the delight of those either too young or too old to engage in trade. But above all the noise and tumult of the crowd could be heard the merchants' voices loudly advertising their products.

"Get your fresh-picked ifs, ands, and buts."

"Hey-yaa, hey-yaa, hey-yaa, nice ripe wheres and whens."

"Juicy, tempting words for sale."



So many words and so many people! They were from every place imaginable and some places even beyond that, and they were all busy sorting, choosing, and stuffing things into cases. As soon as one was filled, another was begun. There seemed to be no end to the bustle and activity.

Milo and Tock wandered up and down between the stalls looking at the wonderful assortment of words for sale. There were short ones and easy ones for everyday use, and long and important ones for special occasions, and even some marvellously fancy ones packed in individual gift boxes for use in royal decrees and pronouncements.

"Step right up, step right up – fancy, best-quality words right here," announced one man in a booming voice. "Step right up – ah, what can I do for you, little boy? How about a nice bagful of pronouns – or maybe you'd like our special assortment of names?"

Milo had never thought much about words before, but these looked so good that he longed to have some.

"Look, Tock," he cried, "aren't they wonderful?"

"They're fine, if you have something to say," replied Tock in a tired voice, for he was much more interested in finding a bone than in shopping for new words.

"Maybe if I buy some I can learn how to use them," said Milo eagerly as he began to pick through the words in the stall. Finally, he chose three which looked particularly good to him – "quagmire," "flabbergast," and "upholstery". He had no idea what they meant, but they looked very grand and elegant.



"How much are these?" he enquired, and when the man whispered the answer he quickly put them back on the shelf and started to walk on.

"Why not take a few pounds of 'happys'?" advised the salesman. "They're much more practical – and very useful for Happy Birthday, Happy New Year, happy days, and happy-go-lucky."

"I'd like to very much," began Milo, "but—"





The bee gently lifted himself into the air and circled lazily over Milo's head.

"Perhaps – p-e-r-h-a-p-s – you are under the misapprehension – m-i-s-a-pp-r-e-h-e-n-s-i-o-n – that I am dangerous," he said, turning a smart loop to the left. "Let me assure – a-s-s-u-r-e – you that my intentions are peaceful – p-e-a-c-e-f-u-l." And with that he settled back on top of the wagon and fanned himself with one wing. "Now," he panted, "think of the most difficult word you can and I'll spell it. Hurry up, hurry up!" And he jumped up and down impatiently.

"He looks friendly enough," thought Milo, not sure just how friendly a friendly bumblebee should be, and tried to think of a very difficult word. "Spell 'vegetable'," he suggested, for it was one that always troubled him at school.

"That is a difficult one," said the bee, winking at the letter man. "Let me see now...hmmmmmm..." He frowned and wiped his brow and paced slowly back and forth on top of the wagon. "How much time do I have?"

"Just ten seconds," cried Milo excitedly. "Count them off, Tock."

"Oh dear, oh dear, oh dear, oh dear," the bee repeated, continuing to pace nervously. Then, just as the time ran out, he spelled as fast as he could – "ve-g-e-t-a-b-l-e".

"Correct," shouted the letter man, and everyone cheered.

"Can you spell everything?" asked Milo admiringly.

"Just about," replied the bee with a hint of pride in his voice. "You see, years ago I was just an ordinary bee minding my own business, smelling flowers all day, and occasionally picking up part-time work in people's bonnets. Then one day I realized that I'd never amount to anything without an education and, being naturally adept at spelling, I decided that—"

"BALDERDASH!" shouted a booming voice. And from behind the wagon stepped a large beetle-ink insect, dressed in a lavish coat, striped trousers, checked waistcoat, spats, and a derby hat. "Let me repeat – BALDERDASH!" he shouted again, swinging his cane and clicking his heels in mid-air. "Come now, don't be ill-mannered. Isn't someone going to introduce me to the little boy?"



"This," said the bee with complete disdain, "is the Humbug. A very dislikable fellow."

"NONSENSE! Everyone loves a Humbug," shouted the Humbug. "As I was saying to the king just the other day—"

"You've never met the king," accused the bee angrily. Then, turning to Milo, he said, "Don't believe a thing this old fraud says."

"BOSH!" replied the Humbug. "We're an old and noble family, honourable to the core – *Insecticus Humbugium*, if I may use the Latin. Why, we fought in the Crusades with Richard the Lionheart, crossed the Atlantic with Columbus, blazed trails with the pioneers, and today many members of the family hold prominent government positions throughout the world. History is full of Humbugs."

"A very pretty speech – s-p-e-e-c-h," sneered the bee. "Now why don't you go away? I was just advising the lad of the importance of proper spelling."

"BAH!" said the bug, putting an arm round Milo. "As soon as you learn to spell one word, they ask you to spell another. You can never catch up – so why bother? Take my advice, my boy, and forget about it. As my great-greatgreat-grandfather George Washington Humbug used to say—"

"You, sir," shouted the bee very excitedly, "are an imposter – i-m-p-o-s-te-r – who can't even spell his own name."

"A slavish concern for the composition of words is the sign of a bankrupt intellect," roared the Humbug, waving his cane furiously.



Milo didn't have any idea what this meant, but it seemed to infuriate the Spelling Bee, who flew down and knocked off the Humbug's hat with his wing.

"Be careful," shouted Milo as the bug swung his cane again, catching the bee on the foot and knocking over the box of Ws.

"My foot!" shouted the bee.

"My hat!" shouted the bug - and the fight was on.

The Spelling Bee buzzed dangerously in and out of range of the Humbug's wildly swinging cane as they menaced and threatened each other, and the crowd stepped back out of danger.

"There must be some other way to—" began Milo. And then he yelled, "WATCH OUT," but it was too late.

There was a tremendous crash as the Humbug in his great fury tripped into one of the stalls, knocking it into another, then another, then another, then another, until every stall in the market place had been upset and the words lay scrambled in great confusion all over the square.

The bee, who had tangled himself in some bunting, toppled to the ground, knocking Milo over on top of him, and lay there shouting, "Help! Help! There's a little boy on me." The bug sprawled untidily on a mound of squashed letters and Tock, his alarm ringing persistently, was buried under a pile of words.



### **Study Questions**

Think about these questions. Talk them over with a parent, or write your answers in your notebook or journal.

- 1. Who is the first person Milo meets in the Lands Beyond?
- 2. What are the Doldrums? How did Milo get out of them?
- 3. Why does Tock get angry when Milo says he is killing time?
- 4. What is Dictionopolis?
- 5. What did Milo learn about words from the 5 ministers?
- 6. What words did Milo want to buy? Did he buy any?
- 7. Describe The Spelling Bee.
- 8. Why did The Spelling Bee and The Humbug argue?

### Pascal's Triangle





