

At Home Learning Plan: Term 4 Week 1 and 2 Year 4

You will not need access to a digital device to complete the following activities. You will need help from a parent/carer and possibly resources from your teacher. All activities are to be completed in the exercise book provided.

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.

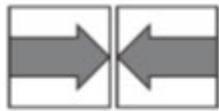
If you would like some additional materials for home learning, please see the Department of Education's website dedicated to supporting parents and carers with learning from home. <https://education.nsw.gov.au/teaching-and-learning/curriculum/learning-from-home/advice-to-parents-and-carers>

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”.

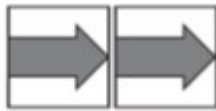
Term 4 Week 1 Tuesday 5 October 2021

Time	Activities	Optional
Morning	<p>Daily Wellbeing Activity Gratitude Photos- Find 10 things that make you happy and take a photo of them</p> <p>English <u>Reading-</u> 1. Choose a familiar character from a text (movie or book). Without naming the character, describe that character to an adult, focusing on the character's appearance, actions, and behaviours. Can they guess your character? 2. Read <i>The Spotty Octopus</i> at the end of this booklet. Answer these questions:</p> <ul style="list-style-type: none"> • Who are the main characters in this story? • Do characters have to be human? Why or why not? • Why are characters important in a story? <p>Brain break: Go Noodle on YouTube Fruit break</p>	<p>Daily Kindness Challenge Share a joke with the class or a family member</p>
Morning	<p><u>Writing-</u></p> <div style="border: 1px solid black; padding: 5px;"> <p>A character flaw is a problem or something not likeable about a character. A character goal is something that a character wants. A character's appearance is what they look like.</p> </div> <p>Think about the character that you described at the beginning of the reading lesson. What did your character look like? Did they have a flaw? What was their goal?</p> <p>Write a paragraph about this character, describing their appearance, flaws and goals.</p> <p>Example: Robin Hood is a tall, strong athletic man who usually wears green to blend in with the trees. Robin Hood has one goal, to steal from the rich and give to the poor. His flaws are that he is bossy, arrogant and steals from others.</p> <p><u>Spelling-</u> Year 3 Focus: Quadgraph /eigh/ making the "A" sound as in eight. Split digraph /a-e/ making the sound "a" as in tape. Year 4 Focus: The digraph /or/ making the 'eh' sound as in doctor. Complete LSCWC spelling activity for Tuesday. See attached Week 1 LSCWC sheet. Complete the Smart Spelling breakdown grid.</p>	<p>Optional Technology Activity: Pobble 365 Writing Prompt</p>
Lunch Break		
Middle	<p>Mathematics Number Talk:</p> <div style="border: 1px solid purple; padding: 10px;"> <p>I'm Thinking of a Number ★</p> <p style="text-align: center;">1.</p> <p style="text-align: center;">I start with a number.</p> <p style="text-align: center;">I multiply it by 7.</p> <p style="text-align: center;">I add 5.</p> <p style="text-align: center;">I end with the number 54.</p> <p style="text-align: center;">What number did I start with?</p> </div> <p>Learning Intention: Understanding translation (sliding), reflection (flipping) and rotation (turning) of two-dimensional shapes.</p> <p>What does it all mean? Reflection, translation, and rotation are words to describe how shapes can be changed or transformed. Reflection means to flip. Translate means to slide. Rotate means to turn.</p>	<p>Optional Technology Activity: Math Games https://www.mathgames.com/</p> <p>Mathletics</p> <p>Revise over your times tables</p> <p>Race to 100</p> <p>Roll dice to create addition and subtraction questions</p>

This tile demonstrates the movements of flip, slide and turn.



flip

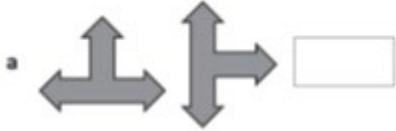


slide



turn

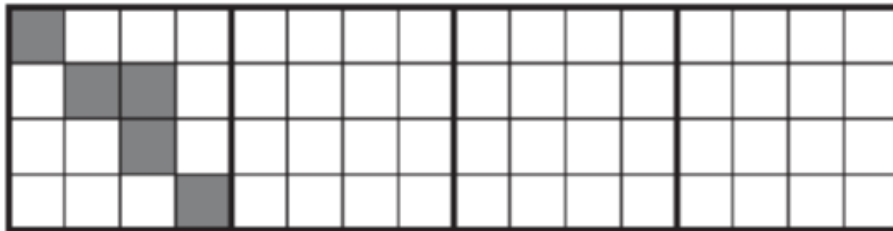
3 Look at each shape and write whether the movement is a flip, slide or turn.



Flip the design in each square to create a pattern along the grid.



Turn the design in each square to create a pattern along the grid.



Optional:

Draw what the following shapes would look like when you reflect, translate and rotate them.

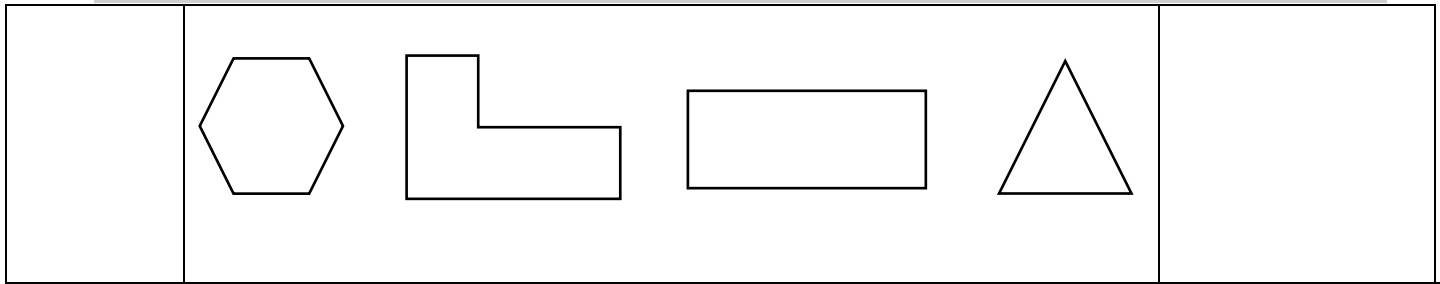
Shape	Reflection (flip)	Translate (slide)	Rotate (turn)

Break

<p>Afternoon</p>	<p>Geography</p> <p>Each state and territory in Australia have major icons that they are known for. New South Wales is known for the Sydney Harbour Bridge and the Sydney Opera House.</p> <p>Think of another 3 Icons that could be used for New South Wales. Draw a picture and list what they could be and why you have chosen them.</p>	<p>Optional Technology Activity:</p> <p>Language of our Land-</p> <p>https://iview.abc.net.au/show/languages-of-our-land</p>
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Term 4 Week 1 Wednesday 6 October 2021

Time	Activities	Optional
Morning	<p>Daily Wellbeing Activity Play a board game or other game with a family member</p> <p>English <u>Reading-</u> Read the poem <i>Francesca Frog</i> which can be found at the end of this booklet.</p> <ol style="list-style-type: none"> 1. What does Francesca look like? 2. What words does the author use to describe her appearance? 3. How tall is she? How do you know? 4. What do her feet look like? Draw them. 5. How does the author make us feel about Francesca? <p>Brain break: 5x star jumps; 10x squats; Run on the spot for 20 seconds. Repeat twice Fruit break</p>	<p>Daily Kindness Challenge Leave happy messages around the house for family members</p>
Morning	<p><u>Writing-</u></p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Adjectives are words that describe a noun (beautiful, large, green) Nouns are people, places, or things</p> </div> <p>Write a paragraph describing Francesca's appearance. You will need to use the poem <i>Francesca Frog</i> and any words you wrote about her appearance from today's reading lesson. Remember to use adjectives (describing words) to describe your character.</p> <p><u>Spelling-</u></p> <ul style="list-style-type: none"> • LSCWC for Wednesday • Highlight the spelling rule in your spelling words • Create three jokes using your spelling words 	<p>Optional Technology Activity: https://www.funenglishgames.com/writinggames.html</p>
Lunch Break		
Middle	<p>Mathematics Number Talk:</p> <div style="border: 2px solid red; padding: 10px; margin: 10px 0;"> <p style="font-size: small;">I'm Thinking of a Number ★</p> <p style="text-align: center;">2.</p> <p style="text-align: center;">I start with a number.</p> <p style="text-align: center;">I multiply it by 8.</p> <p style="text-align: center;">I add 6.</p> <p style="text-align: center;">I end with the number 86.</p> <p style="text-align: center;">What number did I start with?</p> </div> <p>Learning Intention: Identifying and completing symmetrical shapes, pictures and patterns.</p> <p>What does symmetry mean? A line drawn through a shape so that both sides look the same. Some two-dimensional shapes can have more than one line of symmetry. Other two-dimensional shapes do not have any lines of symmetry.</p> <p>Task:</p> <ol style="list-style-type: none"> 1. Reflection Symmetry Activity Sheets – Attached in 'Week 1 Resources' at the bottom of the learning plan. 2. Find the lines of symmetry for the following shapes. Some may have more than one line of symmetry and other shapes may not have any. 	<p>Optional Technology – Cool Math Games https://www.coolmathgames.com/</p> <p>Mathletics</p> <p>Revise over your times tables</p> <p>Race to 100</p> <p>Roll dice to create addition and subtraction questions</p>



Break

Afternoon

PDH
Identifying Emotions

1. Discuss with someone at home, what are emotions and what ways we show emotions?
2. Read the following scenario and discuss how the following people might be feeling, the teacher, the parents, the brother and the person with the project.

“You have spent 10 weeks making a model for your school project. On the day that it is due, you argue with your brother and the model is smashed to pieces. You don't want to go to school but Mum and Dad send you anyway. At school your teacher asks for you to hand your project in and you say you haven't done it.”

3. Using the scenarios listed in the table in the resources, work out what you would do in those situations.

Optional Technology –

Keeko Series-
<https://iview.abc.net.au/show/keeko/series/1/video/CH1926T001S00>

Term 4 Week 1 Thursday 7 October 2021

Time	Activities	Optional																		
Morning	<p>Daily Wellbeing Activity Eat a healthy snack today</p> <p>English <u>Reading-</u> Read the text <i>Darcy Does Things Differently</i> at the end of this booklet. Today you need to find the words that describe the characters in this story and record them in the table below. The first one is done as an example.</p> <table border="1" data-bbox="252 566 1297 1608"> <thead> <tr> <th colspan="3" data-bbox="252 566 1297 678">CHARACTERS IN DARCY DOES THINGS DIFFERENTLY</th> </tr> <tr> <th data-bbox="252 678 456 757">Character</th> <th data-bbox="456 678 799 757">Describing words</th> <th data-bbox="799 678 1297 757">What do these words tell you about the character?</th> </tr> </thead> <tbody> <tr> <td data-bbox="252 757 456 927"><i>Petal</i></td> <td data-bbox="456 757 799 927"><i>Poodle, posed prettily, prance</i></td> <td data-bbox="799 757 1297 927"><i>Petal is a type of dog called a poodle who is pretty and delicate. She likes attention and almost dances instead of walks.</i></td> </tr> <tr> <td data-bbox="252 927 456 1155"><i>Darcy</i></td> <td data-bbox="456 927 799 1155"></td> <td data-bbox="799 927 1297 1155"></td> </tr> <tr> <td data-bbox="252 1155 456 1384"><i>Billy</i></td> <td data-bbox="456 1155 799 1384"></td> <td data-bbox="799 1155 1297 1384"></td> </tr> <tr> <td data-bbox="252 1384 456 1608"><i>Dawn</i></td> <td data-bbox="456 1384 799 1608"></td> <td data-bbox="799 1384 1297 1608"></td> </tr> </tbody> </table> <p>Brain break: Cosmic Kids Yoga on YouTube Fruit break</p>	CHARACTERS IN DARCY DOES THINGS DIFFERENTLY			Character	Describing words	What do these words tell you about the character?	<i>Petal</i>	<i>Poodle, posed prettily, prance</i>	<i>Petal is a type of dog called a poodle who is pretty and delicate. She likes attention and almost dances instead of walks.</i>	<i>Darcy</i>			<i>Billy</i>			<i>Dawn</i>			<p>Daily Kindness Challenge Write a letter to a friend or family member</p>
CHARACTERS IN DARCY DOES THINGS DIFFERENTLY																				
Character	Describing words	What do these words tell you about the character?																		
<i>Petal</i>	<i>Poodle, posed prettily, prance</i>	<i>Petal is a type of dog called a poodle who is pretty and delicate. She likes attention and almost dances instead of walks.</i>																		
<i>Darcy</i>																				
<i>Billy</i>																				
<i>Dawn</i>																				
Morning	<p><u>Writing-</u> Today you will be creating your own character. Think about their appearance, likes and dislikes, flaws and goals. You will start by completing the <i>Character Profile</i> from the Week 1 Learning Resources. You will then write a descriptive paragraph about your character. All the resources for today can be found at the end of this booklet.</p> <p><u>Spelling-</u></p> <ul style="list-style-type: none"> • LSCWC for Thursday • Write a conversation between two people that uses ten of your spelling words 	<p>Optional Technology Activity: Reading Eggs</p>																		

Middle

Mathematics
Number Talk:

I'm Thinking of a Number ★

3.

I start with a number.

I multiply it by 6.

I add 9.

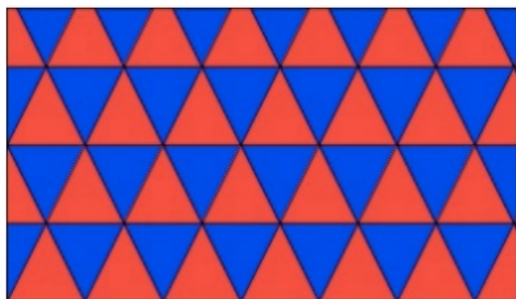
I end with the number 57.

What number did I start with?

Learning Intention:

Identifying and creating tessellating shapes and pictures.

A Tessellation (or Tiling) is when we cover a surface with a pattern of flat shapes so that there are no overlaps or gaps.

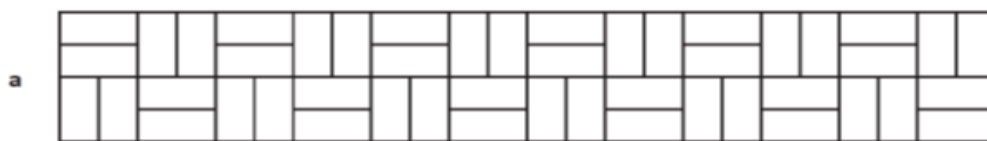


Example:

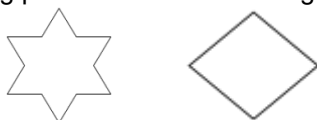
Repeated pattern of a triangle and colours of blue and red.

Task:

Use four colours to shade each tessellation as a pattern.



Create a tessellating pattern with the following shapes:



Optional Technology Activity:

Tangram
<https://mathigon.org/tangram>

Mathletics

Revise over your times tables

Race to 100

Roll dice to create addition and subtraction questions

Break

Afternoon

PE

Throwing Golf

You will need something soft to throw. Suggestions would be a small pillow or toy or rolled up socks.

Pick a starting point, then set up 3 targets at different distances.

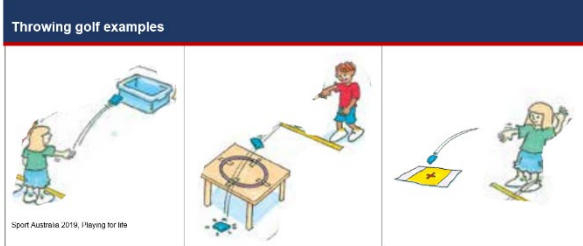
Think about what type of throwing style will get you closest to your target

Using your chosen throwing style, throw your item towards your target. Counting how many times it takes you to get your item to the target area.

Complete each target area 5 times and record how many throws each time.

Try to better your score each time!

See the image for ideas!



Optional Technology

Activity:

Get Active @

Home-

Underarm

Throwing

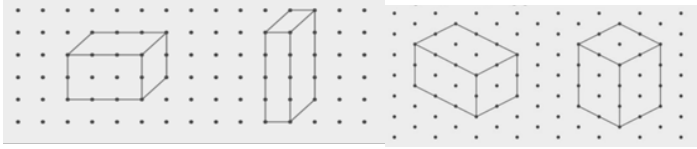
<https://vimeo.com/42095795>

[com/42095795](https://vimeo.com/42095795)

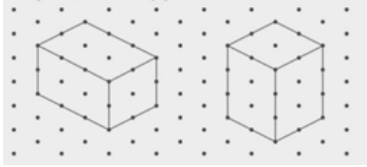
[2](https://vimeo.com/42095795)

Term 4 Week 1 Friday 8 October 2021

Time	Activities	Optional
Morning	<p>Daily Wellbeing Activity Do some exercise inside or outside</p> <p>English <u>Reading-</u> Read the text <i>Darcy Does Things Differently</i> at the end of this booklet. Answer these questions about the text: 1. What has happened to Darcy right at the start of this story? What does it mean when it says he finds himself solo in his senior years? 2. Where has Darcy been taken in the story? 3. Why do none of the people want to adopt Darcy? 4. What happens to Darcy at the end of the story? How does this make you feel?</p> <p>Brain break: 5x star jumps; 10x squats; Run on the spot for 20 seconds. Repeat twice Fruit break</p>	<p>Daily Kindness Challenge Pull some weeds out of the garden- be careful to check they aren't plants</p>
Morning	<p><u>Writing-</u> <i>Darcy Does Things Differently</i> has a list of things that Darcy needs to live a happy life (see the box below). Lists are a way to organise information. They use a colon (:) to introduce list items and then numbers for each item in the list.</p> <div data-bbox="252 869 1294 1088" style="border: 1px solid black; padding: 5px;"> <p>All Darcy needed to live a happy life was:</p> <ol style="list-style-type: none"> 1. Something nice to eat. 2. Somewhere soft to sleep. 3. Someone to sit with when his legs let him down, which happened with frustrating frequency as the years passed. </div> <p>What do you need to live a happy life? Write a list of things YOU need to make you happy, set out like the example above.</p> <p><u>Spelling-</u></p> <ul style="list-style-type: none"> • Quiz: Have your parent/carer quiz you on your spelling words • Write out any words you spelt wrong 3 times correctly. • Word Search 	<p>Optional Technology Activity: Typing Club</p>
Lunch Break		
Middle	<p>Mathematics Number Talk:</p> <div data-bbox="268 1473 699 1765" style="border: 1px solid black; padding: 10px;"> <p>I'm Thinking of a Number ★</p> <p style="text-align: center;">4.</p> <p style="text-align: center;">I start with a number.</p> <p style="text-align: center;">I multiply it by 9.</p> <p style="text-align: center;">I subtract 8.</p> <p style="text-align: center;">I end with the number 100.</p> <p style="text-align: center;">What number did I start with?</p> </div> <p>Learning Intention: Sketching 3D objects on dotted paper accurately</p> <p>Task: Sketch the following three-dimensional shapes on dotted paper attached in 'Week 1 Resources' at the bottom of the learning plan.</p>	<p>Optional Technology Activity: Mathletics</p> <p>Revise over your times tables</p> <p>Race to 100</p> <p>Roll dice to create addition and subtraction questions</p>



Extension:



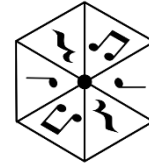
Break


Afternoon

Creative Arts – Music

Spin the Wheel Music Composition

Make a music spinner wheel using the template below and pencil. You can spin the pencil on top or push the pencil through the black dot in the middle of the spinner. Be careful when you push the pencil through the middle so that you don't hurt yourself.



Use the spinner wheel to randomly choose notes to put into your composition. We are writing in $\frac{4}{4}$ time so each bar will have 4 notes. Each note on the spinner is equal to 1 crotchet  so you will need to spin the wheel four times for every bar. Use the stave lines in the Week 1 learning resources to record your composition. Remember to put the $\frac{4}{4}$ time signature at the start, bar lines between each bar and double bar lines at the end. Your composition should be at least 8 bars long. You can either clap your composition or make your own percussion instrument at home.

Optional Technology Activity:
Chrome Music Lab

Term 4 Week 2 Monday 11 October 2021

Time	Activities	Optional																		
Morning	<p>Daily Wellbeing Activity Do some Yoga or stretching to get you ready for the day.</p> <p>English <u>Reading-</u></p> <div style="border: 1px solid black; padding: 5px;"> <p>Alliteration is when two or more words that start with the same sound (not just the same letter) are used in a sentence. For example: Three grey geese in a green field grazing.</p> </div> <p>Read the text <i>Darcy Does Things Differently</i> at the end of this booklet. Today you will need to find examples of alliteration used in the text. Complete the grid below. The first has been completed as an example.</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th colspan="2" style="background-color: #cccccc;">ALLITERATION IN <i>DARCY DOES THINGS DIFFERENTLY</i></th> </tr> <tr> <th style="width: 60%;">Example</th> <th>What sound is alliterated?</th> </tr> </thead> <tbody> <tr> <td><i>Darcy Dawson Donnelly, different dog, difficult dog,</i></td> <td><i>d</i></td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> </tbody> </table> <p>Why do authors use alliteration? _____</p> <p>_____</p> <p>Fruit break</p>	ALLITERATION IN <i>DARCY DOES THINGS DIFFERENTLY</i>		Example	What sound is alliterated?	<i>Darcy Dawson Donnelly, different dog, difficult dog,</i>	<i>d</i>													<p>Daily Kindness Challenge Read a book to a family member or pet.</p>
ALLITERATION IN <i>DARCY DOES THINGS DIFFERENTLY</i>																				
Example	What sound is alliterated?																			
<i>Darcy Dawson Donnelly, different dog, difficult dog,</i>	<i>d</i>																			
Morning	<p><u>Writing-</u> Today will write a diary entry, 'A Day in the Life of Darcy' from the perspective of Darcy, the main character from <i>Darcy Does Things Differently</i>.</p> <p>Think about the feelings Darcy has about his new home and what actions and things he might do. Write about his first day with his new owner, Dawn.</p> <p>You will need to convey to the reader how Darcy is feeling, what Darcy is thinking, Darcy's goal and how his flaws may affect his feelings towards his new home.</p> <p><u>Spelling-</u> Year 3 Focus: Plural Rule 5: Words ending in y. If the y is the graph > drop the y and add ies. If the y is the last letter of the of a digraph > just add s. Year 4 Focus: Digraph /ui/ and /ew/ that makes the "oo" sound as in fruit and scew. Complete LSCWC spelling activity for Monday. See attached Week 2 LSCWC sheet. Complete the Smart Spelling breakdown grid.</p>	<p>Optional Technology Activity: Epic Books</p>																		

Middle

Mathematics
Number Talk:

I'm Thinking of a Number ★

5.

I start with a number.

I divide it by 6.

I subtract 4.

I end with the number 7.

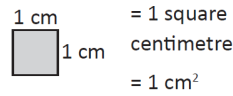
What number did I start with?

Learning Intention:

Measure the areas of common two-dimensional shapes and irregular shapes

Task:

Area is the amount of space a shape covers. It is a 2D measurement. We measure area in square units. For small areas, we use square centimetres.



- 1 Each square covers an area of 1 square centimetre (1 cm²). Record the area of each shape:

a	b	c	d
Area = ____ cm ²	Area = ____ cm ²	Area = ____ cm ²	Area = ____ cm ²

- 2 Find the area of these irregular shapes. Use the 1 cm grid paper as your guide:

a	b	c
Area = ____ cm ²	Area = ____ cm ²	Area = ____ cm ²

- 4 How many shapes can you make with an area of 9 square centimetres? Show them on the grid below. The first one has been done for you.

Optional Technology Activity:

Prodigy

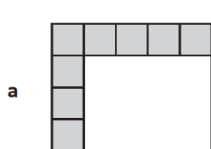
Mathletics

Revise over your times tables

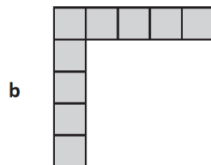
Race to 100

Roll dice to create addition and subtraction questions

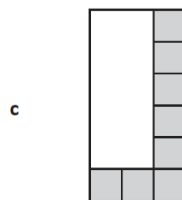
5 What is the area of each rectangle? Each square in the grid has an area of 1 cm².



Area = _____



Area = _____



Area = _____

Break

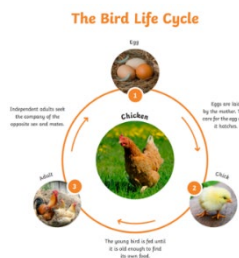
Afternoon

Science and Technology

Above is a picture of the lifecycle of a Chicken. Read over the information. Have you ever seen a chicken? Have you seen an egg hatching? Write about your experiences.

Create a mind map of important words from the life cycle of a chicken. Eg egg, chicken,

Use these words to create a find a find a word.(Full copy at the end of the document)



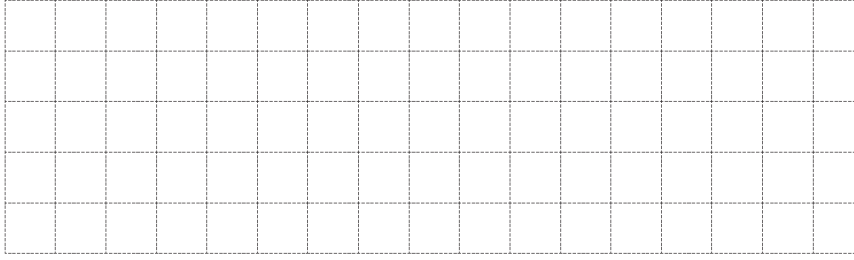
Create Your Own Word Search

Optional Technology Activity:
<https://www.youtube.com/watch?v=gt5CRD34BKM>

Term 4 Week 2 Tuesday 12 October 2021

Time	Activities	Optional
Morning	<p>Daily Wellbeing Activity Eat 2 pieces of fruit today</p> <p>English <u>Reading-</u> Read <i>Darcy Does Things Differently</i> which can be found at the end of this booklet. Today you need to think about the character of Dawn, and why Darcy was the perfect dog for her. Answer these questions: 1. What sort of dog did Dawn want? Why? 2. Why didn't Dawn care for eagerness and energy? 3. What character traits did Darcy have that suited Dawn? 4. What lesson can we learn from this story? What is the main message?</p> <p>Brain break: 10 x push ups, 10 x sit ups, skipping for 5 minutes. Repeat twice Fruit break</p>	<p>Daily Kindness Challenge Make a healthy snack for someone else in your home.</p>
Morning	<p><u>Writing-</u> Think of a character that you like from a book or a movie. What are the characteristics or personality traits and actions that make you like this character? You will use this connection to create your own character, identifying behaviours, personality traits and characteristics that you would like your invented character to have. Draw a picture of your character.</p> <p><u>Spelling-</u> • LSCWC for Tuesday • Highlight the spelling rule in your spelling words • Create an acrostic poem using one of your spelling words</p>	<p>Optional Technology Activity: Scholastic Interactive Reading https://www.scholastic.com/teachers/student-activities/</p>
Lunch Break		
Middle	<p>Mathematics Number Talk:</p> <div data-bbox="264 1227 708 1529" style="border: 1px solid red; padding: 10px; margin: 10px 0;"> <p style="font-size: small;">I'm Thinking of a Number ★</p> <p style="text-align: center; font-size: large;">6.</p> <p style="text-align: center;">I start with a number.</p> <p style="text-align: center;">I divide it by 5. I subtract 10. I end with the number 20.</p> <p style="text-align: center;">What number did I start with?</p> </div> <p>Learning Intention: Draw different regular and irregular two-dimensional shapes that equal the same area.</p> <p>Task: Draw 2 regular or irregular two-dimensional shapes that both equal the following area measurements:</p> <p style="text-align: center;">12cm² 18cm² 15cm²</p> <p>Grid paper is attached in the 'Week 9 Resources' on the bottom of the learning plan.</p>	<p>Optional Technology Activity: Top Marks https://www.topmarks.co.uk/maths-games/7-11-years/times-tables</p> <p>Mathletics</p> <p>Revise over your times tables</p> <p>Race to 100</p> <p>Roll dice to create addition and subtraction questions</p>

3 Colour a square with a side length of 4 cm. Label its area and perimeter.
Now colour a square with a side length of 5 cm and label its area and perimeter.



What do you notice? _____

Break

Afternoon

Geography


There have been many songs written about Australia for example “Great Southern Land” by Icehouse and “Land Down Under” by Men at Work. The songs note some of the features of Australia.

Create your own song about Australia and perform it to a family member. Be creative and have fun.

Optional Technology Activity:

BTN Videos
<https://iview.abc.net.au/collection/1480>

Term 4 Week 2 Wednesday 13 October 2021

Time	Activities	Optional
Morning	<p>Daily Wellbeing Activity Complete some calming colouring or drawing</p> <p>English <u>Reading-</u> Read the factual text <i>African Elephant</i> that can be found in the Week 2 Resources section of this booklet. Answer these questions: 1. How big can an African elephant get? 2. What do they use their trunk for? 3. What does an African elephant look like? 4. Write five interesting adjectives (describing words) to describe a character in a story who is an African elephant.</p> <p>Brain break: Complete some whole body stretches Fruit break</p>	<p>Daily Kindness Challenge Clean up an area of the house or backyard.</p>
Morning	<p><u>Writing-</u> Today you will use your character picture from yesterday's lesson. Around your picture, record adjectives (describing words) and character traits of that character. You will identify your character's goals and flaws. Using your picture, write a description of your character.</p> <p><u>Spelling-</u> • LSCWC for Wednesday • Place your spelling words into groups and explain how you grouped them</p>	<p>Optional Technology Activity: PBS Kids Reading https://pbskids.org/games/reading/</p>
Lunch Break		
Middle	<p>Mathematics Number Talk</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="font-size: small;">I'm Thinking of a Number ★</p> <p style="text-align: center;">7.</p> <p style="text-align: center;">I start with a number.</p> <p style="text-align: center;">I divide it by 4.</p> <p style="text-align: center;">I add 15.</p> <p style="text-align: center;">I end with the number 45.</p> <p style="text-align: center;">What number did I start with?</p> </div> <p>Learning Intention: Draw a house on grid paper and record the area of different household features</p> <p>Task:</p> <div style="text-align: center; margin-bottom: 10px;"> <p>Example:</p> <p>Chimney = 4m² Door = 24m²</p> </div>  <p>Draw a design of a house on grid paper. Record the area of its different household features using m². The features you need to include are:</p> <ul style="list-style-type: none"> • Front door • 2 windows • Chimney • Triangular rooftop • Fence <p>After you have drawn your house, included the household features and calculated their area using m², answer the following questions: Which part of the house had the largest area?</p>	<p>Optional Technology Activity: Sheppard Software https://www.sheppardsoftware.com/math.htm</p> <p>Mathletics</p> <p>Revise over your times tables</p> <p>Race to 100</p> <p>Roll dice to create addition and subtraction questions</p>

	Which part of the house had the smallest area? Grid paper is attached in the 'Week 2 Resources' at the bottom of the learning plan.	
Break		
Afternoon	<p><u>PDH:</u> <u>Challenges</u></p> <ol style="list-style-type: none"> 1. With someone at home discuss what are challenges, what types of challenges you may face and whether everyone experiences the same challenges? 2. Using the table found in the resources section, discuss how you could overcome some of the challenges in the scenarios. 3. Think of a challenge that you have faced in the past and what strategies you used to overcome that challenge. Examples might be not getting picked in a team, not being allowed to play with a friend, losing something special to you. Write down your experience. 	<p>Optional Technology Activity: Moodies Series https://iview.abc.net.au/show/moodies</p>

Term 4 Week 2 Thursday 14 October 2021

Time	Activities	Optional
Morning	<p>Daily Wellbeing Activity Do some meditation using Smiling Mind or a song from YouTube.</p> <p>English <u>Reading-</u> Read the factual text <i>African Elephant</i> that can be found in the Week 2 Resources section of this booklet. Factual texts inform or instruct the reader by giving facts and information. 1. What is the topic of this text? 2. Who might read this text and find this information useful? 3. Write down four (4) interesting facts you can find in the text.</p> <p>Brain break: Dance to your Favourite Songs Fruit break</p>	<p>Daily Kindness Challenge Give a family member a compliment</p>
Morning	<p><u>Writing-</u> You will be using this elephant as the main character of a narrative:</p> <p>Use the narrative planning below to plan your own character development.</p> <div data-bbox="963 689 1286 1151" data-label="Image"> </div> <p>Appearance _____ _____</p> <p>Personality traits _____ _____</p> <p>Goals _____</p> <p>Flaws _____</p> <p>Likes _____</p> <p>Dislikes _____</p> <p><u>Spelling-</u> • LSCWC for Thursday • Write a song using your spelling words</p>	<p>Optional Technology Activity: ABCYA https://www.abcya.com/</p>

Middle

**Mathematics:
Number Talk:**

I'm Thinking of a Number ★

8.

I start with a number.

I divide it by 11.

I add 18.

I end with the number 25.

What number did I start with?

Learning Intention:

Calculate the area of two-dimensional shapes by multiplying the length by the width.

The formula used is:

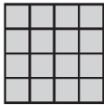
Area = length x width

Task:

A faster way to calculate area is to multiply the length by the width.

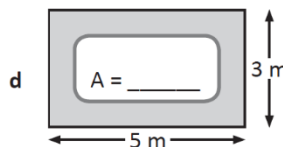
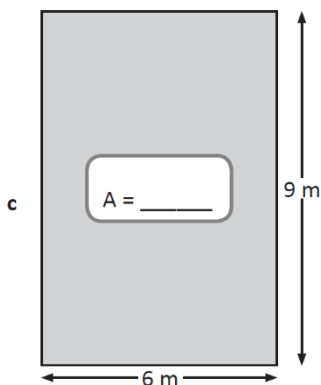
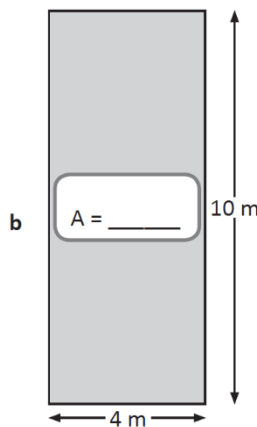
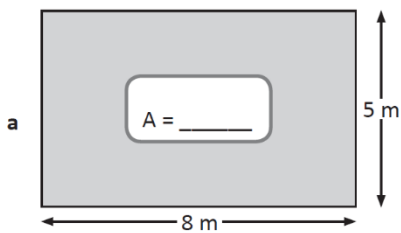
Look at this square. If we multiply the length by the width, we get 16 cm². This is the same as counting all the squares.

4 cm



4 cm

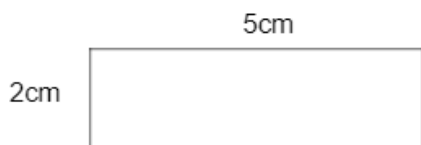
5 Calculate the area of each of these shapes by multiplying the length by the width:



Measure the length and width with a ruler. Multiply both measurements together to calculate the total area of the two-dimensional shapes. Record your measurements in cm².

Measure the length and width. Multiply both measurements together to calculate the total area of the two-dimensional shapes. Record your measurement in cm².

Example:



Area = length x width
 Area = 5cm x 2cm
 = 10cm²

**Optional
Technology**

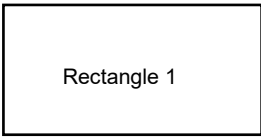
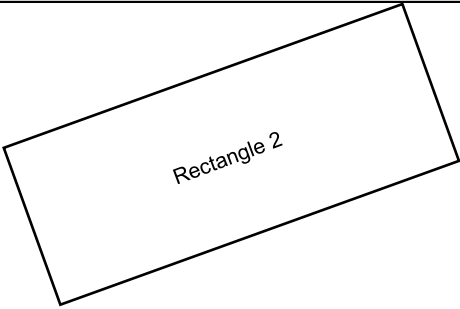
Activity:
 Kids Maths Games
<https://www.kidsmathgamesonline.com/>

Mathletics


Revise over your times tables

Race to 100

Roll dice to create addition and subtraction questions

	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Rectangle 1</p> </div> <div style="text-align: center;">  <p>Rectangle 2</p> </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <p>Area of Rectangle 1 = _____</p> <p>Area of rectangle 2 = _____</p> </div>	
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Break

<p>Afternoon</p>	<p>PE <u>Obstacle Golf</u> Following on from Throwing Golf last week. Find a soft item for throwing. Set up 3 targets at different distances from your starting point. There must be at least one obstacle between each of your targets from your starting point- these could be trees/plants, clothes line or toys. Starting at your starting point you must throw your item around the obstacles to get to the targets. Record the amount of throws it takes for each target and repeat 5 times each. See if you can better your score each time.</p> <p>See below image for ideas</p> <div style="border: 1px solid black; padding: 5px;"> <p style="font-size: small; margin: 0;">Obstacle golf examples</p>  </div>	<p>Optional Technology Activity:</p> <p>Get Active @ Home- Overarm Throwing https://vimeo.com/425101968</p>
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Term 4 Week 2 Friday 15 October 2021

Time	Activities	Optional
Morning	<p>Daily Wellbeing Activity Do some exercise indoors or outdoors.</p> <p>English <u>Reading-</u> Read the factual text <i>African Elephant</i> that can be found in the Week 2 Resources section of this booklet. Answer these questions:</p> <ol style="list-style-type: none"> 1. Look at the two pictures of the elephants. How old are they and why do you think this? 2. Study the map. Where do these elephants live? How do you know? 3. Research is there are other types of elephants. Where do they live? 3. Look at the information in the table. What do the words 'diet' and 'herbivore' mean? What does this tell us about elephants? 4. In the table, it says a group of elephants is called a 'herd'. Research what other animal groups are called and write them down. <p>Brain break: <i>Arm circles for 1 minute/one arm at a time, small circles and big circles. 5 x lunges with each leg, 5 x jumping jacks. Repeat twice.</i></p> <p>Fruit break</p>	<p>Daily Kindness Challenge Make someone a nice card.</p>
Morning	<p><u>Writing-</u> Today you are going to write your narrative. Use your planning page from yesterday to write a narrative that includes this elephant character. Don't forget to include a description of your character and include actions, speech and thoughts that shows your character's traits, flaws and goals. Edit your writing when you are finished.</p> <p><u>Spelling-</u></p> <ul style="list-style-type: none"> • Quiz: Have your parent/carer quiz you on your spelling words • Write out any words you spelt wrong 3 times correctly. • Word Search 	<p>Optional Technology Activity: Storyline Online https://storylineonline.net/</p>
Lunch Break		
Middle	<p>Mathematics Number Talk:</p> <div style="border: 2px solid orange; padding: 10px; margin: 10px 0;"> <p style="font-size: small;">I'm Thinking of a Number ★</p> <p style="text-align: center; font-weight: bold;">9.</p> <p style="text-align: center;">I start with a number.</p> <p style="text-align: center; font-size: x-small;">I subtract 20.</p> <p style="text-align: center; font-size: x-small;">I multiply it by 10.</p> <p style="text-align: center; font-size: x-small;">I end with the number 300.</p> <p style="text-align: center; font-weight: bold;">What number did I start with?</p> </div> <p>Learning Intention: Solve word problems related to area, by multiplying the length by the width.</p> <p>The formula to calculate the area of a rectangle of square is: Total area = Length x width</p> <p>Task: Solve the word problems by calculating the total area. Remember to use the formula:</p> <p style="margin-left: 20px;">$A = L \times W$</p> <p>The Word problem task cards are attached in 'Week 2 Resources' attached at the bottom of the learning plan.</p>	<p>Optional Technology Activity: Maths Playground https://www.mathplayground.com/</p> <p>Mathletics</p> <p>Revise over your times tables</p> <p>Race to 100</p> <p>Roll dice to create addition and subtraction questions</p>
Break		

Afternoon

Creative Arts – Art Shadow Art

Today you are going to create your own shadow art. Follow the instructions at the end of the learning pack to create your own shadow art.

Week 2: Shadow Art (Silhouettes) Art

- Materials: recycled paper, pencil, black texta or crayon for colouring.

A silhouette is a shadow-like outline/image of a person, scene, or object, usually coloured in solid black. Silhouettes that are of people were very popular in the Victorian era (1837-1901). Only very rich people could afford to have their pictures so made and photography had only recently been invented and was also very expensive. Silhouettes were a way for people to create a picture in memory of their family members easily and cheaply. Here is an example:



- You can create your own silhouette picture. You can create a family member, or an object, such as a flower or any object from the garden.
- You need to place a bright light in front of the object you want to create a silhouette of, so it casts a shadow onto paper. If you do a silhouette of a person, you only need to see their nose and the top of their shoulders.

Here is a link to a drawing some kids created of silhouettes pictures with their friends.

[https://www.vic.edu.au/learning/2020/silhouettes](#)

- If you don't have a person to pose for you, use an object, here is an example of a plant silhouette:



Optional Technology Activity:

Tracing Silhouettes

[Identity Portrait](#)

[Painting TRACING](#)

[SILHOUETTES -](#)

[YouTube](#)

Week 1

Learning

Resources

The Spotty Octopus

Many years ago in the deep blue sea, there lived a spotty octopus. He was the most fantastic octopus in the entire ocean. He had sparkly, shiny spots, and the other sea creatures were amazed at his beauty. They called him Spotty Octopus. The other sea creatures often asked if they could play together but he would just swim swiftly past them.

Early one morning, Little Red Fish followed Spotty Octopus. The Little Red Fish asked very politely for one of Spotty Octopus' sparkly, shiny spots, but Spotty Octopus replied, "Of course not!" Little Red Fish could not believe how rude Spotty Octopus was! He told all the creatures in the ocean.



At sunset,
the Spotty Octopus
decided to visit Wise Sting
Ray. He swam inside the cave and

Wise Sting Ray said, "I have been expecting you. I've heard about your behaviour. You must share your sparkly, shiny spots with all of the other sea creatures. You won't be the prettiest octopus in the world, but you will understand the meaning of true happiness."

Spotty Octopus felt very confused. "How can I give away my beautiful sparkly, shiny spots?" he wondered. Suddenly, he felt a gentle brush on his tentacle. It was Little Red Fish. Once again, he asked politely for a spot. Spotty Octopus pulled off the smallest spot he found and gave it to him. Little Red Fish danced around happily. Suddenly, all of the other sea creatures came over to Spotty Octopus and he gave away the rest of his most prized possessions. The other sea creatures were so happy and so was Spotty Octopus. They said, "Come and play with us," and Spotty Octopus glided happily and speedily off to join them.

Weekly Spelling Sheet

Focus: Week 1 - Digraph 'or' making the sound "eh" as in doctor.

Say the word, write the word	Monday	Tuesday	Wednesday	Thursday
Red Spelling Words				
doctor				
forget				
actor				
error				
factor				
forgetful				
Orange Spelling Words				
adaptor				
author				
anchor				
director				
visitor				
alligator				
Green Spelling Words				
indicator				
inspector				
collector				
conductor				
narrator				
forgettable				
tutor				
conductor				

The SMART Spelling Grid

Name: _____

Write, say, sound, count, write.

- 1. Write the word
- 2. Say the word
- 3. Sound it out
- 4. Count the sounds
- 5. Write the letters, then write the tricky part again

Write the word Say the word	How many sounds?	Write the letters: broken up into graphs, digraphs, trigraphs etc.								Tricky part?

Francesca the Frog



Poem by Maura Finn, illustrated by Christopher Nielsen

Francesca Frog stands metres tall
 On flippers flat and wide.
 With bulging eyes, the size of pies,
 That roll from side to side.
 The forest shakes, the cold earth quakes,
 Whenever she's about.
 And when she hops into the pond,
 The water all hops out.
 Her tongue can stun two hundred flies,
 She's really like no other.
 And yes, you're right,
 She's quite a sight.
 But you should see her mother.

Scenario	What would I do?		
Your best friend has been selected for the school netball team, but you didn't. They keep talking to you about how great a netballer they are now and how awesome the team is. It makes you upset, angry and frustrated. What do you do?			
Your birthday is coming up and you have invited everyone from your class to the party. No one has responded and you are feeling really upset. You don't understand why your friends aren't coming.			
You have been working very hard during Maths class at school. You receive your test marks and you haven't scored as well as you thought you would. You feel disappointed.			

Darcy Does Things Differently



story by Lara Cain Gray , illustrated by Anna Bron

DARCY Dawson Donnelly was a very different dog who suddenly found himself solo in his senior years.

One blustery morning, quite out of the blue, he was bundled up in blankets and delivered through a door. In a stuffy room that smelled like his food bowl on a hot summer's day, he sat and wondered what on earth was going on.

Darcy was not a difficult dog. All he needed to live a happy life was:

1. Something nice to eat.
2. Somewhere soft to sleep.
3. Someone to sit with when his legs let him down, which happened with frustrating frequency as the years passed.

But suddenly everything had changed. Darcy snapped at a woman with rough hands as she tipped him into a cage and closed the door with a CLINK!

Soon a tall man with knobby knees placed a bowl at Darcy's feet. It wasn't his favourite, roast beef with gravy. Darcy wasn't happy.

'Get some sleep, mate,' said the man, placing a rough rubber mat into the cage. It instantly made Darcy's tummy itch. He missed his usual cosy rug. He absolutely wasn't happy.

As he snoozed, Darcy dreamed about his someone. He missed roast beef with gravy. He missed his comfy basket. But it was the *someone* he missed the most. His someone had handed him over to someone else. It had been a curious and confusing kind of day.

The next morning, a woman in a white coat lifted Darcy off his mat. She poked him. She prodded him. She plonked him into a pen, where several other pooches begged for attention. Up on their back feet, eager and alert, the pooches watched the comings and goings.

Well, Darcy did things differently. He was not eager. He did not beg. He found a quiet corner and sat. Soon, a parade of people approached the pen, assessing each animal.

'Look at this one! He has pretty brown patches!'

'Oh, I prefer this one! She's all white and fluffy!'

Darcy did not have pretty brown patches; nor was he white and fluffy. None of the visitors seemed to notice him at all, which suited Darcy just fine.

A poodle named Petal posed prettily as a family came near. A small boy, with an even smaller voice, watched Petal prance. 'Hooray! This dog's for me.'

Darcy did things differently. He didn't prance and he wouldn't pose. His legs wobbled when he stood for too long.

Petal was gently lifted out of the pen. It seemed she had a someone now.

Billy the bulldog wasn't left for long either. Billy had a noble stance with a proud and purposeful bark. A decisive young lady, with security in mind, took note. 'Hooray! This dog's for me.'

Darcy did things differently. His bark was quiet. In fact, when he was particularly perturbed, he sneezed! Billy's barking got on Darcy's nerves. Good riddance! But Billy had a someone now too.

Day after day, Darcy watched the people parade. Each prancing, posing, purposeful pooch clambered out of the cage into the arms of a new someone.

Then Darcy met Dawn.

Dawn walked with a limp and came to visit at a quiet time of day. She wasn't interested in prancing pooches. She didn't care for eagerness and energy.

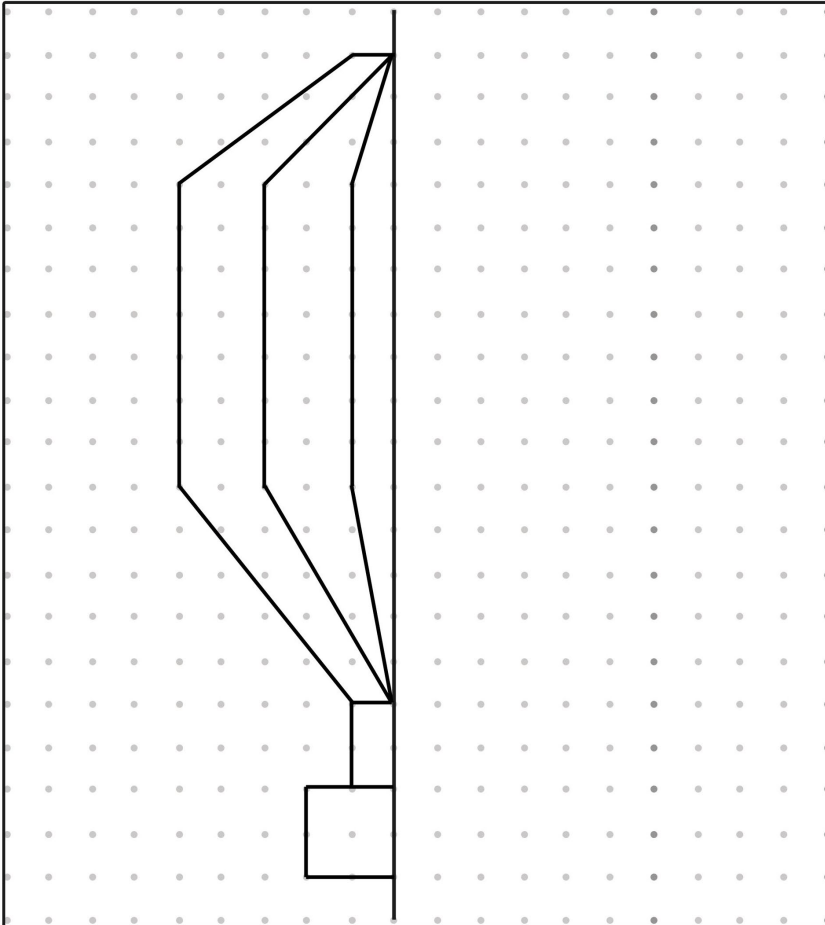
'I'd like a different kind of dog,' she declared.

So, Darcy still does things differently, but Dawn thinks that's just fine. She gives him plenty of tasty treats, sometimes even roast beef with gravy. He has a soft, cosy rug. Dawn knitted it herself,

just for him. At the end of each day, Darcy sits at Dawn's feet and gives his tired legs a rest.

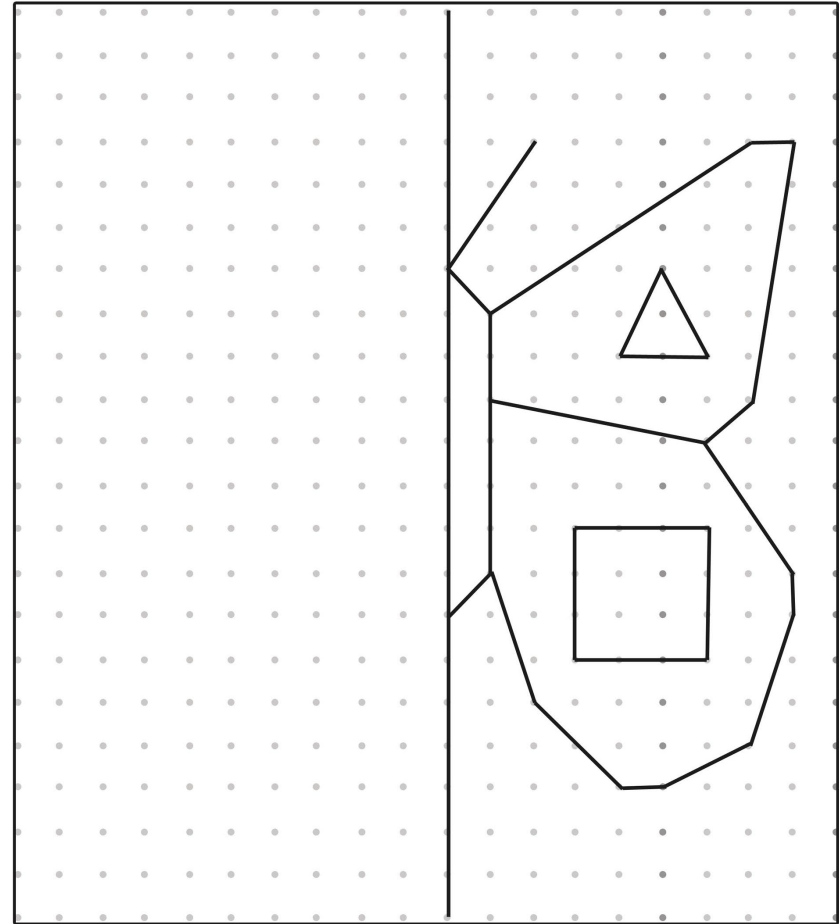
Darcy and Dawn have decided that differently is the nicest way for things to be done.

Lines of Symmetry



I have drawn _____

Lines of Symmetry



I have drawn _____

Character Profile

1. What is your character's **name**?

2. My character **loves**...

3. My character **hates**...

4. My character's greatest **fear** is...

5. In the future, my character **hopes** to...

6. Write down **six (6) adjectives** that describe your character. Be imaginative!

Think about how your character would speak, think and act. Now write a descriptive paragraph about your character:

Week 1 Spelling Words

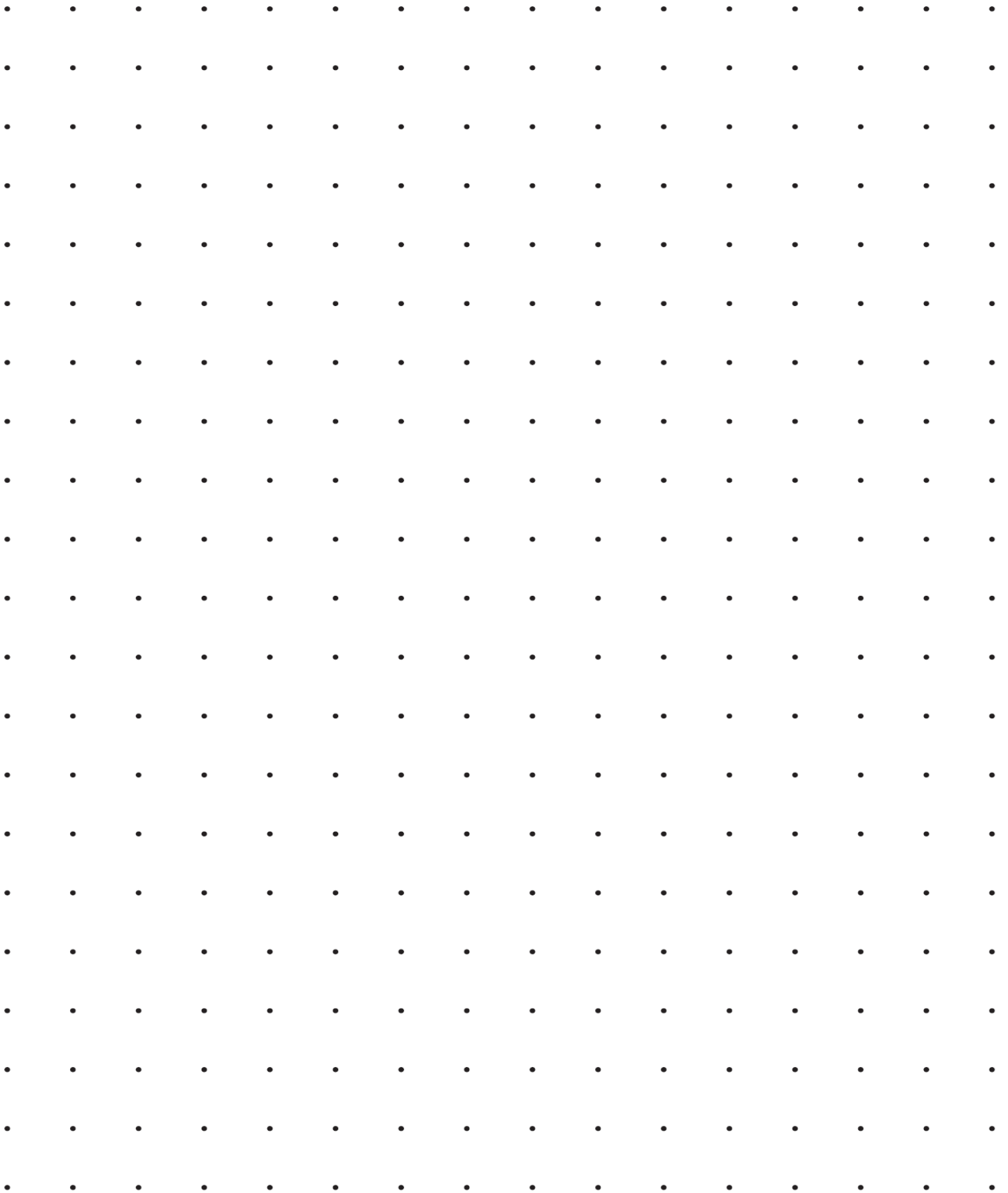
F	O	R	G	E	T	F	U	L	E	E	T
A	S	D	W	A	G	E	R	P	L	X	R
D	A	B	I	Y	N	O	O	B	B	O	C
A	M	I	S	R	T	C	A	E	T	I	O
P	L	R	N	A	E	T	H	C	E	N	N
T	D	L	R	S	T	C	E	O	R	D	D
O	T	R	I	E	P	L	T	O	R	I	M
R	A	V	G	G	L	E	T	O	O	C	C
N	E	R	W	O	A	C	C	U	R	A	T
N	O	C	C	L	A	T	K	T	T	T	O
F	L	V	I	S	I	T	O	R	O	O	R
C	O	N	D	U	C	T	O	R	U	R	R

FORGETTABLE
FORGETFUL
INDICATOR
DIRECTOR
FORGET
ACTOR

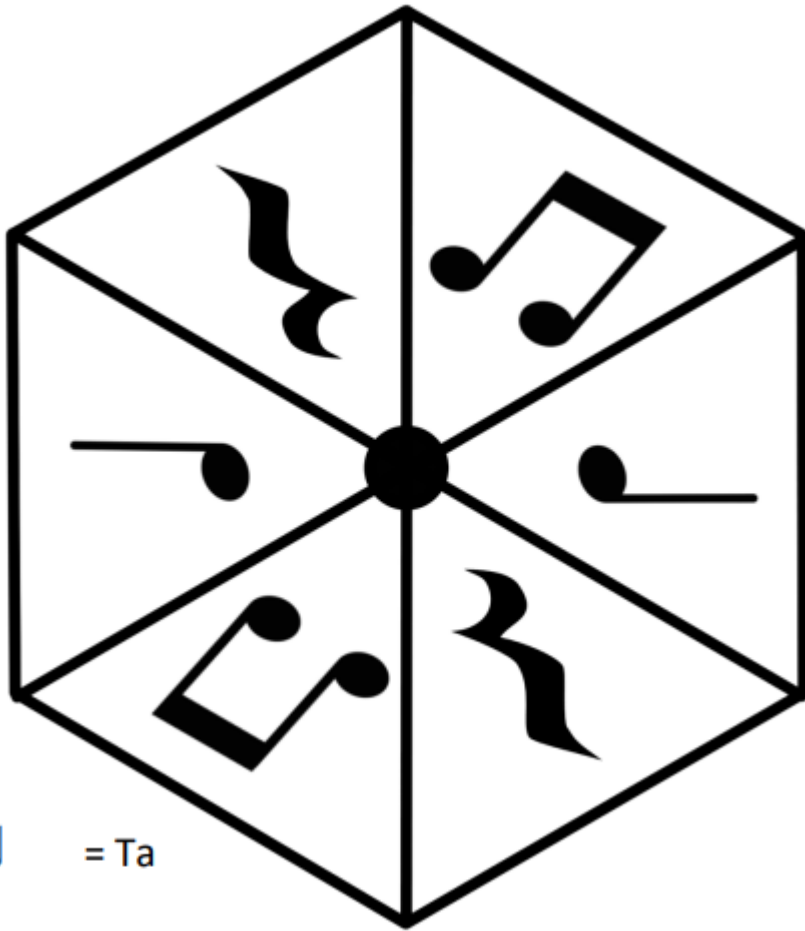
ALLIGATOR
COLLECTOR
CONDUCTOR
VISITOR
ANCHOR
TUTOR

CONDUCTOR
INSPECTOR
NARRATOR
ADAPTOR
ERROR

Friday 8/10/21 – Mathematics – Sketching Three-Dimensional Shapes



Friday 8/10/2021 CAPA - Music



♪ = Ta

♪♪ = Ti-ti

⋈ = Sa

Music Lesson Stave Lines

Handwriting practice lines for music lessons, consisting of ten sets of five horizontal lines each, arranged vertically.

Week 2

Learning

Resources

Weekly Spelling Sheet

Week 2- Digraph /ui/ and /ew/ that make the "oo" sound as in fruit and screw.

Say the word, write the word	Monday	Tuesday	Wednesday	Thursday
Red Spelling Words				
fruit				
juice				
suit				
screw				
threw				
grew				
Orange Spelling Words				
recruit				
cruise				
bruise				
outgrew				
flew				
chew				
Green Spelling Words				
suitcase				
fruity				
suitable				
blew				
brew				
preview				
cashew				
strewn				

The SMART Spelling Grid

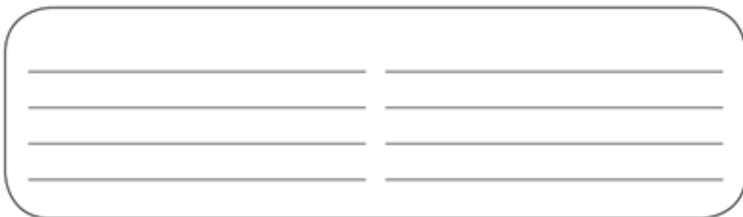
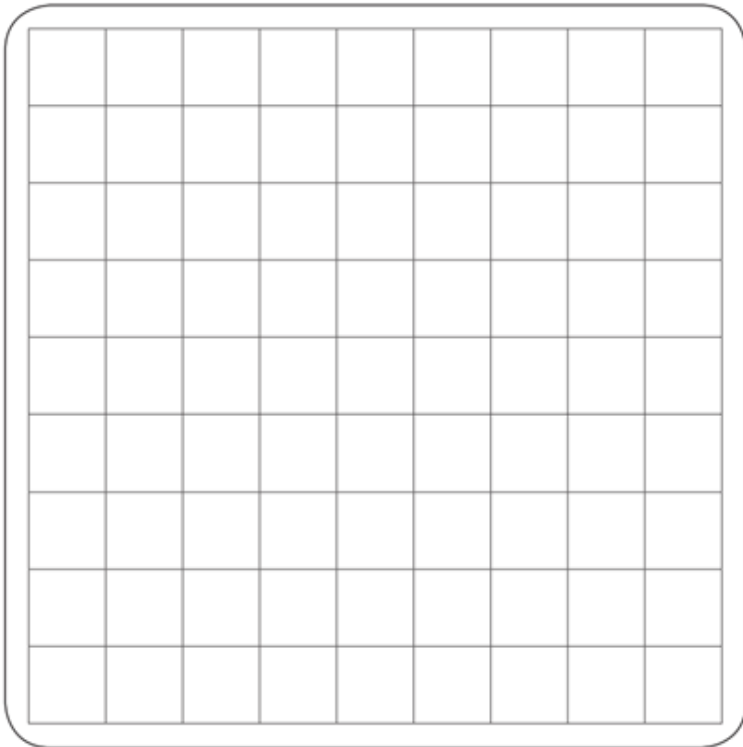
Name: _____

Write, say, sound, count, write.

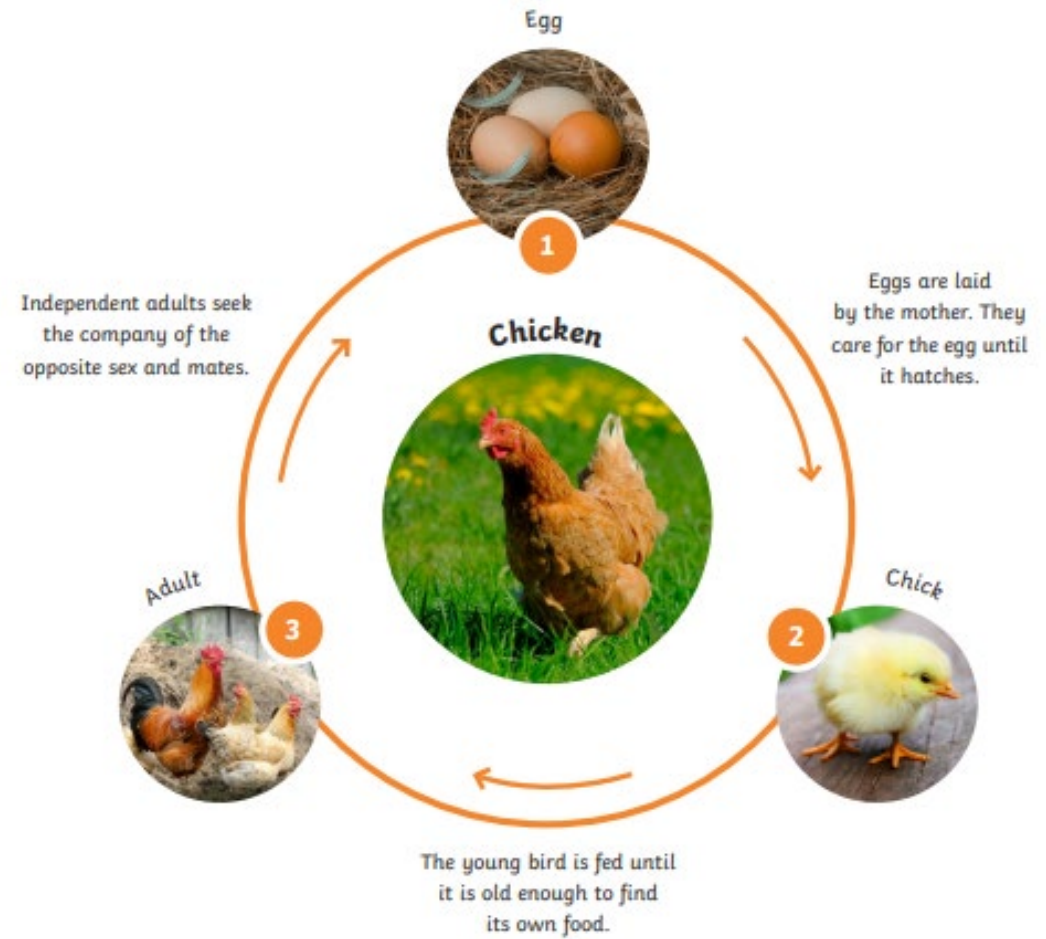
- 1. Write the word
- 2. Say the word
- 3. Sound it out
- 4. Count the sounds
- 5. Write the letters, then write the tricky part again

Write the word Say the word	How many sounds?	Write the letters: broken up into graphs, digraphs, trigraphs etc.							Tricky part?

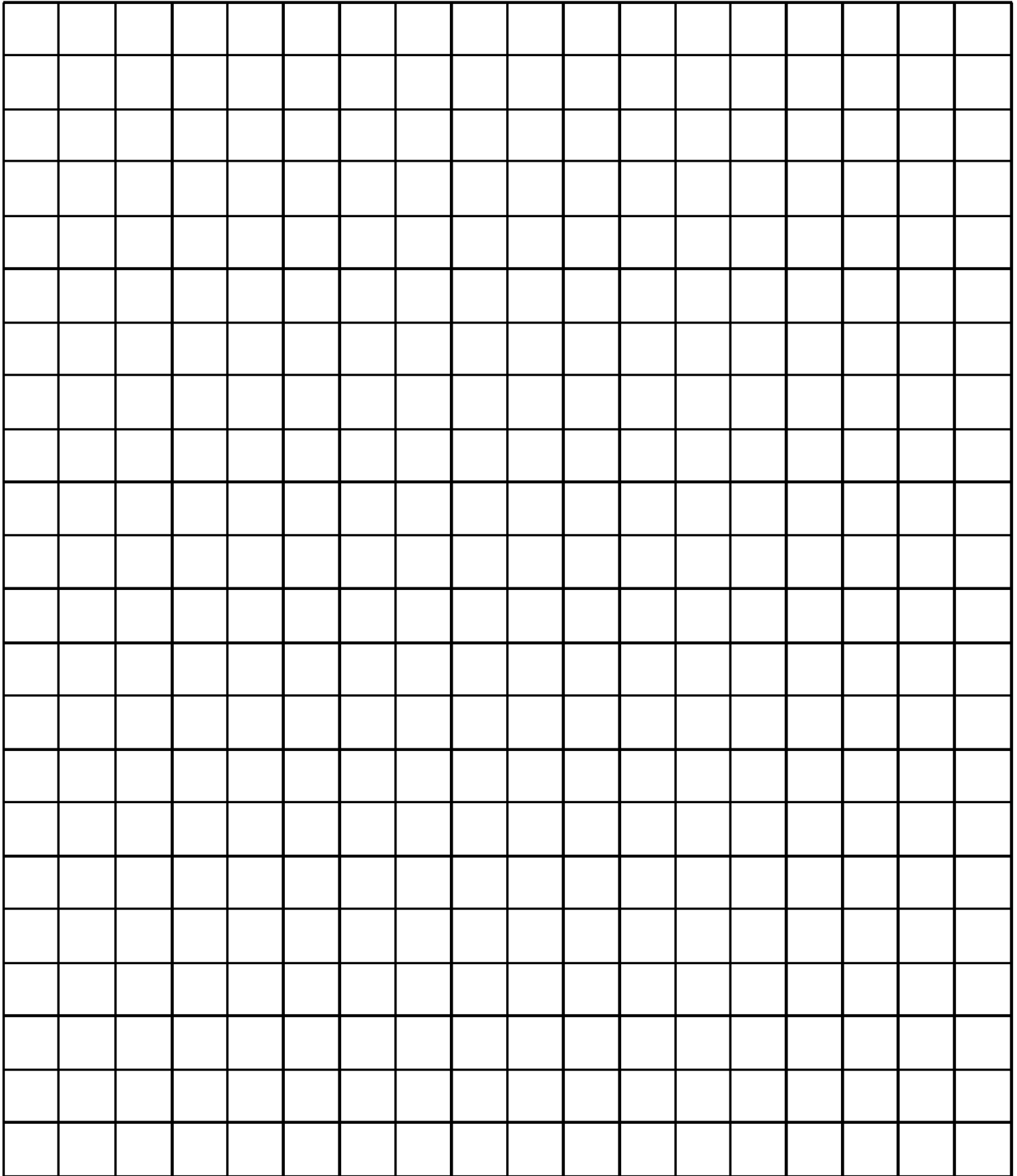
Create Your Own Word Search



The Bird Life Cycle



Tuesday 12/10/21 – Mathematics



Wednesday 13/10/2021 – Friday 15/10/2021 Reading

African Elephant



COMMON NAME: African elephants
SCIENTIFIC NAME: *Loxodonta*
TYPE: Mammals
DIET: Herbivore
GROUP NAME: Herd
AVERAGE LIFE SPAN IN THE WILD: Up to 70 years
SIZE: Height at the shoulder, 8.2 to 13 feet
WEIGHT: 2.5 to seven tons



Elephants are the world's largest land mammal! Male African elephants can grow to 3 metres tall and weigh up to 7 500kg.

An adult African elephant's trunk is about two metres long! It is actually an elongated nose and upper lip. Like most noses, trunks are for smelling.

When an elephant drinks, it sucks as much as 7.5 litres of water into its trunk at a time. Then it curls its trunk under, sticks the tip of its trunk into its mouth, and blows. Out comes the water, right down the elephant's throat.

Since African elephants live where the sun is usually blazing hot, they use their trunks to help them keep cool. First, they squirt a trunkful of cool water over their bodies. Then they often follow that with a sprinkling of dust to create a protective layer of dirt on their skin. Elephants pick up and spray dust the same way they do water—with their trunks.

Elephants also use their trunks as snorkels when they wade in deep water. An elephant's trunk is controlled by many muscles. Two finger like parts on the tip of the trunk allow the elephant to perform delicate manoeuvres such as picking a berry from the ground or plucking a single leaf off a tree.

Elephants can also use its trunk to grasp an entire tree branch and pull it down to its mouth and to yank up clumps of grasses and shove the greenery into their mouths.

When an elephant gets a whiff of something interesting, it sniffs the air with its trunk raised up like a submarine periscope. If threatened, an elephant will also use its trunk to make loud trumpeting noises as a warning.

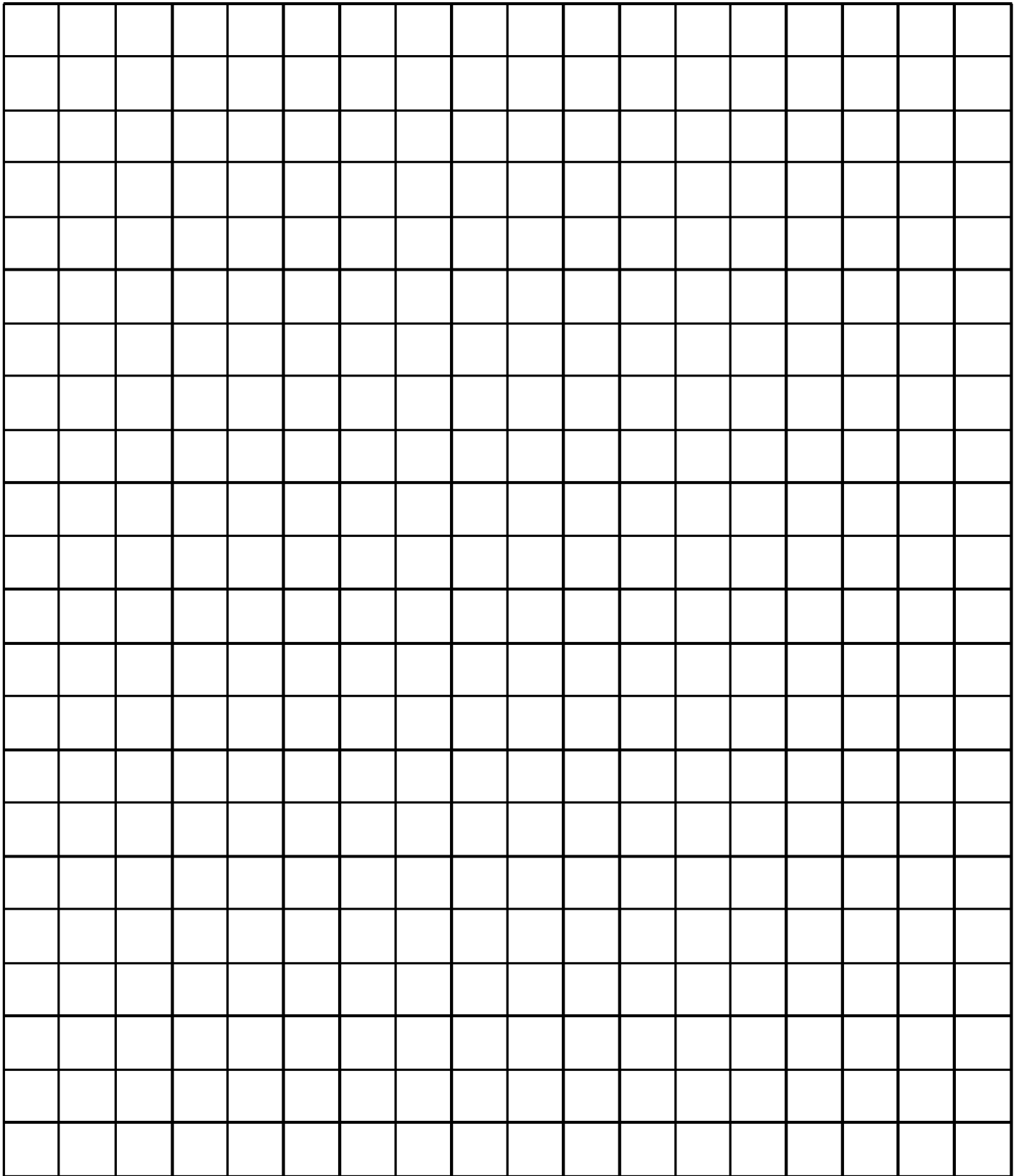
Elephants are social creatures. They sometimes hug by wrapping their trunks together in displays of greeting and affection. Elephants also use their trunks to help lift or nudge an elephant calf over an obstacle, to rescue a fellow elephant stuck in mud, or to gently raise a newborn elephant to its feet. And just as a human baby sucks its thumb, an elephant calf often sucks its trunk for comfort. One elephant can eat 300 pounds (136 kilograms) of food in one day.

People hunt elephants mainly for their ivory tusks. Adult females and young travel in herds, while adult males generally travel alone or in groups of their own.



Source: National Geographic Kids <https://kids.nationalgeographic.com/>

Wednesday 13/10/21 Mathematics



Wednesday 13/10/2021 - PDH

Challenges	Possible emotions	List strategies that can help you overcome your challenge
You were unsuccessful in being selected for the sporting team you trialled for.	Angry Disappointed Upset/sad	
You have been asked to help a non-English speaking child who has arrived at your school.	Worried Frustrated Scared	
You have broken your arm, the one you write with, but you want to keep up with your schoolwork and not fall behind.	Worried Upset/Sad Confused	

Week 2 Spelling Words

H	J	F	J	C	P	R	E	V	I	E	W	L	F	I
F	C	Z	I	C	F	O	K	W	A	E	J	P	H	L
O	T	A	S	E	H	R	R	M	S	O	S	G	D	W
Y	B	G	S	P	S	E	U	F	O	U	U	J	R	O
D	T	M	O	H	R	T	W	I	N	Y	I	X	M	U
B	I	V	V	W	E	K	R	W	T	H	T	T	S	B
L	W	P	U	O	O	W	E	E	W	Y	C	Y	K	R
E	G	R	E	W	N	R	L	R	W	P	A	O	T	U
W	K	W	E	W	G	B	T	E	L	N	S	B	R	I
V	K	N	E	T	A	I	H	C	C	H	E	V	P	S
W	G	R	U	T	U	A	R	R	G	C	P	W	N	E
G	C	O	I	R	W	U	E	U	M	J	U	I	C	E
S	A	U	F	E	T	O	W	I	H	M	V	V	F	P
D	S	D	R	F	M	K	Y	T	C	R	U	I	S	E
Y	W	B	O	L	W	H	D	F	L	E	W	M	O	B

SUITCASE

PREVIEW

FRUITY

FRUIT

THREW

GREW

SUIT

SUITABLE

RECRUIT

CRUISE

STREWN

SCREW

BLEW

FLEW

CASHEW

OUTGREW

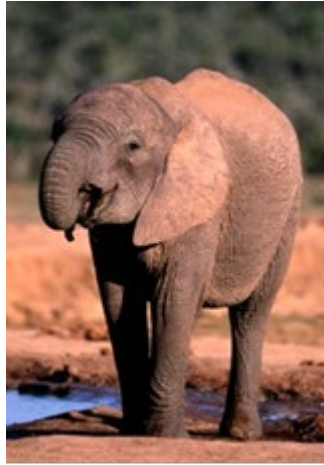
BRUISE

JUICE

CHEW

BREW

Big Write: Narrative



Your task is to write a narrative based on the character of an elephant

Remember to:

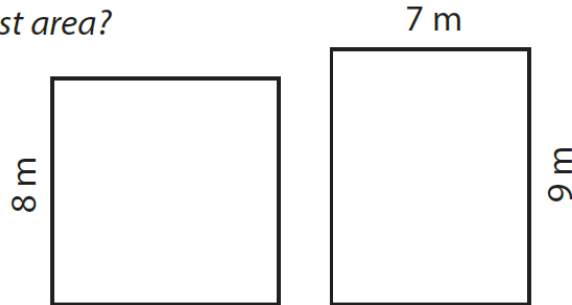
- Write using the structure of a narrative
- Include interesting adjectives describing your character
- Ensure that you use correct punctuation, such as capital letters and question marks
- Reread your writing to make sure it makes sense.

Friday 15/10/21 – Mathematics

Mrs Brown's classroom is a rectangle. It has a length of 9 m and a width of 7 m. Mr Black's classroom is a square. It has sides of 8 m.

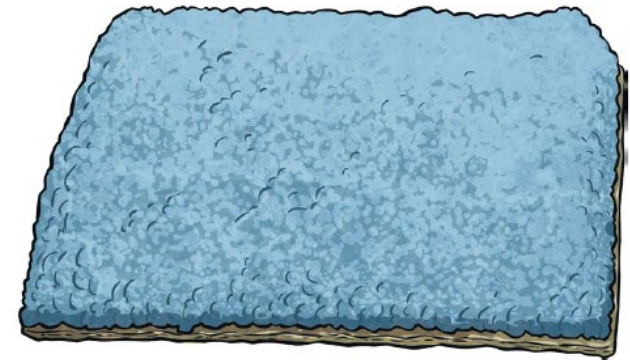
What is the area of each classroom?

Whose classroom has the greatest area?



Real World Area Problems

- Javier is laying a carpet in his basement. His basement measures 4m by 3m. How many square metres of carpet will he need for his basement floor?



Real World Area Problems

- Soechee is painting her bedroom. One wall measures 3m high by 2m long. How many square metres of paint will she need to paint the wall?



Real World Area Problems

- Mrs. Whitacker is buying a rug for her bedroom. She wants a rug which is less than 5m^2 . She could buy a rug that measures 2m by 2m or a rug that measures 2m by 3m. Which rug should she buy? Why?



Week 2: Shadow (Silhouette) Art

- Materials needed: paper, pencil, black texta or crayon for colouring.

A silhouette is a shadow-like outline/image of a person, scene, or object, usually coloured in solid black. Silhouette pictures of people were very popular in the Victorian era (1837-1901). Only very rich people could afford to have their pictures painted and photography had only recently been invented and was also very expensive. Silhouettes were a way for people to create a picture memory of their family members easily and cheaply. Here is an example:

- You can create your own silhouette picture. You can draw a family member, or an object, such as a flower or leafy branch from the garden.
- You need to shine a bright light in front of the object you want to create a silhouette of, so it casts a shadow onto paper. If you do a silhouette of a person, you only need to see their head and the top of their shoulders.
- Here is a YouTube clip showing some kids creating silhouette pictures with their friends.

https://www.youtube.com/watch?v=T7z_z4IURY4

- If you don't have a person to pose for you, use an object. Here is an example of a plant silhouette:



by George Azariah Lloyd, 1866

