

# Year 4

# Workbook

Week 6, Term 3



Name : \_\_\_\_\_

Class: \_\_\_\_\_



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## Year Four

### Continuity of Learning - Learning at Home Program, Term 3 – Week 6

Week 10	Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>Morning</b></p> <p>Click on the picture to go to the website</p>	<p><b>Task:</b> Make your bed, tidy your room and brush your teeth! Everyday! (10 mins)</p> <p><b>English</b>  <b>Task 1: Spelling</b>            Write your weekly spelling list (look, cover, write, check)  <b>Complete Activity-</b> Magazine Words - use a magazine or newspaper to cut out the letters for spelling your words. Stick them into a book or on a piece of paper.  <b>Task 2: Reading</b>            Read a book from your home library or log in to Get Epic.</p>	<p><b>Task:</b> Help hang out the washing.</p> <p><b>English</b>  <b>Task 1: Spelling</b>            Write your weekly spelling list (look, cover, write, check)  <b>Complete Activity-</b> Rainbow words- write your list out in rainbow colours.  <b>Task 2: Reading</b>            Read a book from your home library or watch a book reading from Storyline Online.</p> 	<p><b>Task:</b> Set the table for breakfast.</p> <p><b>English</b>  <b>Task 1: Spelling</b>            Write your weekly spelling list (look, cover, write, check)  <b>Complete Activity-</b> Rhyming Words- write as many words as you can that rhyme with each of your spelling words.  <b>Task 2: Reading</b>            Read a book from your home library or log in to Get Epic.</p>  <p>Write about the setting of the story.</p>	<p><b>Task:</b> Wash up the dishes after breakfast.</p> <p><b>English</b>  <b>Task 1: Spelling</b>            Write your weekly spelling list (look, cover, write, check)  <b>Complete Activity-</b> Pyramids- use your words to make spelling pyramids by adding one letter each time.  <b>Task 2: Reading</b>            Read a book from your home library or watch a book reading from Storyline Online.</p> 	<p><b>Task:</b> Help with some gardening.</p> <p><b>English</b>  <b>Task 1: Spelling</b>            Write your weekly spelling list (look, cover, write, check)  <b>Complete Activity-</b> Tongue Twisters- write a tongue twister for each of your spelling words.  <b>Task 2: Reading</b>            Read a book from your home library or log in to Get Epic.</p>  <p>Write and draw about something you have learned from your book.</p>





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	<p><b>epic!</b> Write down your favourite part of the story.</p>  <p><b>Task 3: Writing - Information Reports</b> Read through the information report on platypuses. The information is all jumbled up. Use different coloured pencils/highlighters to find information on the following: Classification, Habitat, Diet, Reproduction Use this information to complete the graphic organiser.</p>	<p>Write a character analysis of your favourite character.</p>  <p><b>Task 3: Writing - Information Reports</b> Using your graphic organiser you completed yesterday, write your information report using the following subheadings: <b>Classification</b> <b>Habitat</b> Remember to write in full sentences and use correct sentence punctuation. You will continue to write your information report tomorrow.</p>	<p>Using your graphic organiser you completed, continue writing your information report using the following subheadings: <b>Diet</b> <b>Reproduction</b> Remember to write in full sentences and use correct sentence punctuation. You will continue to write your information report tomorrow.</p>	<p>Retell the story to your family member using first, next, lastly.</p>  <p><b>Task 3: Writing - Information Reports</b> Using the picture of a platypus, create a brainstorm of a platypus' appearance (eg. Webbed feet). Using this brainstorm, write a paragraph on <b>Appearance</b> of the platypus. Remember to write in full sentences and use correct sentence punctuation.</p>	 <p><b>Task 3: Writing - Information Reports</b> Have one of your parents or older siblings to check your work. Did you have any spelling mistakes? Did you miss some punctuation? Can you use more descriptive words? Once your work has been checked, <b>edit and improve your information report</b>. Can you draw a picture to go with each of your paragraphs?</p>	<p><b>Break</b> Game of catch</p>	<p><b>Movement and Fruit Break</b> Game of catch</p>	<p><b>Movement and Fruit Break</b> Bounce a tennis ball on a tennis racket.</p>	<p><b>Movement and Fruit Break</b> Use a Hula Hoop.</p>	<p><b>Movement and Fruit Break</b> Put out some buckets as markers and run around them. Time yourself.</p>	<p><b>Movement and Fruit Break</b> Complete laps around your backyard. Time yourself.</p>
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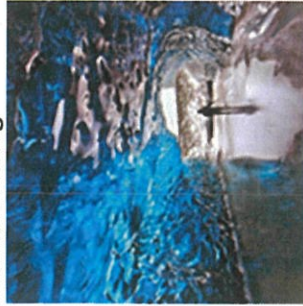
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Middle

Journal Writing



Write as many sentences as you can about the picture in your workbook. Use your sentence recipe to make your sentences more interesting.

SENTENCE RECIPE:

**Character, want they are doing** what is around them.

**EXAMPLE: The brave explorer stumbled across an ice cave in the mountains.**

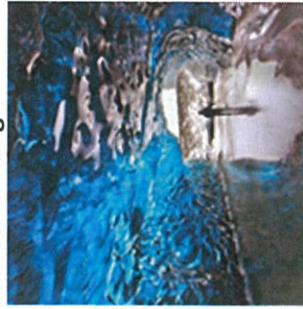
**Mathematics**

**Task 1 - Multiplication**

Complete a grid showing all the timetables from 0 to 12

Click on the picture to go to the website

Journal Writing



Write as many sentences as you can about the picture in your workbook. Use your sentence recipe to make your sentences more interesting.

SENTENCE RECIPE:

**Character, want they are doing** what is around them.

**EXAMPLE: The last person on Earth returned to their unique home in the jungle.**

**Mathematics**

**Task 1- Area 2**

Draw up a grid of 1cm squares or use grid paper.

Draw your name by colouring the squares. Then measure the area of each letter and record.

Grammar

Direct Speech



Watch a video about how to use speech marks in your writing. [How to write direct speech - Bing video](#)

Look at the example sentence in the story, *The Mouse and the Lion*.

**"Got you!" Roared the lion.**

**"Now I'm going to eat you up."**

Read through the remaining sentences and place speech marks around the direct speech. Add your own ending to the story using speech marks where your characters are talking to each other.

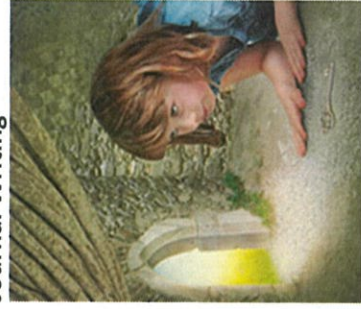
**Mathematics**

**Task 1 – Number of the Day**

Use the number 125

to create a poster showing as much information about the number as possible. How is the number made? What combinations of smaller

Journal Writing



Write as many sentences as you can about the picture in your workbook. Use your sentence recipe to make your sentences more interesting.

SENTENCE RECIPE:

**Character, want they are doing** what is around them.

**EXAMPLE: The young girl wondered how she might escape the mouse's tiny home.**

**Mathematics**

**Task 1 - Number**

Create a number sequence 10 numbers long with odd numbers starting with 7.

Explain how you know what number comes next. Create a

Journal Writing



Write as many sentences as you can about the picture in your workbook. Use your sentence recipe to make your sentences more interesting.

SENTENCE RECIPE:

**Character, want they are doing** what is around them.

**EXAMPLE: Madeleine peered upwards as she stepped towards the mysterious case of stairs.**

**Mathematics**

**Task 1 - Fractions**

Draw pictures to show the following fractions:  $\frac{1}{4}$ ,  $\frac{3}{8}$ ,  $\frac{1}{3}$ ,  $\frac{6}{8}$ ,  $\frac{2}{9}$ ,  $\frac{4}{4}$ ,  $\frac{3}{5}$ ,  $\frac{1}{2}$ ,  $\frac{2}{3}$ ,  $\frac{4}{5}$ ,  $\frac{3}{4}$ ,  $\frac{4}{6}$ ,  $\frac{4}{8}$ ,  $\frac{3}{6}$ ,  $\frac{2}{2}$ .





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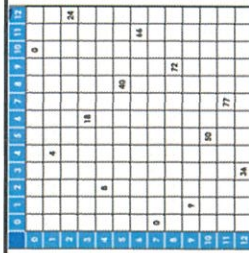


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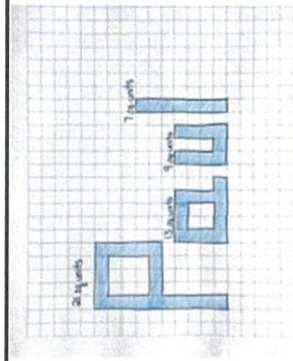
SUCCESS



### Task 2 – Area

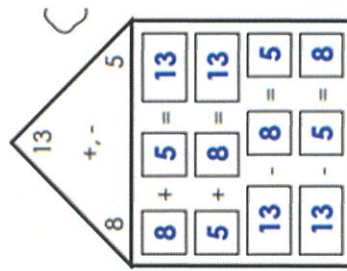
Find small objects you can draw around about the size of a matchbox. Measure their area by breaking the shape into 1cm squares. Try to use unusual, shaped objects to measure.

Task 3 – complete the assigned Mathematics tasks



### Task 2 - Addition and Subtraction Houses

Create 9 houses with addition equations and subtraction equations to show the family relationships. (see below)



Task 3 – complete the assigned Mathematics tasks

numbers can create the larger number?

### Task 2 – Measurement

Create a ruler by using a tape measure to work out the spaces between the centimetres. Use your ruler to measure a paper clip, a pencil, a nail and a screw (or items of a similar size)

Task 3 – complete the assigned Mathematics tasks



number sequence starting with 312.

What will be the gap between your numbers?

### Task 2 –2D Shapes

Draw the following shapes and record their special facts. A triangle, square, rectangle, pentagon, octagon and hexagon.

Task 3 – complete the assigned Mathematics tasks



### Task 2 - Statistics and Probability

Use the following table to draw a column graph to show how many students liked each subject and identify the most popular subject in school.

SUBJECT	COUNT
Math	###
Reading	### #
Writing	
Science	### # # # # #
Geography	### # # # # #

Can you create a table of tally marks for the students in your class? Which subject do you think they like the most?

Task 3 – complete the assigned Mathematics tasks





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### PE- Vertical Jump Warm Up

Play "Card Suits".

Use the numbers and suits in a deck of playing cards and do the correct exercise for each suit. The number on the card tells you how many times. If you do not have a deck of cards, do 10 of each of the actions below in order.  
Diamonds- Lunges, Hearts- Skip, Clubs- Star jumps, Spades- Crab Walk.

### Activity

To practice your new skill, grab a skipping rope and use your knowledge of vertical jumps to skip. Remember to jump over the rope and land on the ball of your feet.

If you do not have a skipping rope, play some music in your backyard, and practice vertical jumps against a fence

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<p><b>Break</b></p>	<p><b>Lunch</b> Teach yourself to juggle in the backyard.</p>	<p>or the house. Measure and record your best five jumps. <b>Cool Down</b> Take a nice walk or jog around your backyard. Choose a nice spot to stretch your arms, legs, neck, and hands.</p>	<p><b>Lunch</b> Jump on a trampoline or skip using a rope.</p>	<p><b>Lunch</b> Play a game of handball against a wall.</p>	<p><b>Lunch</b> Eat outside in the fresh air and look up at the clouds.</p>
<p><b>Afternoon</b>  Click on the picture to go to the website</p>	<p><b>Speaking and Listening</b> Choose an article from this website. Read the article or listen to the audio (scroll down to find). Retell the news item to someone in your family.</p>  <p><b>KIDSNEWS</b></p> <p><b>Visual Arts - Artist Study - Picasso</b> Google the artist Pablo Picasso. Picasso painted things in new and interesting ways. He was not worried about making things look</p>	<p><b>Speaking and Listening</b> Listen to the daily podcast of Squizkids. Retell the news items to someone in your family.</p>  <p><b>Science</b> Compare the effect of Friction on different surfaces. <b>Materials:</b> Tissue box, book, ping pong ball or something similar, beach towel, grass, driveway, kitchen floor (smooth surface) <b>Method:</b></p>	<p><b>Speaking and Listening</b> Speaking and Listening Watch this week's episode of BTN. Retell the news items to someone in your family.</p>  <p><b>PE-VERTICAL JUMP</b> <b>Warm Up</b> Play "Card Suits" Use the numbers and suits in a deck of playing cards and</p>	<p><b>Speaking and Listening</b> Listen to the daily podcast of Squizkids. Retell the news items to someone in your family.</p>  <p><b>Geography</b> <b>Significance of the Environment</b> A habitat is a place where something lives. It is also the place that has the specific things there that they need to survive. Animals need</p>	<p><b>Speaking and Listening</b> Choose an article from this website. Read the article or listen to the audio (scroll down to find). Retell the news item to someone in your family.</p>  <p><b>KIDSNEWS</b></p> <p><b>PD/Health</b> Pedestrian Safety Why is it important to cross the road safely?</p>





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	<p>exactly like they are “suppose” to, but he was able to emote a lot of feelings in his artwork. Watch: <a href="https://www.youtube.com/watch?v=r1BdaC_PwCO">https://www.youtube.com/watch?v=r1BdaC_PwCO</a></p> <p>To make your own unique Picasso do a self-portrait or a portrait of someone in your family. When complete, cut the portrait out and glue to a background piece of paper or card.</p> 	<ol style="list-style-type: none"> <li>Place the tissue box on the smooth surface and lean the book on it to make a ramp.</li> <li>Roll the small ball down the ramp without pushing and wait for the ball to come to a complete stop.</li> <li>Use the tape measure to measure the distance the ball rolled. Record your results.</li> <li>Repeat steps 1-4 using the carpet, grass, beach towel and driveway in place of the smooth surface. What does the distance travelled by the ball tell you about the friction of each surface?</li> </ol>	<p>do the correct exercise for each suit. The number on the card tells you how many times. If you do not have a deck of cards, do 10 of each of the actions below in order.</p> <p>Diamonds- Lunges          Hearts- Skip , Clubs- Star jumps, Spades- Crab Walk</p> <p><b>Activity- Obstacle Course</b></p> <p>To master your skill of vertical jumps your challenge today is to create an obstacle course. You are to use different objects with different sizes and heights to practice vertical jumping. You will need to find a location where you have enough space and it is safe to jump around. Your backyard would be a great space to do this.</p> <p><b>Cool Down</b></p> <p>Take a nice walk or jog around your backyard.          Choose a nice spot to stretch your arms, legs, neck, and hands.</p>	<p>food, water, oxygen and a safe home to live in. The habitat they live in provides all of these. Most animals also have other specific needs that only their particular habitat will provide.</p> <p>This week you will be learning about different animals and how they rely on their habitat.</p> <p>Complete the worksheet provided.</p>	<p>Go to the Safety Town website link below. Select ‘board game’ option and follow the prompts to answer questions about road crossing and safe and unsafe pedestrian behaviours.</p> <p><a href="https://www.safetown.com.au/town/student/stage-2/#list">https://www.safetown.com.au/town/student/stage-2/#list</a></p> <p>Complete the activity sheet- Safe Places to Cross the Road Worksheet.</p> <p>Complete the scenarios and record what you would do.</p>
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# Spelling List Week 5 Term 3



wrong

wreck

wrist

write

wrap

5

half

flew

music

young

explain

10

portray

display

annoy

obey

convey

15

because

arrival

urgent

crevice

straight

20

portrayed

displaying

annoys

obeyed

conveying

25

hemisphere

northern

southern

continent

30 country

at

ate

hat

hate

fat

fate

mat

mate

rat

rate

mad

made

can

cane

man

mane

nap

nape

cap

cape

tap

tape

scrap

scrape

half

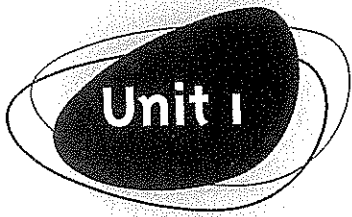
flew

music

young

explain

**Spelling Rule:** When a word ends in a vowel and y (ay, ey, oy) just add the ending (-s, -ing, -ed)



# Disco time

Mrs Turner, the secretary of Wodonga Public School, has printed an invitation to the school disco. Read it carefully before answering the questions.



## PUT ON YOUR DANCING SHOES IT'S DISCO TIME!

**WHERE?**  
Wodonga Public  
School

**WHEN?**  
Thursday 11th  
March

**WHAT TIME?**  
7pm to 9pm

### WHO'S INVITED?

All the children and teachers from Years 3 and 4

### WHAT WILL YOU WEAR?

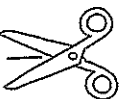
Something cool and comfortable  
Supper is at 8:30pm

Drinks provided by the canteen

**YEAR 4** — It's your turn to bring supper — just enough for two.  
Let your teacher know what goodies you bring.

**PARENTS** — Fill in the form and return it by 1st March.

Cost - \$1.00 per child payable at the door.



My child (children) \_\_\_\_\_ will

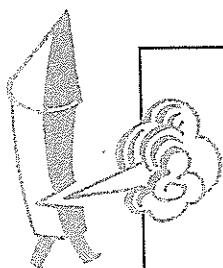
be attending the disco on 11th March.

I will be sending \_\_\_\_\_ for supper.





- 1 What is the date of the Wodonga School disco? \_\_\_\_\_
- 2 Who is the disco for? \_\_\_\_\_  
\_\_\_\_\_
- 3 What time should parents
  - a take their children to the disco? \_\_\_\_\_
  - b pick them up? \_\_\_\_\_
- 4 Are parents invited? \_\_\_\_\_
- 5 What would you wear to the disco to be cool and comfortable?  
\_\_\_\_\_
- 6 Why do you think the children are asked to bring just enough for two? \_\_\_\_\_  
\_\_\_\_\_
- 7 What sort of drinks should the children bring?  
\_\_\_\_\_
- 8 What is the cost for each child to attend the disco? \_\_\_\_\_  
When should they pay it? \_\_\_\_\_
- 9 There is a dotted line between the invitation and the form below it. Why is that line there? \_\_\_\_\_  
\_\_\_\_\_
- 10 Now, fill in the form for your parents so that you can attend the disco.



**After you've finished**

Use your dictionary to find out what 'disco' is short for.

Write it here. \_\_\_\_\_

# Postcard from Italy

25th March

Dear Gran, You were right. Italy is a very long way from Brisbane. Took us 23 hours to fly here. I kept on going to sleep and each time I woke up we were still flying! Our hotel in Rome is on a very busy road – 4 lanes wide either side! Crossing these roads is scary. The cars don't want to stop – even on a zebra crossing. I was nearly run over by a moped (small noisy motor bike) on our way to the Colosseum. Did you know the Colosseum was built 1900 years ago and could seat 50000 people? Our guide showed us where the wild animals were kept before they were sent into the arena to fight the gladiators. Mum and I felt sorry for the animals but Dad said he thought the gladiators were very brave. Tomorrow we pick up our hire car and drive to Spoleto where Mum's friends live. Will be funny driving on the wrong side of the road! Lots of love  
– Lizzie.



TO: MRS. B. LARNER  
12 SMEARDON RD.  
SOUTHSIDE  
GYMPIE 4570  
AUSTRALIA

After you have read Lizzie's postcard, answer the following questions.

- Which month did Lizzie go for her holiday? \_\_\_\_\_
- Which country did she visit?  
\_\_\_\_\_
- Fill in the names of the missing cities. Lizzie lives in \_\_\_\_\_ but her Gran lives in \_\_\_\_\_. She wrote her postcard from a hotel in \_\_\_\_\_.





4 Why did Lizzie feel scared crossing the busy roads in Rome?

\_\_\_\_\_

5 How did Lizzie describe to her Gran what a moped was?

\_\_\_\_\_

6 About how old is the Colosseum? \_\_\_\_\_

7 Describe the entertainment the people saw at the Colosseum.

\_\_\_\_\_  
\_\_\_\_\_

8 What sort of animals do you think were used?

\_\_\_\_\_

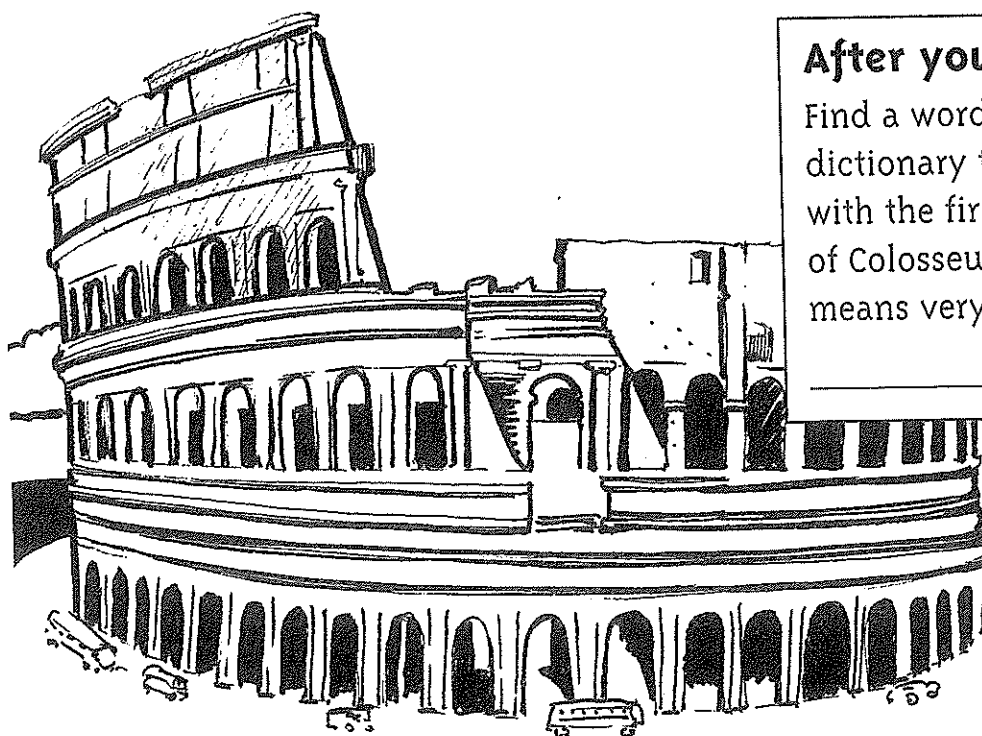
9 Do Italians drive on the left or right side of the road? \_\_\_\_\_

10 List *three* ways a postcard is different from a letter.

a \_\_\_\_\_

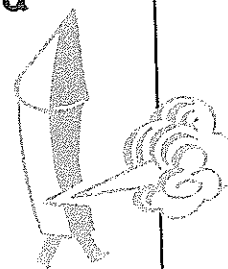
b \_\_\_\_\_

c \_\_\_\_\_



**After you've finished**

Find a word in your dictionary that starts with the first six letters of Colosseum and means very big.



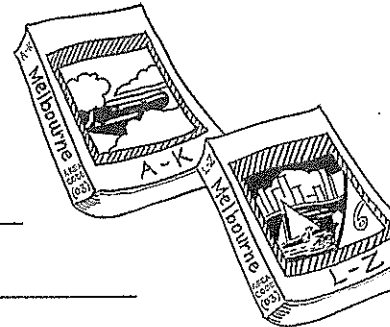
# Alphabetical order

Have you ever wondered why we need the letters of the alphabet in a special order? Is it just to find words in the dictionary more easily?

Alphabetical order is used in many places. The names in these phone books are in alphabetical order.

Big cities often have two phone books like this.

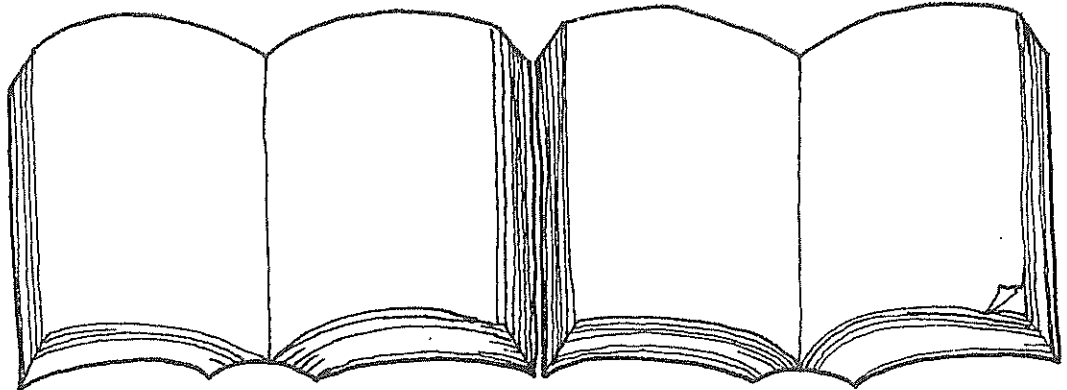
- 1 In which book could you find your surname if you lived in Melbourne?



- 2 Write your surname and the first letter of your given name in the correct book, eg Smith J.

A - K

L - Z



- 3 Now add the surnames of two other children in your class who could be in the A - K book and two more for the L - Z book.
- 4 There are five girls in Tom's Year 4 class. Write their surnames again in alphabetical order for the class list.  
Davidson Turner Burns Gratton Wing

- 5 There are seven boys. Write their names in alphabetical order.  
Wilson Patel Rice Agar Hope Kiel Carr



6 Lots of words start with the same letter. You then must look at the second letter to put them in alphabetical order. Try these.

a blowfly brontosaurus beetle boor billygoat

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b falcon foal filly frog flamingo

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c tick toad tuna tapeworm trout

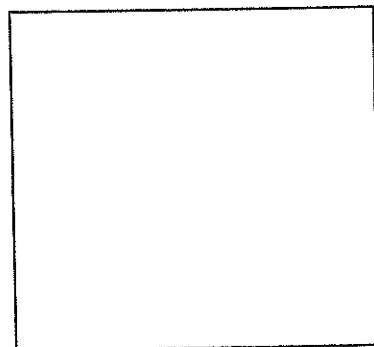
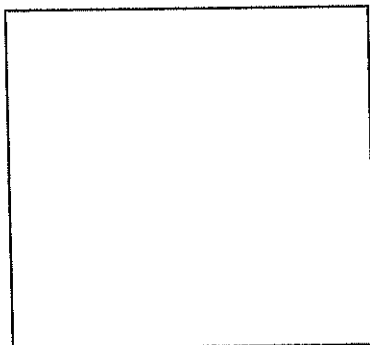
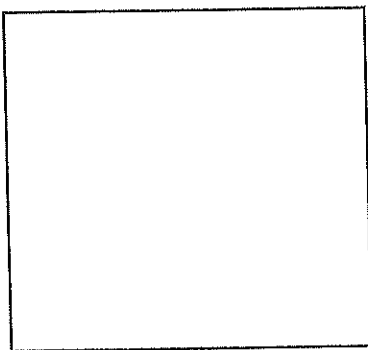
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7 Which word would come first in your dictionary? Draw and write the answer.

gander or gecko?

hippopotamus or  
hexagon?

wobbegong or  
wren?



8 Use your dictionary to answer these questions. The underlined words are the ones you will need to look up.

- |   | yes                      | no                       |
|---|--------------------------|--------------------------|
| a Could you have a <u>blackhead</u> on your face?                               | <input type="checkbox"/> | <input type="checkbox"/> |
| b Would it be a good idea to <u>guffaw</u> in the middle of the school prayer?  | <input type="checkbox"/> | <input type="checkbox"/> |
| c Could a <u>flautist</u> play in an orchestra?                                 | <input type="checkbox"/> | <input type="checkbox"/> |
| d Could you buy taps and hoses in the <u>hosiery</u> department in a big store? | <input type="checkbox"/> | <input type="checkbox"/> |
| e Can a needle <u>pierce</u> your finger?                                       | <input type="checkbox"/> | <input type="checkbox"/> |

# 'Looking for Trouble'

*Looking for Trouble* was written by a well-known Australian author, John Marsden. It tells the story in diary form of Tony's first term in Year 6.

Here is Tony's first entry. Read it right through before you try putting in the missing words.



Tuesday, Jan 28, 5 pm

Sixteen hours before I start Year 6 and things have not kicked off well. I opened my school bag to pack it for \_\_\_\_\_ and the first thing I found was my lunch from \_\_\_\_\_ 17 last year. There was an \_\_\_\_\_, a piece of cheese and something that might have been a salami and tomato \_\_\_\_\_. I didn't eat it then because we had our \_\_\_\_\_ party at school, and I'm not going to eat it now. The second thing I found was \_\_\_\_\_ a Mars Bar. I don't know where it had come from, or where it had \_\_\_\_\_, but I checked the \_\_\_\_\_ and it still had two months to go. So I wiped off the \_\_\_\_\_ and fluff and \_\_\_\_\_ it. It didn't taste too bad.

Another thing in the \_\_\_\_\_ was a letter to Mum from the Principal about a school \_\_\_\_\_ meeting. Maybe I should recycle that too, into the garbage bin. Hide the evidence.

*by John Marsden*

## Words to use

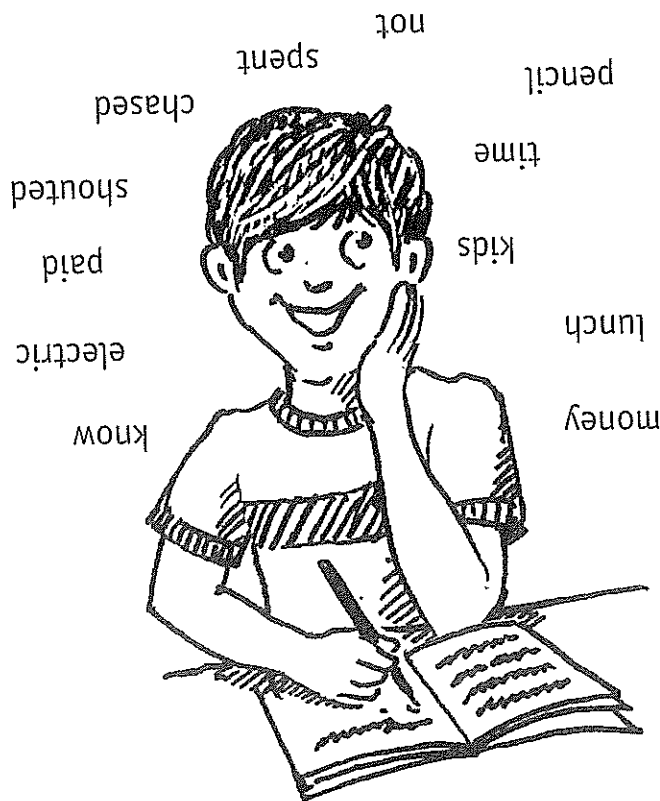
council dust sandwich use-by bag December half  
Christmas tomorrow recycled orange been

This entry by Tony was written on the same day. After you have read it through, try putting in the missing words without using the list below.

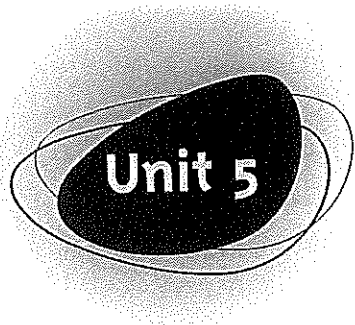
If the words you use make sense and do not change the meaning of the sentence then, of course, they are correct.

We've just been shopping for school stuff, leaving it a bit late, but we didn't have much \_\_\_\_\_ till last Friday when Dad finally got \_\_\_\_\_ for a job he did way back in November. So it came just in \_\_\_\_\_ . I had to get new shoes and some pens, and Dad shouted me a box of Derwents. Jodie had to get a new \_\_\_\_\_ box and a \_\_\_\_\_ case and some pens too, and Dad \_\_\_\_\_ her a calculator. We must have \_\_\_\_\_ about a hundred bucks. It's lucky parents have \_\_\_\_\_ , I reckon, 'cos they wouldn't \_\_\_\_\_ what to spend their money on otherwise. I said that to Dad and he \_\_\_\_\_ me through the house with a chain saw. Well, maybe \_\_\_\_\_ a chain saw. It was actually his \_\_\_\_\_ toothbrush.

*by John Marsden*

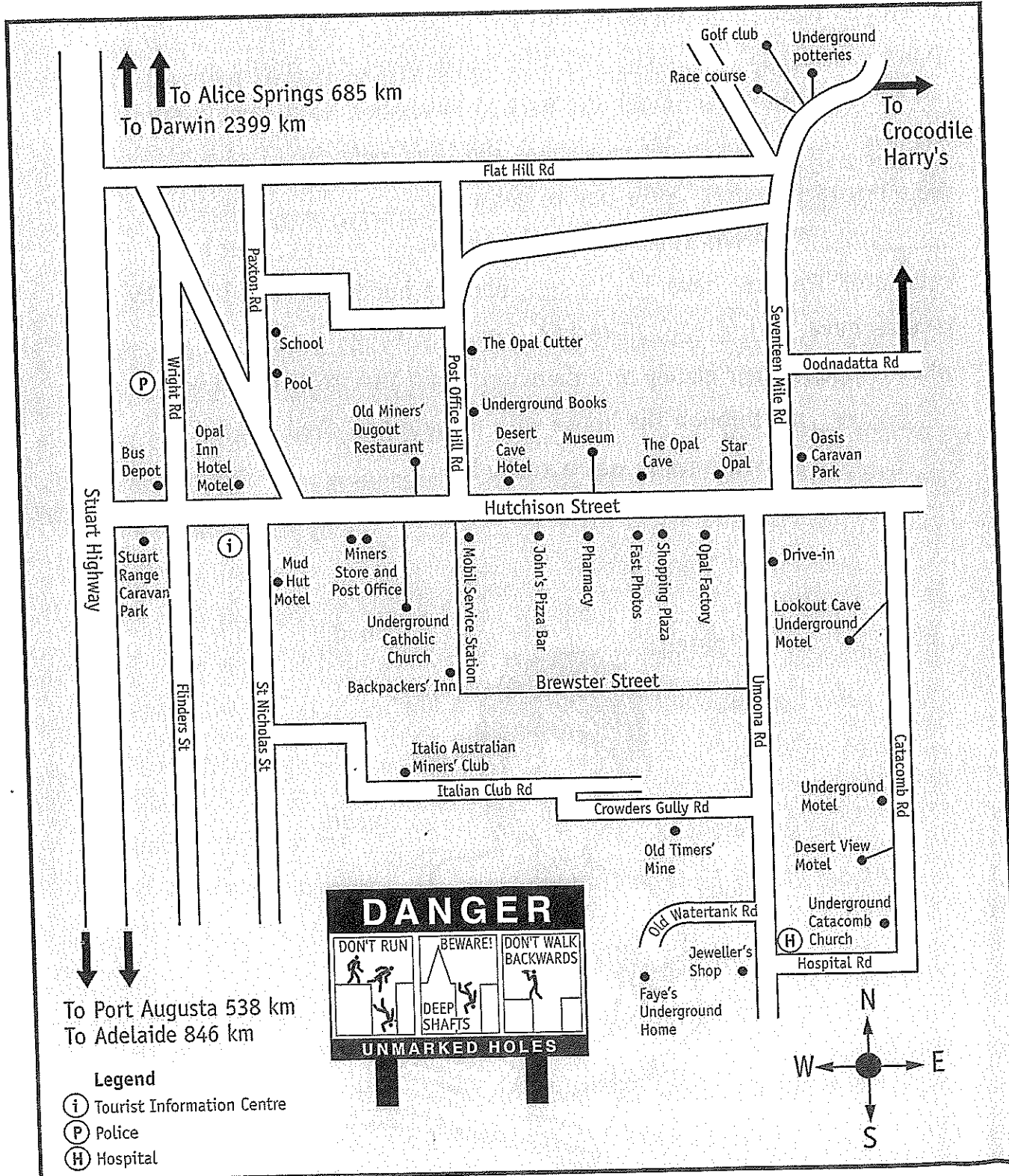




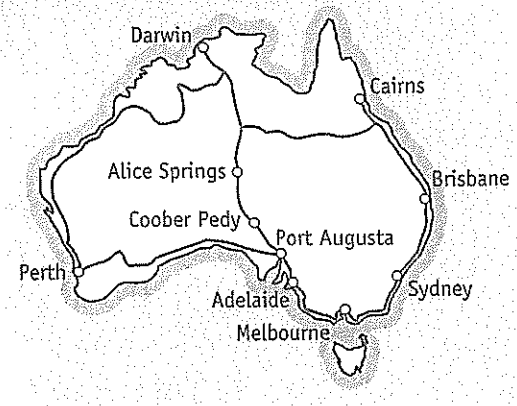


Unit 5

# Cooper Pedy – opal capital of the world



Coober Pedy is in the outback of South Australia. You can reach it by driving along the Stuart Highway which runs from Adelaide to Darwin. Coober Pedy produces more opals than anywhere else in the world.



The map on the opposite page is of the centre of the town. Read the names of the places and streets before answering the questions below.

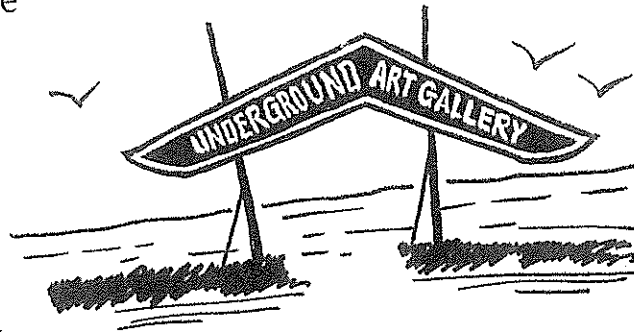
- 1 Find the Stuart Highway on your map. If you followed this highway north, you would come to \_\_\_\_\_ and \_\_\_\_\_. If you followed it south you would reach \_\_\_\_\_ and \_\_\_\_\_.
- 2 Coober Pedy is famous all over the world for its \_\_\_\_\_.
- 3 The main street in Coober Pedy is \_\_\_\_\_.
- 4 Joanne works in the Tourist Information Centre. It is on the corner of \_\_\_\_\_ St and \_\_\_\_\_ St.
- 5 If you were lucky enough to find an opal, where would Joanne suggest you go to have it cut and polished? \_\_\_\_\_.
- 6 How would Joanne explain the way to this shop from the Tourist Information Centre? \_\_\_\_\_  
\_\_\_\_\_
- 7 Which place is
  - a opposite John's Pizza Bar \_\_\_\_\_
  - b south of the Backpackers Inn \_\_\_\_\_
  - c west of the jeweller's shop \_\_\_\_\_
  - d east of the Hospital \_\_\_\_\_

8 Explain what a catacomb is. Your dictionary could help.

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9 Did you notice how many of the buildings are underground? Actually, about 50 per cent of the population of Coober Pedy live underground. Why do you think this is?



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10 Look at the danger sign in the south of your map.

a Where do you think these signs would be placed?

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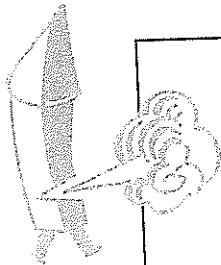
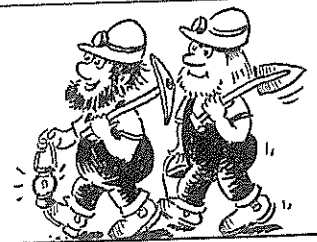
b Explain three warnings the signs are giving to the tourists.

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

The name Coober Pedy comes from the Aboriginal words 'kupa piti' believed to mean 'white man in a hole'.



### After you've finished

Look up 'Stuart' in an Australian encyclopedia. Explain why this long highway which crosses our continent from the north to the south was called Stuart Highway.

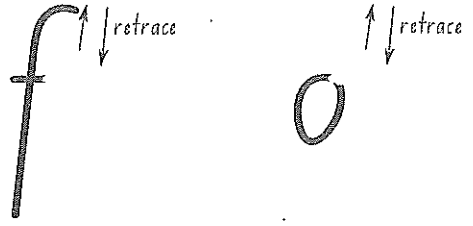
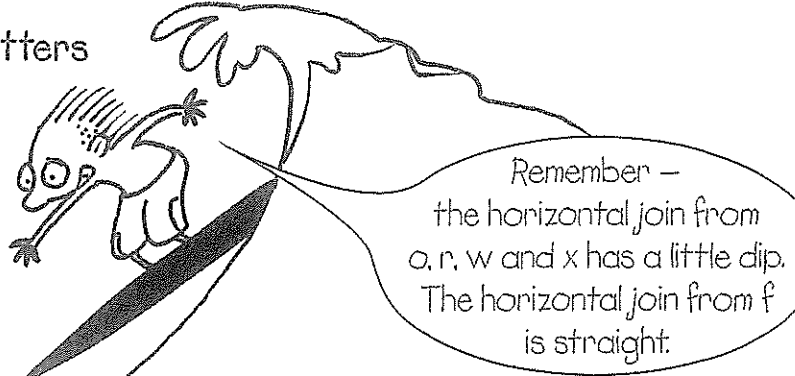
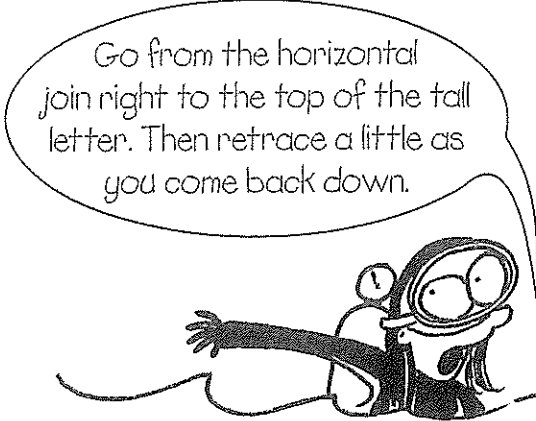
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★ Revision – Horizontal joins to tall letters



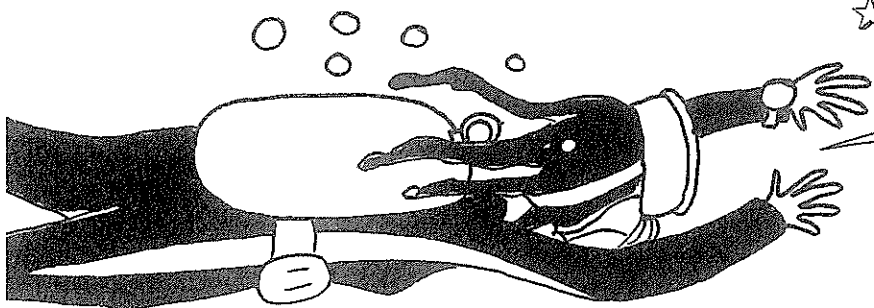
Trace and copy.

Handwriting practice lines consisting of multiple sets of three horizontal lines (top, middle, bottom) for tracing and copying.

Trace. Underline the horizontal joins to tall letters.

Handwriting practice lines for tracing and copying, with the instruction to underline horizontal joins to tall letters.

☆ Revision - Letters that don't join



These letters don't join to the letter after them.

b g j p s y

Copy these letter pairs. Then trace and copy the words.

ja ja ji ji jo jo

ba ba be be bu bu

ga ga go go gi gi

pa pa pi piggy pu pu

sa sa se se si si

ye ye yi yi yo yo



Assessment page – Basic joins

Look at these letter pairs:

mp or al xy fi ac



if lm ox of ng cr

- ★ Circle the letter pairs that would make diagonal joins.
  - ★ Underline the letter pairs that would make horizontal joins.
  - ★ Put a box around the letter pairs that would have drop-in joins.
- Now write the letter pairs in cursive.



Four sets of horizontal handwriting lines (top solid, middle dashed, bottom solid) for practicing cursive letter pairs.

Write this sentence in cursive. Then put a mark ' above the drop-in joins. Underline any diagonal joins to tall letters.

These kinds of fish are good

to eat: bonito, anchovy, salmon.

Circle any letter pairs that don't join. Write the sentence in cursive.

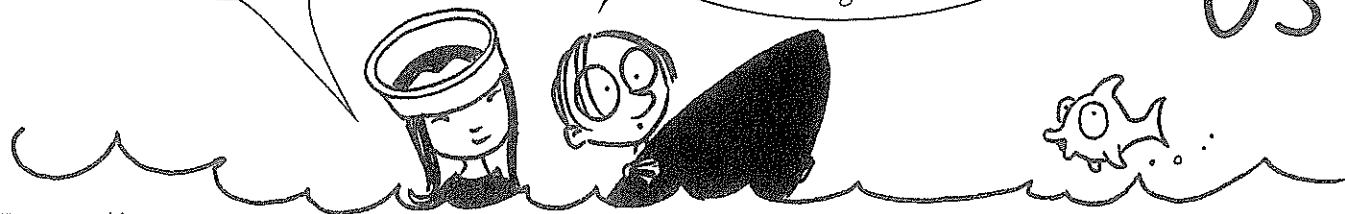
Some people just buy oysters.



# Tricky joins – Joining to s

To make your writing faster, s can be joined from top finishing letters using a horizontal join.

Go right across the top of the s, then retrace the top of the s before heading down.



Trace, then copy.

os os os os os os os os os os

Trace then copy these words.

pos horse glass nose wall

s can be joined to other letters using a diagonal join. Later on you'll learn a tricky new way to join s diagonally. But practise this one for now.



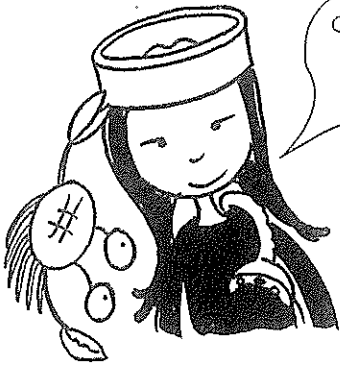
Trace, then copy.

as as as as as as as as as as

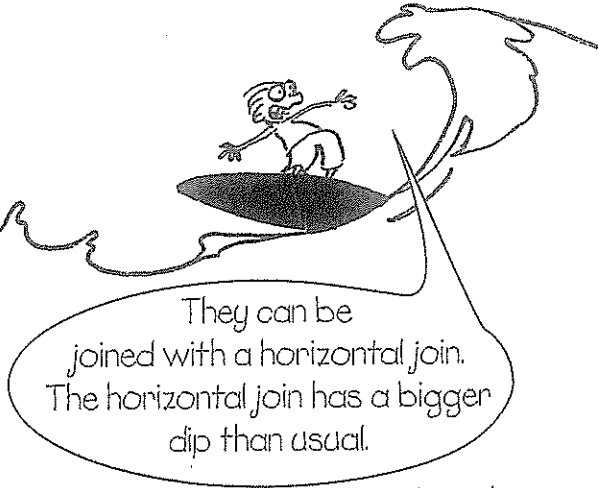
Trace then copy these words.

star animal game use music

# Tricky joins – Horizontal join to e



So far these letter combinations have not been joined.  
oe re ve  
we xe



They can be joined with a horizontal join. The horizontal join has a bigger dip than usual.

oe re ve we xe <sup>bigger dip</sup>  
we

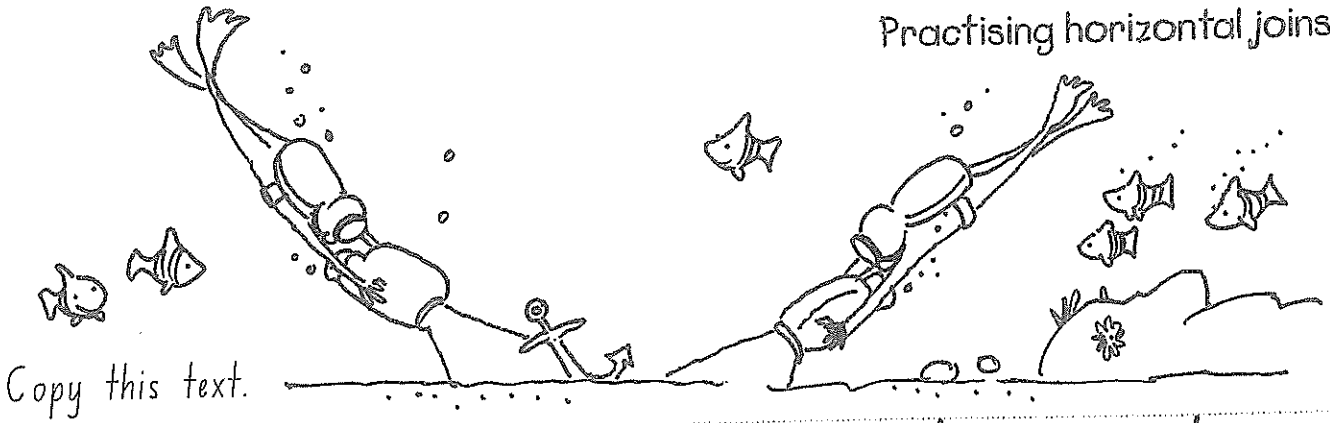
Trace then copy to practise these joins to e.

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line. The first line is pre-filled with the words 'oe re ve we xe' in a cursive font for tracing.

Trace and copy these words.

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line. The first line is pre-filled with the words 'oe re ve we xe' in a cursive font for tracing. The following lines are blank for copying practice.

Practising horizontal joins to e



Copy this text.

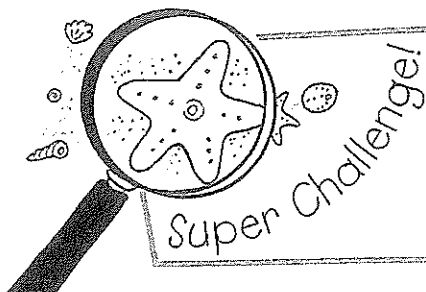
Maritime archaeologists explore

the bottom of the ocean. On

their dives, they look for evidence

of shipwrecks. These wrecks give

us clues to our sea-faring past.




- Underline the horizontal joins to e.
- Put a tick above any diagonal joins to e.

Practising horizontal joins to e


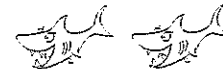

Trace, then copy.

Handwriting practice lines with dotted midlines. The word 'water' is faintly visible in the first line, and 'water' is faintly visible in the second line.

Trace, to practise these letter combinations.

 self Assessment

Needs work      Good effort      Best ever!

Decorative wavy line at the bottom of the assessment box.





Assessment page – Joining to s, horizontal join to e

Show how these letters join in cursive writing.

os rs ws xs fs as cs ds

es is ks ls ms ns ts us

Write these words in cursive.

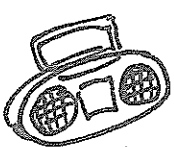
hosts asks sews emus surfs

Show how these letters join in cursive writing.

oe re ve we xe re ve we

Write these words in cursive.

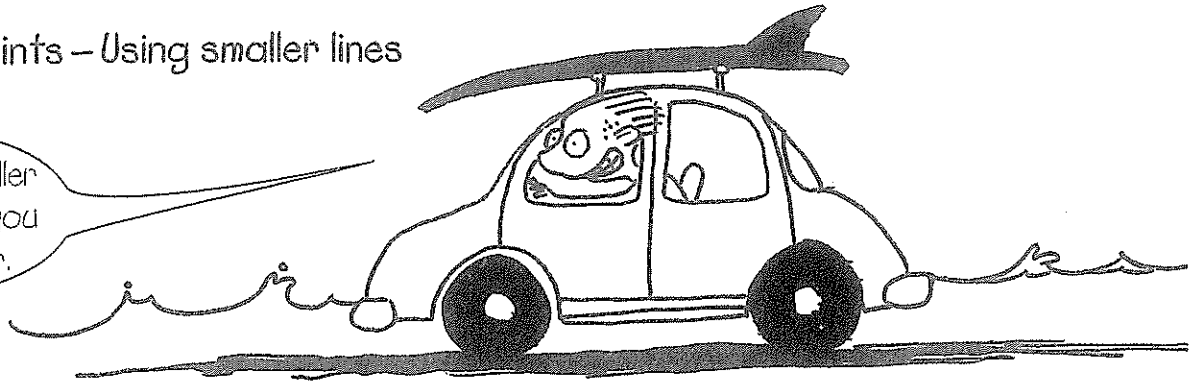
wave hoed reef faxes weevil



Teacher

## Handwriting hints – Using smaller lines

Writing in smaller lines will help you write faster.



Copy.

Maritime archaeologists and marine biologists

do a lot of diving in the course of

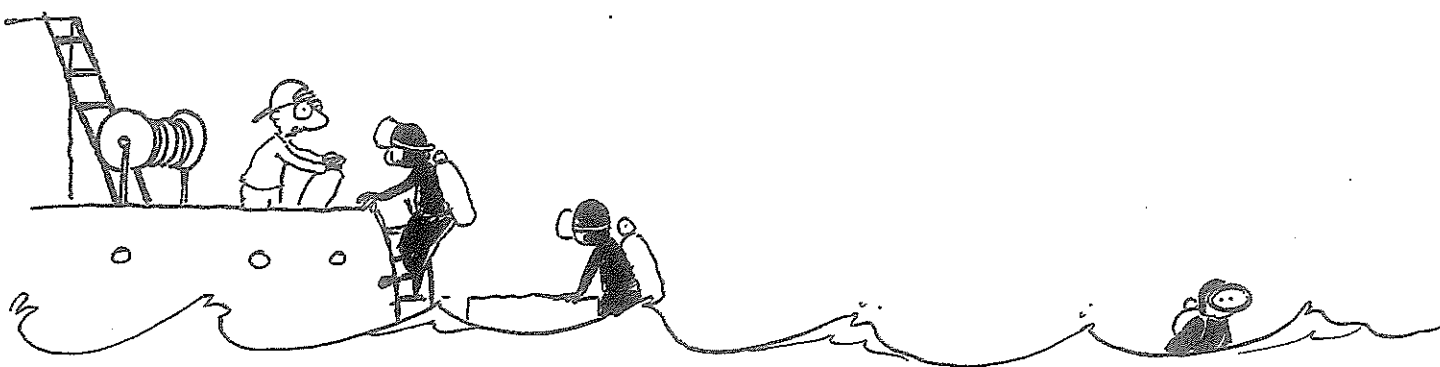
their work. Other people have jobs that

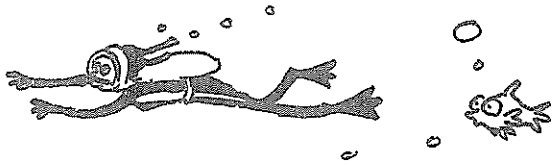
involve diving too, including police divers,

marine park rangers and Navy Seals.

These highly trained divers use specialised

equipment to keep them safe under water.





Handwriting hints – Letter size and spacing

Copy this list of great diving sites around the world.



Great Barrier Reef, Australia

Sharm-el-Sheikh, Red Sea, Egypt

Sulawesi, Indonesia

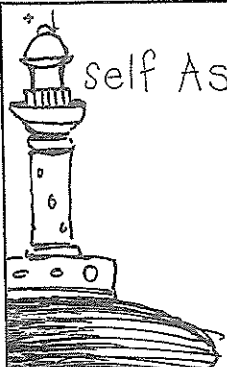
Madang, Papua New Guinea

Monterey Bay, California, U.S.

Bali, Indonesia

Andaman Islands, India

Antarctic Peninsula, Antarctica



## Self Assessment

Look at the letters in each word.  
Are they spaced evenly?  
Rate your letter spacing.

Uneven spacing

Even spacing

## WRITING - MONDAY

Read through the information report on platypuses below. The information is all jumbled up. Use different coloured pencils/highlighters to find information on the following:

### **Classification, Habitat, Diet, Reproduction**

Use this information to complete the graphic organiser by placing information into the correct boxes. You will then use your graphic organiser over the next few days to write an information report on platypuses.

### PLATYPUSES

Platypuses are semi-aquatic animals that live both on land and in water. They swim in creeks and rivers and make burrows on the banks of the stream.

A baby platypus is called a puggle. They feed on their mother's milk. Female platypuses don't have nipples so the baby feeds on its mother's skin or fur to get the milk.

Platypuses are only live in Australia. They are found close to the east coast and in Tasmania.

They are carnivorous animals that eat insects, tadpoles and crustaceans.

Platypuses are a special kind of mammal called a monotreme. Monotremes are mammals that lay eggs.

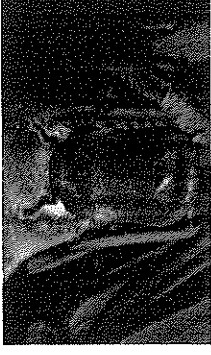
The platypus hunts for food by diving into the water and using senses in its bill to find food. They turn over rocks with their bills and grind the food up in their mouths as they don't have any teeth.

The female platypus lays eggs in her burrow. She incubates the eggs for two weeks before they hatch.



## GRAPHIC ORGANISER:

Classification (what type of animal it is):



## PLATYPUSES

Diet (what they eat):



Habitat (where they live):

Reproduction (about their babies):



## **WRITING - WEDNESDAY**

Using your graphic organiser you completed, continue writing your information report using the following subheadings:

**Diet**

**Reproduction**

Remember to write in full sentences and use correct sentence punctuation You will continue to write your information report tomorrow.

**Diet**

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**Reproduction**

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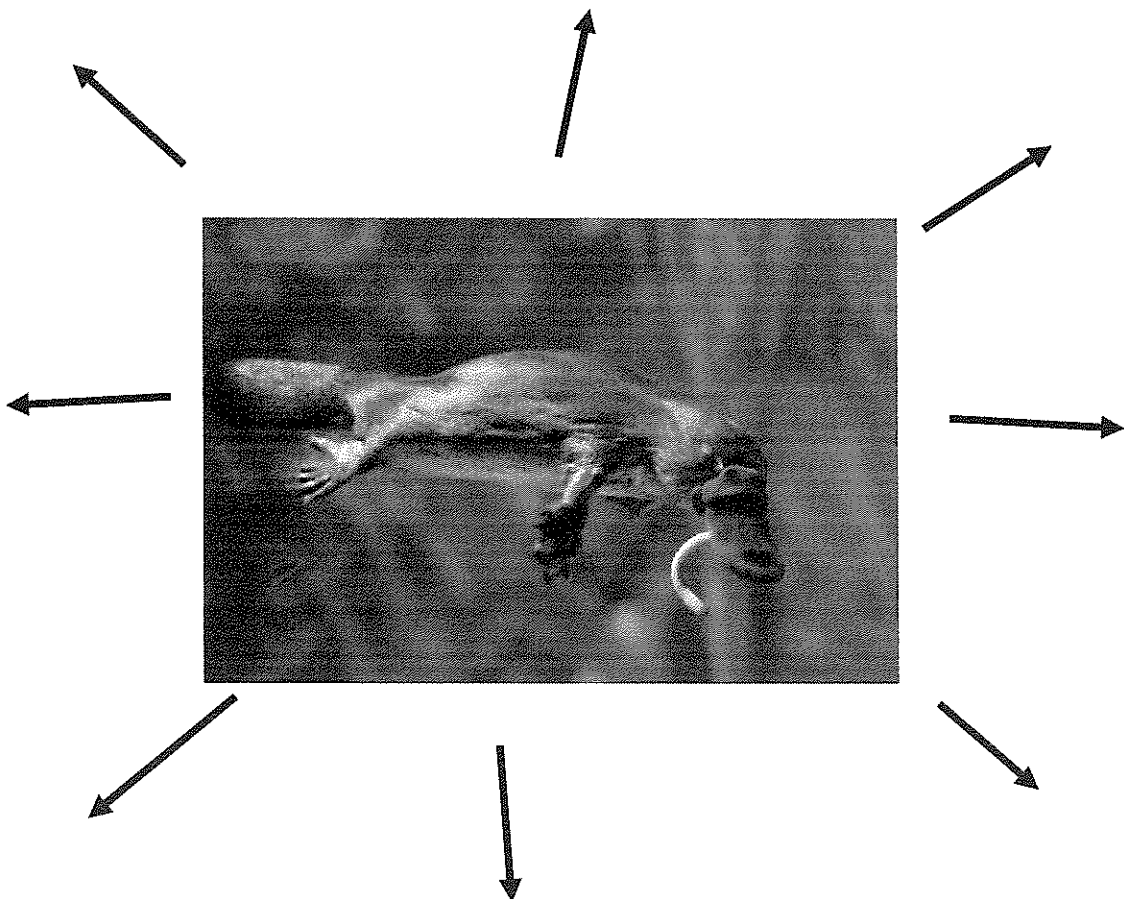
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## WRITING - THURSDAY

Using this picture of a platypus, create a brainstorm of a platypus' appearance (eg. Webbed feet). Then, using this brainstorm, write a paragraph on **Appearance** of the platypus. Remember to write in full sentences and use correct sentence punctuation.

(Here are some key words you may want to include: webbed feet, thick fur, rubbery duck-like bill, flat furry tail, small eyes)





**Appearance**

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## **WRITING - FRIDAY**

Have one of your parents or older siblings to check your work.

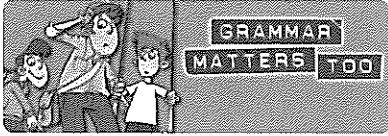
Did you have any spelling mistakes?

Did you miss some punctuation?

Can you use more descriptive words?

Once your work has been checked, edit using a different colour and try to improve your information report.

Can you draw a picture to go with each of your paragraphs?



## Direct Speech

To show direct speech, we use speech marks. They can also be called quotation marks. We use speech marks to show when someone is talking.

Remember to put speech marks around the words being said.

Start each piece of speech with a capital letter.

Punctuate the speech before you close the speech marks.

Start a new line for each speaker.

**Add speech marks to the following sentences (The first one is done for you):**

The Mouse and the Lion

*e.g. "Got you!" Roared the lion. "Now I'm going to eat you up."*

Please don't eat me, squeaked the mouse.

Why ever not? Demanded the lion.

You never know, I may be able to help you some day.

You, a tiny mouse? How could you help me? Queried the great beast.

Who can say when you may just need a friend? whispered the mouse.


Now that you've had some practice, finish the story adding some dialogue of your own:

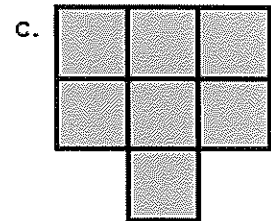
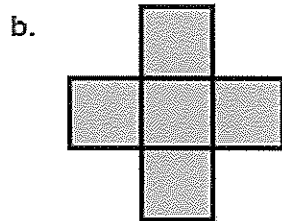
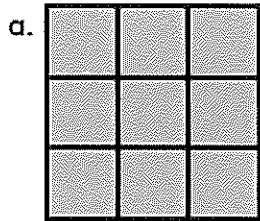
### Task 1 – Multiplication

Complete the grid showing all the times tables from 0 to 5

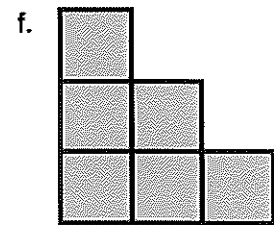
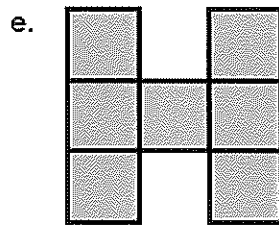
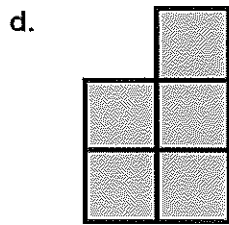
X	0	1	2	3	4	5
0						
1						
2			4			
3						
4						
5						25
6						
7				21		
8						
9		9				
10	0					
11						
12						

Find the area of each shape by counting the square centimetres (cm<sup>2</sup>)

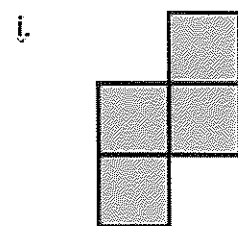
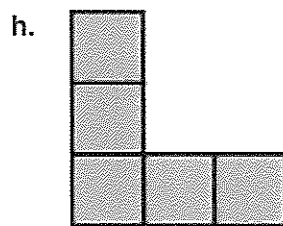
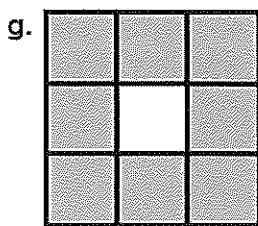
 = 1 cm<sup>2</sup>



a.	cm <sup>2</sup>	b.		c.	
----	-----------------	----	--	----	--



d.		e.		f.	
----	--	----	--	----	--



g.		h.		i.	
----	--	----	--	----	--



# Area

## Objective:

In this lesson, students will draw the letters of their first name on graph paper. Then they will find the area of each letter.

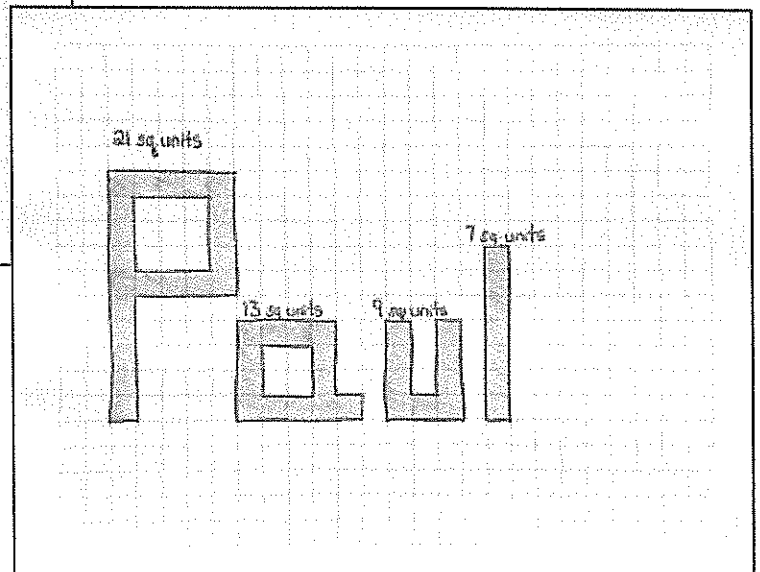
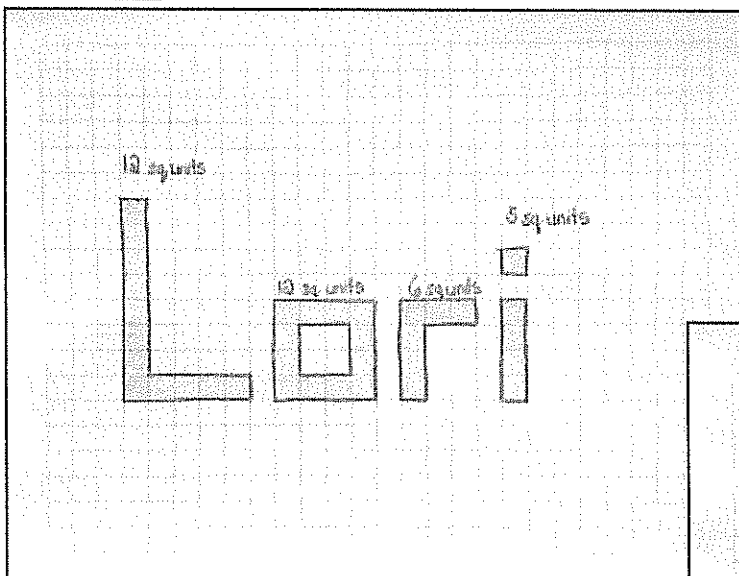
## Materials:

- 1 sheet of graph paper (page 2 of this file)
- crayons or markers
- pencil

## Procedure:

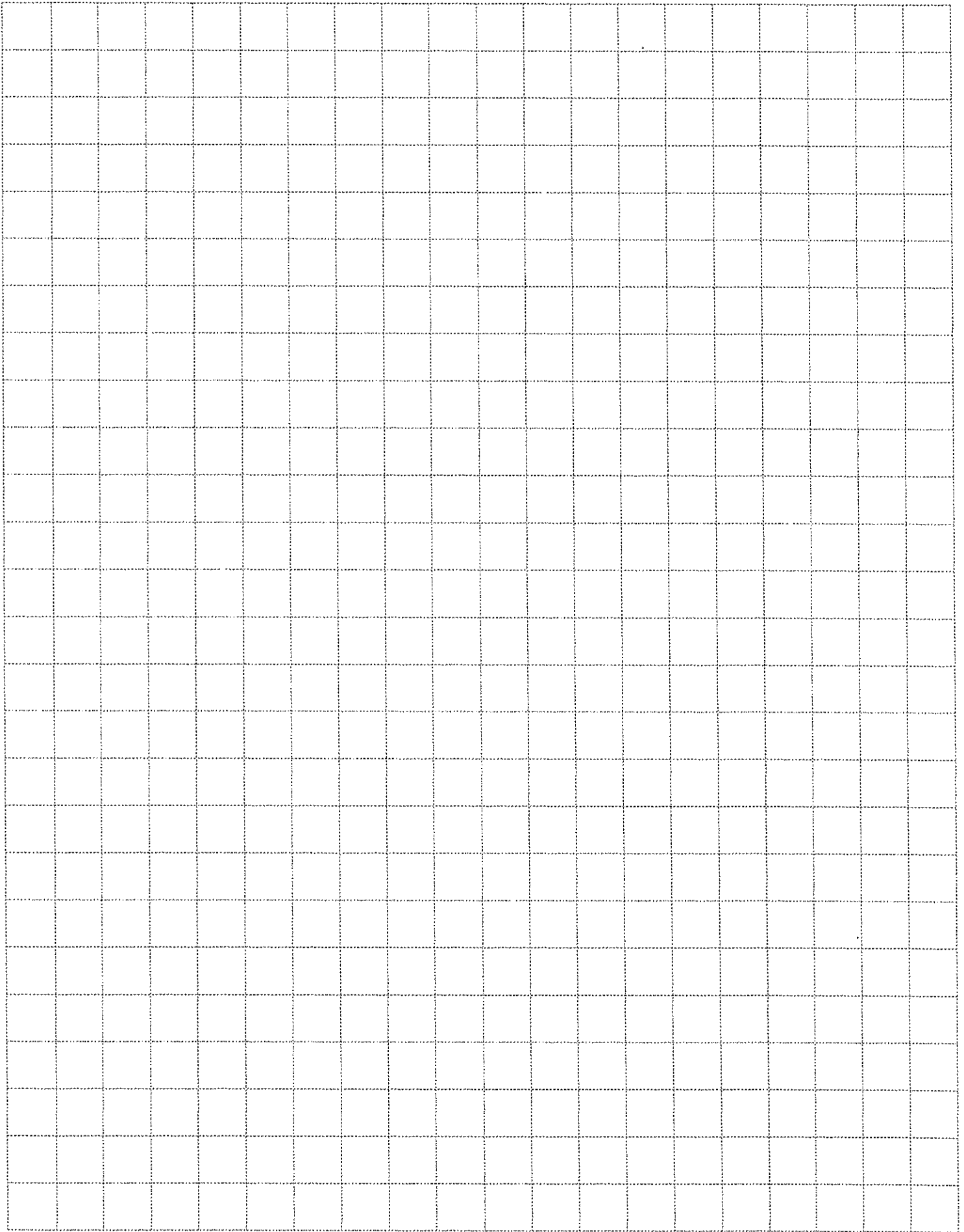
- Students draw their name on the graph paper and color the letters.
- Students then write the area of each letter. Be sure they include "sq. cm", "cm<sup>2</sup>", or "sq. units".

## Examples:



## Lesson Tips:

- You may want to have students cut out their "area names" to display around the classroom. Leave one blank square all the way around the letters.
- You may also have students write the perimeter of each letter if you have already taught or are teaching perimeter.



Name: \_\_\_\_\_

# Fact Family Street

Use addition and subtraction to fill in the fact family living in each house.

a.

13				
8	+	5		
8	+	5	=	13
5	+	8	=	13
13	-	8	=	5
13	-	5	=	8

b.

6				
4	+	2		
<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	-	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	-	<input type="text"/>	=	<input type="text"/>

c.

16				
9	+	7		
<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	-	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	-	<input type="text"/>	=	<input type="text"/>

d.

8				
6	+	2		
<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	-	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	-	<input type="text"/>	=	<input type="text"/>

e.

4				
4	+	0		
<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	-	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	-	<input type="text"/>	=	<input type="text"/>

f.

11				
8	+	3		
<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	-	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	-	<input type="text"/>	=	<input type="text"/>

g.

12				
9	+	3		
<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	-	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	-	<input type="text"/>	=	<input type="text"/>

h.

7				
6	+	1		
<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	-	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	-	<input type="text"/>	=	<input type="text"/>

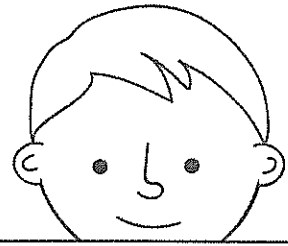
i.

12				
7	+	5		
<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	-	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	-	<input type="text"/>	=	<input type="text"/>

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Number of the Day



Word Form:

Numeral Form:

125

ODD

OR

EVEN

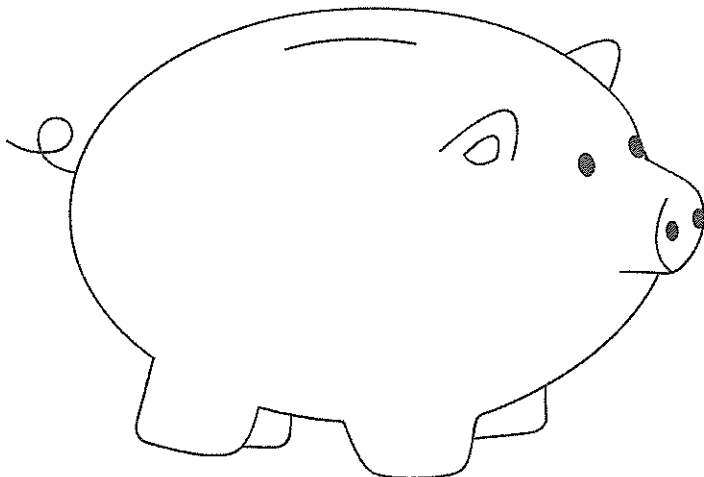
Hundreds

Tens

Ones

Number Sentence:

Show with money:



Greater than:

>

Less than:

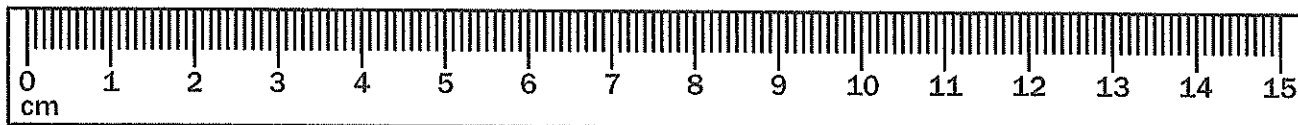
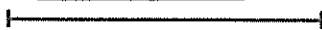
<

Name: \_\_\_\_\_

# Measuring Centimetres

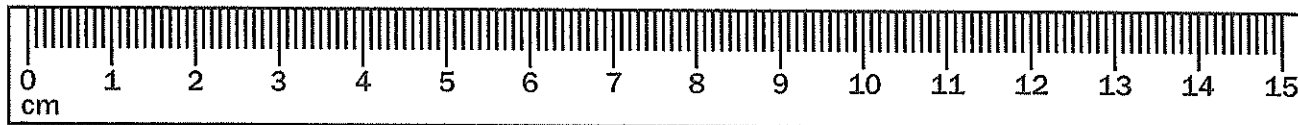
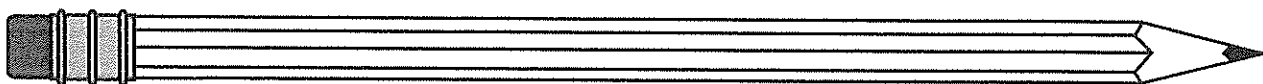
Measure each object with the ruler shown. Round to the nearest centimetre

a.



\_\_\_\_\_

b.



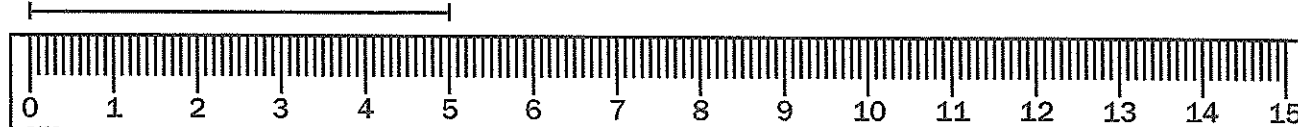
\_\_\_\_\_

c.



\_\_\_\_\_

d.

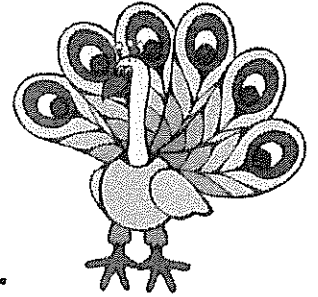


\_\_\_\_\_



Name: \_\_\_\_\_

## Number Patterns



Write the numbers that come next.

1.

1, 3, 5, 7, 9, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ ...

2.

2, 4, 6, 8, 10, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ ...

3.

24, 34, 44, 54, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ ...

4.

3, 6, 9, 12, 15, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ ...

5.

35, 40, 45, 50, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ ...

6.

11, 22, 33, 44, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ ...

7.

9, 19, 29, 39, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ ...

Name: \_\_\_\_\_

## Number Patterns

1. Examine the number pattern below.

**104, 113, 122, 131, 140 ...**

Write the next three numbers in the pattern. \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

How do you know which numbers came next?

---

---

2. Examine the number pattern below.

**331, 316, 301, 286, 271 ...**

Write the next three numbers in the pattern. \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

How do you know which numbers came next?

---

---

3. Examine the number pattern below.

**890, 780, 670, 560, 450 ...**

Write the next three numbers in the pattern. \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

How do you know which numbers came next?

---

---

Name: \_\_\_\_\_

## Solids and Polygons

Write the name of each shape.

### Word Bank

(You will not use all of the words)

octagon

pentagon

hexagon

rectangle

parallelogram

triangle

square

trapezoid

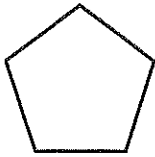
cylinder

rectangular prism

cube

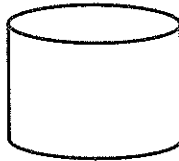
sphere

1.



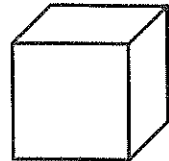
\_\_\_\_\_

2.



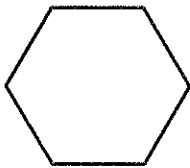
\_\_\_\_\_

3.



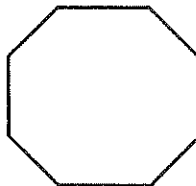
\_\_\_\_\_

4.



\_\_\_\_\_

5.



\_\_\_\_\_

6.



\_\_\_\_\_

7.



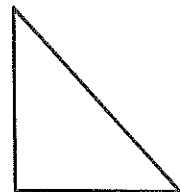
\_\_\_\_\_

8.



\_\_\_\_\_

9.

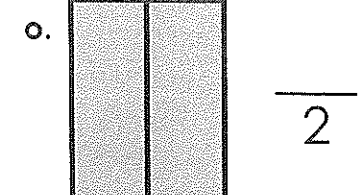
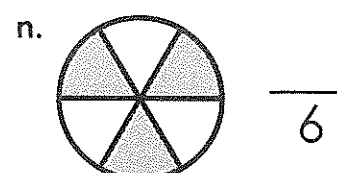
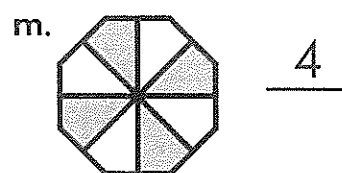
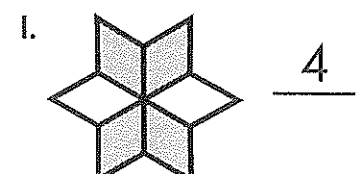
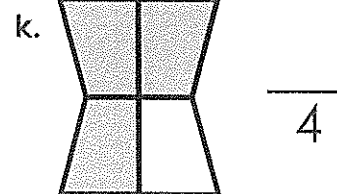
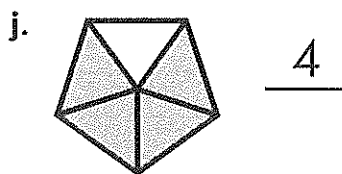
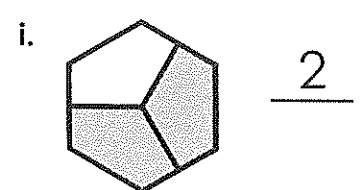
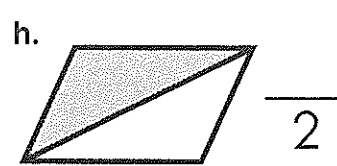
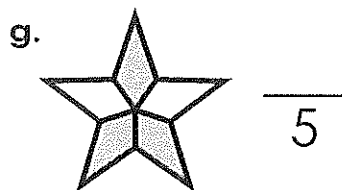
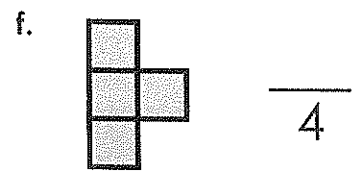
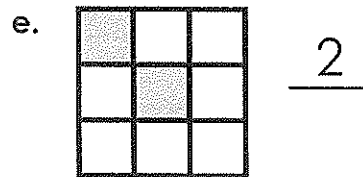
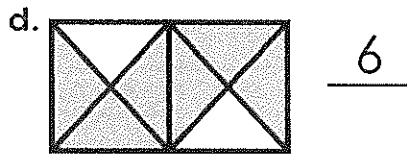
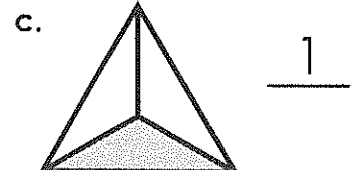
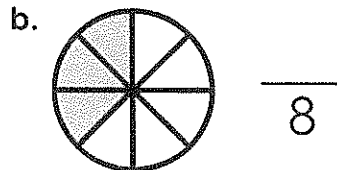
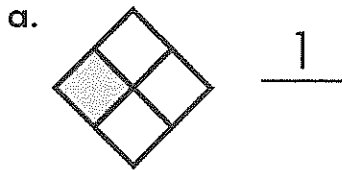


\_\_\_\_\_

Name: \_\_\_\_\_

## Fractions

What fraction of each shape is shaded?  
Write the missing numerator or denominator for each.



Name: \_\_\_\_\_

## Tally Chart

Christina surveyed her classmates to find out their favorite subjects in school. She made a tally chart to record the results.

SUBJECT	COUNT
Math	
Reading	
Writing	
Science	
Geography	



1. How many of Christina's classmates chose Geography as their favorite subject?  
\_\_\_\_\_
2. How many more students chose Reading than Writing?  
\_\_\_\_\_
3. Did more students choose Reading or Geography?  
\_\_\_\_\_
4. Which subject had the most votes?  
\_\_\_\_\_

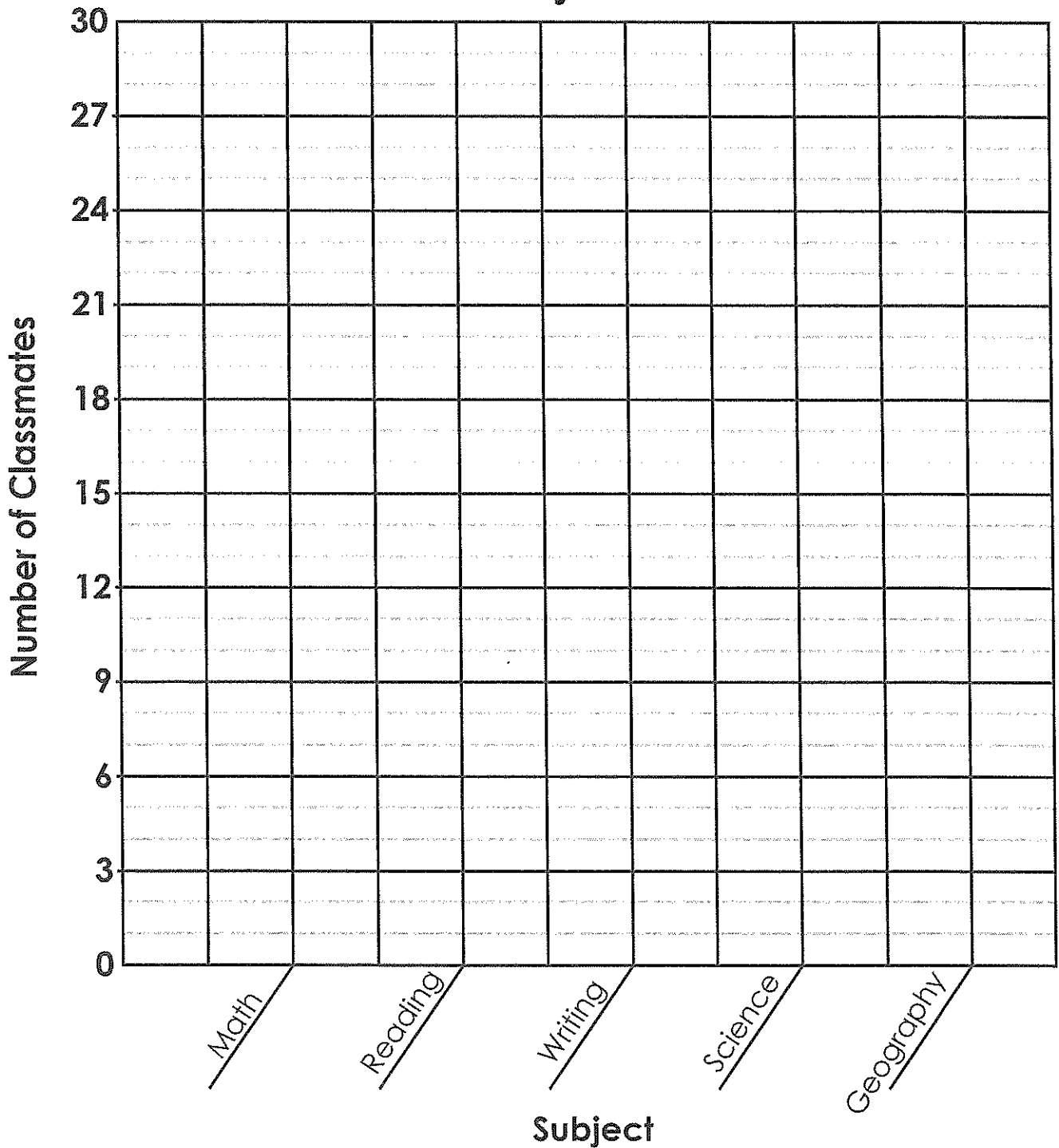


Name: \_\_\_\_\_

# Bar Graph

Complete the bar graph to show the results of the "Favorite Subject" survey on the previous page. Use a different color for the bar for each subject. Imagine what your classmates would answer if you are not online.

## Favorite Subject in School



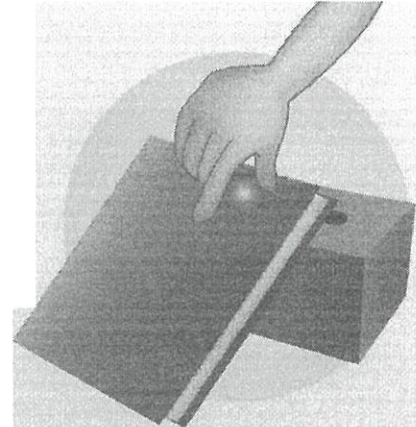
# Science

## The Effect of Friction on Different Surfaces

Answer predictions before conducting the experiment.

### Materials:

- tissue box
- rigid textbook
- a small ball
- smooth surface (kitchen or family room)
- carpeted surface
- large beach towel
- driveway surface
- grassed surface
- tape measure



### Method:

- 1 Place the tissue box on the smooth surface and lean the textbook on it to create a ramp. Leave a clear space ahead of the ramp.
- 2 Roll the ball down the ramp (without any force applied) and wait until it comes to a complete stop.
- 3 Use the tape measure to measure the distance the ball travelled.
- 4 Record your results.
- 5 Repeat steps 1–4 using the carpet, beach towel, driveway and grass in the place of the smooth surface.

### Predictions

- 1 On which surface will the ball travel the furthest?
2. On which surface will the ball travel the shortest distance?

### Observations

3. Fill in the table below.

Surface	Distance ball travelled
smooth surface	
carpet	
beach towel	
asphalt /driveway	
grass	

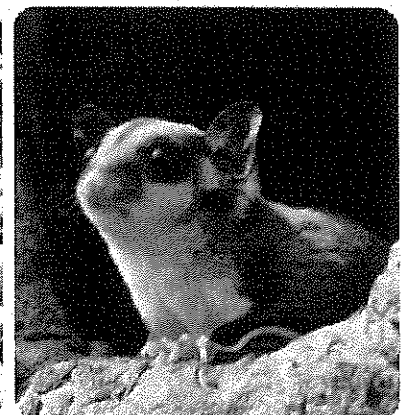
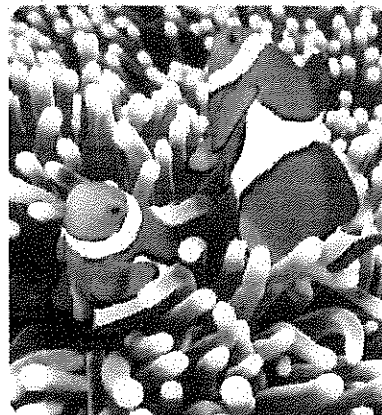
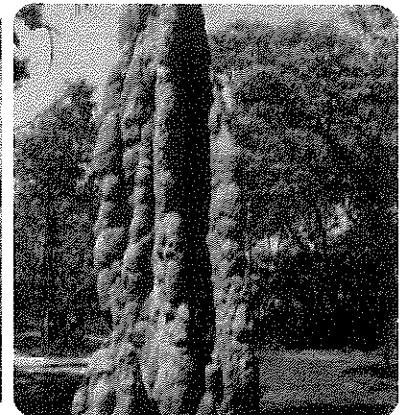
### Results:

4. The ball travelled the furthest on the \_\_\_\_\_ surface.
5. The ball travelled the least distance on the \_\_\_\_\_ surface.

# How do animals rely on the natural environment to survive?

A habitat is a place where something lives. It is also the place that has the specific things there that they need to survive.

- 1 Use the clues from the photos to complete the sentences about Australian animals and their habitats. The missing words are listed below.



Quokka's live on \_\_\_\_\_ in WA where they are not hunted and they can eat plenty of rich grasses and plants.

Sugar gliders live in groups, in the trunks of \_\_\_\_\_ where they can eat the sap, bark and flowers.

\_\_\_\_\_ live in anemones on the Great Barrier Reef where they are protected from bigger fish and can eat the algae that lives there.

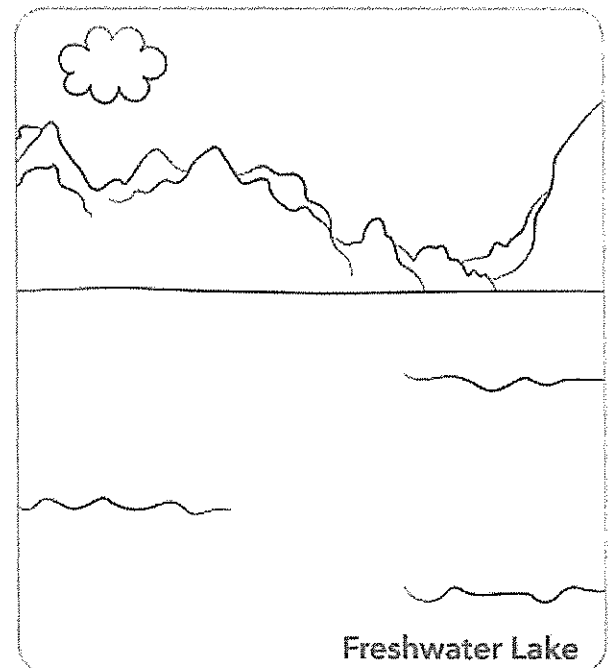
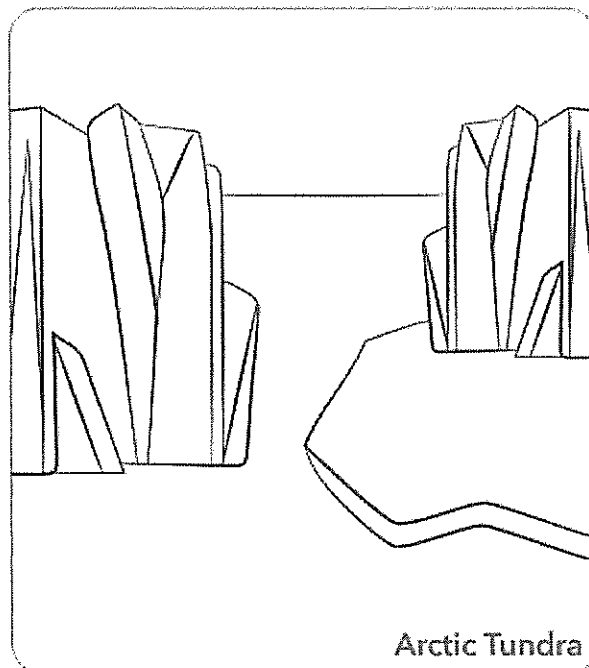
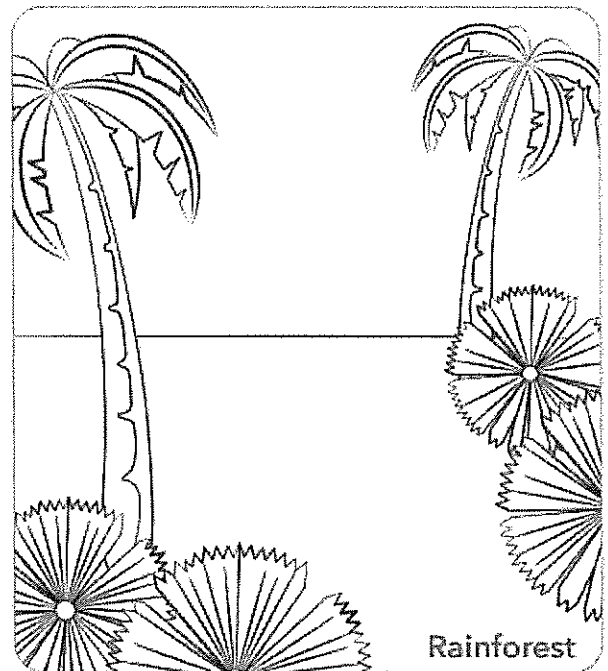
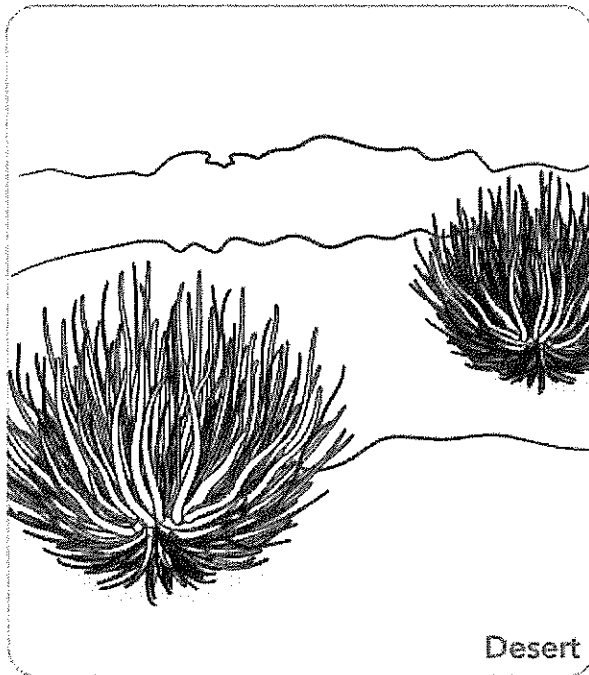
\_\_\_\_\_ live in burrows where they can escape the heat of the day in the cool dirt.

Termites use their own saliva to build giant mounds in the \_\_\_\_\_.

Hermit crabs live in \_\_\_\_\_ to protect their soft bodies.

- wombats
- Rottnest Island
- trees
- shells
- desert
- Clownfish

2 Many animals can share the same habitat. Look at the vegetation zones below and draw or label the listed animals in their correct habitat.



polar bear  
arctic fox  
seal  
whale

pelican  
turtle  
pond snail  
red kangaroo

tree frog  
kingfisher  
butterfly  
green tree python

dingo  
bilby  
thorny devil  
red kangaroo

Animals need food, water, oxygen and a safe home to live in. The habitat they live in provides all of these. Most animals also have other specific needs that only their particular habitat will provide.

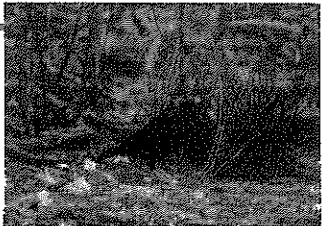
**3** Read the following pieces of information about some specific needs of animals and how their habitat provides it to them.

## Bowerbird facts for kids

Kids Encyclopedia Facts

**Bowerbirds** are the bird family *Ptilonorhynchidae*. The family has 20 species eight genera. Bowerbirds are most known for their unique courtship behaviour, where males build a structure and decorate it with sticks and brightly coloured objects. The function of this courtship ritual is to attract a mate. The bowerbirds have a "female choice" mating system.

The bowerbirds have an Austro-Papuan distribution, with ten species endemic to New Guinea, eight endemic to Australia and two found in both. Their distribution is mainly in the tropical parts of New Guinea and northern Australia, though some species extend into central, western and southeastern Australia. They occupy a range of different habitats, including rainforest, eucalyptus and acacia forest, and shrublands.



**Ommatokoita elongata** is a **30 mm (1.2 in) long pinkish-white parasitic copepod**, frequently found permanently attached to the corneas of the Greenland shark and Pacific sleeper shark. The parasites cause severe visual impairment, but it is thought that the sharks do not rely on keen eyesight for their survival.



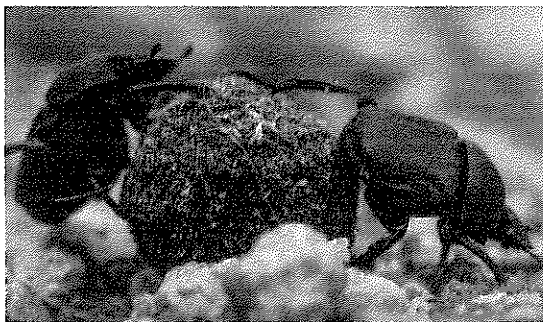




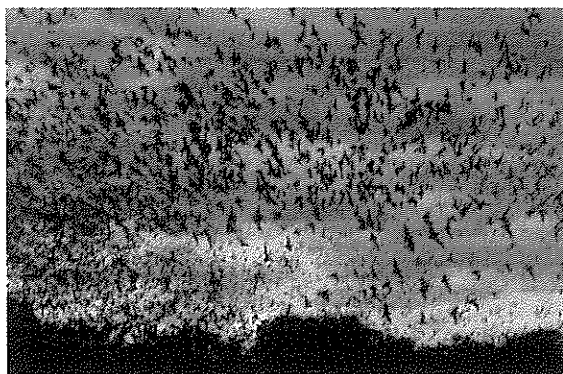
**Golden jellyfish** isolated in Jellyfish Lake have lost their sting. Jellyfish are known for drifting to and fro at the whim of ocean currents—but not all species are so passive. The millions of golden jellyfish that pack Palau’s Jellyfish Lake spend much of their lives on the move during a daily migration that follows the sun’s arc across the sky.



**Leafcutter ants** are often seen in lines, bringing pieces of leaves back to the nest. The leaves are used to feed fungus, which is grown by the ants in a special ‘fungus garden’ in the nest. This fungus provides food for the colony. The fungus can’t survive without the ants, and the ants can’t survive without the fungus. This is known as a ‘symbiotic relationship’.



**Dung beetles** do just what their name suggests: they use the manure, or dung, of other animals in some unique ways! These interesting insects fly around in search of manure deposits, or pats, from herbivores like cows and elephants. Dung beetles come in a variety of colours, from dull and glossy black to



**Bats of Bracken** - A group of bats is called a colony. Every March or April, Mexican Free-tailed bats (*tadarida brasiliensis*) migrate up to 1,000 miles from their winter home in Mexico to this cave, where they raise their young. Soon after they arrive, each mother gives birth to one pup. As many as 500 baby bats live crammed into one square foot of space, and all those bodies create nice warm temperatures to keep them cozy and comfortable.

They use their sense of smell to tell which pup is theirs when it is time for the babies to nurse. The cave, a quiet place in winter, teems with life all summer—and not just with bat residents. Bat poop, called guano, soon covers the floor, providing food for tiny organisms like bacteria and fungi. When the adult bats leave the cave at night to feed, they are helping humans. They eat tons of insects in a single night, including many pests that eat farmer’s crops. And they get rid of mosquitoes, too. metallic green and red.

4

Using the information that you have just read, match these animals with the unusual things that they need to survive.

...need to live near humans so they can collect coloured rubbish to decorate their nests.

Bower birds

...need to live in the deep ocean where they can feed on Greenland shark's eyeballs.

Ommatokoita shrimp

...live in most habitats where animals are found because they eat, lay eggs, and build their homes in animal dung.

Golden jellyfish

...live in the Amazon where they can make a local tasty fungus grow on the leaves they collect.

Leaf cutter ants

...feed on the millions of insects that come out at night in this area.

Bats of Bracken in Texas

...live only in a lake on an island in the Pacific where they need to chase the sun that shines on the lake each day.

Dung beetles

5

Do you know of an animal that relies on its habitat to survive? Write about it below.

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# Safe Places to Cross the Road



1. Fill in the blank spaces using the words from below the box.

The safest place to cross the road is at any marked crossing. If there is no \_\_\_\_\_ crossing, the safest place will be any \_\_\_\_\_ where you can see cars and car drivers can see you clearly. The traffic \_\_\_\_\_ is constantly \_\_\_\_\_, therefore the safest place to \_\_\_\_\_ the road can \_\_\_\_\_. Never assume that \_\_\_\_\_ will stop because you are on a \_\_\_\_\_ crossing. Remember to take \_\_\_\_\_ because cars don't always \_\_\_\_\_.

- care
- change
- changing
- cross
- environment
- marked
- pedestrian
- stop
- place
- traffic

2. Describe two safe places to cross the road in your local area:

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---

3. What could change to make these two safe places unsafe?

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4. Describe two unsafe places to cross in your local area:

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---

5. I can make my pedestrian behaviour safe if I

STOP! What for? \_\_\_\_\_

LOOK! What for? \_\_\_\_\_

LISTEN! What for? \_\_\_\_\_

THINK! What about? \_\_\_\_\_



**Worksheet 5**

**Pedestrian Scenario Cards**

<p>A father and his three children (aged 3, 5 and 7) want to cross the road. How can they do this and still hold hands?</p>	<p>My baby brother's stroller is a bit hard to push so Mum can't let go of the handles. How do I make sure that I stay safe?</p>
<p>My Dad, sister and I have gone to pick up Auntie Marg from the railway station. Dad is carrying one of Auntie Marg's suitcases and Auntie Marg is carrying the other. Whose hand or what can I hold to stay safe?</p>	<p>On the way to the shops, my sister and I hold Mum's hands, but when Mum has her hands full of shopping bags this is not possible. What can I do to stay safe?</p>
<p>My Mum, Dad, sister Nina and I have cleaned out our cupboards. We have four bags full of old things that we have to carry from our car, through the car park, to the collection bin. How should we do this? What should we be looking out for?</p>	<p>Our school is a short walk from our house. My sister Adele and I hold hands with our older brother Aaron, all the way there. Last week Aaron had to carry a project to school. What do you think we did to keep safe when crossing the road?</p>
<p>My friends, Darie, Sarah and Jen, have come to visit and we have decided to walk to the park with my mum. What should we do to cross the road safely?</p>	<p>My friends and I like to play tag in my backyard. What should they do to keep safe when they walk home?</p>
<p>My younger brother Ben sometimes refuses to hold our hands when we walk to school. What can I do to encourage him to do the safest thing?</p>	<p>My big sister and I take our dogs, Spike, Silky and Buster, for a walk every evening. How can we hold the dogs' leads and still cross the road safely?</p>