RELIEF TEACHERS' SURVIVAL HANDBOOK
(BOOK 2: AGES 8 - 10)

By David J Cohen

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Relief Teacher Report Sheet

Date:____________________ Monday   Tuesday   Wednesday   Thursday   Friday
Class: ________________ Year level: __________ School: _______________________
Relief teacher name: __________________________________________________________________

Hello ________________________________,

I was assigned to your class during your absence. Here is a summary of the day:

<table>
<thead>
<tr>
<th>Time</th>
<th>Lesson covered</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>

Children worthy of special note _______________________________________________________________________

__________________________________________________________________________

Additional comments ____________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Regards ________________________________

Children worthy of special note

Additional comments

Regards
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The Relief Teachers’ Survival Handbook
for 8 to 9 year olds

Thank you for purchasing The Relief Teachers’ Survival Handbook for 8 to 9 year olds. This book is written for the teacher who needs an emergency lesson and for the relief teacher who has been asked to cover for an absent regular teacher.

On many occasions, work may already be set for the relief teacher. However, there may be other occasions where not all the day is accounted for. As the relief teacher, you may be expected to fill these times with your own lessons. This book covers every subject, so you can feel confident about meeting the expectations of the school or teacher you are relieving. The lessons require a minimum of preparation but are educationally meaningful, and can be adapted to suit particular lesson goals and abilities.

Notes for the Relief Teacher

Being Prepared

The real motto of the consummate relief teacher is to be prepared. You can help yourself by:

- Arriving early. If you’re going to be late, phone ahead. There’s nothing worse from the school’s point of view than not knowing when, or indeed if, they have a relief teacher for the day.
- Bringing your own materials. Items might include: red, blue and black pen, correction fluid, pencil, rubber, scissors, glue, ruler, permanent marker and whiteboard marker.
- It is also useful to have paper of various types available for emergency use.
- Last but not least, bring your copy of The Relief Teachers’ Survival Handbook!

When you Arrive

- Arrive at least 30 minutes prior to school starting. You’ll need this time to orientate yourself - find your room, the toilets, the staff room, look over the lessons and make any necessary photocopies.
- Check in at the school office.
- Introduce yourself to the principal/head teacher at some stage during the day.
- Introduce yourself to your nearest teacher neighbour. They will usually fill you in on any missing information.

Managing your Day

- Find out if you’re on duty. If there’s an incident in the playground and you’re not there when you should be, you can be held responsible.
- Familiarise yourself with the classroom timetable and try to keep to it as much as possible to minimise disruptions. Alterations to routines can unsettle children’s learning patterns and are best avoided.
- Calling the class roll usually takes place first thing in the morning, and perhaps again for the afternoon session. Use the correct marking key and check for any difficult names to pronounce.
- Don’t leave a pile of unmarked work on the teacher’s desk, especially work you have set yourself. To ease your own workload, perhaps you may get the children to mark their own work during the day. At the very least you should see every child’s work and leave a tick with your initials on the work to say it has been seen.
- Leave the teacher’s desk and the room as tidy as possible. Better still leave the room tidier than you found it.
- Leave a note to the teacher on what work you covered. There is a photocopiable sheet on Page 2 of this book for this purpose.
Managing the Lessons - Getting the Most out of the Children

It can be difficult for a relief teacher to build rapport with children, given the limited time frame. Children will naturally feel you out to get an idea of the boundaries they can work to.

Here are some points to help you manage the classroom effectively and get the most out of children:

- **Stand at the class entrance, smile and say good morning to each student that enters the class. This creates a positive energy and builds the right atmosphere for learning right from the start.**

- **Get to know children’s names - not the easiest of tasks since you are there for a short time. However, children respond better when they hear their name, so it’s worth the effort. Ask children to write their names on a name tag and tape it to their desk.**

- **Motivate children from the very start. Research shows that children’s interest is highest at the beginning of each lesson, so take full advantage of this and begin your lesson brightly and get straight to the point.**

- **Write the learning objectives of each lesson on the board. Research shows a higher level of achievement if the object of the lesson is known before it starts.**

- **Be polite. Ask children what you want them to do, e.g. “Could you please get your science books out?“; rather than giving them directions all the time.**

- **Check how the classroom teacher normally expects work to be done and parrot the preferred way. This lessens confusion and provides a greater sense of continuity for the children. For example - how is the page set out, what coloured biro is allowed, what work books are to be used? etc.**

- **Given the above, be wary of allowing children to take over the class by telling you throughout the day how things usually operate. Remind children that it’s OK to do things a little differently sometimes, after all, you are the teacher.**

- **Children, being children, will take advantage of their classroom teacher’s absence and try to ‘get away’ with things they normally would not be permitted to do. One way to handle this is to preface the day by stating to the children you expect them to follow their normal classroom procedures and routines. If children ask you questions you don’t know the answer to, ask them in turn: “If your teacher was here today, would that be permitted?”**

- **Find out what the school policy is on discipline. Excluding children from learning is detrimental to your own purpose and is not recommended. Usually subtle reminders to children can be effective, e.g. wait for students to be silent, make eye contact and engage children in conversation if they appear to be off task. You may also consider isolating and shifting some children who appear to be disruptive influences.**

- **Don’t threaten children. It’s a sign you don’t really feel in control and children will pick up on this very quickly. Remain calm and remind children of the importance of completing tasks. Use positive reinforcement at least once every minute.**

- **Children love stickers. Used as reward for task completion, they become extrinsic motivators. Instead use them as a surprise acknowledgement for a job well done.**

- **Most importantly, keep your sense of humour!**
Story Board

Make up a story and tell it in pictures. Remember, every story needs a conflict or problem to make it interesting. The end will contain the solution.

Beginning - Tell who, when and where.

Middle - Most exciting and longest part of the story.

End - Explain how the problem or conflict is solved.
Comparing Stories

Let’s compare two popular traditional stories. Complete the story outlines.

<table>
<thead>
<tr>
<th>Title</th>
<th>Little Red Riding Hood</th>
<th>Three Little Pigs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• When</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Where</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Main characters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Main events that take place in the story</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In what ways are the two stories similar?

___________________________________________________________________________________________

___________________________________________________________________________________________

___________________________________________________________________________________________

In what ways are the two stories different?

___________________________________________________________________________________________

___________________________________________________________________________________________

___________________________________________________________________________________________
Fact or Opinion

Facts are things we can prove to be true. If we cannot prove something with evidence then it is only an opinion. For example the statement: “Plants get energy from the sun”, can be proven with experiments. However, the statement: “My pet Wellard is the cutest dog in the world”, is only an opinion as it is something you cannot prove.

☆ Write down whether you think these sentences are fact or opinion.

1. My car has broken down. ________________ e.g. fact
2. There are 365 days in a year. __________________
3. Neighbours is the best program on TV. __________________
4. Kylie Minogue is the best singer in the world. __________________
5. Julius Caesar was a Roman ruler. __________________
6. Spanish is the native language of Spain. __________________
7. Football is the worst sport to play. __________________
8. Michelle plays netball every Saturday afternoon. __________________
9. My uncle lives at 22 Appleway, Smallsville. __________________
10. The best city in the world is London. __________________

☆ Write six sentences containing facts.

1. __________________________________________
2. __________________________________________
3. __________________________________________
4. __________________________________________
5. __________________________________________
6. __________________________________________

☆ Write six sentences containing opinions.

1. __________________________________________
2. __________________________________________
3. __________________________________________
4. __________________________________________
5. __________________________________________
6. __________________________________________
Roald Dahl

Have you read *Fantastic Mr Fox*, or perhaps *The BFG* or the *Twits*? If so, then you might be familiar with the author, Roald Dahl. Dahl is one of the most successful and well-known children’s authors of the last century. His books are read and loved by millions of children and adults all over the world.

Roald Dahl stories are very exciting to read. This is not surprising since he led a very exciting life himself. Born in 1916, near Cardiff in Wales, Dahl grew up living with his parents before he was sent to boarding school in 1925. He said later he didn’t enjoy his time there. He got up to all sorts of mischief and even took up boxing while at school. When he finished school, he wanted more excitement so in 1938 he went to Africa to work for the Shell Oil Company. When war broke out with Germany in 1939, Dahl quickly joined the Royal Air Force (RAF). However, his plane crashed after it ran out of fuel. He was badly injured and was left with a limp for the rest of his life. Dahl rejoined the air force after he left hospital and was later involved in air battles over Greece and the Middle East.

However, he never got over his injuries from the plane crash and found flying too hard. He took another job and moved to the United States to help gather secret information. It was in the United States that he began to write. In 1942, he had his first story published, called *A Piece of Cake*. From then until 1961, he wrote stories for adults. In 1952 he married well-known American film actress, Patricia Neal.

In 1961 Dahl released his first children’s story called *James and the Giant Peach*. In 1964 he released *Charlie and the Chocolate Factory*. Both of these stories have since been made into successful films.

In 1967 he helped write the script for the James Bond movie, *You Only Live Twice*. Dahl continued to write children’s stories. He was now becoming very famous for his work and people began to recognise him as a very good author. In 1983 he won the Children’s Book Award for *BFG*. He also won the Whitbread Award for *TheWitches*. In 1989 he won another Children’s Book Award for *Matilda*.

However, not everyone likes Dahl’s work. Some complain that his stories don’t really help children to become better people. They say his stories often appeal to the bad in people and are often quite frightening, particularly for younger children. But Dahl loved children and received several letters of support from his many fans. If you read his stories carefully, you’ll see he always takes the side of the characters that are being hurt. Whatever your opinion, you would have to agree Dahl had an incredible gift for understanding his audience. After his death, a special fund - the Roald Dahl Foundation - was started in his name, to help children and adults read and write.

By the time Dahl died in 1990 at the age of 74, he had written 18 books. He had also written two autobiographies - *Boy* and *Going Solo*. If you would like to know more about Dahl, perhaps you could see if these books are available in your library.
Roald Dahl: Questions & Activities 1

When and where was Roald Dahl born? __________________________________________

☆ Look through the passage. What happened in these years in Dahl’s life?

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1916</td>
<td></td>
</tr>
<tr>
<td>1925</td>
<td></td>
</tr>
<tr>
<td>1938</td>
<td></td>
</tr>
<tr>
<td>1939</td>
<td>Joined the Royal Air Force</td>
</tr>
<tr>
<td>1942</td>
<td></td>
</tr>
<tr>
<td>1952</td>
<td></td>
</tr>
<tr>
<td>1961</td>
<td></td>
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<tr>
<td>1964</td>
<td></td>
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<tr>
<td>1967</td>
<td></td>
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<tr>
<td>1983</td>
<td></td>
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<tr>
<td>1989</td>
<td></td>
</tr>
<tr>
<td>1990</td>
<td></td>
</tr>
</tbody>
</table>

☆ Write down as many books as you can that have been written by Dahl.

__________________________________________

In 1939 Dahl joined the Royal Air Force, or RAF for short. When you shorten word groups by using the first letter of each word, it’s called an abbreviation.

☆ Look at these words and write abbreviations for them.

<table>
<thead>
<tr>
<th>Words</th>
<th>Abbreviation</th>
<th>Words</th>
<th>Abbreviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>E.g. Royal Air Force</td>
<td>RAF</td>
<td>Past Midday</td>
<td></td>
</tr>
<tr>
<td>Post Office</td>
<td></td>
<td>Before Christ</td>
<td></td>
</tr>
<tr>
<td>United Nations</td>
<td></td>
<td>Prime Minister</td>
<td></td>
</tr>
<tr>
<td>As Soon As Possible</td>
<td></td>
<td>Great Britain</td>
<td></td>
</tr>
<tr>
<td>Please Turn Over</td>
<td></td>
<td>Estimated Time of Arrival</td>
<td></td>
</tr>
<tr>
<td>Royal Australian Air Force</td>
<td></td>
<td>World Health Organisation</td>
<td></td>
</tr>
<tr>
<td>After Midnight</td>
<td></td>
<td>Unidentified Flying Objects</td>
<td></td>
</tr>
</tbody>
</table>
Roald Dahl once said that the good thing about writing was that all you needed were your ideas in your head, a pencil and some paper. Dahl wrote his stories in a small shed at the back of his home. He sat in an old battered armchair with a wooden board propped across it. He used to write with pencils and used yellow paper.

What equipment do these people need to do their jobs?

<table>
<thead>
<tr>
<th>Job</th>
<th>Equipment needed ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>E.g. Writer</td>
<td>paper, pen, ideas, publisher</td>
</tr>
<tr>
<td>Fire fighter</td>
<td></td>
</tr>
<tr>
<td>Carpenter</td>
<td></td>
</tr>
<tr>
<td>Mechanic</td>
<td></td>
</tr>
<tr>
<td>Gardener</td>
<td></td>
</tr>
<tr>
<td>Farmer</td>
<td></td>
</tr>
<tr>
<td>Chef</td>
<td></td>
</tr>
</tbody>
</table>

An autobiography is a written account of your own life. Dahl wrote two autobiographies - Boy and Going Solo. Write a short autobiography of your own life. Talk about where and when you were born and where you went to school. Include some interesting places you’ve been, and things you have seen or done.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Which books of Dahl's have you read?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Select one of these and write a short blurb about it.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Roald Dahl: Word Search

Find as many Roald Dahl story titles as you can. Fill in the missing words you find in the spaces below. You may find some other titles along the way. Colour the words you find in the puzzle. They go in ALL directions!

- The G__________
- Charlie ____ the _________ Factory
- ____________ Rhymes
- Rhyme ___________
- _________ Trot
- _________ Solo
- The _________ Finger
- The _________ Crocodile
- The _________ of Nibbleswicke
- ____________ and the Giant _________
- T____ W__________
- ____________ Mr Fox

What other words can you find? What titles do they belong to?

________________________________________________________________________

________________________________________________________________________

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

★ Write a review of a book you have read recently.

Title: ____________________________

Author: __________________________

Where and when does the story take place? __________________________

What is the story about? __________________________

Who are the main characters in the story? __________________________

In your own words describe an exciting part of the story. __________________________

Overall, what do you think of the book? __________________________

Draw a picture.
Colour Poem: What is ... ?

Write a poem by describing what each colour means to you. Colour in each frame with the matching colour.

E.g. **What is brown?**
The soil is brown, 
Covering our beautiful town.

<table>
<thead>
<tr>
<th>What is brown?</th>
<th>What is blue?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What is green?</th>
<th>What is yellow?</th>
</tr>
</thead>
<tbody>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>What is orange?</th>
<th>What is red?</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
To write clear instructions, keep these points in mind:

- Write in clear and concise sentences;
- Include colourful drawings;
- Keep it simple!

★★ Write instructions for making a cheese sandwich.

1. 
2. 
3. 
4.
Look at this contents page of a book about dinosaurs. It lists the chapters in the order in which they appear in the book. Most books have a contents page which is usually found towards the beginning of the book.

**Answer these questions:**

1. How many chapters are there in the book? __________________________
2. What chapter number is The Biggest Dinosaur? ______________________
3. What chapter number is How Dinosaurs Hunt? ______________________
4. What chapter number is Dinosaurs Discovered? ______________________
5. On what page does What Dinosaurs Ate start? _______________________
6. How many pages is Dinosaurs Discovered? __________________________
7. What is the longest chapter? ______________________________________
8. What is the shortest chapter?______________________________________
9. How long is the last chapter? _____________________________________
10. What is on Page 30? _____________________________________________
11. Write down in your own words what a CONTENTS PAGE is ____________

On a blank piece of paper, design and draw a front cover for this book. To make the front cover attractive, use bright colours and clear writing.
Look at this index of a book about plants. An index is found at the back of a book. It lists the topics you find in the book in alphabetical order. Most non-fiction books have an index.

⭐ Answer these questions:

1. On what page would I find information about the sun? ________________
2. On what page would I find information about water? ________________
3. On what page would I find information about herbs? ________________
4. On what page would I find information about soil? ________________
5. On what page would I find information about trees? ________________
6. Information on pollen can be found on page 8. What else could you read about on page 8? _______________________________________________
7. Herbs, lilies, roses and daisies are all found on Page 16. What do you think this chapter is all about? _______________________________________
8. Who might want to read this book and why? ________________________
   _____________________________________________________________
9. What would be a good title for this book? _________________________
10. On the back of this page, draw a front cover for this book. Include details such as the book title, author, picture and a sentence on what the book is about. Use colour to make the book look attractive to buyers.
A suffix is a letter or syllable added to a root word.

Add these suffixes to the words below: -ful  -ness  -ly  -less

word

1. arm_________________________ forget_________________________
2. beauty______________________ fit____________________________
3. care________________________ quiet_________________________
4. cheap_______________________ quick_________________________
5. cold_________________________ colour________________________
6. doubt_______________________ harm_________________________
7. friend_______________________ forgive________________________
8. glad________________________ aim___________________________
9. good________________________ ill____________________________
10. happy_______________________ complete_____________________
11. head________________________ sorrow_______________________
12. help________________________ seed_________________________
13. holy_________________________ terrible_______________________
14. kind________________________ hope_________________________
15. taste_______________________ soft__________________________
16. late_________________________ wish_________________________
17. meaning_____________________ fruit________________________
18. proud_______________________ peace________________________
19. sad_________________________ hurt_________________________
20. silly_________________________ clue_________________________
21. slow_________________________ loud_________________________
22. tired________________________ clever________________________
23. ugly_________________________ joy__________________________
24. use_________________________ stress________________________
25. face_________________________ wonder_______________________

Select one of each suffix to use in four different sentences.

1. __________________________________________________________
2. __________________________________________________________
3. __________________________________________________________
4. __________________________________________________________
Opposites - Antonyms

Words that are opposites are called antonyms. For example, the opposite of in is out.

★ Match up the antonyms to the words in the left column.

<table>
<thead>
<tr>
<th>rude</th>
<th>down</th>
</tr>
</thead>
<tbody>
<tr>
<td>short</td>
<td>weak</td>
</tr>
<tr>
<td>cold</td>
<td>out</td>
</tr>
<tr>
<td>under</td>
<td>low</td>
</tr>
<tr>
<td>nasty</td>
<td>polite</td>
</tr>
<tr>
<td>up</td>
<td>lower</td>
</tr>
<tr>
<td>strong</td>
<td>tall</td>
</tr>
<tr>
<td>wide</td>
<td>unsafe</td>
</tr>
<tr>
<td>upper</td>
<td>narrow</td>
</tr>
<tr>
<td>safe</td>
<td>kind</td>
</tr>
<tr>
<td>in</td>
<td>over</td>
</tr>
<tr>
<td>high</td>
<td>hot</td>
</tr>
</tbody>
</table>

★ Pair up the opposites.

slow
few
ugly
many
outside
before
small
early
thick
lean
expensive
thin
deep
cheap
after
inside
last
quick
beautiful
late
big
first
shallow
fat

1. slow - quick
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.

★ Write the opposites for these words:

clean ____________
dirty ____________
easy ____________

stale ____________
good ____________

young ____________
smooth ____________

right ____________
open ____________

quiet ____________
sharp ____________

★ On the back of this page, write some other antonyms you know.
Synonyms

Words that are similar in meaning are called synonyms. For example, a synonym for nice is kind.

�s Match up the synonyms:

<table>
<thead>
<tr>
<th>first</th>
<th>several</th>
</tr>
</thead>
<tbody>
<tr>
<td>few</td>
<td>obese</td>
</tr>
<tr>
<td>many</td>
<td>fast</td>
</tr>
<tr>
<td>lean</td>
<td>terrible</td>
</tr>
<tr>
<td>fat</td>
<td>icy</td>
</tr>
<tr>
<td>quick</td>
<td>inexpensive</td>
</tr>
<tr>
<td>cheap</td>
<td>little</td>
</tr>
<tr>
<td>rubbish</td>
<td>leave</td>
</tr>
<tr>
<td>depart</td>
<td>attractive</td>
</tr>
<tr>
<td>horrible</td>
<td>original</td>
</tr>
<tr>
<td>cold</td>
<td>thin</td>
</tr>
<tr>
<td>beautiful</td>
<td>garbage</td>
</tr>
</tbody>
</table>

�s Pair up the synonyms:

<table>
<thead>
<tr>
<th>angry</th>
<th>job</th>
<th>hot</th>
<th>yummy</th>
<th>tired</th>
<th>sturdy</th>
</tr>
</thead>
<tbody>
<tr>
<td>afraid</td>
<td>tasty</td>
<td>hungry</td>
<td>joyful</td>
<td>hurting</td>
<td>painful</td>
</tr>
<tr>
<td>rent</td>
<td>sleepy</td>
<td>hire</td>
<td>high</td>
<td>strong</td>
<td>starving</td>
</tr>
<tr>
<td>boiling</td>
<td>happy</td>
<td>work</td>
<td>tall</td>
<td>cross</td>
<td>scared</td>
</tr>
</tbody>
</table>

1. hire – rent  2.  3.
4.  5.  6.
7.  8.  9.
10.  11.  12.

�s Write some synonyms for these words:

run  sprint  lost  
wise  teacher  
sound  carry  
student  wrong  
nation  extra  

�s On the back of this page, write some other synonyms you know.
Singular and Plural

**Plural** means ‘more than one’. Change these words into plurals. Remember, there are different ways to change each word, so you will need to apply the correct rule in each case.

★ **Add an ‘s’ to these.**
- dog
- house
- girl
- map
- drink
- chair
- boat

★ **Add ‘es’ to these.**
- church
- fish
- dish
- potato
- match
- glass
- bus

★ **Remove the ‘f’ and add ‘ves’ to these.**
- shelf
- knife
- wolf
- thief
- scarf

★ **Take away the ‘y’ and replace with ‘ies’.**
- gooseberry
- lolly
- cherry
- pastry
- vacancy
- baby
- ferry

★ **Rewrite these sentences to change them into plural.**

The dog has a puppy. _______________________________________________________________________

The book is on the shelf. ___________________________________________________________________

My tooth is clean. _________________________________________________________________________

★ **Rewrite these sentences to change them into singular.**

The children are sleeping. __________________________________________________________________

The fishes are swimming. __________________________________________________________________

The men are working. ______________________________________________________________________
Criss-Cross

Find as many words as you can. Boxes must connect in the right letter order. For example, boat is a word, but beat is not. You can also repeat letters. For example, ball. See if you can find at least 25 words.

Name: _______________________

<table>
<thead>
<tr>
<th>c</th>
<th>m</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>b</td>
<td>a</td>
<td>l</td>
</tr>
<tr>
<td>o</td>
<td>g</td>
<td>e</td>
</tr>
</tbody>
</table>

__________________________
__________________________
__________________________
__________________________

How many words did you find?  

Now try this one! See if you can find at least 20 words.

<table>
<thead>
<tr>
<th>s</th>
<th>p</th>
<th>r</th>
</tr>
</thead>
<tbody>
<tr>
<td>h</td>
<td>e</td>
<td>i</td>
</tr>
<tr>
<td>d</td>
<td>g</td>
<td>n</td>
</tr>
</tbody>
</table>

__________________________
__________________________
__________________________
__________________________

How many words did you find?  

Page 22
Getting Around

There are many different ways people can get around. We might use a car or even walk, however this is not always the easiest way. Find 30 words that describe different ways people can get around.

SKATEETUHCARAP
SUBSUBMARINENEDE
RLMOTORCYCLECS
EKIAERNWALKKH
DOWGJOPCHBIWA
IRUNHSNMHDPRIR
LINIARTURTUSKE
GCONCORDEETKCG
GIEONACAGNEIUR
NKSPIHRSIAAPRA
ASRETPOCILEETHB
HTAOBLADEPBOAT
YGCLIDLOFORDYH
ESROHSCOOTERUM

☆ Write down the words you find. Put them in the correct category.

<table>
<thead>
<tr>
<th>Air</th>
<th>Land</th>
<th>Water</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Book Shelf

☆ These books have not been replaced on their shelves. Write the titles in the correct categories to help the librarian shelve the books.

<table>
<thead>
<tr>
<th>Transport</th>
<th>Animals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trains</td>
<td>Mammals At Night</td>
</tr>
<tr>
<td>Travel To England</td>
<td>Cars From the Past</td>
</tr>
<tr>
<td>Food From the Islands</td>
<td>Australia</td>
</tr>
<tr>
<td>Boats of the Ocean</td>
<td>Chefs of the World</td>
</tr>
<tr>
<td>USA</td>
<td>Chocolate Recipes</td>
</tr>
<tr>
<td></td>
<td>Bird Watching</td>
</tr>
<tr>
<td></td>
<td>Trucks</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Food</th>
<th>Countries</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Research - Working In the Library**

Non-fiction books are arranged according to their subject. Find books about the following topics. Write down their title and Dewey Decimal Number as you find them. The Dewey Decimal Number is usually found on the spine of the book.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Title</th>
<th>Dewey Decimal Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>E.g. Insects</td>
<td><em>Insects - Collins Wild Guide</em></td>
<td>595.1094</td>
</tr>
<tr>
<td>Pets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Japan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fish</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Railways</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cooking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sport</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Religion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poetry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flowers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Animals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>History</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ancient Greece</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

☆ Find some of your own:
Mental Maths 1

1. \(10 + 9 + 2 = \) 

2. What is 12 more than 14? 

3. What number is next? \(77, 87, 97, \) 

4. \(8 + \) 

5. What is 60 take away 30? 

6. Jack finished his race in 45 seconds. John finished 15 seconds earlier. How long did John take? 


8. Anna is 18. She is 9 years older than Luke. How old is Luke? 

9. \(18 \div 6 = \) 

10. \(25 \div \) 

11. There are 6 bees and 18 flowers. The bees visit an equal amount of flowers. How many do they visit each? 

12. If Jane walked 110 metres a minute, how far would she walk in 3 minutes? 

13. There are 60 seconds in 1 minute. How many seconds are there in 5 minutes? 

14. What is 5 times 4? 

15. There were four chairs in the room. How many legs are there altogether? 


18. How many days in one year? 

19. How many days are there in a fortnight? 

20. There are 11 players in a soccer team. There are 6 teams playing in the competition. How many players are there altogether?
Mental Maths 2

1. 10 + 10 + 11 = ____________
2. What is 9 more than 19? ______________
3. What number is next? 85, 80, 75, 70, ______________
4. What is 100 take away 55? ______________
5. Jack bought a pizza and cut it into 8 even pieces. He then ate ½ of the pizza. How many pieces did he eat? ______________
6. What is half of 30? ______________
7. What is half of 50? ______________
8. Double 101. ______________
9. Double 6. ______________
10. If Mr and Mrs Rabbit had 5 baby bunnies every year for 5 years, how many babies did they have altogether? ______________
11. 20 ÷ 2 = ______________
12. Add 25 to 10. ______________
13. What do you call a shape with four equal sides? ______________
14. There are 7 days in one week. How many days in 4 weeks? ______________
15. The time was 4 o’clock. Mum told Allan she would pick him up in 30 minutes. What time will she pick him up? ______________
16. The big hand is on the 12 and the little hand is on the 9. What is the time? ______________
17. What is 4 less than 40? ______________
18. If a horse ran 2 kilometres every day, how far would it run in one week? ______________
19. Janet was 8 and her younger sister Julie was 6. How much older is Janet? ______________
20. Put in order from smallest to largest: 27, 7, 17, 11. ______________
Mark These

The teacher forgot to mark this sheet. Look carefully at each answer and mark with a tick for correct, or a cross for incorrect. Give a mark for the work once you have finished.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>10 + 8 = 18</td>
<td>88 + 3 = 91</td>
<td></td>
</tr>
<tr>
<td>7 + 7 = 49</td>
<td>12 + 13 = 22</td>
<td></td>
</tr>
<tr>
<td>9 + 11 = 20</td>
<td>16 + 4 = 20</td>
<td></td>
</tr>
<tr>
<td>5 + 5 + 6 = 17</td>
<td>55 + 11 = 65</td>
<td></td>
</tr>
<tr>
<td>16 + 9 = 26</td>
<td>20 + 17 = 37</td>
<td></td>
</tr>
<tr>
<td>20 - 10 = 1</td>
<td>89 - 9 = 90</td>
<td></td>
</tr>
<tr>
<td>48 - 9 = 39</td>
<td>71 - 12 = 59</td>
<td></td>
</tr>
<tr>
<td>17 - 7 = 7</td>
<td>100 - 50 = 50</td>
<td></td>
</tr>
<tr>
<td>26 - 6 = 19</td>
<td>150 - 49 = 102</td>
<td></td>
</tr>
<tr>
<td>30 - 16 = 14</td>
<td>74 - 23 = 55</td>
<td></td>
</tr>
<tr>
<td>12 ÷ 4 = 3</td>
<td>120 ÷ 30 = 45</td>
<td></td>
</tr>
<tr>
<td>24 ÷ 6 = 4</td>
<td>200 ÷ 50 = 40</td>
<td></td>
</tr>
<tr>
<td>81 ÷ 9 = 8</td>
<td>36 ÷ 6 = 6</td>
<td></td>
</tr>
<tr>
<td>9 ÷ 9 = 9</td>
<td>24 ÷ 3 = 8</td>
<td></td>
</tr>
<tr>
<td>56 ÷ 8 = 6</td>
<td>90 ÷ 10 = 10</td>
<td></td>
</tr>
<tr>
<td>2 x 6 = 12</td>
<td>6 x 8 = 68</td>
<td></td>
</tr>
<tr>
<td>10 x 10 = 110</td>
<td>4 x 4 = 24</td>
<td></td>
</tr>
<tr>
<td>6 x 7 = 44</td>
<td>3 x 8 = 24</td>
<td></td>
</tr>
<tr>
<td>50 x 5 = 55</td>
<td>3 x 5 = 15</td>
<td></td>
</tr>
<tr>
<td>15 x 2 = 30</td>
<td>9 x 9 = 89</td>
<td></td>
</tr>
</tbody>
</table>

Score

On the back of this page, make up some of your own sums and answers, then ask a partner to mark it for you.
Written Problems

Answer these problems. Do your working and answers on the back.

1. Janet and John spent $5 between them. On average, how much did they spend each?
2. There were 20 people at Jonathan’s party and one quarter of them were girls. How many were girls and how many were boys?
3. Mum went shopping and bought 5 bottles of water. The bottles cost 80 cents each. How much did she pay altogether for the water?
4. Twenty cars in the parking lot were red, twelve were blue, sixteen were black and three were yellow. How many cars were in the parking lot altogether?
5. A bus seats 62 passengers. 49 children, 9 parents and 4 teachers want to board. Will there be enough seats for them all?
6. A school needs to hire 20-seat minibuses for a class trip to the zoo. How many buses do they need if there are 63 children, 7 parents and 12 teachers?
7. It took Little Red Riding Hood three weeks and four days to walk through the forest. How many days did it take altogether?
8. Peter had $94 in his wallet. He paid $7 for lunch, $12 for a shirt, $3.50 or the bus fare and $4 for a book. How much does Peter have left?
9. The train left the station at 8.00am and arrived at the destination five and half hours later. At what time did the train arrive?
10. The recipe said to use 1.5 kg of butter. However, the chef used only half of that. How many grams did the chef use?
11. Mum found 17 seashells, Dad found 12, Max found 19 and Julie found 8. How many did they find altogether?
12. Michael ran 8 kilometres a day. He ran every day except for Sunday. How far did he run in two weeks?
13. Robert had to get up at 7 o’clock to catch the bus. He needed to have 10½ hours sleep. What time should he go to bed?
14. It took Roger Rabbit 3 hours to run 18 kilometres. What was Roger Rabbit’s average speed in kph?
15. Stephanie bought a ruler for 20 cents, a rubber for 40 cents, a pencil for 30 cents and a sharpener for 60 cents. She was given a pencil case for free. On average, how much did each item cost?
**Jumbo Maths 1**

Do these sums - no regrouping. Always check your answers.

1.  
   \[
   \begin{array}{cccc}
   20 & + 10 & 15 & + 10 \\
   \hline
   \end{array}
   \quad \begin{array}{cc}
   50 & + 20 \\
   \hline
   \end{array}
   \quad \begin{array}{c}
   10 & + 25 \\
   \hline
   \end{array}
   \]

2.  
   \[
   \begin{array}{cccc}
   30 & + 10 & 25 & + 20 \\
   \hline
   \end{array}
   \quad \begin{array}{cc}
   10 & + 10 \\
   \hline
   \end{array}
   \quad \begin{array}{c}
   35 & + 20 \\
   \hline
   \end{array}
   \]

3.  
   \[
   \begin{array}{cccc}
   25 & + 11 & 35 & + 11 \\
   \hline
   \end{array}
   \quad \begin{array}{cc}
   20 & + 12 \\
   \hline
   \end{array}
   \quad \begin{array}{c}
   10 & + 18 \\
   \hline
   \end{array}
   \]

4.  
   \[
   \begin{array}{cccc}
   230 & + 129 & 405 & + 134 \\
   \hline
   \end{array}
   \quad \begin{array}{cc}
   736 & + 123 \\
   \hline
   \end{array}
   \quad \begin{array}{c}
   324 & + 213 \\
   \hline
   \end{array}
   \]

5.  
   \[
   \begin{array}{cccc}
   50 & - 20 & 36 & - 22 \\
   \hline
   \end{array}
   \quad \begin{array}{cc}
   45 & - 15 \\
   \hline
   \end{array}
   \quad \begin{array}{c}
   65 & - 25 \\
   \hline
   \end{array}
   \]

6.  
   \[
   \begin{array}{cccc}
   55 & - 44 & 78 & - 22 \\
   \hline
   \end{array}
   \quad \begin{array}{cc}
   69 & - 59 \\
   \hline
   \end{array}
   \quad \begin{array}{c}
   74 & - 52 \\
   \hline
   \end{array}
   \]

7.  
   \[
   \begin{array}{cccc}
   199 & - 136 & 523 & - 121 \\
   \hline
   \end{array}
   \quad \begin{array}{cc}
   678 & - 562 \\
   \hline
   \end{array}
   \quad \begin{array}{c}
   503 & - 101 \\
   \hline
   \end{array}
   \]

On another piece of paper, make up some of your own sums. Ask your partner to answer them.
**Jumbo Maths 2**

☆ Do these sums - with regrouping. Always check your answers.

1.  
<table>
<thead>
<tr>
<th>28 + 12</th>
<th>33 + 17</th>
<th>65 + 15</th>
<th>19 + 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>_______</td>
<td>_______</td>
<td>_______</td>
<td>_______</td>
</tr>
</tbody>
</table>

2.  
<table>
<thead>
<tr>
<th>65 + 45</th>
<th>89 + 11</th>
<th>99 + 22</th>
<th>54 + 48</th>
</tr>
</thead>
<tbody>
<tr>
<td>_______</td>
<td>_______</td>
<td>_______</td>
<td>_______</td>
</tr>
</tbody>
</table>

3.  
<table>
<thead>
<tr>
<th>129 + 13</th>
<th>267 + 144</th>
<th>195 + 10</th>
<th>325 + 90</th>
</tr>
</thead>
<tbody>
<tr>
<td>_______</td>
<td>_______</td>
<td>_______</td>
<td>_______</td>
</tr>
</tbody>
</table>

4.  
<table>
<thead>
<tr>
<th>35 − 16</th>
<th>82 − 39</th>
<th>32 − 25</th>
<th>67 − 28</th>
</tr>
</thead>
<tbody>
<tr>
<td>_______</td>
<td>_______</td>
<td>_______</td>
<td>_______</td>
</tr>
</tbody>
</table>

5.  
<table>
<thead>
<tr>
<th>444 − 36</th>
<th>785 − 95</th>
<th>124 − 19</th>
<th>222 − 113</th>
</tr>
</thead>
<tbody>
<tr>
<td>_______</td>
<td>_______</td>
<td>_______</td>
<td>_______</td>
</tr>
</tbody>
</table>

6.  
<table>
<thead>
<tr>
<th>291 − 99</th>
<th>355 − 89</th>
<th>666 − 67</th>
<th>230 − 129</th>
</tr>
</thead>
<tbody>
<tr>
<td>_______</td>
<td>_______</td>
<td>_______</td>
<td>_______</td>
</tr>
</tbody>
</table>

☆ In the space below, make up some of your own sums. Ask your partner to answer them.
Name: ________________________  

Maths Activities

Number Search

★ Connect two boxes to make 10. There are 10 to find.
How many can you find?

<table>
<thead>
<tr>
<th>9</th>
<th>7</th>
<th>5</th>
<th>1</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>1</td>
<td>4</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>6</td>
<td>4</td>
<td>7</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>8</td>
<td>2</td>
<td>7</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>7</td>
<td>6</td>
<td>4</td>
<td>8</td>
<td>2</td>
</tr>
</tbody>
</table>

How many did you find? ______________

★ Connect two boxes to make 20. There are at least 25.
How many can you find?

<table>
<thead>
<tr>
<th>16</th>
<th>8</th>
<th>10</th>
<th>3</th>
<th>5</th>
<th>4</th>
<th>11</th>
<th>10</th>
<th>18</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>4</td>
<td>14</td>
<td>6</td>
<td>8</td>
<td>2</td>
<td>16</td>
<td>7</td>
<td>10</td>
<td>26</td>
</tr>
<tr>
<td>4</td>
<td>7</td>
<td>6</td>
<td>3</td>
<td>18</td>
<td>15</td>
<td>13</td>
<td>4</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>13</td>
<td>11</td>
<td>17</td>
<td>14</td>
<td>1</td>
<td>15</td>
<td>3</td>
<td>16</td>
<td>9</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>9</td>
<td>19</td>
<td>7</td>
<td>10</td>
<td>6</td>
<td>18</td>
<td>1</td>
<td>7</td>
<td>11</td>
</tr>
<tr>
<td>9</td>
<td>11</td>
<td>8</td>
<td>3</td>
<td>16</td>
<td>10</td>
<td>3</td>
<td>12</td>
<td>9</td>
<td>17</td>
</tr>
<tr>
<td>1</td>
<td>6</td>
<td>14</td>
<td>15</td>
<td>14</td>
<td>19</td>
<td>1</td>
<td>16</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>2</td>
<td>17</td>
<td>10</td>
<td>8</td>
<td>13</td>
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<td>11</td>
<td>7</td>
<td>16</td>
<td>10</td>
<td>8</td>
</tr>
</tbody>
</table>

How many did you find? ______________

★ Make your own Number Search on the back of this page.
What is the Time?

Clocks help us keep track of time. Complete these time questions:

- How many seconds are there in a minute?
- How many minutes are there in an hour?
- How many hours are there in a day?
- How many days are there in a week?
- How many weeks are there in a month?
- How many months are there in a year?
- How many days are there in a year?
- How many years are there in a decade?
- How many years are there in a century?
- How many years are there in a millennium?

What is the time?

- Quarter past four
- Twenty five minutes to six
- Five minutes past twelve
- One o’clock
- Twenty two minutes past eight
- Half past five
- Seven forty five

Show the times on the clocks.

- ____________
- ____________
- ____________
- ____________

Write these times in numbers.

- Quarter past four
- Twenty five minutes to six
- Five minutes past twelve
- One o’clock
- Twenty two minutes past eight
- Half past five
- Seven forty five
Graphing Information

Graphs are a way of presenting information to make it easier to understand.

☆ Make a bar graph from this information:

<table>
<thead>
<tr>
<th>TV Program</th>
<th>Number of children who watched</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cartoon Hour</td>
<td>35</td>
</tr>
<tr>
<td>News and Weather</td>
<td>10</td>
</tr>
<tr>
<td>Film Bloopers</td>
<td>80</td>
</tr>
<tr>
<td>Magic Dan Show</td>
<td>25</td>
</tr>
<tr>
<td>Wild Animals</td>
<td>40</td>
</tr>
<tr>
<td>Kids’ Corner</td>
<td>70</td>
</tr>
</tbody>
</table>
Fishy Facts

1. Here are some jumbled up facts. Match them up with the right sea creature.

2. When you have finished, write an account of a time you went swimming and met one of the sea creatures. Use the back of this sheet.

3. Use the library to find out about other sea creatures.

<table>
<thead>
<tr>
<th>Shark</th>
<th>Octopus</th>
<th>Eel</th>
<th>Lobster</th>
<th>Starfish</th>
<th>Mussel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Five arms</td>
<td>Named after its shape</td>
<td>Lives on a surface by cementing themselves to it</td>
<td>Eyes on stalks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lives on a surface by cementing themselves to it</td>
<td>Good eyesight and strong sense of smell</td>
<td>Two claws</td>
<td>Hard to remove</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Looks like a snake</td>
<td></td>
<td>Eyes on stalks</td>
<td>Very sharp teeth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two claws</td>
<td></td>
<td>Hard to remove</td>
<td></td>
<td>Can’t swim</td>
<td></td>
</tr>
<tr>
<td>Squirts ink to frighten enemies</td>
<td></td>
<td>Can’t swim</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eight arms</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Shark

Octopus

Eel

Crayfish

Lobster

Starfish

Mussel
Mini Beasts

Here are some half finished mini beasts. Complete the drawings and colour in.

- praying mantis
- back beetle
- dust mite
- earwig
- fly
- spider
- lady bug
- caterpillar

Draw your own mini beast and ask a friend to finish it off.
**Animal Word Search**

<table>
<thead>
<tr>
<th>B</th>
<th>A</th>
<th>C</th>
<th>W</th>
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<th>O</th>
<th>E</th>
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<td>W</td>
<td>L</td>
</tr>
</tbody>
</table>

★★ Find as many words as you can. Tick the words you find.

- [ ] ape
- [ ] cat
- [ ] fish
- [ ] lion
- [ ] seal
- [ ] bat
- [ ] cow
- [ ] fox
- [ ] mouse
- [ ] snake
- [ ] bear
- [ ] dog
- [ ] goat
- [ ] owl
- [ ] whale
- [ ] bee
- [ ] eel
- [ ] kangaroo
- [ ] pig
- [ ] wolf
- [ ] bird
- [ ] elephant
- [ ] koala
- [ ] rat
- [ ] zebra

★★ Select one animal in the word search. Write five facts about that animal.

1. 
2. 
3. 
4. 
5. 

★★ Draw a picture of some of your favourite animals.
**Weather**

☆ Match these words with the definitions below.

<table>
<thead>
<tr>
<th>desert</th>
<th>flood</th>
<th>hailstones</th>
<th>thunderstorms</th>
</tr>
</thead>
<tbody>
<tr>
<td>fog</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

1. ______________________ Thick low cloud. You can’t see very well when it’s like this.
2. ______________________ Flashes of light across the sky caused by electricity.
3. ______________________ A hot or cold place with little or no rain.
4. ______________________ An overflow of water.
5. ______________________ A big storm with rain, lightning and thunder.
6. ______________________ Where there is no rain for a long period of time.
7. ______________________ Balls of ice that fall from the sky like rain.

☆ Some weather conditions can be dangerous. What can happen in a:

Flood?

Fog?

Drought?

☆ Have you ever been in any of these weather conditions? Write about the time when you were and then draw a picture. E.g. What happened, who you were with, where and when did it take place?

__________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________
Weather Word Search

Find as many words about the weather as you can. Tick the words you find.

- autumn
- clouds
- cold
- clew
- flood
- fog
- hail
- hot
- ice
- lightning
- mist
- night
- rain
- seasons
- snow
- storms
- summer
- sun
- temperature
- thermometer
- thunder
- warm
- weather
- wet
- wind
- winter

Write a sentence about the weather today where you are.
The Story of Easter

At Easter time, most people give each other chocolate eggs, but Easter has another, more important meaning for Christians. Christians are people who believe God sent his only son, Jesus Christ, to show us how to live more loving lives.

About 2000 years ago, Jesus Christ was born in Bethlehem, a small town in Israel. Jesus had a happy childhood and learnt the trade of carpentry. However, he became more and more interested in helping people and began telling others about God. When he got older he began helping sick people and later challenged religious authorities on the way they treated the poor.

For all the work he was doing for the poor and sick, Jesus attracted many friends and followers, but he also attracted enemies. It is written in the bible that one of his closest friends, Judas, betrayed Jesus and got him arrested. The night before Jesus’ arrest, he had a special meal with his disciples (followers) called the Last Supper. Judas was at the meal as well. The Last Supper is celebrated on Holy Thursday.

At the time the Romans ruled Israel. The Roman governor Pontius Pilate had Jesus tried, convicted and sentenced to death by crucifixion. This meant that Jesus would be nailed to a cross and left to die.

Jesus was forced to carry his own cross through the streets of Jerusalem. It was heavy and difficult to carry. Many people came out to watch. Jesus was nailed to the cross through his feet and wrists before it was raised and held in place in the ground. Crucified with Jesus that day, were two petty criminals.

When Jesus was dying on the cross he thought God had forgotten him. Jesus died on Good Friday and his body was taken down and placed in a nearby tomb. A large rock was rolled across the entrance to prevent people from getting too close or from stealing the body.

According to the Christians, three days later something very special happened - Jesus came back to life. This is called Easter Sunday. How was this possible for someone to come back to life after dying? Christians believe God brought Jesus back to life. God did not forget about his only son after all. Jesus then went out and spoke to people about the power and goodness of God.

But, soon it was time for Jesus to leave this earth forever. Before he rose up to Heaven, Jesus asked his followers to spread the word about God. The day Jesus went to heaven is called Ascension Thursday and is celebrated 40 days after Easter.

So why do we give Easter eggs to each other? New life comes out of an egg. In the same way, Jesus was dead in the tomb but after three days came out alive. Not everyone thinks about this when they give each other Easter eggs. Many people give Easter eggs simply because they enjoy the feeling of giving.

Jesus was a very interesting man. Although he lived a short life (he died aged 33) he has had an enormous impact on many people throughout the world since.
The Story of Easter: Questions and Activities

Who was Jesus? ______________________________

Where and when was he born? ______________________________

What does Easter celebrate? ______________________________

What is Holy Thursday? ______________________________

What is Good Friday? ______________________________

What is Easter Sunday? ______________________________

One person who didn’t believe Jesus had come back to life was Thomas. Have you heard the expression ‘doubting Thomas’? What do you think it means?

When is Ascension Thursday? ______________________________

Do you give Easter Eggs? Who to? ______________________________

Further research: Use the library to find out about other religions and their beliefs. Report back to the class on what you found.

On another piece of paper design an Easter Egg pattern. Make interesting and colourful patterns.
Easter Word Search

Find as many words as you can. Tick the words you find.

- angel
- bunny
- chicks
- chocolate
- Christ
- cross
- disciples
- Easter Egg
- gift
- heaven
- holiday
- Jesus
- risen
- sins
- tomb

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</table>

Write an Easter story using as many of the Easter words as you can.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

_____________________________
______________________________
______________________________

Page 42
Ready-Ed Publications
Easy Art Lessons 1

Outcome: Students draw a design for an original toy.
For this lesson you will need:
paper, pencils, coloured pencils, Internet (optional)
Lesson Outline:
1. Discuss what an ‘advertising icon’ is.
2. If possible visit the outstanding CreatAbiliTOYS! website at www.toymuseum.com. Browse around and click on different toys to get a feel about design and purpose.
3. Children design a toy character for a well-known commercial company. Consider: entertainment, food, petrol, clothing, drink companies.

Outcome: Students draw a picture upside down.
For this lesson you will need:
paper, pencil, crayons or coloured pencils for shading, selected picture (from old magazine) or photo
Lesson Outline:
1. Cut out selected picture. Turn picture upside down.
2. Draw picture on piece of paper. Concentration is important because children must only draw the lines. In other words, draw what they see, not what they think they should see. Use an eraser when necessary.
3. Once finished, turn drawing back up the correct way.
4. Children sign their name in the corner of the picture. As an optional touch, consider framing completed drawing. Display around room.
Talking Point:
How accurate is the drawing? This activity teaches children to look more carefully at lines in objects. This is what they should be drawing.

Outcome: Students make a picture puzzle.
For this lesson you will need:
photo or any picture (old magazines are useful), scissors, glue, paper
Lesson Outline:
1. Select a picture or photo, suitable to cut up.
2. On the back of the paper, write a special message of goodwill, e.g. ‘Happy Birthday’, ‘Congratulations on your new baby’.
3. Cut up picture into interesting shapes.
4. Put in gift box and give away as a gift. The gift receiver puts together the shapes to reveal the message.
Talking Point:
Have children ever put together a jigsaw? What makes them so hard? Have they ever made a jigsaw puzzle before?
Easy Art Lessons 2

Outcome: Students make a contour drawing of a simple object.

For this lesson you will need:
litho paper, lead pencil, selected objects

Lesson Outline:
1. Display simple selected objects such as chairs or apples. Discuss the shapes and contours of these shapes as they appear, e.g. curved, flowing, straight, angular.
2. Children draw objects without looking at the page and following the direction and shape of the lines. Do not take the pencil off the page as this is a challenge. To avoid temptation of taking a peek, work under a jumper or piece of cloth.
3. Once completed children look at their drawing. They can try this activity again using the same shape to see if they can improve accuracy.
4. Repeat drawing a different shape without looking.

Talking Point:
Discuss results. Which shapes are the easiest and which are the hardest to draw? (i.e. symmetrical and non-symmetrical shapes.) As confidence increases, attempt to draw more complicated objects such as people. No rubbing out or looking at the paper is permitted.

Outcome: Students use chalk to capture the shape that shadows cast.

For this lesson you will need:
chalk, paved surface such as a netball or basketball court, sunshine

Lesson Outline:
1. Discuss concept of shadow. Shadows are shapes created by an object blocking a light source. Observe shapes created by trees, goal posts, playground equipment, etc.
2. Move outside to a paved area. Distribute chalk. Team up with a partner.
3. Twist body and experiment with making a variety of shadow shapes.
4. Hold a pose while partner uses chalk to trace outline of the shape the shadow has created. Swap with partner.
5. Place students in groups of four. Three people join up to create an interesting shadow shape. The fourth member of the group draws the outline with chalk. Swap over as time and interest permits.
6. Walk around the court and observe the drawings. Discuss: a) Which drawings do you like the most? Why? b) Do any look like they are moving? c) Do any look ‘happy’ or ‘sad’? d) Do any of the shapes look like something?

Talking Point:
Is sun our only light source? Using chalk on pavement can be called ‘street art’. Have children seen any ‘street art’ before?
Sports People Play

There are many sports you can play. To play properly, each sport needs different equipment.

★ Match up the correct equipment to the sport.

- Badminton
- Soccer
- Tennis
- Ice hockey
- Rugby
- Baseball
- Cricket
- Basketball

★ Match up the right equipment with the sports below.

- gloves
- racket
- cue
- back support
- white ball
- bar bells
- eye protector
- coded balls
- chalk cube
- boxing shorts
- padded helmet
- weights
- coloured balls

<table>
<thead>
<tr>
<th>Squash</th>
<th>Snooker</th>
<th>Boxing</th>
<th>Weight Lifting</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# My Favourite Game

What is your favourite sports game? Write up the instruction sheet on how it is played. Read up about your chosen sport in the library.

<table>
<thead>
<tr>
<th>Name of game:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brief history of the game:</td>
</tr>
<tr>
<td>How many people play:</td>
</tr>
<tr>
<td>Six important rules of the game:</td>
</tr>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
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<tr>
<td>3.</td>
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<tr>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
</tr>
<tr>
<td>6.</td>
</tr>
<tr>
<td>Equipment needed:</td>
</tr>
<tr>
<td>Three tips on how to play the game better:</td>
</tr>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
</tr>
<tr>
<td>Some famous people who play this game are:</td>
</tr>
<tr>
<td>What I enjoy most about this game:</td>
</tr>
<tr>
<td>Picture of game</td>
</tr>
</tbody>
</table>
# Stuck In Mud

## Comment
Very popular game requiring little space to play.

## Equipment
Indoor or outdoor playing area.

## Rules
- Select a number of ‘Mud Monsters’. This depends on the total number of players, but usually around 4 or 5 is preferable.
- Mark out a playing area.
- The Mud Monsters catch others by touching as many players as they can. If a player has been touched, they become *stuck in mud*. They stop and hold out their arms and spread their legs and hold that position until they are rescued. They become unstuck when another player crawls under their legs.
- The game continues for a duration of time or until everyone has become stuck in the mud and there is no-one to rescue people.
- Select new Mud Monsters for each new game.

# Rounders

## Comment
Cross between cricket and baseball.

## Equipment
Playing field, 4 field markers (e.g. baseball bases or cones), soccer ball or cricket bat and ball.

## How to play
- Divide children into two even teams.
- One team bats, the other will field.
- Set up the game by placing the markers around the field like a baseball arrangement - 3 bases and a home base in a diamond shape.
- The bowler throws the ball. If the hitter connects with the ball, they attempt to run around the bases before the ball is returned to the home base.
- There can be variations on the rules to suit the ability of the children. For example, the hitters have to run or they are not required to run all around the bases. They can wait safely until the next batter hits the ball.
- Batters can be out by being caught on the full or being run out before they reach a safe base.
## P.E. Games To Play 2

### Captain Aboard

**Comment**
Good fun listening and reaction game.

**Equipment**
None needed.

**Rules**
- Teacher calls out an instruction (as in Simon Says). The last to get into the correct position is out. To vary the game, add some of your own movements.
- Instructions could include:

<table>
<thead>
<tr>
<th>Captain Aboard</th>
<th>Hovercraft</th>
<th>Port</th>
<th>Island Ahead</th>
</tr>
</thead>
<tbody>
<tr>
<td>Starboard</td>
<td>Submarine</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rats Aboard!</td>
<td>Climb the rigging</td>
<td></td>
<td>Man Overboard!</td>
</tr>
</tbody>
</table>

### Crusts and Crumbs

**Equipment**
Netball court or similar defined area.

**Rules**
- Children pair up.
- One child in the pair is a *crumb*, and the other a *crust*.
- Have children stand opposite their partners either side of a centre line on a netball court, i.e. all *crusts* should be standing on one side of the line.
- Teacher calls out either *crusts* or *crumbs*.
- If teacher calls “*crusts*” for example, the *crusts* must try and run away from their partners and towards one end of the netball court. The partner must chase them and try to touch them before they reach a pre-designated line of the court. If they make it past the line without being caught, they score a point for their team.
- Repeat exercise several times, alternating at random.
P.E. Games To Play 3

**Leg-it**

**Equipment**
None needed.

**Rules**
- Class forms two even straight lines.
- Children sit down on bottoms, with their legs out straight, opposite a partner.
- Give each child a number.
- Call out a number. That number stands up and runs over the legs, around the back of the line and back to the position they started at.
- First person to sit down in their original position wins.

**Dog and Ball**

**Equipment**
Soccer ball (or try a football), defined space such as a netball court.

**How to play**
- Pair children up and divide class into two so that the partners are in opposite groups.
- Give each pair a number.
- Groups line up behind line at opposite ends of the netball court.
- Place the ball in the middle of the court.
- Rules of the game:
  - Call out a number. The two children from each team (with that number) run out from behind their line and attempt to return the ball back behind their line without being touched by their partner.
  - The ball can be kicked or picked up.
  - However, if players pick up the ball and then are touched, they are out and the other team is awarded a point. They cannot be out if the ball is being kicked with the feet.
  - The ball cannot be kicked over the line, but must be carried over the line in the hands.
  - If the ball is successfully taken over the line, the whole team earns a point.
  - The game can be expanded, by calling out 2 or 3 numbers at one time. The group then act as a team passing the ball like they would in netball to get it safely over the line.
Software Review

What is your favourite computer game? Write a software review on it.

Software title: ________________________________

Cost: ________________________________________

Creator: ______________________________________

Suitable age range: ____________________________

Subject: ______________________________________

How to play: __________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

Best part of the game is _________________________

_____________________________________________________________________________________

Hardest part of the game _________________________

_____________________________________________________________________________________

Overall opinion ________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

Drawing of a scene from the game.

[Blank space for drawing]
Using the Internet For Research

Use the Internet to find web sites on these topics. Write down one interesting fact you find from each site.

To help find the right web site, you will firstly need to use a search engine. One of the best and most popular search engines is [www.google.com](http://www.google.com).

<table>
<thead>
<tr>
<th>Topic</th>
<th>Web site address</th>
<th>One interesting fact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Horse</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dog</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Whale</td>
<td></td>
<td></td>
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<tr>
<td>Cars</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cats</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ancient Egypt</td>
<td></td>
<td></td>
</tr>
<tr>
<td>England</td>
<td></td>
<td></td>
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<tr>
<td>Apple</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pirates</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Space Shuttle</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Our Invention

Humans are very clever because they can invent things to make life easier for themselves. For example, the car is a great invention because it means people can go where they like, whenever they like. Other inventions like the TV, telephone, radio and home computer bring people closer together and make it easier for them to communicate with each other.

Your teacher will give you a bag of special supplies. Inside you'll find various things like wool, sticks, boxes, paper, tape etc. Use these materials to make an invention. When you have finished it, draw a picture in the box below and explain what your invention does and whom it will benefit.

____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________
Fact File: About Me

Name: ________________________________

Birthday: ____________________________
Eye colour: __________________________
Height: ______________________________
I live with: __________________________

                                ________________________________
                                ________________________________
                                ________________________________
Pets: ____________________________

☆ Here are my favourite:

Book/s ____________________________________________________________
Author/s __________________________________________________________
Colour/s __________________________________________________________
Drink/s ___________________________________________________________
Fast food __________________________________________________________
Subject/s at school _________________________________________________
TV program/s ______________________________________________________
Sport/s ____________________________________________________________
Singer/band _______________________________________________________
Games I play _______________________________________________________

My best friends are _________________________________________________
When I get older I want to be_________________________________________

Here is a sentence about my family. ___________________________________

                                ________________________________
                                ________________________________
                                ________________________________
The Five Senses

☆ Our body uses five senses to help us receive information. What are they?
1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

☆ Use the five senses above to make these sentences true.
1. From the aeroplane Johnny could ______________________ all the houses of his home town.
2. Sarah knew dinner was ready when she could ______________________ the sausages cooking in the other room.
3. Michael knew an ambulance was coming because he could ______________________ the siren.
4. Julie loves ice-cream because it ______________________ really good.
5. Luke was warned not to ______________________ the cactus as the spikes were very sharp.

☆ Make some lists. What are your favourite ...

<table>
<thead>
<tr>
<th>Tastes?</th>
<th>Sounds?</th>
<th>Smells?</th>
<th>Sights?</th>
</tr>
</thead>
<tbody>
<tr>
<td>chocolate</td>
<td>Westlife</td>
<td>roses</td>
<td>beach</td>
</tr>
</tbody>
</table>
Find the Lost Treasure
☆ Look carefully at this map. Use the key to find the treasure.

1. Where are the mountains? ______________________
2. What is grown in C5? ____________________________
3. What is the name of the river? _____________________
4. How many churches are on the island? ______________
5. Where are the forests? ________________________ and ______________________
6. What is at A3? ________________________________
7. Where is the lookout? ________________________
8. Add a church at C2.
9. Add an orchard next to the mountains.
10. Add an airport at B4.
11. To find the lost treasure, start at the lookout. From the lookout, walk through the forest and over the footbridge. From the footbridge, make your way to the nearest airport. The treasure is buried in the next grid box to the right.
12. Where is the buried treasure? _________________________

KEY

<table>
<thead>
<tr>
<th></th>
<th>Orchard</th>
<th>Church</th>
<th>Lookout</th>
<th>Footbridge</th>
<th>Airport</th>
<th>Mountains</th>
<th>Forest</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td></td>
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<td></td>
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<tr>
<td>C</td>
<td></td>
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<tr>
<td>D</td>
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<tr>
<td>E</td>
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<td></td>
<td></td>
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</tr>
</tbody>
</table>
The World

Use this map of the world and an atlas to help you complete the tasks below. If you don’t know the answers to some of these, look them up in an encyclopedia!

2. Colour the United States of America red. Label it.
3. Draw the equator in yellow. Label it.
6. Mark a cross where you think London is. Label it.
7. What is the capital of Canada? Mark it on your map.
9. Draw the borders separating South Africa from its neighbours.
10. New Zealand is made up of two main islands. Label them.
11. Use dotted lines to show the quickest shipping route from London to Hawaii.
12. Draw a continuous line ‘as the crow flies’ from the capital of the United States to the capital of Argentina.
13. Locate the Gobi desert. Mark it on the map.
14. Where is the Sahara desert. Mark it on the map.
15. The highest mountain range on earth is the Himalayas. Mark them on your map.
16. Draw in a railway line from the capital of China to the capital of Russia.
17. Mark in the International Date Line.
18. Mark in the Amazon Rainforest.
Design A New Flag

Each country has their own flag. Flags are often flown at special events like the Olympic Games, or on buildings like embassies and Parliament House. No two countries have exactly the same flag design, although some are very similar.

Most flags are simple strips of horizontal or vertical colours. France, Italy, Hungary, Spain and Peru all have a flag like this. The most popular colour used in flags is red.

Other countries use symbols like flowers, leaves or animals. Sri Lanka, Mexico and Uganda all have animals on their flags. Canada has a maple leaf and Lebanon has a tree. Some flags have stars on them. The flags of the USA, Iraq, Australia and New Zealand all have stars. Other countries use a combination of all these things.

We have recently had considerable debate about designing a new flag. Some people feel we should no longer have the Union Jack in the top left hand corner.

☆ Design a new flag for our country that leaves out the Union Jack. Think about what you could include in a new flag.

• What are some of our national symbols?
• What symbols and/or colours are you going to use and why?

Display your new flag around the room.
Money

☆ Match up the correct currency to its country of use.

<table>
<thead>
<tr>
<th>Country</th>
<th>Currency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australia</td>
<td>Rouble</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>Rand</td>
</tr>
<tr>
<td>Germany</td>
<td>Yuan</td>
</tr>
<tr>
<td>South Africa</td>
<td>Yen</td>
</tr>
<tr>
<td>USA</td>
<td>Dollar</td>
</tr>
<tr>
<td>Greece</td>
<td>Drachma</td>
</tr>
<tr>
<td>China</td>
<td>Dollar</td>
</tr>
<tr>
<td>Japan</td>
<td>Rupiah</td>
</tr>
<tr>
<td>Malaysia</td>
<td>Pound Sterling</td>
</tr>
<tr>
<td>Indonesia</td>
<td>Ringgit</td>
</tr>
<tr>
<td>Russia</td>
<td>Euro</td>
</tr>
</tbody>
</table>

Money comes in many denominations, colours and sizes. Popular pictures on currency include monarchs, famous people and landmarks.

☆ Design your own note and coins, and give them different denominations. You can put yourself on it too.
Musical Instruments

☆ On the lines below match the country with the musical instruments. Choose from Australia, Spain, India, Scotland.

sitar
didgeridoo
bagpipes
castanets

☆ Put these instruments in their correct section of the orchestra.

triangle recorder trombone
saxophone cello drums
trumpet clarinet tambourine
violin

Woodwind Strings Brass Percussion

Who leads an orchestra? _________________
What is someone called who writes music for an orchestra? _________________

☆ See if you can name these well-known instruments.
Many people are taught how to play the recorder at school. But do you know about the history of the recorder?

The recorder was invented over 1000 years ago, and like most musical instruments, it has changed over time. The recorder began as a one-piece instrument, but later in the 17th century developed into three pieces. Today, you will see both three and two-piece recorders. Until 1470, the recorder had six finger holes and a thumb hole. Today, recorders have seven or nine holes, as well as the thumb hole.

The recorder was at its most popular during the European Renaissance. However, it nearly disappeared from use after musicians started using the transverse flute because it gave a better sound range and pitch control. By the 1790s the recorder had disappeared completely from the orchestra.

We may never have heard the recorder again had it not been for Arnold Dolmetsch (1858 - 1940) and his son. Dolmetsch revived the use of the recorder so that music that had been written for it could be played. Arnold’s son later improved the sound.

Recorders did not become popular in schools until the 1930s. The recorder is now taught in schools all around the world including Australia, Britain and the United States. What makes them so popular? As they are made from moulded plastic, they are relatively cheap to buy. They are easy to learn and are small enough to be carried around in a school bag. There are three types of recorders - the tenor, the treble and the descant. The descant is the recorder most commonly used in schools.

So, next time you use a recorder, think about the long and colourful history of this popular instrument.

**Questions and Activities**

1. When was the recorder introduced into schools? _______________________
2. Why did the recorder die out by the 1790’s?
   ___________________________________________________________________
3. Who helped revive it? _____________________________________________
4. Why is the recorder popular in schools? _____________________________
   ___________________________________________________________________
5. Draw a picture of the recorder in the box below and then label it.

   ________________________________________________________________

6. If you have your recorder at school today, play some tunes you know.
Classroom Activities & Games 1

Secret Word
Comment:
This can work in large or small groups.

How to play:
• Sit children in a circle.
• A secret word is told to a knower. For example, ‘football’.
• The rest of the group asks a question in turn to the knower. However, the knower can only answer yes or no, e.g. “Is this object used in sport?” Children ask questions until they are able to guess the secret word.
• Alternative game is to nominate the name of someone in the class (but not in the group). The others guess who that person is by asking yes or no questions to the knower.

Heads Down, Thumbs Up
Comment:
All time favourite.

How to play:
• Select 3 to 5 children to be ‘it’. They come up the front while the rest of the class remain in their seats, placing their heads down on their desk and their thumbs in the air.
• The ‘it’ children walk around the class touching only one seated person’s thumb. The thumb is then tucked away back in the hand.
• When all it children have selected one each, they return to the front of the class and stand in a line. The teacher then declares “Heads up, stand up if you were touched”.
• The selected children stand up and in turn, nominate who they think touched their thumb. If they guess correctly, they become ‘it’ and the other child sits down.

What’s the stick?
Comment:
Encourages creative thinking.

Equipment:
Long wooden stick or pole.

How to play:
• Sit children in a circle.
• Pass around the pole to each child in turn.
• The child takes the pole and imagines what it could be. They demonstrate its use, e.g. microphone for a pop star, oar for a rescue boat on the Titanic, witches’ flying broom.
Classroom Activities & Games 2

Quiz

Equipment:
Paper

How to play:
- Get yourself into a team. Write down your answers and be sure to keep them to yourself so the other groups don’t copy from you. You will earn one point for each correct answer. Good luck!

1. Spell mushroom.
2. What do you call the yellow part of an egg?
3. Who wrote The BFG?
4. How many continents are there?
5. Name the odd one out: chair, sofa, tree, bed?
6. What country would you be in if you were at the Statue of Liberty?
7. What colour are emeralds?
8. What is a baby pig called?
9. How many centimetres in 3 metres?
10. What language do they speak in Italy?
11. What do tadpoles grow into?
12. How many eggs are in two dozen?
13. If you are a teenager, how old could you be?
14. Who is the current monarch of England?
15. Our currency is the dollar. What is the currency used in France?
16. In what TV soap did Kylie Minogue star?
17. Who is our current Prime Minister?
18. What do you call the force that pulls everything towards the ground?
19. How many are there in a family of two sets of twins, one set of triplets, mum and dad?
20. Which country’s flag has a red disk on a white background?
21. On the Internet, what does WWW stand for?
22. What country does the taco come from?
23. What is the longest river in South America?
24. What do you call the person who drives an aeroplane?
25. What pumps the blood around the body?
26. What would you die from first - a lack of water or a lack of food?
27. What type of animal is the fictional character Black Beauty?
28. On what date do we celebrate Christmas?
29. How many days in a leap year?
30. In what Australian state would you find the Sydney Opera House?
Answers

Roald Dahl Word Search (Page 12)

Titles: The Gremlins; The Magic Finger, Charlie and the Chocolate Factory; Going Solo; The Enormous Crocodile, Revolting Rhymes; The Vicar of Nibbleswicke; Rhyme Stew; James and the Giant Peach; Esio Trot; The Witches; Going Solo; Fantastic Mr Fox.

Other words:
• boy (Boy)
• dirty (Dirty Beasts)
• BFG (BFG)
• Glass (Charlie and the Great Glass Elevator)
• sugar (Wonderful Story of Henry Sugar)
• Pelly (Giraffe and the Pelly and Me)

Getting Around (Page 23)

Air
Airship, Concorde, hang glider, helicopter, jet, parachute, plane.

Land
Bike, bus, car, horse, light rail, motorbike, run, scooter, skate, ski, skip, tram, train, truck, ute, walk.

Water
Barge, boat, canoe, hydrofoil, pedalboat, ship, submarine, yacht.

Mental Maths 1 (Page 26)
1. 21; 2. 26; 3. 107; 4. 43; 5. 30; 6. 30 seconds; 7. 51; 8. 9; 9. 3; 10. 5; 11. 3; 12. 330 metres; 13. 300 seconds; 14. 20; 15. 16; 16. check diagram; 17. 52; 18. 365; 19. 14; 20. 66.

Mental Maths 2 (Page 27)
1. 31; 2. 28; 3. 65; 4. 45; 5. 4; 6. 15; 7. 25; 8. 202; 9. 12; 10. 25; 11. 10; 12. 35; 13. Square; 14. 28; 15. 4.30; 16. 9.00; 17. 36; 18. 14 km; 19. 2 years; 20. 7; 11, 17, 27.

Written Problems (Page 29)
1. $2.50; 2. 5 girls, 15 boys; 3. $4.00; 4. 51; 5. Yes; 6. 4; 7. 25; 8. $67.50; 9. 1.30pm; 10. 750g; 11. 56; 12. 88 kilometres; 13. 8.30pm; 14. 6 kph; 15. 30 cents.

Jumbo Maths 1 (Page 30)
1. 30, 25, 70, 35
2. 40, 45, 20, 55
3. 36, 46, 32, 28
4. 359, 439, 859, 537
5. 30, 14, 30, 35
6. 11, 56, 10, 22
7. 63, 402, 116, 402

Jumbo Maths 2 (Page 31)
1. 40, 50, 80, 30
2. 110, 100, 121, 102
3. 142, 411, 205, 415
4. 19, 43, 7, 39
5. 408, 690, 103, 109
6. 192, 266, 599, 101

Fishy Facts (page 35)
Eel - looks like a snake;
Lobster - Two claws, eyes on stalks;
Mussel - Lives on a surface by cementing itself to it, hard to remove, can't swim;
Octopus - Eight arms, squirts ink to frighten enemies;
Shark - Very sharp teeth, good eyesight and strong sense of smell;
Starfish - Five arms, named after its shape.

Animal Word Search (Page 37)
Weather Word Search (Page 39)

Easter Word Search (Page 43)

Classroom Activities & Games 2 (Page 62)

1. Mushroom
2. Yolk
3. Roald Dahl
4. Seven
5. Tree
6. United States of America (or France)
7. Green
8. Piglet
9. 300
10. Italian
11. Frogs
12. 24
13. 13-19
14. Answers will vary.
15. Euro
16. Neighbours
17. Answers may vary.
18. Gravity
19. Nine
20. Japan
21. World Wide Web
22. Mexico
23. Amazon
24. Pilot
25. The heart
26. Water
27. Horse
28. December 25
29. 366 (365 + 1)
30. New South Wales.