



Monday

Block 1	Block 2	Block 3
<p style="text-align: center;">English</p> <p>Spelling Focus sound is /h/ as in house and /j/ as in jellyfish (Unit 12) Print the Soundwaves student activity page or view and write answers in your book. You will begin this today and complete 2-3 questions per day and aim to finish them all by Friday. Answer sheets will be posted on Friday in Seesaw.</p> <p>Creative Writing - 100 word challenge (approx 1 page)</p> <div style="text-align: right;">  </div> <p>Today we are going to revise how to use talking marks correctly. Before you begin your writing Please watch the video on Seesaw. Your focus for this writing piece is the writing goal,</p> <p style="text-align: center;">‘I can use talking marks correctly.’</p> <p>Complete a page of creative writing using one of the prompts provided.</p> <p>Your writing will either be inspired by the picture</p>  <p><u>OR</u> include the short phrase (...then the crocodile delivered his speech...)</p> <p><u>OR</u> include these 5 words in your writing (lazy, silver, queen, spiky, forest)</p> <p>Your writing must include:</p> <ul style="list-style-type: none"> • a title • At least 3 speaking parts (I can use talking marks correctly) • include one of the prompts (see 100 word challenge pdf) <p>Make sure your goal, prompt and title are at the top of your writing page before you begin writing. Your teacher will give you feedback on the writing goal ‘I can use talking marks correctly.’ Watch the video on Seesaw for more information.</p>	<p style="text-align: center;">Maths</p>  <p>How many red umbrellas do you see?</p> <p>How many white and blue umbrellas do you see? How did you count them?</p> <p>There are 4 umbrellas in each row. If there are 18 rows of umbrellas, how many umbrellas are there altogether? How did you work it out?</p> <p>If there are 23 rows of umbrellas, how many umbrellas are there altogether? How did you work it out?</p> <p>Elena wants to copy this umbrella pattern for a party. She bought 128 umbrellas to hang in this pattern. How many rows of umbrellas will she have at her party?</p> <p>There are 10 streets that have this umbrella pattern. If there are 18 rows of umbrellas on each street, how many umbrellas are there altogether?</p> <p>What if there were 25 streets? If there are 18 rows of umbrellas on each street, how many umbrellas are there altogether?</p> <p>What if there were 100 streets? or 1,000 streets?</p>	<p style="text-align: center;">Physical Activity</p> <p style="text-align: center;">Movement Monday</p> <p style="text-align: center;"><i>Ninja Warrior</i></p> <p>Create your very own ninja warrior course at home. Inside, outside it doesn't really matter. Make sure you check with your parents for permission to use certain materials and as always, be safe. After creating the course, challenge yourself to do it in a certain time, or challenge someone else at home.</p> <p>Can you make it even harder? Have you utilised all the space you are in? Did you challenge Mum or Dad around the course?</p> <p>For inspiration, head to the PE page on our Home Learning website and follow the links.</p> <p>For Grades 1 & 2 only - Take a photo or video of yourself completing your ninja warrior course and respond to the activity on Seesaw.</p> <p><i>For the remaining grades you can send a video into the Weebly website (optional).</i></p> <p style="text-align: center;">Block 3</p> <p style="text-align: center;">SWIM (Students with Inquiring Minds)</p> <p style="text-align: center;">Can you make it rain?</p> <p>Welcome SPRING!</p> <p>Last week we said goodbye to winter and hello to spring. As the weather starts to warm up however, we will still get rain. Have you ever thought about how it rains? Today you will be doing an experiment to see if you can make it rain?? This experiment mimics what happens in the clouds and the atmosphere when it rains.</p> <p>You will need:</p> <ul style="list-style-type: none"> • a glass jar • A plate • 4 ice cubes • A little hot water (you will need an adult to help with this) <p>Instructions:</p> <ol style="list-style-type: none"> 1. Add hot water to the jar, about 5 centimetres deep 2. Place the plate over the top of the jar, facing upwards 3. Wait for a few minutes 4. Add the ice blocks on the top of the plate 5. Look what's happening inside the jar - is it raining?! Why do you think this is happening?

Tuesday

Block 1	Block 2		Block 3
English	Maths	Physical Activity	ART
<p>Spelling Focus sound is /h/ as in house and /j/ as in jellyfish (Unit 12) Go to Soundwaves online Student Login (unit 12) and select the segmenting tool. Complete segmenting activity for list words and or extension words.</p> <p>Alternatively, or in addition to the segmenting tool, play the games section for this unit.</p> <p>No internet access: Brainstorm words that have the /oo/ as in boat sound. Break your words into their sounds parts and record them in your remote learning book. For example h ere, h ur t, ch a n ge, g i a n t.</p> <p>Continue working on Soundwaves activity sheet with the aim of having it completed by the end of the week.</p> <p>Reading</p> <p>For reading this week, you get to take another Virtual Tour. Chose a place or topic of interest from the following website: https://worldstrides.com.au/blog/virtual-excursions</p> <p>Once you click on the link to the virtual tour website of interest, you will often need to click on a tour that specifically interests you.</p> <p>Complete your reading response as you are taking your tour.</p> <p>Reading Response</p> <p><i>Based on the skill 'Questioning'</i> Good readers ask questions before, during and after reading to develop a deeper understanding of the text.</p> <p>Place Visited: _____ Date: _____</p> <ol style="list-style-type: none"> 1. Why would you like to visit this place? What interests you about it?. 2. What are some things you have noticed or can see? 3. What is something you would like to find out about your place that was not included in your tour? 4. What is something you have learned? 5. If you were to create a Virtual Tour of Inverloch, what would you choose to include and why? <p><i>No technology option: Independently read a non fiction text for 20 minutes. Complete the reading response questions 1-4 about your text instead. (What interests you, something you have noticed, something you would like to find out and something you have learned).</i></p>	<p>During this time complete some or all of these activities Remember, it is better to do fewer activities and do your best learning.</p> <p>Tuesdays will be using ICT (computers) in Maths. This week we will use StudyLadder</p>  <p>You have to complete some set tasks. Please complete as many as you can in this session.</p>  <p>Remember you can have a paper and pencil next to you to help you work out answers.</p> <p>If you don't complete all of the tasks you can always revisit them in the next few days.</p>	<p>Trick shot Tuesday</p> <p><i>Card throwing</i></p> <p>Last week, one of our students threw a playing card into an apple. So for this week's trick shot, we are going to do the same. Head to the PE page on our Home Learning website and watch the videos for more information. Have a think about what you want to throw your card at. Think:</p> <ul style="list-style-type: none"> • Balloon • Fruit • Something soft • Something sticky • Through a hole • Anything your imagination can think of. <p>You may want to use an old deck of cards as throwing them may cause some damage.</p> <p><i>If you would like to, send a video into the Weebly website of your card trick shot.</i></p>	<p>Visual Art from waste</p> <p>Artist Von Wong makes art from recycling everyday human made waste materials! Look at his videos to get your ideas!</p> <p>Computer parts</p> <p>https://youtu.be/R3fjisi-yp0</p> <p>Straws</p> <p>https://youtu.be/VZ2RFkMt8vY</p> <p>Plastic bottles</p> <p>https://youtu.be/ovryFjm5JNk</p> <p>https://youtu.be/rdv-mciFnIE</p> <p>Clothing</p> <p>https://youtu.be/o4zhdQPP6DQ</p> <p>What can you create from your waste at home? and will it carry an environmental message? What can you use and how can you do it? You may need to sketch out some ideas first to help guide your creative thinking. You can upload your creation (with your sketches and/ or explanation if needed) on the Art page of the website. I look forward to seeing what you all come up with!</p>

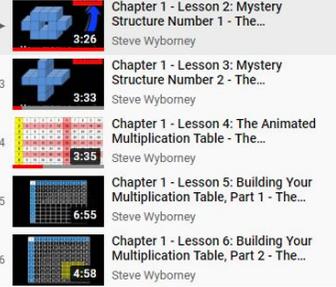
Wednesday

Block 1	Block 2		Block 3
English	Maths	Physical Activity	Well Being Wednesday
<p>Spelling Focus sound is /h/ as in house and /j/ as in jellyfish (Unit 12)</p> <p>Continue working on Soundwaves activity sheet with the aim of having it completed by the end of the week.</p> <p>Reading Listen to your teacher read a story on Seesaw.</p>  <p>Genius Hour Today you will continue on your Genius Hour journey. Today and next week, we will focus on Step 6 of your project.</p> <p>Step 6. Unite and Present (Refer to slide 13 and 14. <i>The full Genius Hour slide can be found at the bottom of the Grade 3/4 page under 'Resources to Support Home Learning'</i></p> <p>Now it's time to present your findings from your question. Your presentation should answer your inquiry question that you asked at the beginning of the Genius Hour project. You may choose how to present your information. May sure you take a look at the 'Questions to Ask Before Presenting' prior to selecting a presentation type.</p> <p>Some presentation ideas to get you started include:</p> <ul style="list-style-type: none"> • PowerPoint • Poster • Filmed oral presentation • Art, dance or song. 	<p>Maths Worksheets Wednesday</p> <ul style="list-style-type: none"> • Each week we will post some Yr 3 and Yr 4 Maths worksheets These can be found at the bottom of the 3/4 page on the Home Learning Website • Please choose a level that you are comfortable with and complete all the questions you can in 30-45mins. • Complete these in your remote learning book (or print if you wish) • If you wish you can complete more than one level! • Answers will be posted to your class seesaw page on Fridays. <p>Note: If you choose to, you may complete these as a daily routine and do one of the sheets each day. Be flexible and make it work for YOU.</p>	<p>Wiggling Wednesday</p> <p>On Wednesdays we dance!</p> <p>This week: <u>Footloose</u></p> <p>https://www.youtube.com/watch?v=IJPvEs8qQC</p> <p>Spend the 30 minutes trying to memorise the dance. You may have to go back and watch it multiple times as well as pausing it along the way.</p> <p><i>If you would like to, send a video into the Weebly website of you dancing.</i></p>	<p>Positive Coping Strategies</p> <p>Most of us have different actions that we like to take to help calm ourselves down when we feel angry or to feel comforted when we are upset.</p> <p>Some people like to do <i>energetic activities</i> including exercise, sports and dance. Other people prefer <i>self-calming activities</i> like drawing & colouring, mindfulness or listening to music. Some people use <i>social activities</i> such as talking to others and connecting with family/friends. Other people might like to <i>shift attention</i> and take their mind elsewhere by reading, watching TV or playing games.</p> <p>This week we are sharing a '<u>Getting Organised</u>' activity, as some people find it helpful to make lists/plans, tidy up and clean.</p> <p>Task: Find a space in your home to 'organise and clean.' You might choose a room, work space or shelf. Make a list of the steps you need to take to organise this space then tick each step off the list as you do it.</p> <div data-bbox="1503 965 1798 1358" data-label="Image"> </div> <p>Here is a checklist for cleaning a bedroom. You might like to use this one, or write your own for the space you are going to organise and clean.</p> <p><i>This week's Community Connection Event is our 'Virtual Trivia Night and Talent Show'. More Information can be found on the Well Being Page.</i></p> <p>https://homelearningatikps.weebly.com/well-being.html</p> <p>AND – For more OPTIONAL Family Fun Activities and Positive Coping Strategies, please go to the Well Being Tab on the IKPS Home Learning Website.</p>

Thursday

Block 1	Block 2		Block 3
English	Maths	Physical Activity	Spanish
<p>Spelling Focus sound is /h/ as in house and /j/ as in jellyfish (Unit 12)</p> <p>Continue working on Soundwaves activity sheet with the aim of having it completed by the end of the week.</p> <p>Reading R U OK? Day</p>  <p>Thursday September 10th is R U OK? Day. It is a day to remind us to notice how our family and friends may be feeling and to ask them "R U OK?"</p> <p>R U OK? Day is trying to create a world where we all feel connected and cared for. We're never too young to look out for each other.</p> <p>Go to Seesaw and click through the slides and watch the short videos to find out more. <i>No technology option: Read the R U OK? Day Fact Sheet.</i></p> <p>Response:</p> <p>Design a poster to teach others how to recognise that someone may not be OK.</p> <p style="text-align: center;">OR</p> <p>Design a poster to teach others what to do when someone is not OK.</p> <p style="text-align: center;">Please upload a photo of your poster to Seesaw.</p> <p><i>* Supporting resources can be found at the bottom of the Grade 3/4 page under 'Resources to Support Home Learning'</i></p>	<p>Problem Solving Thursday</p> <p>You should read through the problem and make a note of 'What maths is this problem asking me to do?'</p> <p>P1</p> <p>Forty students are going to a camp. There are twelve more boys than girls going. How many girls are there?</p> <p>P2</p> <p>Yasmine bought a hot dog and an orange drink for \$2.85. The hot dog cost twice as much as the orange drink. What was the cost of each one?</p> <p>P3</p> <p>There are 757 students enrolled at a school. There are 37 more girls than boys. How many boys are there?</p> <p>P4.</p> <p>Three sisters put their money together to buy an anniversary present for their parents. Between them, Michelle, Lauren and Holly have saved \$20. Michelle saved \$3 more than Lauren, and Lauren saved \$4 more than Holly. How much did each of the sisters save?</p> <p>Optional:</p> <p>If you would like to complete some extra activities you may like to go to StudyLadder or Daily 10 - Mental Maths Challenge.</p>	<p>Throwback Thursday</p> <p>Thursday is all about playing games that your parents played when they were kids. Below is a list of games that I can think of that I played as a kid. You can play one of these or ask Mum, Dad or whoever is at home for one of their favourites.</p> <ul style="list-style-type: none"> ● Elastics. Research a new song that you could sing. ● Hopscotch ● Marbles ● Totem tennis ● Backyard cricket (or any sport in the backyard) ● Pitch and toss ● 40-40 home ● Hide and seek 	<p style="text-align: center;">Destination Africa!</p> <p><i>Welcome aboard Vuelo Airlines flight 425 from San Jose, Costa Rica, to Guinea Ecuatorial. Our flight will take approximately ten hours, flying in an easterly direction over the Atlantic Ocean. We will land on the small island of Bioko. For passengers located in window seats, you might like to take advantage of the view of three active volcanoes, lush jungles and the country's capital city of Malabo.</i></p> <p>Moving on from the Americas, our journey is now taking us to the only Spanish speaking country in Africa, Guinea Ecuatorial. As we have done each week, you will be able to choose which adventure to follow - maybe you'll be keen to have dessert for breakfast, try out some new dance moves, or work out currency conversions.</p> <p>Head to the Spanish page on our Home Learning website, and fill in another page of your 'Pasaporte'. Not long to go on our journey now - any guesses which place will be our final journey?</p>

Friday

Block 1	Block 2		Block 3
English	Maths	Physical Activity	Music
<p>Spelling Focus sound is /h/ as in house and /j/ as in jellyfish (Unit 12) Finish and correct the Soundwaves activity sheet. Your teacher will post the answers on Seesaw today.</p> <p>Reading <i>Independent Reading</i> Independently read a 'just right' book for 20 minutes.</p> <p>Friday Free Write Today you can choose to write about anything you like. When selecting your how and what you will write about, you must know your purpose and set yourself a writing goal from the writing goal sheet found in the 100 word challenge document from Monday. Ideas for free choice writing could be narrative, song, information about a topic of choice, poetry, persuasive or any other idea that you can think of.</p> <p>Your writing should:</p> <ul style="list-style-type: none"> • be at least half to one page in length • have a title • have a writing goal (this is the most important aspect of your writing) <p>Alternatively You might like to publish a piece of writing that you are proud of that you have completed during remote learning.</p>	<p>WEDNESDAY Worksheet Answers Go into your class seesaw page and correct your Maths sheets from Wednesday.</p> <p>Multiplication Course Equipment needed: Paper, Pencil, and possibly a Highlighter or a Texta. Then click this link to play the multiplication course Chapter 2 Try and do lesson 2, 3, 4, 5, 6, 7, 8, 9...</p>  <p>This course was designed specifically for students to complete independently - learning at home. Try and work through chapter one</p> <p>Number Sense and Visual Learning are main features of this course. The course offers a concept of CHOICE as students have the option to pause the videos, to replay the videos, to take as much time as they want.</p>	<p>Flexible Friday</p> <p>Choose any activity that you wish to get your 30 minutes for the day.</p> <p>Or</p> <p>We have many beautiful beaches in Inverloch and close by. Ask your family if you can go explore one of them. A great walk to do is the Point Smythe Nature Walk. You get a different perspective of Inverloch whilst enjoying the peaceful surroundings. Head to the PE page on our Home Learning website and follow the links for more information.</p>	<p>This week in music we are going to continue singing songs about space, this time a groovy song from 1970 sung by Loretta Long.</p> <p>We will then be encouraged to explore the limits of our own voices and be challenged to create sounds from nature.</p> <p>Tahlia Burchill, from Move It Mob Style, will be teaching us some more dance steps. I find it very helpful the way they give each move a name, maybe it would help you if you wrote down the names of the moves to remember what comes next.</p> <p>We finish this week by listening to a band, see if you can guess where they are from! The more I listen to them, the more I enjoy them.</p> <p>Head to the Music page on our Home Learning website and follow the links.</p> <p>There are also many other activities linked to this page now. Have a look, explore the activities and feel free to make suggestions.</p>

Unit 12



h house

List Words

here _____
 hear _____
 he's _____
 heard _____
 hundred _____
 hurry _____
 haven't _____
 hurt _____
 who _____
 who's _____
 whose _____
 hole _____
 whole _____



Grapheme Chart

letters	words

1 Circle the letters that represent h in the List Words.

2 Write any other letters that can represent h on the Grapheme Chart. Write one word example for each.

3 Write one stroke for every sound in each List Word.

4 Colour the letters that represent h in the words.

who hurt heard where whole choose why
 how shirt third here hole whose high

5 Write contractions for these pairs of words. Finish the sentences with contractions that begin with h. Use each contraction once only.

✚ A contraction of two words is made by 1. Writing all of the first word. 2. Joining the second word to it, leaving out one or more letters. 3. Writing an apostrophe where letters have been left out. For example, *he is* contracts to *he's*.

it is _____ where is _____ who is _____

that is _____ here is _____ how is _____

_____ half of my hamburger for you to eat.

_____ Harry going to the island for his holiday?

_____ that person hurrying across the highway?

6 Finish the sentences with the homophones in the brackets.

✚ Homophones are words that sound the same but have different spelling, for example *be* – *bee*.

I can _____ a noise _____ in the house. (hear, here)

I _____ the _____ of cows outside. (heard, herd)

My _____ head will fit through that _____. (hole, whole)

_____ the person hiding in that house? (Who's, Whose)

I don't know. _____ house is it? (Who's, Whose)



j g ge dge jellyfish giraffe barge bridge



List Words

- jaw _____
- jeans _____
- June _____
- July _____
- page _____
- change _____
- large _____
- giant _____
- gentle _____
- edge _____
- bridge _____
- juggle _____

1 Circle the letters that represent in the List Words.

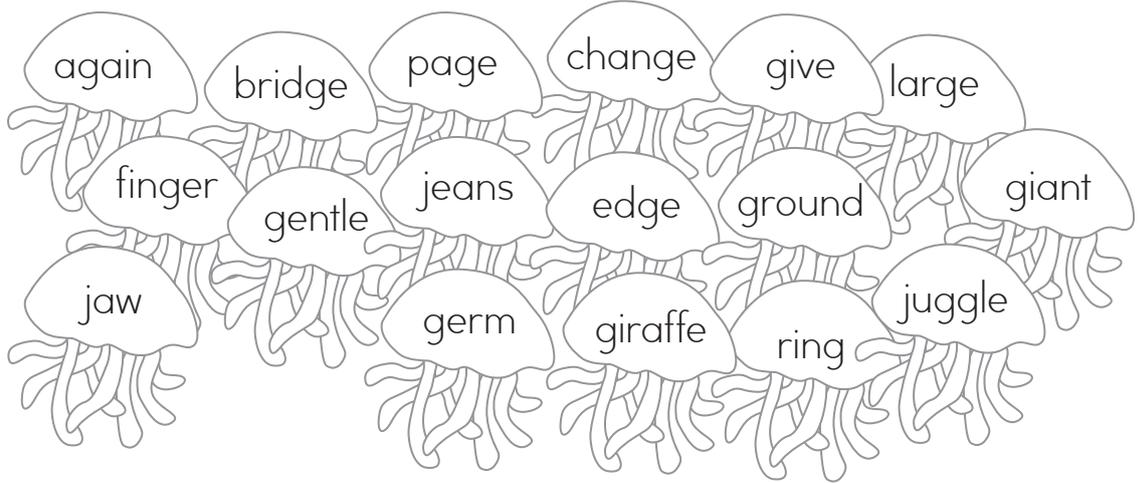
2 Write any other letters that can represent on the Grapheme Chart. Write one word example for each.

3 Write one stroke for every sound in each List Word.

4 Colour the jellyfish if the letters **j, g, ge** or **dge** represent .

Grapheme Chart

letters	words



5 Write List Words to match the clues.

2 sounds

3 sounds

3 sounds

4 sounds

4 sounds

3 letters

4 letters

5 letters

4 letters

5 letters

Challenge

Which month starts with and has 3 sounds? _____

Which month starts with and has 8 sounds? _____

Which month has 2 sounds? _____

Which month has 4 sounds and 4 letters? _____

Which month has the same number of sounds as November? _____

Which month has and sounds in it? _____

Which month ends in ? _____

Unit 12



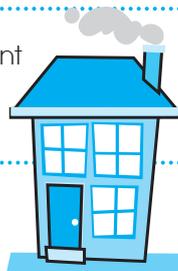
h house

List Words

- he'll _____
- haven't _____
- who's _____
- whose _____
- heard _____
- whole _____
- happen _____
- hidden _____
- behind _____
- health _____
- happily _____
- hexagon _____
- horizontal _____
- _____
- _____
- _____

Grapheme Chart

letters	words



1 Circle the letters that represent **h** in the List Words.

2 Write any other letters that can represent **h** on the Grapheme Chart.

Write one word example for each.

3 Write one stroke for every sound in each List Word.

4 Cross out the letters that are left out when these pairs of words are combined to form contractions. Write the contractions. The first one is done for you.

A contraction of two words is made by: 1. writing all of the first word 2. joining the second word to it, leaving out one or more letters 3. writing an apostrophe where letters have been left out. For example, *he is* contracts to *he's*.

he is he's he has _____ he would _____
 he will _____ who is _____ who has _____
 here is _____ has not _____ have not _____

5 Circle the pairs of words that can shorten to form contractions. Rewrite the sentence changing the circled words to contractions.

Here is where he will meet us when he is ready.

6 Join the word beginnings and endings to make List Words.

be	d	_____
hear	en	_____
hidd	hind	_____
happ	th	_____
heal	en	_____

happ	o's	_____
wh	gon	_____
hexa	ily	_____
horizon	ose	_____
wh	tal	_____

7 Write homophones for the underlined words to finish the sentences.

Go to Helpful Hint **14**.

A herd of one hundred elephants was _____ behind the house.

Whose hat was held up with the lost property? _____ lost a hat?

The whole load slipped off the truck and fell into the _____ beside the road.

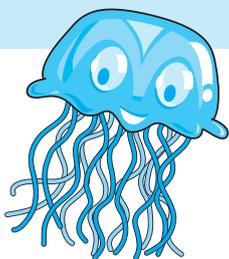
I hear people laughing happily. What is happening _____ to make them laugh?



j g ge dge jellyfish giraffe barge bridge

List Words

- large _____
- orange _____
- jacket _____
- stage _____
- judge _____
- bridge _____
- juice _____
- engine _____
- village _____
- joyful _____
- giraffe _____
- dangerous _____



1 Circle the letters that represent j g ge dge in the List Words.

2 Write any other letters that can represent j g ge dge on the Grapheme Chart. Write one word example for each.

3 Write one stroke for every sound in each List Word.

4 Write the List Words that fit on the lines to show where you hear j g ge dge in the words.

first	third	fourth	fifth
_____ i _____	_____	_____	_____
_____ y _____	_____ u _____	_____	_____
_____	_____	_____	_____

5 Join the word beginnings and endings to make List Words.

bri	ful	_____	en	ge	_____
joy	ce	_____	sta	et	_____
lar	age	_____	jack	gine	_____
danger	dge	_____	ju	ange	_____
vill	ge	_____	gir	dge	_____
jui	ous	_____	or	affe	_____

Grapheme Chart

letters	words

Challenge

Write List Words in the boxes. Write the letter or letters for each sound in a separate box.

In the I saw an old car ,

a jolly wearing a strange

a eating a juicy ,

a i falling

down and a clown on a t .

100 Word Challenge

Today we are going to revise how to use talking marks correctly. Please watch the video on Seesaw before beginning this task.

Your writing must:

- Have your focus goal written at the top of your page. Today's focus goal is...

I can use talking marks correctly

- Include the date
- Include a title
- Use only one of the below prompts
- Be approximately 100 words in length (about 1 page)
- Include at least three speaking parts

You are going to use one of the prompts on the following page to inspire your writing.

1. Use this picture prompt. You can write about anything that is inspired by the picture.



OR

2. Use **...then the crocodile delivered his speech...** This prompt needs to appear somewhere in your writing.

OR

3. Use the following five words at some stage in your writing **lazy, silver, queen, spikey and forest.** These words can be used in any order and can be used anywhere in your writing.

Writing Goals – Choose One Goal

Write the goal at the beginning of your writing so your teacher knows what you are focusing on

Goal: I can use capital letters for the start of every sentence	Goal: I can use punctuation to end my sentences	Goal: I can use talking marks / quotation marks correctly	
Can you believe it?	Full stop . or Exclamation mark ! or Question mark ?	This includes: <ul style="list-style-type: none"> • Opening and closing talking marks • Punctuation inside closing talking marks e.g. ? ! , • Capital letter to start all speaking “Are you ready to go to lunch Ms Wilson!” shouted Ms Roberts from across the playground.	
I can use Capital letters for proper nouns	I can use different types of sentences in my writing	I can use interesting synonyms for the word said that match my punctuation	
<ul style="list-style-type: none"> • The names of people (Jodie, Frank, Ms Stone) • Places (Inverloch, Victoria, Australia) • Days of the week, months of the years and seasons (Monday, January, Summer) 	Simple Mrs Foster went for a walk. Compound Mr McCartney is saving his pocket money, so he can buy a new surfboard. Complex When he plays, he sounds like a real rock star.	Exclaimed Shouted Whispered Snorted Laughed Bellowed Corrected	There are many more, see how creative you can get.
I can use apostrophes to show ownership	I can use apostrophes in contractions	I can use commas to separate items in a list	
Kate's cat Mrs Renden's house Mrs Foster's garden	Didn't Couldn't Shouldn't	I went to the shop to buy bananas, cabbage, sultanas and mango.	

PLEASE KEEP THIS WRITING GOALS PAGE SAFE AS YOU WILL NEED TO REFER TO IT EACH WEEK TO SET WRITING GOALS FOR MONDAY AND FRIDAY WRITING SESSIONS



Lesson Intention:

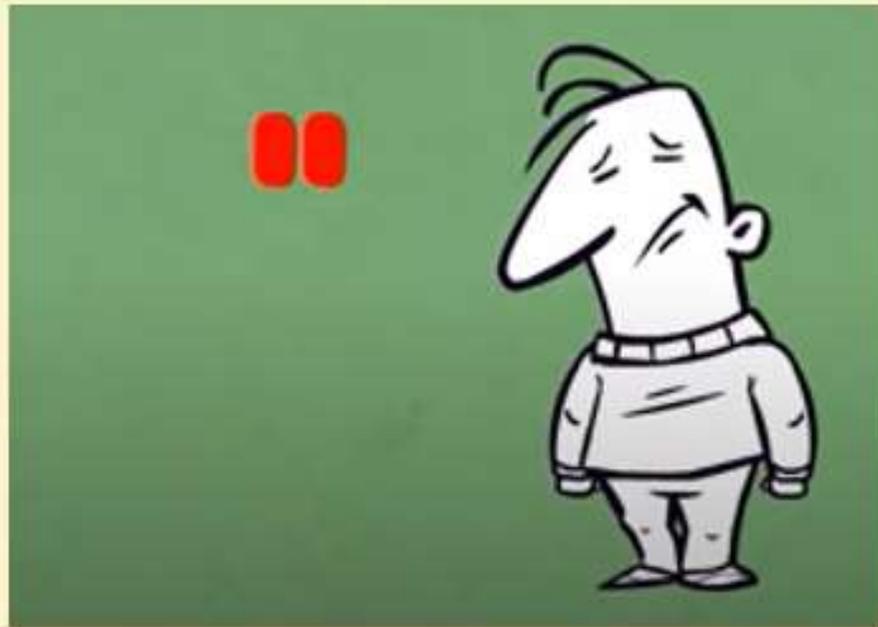
*I can use talking
marks correctly*

Talking marks are also called speech marks or quotation marks.

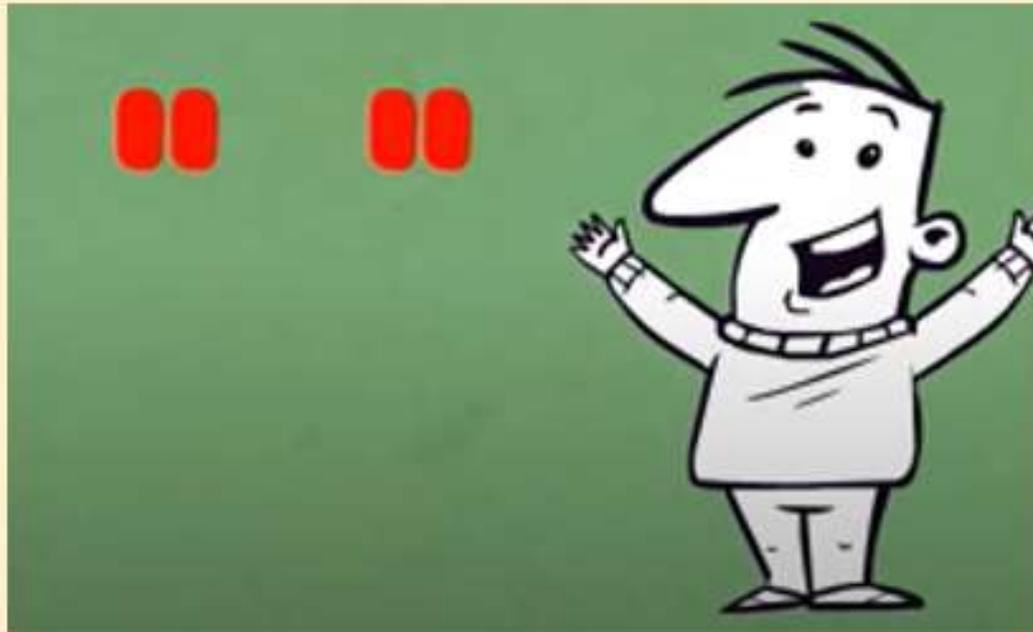
Talking marks go around the parts of a sentence that are actually being spoken by someone.



Talking marks don't like to hang out on their own...



**...They always come
with a buddy!**



**The first talking mark
opens the spoken
sentence and the second
speech mark closes the
spoken sentence.**

For example...

Louise said I love riding the
rollercoaster



Louise said, "I love riding the rollercoaster."



Another example...

You are my best friend whispered
Tegan



“You are my best friend,”
whispered Tegan.



When two people are
having a conversation...



...each time a new person
speaks it goes on a new line.

NEW SPEAKER = NEW LINE

For example...

“How are you today?” asked Kate.

“I’m having a really good day,”
replied Jess.

Kate asked, **“Why?”**

**“Mum just bought me a new
kitten!”** exclaimed Jess.

Remember...

- Talking marks go around the words being spoken
- Talking marks always come with a buddy – opening and closing talking marks
- There is always punctuation, . ! ? inside the closing talking mark
- There is a capital letter to start all speaking
- New Speaker = New Line

Russell said, “Let’s go for a bike ride.”

“I’d prefer to walk,” said Rachelle.



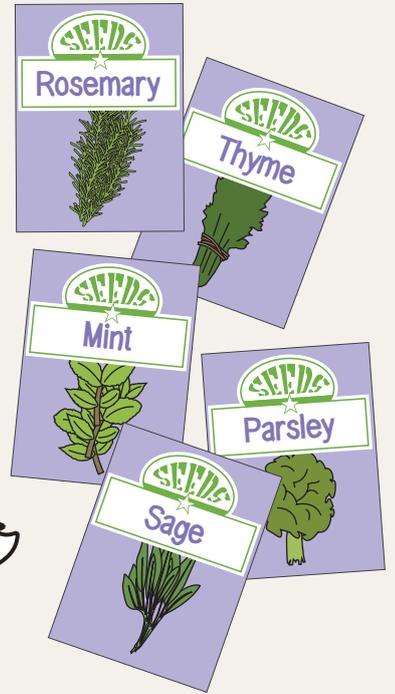


NA18 Multiplication problem solving

Multiplication is the best way to solve problems where the same number is added again and again.

For my new herb garden I needed five packets of seeds which cost \$3 each.

To work out the total cost we should multiply \$3 by 5, which is quicker than using repeated addition.



Using repeated addition

$$\begin{array}{r}
 \$3 \\
 3 \\
 3 \\
 3 \\
 3 \\
 + 3 \\
 \hline
 \$15
 \end{array}$$



Using multiplication

$$\begin{array}{r}
 \$3 \\
 \times 5 \\
 \hline
 \$15
 \end{array}$$

Try this

1 Find the cost of these items.



watering can



potting mix



pot

a 4 watering cans

$$\begin{array}{r}
 \$6 \\
 \times 4 \\
 \hline
 \end{array}$$

b 3 bags of potting mix

c 4 pots

d 5 watering cans

e 10 bags of potting mix

f 7 pots

2 Use the price boards to work out the cost of these herbs.



<p>a 5 bags of parsley</p> $\begin{array}{r} \$2 \\ \times 5 \\ \hline \end{array}$	<p>b 2 bags of mint</p>	<p>c 10 bags of sage</p>	<p>d 3 bags of thyme</p>	<p>e 5 bags of rosemary</p>
<p>f 9 bags of thyme</p>	<p>g 5 bags of sage</p>	<p>h 8 bags of parsley</p>	<p>i 20 bags of rosemary</p>	<p>j 8 bags of thyme</p>

3 Emma works at Herbie's Cafe. At lunch time she took these orders. Work out how much each order cost.

<p>a Four hamburgers</p>	<p>b Ten salad rolls</p>		
<p>c Two fish and chips</p>	<p>d Six doughnuts</p>		
<p>e Ten custard tarts</p>	<p>f Five flavoured milks</p>	<p>g Eight soft drinks</p>	<p>h Nine orange juices</p>



★ Challenge

Five of each: At the end of an hour at the markets, the herb stall owner has sold five bags of each item. How much money has the owner made?



NA23 The distributive law

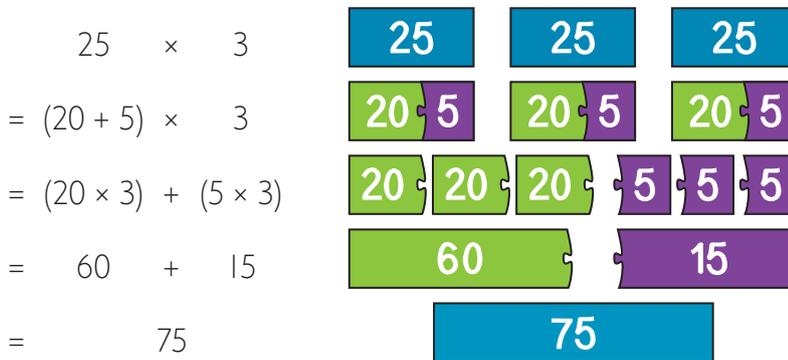


The **distributive law** says that a multiplication can be written as two multiplications and added.

For example,

$$\begin{aligned}
 & 25 \times 3 \\
 &= (20 + 5) \times 3 \\
 &= (20 \times 3) + (5 \times 3) \\
 &= 60 + 15 \\
 &= 75
 \end{aligned}$$

The example above can be shown as a diagram.



Try this

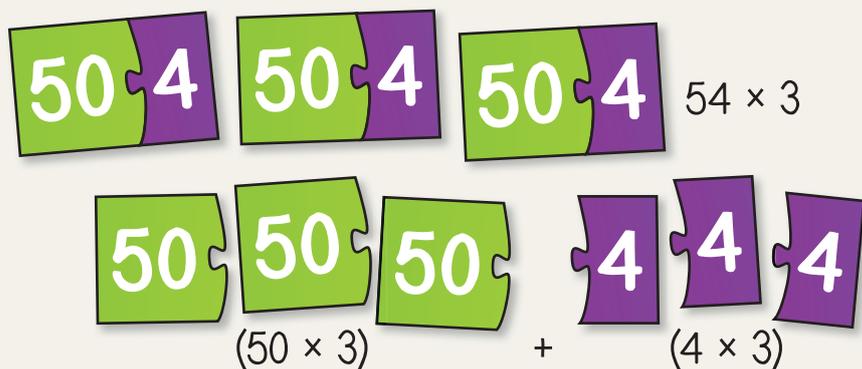
1 Use the distributive law to complete these.

a

56×2	
$= (\quad) \times 2$	
$= (\quad) + (\quad)$	
$= \quad + \quad$	
$= \quad$	

b

45×3	
$= (\quad + \quad) \times 3$	
$= (\quad) + (\quad)$	
$= \quad + \quad$	
$= \quad$	



- 2 The distributive law can be applied as the split and multiply strategy in 2-digit × 1-digit multiplication.

Use the split and multiply strategy (distributive law) to show these 2-digit × 1-digit multiplications.

$$\begin{aligned}
 & 54 \times 3 \\
 &= (50 + 4) \times 3 \\
 &= (50 \times 3) + (4 \times 3) \\
 &= 150 + 12 \\
 &= 162
 \end{aligned}$$

a 75×2

$$\begin{aligned}
 &= (70 + 5) \times 2 \\
 &= (70 \times 2) + (5 \times 2) \\
 &= \boxed{} + \boxed{} \\
 &= \boxed{}
 \end{aligned}$$

b 26×3

c 35×5

d 37×3

e 45×5

f 57×2



Challenge

Split and divide: The distributive law also works as the 'split and divide' strategy for division.

$$\begin{aligned}
 & 96 \div 3 \\
 &= (90 \div 3) + (6 \div 3) \\
 &= 30 + 2 \\
 &= 32
 \end{aligned}$$

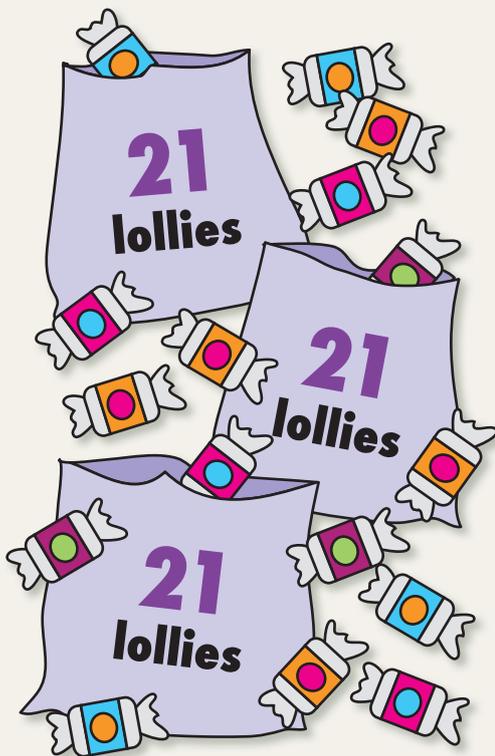
Try these:

- 1 $42 \div 2$
- 2 $63 \div 3$
- 3 $65 \div 5$



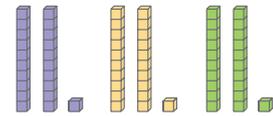
NA24 Multiplication 2-digit x 1-digit (no regrouping)

Multiplication is used when there are **groups** of things, like these bags of lollies. To find out how many lollies there are altogether, you will need to work out 21×3 .

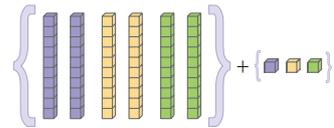


1. The split and multiply method.

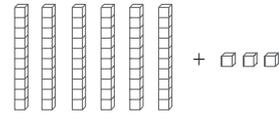
Step 1 21×3



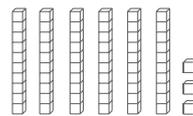
Step 2 $(20 \times 3) + (1 \times 3)$



Step 3 $60 + 3$



Step 4 63



2. The traditional written method.

Step 1

Set out vertically.

$$\begin{array}{r} 21 \\ \times 3 \\ \hline \end{array}$$

Step 2

Multiply the ones.

$3 \times 1 \text{ ones} = 3 \text{ ones}$

$$\begin{array}{r} 21 \\ \times 3 \\ \hline 3 \end{array}$$

Step 3

Multiply the tens.

$3 \times 2 \text{ tens} = 6 \text{ tens}$

$$\begin{array}{r} 21 \\ \times 3 \\ \hline 63 \end{array}$$

Try this

1 Use either method to find the answers.

a 24×2

b 12×3

c 21×5

d 51×3

What's smaller than an ant's pants?



2 To answer the riddle, solve each multiplication, then write the letter that matches each answer in its box below.

42×2

(A)

31×2

(S)

41×2

(M)

43×2

(O)

22×4

(C)

22×3

(E)

20×3

(I)

31×5

(Z)

84	82	86	155	155	60	66	62

88	86	155	155	60	66

3 How much will it cost to buy these palms from Nate's Nursery?

- a Three royal palms
- b Eight fan palms
- c Five lipstick palms
- d Four foxtail palms
- e What is the total cost?



Challenge

Three-digit multiplication: Extend either method to hundreds and try these.

$$\begin{array}{r} 312 \\ \times 4 \\ \hline \end{array} \quad \begin{array}{r} 904 \\ \times 2 \\ \hline \end{array} \quad \begin{array}{r} 510 \\ \times 5 \\ \hline \end{array} \quad \begin{array}{r} 732 \\ \times 3 \\ \hline \end{array} \quad \begin{array}{r} 743 \\ \times 2 \\ \hline \end{array}$$



NA8 Multiplication problem solving

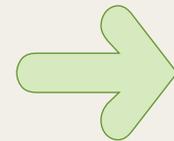
Multiplication is the best way to solve problems where the same number is added again and again. Our group of seven campers need seven camping permits which cost \$23 each. To work out the total cost we should multiply \$23 by 7 which is quicker than using repeated addition.



Using repeated addition

Bianca's permit	\$ 23
Ryan's permit	23
Zethan's permit	23
Tahlia's permit	23
Jack's permit	23
Emily's permit	23
Jessica's permit	+ 23
	<u>\$161</u>

Using multiplication



$$\begin{array}{r} ^2 \\ \$ 23 \\ \times 7 \\ \hline \$161 \end{array}$$

Try this

1 Find the cost of these items.

a 5 camping permits

b 3 guidebooks

c 4 maps

d 2 guidebooks

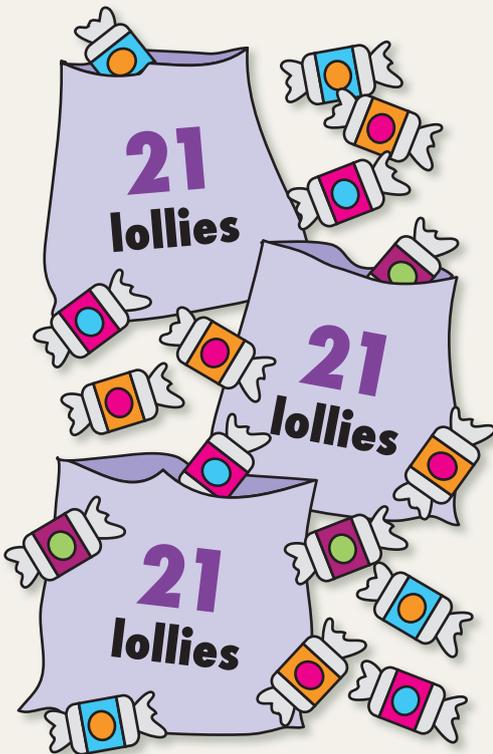
e 6 camping permits

f 3 maps



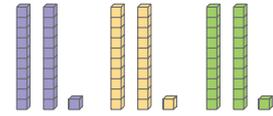
NA24 Multiplication 2-digit x 1-digit (no regrouping)

Multiplication is used when there are **groups** of things, like these bags of lollies. To find out how many lollies there are altogether, you will need to work out 21×3 .

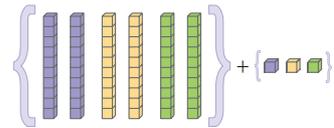


1. The split and multiply method.

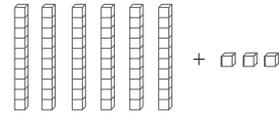
Step 1 21×3



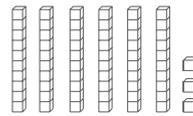
Step 2 $(20 \times 3) + (1 \times 3)$



Step 3 $60 + 3$



Step 4 63



2. The traditional written method.

Step 1
Set out vertically.

$$\begin{array}{r} 21 \\ \times 3 \\ \hline \end{array}$$

Step 2
Multiply the ones.
 $3 \times 1 \text{ ones} = 3 \text{ ones}$

$$\begin{array}{r} 21 \\ \times 3 \\ \hline 3 \end{array}$$

Step 3
Multiply the tens.
 $3 \times 2 \text{ tens} = 6 \text{ tens}$

$$\begin{array}{r} 21 \\ \times 3 \\ \hline 63 \end{array}$$

Try this

1 Use either method to find the answers.

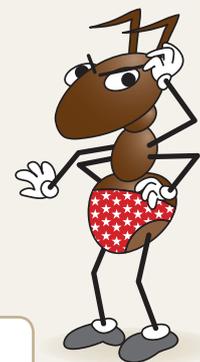
a 24×2

b 12×3

c 21×5

d 51×3

What's smaller than an ant's pants?



2 To answer the riddle, solve each multiplication, then write the letter that matches each answer in its box below.

42×2

(A)

31×2

(S)

41×2

(M)

43×2

(O)

22×4

(C)

22×3

(E)

20×3

(I)

31×5

(Z)

84	82	86	155	155	60	66	62

88	86	155	155	60	66

3 How much will it cost to buy these palms from Nate's Nursery?

- a Three royal palms
- b Eight fan palms
- c Five lipstick palms
- d Four foxtail palms
- e What is the total cost?



Challenge

Three-digit multiplication: Extend either method to hundreds and try these.

$$\begin{array}{r} 312 \\ \times 4 \\ \hline \end{array} \quad \begin{array}{r} 904 \\ \times 2 \\ \hline \end{array} \quad \begin{array}{r} 510 \\ \times 5 \\ \hline \end{array} \quad \begin{array}{r} 732 \\ \times 3 \\ \hline \end{array} \quad \begin{array}{r} 743 \\ \times 2 \\ \hline \end{array}$$



NA16 Multiplying by tens and hundreds

When **multiplying by tens or hundreds**, first multiply by the single digit as usual, then write zeros in the ones and tens place depending on whether you are multiplying by tens or hundreds. Your answer will be in tens or hundreds.

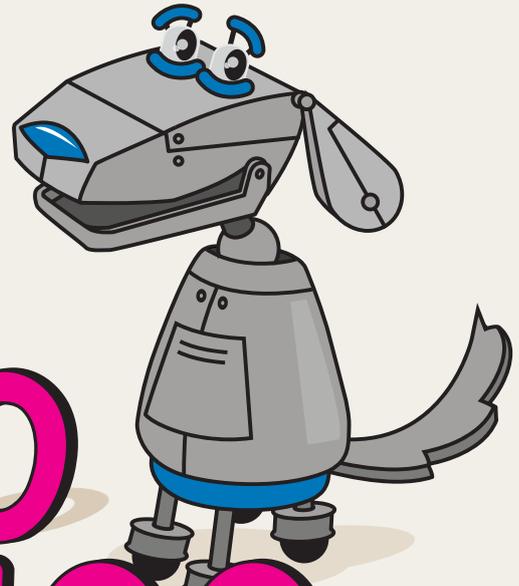
Look at this example:

$$\begin{array}{r} 43 \\ \times 2 \\ \hline 86 \end{array}$$

$$\begin{array}{r} 43 \\ \times 20 \\ \hline 860 \end{array}$$

$$\begin{array}{r} 43 \\ \times 200 \\ \hline 8600 \end{array}$$

x10
x100



Try this

1 Multiply to find the first answer in each set, then use a strategy to complete the rest.

a

$$\begin{array}{r} 21 \\ \times 4 \\ \hline \square \end{array}$$

$$\begin{array}{r} 21 \\ \times 40 \\ \hline \square \end{array}$$

$$\begin{array}{r} 21 \\ \times 400 \\ \hline \square \end{array}$$

b

$$\begin{array}{r} 24 \\ \times 2 \\ \hline \square \end{array}$$

$$\begin{array}{r} 24 \\ \times 20 \\ \hline \square \end{array}$$

$$\begin{array}{r} 24 \\ \times 200 \\ \hline \square \end{array}$$

c

$$\begin{array}{r} 53 \\ \times 5 \\ \hline \square \end{array}$$

$$\begin{array}{r} 53 \\ \times 50 \\ \hline \square \end{array}$$

$$\begin{array}{r} 53 \\ \times 500 \\ \hline \square \end{array}$$

d

$$\begin{array}{r} 723 \\ \times 7 \\ \hline \square \end{array}$$

$$\begin{array}{r} 723 \\ \times 70 \\ \hline \square \end{array}$$

$$\begin{array}{r} 723 \\ \times 700 \\ \hline \square \end{array}$$

What do you call two 90-year-old robbers?



2 To find the answer to this riddle, solve each multiplication, then write the letter that matches each answer in the boxes below.

$$\begin{array}{r} 72 \\ \times 30 \\ \hline \end{array}$$
 (I)

$$\begin{array}{r} 52 \\ \times 70 \\ \hline \end{array}$$
 (P)

$$\begin{array}{r} 41 \\ \times 4 \\ \hline \end{array}$$
 (E)

$$\begin{array}{r} 25 \\ \times 50 \\ \hline \end{array}$$
 (K)

$$\begin{array}{r} 57 \\ \times 60 \\ \hline \end{array}$$
 (F)

$$\begin{array}{r} 96 \\ \times 20 \\ \hline \end{array}$$
 (A)

$$\begin{array}{r} 23 \\ \times 80 \\ \hline \end{array}$$
 (S)

$$\begin{array}{r} 62 \\ \times 3 \\ \hline \end{array}$$
 (L)

$$\begin{array}{r} 45 \\ \times 90 \\ \hline \end{array}$$
 (C)

$$\begin{array}{r} 89 \\ \times 10 \\ \hline \end{array}$$
 (D)

$$\begin{array}{r} 36 \\ \times 500 \\ \hline \end{array}$$
 (O)

$$\begin{array}{r} 48 \\ \times 200 \\ \hline \end{array}$$
 (N)

$$\begin{array}{r} 53 \\ \times 40 \\ \hline \end{array}$$
 (R)

1920
<input type="text"/>

3640	1920	2160	2120
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

18 000	3420
<input type="text"/>	<input type="text"/>

18 000	186	890
<input type="text"/>	<input type="text"/>	<input type="text"/>

9600	2160	4050	1250	164	2120	1840
<input type="text"/>						

3 Without calculating the exact answer, which of the three multiplications to the right should have the answer 70 200? Colour one bubble under the correct multiplication.

a

$$\begin{array}{r} 78 \\ \times 9 \\ \hline \end{array}$$
 70 200

b

$$\begin{array}{r} 78 \\ \times 90 \\ \hline \end{array}$$
 70 200

c

$$\begin{array}{r} 78 \\ \times 900 \\ \hline \end{array}$$
 70 200

Explain how you made your choice.

★ Challenge

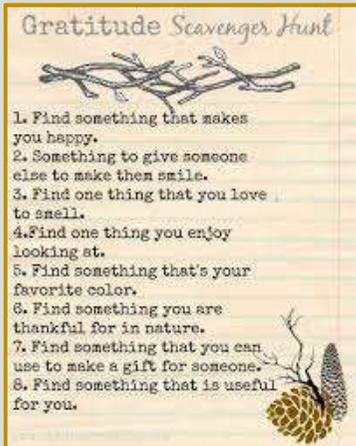
Time for times: How many minutes in 24 hours? How many seconds in 24 hours?

Positive Coping

What is your coping style? Do you engage in energetic activity or self-calming activities? Do you reach out to others in social activity? Do you like to shift your attention or get organised? Choose an activity that matches your coping style.

GRATITUDE

Go for a walk with added purpose...



Gratitude Scavenger Hunt

1. Find something that makes you happy.
2. Something to give someone else to make them smile.
3. Find one thing that you love to smell.
4. Find one thing you enjoy looking at.
5. Find something that's your favorite color.
6. Find something you are thankful for in nature.
7. Find something that you can use to make a gift for someone.
8. Find something that is useful for you.

YARN BOMB A STICK

Find a stick you like. Find some string, wool or other type of yarn and tightly wrap it around the stick. You can change colours as many times as you like. You can do one or many sticks. Allow the wrapping to be your focus.



STARRY NIGHT

smiling mind sleep meditation



This meditation will help prepare you for a good night's sleep. It is best done lying down before bed or before taking a (power) nap.

R U OK? DAY

Thursday September 10th.

Remember these 4 steps to starting a conversation

1. Ask R U OK?
2. Listen
3. Encourage action
4. Check in

R U OK? Day is trying to create a world where we all feel connected and cared for. We're never too young to look out for each other.

A day to remind us to notice how our family and friends are feeling and to ask them "R U OK?"

Family Fun

With so many roles competing for our time, it is easy to lose sight of the work-life balance. Carve out some time each week dedicated to having fun and connecting as a family!

SLIME

Ingredients

- 250ml of PVA Glue
- 1 – 2 drops of food colouring (optional)
- ¼ cup of glitter
- 1 teaspoon of baking soda
- 2 – 3 tablespoons of saline solution (contact lens solution)

What To Do

1. Pour the glue into a medium bowl. Stir in the food colouring and glitter, if desired.
2. Add the baking soda to the glue mixture and stir until smooth.
3. Pour in 2 tablespoons of the contact lens solution and stir slowly. The mixture should begin to harden, becoming stringy.
4. Continue mixing slowly until a ball of slime forms.
5. Pick up the slime and work between your two hands, until smooth. If the slime is particularly slimy, work in another ½ tablespoon of contact lens solution as needed.



from Medibank Health & Wellbeing

R U OK? DAY

Get the family together to sing and dance along to...

Together It's OK



How could you ask someone if they were ok? Who would you go to if you or someone you know is NOT OK?

NO FUSS FAMILY FUN

- Create a Family Dance
- Build a Card Tower
- Watch a Documentary
- Indoor Scavenger Hunt
- Build an Obstacle Course
- Make Sock Puppets
- Write 'Thank You' Letters
- Go to the Zoo... Virtually

<https://www.zoo.org.au/animals-at-home/>

Mrs Sheppard's Yummy Zucchini Brownies!



INGREDIENTS:

- 1 ½ cups raw sugar
- ½ cup vegetable oil
- 2 tsp vanilla extract
- 2 cups self raising flour
- 1/4 cup cocoa (sifted)
- 2 eggs (lightly beaten)
- 1 tsp salt
- 2 zucchinis (finely grated)
- 1 cup milk chocolate chips
- 3 tbs pure icing sugar
- ½ – 1 cup milk

METHOD:

Preheat oven to 180 degrees
Line a 20cm x 20cm cake tin with baking paper and set aside
In a bowl combine sugar, oil, vanilla, flour, cocoa, eggs, milk and salt
Stir in the zucchini and chocolate chips until combined
Pour mixture into prepared tin
Bake for 30-35 minutes or until cooked through
Cool and sift icing sugar over the top
Cut into squares
Eat... and enjoy!!! YUM!

I.K.P.S Community Connections

Presents...

Virtual Trivia Night

Who: You and Your Family

Where: In your lounge-room.

When: Wellbeing Wednesday...
but it's on the FARL website all week, so feel free to do anytime before Sunday 13th.

How: Download the blank answer sheet from the FARL website. Then, click on the trivia video on the Wellbeing Page when you are ready to play.



Answers: These will also be posted on the Wellbeing Page.

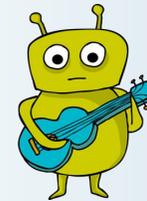
Have Fun!

As well as...

Show us your Talent!



Do you have a special talent?



HOW to ENTER?

- 1/ Take a video of you performing your talent.
- 2/ PLEASE try to keep the video under 1 minute.
- 3/ Ask for parent/guardian consent to upload onto the FARL website. In doing this they are agreeing to your video being shared on the IKPS Facebook page, as well as on the IKPS FARL website.
- 4/ Upload your video on the Wellbeing Page of this weeks FARL website.

Mrs Sheppard's Yummy Zucchini Brownies!



INGREDIENTS:

- 1 ½ cups raw sugar
- ½ cup vegetable oil
- 2 tsp vanilla extract
- 2 cups self raising flour
- 1/4 cup cocoa (sifted)
- 2 eggs (lightly beaten)
- 1 tsp salt
- 2 zucchinis (finely grated)
- 1 cup milk chocolate chips
- 3 tbs pure icing sugar
- ½ - 1 cup milk

METHOD:

Preheat oven to 180 degrees

Line a 20cm x 20cm cake tin with baking paper and set aside

In a bowl combine sugar, oil, vanilla, flour, cocoa, eggs, milk and salt

Stir in the zucchini and chocolate chips until combined

Pour mixture into prepared tin

Bake for 30-35 minutes or until cooked through

Cool and sift icing sugar over the top

Cut into squares

Eat.... and enjoy!!! YUM!

IS YOUR BEDROOM CLEAN?

- MAKE BED**
- CLEAR OFF DRESSER, SHELVES, BEDSIDE TABLE**
- PUT RUBBISH IN THE CORRECT BIN**
- PUT AWAY SHOES**
- PUT CLEAN CLOTHES AWAY**
- PUT DIRTY CLOTHES IN THE WASH**
- DUST FURNITURE**
- PUT AWAY EVERYTHING ON THE FLOOR**
- CLEAN UNDER THE BED**
- VACUUM**

SLIME

Ingredients

- 250ml of PVA Glue
- 1 – 2 drops of food colouring (optional)
- ¼ cup of glitter
- 1 teaspoon of baking soda
- 2 – 3 tablespoons of saline solution (contact lens solution)

What To Do

1. Pour the glue into a medium bowl. Stir in the food colouring and glitter, if desired.
2. Add the baking soda to the glue mixture and stir until smooth.
3. Pour in 2 tablespoons of the contact lens solution and stir slowly. The mixture should begin to harden, becoming stringy.
4. Continue mixing slowly until a ball of slime forms.
5. Pick up the slime and work between your two hands, until smooth. If the slime is particularly slimy, work in another ½ tablespoon of contact lens solution as needed.



I K P S

FAMILY TRIVIA

Welcome to the first Inverloch Kongwak Family Trivia Night!

Below you will find a template to keep score of your answers for the night. Watch the video on the Wellbeing page and record your answers below. You can work as a whole family, create teams within your family or even Zoom with some friends to see who has the most trivia knowledge.

Families can submit their answers on the Wellbeing page and the winners will be announced. Good luck and remember no googling allowed!

Team Name:

Inverloch P.S	Kongwak P.S
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
Score:	Score:
I.K.P.S Staff	General Knowledge
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
Score:	Score:

Food	Sport
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
Score:	Score:
Geography	Animals
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
Score:	Score:
Disney Movies	Books
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
Score:	Score:

Total Score:

I K P S

FAMILY TRIVIA

Welcome to the first Inverloch Kongwak Family Trivia Night!

Below you will find a template to keep score of your answers for the night. Watch the video on the Wellbeing page and record your answers below. You can work as a whole family, create teams within your family or even Zoom with some friends to see who has the most trivia knowledge.

Families can submit their answers on the Wellbeing page and the winners will be announced. Good luck and remember no googling allowed!

Team Name:

Inverloch P.S	Kongwak P.S
1. A school was opened in 1886 (originally called Anderson Inlet school, called Inverloch School in 1898) 2. 2011/2012 3. 457 4. Flowers with inspiring words. 5. Yellow Score:	1. 1899 2. Backyard Species Discovery Project (OR Bushblitz.) 3. 27 4. Mr Tyson, Miss Wilson, Ms Bull, Ms Stone 5. Yellow Score:
I.K.P.S Staff	General Knowledge
1. Deb Miller 2. Mr Rankin and Mrs Peterson 3. Mrs Box and Lindee Benson 4. Miss Newton 5. Miss Jacobson Score:	1. Four 2. Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune (Pluto) 3. A plane 4. I i 5. Purple Score:

Food	Sport
1.True 2. Spain 3. An animal that eats plants 4. True 5. True Score:	1.2000 2.Cricket 3. Cycling 4. 7 5. Mick Fanning Score:
Geography	Animals
1.France 2. Canberra (ACT) 3. Mt Everst 4. NSW 5. Australia, Antarctica, Europe, North America, South America, Asia, Africa Score:	1.Emu, penguin 2. Foal 3. Pride 4. Koala 5. Elephant Score:
Disney Movies	Books
1. Snow White & the Seven Dwarfs 2. 12 3. It means no worries 4. Pascal 5. Mulan Score:	1. 4 Privet Drive, Little Whinging 2. Miss Honey 3.Fish 4.Apples, pears, plums, oranges, strawberries, chocolate cake, ice cream, a pickle, swiss cheese, salami, a lollipop, cherry pie, sausage, a cupcake, watermelon, and some leaves 5.Mem Fox Score:

Total Score:

RU OK?™ at school



K-6 fact sheet



Signs that a friend may not be OK

RU OK? seeks to create a world where we're all connected. We're never too young to look out for one another and meaningfully connect.

Many factors can contribute to someone feeling low. It isn't always easy to know whether someone is OK, particularly if they haven't talked about it or children have yet to recognise the importance of changes in behaviour. However, there are signs children can become familiar with which could indicate that a friend may not be OK.

What causes struggles?

A range of circumstances can lead to a child feeling low, including:

- Big life changes like moving house or school
- Experiencing grief or loss
- Being around people going through tough times
- Arguing with someone
- Problems with school work
- Being bored
- Having a medical condition or chronic illness
- Not sleeping well
- Not exercising enough
- Hormonal changes
- Special needs

When to bring it up

It's a good idea to check in with a friend and ask, **Are you OK?** if:

- They've been showing signs of being upset or angry for some time
- Their mood is having an impact on others
- They're not enjoying school or life in general
- You're worried about their safety
- They start to miss school, or don't want to play with others or take part in their favourite activities

Other resources

Use our lesson plans and activity templates to embed RU OK? in your school year round.

RU OK? has developed this resource to help teachers embed peer support in classroom and playground settings.

By recognising and celebrating positive peer behaviour, we can encourage children to learn from an early age that being

supportive, asking 'Are you OK?' and being comfortable with the answer, 'No, I'm not OK' can help that person feel supported and more connected.

What signs can children look out for?

Going through difficult times can have a big impact on a child's life, including their:

- Relationships with other people
- Physical health
- Emotional health

So it's a great idea to be aware of certain behaviours and signs that can indicate a friend might be struggling. The first thing to look out for is changes in behaviour. When people feel low, they often:

- Withdraw from their friends or their family
- Lash out at people and get angry or upset easily, including towards the people they care about
- Cry or become emotional
- Lose interest in activities and things they usually love
- Have changed sleeping patterns. They might be sleeping all the time, not sleeping much at all, or sleeping at strange hours (such as in the middle of the day)
- Have a changed appetite. They could be eating more than usual or less.

How can children help?

Children cannot be expected to fix someone's problems, nor know the best way to help and support.

However, they can be encouraged to listen to what their friend is saying, let them know they care and tell a teacher, school counsellor or trusted adult if they are worried about their friend.

By promoting an environment of positive peer support and accessing support channels via an adult, children can learn that asking 'Are you OK?' is a key life skill.

Choose your own adventure!



Guinea Ecuatorial



¡Elije tu propia aventura!

Dessert for breakfast?

Have you ever eaten dessert for breakfast? Well, in *Guinea Ecuatorial* people do that on a daily basis!

A sweet baked dish of bananas and coconut, a drizzle of honey and some cinnamon called *akwadu* is very popular in this country.

Sometimes served as a dessert in restaurants, *akwadu* is delicious and warm, and its ingredients are readily available in the island of Boiko.

Find the recipe on our home learning page.

Observe, then dance!

Traditional dancing in *Guinea Ecuatorial* is worth having a try at! Observe the video on the website, then have a go. Could someone in your home play along to the drum beat? Does anyone have a whistle? Enjoy!

Money, money, money!

Although visiting *Guinea Ecuatorial* is expensive, the moment you arrive you'd think you were rich.

\$1 AUD = 7155 GNF

One Australian dollar equals the same as seven thousand, one hundred and fifty five Guinean Franks! How much would \$5 be?

Mangrove Exploring

Mangrove forests surround the coast of *Guinea Ecuatorial*. These amazing plants grow where fresh water rivers come out to sea. It is very important that these resilient plants are protected as they are home to many different creatures and form part of the local eco systems.

On our website this week, you can explore more about mangroves by watching a great video about the importance of caring for mangrove forests or play an online game, where you must think about all of the plants and creatures that cohabit in mangrove forests.

Better still, spend some time in nature in our beautiful local area— walk along the bridge at Screw Creek and observe the wildlife that lives there. Can you spot the mangroves there? What animals do you notice? Can you see the long roots on the plants? Imagine these types of plants reaching out into the warm waters surrounding *Guinea Ecuatorial*.

Passports please!

Maestra is very keen to see what adventures you have chosen during remote learning. Remember that you can upload files via the website, or add it on too SeeSaw. Happy travels!

Someday, little children, someday soon
There's gonna be a lotta people, yeah
They're gonna be living on the moon
Yeah, living on the moon someday
It might sound crazy, but it's true
You know who's gonna make it happen?
Well, it might be you, someday my little children
Living on the moon, someday my little children, yeah
It might be you, little children
Come someday, hey, hey, hey
Come someday, hey, hey, hey

Someday, little children, I hope it won't be long
People won't get sick no more, be always healthy, always strong
Yeah, people won't get sick no more
Sounds amazing, but it's true
You know who's gonna see it happen?
Well, it might be you, someday my little children
Won't get sick no more, my little children, yeah
It might be you, little children
Come someday, hey, hey, hey
Come someday, hey, hey, hey

Someday, little children, in a world I'm dreaming of
There's gonna be a lotta people, yeah
Living in peace and love
Yeah living in peace and love someday
To last a hundred lifetimes through
You know who's gonna make it happen?
Well, it might be you, someday my little children

Living in peace and love, someday my little children, yeah
It might be you, little children
Come someday, hey, hey, hey.
Come someday, hey, hey, hey.