

Stage 1 - Week 2 - Term 4



Dear Students, Parents and Carers,



I would like to invite the students of our class to join me in a Zoom meeting, where we can connect and catch up. There are some housekeeping rules that we need to understand before we can proceed.

Zoom is the 'live' video conferencing platform teachers may use for online meetings. The classroom teacher will always be the host of the meeting and will send you an invite for you to join a meeting at a specific time.

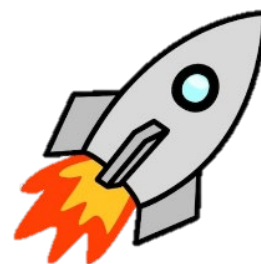
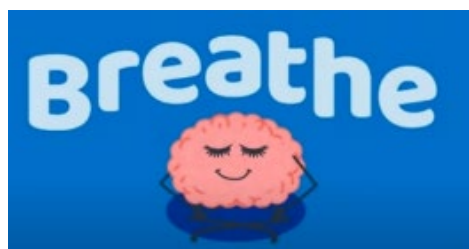
When you first arrive at a zoom meeting you will be placed in a waiting room. This allows the teacher to commence the lesson when most people are present – much as they would at school. The Zoom session will not go ahead if you are the only student to join that particular meeting. If this happens, the teacher will end the meeting and reschedule for another time.

The expectations below are designed to ensure Zoom lessons/meetings are safe and productive. If your teacher feels you are not meeting these requirements, you will be given the opportunity to correct the issue. However, if your teacher is not satisfied that the issue has been rectified, you will be removed from the meeting.

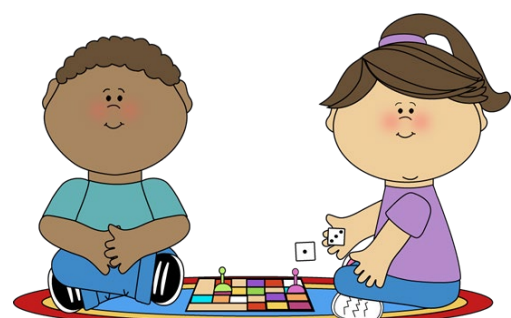
Expectations of Students	
Dress Code	Please dress neatly, pyjamas are not appropriate
Location	You should be in a 'common' area within the house where you are visible to other members of your house. Great locations include the kitchen or dining room table or lounge room. You should try to position yourself so there is a blank wall background behind you that gives you privacy and not distract others. You cannot and should not use Zoom from a bedroom.
Positioning your Camera	Cameras should be positioned to only display from the shoulders up.
Recording Zoom calls	Recording audio, recording video or taking any photographs of a Zoom call with a teacher or student(s) is strictly prohibited.
Speaking and Listening	As in a normal lesson, it is important that you exercise good self-discipline and listen carefully to your teacher throughout the lesson/meeting. Unless instructed otherwise by your teacher, you should MUTE your audio. Exceptions to this might occur if you are asked a question or if you are taking part in a conversation your teacher has initiated.
Parent Involvement	Parents may assist with helping you to set up the technology, however, are requested not to join any group/class Zoom meetings/lessons being moderated by the teacher. When the Zoom meeting is completed the teacher will wait for all students to exit the meeting so that students do not continue chatting without the teacher present.
Liverpool West PS School Rules	Remember our School Rules when attending Zoom meetings/lessons: Be Safe – Always report inappropriate behaviour and inappropriate material to your teacher. Be Respectful – Make sure you are an active listener when another student is giving their ideas or opinions or answers. Be a Learner – Focus on instructions from your teacher and stay on-task.

What else can I do each day when I have finished my activities?

↻ Click me! ↻



30 Day Fitness Challenge				
Do 10 star jumps.	Hop around like a frog for 20 seconds.	Touch your toes 10 times.	Balance a ball on your head.	Spin in a circle for 10 seconds.
Day 1 ★	Day 2 ★	Day 3 ★	Day 4 ★	Day 5 ★
Walk like a crab for 1 minute.	Stretch as high as you can.	Choose a song and create your own dance routine for the song. Perform it in front of your family.	Pick up a ball from floor without using your hands.	Take 10 giant steps.
Day 6 ★	Day 7 ★	Day 8 ★	Day 9 ★	Day 10 ★
Balance on one leg for 30 seconds.	Do 6 cartwheels.	Lay on your back and pedal your legs like you are on a bike.	Skip the rope for 1 minute.	Make your own hopscotch. Play it for 1 minute.
Day 11 ★	Day 12 ★	Day 13 ★	Day 14 ★	Day 15 ★
Stretch like a cat. Do it 5 times.	Do an egg and spoon race with your sibling.	Dance like a chicken for 1 minute.	Walk backwards 10 steps and then step back.	Do 10 squats in 30 seconds.
Day 16 ★	Day 17 ★	Day 18 ★	Day 19 ★	Day 20 ★
Wiggle like a worm for 20 seconds.	Do yoga for 10 minutes. You can find videos on YouTube.	Tiptoe for 15 seconds.	Throw a ball in the air and catch it. Repeat 10 times.	Shake your arms and clap your hands. Do this 5 times.
Day 21 ★	Day 22 ★	Day 23 ★	Day 24 ★	Day 25 ★
Create your own obstacle course and time yourself doing it.	Do gorilla shuffle for 15 seconds.	Lay on the floor. Lift your arms and legs above the floor for 15 seconds.	Balance a book on your head for 25 seconds.	Do 10 sit ups in one minute.
Day 26 ★	Day 27 ★	Day 28 ★	Day 29 ★	Day 30 ★



Starting today - Monday October 11th complete an activity each day and upload a video to Class Dojo of you completing the fitness challenge. Start on Day 1.



© The Mum Educates

30 Day Fitness Challenge

<p>Do 10 star jumps.</p> <p>Day 1</p> 	<p>Hop around like a frog for 20 seconds.</p> <p>Day 2</p> 	<p>Touch your toes 10 times.</p> <p>Day 3</p> 	<p>Balance a ball on your head.</p> <p>Day 4</p> 	<p>Spin in a circle for 10 seconds.</p> <p>Day 5</p> 
<p>Walk like a crab for 1 minute.</p> <p>Day 6</p> 	<p>Stretch as high as you can.</p> <p>Day 7</p> 	<p>Choose a song and create your own dance routine for the song! Perform it in front of your family.</p> <p>Day 8</p> 	<p>Pick up a ball from floor without using your hands.</p> <p>Day 9</p> 	<p>Take 10 giant steps.</p> <p>Day 10</p> 
<p>Balance on one leg for 30 seconds.</p> <p>Day 11</p> 	<p>Do 6 cartwheels.</p> <p>Day 12</p> 	<p>Lay on your back and peddle your legs like you are on a bike.</p> <p>Day 13</p> 	<p>Skip the rope for 1 minute.</p> <p>Day 14</p> 	<p>Make your own hopscotch. Play it for 1 minute.</p> <p>Day 15</p> 
<p>Stretch like a cat. Do it 5 times.</p> <p>Day 16</p> 	<p>Do an egg and spoon race with your sibling.</p> <p>Day 17</p> 	<p>Dance like a chicken for 1 minute.</p> <p>Day 18</p> 	<p>Walk backwards 10 steps and then skip back.</p> <p>Day 19</p> 	<p>Do 10 squats in 30 seconds.</p> <p>Day 20</p> 
<p>Wiggle like a worm for 20 seconds.</p> <p>Day 21</p> 	<p>Do Yoga for 10 minutes. You can find videos on YouTube.</p> <p>Day 22</p> 	<p>Tiptoe for 15 seconds.</p> <p>Day 23</p> 	<p>Throw a ball in the air and catch it. Repeat 10 times.</p> <p>Day 24</p> 	<p>Shake your arms and clap your hands. Do this 5 times.</p> <p>Day 25</p> 
<p>Create your own obstacle course and time yourself doing it!</p> <p>Day 26</p> 	<p>Do gorilla shuffle for 15 seconds.</p> <p>Day 27</p> 	<p>Lay on the floor. Lift your arms and legs above the floor for 10 seconds.</p> <p>Day 28</p> 	<p>Balance a book on your head for 15 seconds.</p> <p>Day 29</p> 	<p>Do 10 sit ups in one minute.</p> <p>Day 30</p> 



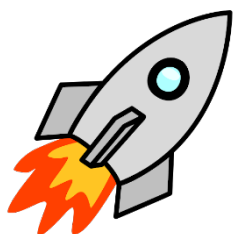
Monday

Spelling

buzz zip his nose fizz	cruise sneeze cheese stairs because	squeeze amusement bruise applause scissors
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This week we are focusing on the /z/ phoneme - /z/ - z, zz, s, se, ze

These will be your spelling words for the week. Keep the paper or take a photo of your words to look at each day.



Choose 5 words from the list above that you would like to learn and write them below.

Write 5 rocket words that you need to learn below.

5 rocket words	5 words from above



IMPORTANT!




Click the link or scan the QR code to learn how to complete the spelling list each week:

<https://bit.ly/399RV65>

Spelling



Complete this table each day with the words chosen on the previous page. You should have 5 rocket words from your current list and 5 words from our phonics focus.

Look, Say, Cover, Write, Check			
Monday	Tuesday	Wednesday	Thursday
			
			
			
			
			



IMPORTANT!

Click the link or scan the QR code to learn how to complete the spelling list each week:

<https://bit.ly/399RV65>

Word of the Week



Syllables

disagree

Definition

Use in a sentence.

Vowels

Write each phoneme in a box.

--	--	--	--	--	--	--	--	--	--

Consonants

Circle the correct part of speech?

noun / verb / adjective / other

Definition in my own words.

Picture

Rhyming Words



SCAN ME

Click the link or scan the QR code to learn how to complete this task: <https://bit.ly/2WY527w>

How did you go?

I can teach someone

I understand and can do by myself

I need some more practise

I need help to do this activity

Writing

How the Birds Got Their Colours

Dreamtime stories are the stories of events that describe important features of Aboriginal spiritual beliefs and how the universe came to be! Some of these stories are over 65,000 years old! Most Dreamtime stories have a 'moral' - which means the story has a lesson that teaches us something.

The moral in "How the Birds Got their Colours" is that a good deed will be rewarded.

Activity - Just like the bird, we can do good deeds in our everyday life too! What's a good deed that you have done recently? Maybe you helped to clean the house or helped a sibling when they were hurt. Draw a picture of a good deed you have done and write a sentence explaining what the good deed was!



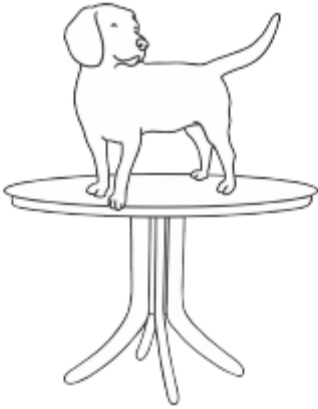
Listen to Ms Koikas read "How the Birds Got their Colours" to complete the activity.
<https://bit.ly/2Xk5ddC>

How did you go?

I can teach someone	I understand and can do by myself	I need some more practise	I need help to do this activity
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Where is Max? Use the wordbank to record where Max is.

in on next to under in front of under beside behind left of right of



Max is standing _____
the table.



Max is _____ the laundry
basket.



Max is _____ the table.



Max is _____ the toy train.



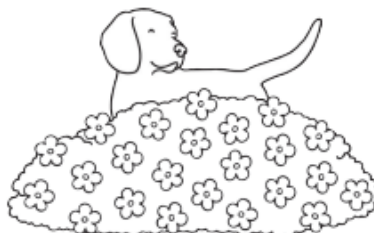
Max is _____ the desk.



Max is _____ the girl.



Max is _____ the chair.



Max is _____ the flowers.

Click the link or scan
the QR code to join in
with Ms Akil's maths
lesson today:

<https://bit.ly/3nqH7bT>



SCAN ME

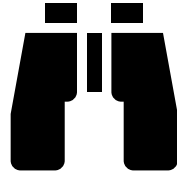
How did you go?



Science

We are learning to identify Earth's resources and how we use them.

Everything people make uses Earth's resources, these are known as natural resources.



Go outside into your backyard or go on a walk with an adult and see if you can find any of these natural resources. You might want to take some photos too and upload them to your portfolio.

Don't forget to be safe by doing this with an adult and also wear a hat.



Watch the video about natural resources.

<https://bit.ly/2YN2Yjp>



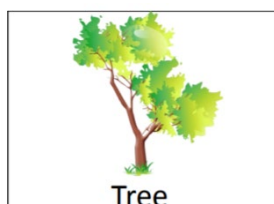
Wind



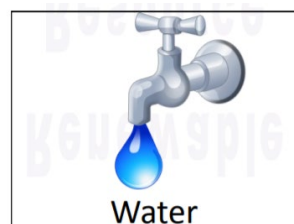
Soil



Rocks



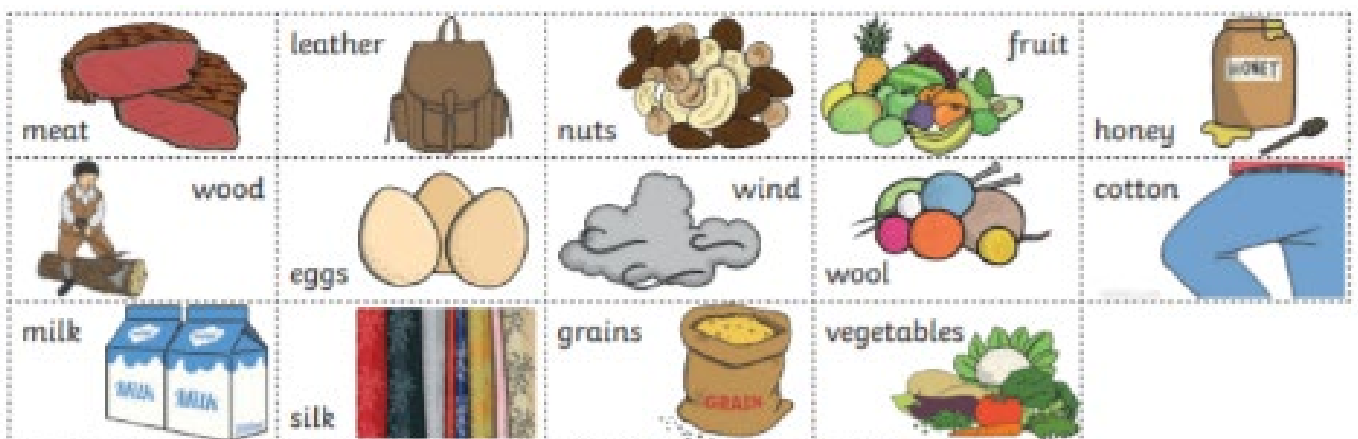
Tree



Water

Have a look at the pictures below and draw the pictures in the correct column.

Animal	Plant	Air



If you need help with this activity - watch here - <https://bit.ly/3lwl6WK>

How did you go?



Tuesday

Spelling

How did you go?			
I can teach someone	I understand and can do by myself	I need some more practise	I need help to do this activity



Have you practised your spelling words today? Go back to your spelling list and complete look, say cover, write, check.

Monday	Tuesday	Wednesday	Thursday

This week we are looking at the /z/ phoneme.

This phoneme can be represented by /z/ - z, zz, s, ze or ze.

Activity: We have used the strategy of checking "does it look right"?

Colour the box with the correct spelling

squeez

squeeze

squeese

buzz

buz

buse

cruise

cruiz

cruizz

amasing

amazing

amazzing

zzipper

zeipper

zipper

Adjectives

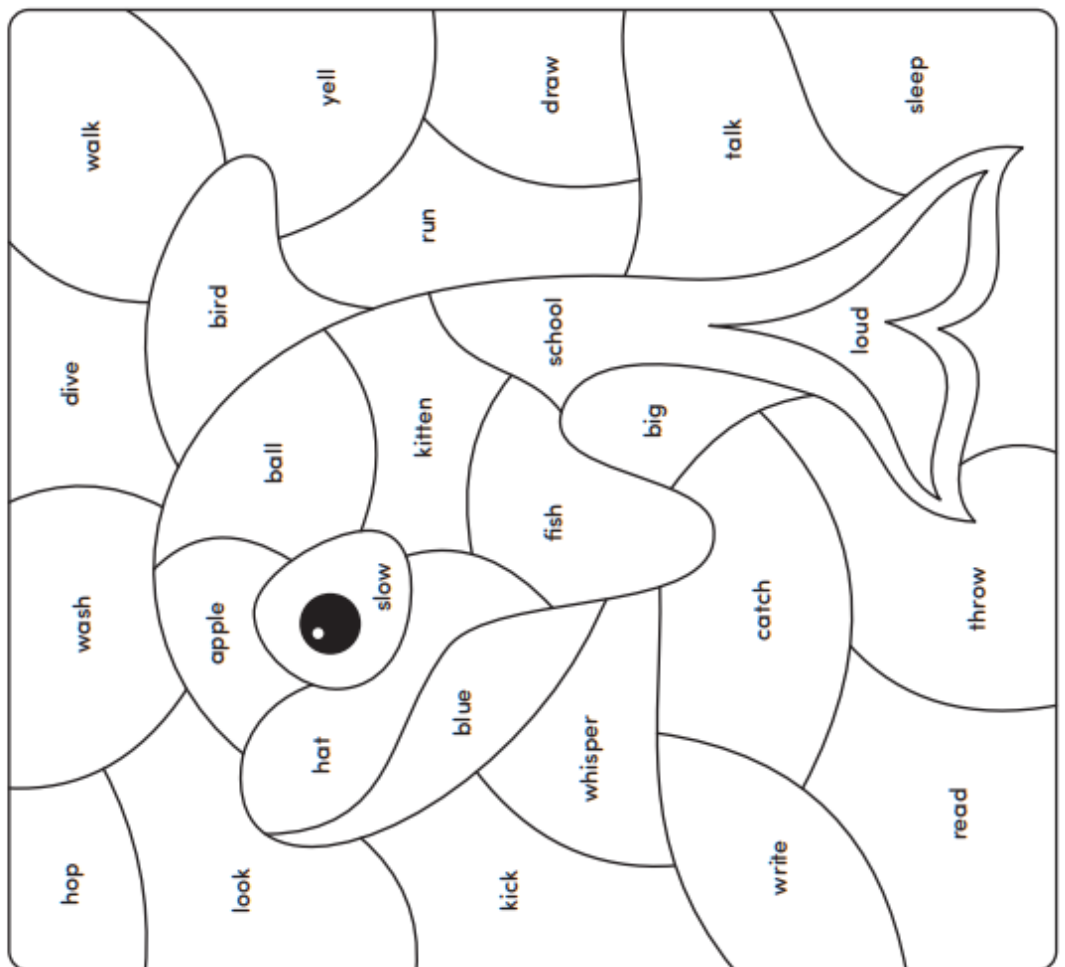
Adjectives are describing words. They are used to describe nouns (people, places or things). For example: A big tree is in the garden OR The brown dog is on the mat.

Activity: Write an adjective to describe each noun.

1. _____ sky
2. _____ gate
3. _____ cave
4. _____ diamond
5. _____ house
6. _____ book
7. _____ knife
8. _____ snake

Colour by Parts of Speech

Use the key below to help you colour the picture.



How did you go?			
I can teach someone	I understand and can do by myself	I need some more practise	I need help to do this activity

Nouns

Revision:

What is a noun? _____

Write an example of a proper noun. _____



Pronouns

Pronouns are words used to replace a noun.

Girl = her, she, her

Boy = his, him, he

Read each word. Using coloured pencils colour in the box:

Common noun = green

proper noun = use a capital letter - red

pronouns = blue.

Here are some examples:

m Mrs g Garcia	they	school	L Liverpool
--------------------------------------	------	--------	------------------------

he	summer	books	january
zoe	they	saturday	mrs azmi
pencil	sydney	flower	sunday
she	his	her	jack

Using the words in the box above, complete these sentences using the correct noun.

1. We can see all the teachers when we go back to _____.
2. On _____ we go into the garden to pick _____ with _____.
3. In _____ we celebrate Australia Day and the season will be _____.
4. "That is _____ pencil" said the teacher. "Give it back to Sarah, _____ dropped it'.

How did you go?			
I can teach someone	I understand and can do by myself	I need some more practise	I need help to do this activity

Writing



Dreamtime stories include nouns, verbs, and adjective. Complete the closed passage below using the words in the box to fill in the blanks. Each word is either a **noun** (person, place, or thing), a **verb** (an action word such as created) and or an **adjective** (a describing word).

Write the nouns in green, verbs in red and adjective in blue!



Listen to Ms Koikas read "How the Birds Got their Colours" to complete the activity
<https://bit.ly/3lm2TuH>

How did you go?			
I can teach someone	I understand and can do by myself	I need some more practise	I need help to do this activity

How the Birds Got Their Colours

Use the following words in the box to fill in the missing parts of the story.

birds	thanked	black	created	colour
swollen	colours	delicious	happy	branch
wondering	birds	foot	pain	stick
rainbow	colours	parrot	crow	spots

Long, long ago in the Dreaming when all of the land and animals were being _____, all the birds were _____ in colour. They did not have any bright or fancy colours on their feathers. They were all just one _____.

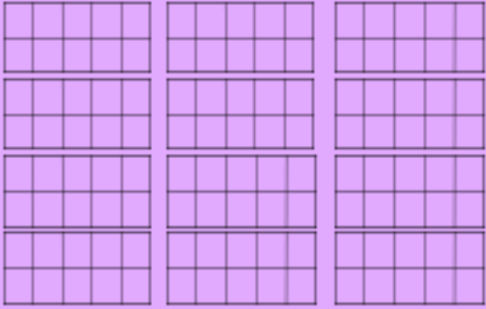
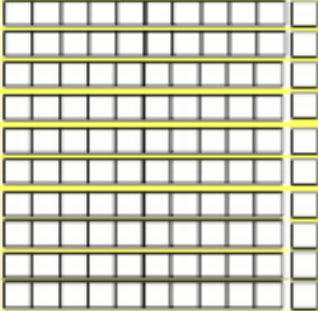
Until one day, a little bird flew around looking for food. The little bird flew closer to the ground to catch a big, juicy and _____ looking grub. When the bird flew close to a tree, he landed on a big, sharp _____. It cut deep into his _____ and made him very, very _____.

For days and days, the little bird was in so much _____. He lay on the branch with a big swollen foot. It kept getting more swollen and more painful. He was dying! Soon after this, all of his friends came to see if they could help. They all gathered around the sick little bird, _____ what they could do to save him. All except for one bird...the _____. The crow just wandered back and forth, not doing anything to help.

Then suddenly, a _____ rushed forward towards the sick little bird. With her very sharp and pointy beak, the parrot burst the little bird's swollen foot. Many different _____ rushed out and splashed all over the parrot. There were reds, greens, blues, yellows and all the other colours of the _____. All of the wonderful bright colours ran down her chest, wings and tail. The colours also splashed out onto the other birds. Some were red, some were blue, some were brown and some were yellow. Some birds were lucky and even got _____ and stripes too.

All the animals looked around to see how lovely and colourful they looked. All of the _____ were _____ and excited, except for crow, who was standing far away from them all. Crow didn't get any _____ at all. The sick little bird soon became better. He _____ the parrot for helping him with his _____ foot and then flew away.

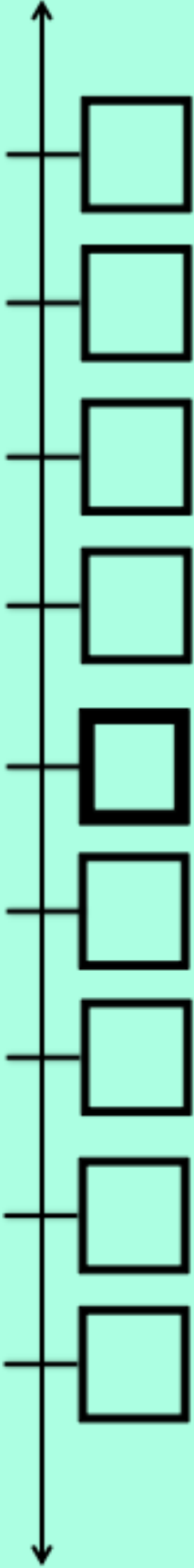
And that's how the _____ got their colours!

TENS FRAMES	DRAW IT	WORD	BASE TENS BLOCKS	TALLY
				

NUMBER OF THE DAY

65

NUMBER LINE



How did you go?			
 I can teach someone	 I understand and can do by myself	 I need some more practise	 I need help to do this activity



Click the link or scan the QR code to join Mrs Azmi for today's lesson: <https://bit.ly/2Xa6fIQ>

Draw a cat on the table	Draw a dog in a box
Draw an apple under a table.	Draw a bird beside a nest.
Draw a boy in front of a chair.	Draw a girl behind a tree.
Draw a ball between two shoes.	Draw a doll inside a toy box.
Draw a chick outside a box.	Draw a cow next to a gate.

How did you go?			

Geography

We are looking at places around. With a partner (mum, dad, brother, carer, uncle etc) have a discussion with the questions below:



- Where have you been around the world?
- Where were you born?
- Where were your parents born?
- Is there a place that your family visits often?
- Why do you think you visit this place often?

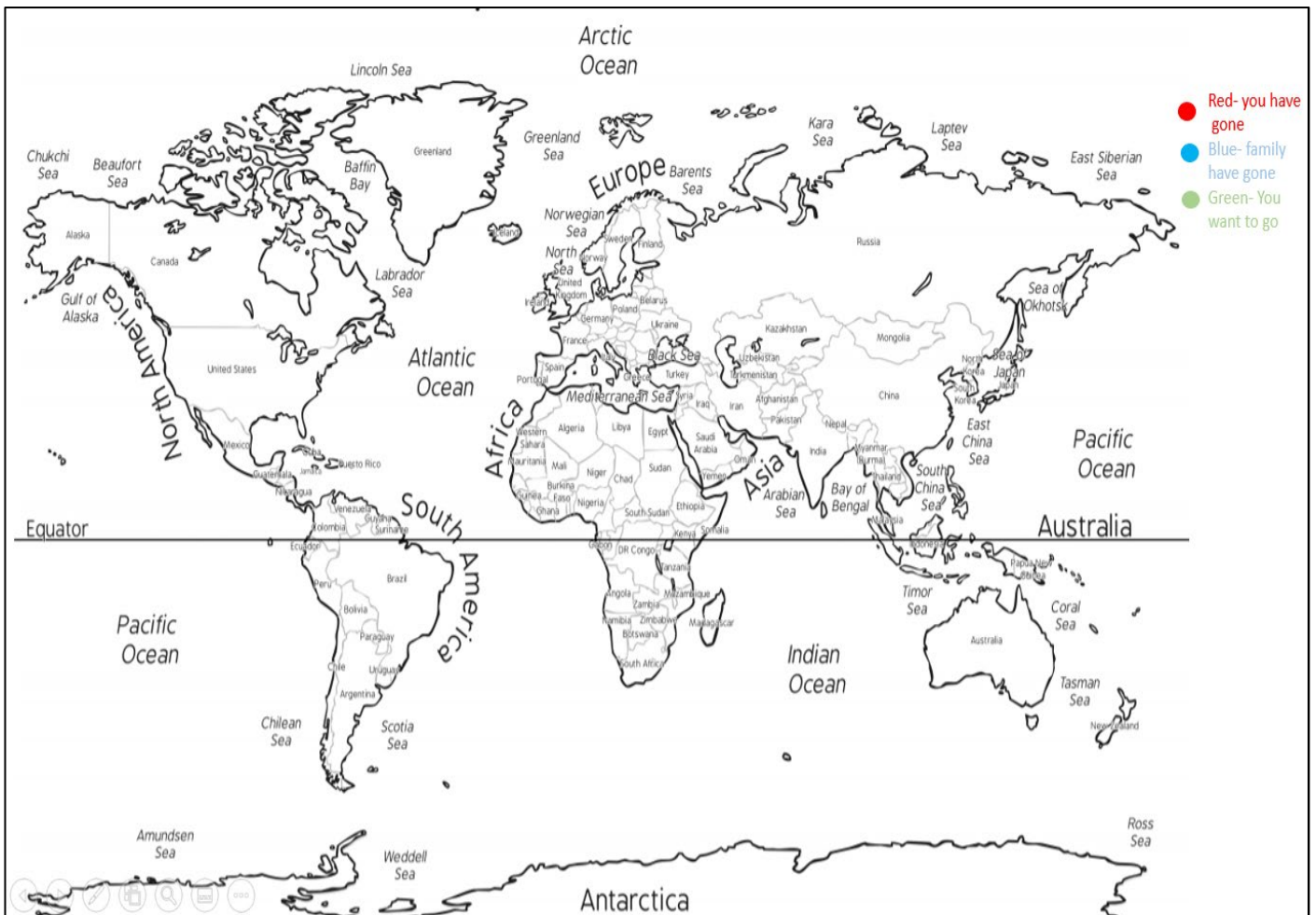


Click the link or scan the QR code to join the lesson with Miss Adie:
<https://bit.ly/3k5D8z>

On the map you are to mark the following:

- Red- you have gone
- Blue- family have gone
- Green- You want to go

Make sure you write why the person has gone there. Was it for a holiday? To visit family? For work?



How did you go?


I can teach someone	I understand and can do by myself	I need some more practise	I need help to do this activity
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Wednesday Spelling



Have you practised your spelling words today? Go back to your spelling list and complete look, say, cover, write, check.

Monday	Tuesday	Wednesday	Thursday

Write the word Say the word	How many phonemes? 	Record the phoneme. Write each phoneme in a box.								Tricky Part?
e.g.breeze	4	b	r	ee	ze					ee ze

Bonus: Click the link <https://bit.ly/2Xsz7fZ>. Using this website make your words using the word work mat. You can use the letters on the left hand side for a range of different graphemes.

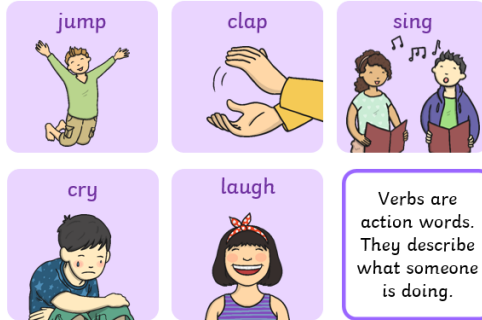


Click the link or scan the QR code to learn how to complete this task: <https://bit.ly/3lo2s3h>

How did you go?			
I can teach someone	I understand and can do by myself	I need some more practise	I need help to do this activity

Verbs

What Is a Verb?

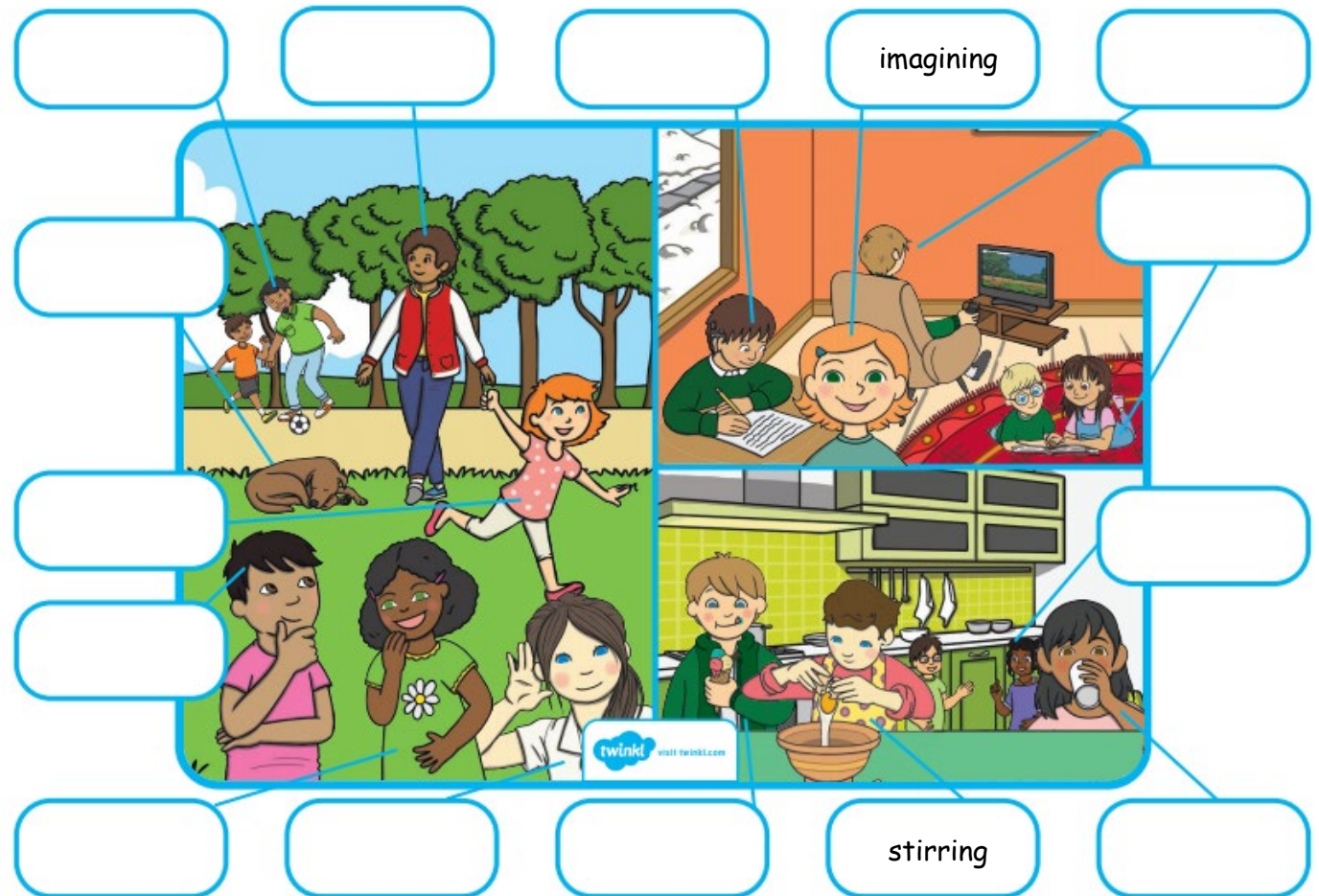


Verbs are action words. They describe what someone is doing.

Look at the picture below, label the noun with a verb- action verb or thinking verb.

Thinking verbs - a thinking verb tells the audience how the noun is thinking eg. wonder, imagining, believing.

Action verbs - an action verb tells the audience what the noun is doing e.g. dance, draw, sing, run, hug



How did you go?

I can teach someone

I understand and can do by myself

I need some more practise

I need help to do this activity

Writing

How the Birds Got Their Colours

What other characters are in the story?

Who is the main character in the story?

What is the setting?

What happens last?

What happens next?

What happens first?

What is the message of this Dreaming story?

How did the characters feel when the crow did nothing?

How did the characters feel when they got covered in colour?

How did the characters feel when the little bird was dying?

How did you go?

I can teach someone

I understand and can do by myself

I
need some
more
practise

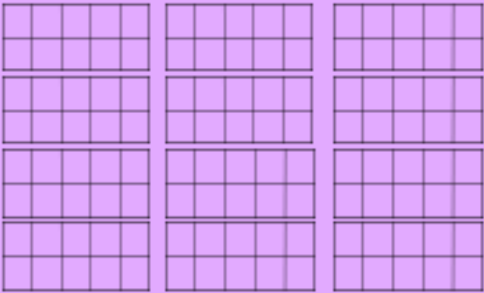
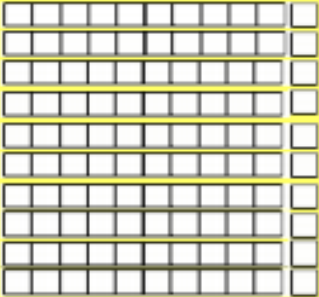
I need help to do this activity.



SCAN ME

Click the link or scan the QR code
to learn how to complete this task:

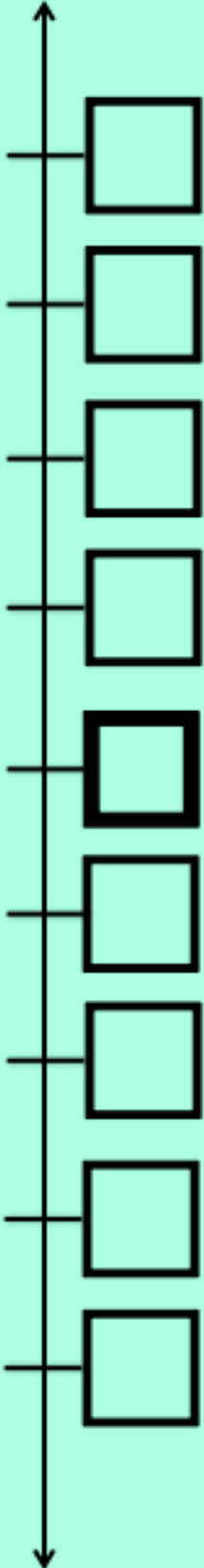
<https://bit.ly/3loGQUn>

TENS FRAMES	DRAW IT	WORD	BASE TENS BLOCKS	TALLY
				

NUMBER OF THE DAY

50

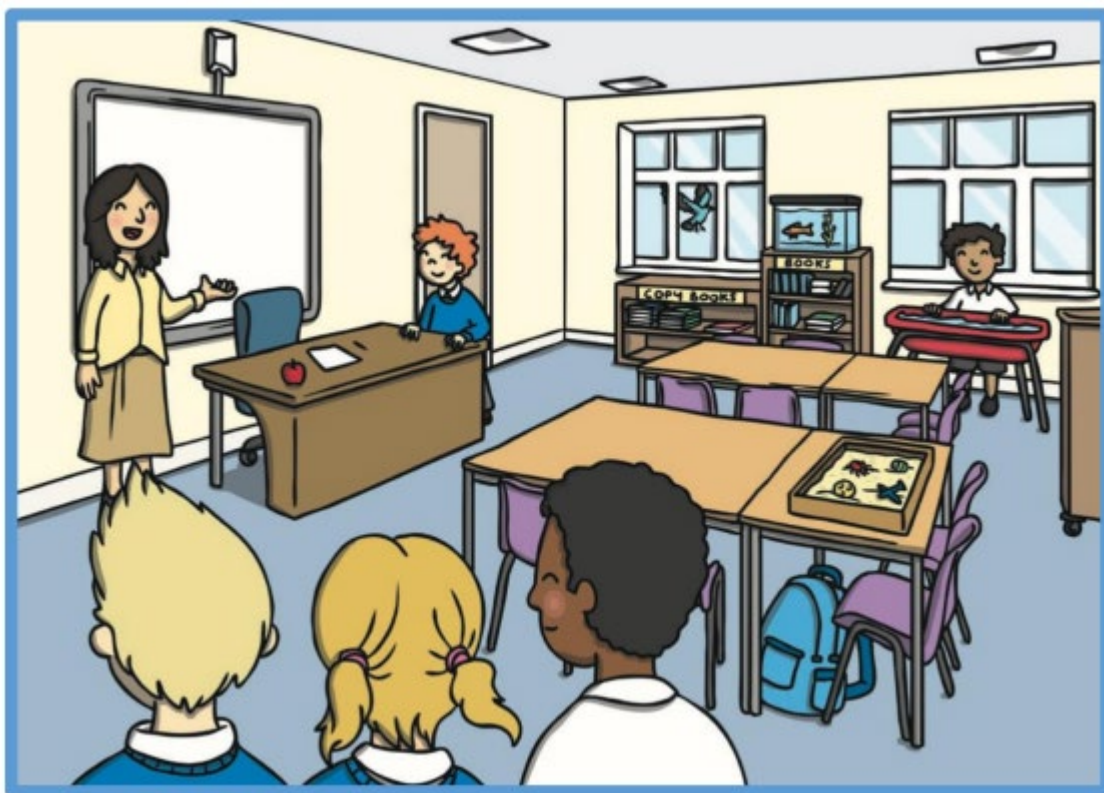
NUMBER LINE



How did you go?			
 I can teach someone	 I understand and can do by myself	 I need some more practise	 I need help to do this activity

Choose 3 objects from the picture below and write a sentence about the position of each object.

in on next to under in front of under beside behind left of right of



Click the link or scan the R code
to join Miss Akil's lesson today:
<https://bit.ly/3nol9X7>

1. _____

2. _____

3. _____

How did you go?

I can teach someone.	I understand and can do by myself.	I need some more practise.	I need help to do this activity.
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Personal Development and Health – Safe Living

Car Safety

Match the safe practices when travelling by car with their pictures by drawing a line.



Check for traffic lights



Use a booster seat



Buckle up your seatbelts



Child safety locks

How did you go?			
I can teach someone	I understand and can do by myself	I need some more practise	I need help to do this activity

Thursday Spelling



Have you practised your spelling words today? Go back to your spelling list and complete look, say cover, write, check.

Monday	Tuesday	Wednesday	Thursday

Activity: Using your list words for this week:

1. Write spelling word
2. How many syllables in the word?
3. Record your words using rainbow sounds.

Spelling word	How many syllables?		Rainbow sounds
e.g. pickle	pick / le	2	pickle

How did you go?			
I can teach someone	I understand and can do by myself	I need some more practise	I need help to do this activity

Nouns, Verbs and Adjectives

We have been learning about nouns, verbs and adjectives.

Using blue, yellow and green colours in the stars.

cat pen owl
Nouns
ball A noun is the name of a person, animal, place or thing. doll
shoe jam

jog draw laugh
Verbs
cook A verb is a doing or action word. play
work sing

green clever long
Adjectives
helpful beautiful
An adjective is a word that describes a noun (the name of a thing or a place).

dance

round

school

7

tall

red

2 Red

Aldi

brown

Mrs
Rush

jump

lady

How did you go?

I can
teach
someone

I
understand
and can do
by myself

I
need some
more
practise

I
need help
to do this
activity

Writing

Click the link or scan the QR code to JOIN Mrs Koikas for today's lesson.
<https://bit.ly/3loUFSr>



Story telling - Storytelling is an oral (talking) tradition. It is when Aboriginal Elders would share Dreamtime stories to the younger generation. Storytelling could also be told through art, carvings or paintings.

Using the Aboriginal symbols on the next page, create your own story! Use the planning page to help you write out and organise your story. You will need this plan tomorrow.

Aboriginal and Torres Strait Islander Peoples Symbols in Artwork Word Mat



boomerang



bush berry



ants, fruits, flowers or eggs



campfire



digging or clapping sticks



emu



human tracks



hunting boomerang



kangaroo tracks



meeting place



moving kangaroo tracks



people sitting



sandhill or cloud



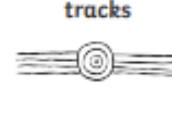
snake



spear



star



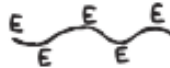
resting place



person



emu tracks



goanna tracks



animal tracks



rain



witchetty grub



waterholes connected by running water

How did you go?

I can teach someone

I understand and can do by myself

I need some more practise

I need help to do this activity

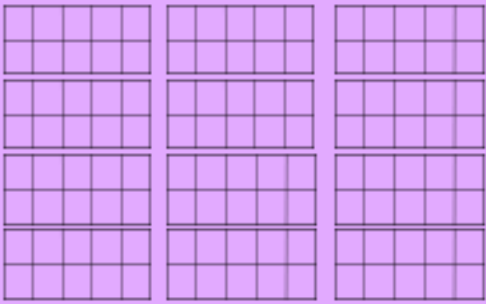
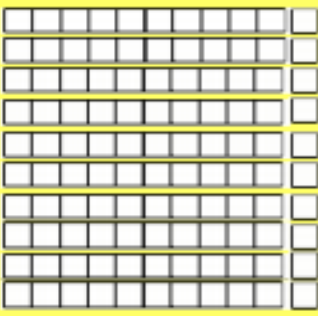
What happens in your story?

Where is your story set?

My Story

Who/what is in it?

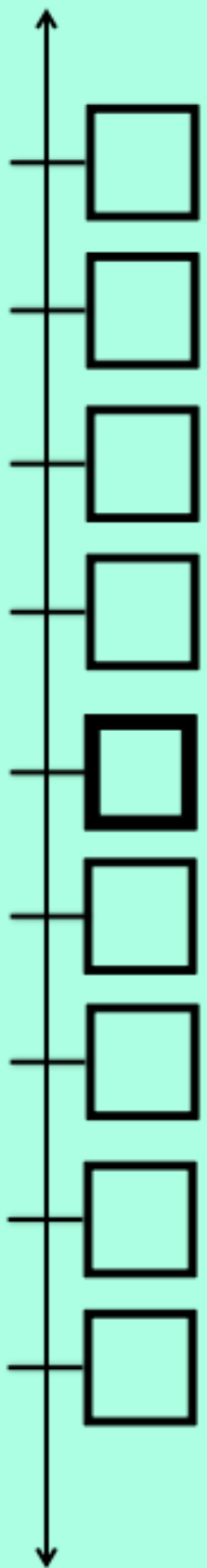
What symbols are you using?

TENS FRAMES 	DRAW IT	WORD	BASE TENS BLOCKS 	TALLY
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NUMBER OF THE DAY

73

NUMBER LINE



How did you go?			
 I can teach someone	 I understand and can do by myself	 I need some more practise	 I need help to do this activity



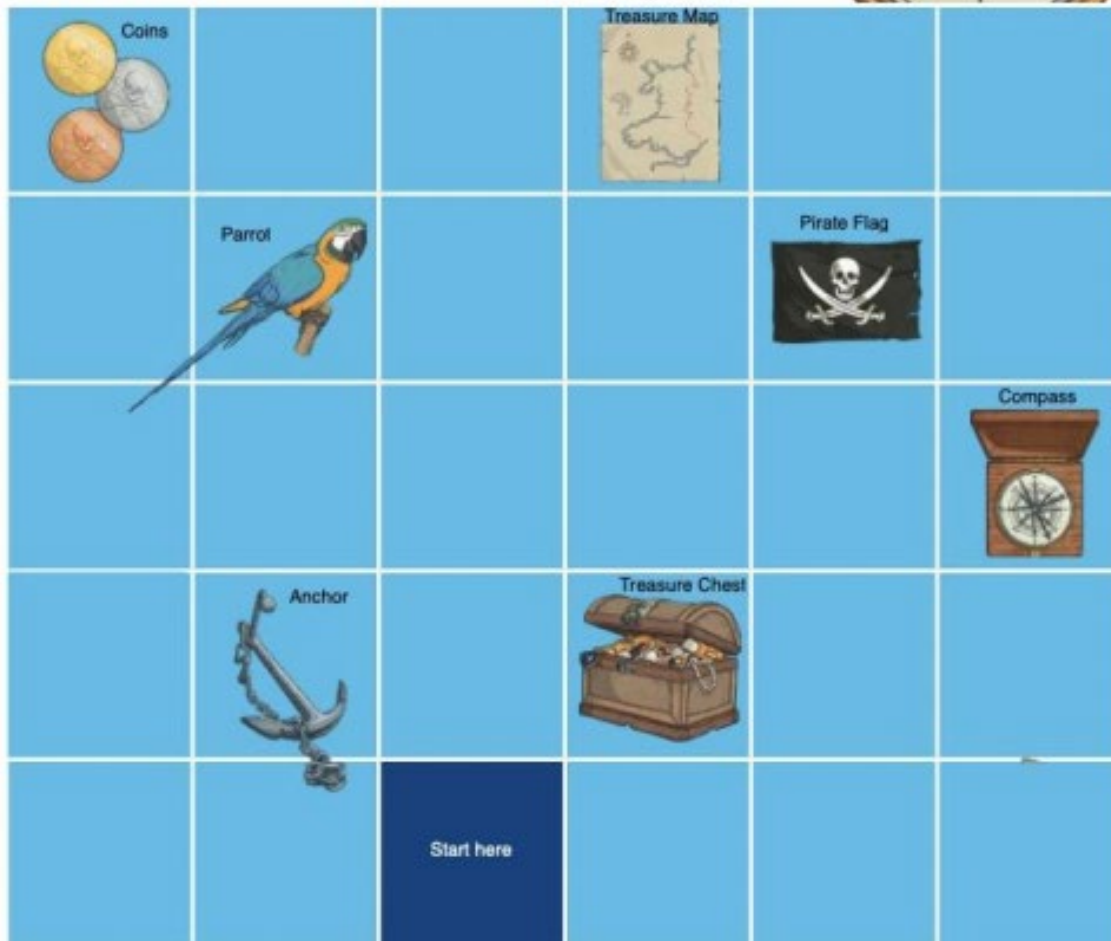
SCAN ME

Click the link or scan the QR code to join Mrs Azmi for today's lesson:

<https://bit.ly/3hw3vg4>

Pirate Paraphernalia

Following Directions



This very messy pirate has left his stuff everywhere! Can you follow the directions and help him gather it all up?



twinkl visit [twinkl.com](https://www.twinkl.com)



Following Directions

For each direction start from the dark blue square. Follow the directions and write down the object that is in the blue square.

1. Right 2, forward 3 = _____

2. Forward 2, right 1, forwards 2 = _____

3. Forward 3, Left 1, back 2 = _____

4. Right 3, forward 1, left 2 = _____

5. Forward 2, right 3 = _____

6. Left 1, forward 3, left 1, forward 1 = _____

7. Forward 4, left 2, back 1, right 1 = _____



Forward



Back



Left



Right

How did you go?

I can
teach
someone

I
understand
and can do
by myself

I
need some
more
practise

I
need help
to do this
activity

CODING

We are learning to use simple directions to move the pirate to the treasure.



If you need help with this activity - click the link

<https://bit.ly/3hi9NQr>



Using the arrows up, down, left and right draw the steps the pirate needs to take to move to the treasure on the map. Remember the pirate cannot go through any trees or mountains.

Challenge: see if you can think of a different way to get the pirate to the treasure.

Up	Down
Left	Right





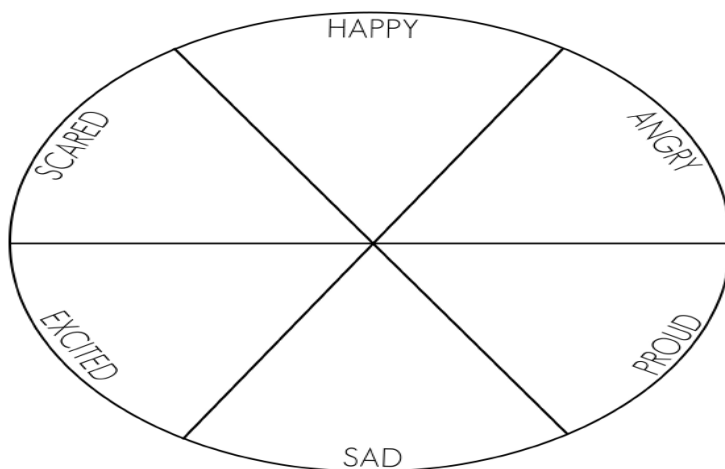
Click on the link or scan the QR code for today's lesson: <https://bit.ly/3Cb96Rb>



What feelings and emotions do we already know about? How can they affect us?

Now, watch this short clip and add any emotions you may have missed in a coloured pencil: <https://bit.ly/3tyxIAa>

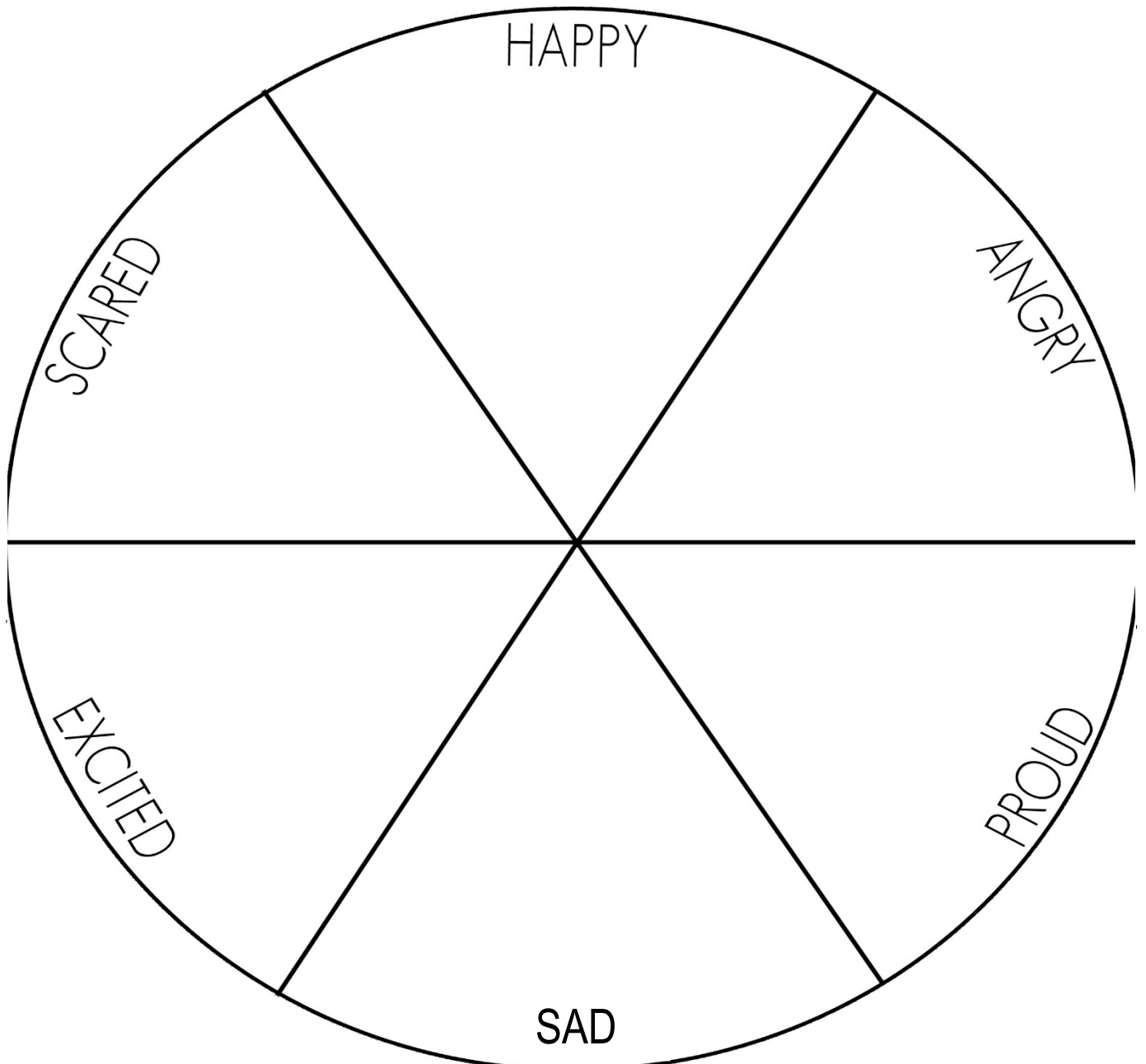
MY EMOTIONS WHEEL







Now choose one emotion from your wheel and act it out.
Record and upload to class dojo.



MY EMOTIONS WHEEL



How did you go?			
 I can teach someone	 I understand and can do by myself	 I need some more practise	 I need help to do this activity



Free Choice Friday



Nature Walk Scavenger Hunt

Using the checklist, go on a COVID safe walk with a family member. Take your checklist with you and marker off all the links you can find.



Cloud Painting

When the clouds are in the sky,
Go outside and lie,
What shapes can you see,
What can they be,
Have a chat with friend,
About what the clouds could be.
See example at back of booklet.



Writing

Using your knowledge from this weeks writing focus: Aboriginal Dream Time stories. Record yourself reading your story that your wrote on Thursday. Don't forget to use expression and engage the audience.



Mindfulness

Using an old plastic bottle, create a glitter jar using the instructions at the back of the booklet. Once you have made your glitter jar, you may like to find a quiet space, play some quiet music and watch the glitter fall in your bottle.



Rainbow Fruit Sticks

Using different coloured fruit, create rainbow fruit sticks to share with your family. You may like to record yourself creating the fruit sticks to share with your class.



Recycle and create!

Using things from around the home; empty tissue boxes, toilet rolls, straws, boxes. Create something! This might be a robot, a house or a small city. Take a photo and upload it to Class Dojo.





Writing

Oral story telling



<https://bit.ly/3k8xdty>

Story telling - Storytelling is an oral (talking) tradition. It is when Aboriginal Elders would share Dreamtime stories to the younger generation. Storytelling could also be told through art, carvings or paintings.

Yesterday, we used the Aboriginal symbols on the next page to plan our story! Today, you are going to record yourself orally (speaking) sharing your story.

Record yourself saying your story that you created yesterday and post it to Dojo!

Aboriginal and Torres Strait Islander Peoples Symbols in Artwork Word Mat



boomerang



bush berry



ants, fruits, flowers or eggs



campfire



digging or clapping sticks



emu



human tracks



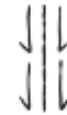
hunting boomerang



kangaroo tracks



meeting place



moving kangaroo tracks



people sitting



sandhill or cloud



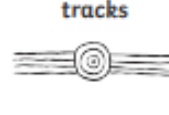
snake



spear



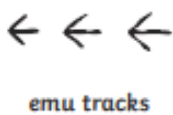
star



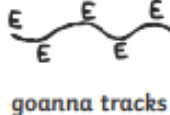
resting place



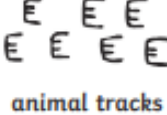
person



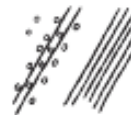
emu tracks



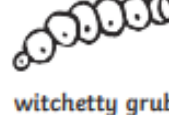
goanna tracks



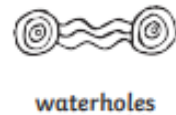
animal tracks



rain



witchetty grub










waterholes connected by running water

How did you go?

I can teach someone	I understand and can do by myself	I need some more practise	I need help to do this activity
---------------------	-----------------------------------	---------------------------	---------------------------------

Nature Walk Scavenger Hunt

Mark each item as you find it. Can you find five in a row?

<p>worm</p>  <input type="checkbox"/>	<p>leaf</p>  <input type="checkbox"/>	<p>insect</p>  <input type="checkbox"/>	<p>grass</p>  <input type="checkbox"/>	<p>flower</p>  <input type="checkbox"/>
<p>twig</p>  <input type="checkbox"/>	<p>bush</p>  <input type="checkbox"/>	<p>rocks</p>  <input type="checkbox"/>	<p>bird</p>  <input type="checkbox"/>	<p>squirrel</p>  <input type="checkbox"/>
<p>river</p>  <input type="checkbox"/>	<p>field or meadow</p>  <input type="checkbox"/>	<p>tree</p>  <input type="checkbox"/>	<p>cloud</p>  <input type="checkbox"/>	<p>spider</p>  <input type="checkbox"/>
<p>dirt</p>  <input type="checkbox"/>	<p>ant</p>  <input type="checkbox"/>	<p>butterfly</p>  <input type="checkbox"/>	<p>mushroom</p>  <input type="checkbox"/>	<p>dew</p>  <input type="checkbox"/>
<p>web</p>  <input type="checkbox"/>	<p>breeze</p>  <input type="checkbox"/>	<p>branch</p>  <input type="checkbox"/>	<p>nest</p>  <input type="checkbox"/>	<p>stones</p>  <input type="checkbox"/>

Create a GLITTER JAR

- ☆ Finding a jar or plastic bottle and allow your child to decorate it however they like.
- ☆ Fill the bottle up 3/4 of the way with water. Next, add clear glue, food coloring, and glitter then shake.
- ☆ Seal the lid and you are ready to go.



Big Life Journal - biglifejournal.com



CCT Crunches!

Suitable for
all ages 5+

Cloud Painting

A creative thinking exercise for your brain

CCT CURRICULUM – USE IMAGINATION TO CREATE THINGS IN NEW WAYS.
IDENTIFY AND DESCRIBE IDEAS DURING A DISCUSSION, CHANGE PERSPECTIVE

1. On a partly cloudy day go outside with a friend, lie down on the grass and look up at the sky.
2. Look at the different combinations of cloud shapes and patches of blue sky. Keep looking until you start to 'see' shapes that look like people, places or things.
3. Imagine the whole sky is your canvas and try to make the surrounding clouds a part of your 'painting' also. (For example, "I can see Santa standing next to his sleigh, and that cloud over there is his bag of presents!")
4. Describe to your friend the scene that you've imagined. Ask your friend if they can 'see' what you can see.
5. As the clouds change and move along with the wind try to imagine different cloud paintings.



Tips:

Shade your eyes from the sun with your hand or hat.

Be patient. It takes time to make a good cloud painting.

Change your viewpoint (rotate your body) and imagine other possibilities.

INDOOR CLOUD PAINTING?

Get a computer or device and go to the Cloud Appreciation Society website – <https://cloudappreciationsociety.org/gallery/> and look at photos of clouds. Look at each picture and imagine different cloud paintings. Describe to your teacher or another student what you can see.

CCT Crunches™

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