



*Ashburton Drive Primary School*  
*Middle Primary Work Booklet*

## Online Learning Games



<https://slz04.scholasticlearningzone.com/slz-portal/#/>

School Code: ccj4

My log in details: Username \_\_\_\_\_

Password \_\_\_\_\_



<https://play.prodigygame.com/>

My log in details: Username \_\_\_\_\_

Password \_\_\_\_\_



<https://www.abcya.com/>



<https://education.abc.net.au/home#!/games>



<http://www.scholastic.com/parents/play/>



<https://www.splashlearn.com/>



<http://www.natgeokids.com/au/>



<http://wonderopolis.org/>

## Other Educational Activities

- Read books
- Colouring in and Drawing
- I-Spy
- Create something new from recycling items
- Cooking
- Playing Board games
- Playing card games
- Build a Cubby
- Make puppets and put on a show
- Hide some 'treasure', create a map and clues for a family member to find the treasure.

# Work Package Guide

## English

### *Editing*

#### 2 x Editing Worksheets - Deep-sea Diving and Professor Fizz's Potion

Students are required to edit the pieces of text using the provided editing symbols and then re-write the text correctly. There are 20 errors in each piece of text.

### *Reading*

#### Comprehension Worksheets

A set of worksheets that cover a variety of comprehension skills. Students are required to read the text and answer the questions either in a workbook or using the sheet provided. There is a Crazy Creative Challenge for each comprehension skill that can be completed also.

#### My Book Report Template

Students can pick a recent text they have read and then complete this Book Report template.

### *Grammar*

#### Simple, Compound and Complex Sentences Worksheets

These worksheets have been provided to allow students to work on their sentence development.

### *Spelling*

#### Word Work Grid

Students use this grid of 15 activities when working with their spelling words. The activities can be completed using the provided templates or in a workbook.

### *Report Writing*

#### Write a biography on inspiring Aboriginal or Torres Strait Islander

Students are required to use the stimulus, to construct a biography on an inspiring Aboriginal or Torres Strait Islander. A planning template and scaffolding sheet have also been provided to plan their ideas before they begin writing the biography. If possible, they can also create a PowerPoint presentation on this person. Good examples would include - Neville Bonner, Albert Namatjira, Eddie Mabo, Oodgeroo Noonuccal, David Unaipon, Cathy Freeman.

### *Narrative Writing*

#### Narrative Writing Stimulus - "Caught You!"

Students are required to use the stimulus piece provided to write a narrative text. A narrative planning template has been provided to use before they begin writing.

## Maths

### *Number Operations*

#### 1 x Colour Fun!

Students are required to find the answer to each multiplication sum and then colour that section the corresponding colour represented in the table provided.

#### Maths Word Problem Cards - Addition and Subtraction

Students can complete these word problem cards in their workbook.

### *Measurement and Geometry*

#### Length - Which Plane Flies Best?

In this investigation, the students imagine that they are entering a paper plane competition. They have designed three different paper planes and can't decide which one to enter in the competition.

#### Pandora's Party Palace Maths Activity

Students use these sixteen problem-solving task cards in association with the stimulus to work with money in a real-world context.

## Science

### *Spacecraft Design Task*

Students design, plan and make a spacecraft. A list of suggested materials are on the worksheet, but students can use anything they have available to them.

# Deep-sea Diving - Editing

**Add editing marks to text. There are 20 errors.**

the deep-see diver looked nervously at the ocean around him One by one, waves crashed into the side of his rocking boat. in a few seconds, he was going to have to enter these dangerus waters. He anxiously put on his goggles flippers and oxyjen mask he dived into the frezing waters below and hoped for the best.

he felt the icy water cover him like a blanket. Rainbow fish darted in and out of the coral For a few minutes he feeled calm and happy. Sudenly, a giant shark apeared out of nowhere the diver swam furiously back towards his boat. He decided never to dive in this part of the oshean ever again

## Editing Marks:

Capital letter	≡
End punctuation	◦ ! ?
Insert a word	∧
Change to lower case	/lc.
Take something out	↵
Check spelling	<sup>SP</sup> ◯
New paragraph	¶

**Re-write the text correctly:**

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Blank lined paper for writing.

# Professor Fizz's Potion - Editing

**Add editing marks to text. There are 20 errors.**

professor fizz clutched the miracle potion in his gloved hand. for many days and nights, he had been trying to purfect this recipe. Now that the brew was exactly write, it was time for a test removing his gloves, he pulled the cork from the top of the bubling beaker. In one gulp, he drunk the entire potion and waited

Almost immediately Professor Fizz began to feel verry strange. In a matter of seconds, his eyes started to feel very hot The hairs on his arms and legs started to twitch. While that were happening, he heard a strange whistling sound comming from inside his ears. professor Fizz hoped that he wouldnt have any more strange re-actions to his potion

## Editing Marks:

Capital letter	≡
End punctuation	∘ ! ?
Insert a word	∧
Change to lower case	/l.c.
Take something out	↵
Check spelling	<sup>SP</sup> ○
New paragraph	¶

**Re-write the text correctly:**

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Handwriting practice lines consisting of 24 horizontal lines.

## The Raccoon and the Golden Nugget

One morning, a hungry raccoon was digging in the ground. He was trying to find something delicious to eat for his breakfast. As he was searching through the ground, he found a shiny and valuable golden nugget!

A bird flying nearby saw the golden nugget and yelled out to the raccoon, "You'd better be quick and hide that piece of gold before someone takes it! It will be worth a lot of money!"

The raccoon replied to the bird, "I know this gold might be valuable to some people, but I am very hungry. I would rather find myself something nice to eat."

The disappointed bird flew away while the hungry raccoon continued searching for some food.

**Moral:** *Gold can't satisfy hunger.*



## The Raccoon and the Golden Nugget

1. Who do you think the author wrote this story for?  
Explain why you think it was written for that audience.
2. Why do you think the author decided to include the flying bird in the story?
3. What do you think are the author's views on money?  
What part of the story made you think this?
4. Explain in your own words the moral of this story.

### CRAZY CREATIVE CHALLENGE

What do you think happens next? Continue writing and create an ending to the story.

- What does the bird do?
- What happens to the gold nugget?
- Does the raccoon find something to eat?



Name \_\_\_\_\_

Date \_\_\_\_\_

## The Raccoon and the Golden Nugget

1. Who do you think the author wrote this story for?

Explain why you think it was written for that audience.

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2. Why do you think the author decided to include the flying bird in the story?

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3. What do you think are the author's views on money?

Explain why you think this, using examples from the story.

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4. Explain in your own words the moral of this story.

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## Staying at Home

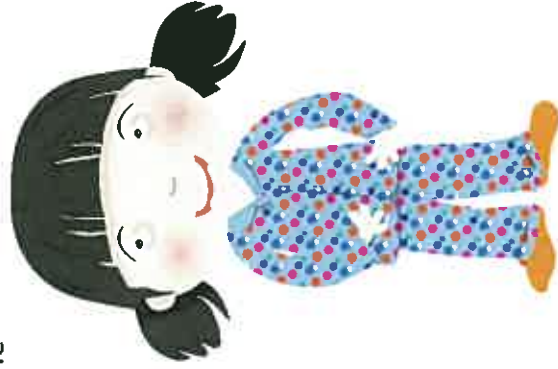
Molly hated going to school. She would rather be at home where she could stay in her pyjamas all day and not have to wear her school uniform. At home, she could raid the cupboard whenever she wanted and eat whatever food she felt like. She could watch TV, play computer games, go outside or just do nothing!

At school, Molly had to do everything the teacher told her. She could only eat what was in her lunch box. She kept getting in trouble for lying on the floor when the teacher was talking... and for taking her shoes off!

Sadly, at home, Molly had no one to play with, no one to talk to and no one to eat with. Sometimes, she got bored at home and got sick of watching the same TV show.

Molly enjoyed being with her friends at school. She liked doing all the different art and craft activities and looked forward to playing the musical instruments in music class on Fridays.

Soon, Molly started to like going to school, but she still loved being at home on the weekends where she could have a 'pyjama day'!



## Staying at Home

1. Create a pros and cons list for Molly staying at home.
2. Create a pros and cons list for Molly going to school.
3. What is something Molly can do at school that she cannot do at home?
4. Create a Venn diagram for your own home and school life.

## CRAZY CREATIVE CHALLENGE

Create your own 'All about Me' poster.

Draw a picture of yourself with some of the following details:

- ☐ Name
- ☐ Birthday
- ☐ What I like learning about
- ☐ Friends
- ☐ Favourite Activity
- ☐ Food
- ☐ Why I am Special

Name \_\_\_\_\_

Date \_\_\_\_\_

## Staying at Home

1. Create a pros and cons list for Molly staying at home.

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2. Create a pros and cons list for Molly going to school.

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3. What is something Molly can do at school that she cannot do at home?

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4. Create a Venn diagram for your own home and school life.

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## Ultimate Frisbee

Ultimate Frisbee is a fun, fast-paced football-type game that uses a disc instead of a football. It consists of two teams with seven players on each team. It is played on a rectangular field that is divided into two zones. The only equipment required is a Frisbee! The aim of the game is to move the Frisbee disc down the field to score more goals than your opponent.

To start a game of ultimate Frisbee, both teams line up in their allocated zones. A player from the defensive team throws the Frisbee to the other end, like a 'kick-off' in football. This throw is known as a 'pull' and sends the Frisbee as far down the field as possible. This gives the offensive team poor field position.

When playing ultimate Frisbee, the disc can move around the field in any direction by passing it to a team-mate. When a player catches the disc, they only have ten seconds to pass it on. This period is called the 'stall'.

A point is scored when a player catches the disc in the end zone that their team is attacking.



## Ultimate Frisbee

1. In the text, the word **field** means
  - a) an area of study.
  - b) all the participants in a contest.
  - c) a piece of land marked out for a game or sport.
2. *This period is called the stall.*

Write a sentence using the word **stall** in another way.

3. *The defensive team throws the Frisbee to the other end.*

What is another word that could have been used instead of **throws**?

4. *This gives the offensive team poor field position.*

In your own words, explain who the **offensive team** is.

## CRAZY CREATIVE CHALLENGE

Design and make your own Frisbee to play with at home.

- ▶ What will your Frisbee be made from?
- ▶ What design will be on it?

Name \_\_\_\_\_

Date \_\_\_\_\_

## Ultimate Frisbee

1. In the text, the word **field** means
- a) an area of study.
  - b) all the participants in a contest.
  - c) a piece of land marked out for a game or sport.

2. *This period is called the 'stall'.*

Write a sentence using the word **stall** in another way.

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3. *The defensive team throws the Frisbee to the other end.*

What is another word that could have been used instead of **throws**?

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4. *This gives the offensive team poor field position.*

In your own words, explain who the **offensive team** is.

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## Lightning

Lightning can be a very dangerous and frightening thing. Some people would say that it is also very beautiful to watch. Lightning is a bright flash of electricity that is produced by a thunderstorm. When you see a bolt of lightning, you can be sure that the sound of thunder will follow.

Lightning is an electric current. For lightning to form, there must be many small bits of ice (or frozen raindrops) bumping into each other as they move around in the air within a thundercloud. When all of these frozen raindrops collide, they create an electric charge.

The next step in the formation of lightning is when the whole thundercloud fills up with electrical charges. The charges separate, with the positive charges forming at the top and the negative charges forming at the bottom.

After a while, a positive charge builds up on the ground beneath the cloud. The charge coming up eventually connects with a charge reaching down from the clouds. Lastly, these charges connect and a lightning strike is formed.

## Lightning

1. Which one of these things happens **before** an electric charge?

- a) a positive charge builds up
- b) small bits of ice bump into each other
- c) a lightning strike is formed

2. Number the following sentences in the correct order.

\_\_\_ The whole thundercloud fills up with electrical charges.

\_\_\_ A positive charge builds up on the ground beneath the cloud.

\_\_\_ A lightning strike is formed.

\_\_\_ The positive and negative charges separate.

\_\_\_ Frozen raindrops collide to create an electric charge.

3. What is the final step before seeing a lightning strike?

4. Draw and label an illustration that explains how lightening is formed.

### CRAZY CREATIVE CHALLENGE

Create an artwork to show what a thunderstorm looks like.

Name \_\_\_\_\_

Date \_\_\_\_\_

## Lightning

1. Which one of these things happens **before** an electric charge?
  - a) a positive charge builds up
  - b) small bits of ice bump into each other
  - c) a lightning strike is formed
2. Number the following sentences in the correct order to explain how lightning is formed.  
\_\_\_\_ The whole thundercloud fills up with electrical charges.  
\_\_\_\_ A positive charge builds up on the ground beneath the cloud.  
\_\_\_\_ A lightning strike is formed.  
\_\_\_\_ The positive and negative charges separate.  
\_\_\_\_ Frozen raindrops collide to create an electric charge.
3. What is the final step before seeing a lightning strike?

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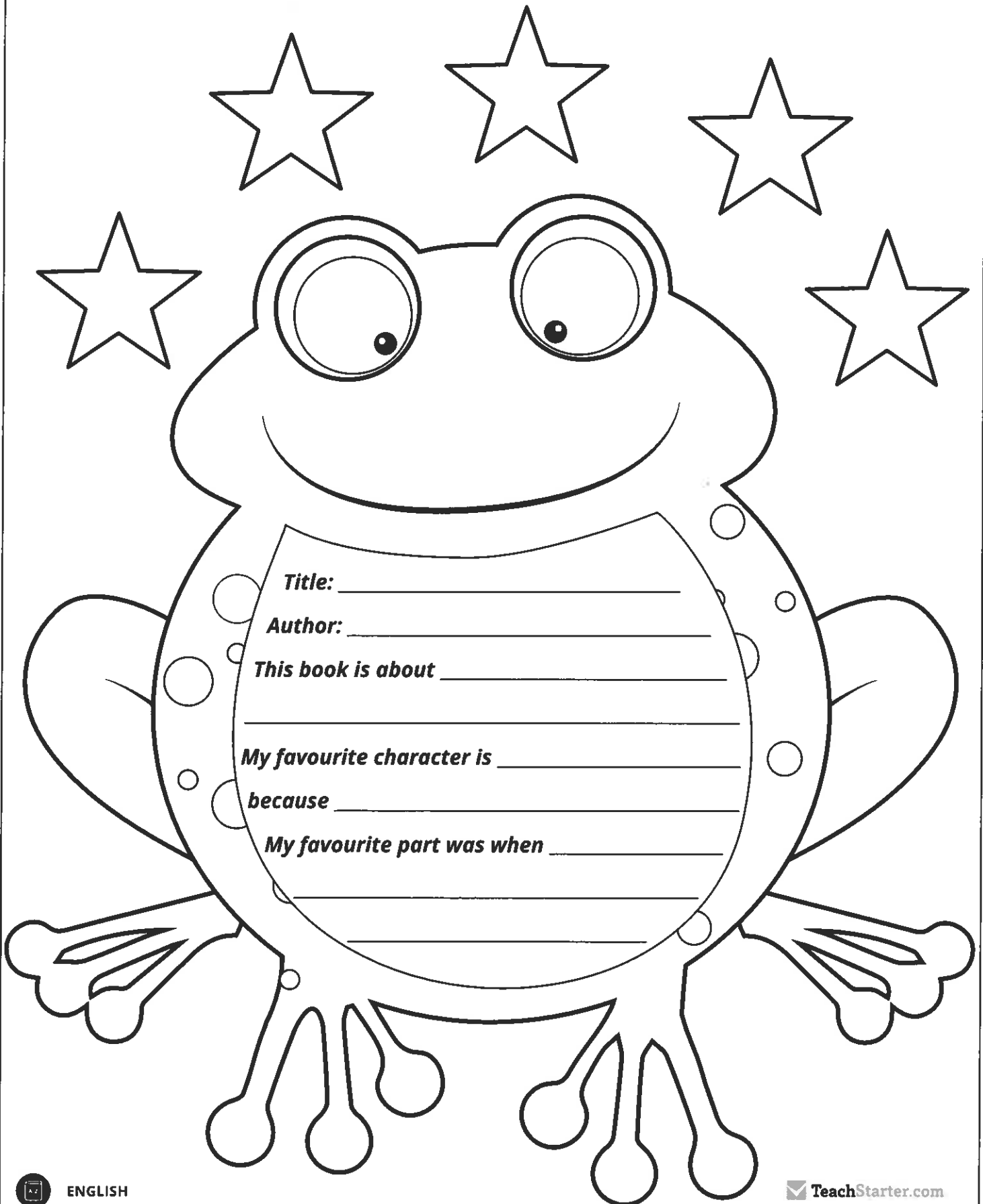
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4. Draw and label an illustration that explains how lightening is formed.



# My Book Report





Name \_\_\_\_\_

Date \_\_\_\_\_

## What is a Sentence?

Use colours to match a sentence beginning (the first column of boxes) with a sentence ending (the second column of boxes). Make a meaningful sentence.

The rabbit that is hopping  
around the yard

around the horse track.

The bunch of red roses

in their bee hives.

The lion is roaring

is in a purple vase.

Bees make honey

is brown and white.

The little white kitten was  
waiting patiently

in the cage.

The horse galloped

by its food bowl.

Write your own sentence. Make sure your sentence has a subject and a verb.

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Name \_\_\_\_\_

Date \_\_\_\_\_

## Compound Sentences

Choose which coordinating conjunction works best to join the simple sentences together to make a compound sentence.

so

and

but

yet

I would like to go to the football game \_\_\_\_\_ I don't have a ticket.

Jane is coming over \_\_\_\_\_ we can go swimming in my pool.

The children went for a bushwalk \_\_\_\_\_ they saw many different types of birds.

I like orange juice \_\_\_\_\_ Susie likes apple juice.

It was late at night \_\_\_\_\_ the weather was hot.

Jack doesn't like to eat vegetables \_\_\_\_\_ he likes to eat meat.

**Rewrite the sentences below to create a compound sentence.**

The boy painted with blue paint. He painted with yellow paint.

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Zack ran fast. Tom ran faster.

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## Middle Primary Spelling List

### List 1

beach  
beak  
bear  
breakfast  
clean  
dream  
each  
ears  
easy  
eat  
heal  
leaf  
mean  
meat  
rear  
seal  
tea  
tear  
weak  
wear

### List 2

about  
around  
cloud  
could  
found  
four  
hour  
house  
mouth  
our  
outlaw  
outside  
round  
shout  
soup  
sour  
trout  
without  
you  
your

## Word Work Grid – V2

Complete each of the activities in this grid. Write the date you completed each activity on the line provided.

<b>Syllable Words</b> Group your spelling words according to the number of syllables. Date: _____	<b>Working Out Words</b> Group your spelling words into nouns, adjectives, verbs, adverbs etc. Date: _____	<b>Spelling Search</b> Search for spelling words or words within words in your class novel/book you are currently reading. Date: _____	<b>Sell Your Words</b> Write a TV commercial for a product of your choice using as many spelling words as you can. Date: _____	<b>Cartoon Connection</b> Create a cartoon strip using as many spelling words as you can. Date: _____
<b>Spelling Bee</b> Write your words, definitions and sentences on the Spelling Bee Word Cards. Swap cards with a partner and ask them to spell the word. You can ask for the definition or the word used in a sentence. Date: _____	<b>Define It!</b> List your spelling words in the boxes on the left side of your paper and then write the definitions of each word on the right side, in random order. See if a partner can match the words and definitions correctly. Date: _____	<b>Lie Detector</b> Write a true or false statement explaining/relating to each of your spelling words. Swap your words with a partner and see if they can correctly identify if the statement is true or false. Date: _____	<b>Script</b> Write a piece of dialogue between characters of your own creation. See how many spelling words you can use in the conversation. Use quotation marks and underline each spelling word. Date: _____	<b>Scrambled</b> Write each of your spelling words, jumbled up, on the left side of your page. Swap with a partner and see if they can unscramble each of the words and write the correct word on the right side of the sheet. Date: _____
<b>Editing Expert</b> In pairs, write a piece of text using each other's words. Spell them incorrectly, swap pieces of text and then correct the spelling of your words. Date: _____	<b>Texting Words</b> Translate your spelling words into numbers using the phone keypad on the Texting Words Worksheet. Write the number that represents each word. Date: _____	<b>Word Worth</b> Use the Word Worth worksheet to calculate the value for each of your spelling words. Highlight the word/s that are worth the most and the least. Date: _____	<b>Crossword</b> Use grid paper to make a crossword using your spelling words. Don't forget to provide clues for each word. Date: _____	<b>Spelling Search</b> Search through old magazines or newspapers to find as many spelling words as you can. Cut them out. Date: _____

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

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

# Syllable Words

1 Syllable

2 Syllables

3 Syllables

4 Syllables

5 Syllables

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

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

# Working Out Words

Noun

Adjective

Verb

Adverb

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

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

# Cartoon Connection


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

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

# Spelling Bee

<p>Word: _____</p> <p>Definition:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Sentence:</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Word: _____</p> <p>Definition:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Sentence:</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Word: _____</p> <p>Definition:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Sentence:</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Word: _____</p> <p>Definition:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Sentence:</p> <p>_____</p> <p>_____</p> <p>_____</p>



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

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

# Define It



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

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

# Texting Words

1	2 a b c	3 d e f
4 g h i	5 j k l	6 m n o
7 p q r s	8 t u v	9 w x y z

T e x t i n g  
 $8+3+9+8+4+6+4 = 42$

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

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

# Word Worth

A <sub>1</sub>	B <sub>3</sub>	C <sub>3</sub>	D <sub>2</sub>	E <sub>1</sub>	F <sub>4</sub>	G <sub>2</sub>
H <sub>4</sub>	I <sub>1</sub>	J <sub>6</sub>	K <sub>5</sub>	L <sub>3</sub>	M <sub>3</sub>	N <sub>1</sub>
O <sub>1</sub>	P <sub>3</sub>	Q <sub>10</sub>	R <sub>2</sub>	S <sub>1</sub>	T <sub>1</sub>	U <sub>1</sub>
	V <sub>4</sub>	W <sub>4</sub>	X <sub>8</sub>	Y <sub>4</sub>	Z <sub>10</sub>	

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

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

# Crossword


_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

# Zoos Are No Place for Animals

## Reasons For

- Keeping animals in zoos denies them their basic right to freedom.
- Zoos have negative effects on the animals' physical and emotional health.
- Animals should not be put on display for the enjoyment of humans.
- Taking animals from their homes means less animals in the wild for breeding.
- Some animals have a shorter lifespan when kept in captivity.

## Reasons Against

- Zoos provide a safe place for animals that are being hunted illegally.
- Zoos have breeding programs for animals on the verge of extinction.
- Zoos play an important role in educating the public about animals.
- A family trip to the zoo is an enjoyable way to spend time together.
- Seeing an animal in real life is more memorable than in a book or on TV.



Name \_\_\_\_\_

Date \_\_\_\_\_

# Persuasive Text – OREO Planning Template

Choose whether you are 'for' or 'against' the title statement. State your **opinion** in the box below.

Choose three **reasons** from the prompt to include in your persuasive text. Write these in the boxes below.

Reason 1:

Reason 2:

Reason 3:

Think about how to explain each reason using an **example**. Write some ideas in the boxes below.

Example 1:

Example 2:

Example 3:

Name \_\_\_\_\_

Date \_\_\_\_\_

## Persuasive Text – Scaffold

Title \_\_\_\_\_

Opening statement (State your **opinion** about the topic of the text).

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Reason 1 (State your first **reason** and provide an **example** to support it).

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Reason 2 (State your second **reason** and provide an **example** to support it).

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Reason 3 (State your third **reason** and provide an **example** to support it).

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Concluding statement (Restate your **opinion** about the topic of the text).

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# “Caught you!”



Today you are going to write a narrative (a story).

The topic you have been given for your narrative is “Caught you!”.

## Think:

What do you want your story to be about? Who has been caught? What were they caught doing? You might write a story about someone caught doing the wrong thing or even a game that was being played between friends.

## Plan:

Plan your writing before you begin and decide who your characters are, the setting of your story, the complication or problem and how it is solved and how the story will end.

## Remember to check:


- your spelling and punctuation is all correct
- that you have used sentences
- that you have stayed on topic
- that you have edited your writing.





# Narrative Planning Template

Title \_\_\_\_\_

Orientation		
Setting	Characters	Mood
		



Complication

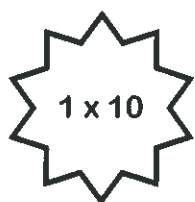


Events and Climax

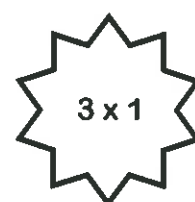


Resolution

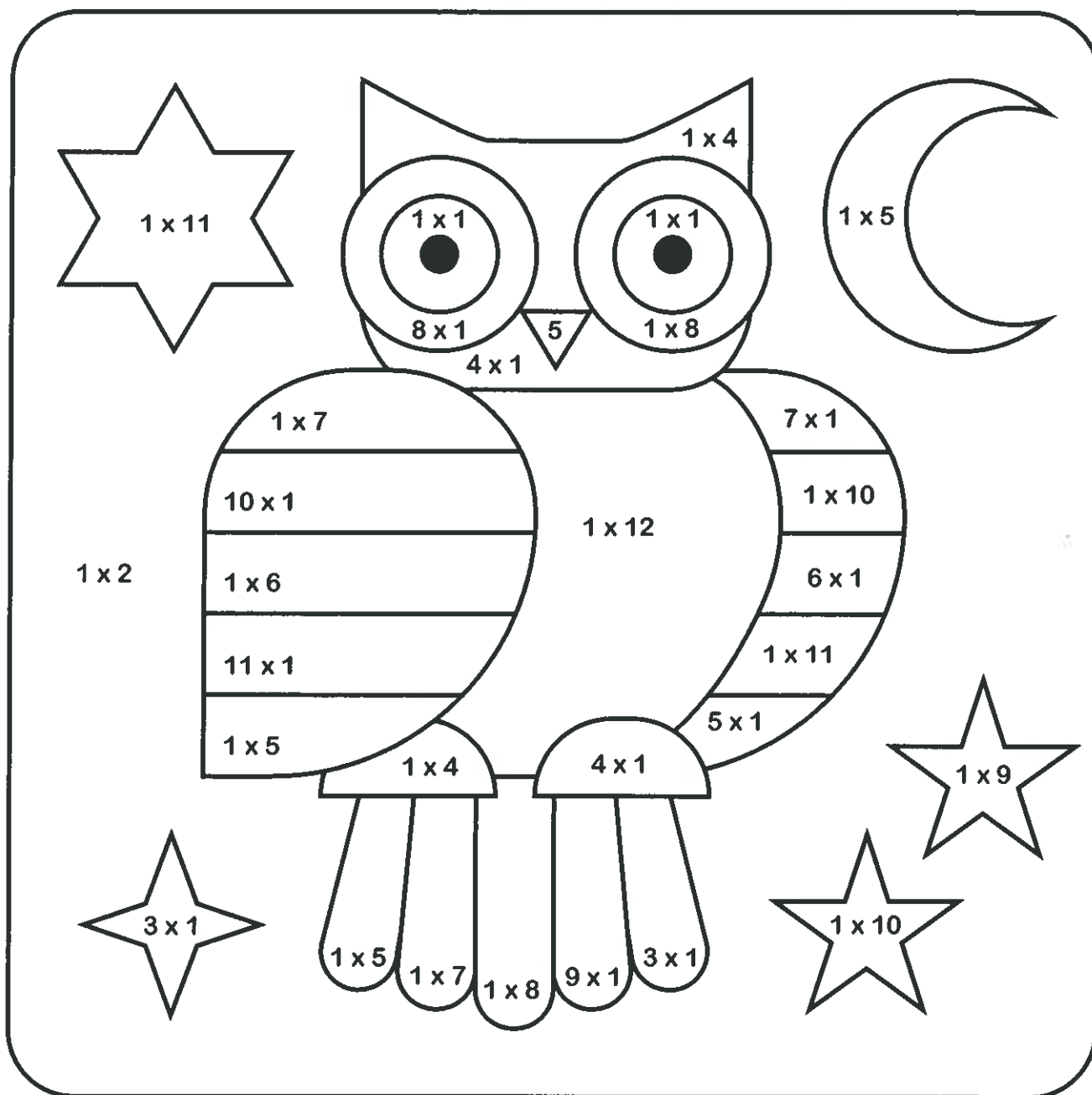
Name: \_\_\_\_\_ Date: \_\_\_\_\_



# 1 x Colour Fun!



Find the answer to the multiplication number sentence and then colour that section the corresponding colour.



1 white

2 black

3 red

4 orange

5 yellow

6 dark green

7 dark blue

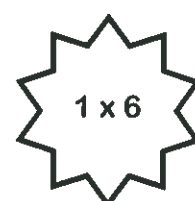
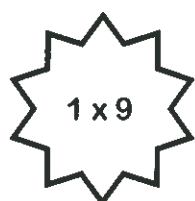
8 purple

9 pink

10 light blue

11 light green

12 brown



1. Shinji is 182 cm tall. Jane is 169 cm tall. If Brian is 15 cm taller than Jane, what is the combined height of all three people?



✓ Think, Write, Discuss

2. What is the difference between the largest and smallest number that can be made with the digits 6, 4, 9, 3, 0, 2?



✓ Think, Write, Discuss

3. Janine wanted to buy a new laptop. The laptop costs \$1299, but has been reduced by \$249. If Janine has \$3423 in savings, how much money will she have left after she purchases the discounted laptop?



✓ Think, Write, Discuss

4. The red team played five games of football. They lost the first game 1-3. They won the second and third games 2-1 and 4-0 respectively. The fourth game was a 2-2 draw. If they scored 12 goals and conceded 7 over the five games, what was the score of the last game?



✓ Test Yourself

5. Mohammad has forgotten his password! He knows the first number and had written down sums to calculate the other three numbers. The third number equals the second number plus the first. The fourth number equals the third number minus 2. The second number equals the first number plus 4. If the first number is 2, what is the password?



✓ Test Yourself

6. In a game of darts, my opponent had scored 321 points. I was 126 points behind my opponent and then scored the following points: 60, 6, 5, 3, 18, 5, 14, 22. Am I winning or losing?



✓ Test Yourself



## The Scenario

Every year, your town holds a paper plane flying competition. Children design their own paper planes, then fly them against each other. The designer of the paper plane that flies the furthest is the winner!

This year, you are finally old enough to enter the competition. There is only one problem - you have designed three different paper planes and you can't decide which one to enter in the competition!

You have decided to test all three of your paper plane designs to see which one flies the furthest. You will accurately measure and record the distance flown by each paper plane, then use the information to make a decision about which design to enter in the competition.

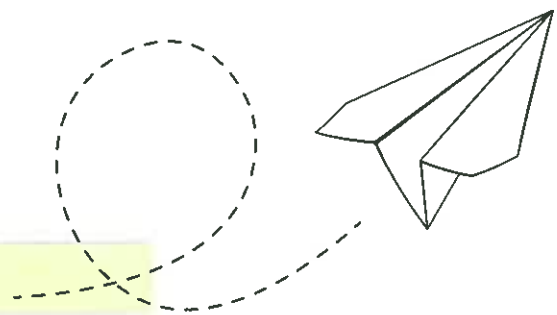
## The Task

**Design three different paper planes to test for the paper plane flying competition.**

**Follow the competition rules, set out below.**

## Competition Rules

- Each paper plane must be constructed from a single piece of A4 paper.
- The exterior of the paper plane may be decorated using pencils or markers only.
- Attachments of any kind are not permitted.
- The use of tape, glue or adhesives of any kind is not permitted.
- Rips may be made in the paper plane by hand. The use of scissors is not permitted.





## The Procedure

### 1. Check your understanding of the task

Carefully read through the task and the list of competition rules. If there are any instructions that you do not understand, ask your teacher to explain them to you.

### 2. Design and construct your paper planes

Design, construct and decorate three different paper planes. Draw or take a photograph of each design to be recorded on the Designing and Constructing Worksheet. Remember to follow the competition rules throughout the design and construction process.

### 3. Make a prediction

Which paper plane design do you think will fly the furthest and why? Record and explain your ideas on the Conducting the Investigation Worksheet.

### 4. Choose a scaled measuring instrument

Decide how to best measure the distance flown by each paper plane during the test flights. Record and explain the reasons for your choice on the Conducting the Investigation Worksheet.

### 5. Conduct three test flights for each paper plane design

Test each paper plane three times. Use your chosen scaled measuring instrument to record the distance flown on each test flight, then record the distances in the table provided. Calculate the total distance flown by each paper plane by adding the three distances from each test flight together.

### 6. Make a decision

Based on the results of the investigation, decide which paper plane design to enter in the competition.

## The Materials

- Blank sheets of A4 paper
- Scaled measuring instruments (small ruler, large ruler, tape measure, trundle wheel)
- Coloured pencils or markers



Name \_\_\_\_\_

Date \_\_\_\_\_

## Designing and Constructing

Design and construct three different paper planes. Give each design an interesting name. Draw a sketch or take a photograph of each design to display in the boxes below. Write a sentence to explain the features of each design.

Design 1: \_\_\_\_\_

Design 2: \_\_\_\_\_

Design 3: \_\_\_\_\_



INVESTIGATION

Name \_\_\_\_\_

Date \_\_\_\_\_

## Conducting the Investigation

### Prediction

I think design number 1 / 2 / 3 (circle one) will fly the furthest. I think this because:

### Measuring Distance Using a Scaled Instrument

I am going to use a small ruler / large ruler / tape measure / trundle wheel (circle one) to measure distance. This is the best instrument to use because:

### Collecting and Recording Data

Conduct three test flights for each of your paper plane designs. Record the distance flown on each flight.

Once you have conducted all three test flights, calculate the total distance flown by each paper plane.

	Test Flight 1	Test Flight 2	Test Flight 3	Total Distance
Design 1				
Design 2				
Design 3				

### Conclusion

My prediction was correct / incorrect (circle one).

The winner paper plane design was design number 1 / 2 / 3 (circle one).

I know this because:





Name \_\_\_\_\_

Date \_\_\_\_\_

## Reflection

1. Did you enjoy working on this investigation? Give reasons to explain your answer.

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2. Did you face any challenges during the investigation? If so, how did you overcome them?

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3. How do you feel about your winning design? Is there anything you would change about it?

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4. Do you think this investigation was a 'fair test'? Why or why not?

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5. Circle the statement that best suits how you feel about measuring distance after completing this investigation.

- a) I feel very confident measuring distance.
- b) My understanding of measuring distance is improving.
- c) I still need some help when measuring distance.



# PANDORA'S PARTY PALACE

## Snacks

**\$5.00**

**Potato Chips**  
10 packets  
per pack



**\$3.00**

**Sultanas**  
6 boxes per pack



**\$5.50**

**Popcorn**  
10 packets  
per pack



## Lunch Items

**\$4.00**

**Chicken Nuggets**  
20 pieces  
per box



**\$8.00**

**Mini Pizzas**  
6 pizzas per box



**\$20.00**

**Sushi**  
20 rolls per pack



## Sweet Treats

**\$3.50**

**Chocolate Cupcakes**  
10 per box



**\$6.00**

**Yoghurt Iceblocks**  
10 per box



**\$2.50**

**Lollipops**  
Pack of 12



## Drinks

**\$2.50**

**Water**  
6 x 250 mL  
bottles



**\$11.00**

**Lemonade**  
10 x 375 mL bottles



**\$5.00**

**Juice**  
6 x 250 mL boxes



**50% OFF**

**FOOD**



# PANDORA'S PARTY PALACE

## Decorations

**\$2.00**

**Party Hats**  
5 hats  
per pack



**\$2.80**

**Balloons**  
20 per pack



**\$1.00**

**Streamers**  
2 rolls per pack



**25% OFF**

**\$2.40**

**Bunting**  
1 x 3 m pack



**\$1.60**

**Party Poppers**  
10 per pack



**\$3.20**

**Party Blowers**  
10 per pack



## Serving Supplies

**\$2.50**

**Paper Plates**  
20 plates per pack



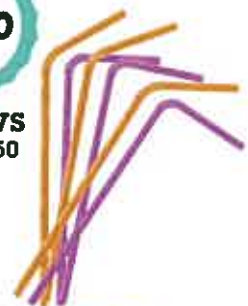
**\$3.00**

**Paper Cups**  
25 cups  
per pack



**\$1.00**

**Straws**  
Box of 50



**\$2.00**

**Plastic Tablecloth**  
1 per pack



**\$1.50**

**Serviettes**  
100 per pack



**\$4.50**

**Wet Hand Wipes**  
100 wipes  
per tub



## Decorations and Serving Supplies

## PANDORA'S PARTY PALACE

Lucy is buying some sweet treats for a party. She needs at least 50 sweet treats, but she doesn't want more than 60.

What combinations of sweet treats could Lucy buy for the party?

List some possibilities.

Calculate the total cost of the sweet treats for Lucy's party.



## PANDORA'S PARTY PALACE

Mario is planning a pizza party for his birthday. He needs 24 mini pizzas to feed his friends.

How many boxes of mini pizzas does Mario need to buy?

Calculate the total cost of the mini pizzas for Mario's birthday party.



## PANDORA'S PARTY PALACE

Taylor's class was having an end-of-year party. Taylor was asked to bring the drinks. His budget for the drinks was \$20.

What combinations of drinks could Taylor buy for the class party?

List some possibilities.

Check that the drinks don't cost more than \$20.



## PANDORA'S PARTY PALACE

Amy's friends came over to her place for a movie night. Amy bought 3 packs of popcorn to share with her friends.

How many snack-size popcorn packets did Amy have at her movie night?

Calculate the total cost of 3 packs of popcorn.





## PANDORA'S PARTY PALACE

Mrs Small bought some party decorations for a surprise party for her class.

Mrs Small bought:

- 5 packs of party hats
- 2 packs of balloons
- 3 packs of party poppers.

How much did Mrs Small spend on decorations for the party?



## PANDORA'S PARTY PALACE

Daniel and his family were going on a picnic with his cousins. Daniel's family was asked to bring the paper plates, cups and serviettes.

If 40 people were going to the picnic, how many packs of paper plates, cups and serviettes did Daniel's family have to buy?

How much did Daniel's family spend on serving supplies?



## PANDORA'S PARTY PALACE

Sam decided to buy sushi rolls and chicken nuggets for his birthday party. He wanted each guest to have 5 pieces of sushi and 5 chicken nuggets.

If Sam invited 10 guests, how many boxes of chicken nuggets and packs of sushi did he need to buy?

Calculate the total cost for Sam's party food.



## PANDORA'S PARTY PALACE

As a special treat, Mr Wright wants to buy his class lollipops.

If there are 28 children in the class, calculate for Mr Wright:

- the total number of packs of lollipops
- the total cost of the lollipops.

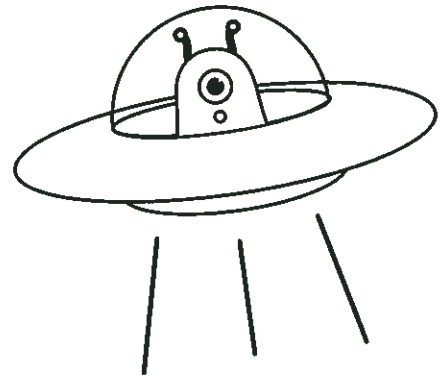


# SPACECRAFT

## DESIGN TASK

### The Scenario:

Look up at the stars! An alien needs to get back to his home planet. He needs you to build him a spacecraft that will take him safely back to his home.



### The Process:

Follow the Engineering Design Process to help you to complete this task.

1. Ask questions - What is the problem? Are there any challenges?
2. Imagine it - Brainstorm your ideas. Pick the best one!
3. Plan it - Make a list of materials. Draw a labelled diagram.
4. Create it - Follow your plan. Create a model if possible.
5. Improve it - Did it work? Can you make it better? What could be done differently?
6. Share it - What changes need to be made? What do others think?

### Material Available:

- |                 |                   |                  |
|-----------------|-------------------|------------------|
| • paper plates  | • cardboard tubes | • sticky tabs    |
| • paper bowls   | • coloured paper  | • tape           |
| • paper cups    | • coloured card   | • aluminium foil |
| • paper straws  | • egg cartons     |                  |
| • pipe cleaners | • glue            |                  |

Name \_\_\_\_\_

Date \_\_\_\_\_

## Spacecraft Design Task

1. I am designing a: \_\_\_\_\_

2. I will need the following materials:

- |   |   |
|---|---|
| • | • |
| • | • |
| • | • |
| • | • |
| • | • |
| • | • |

Labelled Diagram of My Spacecraft



