



Ashburton Drive Primary School

Upper 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.abcyah.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.

Persuasive Writing

Persuasive Writing Stimulus - Zoos Are No Places for Animals

Students are required to use the stimulus, which includes for and against arguments, to construct a persuasive text. A planning template and scaffolding sheet have also been provided to plan their ideas before they begin writing the persuasive text.

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.

The Solar System - Editing

Add editing marks to text. There are 20 errors.

The soler system is made up of eight planet's which orbit around the Sun

The four smaller planets closest to the Sun are mercury, Venus earth and Mars. They made up of rock and metel. the four outer planets are much larger. The too largest are Jupiter and Saturn, composd mainly of hydrogen and helium. The outermost Planets are Uranus and "Neptune". They are composed largely of ices, including frozen water ammonia and methane
our solar system is located within one of outer arms of the milky way galaxy, witch contains about 200 billion stars.

Editing Marks:

Capital letter	≡
End punctuation	○ ! ?
Insert a word	✗
Change to lower case	/ l.c.
Take something out	✓
Check spelling	SP
New paragraph	¶

Re-write the text correctly:

The Cat and the Whale

1. A long time ago, some ferocious pirates went sailing in their ship.

One of the pirates decided to bring his pet cat along for the adventure. Suddenly, when they were out in the middle of the ocean, a terrible storm overturned the ship. All of the pirates fell into the ocean. The pirate's cat was scared and feared that he would drown. Luckily, a whale swam past and rescued the cat.

Eventually, the cat and the whale came to a tropical island. The cat walked down off the whale's back and jumped onto the golden sand. The whale asked the cat, "Do you know this island?"

The confident cat replied, "Yes! The king of this island is my best friend and I am a prince!"

The whale knew that the island was empty. He said to the cat, "You're a prince? I didn't know! Well, now you can be a king!"

The cat was confused and answered, "But how can I be a king?"

The whale started to swim away and replied, "Easy! There's no other creature on this island. You will automatically be king!"

Moral: Those who lie and boast may end up in trouble.

The Cat and the Whale

1. What is the author's purpose in this text?

- a) entertain
- b) persuade
- c) inform
- d) other

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

3. *The whale knew that the island was empty and that nobody lived there.*

Why did the author include this sentence?

4. How do you think the author feels about the cat?

CRAZY CREATIVE CHALLENGE

With a partner or in a small group, write and present a play or skit about the text.

- How many characters are there?
- What do the characters say?
- How do they act, move and speak?

Identify Author's Purpose — Questions

Name _____

Date _____

The Cat and the Whale

1. What is the author's purpose in this text?
 - a) entertain
 - b) persuade
 - c) inform
 - d) other
2. Explain in your own words the moral of this story.

3. *The whale knew that the island was empty and that nobody lived there.*
Why did the author include this sentence?

4. How do you think the author feels about the cat?



Charlie and the Chocolate Factory

In the holidays, Sam and Tom read the book, 'Charlie and the Chocolate Factory'. Afterwards, they watched the movie.

Both the book and the movie tell the story of a poor boy named Charlie. He wins a golden ticket from a chocolate bar to go on a tour of Willy Wonka's amazing chocolate factory.

After reading the book and watching the movie, Sam and Tom debated which one was better.

Sam preferred reading the book, as it was very descriptive and it allowed him to use his own imagination to bring the story to life. He also felt like he was going on an exciting journey with the main character, Charlie. He liked that he could pick the book up and read it whenever he wanted, making the story last longer.

Tom enjoyed watching the movie, as he was able to see all the characters and see what Willy Wonka's chocolate factory looked like. He loved singing along to the Oompa-Loompa song and laughing out loud at some of the misfortunate things that happened to the other children.

Sam and Tom both liked Charlie's story because it was funny and about chocolate!



Charlie and the Chocolate Factory

1. Why did Sam like the book better than the movie?
2. Why did Tom like the movie better than the book?
3. What did Sam and Tom both like about the story?
4. Think of a story that you have both read the book and watched the movie.

Which did you prefer, the book or the movie?

Explain why.

CRAZY CREATIVE CHALLENGE

Design and create your own golden ticket for a competition.

- ▢ What will the prize be?
- ▢ Where will you hide the golden tickets?

Compare and Contrast — Questions

Name _____

Date _____

Charlie and the Chocolate Factory

1. Why did Sam like the book better than the movie?

2. Why did Tom like the movie better than the book?

3. What did Sam and Tom both like about the story?

4. Think of a story that you have both read the book and watched the movie. Which did you prefer, the book or the movie? Explain why.



The Case of the Missing Cookie

It was 3:23 pm when the delicious chocolate-chip cookie went missing. I know the exact time because the delivery man came to the door. The cookie was sitting on a plate on the kitchen bench when I walked out to answer the door. By the time I came back, it was gone! I remember that I signed for the package that was delivered at exactly 3:23 pm.

I was distraught! I decided to search the kitchen for clues to find out who stole my scrumptious cookie. As I was looking around, I found some short brown hairs by the bottom of the bench, just below where my cookie had been sitting. I continued to search further and found a tennis ball, just around the corner. It had chocolate-chip cookie crumbs on it! Who would have dropped short brown hairs on the floor and left crumbs on a tennis ball?

There was a trail of crumbs leading toward the back door, which was open. The crumbs led down the back stairs and onto the grass. As I followed the trail, I saw...



The Case of the Missing Cookie

1. Who do you think stole the cookie? Explain why you think this. List three clues that you used.
2. What words did the author use to show that they were looking forward to eating the cookie?
3. Where else could the author have looked for clues?
4. What could have happened after the thief was caught?

CRAZY CREATIVE CHALLENGE

Make a wanted poster for the thief that stole the cookie.

- Provide information about the thief, what they stole and the clues that led to them being caught.

Make Inferences and Draw Conclusions — Questions

Name _____

Date _____

The Case of the Missing Cookie

1. Who do you think stole the cookie?

Explain why you think this. List three clues that you used.

2. What words did the author use to show that they were looking forward to eating the cookie?

3. Where else could the author have looked for clues?

4. What could have happened after the thief was caught?



Something Scary in the Night

"We're here!" yelled my brother Glenn.

After two hours of travelling in the car with my annoying brother, we finally pulled up behind the moving truck, full of our furniture.

I felt absolutely ecstatic! I ran as fast as I could to see my room, my very own room! No more sharing with the most annoying, loud and disgusting brother!

I skipped along the hallway to my room, opened the blinds and started to plan how I was going to decorate it. "Be careful of the monsters that come out at night," snarled Glenn as he stomped past my bedroom.

That night I lay on my bed, enjoying the peace and quiet. Suddenly, I heard a whooshing sound - like someone was walking past my bedroom. I thought it was strange, but kept looking around my beautifully decorated room.

Thump, thump, thump. I thought my mind was playing tricks on me. I heard footsteps that sounded like they were in my room. I stood up and walked over to my bedroom door. I couldn't see anything. I climbed back into bed, just in time to see a shadow slide past my bedroom door. I quickly hid under my blanket. My brother was right! I decided to...



Something Scary in the Night

1. "We're here!" yelled my brother Glenn.

Where do you think they are? Why do you think this?

2. Who might the main character might be?

Why do you think this?

3. *No more sharing with the most annoying, loud and disgusting brother!*

Why do you think the main character describes their brother in this way?

4. What do you think the main character decides to do?
Why do you think this?

- Draw a picture of your bedroom.
- Write a list of things you would change in your bedroom.

CRAZY CREATIVE CHALLENGE

Making Predictions — Questions

Name _____

Date _____

Something Scary in the Night

1. "We're here!" yelled my brother Glenn.

Where do you think they are? Why do you think this?

2. Who might the main character be?

Why do you think this?

3. No more sharing with the most annoying, loud and disgusting brother!

Why do you think the main character describes their brother in this way?

4. What do you think the main character decides to do?

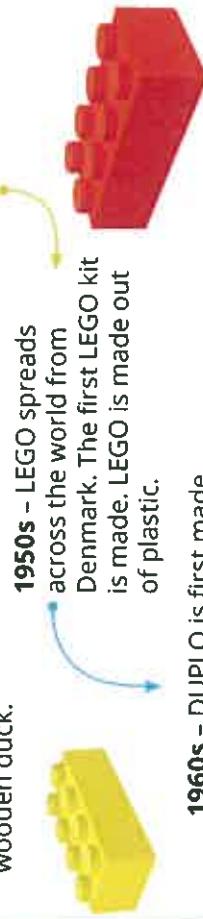
Why do you think this?



The History of LEGO

1930s – Godtfred Kirk Christiansen starts making LEGO models in Denmark. The first LEGO model is a wooden duck.

1940s – The first LEGO BRICK is made out of wood. Primary colours are introduced to the design.



1950s – LEGO spreads across the world from Denmark. The first LEGO kit is made. LEGO is made out of plastic.



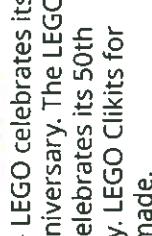
1960s – DUPLO is first made and LEGOLAND opens. There are now 218 different LEGO elements, 57 sets and 25 vehicles. Wooden LEGO toys are discontinued.

1970s – LEGO space is introduced and LEGO 'Minifigure' people are made. LEGO doors and windows are also made. A rabbit logo is introduced to the DUPLO brand.

1980s – The first LEGO World Cup building championship competition is held. A brick logo is introduced. LEGO celebrates its fifty years jubilee. Guinness World Records are broken using LEGO.



1990s – The LEGO brick is named one of the 'Products of the Century'. LEGO world shop opens on the internet. LEGO robotics are made. LEGO kids wear is launched.



2000s – The LEGO Movie premieres around the world. LEGO celebrates its 80th birthday. LEGO Friends is launched. LEGO is the world's 3rd largest toy manufacturer.



The History of LEGO

- Who was the inventor of LEGO?
What was his first LEGO model?
- What was the LEGO BRICK originally made from?
When did it begin to be made out of plastic?
- When were LEGO 'Minifigure' people first made?
What else was introduced during this decade?
- When did The LEGO Movie premiere?
- When did the LEGO BRICK celebrate its 50th birthday?

CRAZY CREATIVE CHALLENGE

If you have LEGO or building blocks in your classroom, design and make an object out of LEGO.

If you do not have LEGO or building blocks, design a new logo for LEGO.

Recall Facts and Details — Questions

Name _____

Date _____

The History of LEGO

1. Who was the inventor of LEGO?

What was his first LEGO model?

2. What was the LEGO BRICK originally made from?

When did it begin to be made out of plastic?

3. When were LEGO 'Minifigure' people first made?

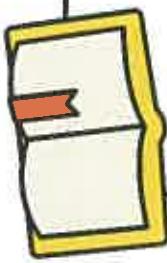
What else was introduced during this decade?

4. When did The LEGO Movie premier?

5. When did the LEGO BRICK celebrate its 50th birthday?



BOOK REVIEW



Book summary:

TITLE: _____
AUTHOR: _____
GENRE: _____
TIME ERA: _____
LOCATION: _____
MAIN CHARACTERS: _____

Favourite Character:

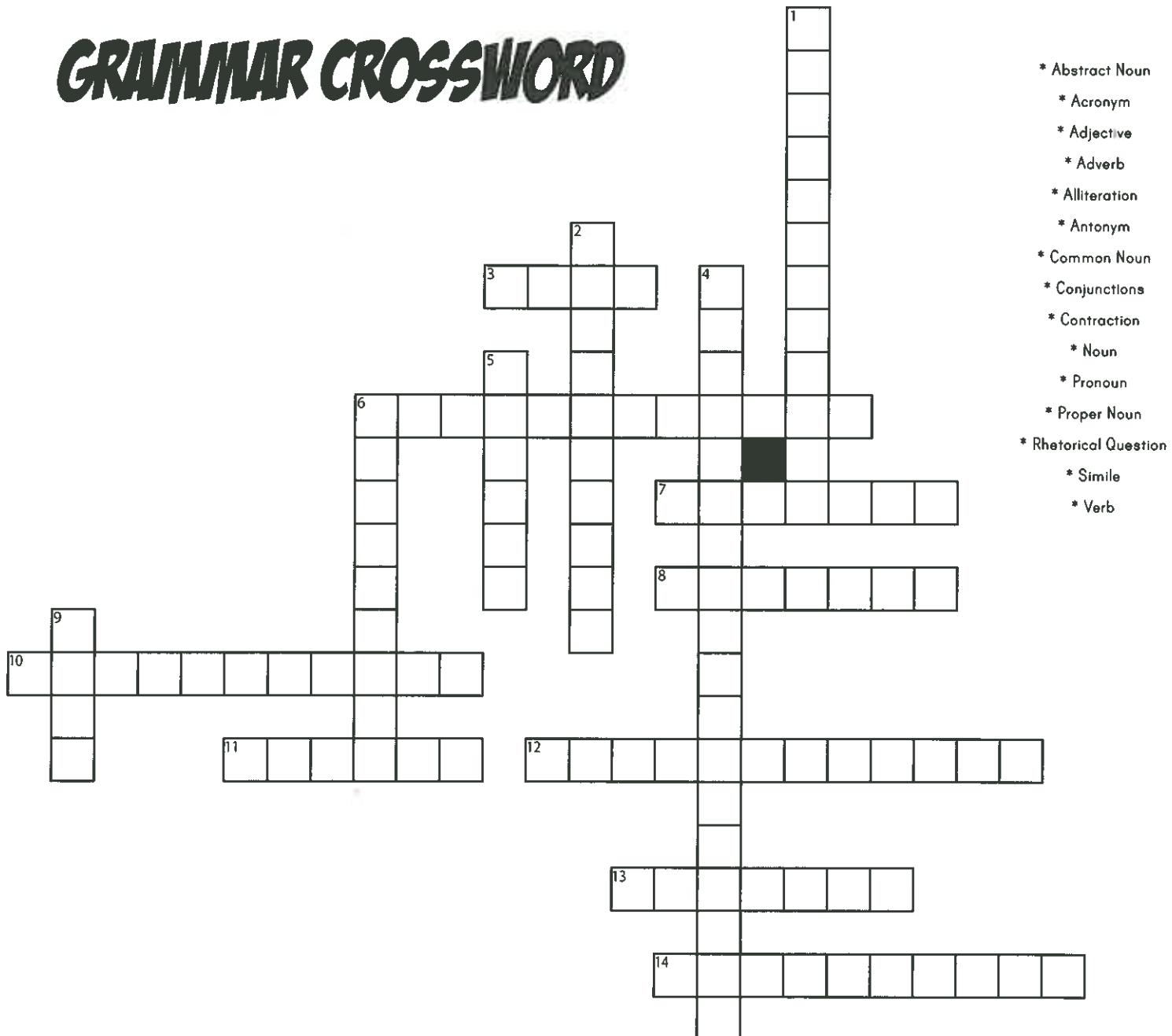
Favourite part:

Gender: _____
Age: _____

Close Relationships:

Explain why this character is your favourite:

GRAMMAR CROSSWORD



ACROSS CLUES

3. A doing word.
6. The repetition of the same sound at the beginning of words.
7. Words standing in place of a noun - I, she, we, us.
8. A word formed from the initial letters of other words - ANZAC.
10. Shortened word or words - it is and it's.
11. Words that add meaning to the verb on how, when, where or for how long something is happening.
12. Joining words - and, because, so.
13. Words that are opposite in meaning - hot and cold.
14. Names of everyday things - chair, car, shoes.

DOWN CLUES

1. Something you cannot taste, touch, hear, smell or see - honesty or courage.
2. The given name of people, places, objects and events - James, Australia.
4. A question where an answer is not expected.
5. A phrase that shows the likeness between two things.
6. Describing words for a person, place or thing.
9. Names a person, animal, place or thing.

Upper Primary Spelling List

List 1

beautiful
ceased
cheat
conceal
disappear
feast
freak
gleam
grease
heave
heavenly
heavy
ideal
ideally
instead
pearl
retreat
squeak
weary
weather

List 2

bough
council
country
courage
devour
grounds
harbour
journal
journey
lounge
mouse
rough
should
sound
thorough
through
touch
trouble
young
youth

Word Work Grid - V2

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

<p>Syllable Words Group your spelling words according to the number of syllables.</p> <p>Date: _____</p>	<p>Working Out Words Group your spelling words into nouns, adjectives, verbs, adverbs etc.</p> <p>Date: _____</p>	<p>Spelling Search Search for spelling words or words within words in your class novel/book you are currently reading.</p> <p>Date: _____</p>	<p>Cartoon Connection Create a cartoon strip using as many spelling words as you can.</p> <p>Date: _____</p>
<p>Spelling Bee 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.</p> <p>Date: _____</p>	<p>Define It! 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.</p> <p>Date: _____</p>	<p>Lie Detector 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.</p> <p>Date: _____</p>	<p>Scrambled 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.</p> <p>Date: _____</p>
<p>Editing Expert 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.</p> <p>Date: _____</p>	<p>Texting Words Translate your spelling words into numbers using the phone keypad on the Texting Words Worksheet.</p> <p>Date: _____</p>	<p>Word Worth 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.</p> <p>Date: _____</p>	<p>Spelling Search Search through old magazines or newspapers to find as many spelling words as you can. Cut them out.</p> <p>Date: _____</p>
			<p>Crossword Use grid paper to make a crossword using your spelling words. Don't forget to provide clues for each word.</p> <p>Date: _____</p>

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

Word: _____

Definition:

Sentence:

Word: _____

Definition:

Sentence:

Word: _____

Definition:

Sentence:

Word: _____

Definition:

Sentence:

Name: _____

Date: _____

Define It

Name: _____

Date: _____

Texting Words

1

2
abc

3
def

4
ghi

5
jkl

6
mno

7
pqrs

8
tuv

9
wxyz

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

Name: _____

Date: _____

Word Worth

A₁

B₃

C₃

D₂

E₁

F₄

G₂

H₄

I₁

J₆

K₅

L₃

M₃

N₁

O₁

P₃

Q₁₀

R₂

S₁

T₁

U₁

V₄

W₄

X₈

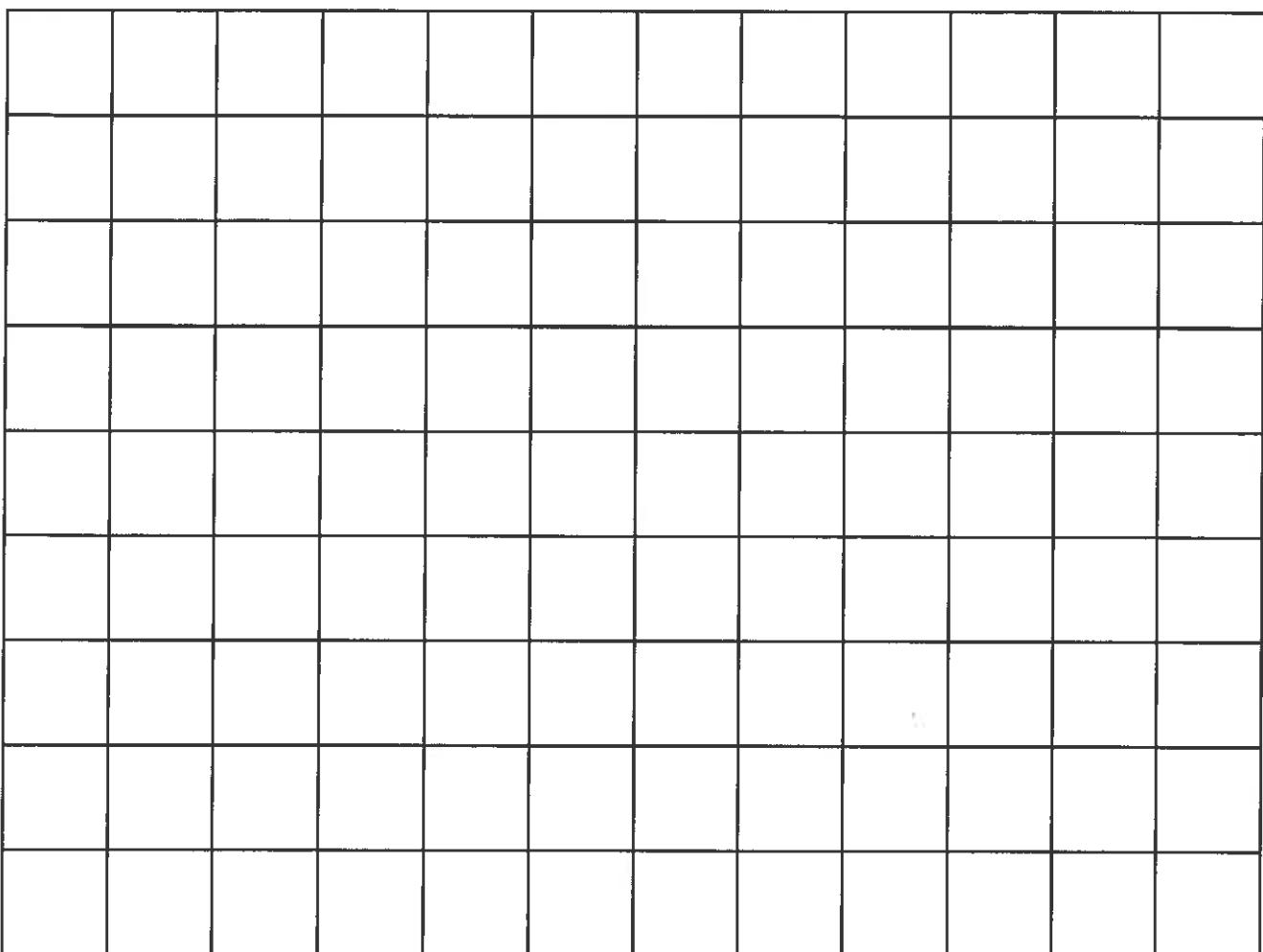
Y₄

Z₁₀

Name: _____

Date: _____

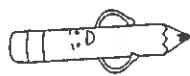
Crossword



Name _____

Date _____

Past Tense Action Verbs



Recount writing Planning Template

Descriptive Words

Special Event
(drawing or photograph)

Emotion Words

Events in Order

First

Then

Next

Finally

Summary of Event

The rain was pouring down...

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

The topic you have been given for your narrative is 'The rain was pouring down.'

Think:

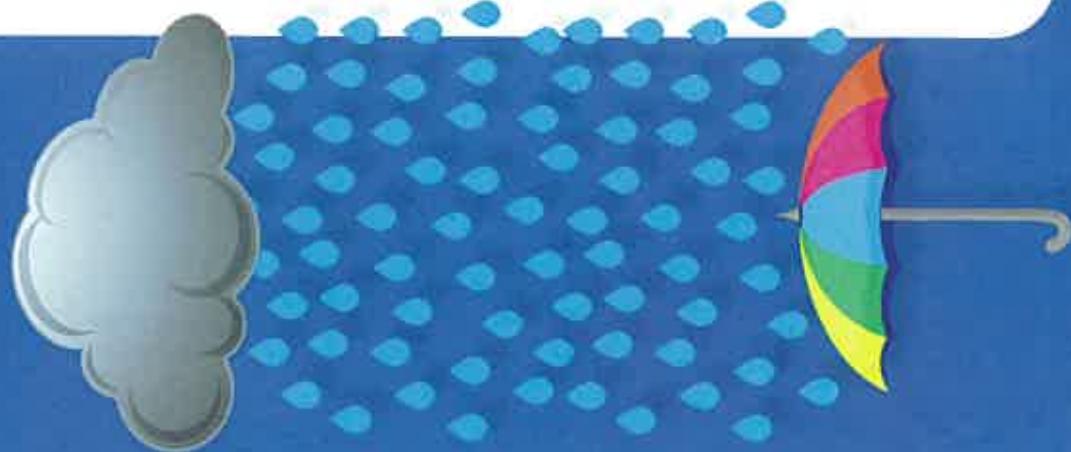
What do you want your story to be about? Your story might be about something that happened when it was raining, a problem that occurred in the rain or a tricky situation as a result of lots of rain.

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



The Scenario

A popular home renovation show is holding a design competition. School children around the country have been asked to submit designs for a colourful floor rug to be featured in a newly-renovated home. Your class has decided to enter. If your class design is chosen, it will be made into a rug and then featured on the show. Your teacher has asked each student in your class to submit a design for the floor rug. The class will then vote on the best design. The most popular design will be entered into the competition.

The Task

Design a colourful floor rug to be entered into the home renovation show's design competition. Follow the competition rules, set out below.

Competition Rules

The producers of the television show have written the following list of competition rules:

- All floor rug designs must be submitted on the template provided. The template is a large rectangle, consisting of six rows of smaller squares, with four squares in each row (24 squares all together).
- Only primary and secondary colours may be used in the design. These colours are red, blue, yellow, purple, orange and green. Each of these colours must be used at least once on the design.
 - Colours should be placed thoughtfully to create a pattern. Designs that do not display any kind of colour pattern will be disqualified.
 - All squares on the floor rug design must be coloured with at least one colour. A maximum of two colours is allowed in each square. The number of squares per colour must add to a whole number.
 - All competitors must provide a mathematical analysis of their floor rug design, using the worksheets provided. This will assist the producers to order coloured fabrics for the winning design.



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. Plan your design

Plan a colourful design for your floor rug. A blank template is provided for you. Remember, according to the competition rules, the placement of colours must create a pattern.

3. Check your design

Reread the list of competition rules. Carefully check that you have designed your floor rug in accordance with these. Make sure that your design has not broken any of the competition rules, either!

4. Create your floor rug

Draw and colour your floor rug design using the second blank template.

5. Analyse your design

Use your knowledge and understanding of fractions to answer a series of questions about your floor rug design.

6. Present your design to the class. Explain how you met all of the competition rules. As a class, vote on each floor rug to determine the most popular design.

The Materials

- Two blank rug templates
- A lead pencil
- coloured pencils or markers
- A ruler



FLOOR RUG
TEMPLATE -

DRAFT

FLOOR RUG
TEMPLATE -

FINAL

Fractions Investigation - Worksheet

Name _____

Date _____

Recording and Analysing

1. Count how many squares of each colour appear on your floor rug design.
Record your answer for each colour as a fraction of the whole rug.

red: _____

blue: _____

yellow: _____

purple: _____

orange: _____

green: _____

2. Place the fractions for each colour in ascending order.
-

3. Use any strategies that might help you (finding equivalent fractions, segmenting, estimation) to place each fraction from Question 1 on the number line.
Write each fraction in the colour it represents.



4. Use <, > or = to make these statements true for your floor rug design.

a) red _____ yellow

f) purple _____ yellow

b) blue _____ purple

g) blue _____ red

c) yellow _____ orange

h) yellow _____ purple

d) purple _____ green

i) blue _____ orange

e) green _____ orange

j) red _____ green



Fractions Investigation - Worksheet

Name _____

Date _____

5. Use the fractions you created in Question 1 to answer the following addition questions, based on your floor rug design.

Show your working.

Simplify your answers.

a) red + blue + yellow =	b) purple + orange + green =
c) red + yellow + orange =	d) blue + purple + green =

6. Use the fractions you created in Question 1 to answer the following subtraction questions, based on your floor rug design.

Show your working.

Simplify your answers.

a) whole rug – primary colours =	b) whole rug – secondary colours =
c) greatest fraction – smallest fraction =	d) a primary colour – a secondary colour =



Fractions Investigation - Worksheet

Name _____

Date _____

Reflection

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

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

3. How do you feel about your rug design? Is there anything you would change if you repeated the task?

4. What new knowledge and skills did you learn by completing this investigation?

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

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

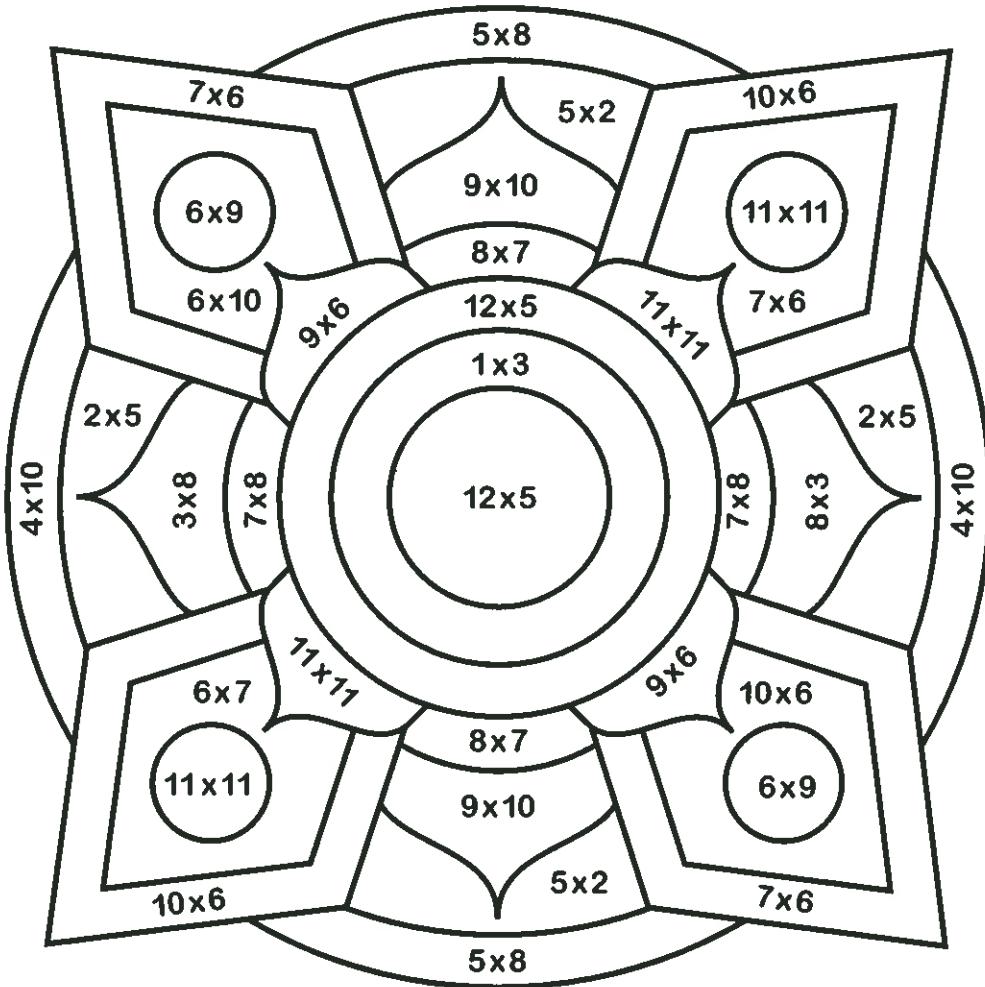


Name: _____ Date: _____

1 to 12 x Colour Fun!

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

12×2



3 white

8 black

10 yellow

24 red

40 orange

42 dark blue

54 dark green

56 purple

90 pink

60 light blue

121 light green

144 brown

1. 100 people attended a charity dinner. $\frac{1}{4}$ of them paid \$40, $\frac{1}{2}$ paid \$65 and the remaining guests paid \$92. How much money did the charity dinner raise?



✓ Check Answer

2. 45 students and 2 teachers are at a pizza party. 23 students want 2 pieces of pizza and the remaining students and teachers want 3 pieces. Each pizza has 8 pieces. How many pizzas should they order?



✓ Check Answer

3. It is 8.30 am. Kim is waiting for the 10.45 am bus. Buses arrive every 15 minutes. How many buses will Kim see before she leaves?



✓ Check Answer

4. Lindsey caught the train from her house to the city. She went through 4 zones. Each zone costs \$3.35. How much did the whole trip cost her?



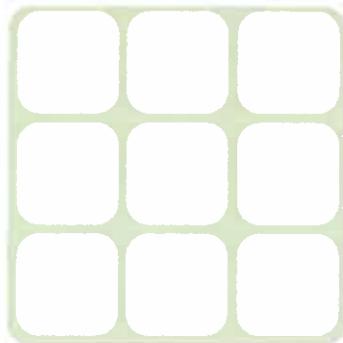
✓ Decks Rechter.com

5. The airline bought 6 new planes for \$385 780 each. They had to spend \$12 000 on each plane to put their logo on the side. How much did they spend on the planes altogether?



✓ Decks Rechter.com

6. Chloe was tiling her bathroom. She needed 105 tiles to complete the job. They come in boxes of 14. How many boxes does she need to order to make sure she has enough to tile her bathroom?



✓ Decks Rechter.com

PANDORA'S PARTY PALACE

Snacks

\$5.95

Potato
Chips

10 packets
per pack



\$3.25

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



**25%
OFF**

\$20.00

Sushi

20 rolls per pack



Sweet Treats

\$3.50

Chocolate Cupcakes

10 per box



\$5.99

Yoghurt
Iceblocks

10 per box



\$2.18

Lollipops

Pack of 12



Drinks

\$2.75

Water
6 x 250 mL
bottles



\$10.75

Lemonade

10 x 375 mL bottles



\$5.50

Juice

6 x 250 mL boxes



FOOD

PANDORA'S PARTY PALACE

Decorations

\$1.89

Party Hats
5 hats per pack



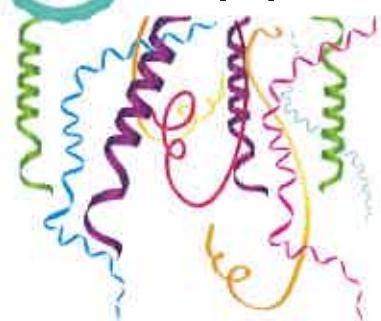
\$2.80

Balloons
20 per pack



\$2.10

Streamers
2 rolls per pack



\$2.40

Bunting
1 x 3 m pack



\$1.68

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



\$1.10

Straws
Box of 50



\$2.80

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 80 sweet treats, but she doesn't want more than 100.

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 36 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 \$40.

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

List some possibilities.

Check that the drinks don't cost more than \$40.



PANDORA'S PARTY PALACE

Amy's friends came over to her place for a movie night. Amy bought 5 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 5 packs of popcorn.



PANDORA'S PARTY PALACE

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

Mrs Small bought:

- 6 packs of streamers
- 4 packs of bunting
- 3 packs of party blowers.

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



PANDORA'S PARTY PALACE

Sam decided to buy sushi rolls and chicken nuggets for his birthday party. He wanted each guest to have 6 pieces of sushi and 6 chicken nuggets.

If Sam invited 12 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

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 there were 55 people 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

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

If there are 32 children in the class, calculate for Mr Wright:

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



PANDORA'S PARTY PALACE

Coach Carter needs enough bottles of water to give one to each player for the soccer gala day.

If 63 players are attending the soccer gala day, how many six packs of water should Coach Carter buy?

Calculate the total cost for the water.

PANDORA'S PARTY PALACE

Class 6A was having a cake stall to raise money for some new play equipment. They bought 14 boxes of cupcakes from Pandora's Party Palace and sold each cupcake at the stall for 50 cents.

Calculate:

- the total cost of the cupcakes
- the total profit made from the cake stall.

PANDORA'S PARTY PALACE

Naomi wants to decorate her house with bunting to welcome her grandparents back from an overseas trip.

Naomi needs 14 m of bunting to decorate the house.

Calculate how many packs of bunting Naomi must buy and the total cost of the bunting.

Calculate the total cost for the ice blocks.

PANDORA'S PARTY PALACE

As part of their end-of-school year celebration, Principal Jones bought yoghurt ice blocks for every child in the school.

If there were 472 students in the school, how many boxes of yoghurt ice blocks did Principal Jones buy?

Calculate the total cost for the ice blocks.

MOVING LINES

ACTIVITY INSTRUCTIONS

Task

Experiment with using line to create movement, in the style of Op Art. You may choose to work in black and white or in two contrasting colours.

Materials

A lead pencil

White card

Ruler

2 contrasting coloured felt pens OR a black felt pen

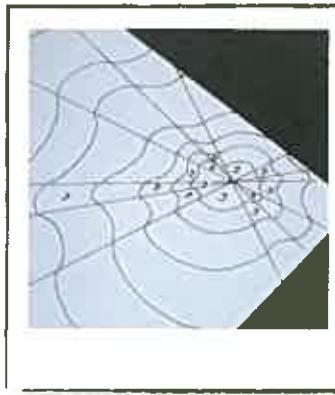
Ideally, fine-tip felt pens in the same colour

Procedure



1. Using your lead pencil, place a small, off-centre dot in the top (or bottom) third of the card.
2. Using a ruler, draw 6 lines that start at the edge of the page and pass through the dot, so the lines all intersect. Each line should start and finish at an edge. These intersecting lines will create triangular sections. Try to place your lines so that the sections are different widths, i.e. they're not all equidistant.
3. Start in one triangular section and draw a curved line across to the next section. Join this section to the next, but change the direction of the curve.

Procedure (cont.)



4. Continue creating concentric curved lines, alternating the direction of the curve for each section. Gradually widen the bands as you move away from the dot where the lines intersect.
5. You will need to colour alternate segments until they resemble a chequerboard. To avoid mistakes, label each segment in pencil first, so you know which colour to use.
6. Start at the point where the lines intersect. Choose 1 colour and begin to fill in the alternating segments. Work your way around the design. It is best to use a fine-tipped pen at first, because the segments close to the dot are so small.



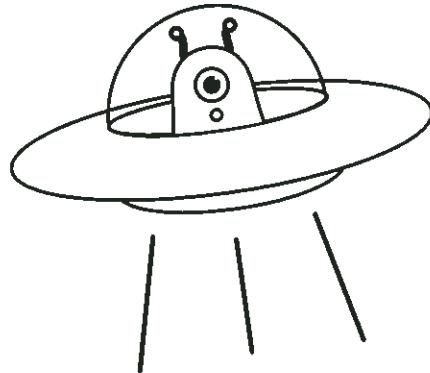
7. Gradually work your way out from the centre, shading the segments and using a thicker felt pen once the segments become larger.
8. If you are working in a single colour, or in black and white, leave the rest of the segments white. If you are using a second colour, fill the contrasting segments in the same way.
9. When you are finished, your artwork should confuse the eye and appear to move by itself.

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 | |

Spacecraft Design Task - Worksheet

Name _____

Date _____

Spacecraft Design Task

1. I am designing a: _____

2. I will need the following materials:

-
-
-
-
-
-
-
-
-
-

Labelled Diagram of My Spacecraft

