

Keep kids learning

Dear Parents/Caregivers

This student work pack is a resource for you to support your child's learning from home during this time. We know that every child is unique in their learning journey as they have different interests and strengths. Families can use these packs in different ways to suit their needs.

These learning materials can be used when and as you think best for your child. There is no requirement for students to complete everything contained within the pack, or to do the activities in any order.

To assist parents/caregivers to use these materials, we have divided the materials contained within the pack into ones to use daily:

1. English - especially reading with your child
2. Maths - many can be done actively, with materials around your home
3. Wellbeing – we know it is so important at this time to keep students healthy and work on their strengths

There are also other learning areas you can use as projects or fun activities with your child:

1. Arts
2. Humanities and Social Sciences
3. Science

If you would like to ask about these activities, you can email us on homelearning.doe@nt.gov.au

There are also a number of online educational resources and activities that you may like to use with your child. Please use the following internet address <https://nt.gov.au/learning-together> to access these materials.

Thank you

We acknowledge and thank our state and territory government colleagues for their materials contained in this pack

Literacy

This book has literacy activities to support your child in their learning. These activities support their **reading**, **talking** and **writing** skills.

Children learn by copying adults. Learning with you and other family members in a fun way is important. They also learn by playing and doing things themselves and with other children. They learn to talk by listening to adults and other children. They learn about reading through listening and by practising. Mistakes are part of their learning.

Many of the activities encourage family participation and can be done with younger or older family members. We encourage this, but remember there are many activities that your children can do by themselves. If they can read the pages by themselves they may only need a little guidance.

Encourage your child to listen, talk, read, write, think, view and problem solve. This will support your child learning through talking. Avoid interrupting and listen to the whole of what they are communicating. Give positive messages to show that you are interested (nodding, smiles, gestures).

It is also important to read, write and talk in your home language as well as in English.

How can I support my child?

Read through the activities first. Start with an activity that you are comfortable with and that suits your child. For example, if you read with your child, start with reading a book. If you cook with your child, read through a recipe with them.

The activities are a guide, and you can change these activities to suit your child. Think about - what is your child interested in? What games or equipment do you have that you can use to support their reading, talking and writing?

Some activities you can do together are: reading together, drawing, singing, role play, storytelling, reciting poems, game playing and rhyming.

When reading together, take turns with your child to read a story. Ask them to share what they are thinking. What does the story remind them of? What questions do they have?

If your child is not ready to start writing on their own, you can give them support. This can mean talking together about their ideas and writing these down for them. Read a story and find the important words. Write these words out for your child and encourage them to have a go at writing them too.

Give them positive feedback and ask them questions. Try to ask open-ended questions. These are questions that need more than a yes or no answer, and that ask them to think and explain. This will boost their reading interest, increase their thinking skills and help them to understand the story.

Open ended questions also build oral language skills as you explore or play together. Not all learning happens at the desk.

Literacy Resources

See the outline below to help guide you through the Literacy Resources

At home literacy activities – talking, reading and writing

Description: These are ideas for activities and learning experiences with your children. Most of them are activities that can be repeated as often as you would like. Some may be things you would like your child or family to do every day or every week.

Visual prompts

Description: These are a range of photos, images and pictures that your child can use to support some of the activities in the 'At home literacy activities'.

Comic strip templates

Description: These are blank comic strip templates that children can use to write their own comics. See 'At home literacy activities' for more information.

Writing Structures to support Your Child When Writing

Description: This is not an activity; they are visual supports to support your child when writing different types of texts.

Ways to help develop your child's thinking and talking skills

Description: This is not an activity they are questions that you could use to help when discussing and talking with your child.

Transforming the orientation of 'The man from Ironbark', Transforming the complication of 'The man from Ironbark', Transforming the climax and the resolution and

Description: This is a series of 3 activities that uses the verse 'The man from Ironbark' by AB Paterson. They are read and response activities that require the child to make an interpretation of the verse.

Time: Approximately 60 minutes each activity

What is needed: No additional resources are required. Your child may need support to interpret these verses, discussion and help may be required.

Instructions to support: For both these activities the child needs to read the parts of the verse given and then interpret it. They may need help doing this if verses are not familiar to them. Their task is to interpret the verse into a story and re-write it in sentences with detail. They need to identify what the orientation (introduction), complication (problem), climax (exciting part) and the resolution (solution) was and write their interpretation in sentences. Discussing this with an adult before writing may help them. If you don't feel comfortable supporting them with this you could see if another family member, friend or contact person at the school can help over the phone or internet. Once they have finished these three activities they may like to use all the ideas to write it into their own story in their note books.

Martin's draft feature article and Peer edit a feature article

Description: These two activities are linked. They are a read and response article.

Time: Approximately 30 to 60 minutes

What is needed: No additional resources needed. Your child may need support with this activity. If you are not comfortable supporting them see if another family member, friend or contact at the school can help.

Instructions to support: The child reads Martin's article and then responds using the 'edit a feature article' pages.

Homographs word sort

Description: This is a sorting game. It can be done independently.

Time: approximately 20 minutes

What is needed: Scissors to cut up the cards. Not essential but if the child has access to a dictionary they could use it to look up the original words to help them with this activity.

Instructions to support: The students need to cut up the cards on the dotted lines only. The first page has the words that they need to match up with the definitions and sayings used with the words on the next pages. They could use a dictionary to look up the word first to help them locate the definition. Once they have matched them all up they could write a sentence using the word and the two different definitions and note them in their notebooks.

Silent letters word sort

Description: This is a sorting game. It can be done independently.

Time: approximately 20 minutes

What is needed: Scissors to cut up the cards.

Instructions to support: The students need to cut up the cards on the dotted lines only. They need to group the words that have the different silent letters. Once they have done this they could stick or write them into their notebooks. They could then explore text around the house and in books for other words that have silent letters. If they find any they could add them to the groups.

At Home Learning Literacy Activities (Talking, Reading and Writing)

Talking for learning

- Ask your child to discuss with you a wide variety of topics. Some topics will come up in day to day activities or other learning activities, other topics that you could initiate discussions about could be: different jobs, what jobs do you think are most important, what would you like to do for work; families, are they all the same or are some different, what makes a family; holidays, favourite place to relax, most important bit of knowledge you have, most important things you do.
- See 'Ways to help develop your child's thinking and talking skills' page.
- Encourage your child to talk more deeply about a topic, so ask for more information, ask why, ask for examples, see if they can explain something a different way.
- Discuss different ways to solve problems. What would happen if...?
- Ask your child to give reasons for his or her choices when making a decision.
- Listen and respond in ways that encourage further thinking aloud, rather than ending the conversation with your opinion.
- Remember not to talk too fast, talk at a normal pace and volume and use adult words. Encourage them to ask about words they don't understand and explain new words or topic specific words to them.
- If possible, help your child listen to and share ideas in a safe way with a range of people from various backgrounds and age groups. This could be with family members, over the phone or if you have access over videos online.

Sharing opinions

- Listen to your child talk about a story they have read, a picture they like, an activity they have done or a favourite memory.
- Ask them to share why they chose it, what they like about it or don't and why.
- Ask questions to find out more information. Encourage your child to write and draw about what they have talked about.
- Is it appropriate to add a diagram to support what they were talking about?

Talking about books or shows

- Talk to your child about the choices an author or filmmaker might make to create a book, play or film in a particular way. If your child is interested they might like to investigate this further.
- Before and after viewing the show/movie, discuss the topics, characters, values and attitudes in it.
- Talk about language choices and why characters look or behave in certain ways.
- What is the purpose of the writing or film?
- Does it change the way you feel or think about a certain subject?
- How do the issues in the writing or film meet with the values and attitudes in your home culture?
- Some responses you could use with your children could be: "Tell me more!", "That's interesting!", "I never thought of that",
- Remember your child doesn't need to have to have a convincing argument for everything, and as a parent you don't have to know everything. Just listen to them and help them join in a conversation.

Remember:

- Don't lecture but ask questions and encourage thinking.
- There aren't always right or wrong answers.

Saying it out loud

Singing songs, chanting rhymes and poems helps your children project their voice, learn rhyming and develop confidence in speaking.

- Share your favourite poems, rhymes, chants or songs with your children.
- Learn them together. Practice and perform for other family members friends or record to share with others.
- You can make costumes or props for effect.
- Have a go at changing one to make it new or making up a new one together.

See if your child can change or write their own.

<p>Read everyday Listen to your child read every day. Your child could read books at home, pamphlets, instructions, cookbooks, boxes, writing you or other children/adults have written. If you have access to online resources see 'Book online'.</p> <p>Here are some ideas to use but remember some reading should just be for pleasure. Also see the 'Questions to ask about reading' page for more ideas and questions to ask.</p> <ul style="list-style-type: none"> • look at the cover, title, pictures and talk about what the book might be about • talk about the story so far and what might happen next • after reading, talk about the story and ask questions • talk about the pictures and how they add meaning to the text • take turns when reading a harder book. <p>Remember the three Ps for new words: pause, prompt, praise. That is, allow your child time to work out the word (pause), use clues taken from the context (prompt) and praise your child for trying. If necessary, however, simply tell your child the word.</p>	<p>Having fun with voices</p> <ul style="list-style-type: none"> • Try reading with different voices, lots of emotion, invented sound effects and funny faces. • Change the tone in your voice, vary the loudness or softness of your voice. <p>Have fun and enjoy it.</p>
<p>Books online If you can, find a book online. If you are searching for a suitable book to read, try</p> <ul style="list-style-type: none"> • Entering a publisher or an author's name into a reliable search engine, such as Google. • Some reliable publishers are Scholastic, Penguin, Allen & Unwin and Pan Macmillan. • These publishers have their own databases that will allow you to preview recent releases, read sample extracts, covers and read brief overviews. • Some sites you could visit are: Oxford Owl, Storyline Online, International Children's Digital Library, Mrs P's Magic Library, Open Library, Amazon Free Kids Books, Barnes and Noble Free Nook Books for Kids, Vooks Free. <p>The public libraries can also be accessed online and digital resources can be borrowed. If you or your children are not already members you can join online. Many of the libraries also have Facebook pages and have begun doing story times online. If you have Facebook you could look at what libraries are sharing online with your children.</p> <p>You can also find online books that are read to you.</p>	<p>Read together</p> <ul style="list-style-type: none"> • Read with your child. • You could take turns. • You could be a different character each. <p>Your child may just enjoy hearing you read to them. Together you could create a special reading place in your home with your child's favourite books within easy reach. Let your child help decorate it with patterns, shapes and designs.</p>
<p>Read for others Choose an appropriate book to read to a younger family member or friend.</p> <ul style="list-style-type: none"> • How can you make the story exciting? • Practice reading it before you read it to the family member or friend. • If you can, you could record yourself reading and share with family members or friends not there. <p>You could make your own drawing to go with the story or puppets to act it out.</p>	<p>Making connections</p> <ul style="list-style-type: none"> • Ask your child which parts of the book they found exciting, funny or different and why. • Is there another story, movie, memory or picture that the book they just read reminds them of? <p>How does it remind them of it?</p>

<p>Interesting words and sentences</p> <ul style="list-style-type: none"> • Look through books, magazines or other print materials you have at home with your child. • Search for interesting words and sentences. • Cut them out to make a collage or write them down (you could create an interesting word/sentence poster or book). • Encourage your child to use these in their own writing. • Chose a word together and see how many interesting sentences you can come up with using it. Who can come up with the most, do they all make sense? • You could write these on pieces of paper (see story chain) and make sentences or paragraphs with them. 	<p>Photo album or scrapbook</p> <ul style="list-style-type: none"> • With your child, make a photo album or scrapbook this can be with real photos, with images from magazines and newspapers or family drawings. Alternatively, you could use the visual prompts pages. • Your child can then write captions or stories to go with the photos and pictures. <p>Have fun with it. If possible, use different colours or types of pens/markers. If you have access to a computer, then your child could use it and take their own photos around the garden or of family members.</p>	<p>Family joke journal</p> <ul style="list-style-type: none"> • Family joke journals can be created by interviewing family members and writing down favourite jokes. This could be done via phone, FaceTime or messenger if your children want to access family members that do not live in the same household. • Discuss which jokes were the favourite. Are there any similarities. • Develop some rules or guidelines for creating a good joke, ie 'A Jones family joke...' • Your child can then write new joke, come up with their own ideas to add to the joke journal. • Your child or as a family you could write and draw or add images to support the jokes, if you have a computer, they could publish them in a word document. <p>This could also be done with poems.</p>
<p>Visual prompts</p> <ul style="list-style-type: none"> • Give your child a comfortable space to write in. • Let them choose one of the visual prompts or a photo or image they like from around the home. • Spend 5 minutes talking about the image (either with another child or adult). When children talk before writing it helps generate ideas. • They may like to plan out their writing before they write. They could write a story, information text or a persuasive text. Let them decide what style of writing they'd like to do. • Give your child time and space to write about their prompt. (15 to 30 mins). • Let them share and talk about what they have written to help generate more ideas and get some feedback (see responding to your children's writing). • Give them space again to write about their prompt, writing more or developing/adding to what they have already written (15 to 30 mins). • Again, let them share their writing. • If your child wants to continue with it or publish it give them the opportunity to do so. • Children can choose a prompt and write every day. Remember the more they talk and share, the more ideas and feedback they get to add detail and have fun with their writing. 	<p>Movies and TV Shows</p> <ul style="list-style-type: none"> • Try selecting a show or a movie from a TV guide. Your child could write a letter or design a poster to persuade you to let them watch the show/movie. • They need to think about reasons why and explain their point. • Encourage them to use strong words that encourage you to believe and get persuaded by them. • Children could use the show/movie to inspire their own story, changing it to make it their own or writing the next show or movie sequel. <p>You could encourage your child to:</p> <ul style="list-style-type: none"> • Write a story • Create a cartoon • Write a play or • Acting out a scene or show. <ul style="list-style-type: none"> • Get them to talk about, draw and/or plan it out before they write or create it 	

Comic strips

- Comic strips give your child the chance to improve their dialogue writing skills, and to work on their understanding of character development, in a fun activity which combines writing with the use of a series of visuals.
- If you have comics or newspapers at home your child could look at and read them for ideas.
- Your child might like some scrap paper to plan out their comic first.
- There are some blank comic strips that your child could use to write their own comic, or they may wish to do their own boxes.
- They can cut and paste photos or pictures to create a comic if they don't want to draw.
- Focus your child's attention on what the characters are saying or thinking in the comic. They can add more speech or think bubbles to the templates if they want.
- Get them to share their comic with other family members. Does it make sense? Is more information needed?
- Have fun with it.

Instructions

- This activity is about having fun with instruction writing.
- Look in recipe books or art books that you may have at home at how the instructions are written. They will include things like titles, numbered or bulleted points, action words (verbs) to tell you what to do, time connectives (first, then, next, last), photos or diagrams with labels etc.
- With your child brainstorm different 'silly sets' of instructions that you could write.
- For example:
 - How to make the most disgusting sandwich in the world
 - How to make the best hug
 - How to make a friend
 - How to make laughing powder
- Have your child choose one of the ideas and make up a set of 'silly' instructions with the ingredients, steps and diagrams or images.
- Have fun reading and sharing.

Story chain

- This activity can be done together or individually. The idea is that you make a chain of writing. Your child could write a word on each piece of paper and join them together to make a sentence or a sentence on each piece to make a paragraph.

Making a chain

- Make a chain by cutting or ripping paper into strips.
- Write on the strip before you join them.
- Take the two ends of the strip and glue, staple or sticky tap them together.
- With the next strip, thread it through the last one before joining the ends.



What if challenge

- This challenge helps encourage students to see links between posing of interesting hypothetical questions and the creation of an entertaining piece of writing.
- To begin this activity get you child or together as a family come up with 'what If questions' and write each one down on a different piece of paper. The more off-the-wall the better!
- For example, 'What if everyone in the world knew what you were thinking?' or 'What if your pet dog could talk?'
- Fold the questions up and put in a container so that your child can randomly choose one (keep the other questions so that you can do this activity again another day or week).
- Discuss the question that your child chose (discussing and hearing ideas will help them be able to write about it).
- Your child can then write a story inspired by the question and discussion or an answer to it. This could be open ended writing (as long as they want to write) or you could set a challenge and give them 10mins to write as much as they can about it.

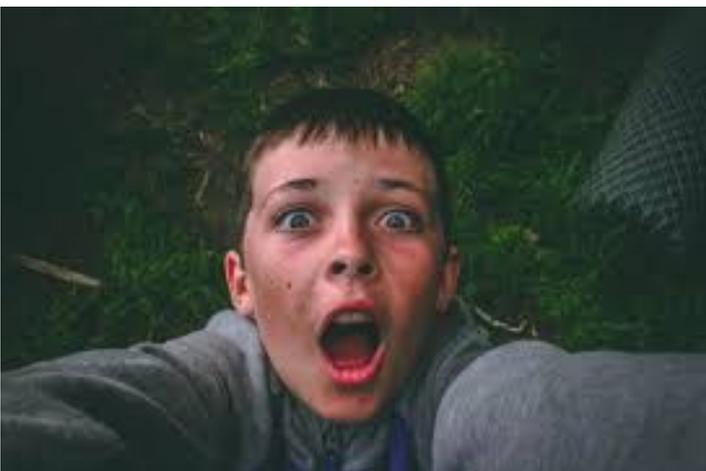
Responding to your Child's Writing

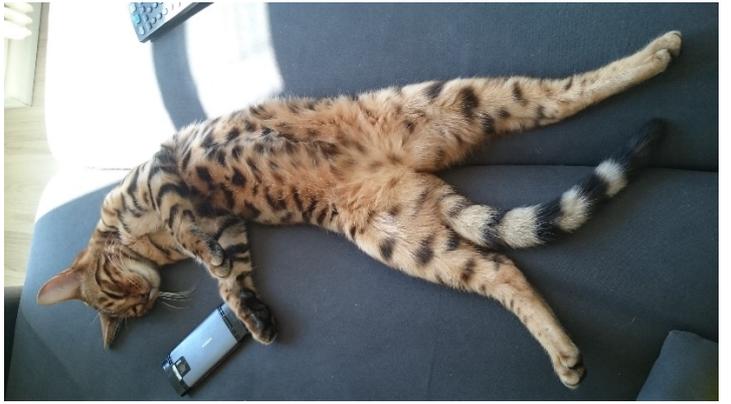
- Read your child's writing or have them read the writing to you.
- Comment on the positive aspects. For example, "I really like the way you've described this."
- Focus on **one** thing to encourage them to develop
 - Correct usage of full stops and capital letters
 - Adding describing words or actions
 - Correcting tense
 - Adding detail
- Adding different or interesting sentences

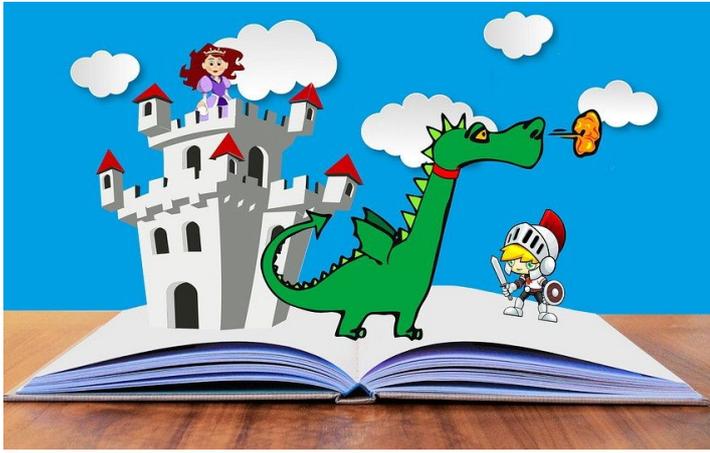
Spelling

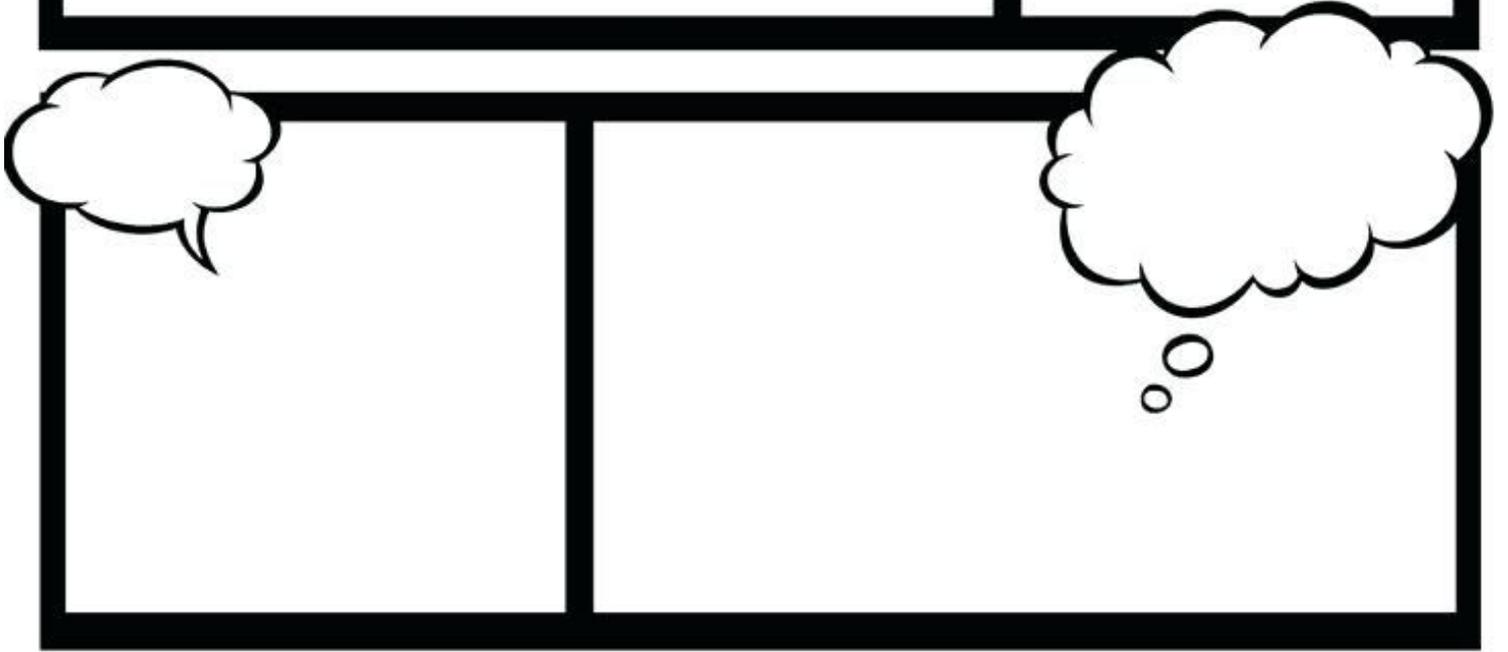
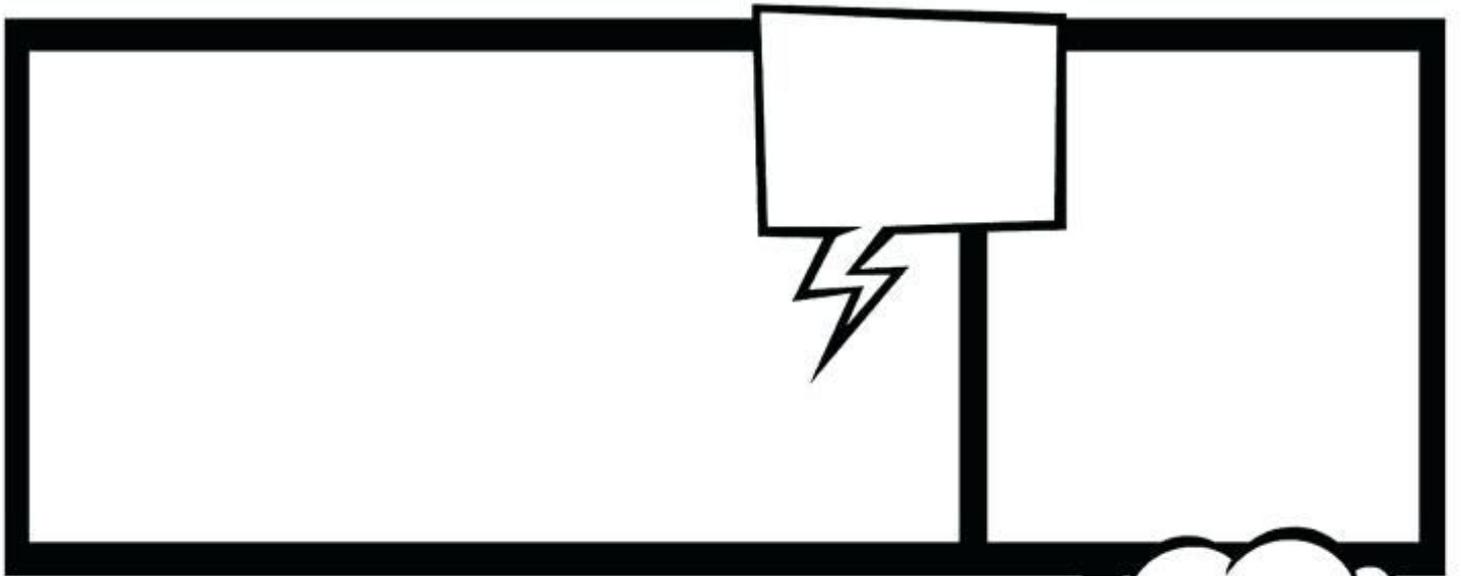
- All writing activities are related to spelling, help your child with those areas of spelling with which you feel confident.
- Remember that not all English words can be spelt correctly by "sounding out", e.g. the words "you" and "said".
- Try using different spelling strategies, such as sounding out the sounds of the word; breaking a word into parts (syllables) and spell each part; seeing if the word looks right.
- Talk about how you spell and what you do when you don't know how to spell a word.
- Provide a dictionary and use it together. Remember that dictionaries are more useful if your child has a knowledge of the alphabet and how a dictionary works. Talk about how you need to use the dictionary sometimes.
- Encourage your child to practise new words, say them, write them from memory and then check them.
- If your child can't find a strategy to help spell the word; simply tell them how it's spelt.
- Encourage your child to try to spell new words, then praise the parts that are correct, and suggest what else is needed. For example, if your child has written "litle" for "little" you might say, "You have five of the six letters right. One of the letters should be doubled. Can you tell which one it should be?"

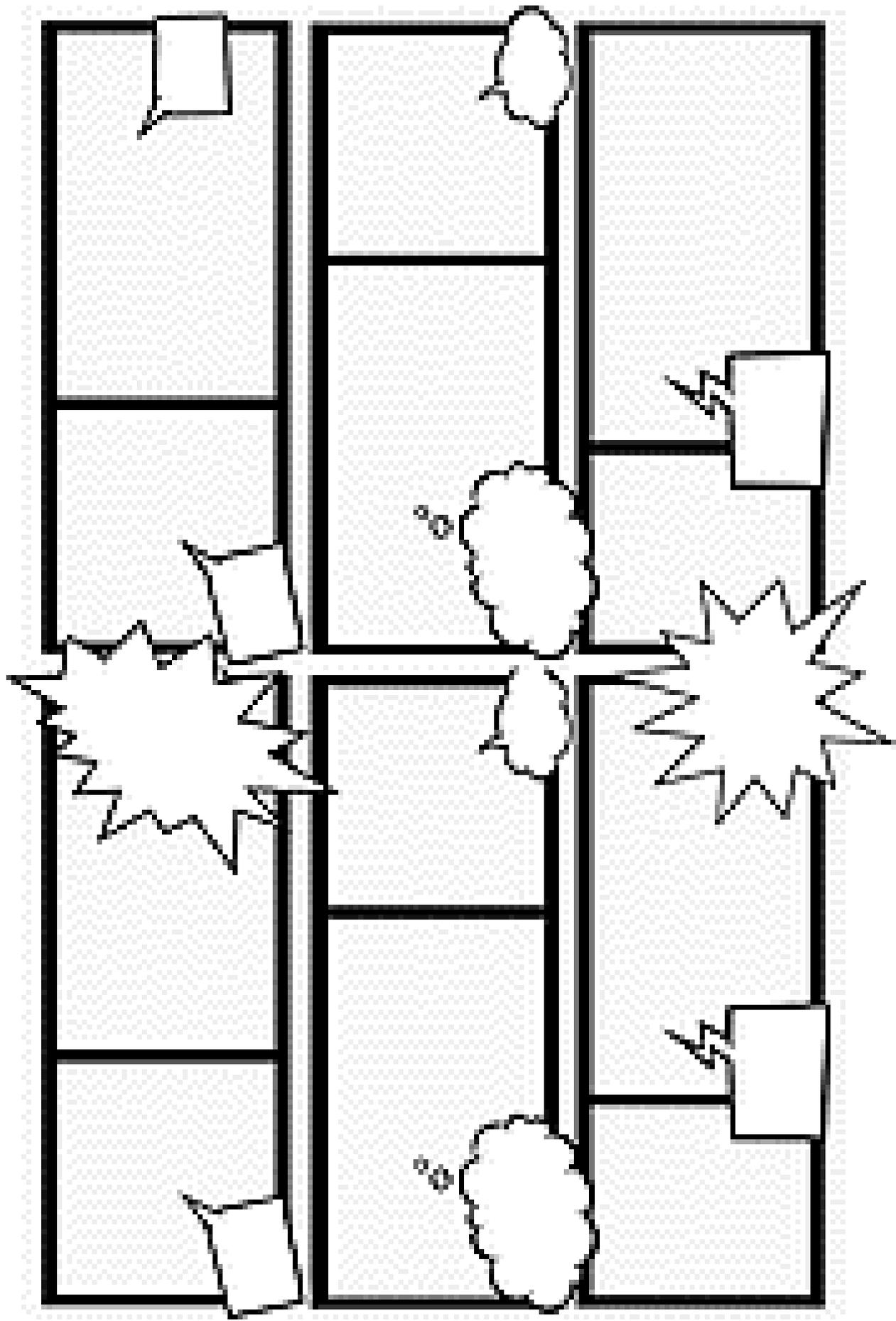
To help develop spelling and vocabulary you can play word games such as I Spy, Scrabble, Boggle, Scattergories and crosswords.



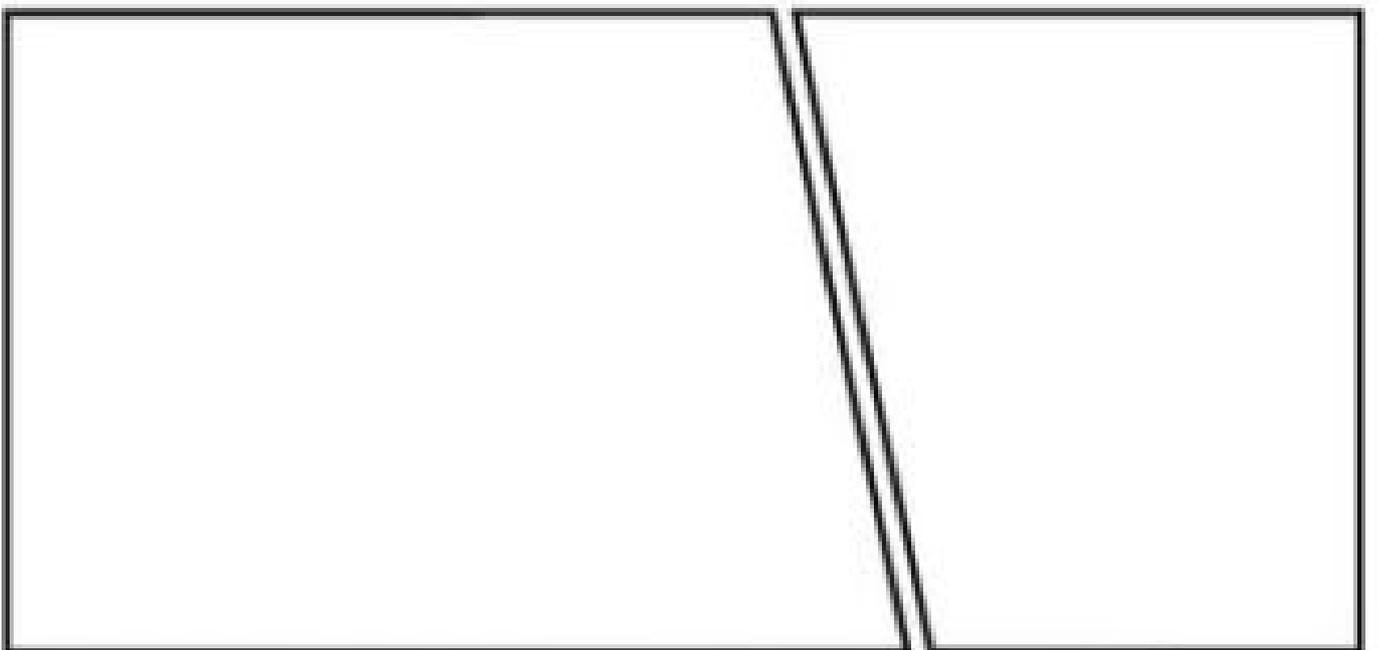
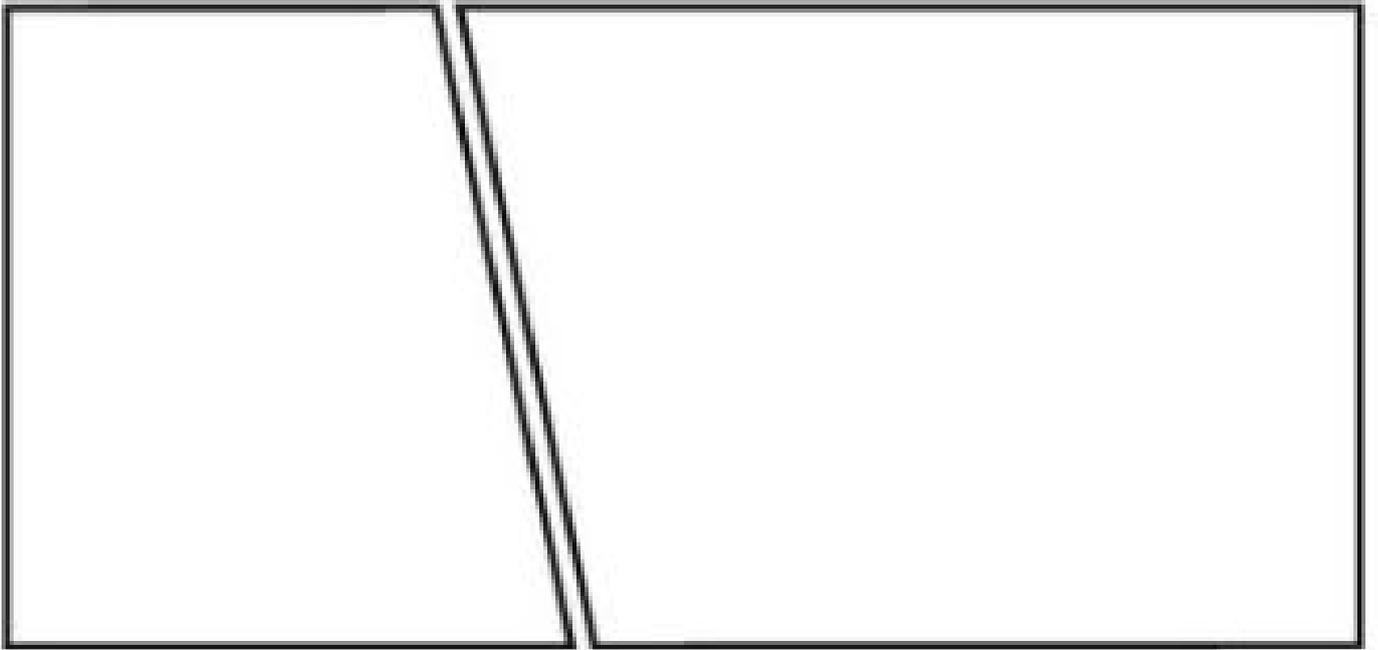












Flow Chart for Narrative Writing

Introduction

- The introduction grabs the reader's attention.
 - The setting for the story is described.
 - Some characters are introduced.
 - Give a hint of the problem to come.

Body of Work

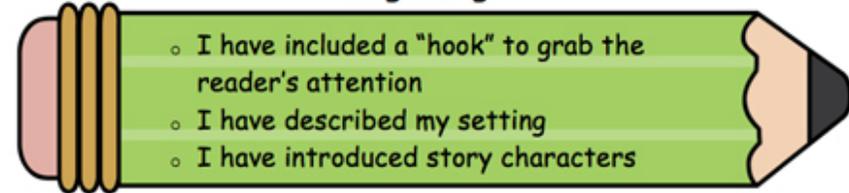
- Can be single or numerous paragraphs.
- Provide lots of details, adjectives, adverbs and action words.
 - The problem or excitement is outlined.
- All characters are introduced and described.
- Step(s) to resolve problem will be discussed.
 - Consider the sequence of events.

Ending

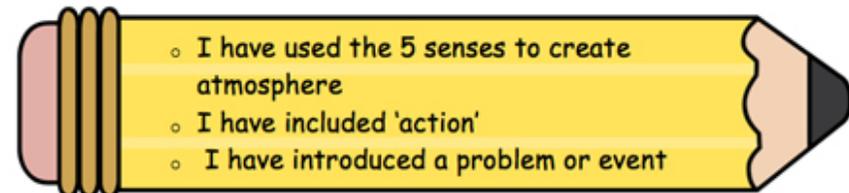
- Final resolution of the problem.
- The ending is effective; could be happy, startling, sad etc.
 - Provide a final thought or message.

Narrative Writing Checklist

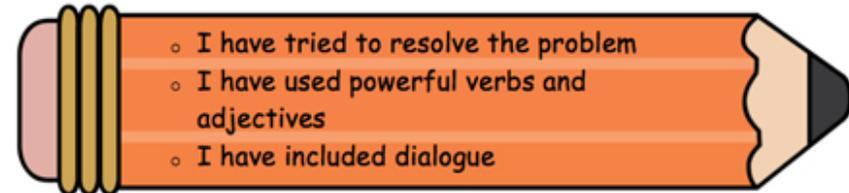
Beginning



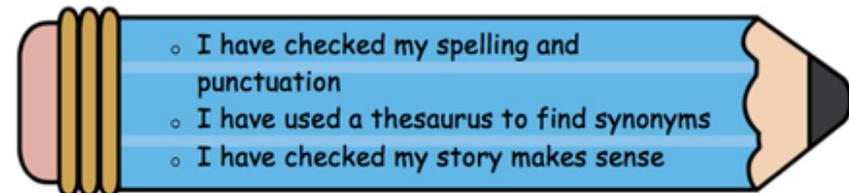
Middle



Ending



Editing



Recount

When do I use it?

To tell what happened or to retell events

Orientation

Tell who, what, when, where and why.

Sequence of Events

Present the events in time order. You may want to comment on the events as you write them.

Conclusion

Give your opinion about what has happened in your recount.

Use:

Action Verbs

- walked
- saw
- laughed
- acknowledged

Past Tense

- was
- went
- were

Quoted Speech

- The police officer yelled 'Stop!'

Reported Speech

- The police officer called to the thief to stop.

Conjunctions and Connectives

- when
- then
- first
- next

Noun Groups

- all the small dogs
- my shoes

Recount Connectives

At first...
Initially...
First...

Last week...
Last month...
Last year...

Meanwhile...
At the same time...
Moments later...

As we/I...
When we/I...
Having...
After...
Once we/I had...

Later...
Next...
After that...

Eventually...
In the end...
At last...

Information Report

When do I use it?

To present information about an object, animal, person or place

Classification

Introduce your topic.

Tell what the object or animal is, who the person is, or where the place is.

Description

Use paragraphs with topic sentences to organise the different bundles of information.

Object—size, shape and features, dynamics, where it is used or found

Person—characteristics, where he/she lives, what he/she does, achievements

Animal—appearance, behaviour, habitat, breeding

Place—size, facts, features

Conclusion

(Optional) You may want to make a personal comment about the subject of the report.

Use:

Timeless Present Tense

- Vultures circle their prey ...
- ... is a popular holiday destination

General Nouns

- ski resort
- rock musician
- mountain goat

Technical Terms

- Dolphins are mammals ...
- ... is an orthopaedic surgeon
- ... is situated on the San Andreas fault line

Relational Processes

- Jupiter is the largest planet in our solar system
- Unlike rabbits, the young fawns are born fully haired

WRITING ORGANIZER – Information Report

Introduction: *Definition or classification of the subject.*

May include a definition, classification or brief description.

Description: *- Important facts about the subject.*

- Facts about the subject, set out in paragraphs.

- Subheadings are often used. For example:

Animal	Person	Object	Place
Appearance	Name, Age	Appearance	Location
Habitat	Appearance	Parts	Climate
Movement	Personality	Functions	Geography
Food	Occupation	Features	Population
Behaviour	Achievements	Uses	Culture
Lifecycle	History	Values	History

- May include photos, pictures, maps or diagrams

Conclusion: *- Summary, question or comment (optional)*

Ways to help develop your child's thinking and talking skills

<h1>REMEMBER</h1> <p>Retrieve relevant knowledge from long-term memory.</p>  <ul style="list-style-type: none"> • Can you recall...? • Where is...? Who is...? • Can you list four...? • How would you describe...? • How could you explain...? • Which of these is true...? false...? <p>Showing Naming Listing Restating Finding Recognizing Choosing Matching Relating</p>	<h1>ANALYZE</h1> <p>Separate a whole into parts and determine their relationships.</p>  <ul style="list-style-type: none"> • Why do you think...? • What is the relationship...? • Can you compare...? contrast...? • What idea is relevant to...? • How would you categorize...? • What can you infer...? <p>Classifying Investigating Assessing Experimenting Weighing Discovering Simplifying Differentiating Researching</p>
<h1>UNDERSTAND</h1> <p>Construct meaning from instructional messages.</p>  <ul style="list-style-type: none"> • What is the main idea of...? • Can you find an example of...? • How would you summarize...? • What might happen next...? • How do you explain...? • What ideas or facts show...? <p>Organizing Discussing Interpreting Paraphrasing Extending Outlining Reviewing Inferring Showing</p>	<h1>EVALUATE</h1> <p>Make judgments based on criteria and standards.</p>  <ul style="list-style-type: none"> • Which is more important? • Is there a better solution to...? • Can you defend...? • What are the pros of...? cons...? • Why is... of value? • How would you feel if...? <p>Validating Debating Assessing Justifying Monitoring Prioritizing Critiquing Selecting Rating</p>
<h1>APPLY</h1> <p>Carry out or use a procedure in a given situation.</p>  <ul style="list-style-type: none"> • What would happen if...? • How could you clarify...? • Who do you think...? • Which approach would you...? • How would you use...? • What is a situation like...? <p>Practicing Choosing Planning Implementing Operating Developing Interviewing Solving Generalizing</p>	<h1>CREATE</h1> <p>Combine elements or ideas to form a new whole.</p>  <ul style="list-style-type: none"> • What is an alternative...? • Could you invent...? • Can you compose a...? • What is your theory about...? • How can you imagine...? • What could you design to...? <p>Building Combining Formulating Constructing Devising Improving Changing Adapting Producing</p>

Student name:

Transforming the orientation of ‘The man from Ironbark’

The lines in the left-hand column below are from the orientation verses of ‘The man from Ironbark’ by AB Paterson. Read through the lines, then write your orientation by completing the sections in the right-hand column. Write one or two sentences to provide more details for each of the lines from the poem. Experiment with the main ideas and language features, and make sure you read the hints to give you ideas.



Remember that the purpose of an orientation is to capture the audience’s interest, introduce the time, place and characters, and set the scene.

<p>It was the man from Ironbark who struck the Sydney town,</p>	<p><i>Hint: Describe a man arriving to the big town of Sydney from a country sheep-farming town.</i></p> <p>The man’s scraggly beard and worn, dusty clothes did not belong in the stately town. He would have been perfectly at ease walking down the main street of Ironbark, but in Sydney he looked as out of place as a horse on a train.</p>
<p>He wandered over street and park, he wandered up and down.</p>	<p><i>Hint: What was in the streets? What was the park like?</i></p>

<p>He loitered here, he loitered there, till he was like to drop,</p>	<p><i>Hint: Where else might he have gone? Describe how tired he feels.</i></p>
<p>Until at last in sheer despair he sought a barber's shop.</p>	<p><i>Hint: Why does he choose to go to the barber's? What happens at the barber's that will help his tiredness?</i></p>
<p>'Ere! shave my beard and whiskers off, I'll be a man of mark, I'll go and do the Sydney toff up home in Ironbark.'</p>	<p><i>Hint: Why is the idea of shaving off his beard so daring?</i></p>

Student name:



**The barber man was
small and flash, as
barbers mostly are,
He wore a strike-your-
fancy sash, he smoked
a huge cigar;
He was a humorist
of note and keen at
repartee,
He laid the odds and
kept a 'tote', whatever
that may be,**

Hint: Describe the barber and his shop.

**And when he saw
our friend arrive, he
whispered, 'Here's
a lark!
Just watch me catch
him all alive, this man
from Ironbark.'**

Hint: How does the barber react to his new customer?

Paterson, AB 1892, 'The Man from Ironbark'

How was your student able to complete the activity?

No assistance required Some assistance required A lot of assistance required Not able to do this task

Comments:



Transforming the complication of 'The man from Ironbark'

The lines in the left-hand column below are from the complication verses of 'The man from Ironbark' by AB Paterson. Read through the lines, then write your complication by completing the sections in the right-hand column. Use your imagination to provide more details for each of the lines. You can experiment with the main ideas and language features.



Remember that the purpose of a complication is to make the story scary, exciting or sad and to start to build the tension.

There were some gilded youths that sat along the barber's wall.

Their eyes were dull, their heads were flat, they had no brains at all;

Hint: Describe the youths and what they are doing.

To them the barber passed the wink, his dexter eyelid shut, 'I'll make this bloomin' yokel think his bloomin' throat is cut.'

Hint: Give more detail about what the barber is thinking, what he is planning to do and his relationship with the youths.

<p>And as he soaped and rubbed it in he made a rude remark:</p> <p>‘I s’pose the flats is pretty green up there in Ironbark.’</p>	<p><i>Hint: Describe how the barber is preparing to shave the man from Ironbark’s beard.</i></p>
<p>A grunt was all reply he got; he shaved the bushman’s chin,</p> <p>Then made the water boiling hot and dipped the razor in.</p>	<p><i>Hint: Describe the action of dipping the razor in the hot water and bringing it toward the man from Ironbark’s throat.</i></p>

Reference: Paterson, AB 1892, 'The Man from Ironbark'

How was your student able to complete the activity?

- No assistance required Some assistance required A lot of assistance required Not able to do this task

Comments:

Transforming the climax and the resolution

The lines in the left-hand column below are from the climax and the resolution verses of 'The man from Ironbark' by AB Paterson. Read through the lines, then write your climax and your resolution by completing the sections in the right-hand column. Write one to two sentences to provide more detail for each of the lines. You can experiment with the main ideas and language features. Some sections have been completed for you to help you understand what is expected.



Remember that a climax is the point in the story with the highest tension and excitement, and the resolution solves the complication in the story.

The climax	
<p>He raised his hand, his brow grew black, he paused awhile to gloat, Then slashed the red-hot razor-back across his victim's throat: Upon the newly-shaven skin it made a livid mark — No doubt it fairly took him in — the man from Ironbark.</p>	<p>The man from Ironbark saw the barber raise the razor higher than usual and turn to make sure the youths were watching. As the barber brought the razor down, he wasn't looking and nicked the man's ear.</p>
<p>He fetched a wild up-country yell might wake the dead to hear, And though his throat, he knew full well, was cut from ear to ear, He struggled gamely to his feet, and faced the murd'rous foe: 'You've done for me! you dog, I'm beat! one hit before I go! I only wish I had a knife, you blessed murdering shark! But you'll remember all your life the man from Ironbark.'</p>	

The climax	
<p>He lifted up his hairy paw, with one tremendous clout</p> <p>He landed on the barber's jaw, and knocked the barber out.</p>	<p>He lifted up his enormous fist, thundered it down, and knocked the spiteful barber onto the barber shop floor.</p>
<p>He set to work with nail and tooth, he made the place a wreck</p>	
<p>He grabbed the nearest gilded youth, and tried to break his neck.</p>	<p>'What do you think you're doing?' scowled a surly youth as he burst through the door. Before he had time to protest further, the man from Ironbark grabbed him by the neck.</p>
<p>And all the while his throat he held to save his vital spark,</p> <p>And 'Murder! Bloody murder!' yelled the man from Ironbark.</p>	

The resolution	
<p>A peeler man who heard the din came in to see the show;</p>	<p>'Oi! What's going on here?' demanded the constable who had heard the ruckus from down the street.</p>
<p>He tried to run the bushman in, but he refused to go.</p>	
<p>And when at last the barber spoke, and said "Twas all in fun—</p> <p>'Twas just a little harmless joke, a trifle overdone.'</p>	<p>The barber gingerly sat up, feeling light-headed and queasy. 'Officer, it was nothing but a harmless joke,' said the barber, 'no harm done.'</p>

Student name:



The resolution	
<p>'A joke!' he cried, 'By George, that's fine; a lively sort of lark; I'd like to catch that murdering swine some night in Ironbark.'</p>	
<p>And now while round the shearing floor the list'ning shearers gape, He tells the story o'er and o'er, and brags of his escape. 'Them barber chaps what keeps a tote, By George, I've had enough, One tried to cut my bloomin' throat, but thank the Lord it's tough.'</p>	<p>Back at home in Ironbark, the man had the shearers listening intently to his tale. 'I nearly died, but thanks to my quick reactions, the murderous barber merely nicked me,' bragged the man to his friends.</p>
<p>And whether he's believed or no, there's one thing to remark, That flowing beards are all the go way up in Ironbark.</p>	

Reference: Paterson, AB 1892, 'The Man from Ironbark'

How was your student able to complete the activity?

- No assistance required Some assistance required A lot of assistance required Not able to do this task

Comments:

Name: Martin

Greenies go in to bat for flying foxes

Environmentalists from 'Love the Land' group are against the removal of a colony of flying foxes in Larossa Bay.

The flying foxes lived at Larossa Bay. Problem happened when build-it completed and \$18 million property development. People who moved to Larossa Bay eager for a lifestyle change are calling for the flying foxes to be removed, but the 'Love the Land' group believe this is not an option.

'Love the Land' member, Polly Parks believes that residents of Larossa Bay moved to the area in full knowledge of the existing flying fox colony. She says that, 'Animals have rights too ... we have a responsibility to share our environment.'

The flying foxes are also proving to be a tourist attraction for the area. Ben Shower volunteer at the Larossa Bay information centre sees a lot of tourists who visit the area just to see the flying fox colony. 'Flying fox colonies are a hit with the tourists who are keen to see the little fox-faced critters up close', Ben said. Tourist Billie Jackson who is visiting Larossa Bay from overseas, agrees, saying that, watching the bats fly across the sky at sunset is an incredible experience.

The 'Love the Land' group have vowed to continue to vehemently oppose the removal of the flying-fox colony from Larossa Bay.

Peer edit a feature article

Look at Martin's draft feature article and complete the following.

Write one positive point about the text.

Write two suggestions about how to improve the text.

Suggest changes to:

- sentence construction
- descriptions — nouns or noun groups
- spelling
- punctuation.

Any other comments:

Homographs word sort



present

conflict

complex

refuse

record

desert

subject

insert

extract

project

minute

perfect

reject

research

object

Cut around dotted lines only, keeping the two definitions together.



<i>a gift</i>	<i>to give</i>
<i>a disagreement</i>	<i>to disagree</i>
<i>sixty seconds</i>	<i>very small</i>
<i>nothing wrong</i>	<i>to ensure nothing is wrong</i>
<i>a group of buildings</i>	<i>difficult</i>
<i>something that has been deemed useless</i>	<i>to refuse to use or take</i>
<i>body of study</i>	<i>to look further into</i>
<i>rubbish</i>	<i>to be unwilling</i>
<i>something that you can hold</i>	<i>to disapprove</i>



<i>best performance</i>	<i>to note</i>
<i>a dry, arid place</i>	<i>to leave</i>
<i>a field of study</i>	<i>to expose to</i>
<i>a part of something</i>	<i>to take out</i>
<i>an item placed into another</i>	<i>to place in</i>
<i>a plan or scheme</i>	<i>to extend out</i>

Silent letters word sort



<i>silent 'k'</i>	<i>silent 't'</i>	<i>silent 'g'</i>
<i>silent 'h'</i>	<i>silent 'w'</i>	

<i>know</i>	<i>knew</i>
<i>sign</i>	<i>although</i>
<i>through</i>	<i>write</i>
<i>rhythm</i>	<i>rhyme</i>
<i>weight</i>	<i>fright</i>
<i>answer</i>	<i>castle</i>
<i>listen</i>	<i>design</i>
<i>height</i>	

Numeracy

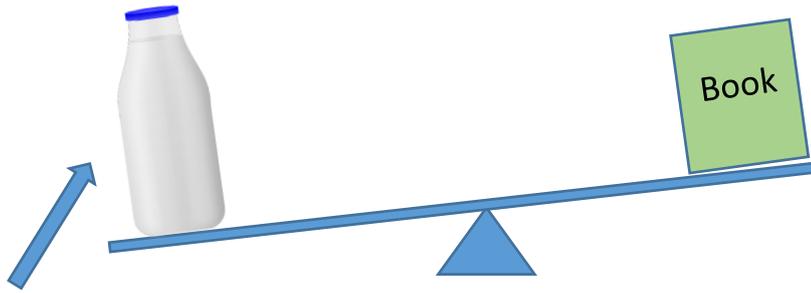
The Mathematics activities in this book support the Australian Curriculum and are targeted towards your child's year level.

How can I support my child?

Encourage them to repeat and practice their maths activities. Go through their work with them.

Think about ways that you can bring maths into real life experiences. This can be done by putting socks in pairs, setting tables, gardening, cooking and games. Count with your child, add things up, look at patterns. For example, look at the patterns in an artwork, count natural things such as shells, leaves or animals. Put different kinds of natural things into groups. Order objects by size. For example, collect rocks or bush tucker and put them into order from small to big.

Make a scale to that can find things that weigh 1 Kilogram.

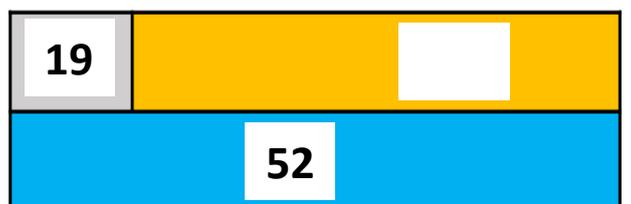
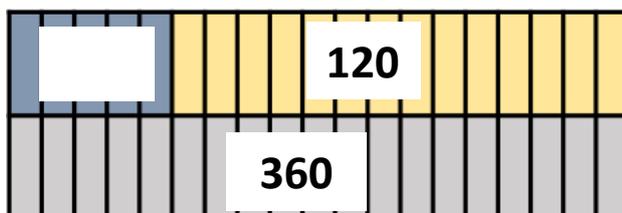
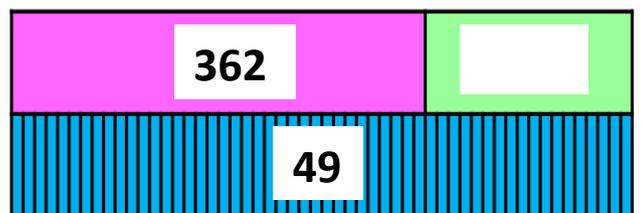
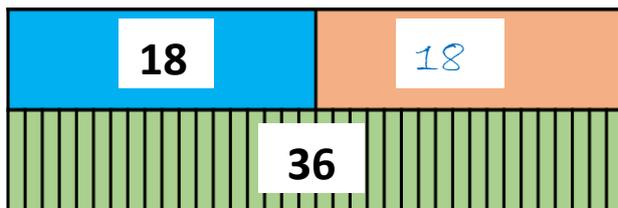


One litre of water is 1 kilogram

Record if things are heavier or lighter than 1 kilogram

Item	Lighter	Heavier
Book	x	

Numbers Bars to 1000

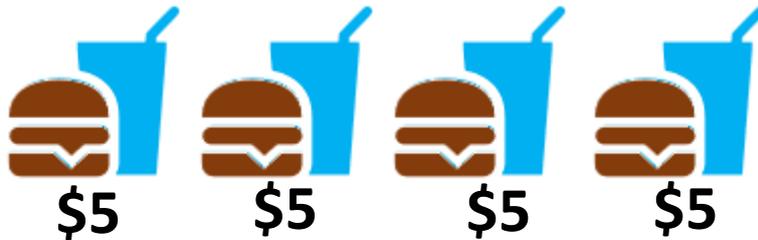


Make your own number bars

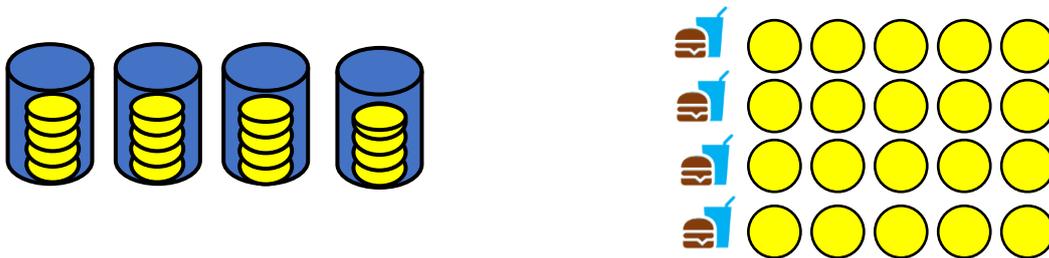
Multiplication Stories

Tell a multiplication story with words or pictures.

An example would be 4 friends bought a hamburger and drink for \$5.00 each.



Tell the same story with **cups/tins** and **seeds or lids**



Tell the story with **numbers and symbols**

$$4 \times \$5 = \$20$$

Other Ideas

- Draw a new picture and change the price or the number of items
- Stories about collecting, eating, drinking, shopping, cooking, games, sports and play

Comparing measurements

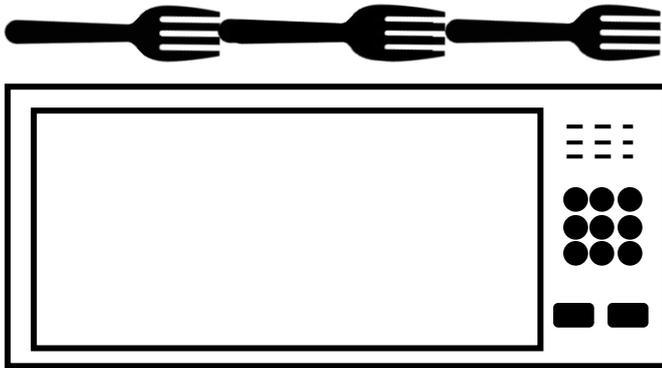
1. Find someone or something **half** your height.



2. Find someone or something **double** your height.



3. Find something **3 times as long** as a fork.



4. Make a collection of 5 objects then make another collection **double** the size.

5. Record the comparison with numbers and symbols

$$10 = 2 \times 5$$

Other Ideas

- Use your arm, leg or finger instead of your height
- Use other objects to help make comparisons
- Find things twice as long, 4 times as long, 5 times as long

Make a clock that can measure 1 minute.

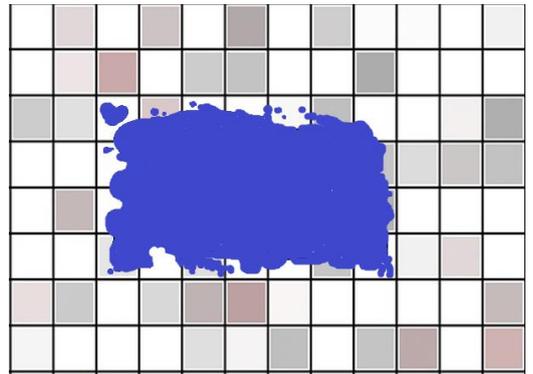
The clock in the picture is alright but there are ways to make a more accurate clock.



Calculate how many tiles are covered in paint

How many ways could you solve this problem?

Can you find tiles or pavers and create your own problems?



What's Happening

Pick a number	X 2	X 4
5	10	20
6	12	24

Pick a number	X 5	÷ 2
10	50	5
4	20	2

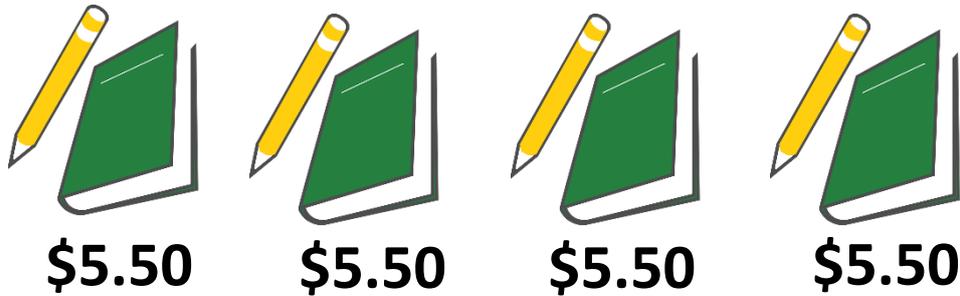
Look for some patterns in your answers. Describe what is happening.

Multiplication Stories

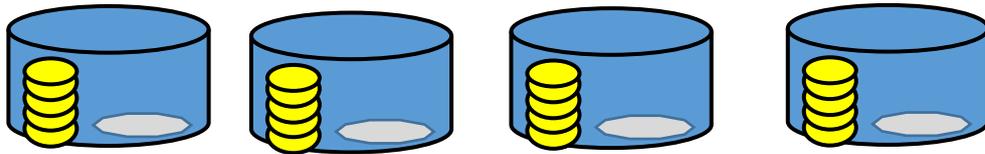
Tell a story with words and pictures

For example: Four friends bought a book and pencil for \$5.50 each.

Together they spent \$22.00.



Tell the story with cups/tins and coins



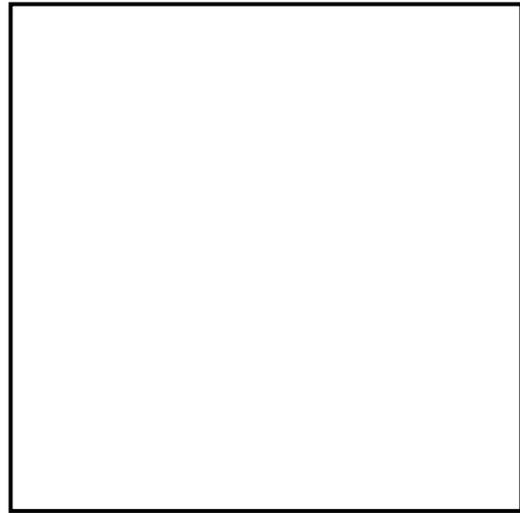
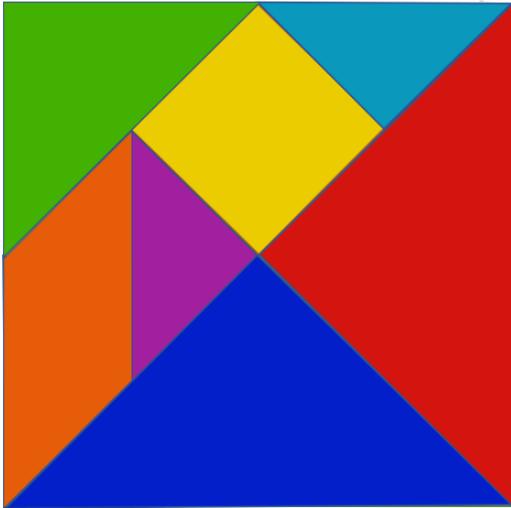
Tell the story with numbers and symbols

$$4 \times \$5.50 = \$22.00$$

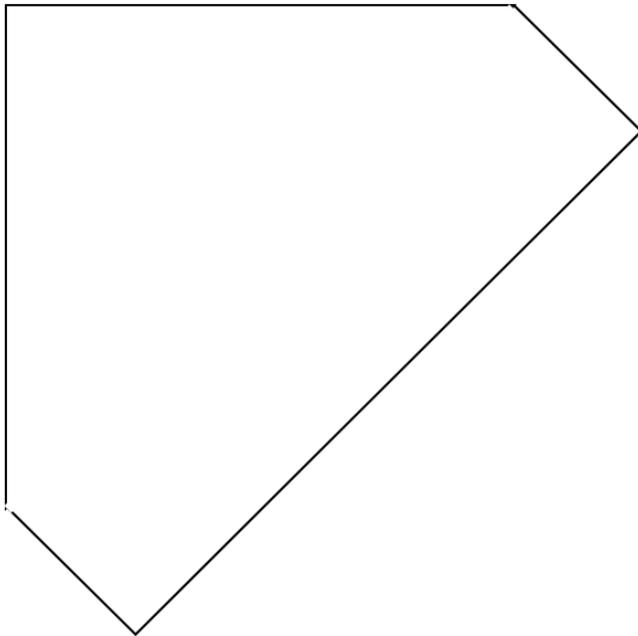
Other Ideas

- Draw a new picture and change the price or the number of items
- Stories about collecting, eating, drinking, meeting, shopping, cooking, games, sports and play
- Use different objects such as boxes, bottles, lids, shells, stones, sticks, pencil drawings, fruit, vegetables, pegs, chairs, plates, tins

Copy the pattern



Draw the coloured shapes inside the big shape



How many blue triangles could fit in the big square?

How many yellow squares could fit in the big square?

How many blue triangles could fit in the red triangle?

How many times can the green triangle fit in the big square?

How many orange parallelograms could be cut up and used to cover the big square?

Other Ideas

- Cut the coloured shape and try to fit the parts inside both drawings.

Peter keeps a piece of string from a parcel that came for his birthday.
It is 30 cm long.

He plays with it and makes different shapes.

He thinks that all the rectangles he makes have the same area.

His sister Miri disagrees.

Who is right and why?



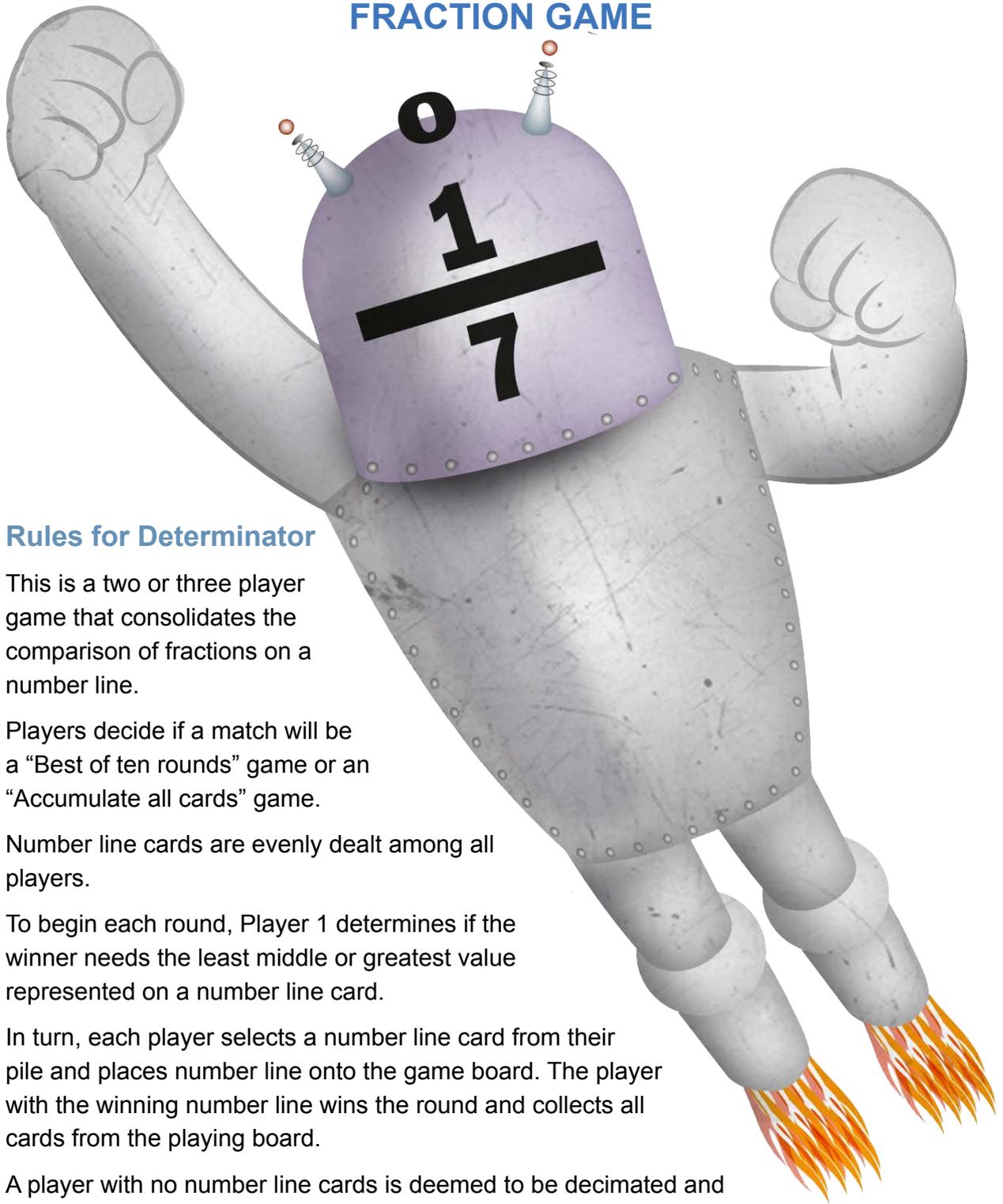
The local supermarket creates a display of cans in the shape of a triangle.
The top four rows are shown below.



1. If the stack has 10 rows, how many cans are on display?
2. What if the display is 21 rows high?
3. Find a rule for finding the number of cans for any number of rows.

Determinator fraction game

How to play the **DETERMINATOR** FRACTION GAME



Rules for Determinator

This is a two or three player game that consolidates the comparison of fractions on a number line.

Players decide if a match will be a “Best of ten rounds” game or an “Accumulate all cards” game.

Number line cards are evenly dealt among all players.

To begin each round, Player 1 determines if the winner needs the least middle or greatest value represented on a number line card.

In turn, each player selects a number line card from their pile and places number line onto the game board. The player with the winning number line wins the round and collects all cards from the playing board.

A player with no number line cards is deemed to be decimated and retires from the game.

The Determinator champion is the player with most cards after ten rounds or the player who has collected all the number line cards.

Place your card here
PLAYER 1

Place your card here
PLAYER 2

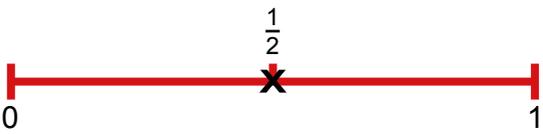
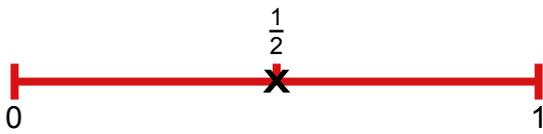
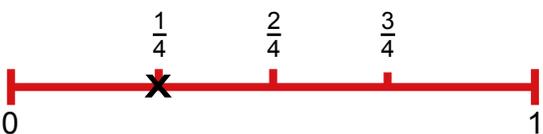
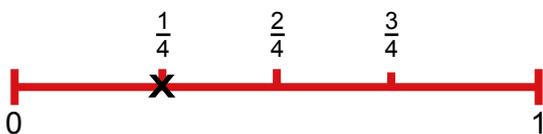
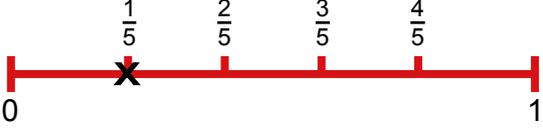
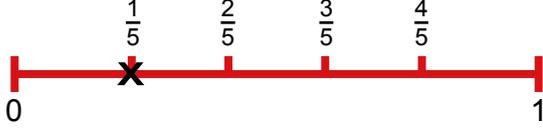
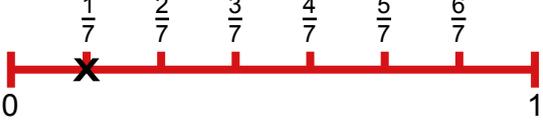
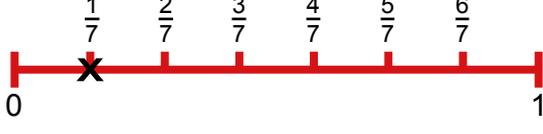
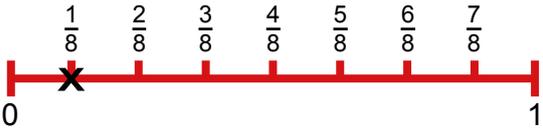
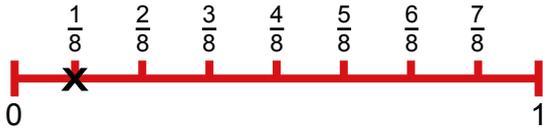
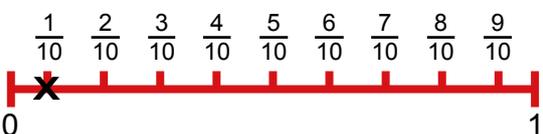
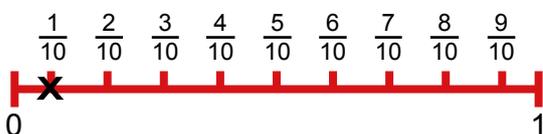
Place your card here
PLAYER 3

Choose the value
you are
going to determine

- Lowest value
- Middle value
- Highest value



Play the
DETERMINATOR
FRACTION GAME

 <p>LEVEL 1</p>	 <p>LEVEL 1</p>
 <p>LEVEL 1</p>	 <p>LEVEL 1</p>
 <p>LEVEL 1</p>	 <p>LEVEL 1</p>
 <p>LEVEL 1</p>	 <p>LEVEL 1</p>
 <p>LEVEL 1</p>	 <p>LEVEL 1</p>
 <p>LEVEL 1</p>	 <p>LEVEL 1</p>
 <p>LEVEL 1</p>	 <p>LEVEL 1</p>
 <p>LEVEL 1</p>	 <p>LEVEL 1</p>

Student name:



Comparison problems

There are three sets of problems for you to solve. Each set is slightly different.

You may like to draw a number line to help you solve the problems.

The first problem has been done for you.

Section 1

In the following problems, both fractions are a unit fraction less than half.

1. Tania was an avid drag racer.

On her first run she made it $\frac{3}{8}$ of the distance down the track before her car stopped.

On her second run she stopped $\frac{5}{12}$ of the distance down the track.

Which run did Tania make the most progress in?



Student name:

2. Two trains were travelling to Destination Station along a dual carriageway track.
The first train travelled $\frac{4}{10}$ of the distance along the track before stopping.
The second train stopped $\frac{1}{4}$ of the distance along the track before stopping.
Which train was closer to Destination Station when it stopped?

Student name:



3. A seamstress cut a length of black cotton and a length of white cotton that were the same length.

She decided to use $\frac{5}{12}$ of the black cotton and $\frac{4}{10}$ of the white cotton.

After cutting both, which length of unused cotton was longer?



Student name:

Section 2

In the following problems, both unit fractions are a unit fraction less than one.

4. Two trains were travelling to Destination Station along a dual carriageway track.

The first train travelled $\frac{9}{10}$ of the distance along the track before stopping.

The second train stopped $\frac{11}{12}$ of the distance along the track before stopping.

Which train was closer to Destination Station when it stopped?

Student name:



5. A seamstress cut a length of red cotton and a length of white cotton that were the same length.

She decided to use $\frac{7}{8}$ of the red cotton and $\frac{9}{10}$ of the white cotton.

After cutting both, which length of unused cotton was longer?



Student name:

6. A hare and a tortoise wanted to see who could run furthest in one minute.

The hare ran $\frac{11}{12}$ of a running track in a minute.

The tortoise ran $\frac{7}{8}$ of the running track in a minute.

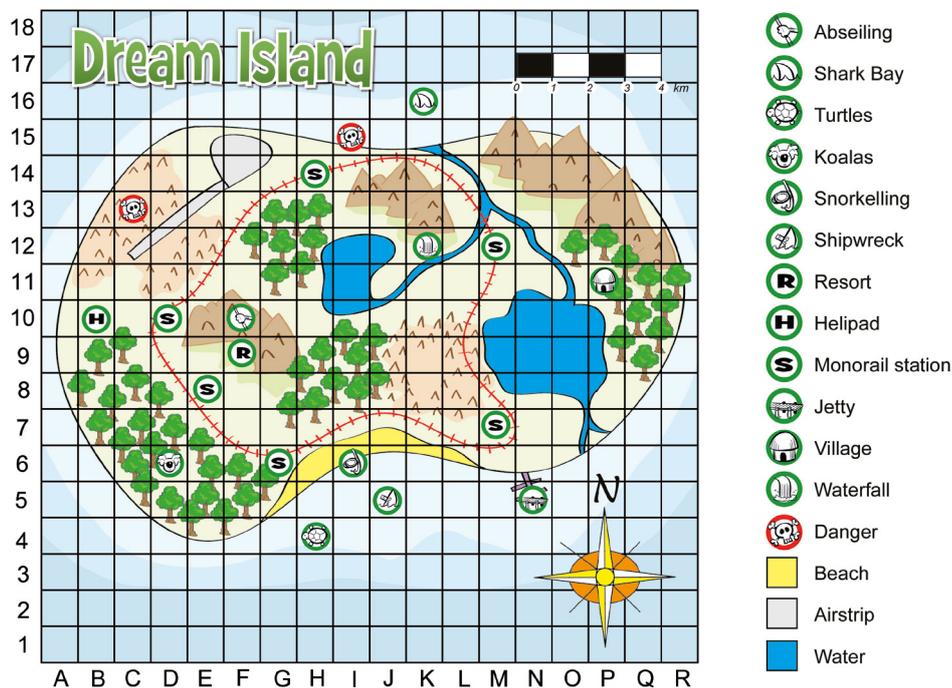
Who ran the furthest in one minute?

How was your student able to complete the activity?

No assistance required Some assistance required A lot of assistance required Not able to do this task

Comments:

Look at location



Alphanumeric grids

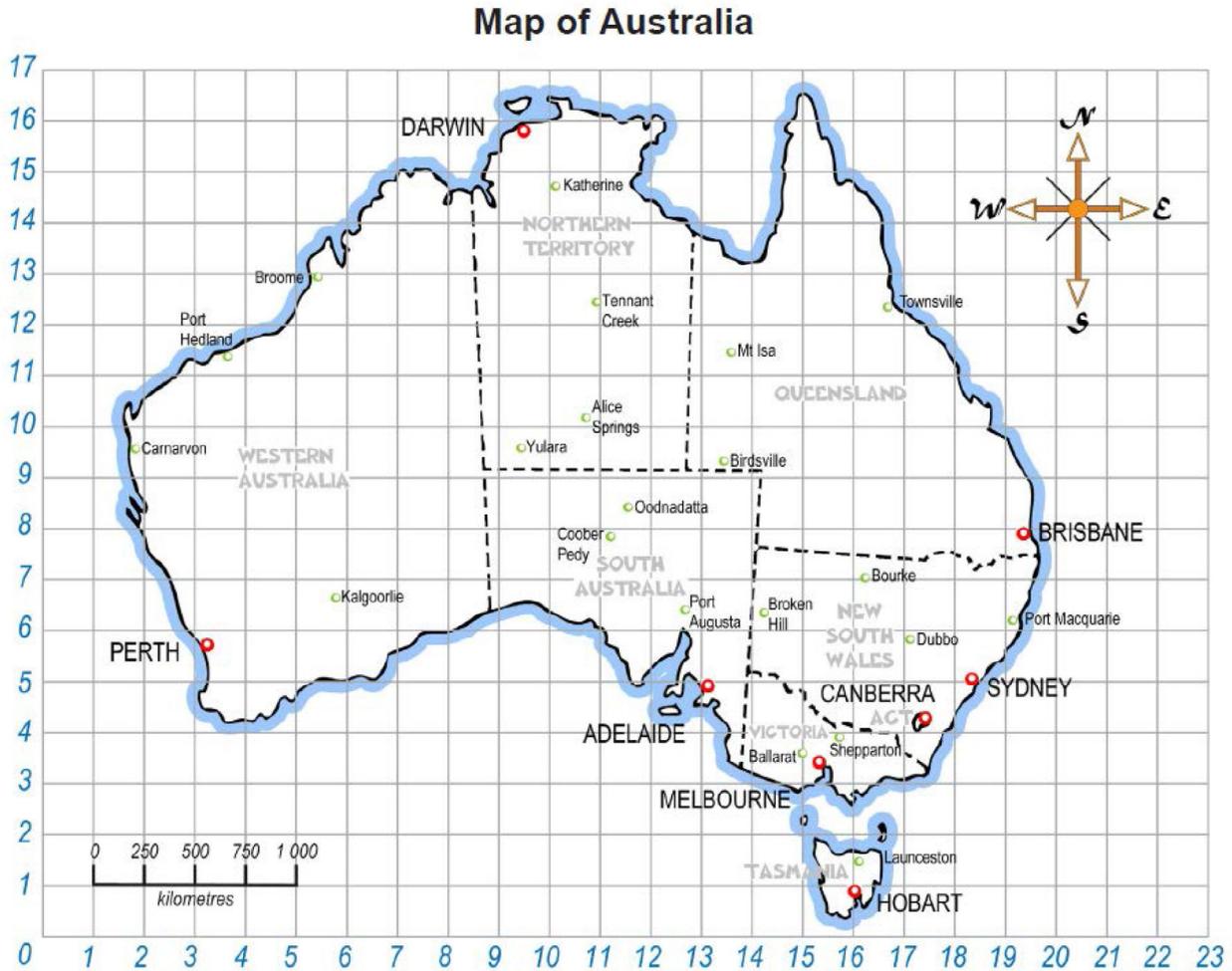
Use the alphanumeric grid references and the legend to answer these questions about Dream Island.

- What will I see if I am at the following grid reference?
 - K12
 - H14
 - B10
 - P11
- What grid references are needed to find these locations or activities?
 - Shipwreck
 - Abseiling
 - Jetty
 - Resort
- Are the koalas east or west from the snorkelling area?
- Is the shipwreck north-east or south-east of the snorkelling area?
- Which direction do you take to get from the village to the waterfall?
- Begin at the resort. Travel north one square. Turn and travel west for four squares.

Where are you?

Ordered pairs

Use the scale and the numbered pairs on the map of Australia to answer the questions.



1. The capital cities of each state and territory are written in CAPITAL LETTERS.
 - a. Which state capital is furthest east?
 - b. Which is the most northern capital?
2. Which direction would I travel from Sydney to get to Perth?
3. Look at the Northern Territory. Using the scale, approximately how many kilometres is it in a straight line from Tennant Creek to Alice Springs?

Student name:



4. Which capital city is found at the numbered pair (16, 1) on this map?
5. Find Adelaide in South Australia. What is its grid reference?
6. Mark a dot and write your name at the ordered pair (7, 12).
7. Using directional instructions, describe how you would get from Mt Isa in Queensland to Port Headland in Western Australia.

How was your student able to complete the activity?

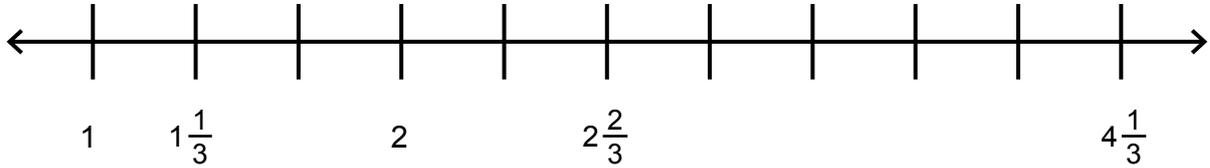
- No assistance required Some assistance required A lot of assistance required Not able to do this task

Comments:

Student name:

Reactions to fractions

1. Place numbers in the boxes to make the number line correct.



2. a. Order the following decimals in ascending order (smallest to largest).

0.01, 0.1, 0.001

b. How did you decide which decimal is the smallest?

3. Circle the fraction that shows how much of the rectangle is shaded grey.



$\frac{1}{8}$

$\frac{3}{4}$

$\frac{7}{8}$

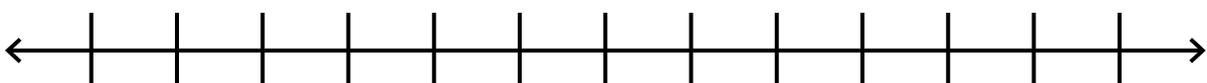
$\frac{8}{10}$

4. Which number is at **X** on the number line?



5. Solve the following problem. You could use the number line below to help.

$$1\frac{2}{7} + \frac{3}{7} =$$



Student name:

6. Match the equivalent fractions by joining a fraction from Column A to a fraction in Column B. Use a straight line to join the fractions.

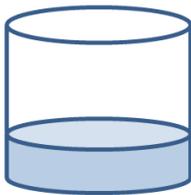
Column A	Column B
2.3	$3\frac{6}{1000}$
3.006	$\frac{16}{4}$
1	$\frac{9}{5}$
2.7	$\frac{3}{3}$
$1\frac{4}{5}$	$2\frac{70}{100}$
4	$2\frac{3}{10}$

7. Use your calculator to help you create a pattern that starts at 4 and subtracts 0.2 for each term.

4, 3.8, 3.6, , , , ,

8. How many eighths make a half?

9. Circle the fraction that best describes how full the beaker is.



$\frac{2}{6}$

$\frac{4}{8}$

$\frac{9}{9}$

$\frac{7}{3}$

10. Circle the correct answer.

$$\begin{aligned} 4.57 &= 0.4 + 0.5 + 0.7 \\ &= 4 + 0.5 + 0.7 \\ &= 4 + 0.5 + 0.07 \\ &= 4 + 0.05 + 0.07 \end{aligned}$$

How was your student able to complete the activity?

No assistance required Some assistance required A lot of assistance required Not able to do this task

Comments:

Inverse riddle

Why do mother koalas carry their babies on their backs?

Use the inverse operation (backtracking) to work out the unknown. Write the letter that matches the answer in the boxes below.



$$\square \times 4 = 20$$

= g

$$\square \times 8 = 320$$

= t

$$9 \times \square = 63$$

= r

$$3 \times \square = 210$$

= e

$$\square \times 9 = 9$$

= p

$$7 \times \square = 56$$

= s

$$\square \div 6 = 70$$

= i

$$\square \div 5 = 10$$

= h

$$\square \div 8 = 8$$

= a

$$\square \times 6 = 180$$

= d

$$7 \times \square = 42$$

= o

$$\square \div 4 = 9$$

= m

$$\square \div 7 = 7$$

= u

420	40	8
		,

40	6	6

50	64	7	30

40	6

1	49	8	50

64

1	7	64	36

49	1

64

5	49	36	40	7	70	70

!

What's the message?

Find out what the message is by solving the problems below. Each answer needs to be replaced by a letter. Make sure you practise your right to left regrouping when you solve the problems.

$438 + 1\,260 =$ is **A**

$2\,458 + 1\,009 =$ is **V**

$678 - 139 =$ is **L**

$2\,463 - 1\,528 =$ is **E**

$2\,459 + 10 + 386 =$ is **Y**

$27 + 36 + 43 + 139 =$ is **R**

$14\,568 - 10\,000 - 343 =$ is **U**

$8\,000 - 2\,333 =$ is **O**

$3\,654 + 1\,228 - 753 =$ is **C**

2 855	5 667	4 225

1 698	245	935

3 467	935	245	2 855

4 129	539	935	3 467	935	245

Student name:



Multiplication madness

Part A

Area models or mental computation?

Look at the sets below. Set A contains a series of multiplication number problems. Set B contains answers only.

Set A

Problem 1 472×5	Problem 2 32×93	Problem 3 67×7
Problem 4 $7\,002 \times 4$	Problem 5 912×2	

Set B

2976	469	2360	1824	28008
------	-----	------	------	-------

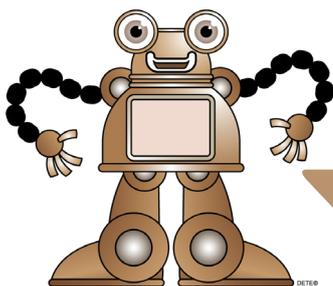
- Tick the number problems from **Set A** you would solve using mental computation.
 - Explain why you would solve these mentally.
-
- Use an area model to solve the more complex number problems. Use the boxes below to show area models arrays and label each.

Problem	Problem
----------------	----------------

Student name:

Problem	Problem
Problem	

- d. Colour each of the number problems in Set A a different colour.
- e. Colour each of the answer boxes in Set B the same colour as its corresponding problem in Set A.



Did you solve the number problems using arrays and mental computation? Keep practising!



Return to Lesson 18.

Student name:



Part B

Grids! Grids! Grids!

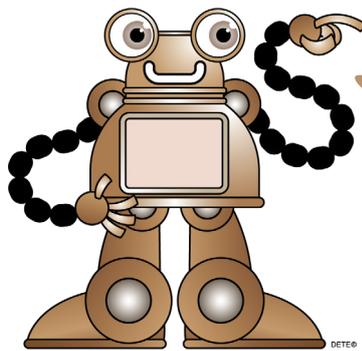
Read through each of the word problems and solve using grids.

- a. Jo taught a Year 5 class of 28 students. Her teaching partner, Lorraine, also taught a class with the same number of students. How many students do they have altogether?

- b. A farmer delivered 55 cartons of eggs to the local grocer. Each carton contains a dozen eggs. How many eggs did the grocer receive?

Student name:

- c. Julie deposited \$76 a month into her savings account for 24 months. How much money did she save altogether?



Remember, keep practising!

How was your student able to complete the activity?

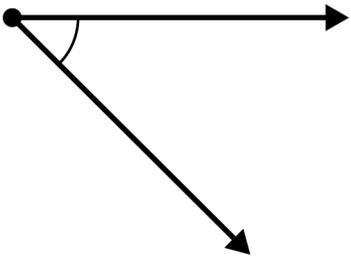
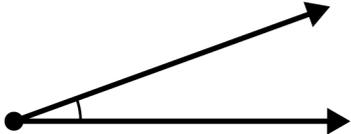
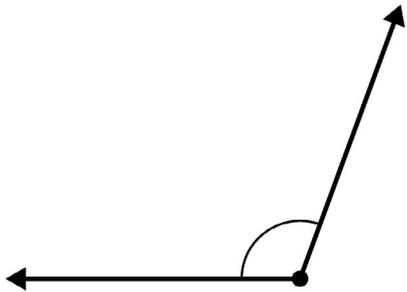
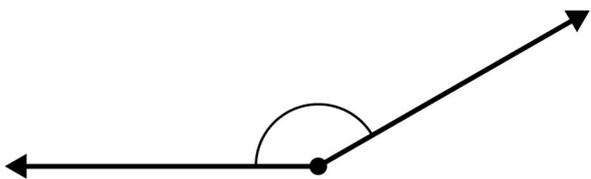
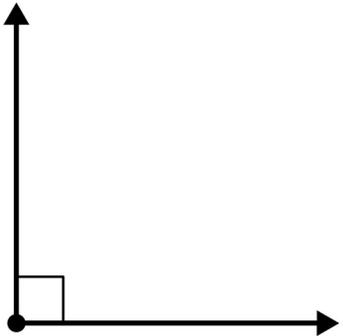
- No assistance required Some assistance required A lot of assistance required Not able to do this task

Comments:

Student name:

Estimating and measuring angles

Estimate the size of each angle and then use a protractor to measure the size of each angle.

<p>1. Estimate: Measurement:</p> 	<p>4. Estimate: Measurement:</p> 
<p>2. Estimate: Measurement:</p> 	<p>5. Estimate: Measurement:</p> 
<p>3. Estimate: Measurement:</p> 	<p>6. Estimate: Measurement:</p> 

How was your student able to complete the activity?

No assistance required Some assistance required A lot of assistance required Not able to do this task

Comments:

'Magic squares'

A magic square has the numbers in all horizontal, vertical and diagonal rows adding to the same answer. For example:

9	2	7	$9 + 2 + 7 = 18$
4	6	8	$4 + 6 + 8 = 18$
5	10	3	$5 + 10 + 3 = 18$

$9 + 4 + 5 = 18$ \uparrow $7 + 8 + 3 = 18$
 $2 + 6 + 10 = 18$

1. Adding three to each of the numbers in the magic square above creates the following. Is this square still magic? Yes No

12	5	10
7	9	11
8	13	6

2. Now add 10 to each of the numbers in the magic square in the yellow box. Check to find out if it is still magic.

3. Investigate what happens to the original magic square (shown below) when you:
- a. subtract two from each number
 - b. multiply each number by three
 - c. multiply each number by five
 - d. multiply each number by seven

9	2	7
4	6	8
5	10	3

4. Investigate the relationship between the number in the middle of the square and the magic number. Describe the relationship.

5. Complete the following magic squares by writing in the missing numbers.

3	8	
2		
7		

2		12
	14	
16		

10	20	6

14		
	15	26

'The riddler'

Solve the following problems to solve the riddle:

There was a green house. Inside the green house there was a white house. Inside the white house there was a red house. Inside the red house there were lots of babies. What is it?

Number	Letter	Problem										
1.	W	The school website has a tracking system to check the number of daily visits:										
		<table border="1"> <thead> <tr> <th>Monday</th> <th>Tuesday</th> <th>Wednesday</th> <th>Thursday</th> <th>Friday</th> </tr> </thead> <tbody> <tr> <td>120</td> <td>32</td> <td>145</td> <td>269</td> <td>10</td> </tr> </tbody> </table>	Monday	Tuesday	Wednesday	Thursday	Friday	120	32	145	269	10
		Monday	Tuesday	Wednesday	Thursday	Friday						
120	32	145	269	10								
How many visits were there altogether on Monday and Tuesday?												
2.	A	How many visits were there in the whole week?										
3.	M	There were 2340 tickets for sale. So far, 1731 tickets have been sold. How many tickets are left?										
4.	R	Phil and Louise get pocket money every week. Phil gets \$4 and Louise gets \$7. After 11 weeks, Louise will have received more pocket money than Phil. How much more?										
5.	L	Ten people share a prize of \$9750. They keep \$950 each and give the rest to charity. How much money in total do they give to charity?										
6.	T	A stationery shop sells packets of pencils. There are 7 pencils in each packet. Each packet costs \$6. What is the largest number of pencils that can be bought for \$50?										
7.	N	You are organising toys into boxes for the school fete. You have 865 toys and 5 boxes. How many toys will you put into each box?										
8.	O	Annette has 9 packets of crayons. There are 6 crayons in each small packet. There are 10 crayons in each large packet. Annette has 3 small packets. How many crayons does she have altogether?										
9.	E	There are 144 oranges in 9 cases. How many in 1 case?										

576	152	576	56	16	\$33	609	16	\$250	78	173

Wellbeing

We want our children to grow up healthy happy and strong. This means having the chance to run free and explore the country around them. It can include traditional ways of preventing sickness and staying healthy. We encourage children to watch out for each other and keep each other safe, to eat healthy food and keep themselves clean.

The wellbeing activities in this book will help students to develop their social and emotional skills, understandings and capabilities. The topic in this book helps students to understand their personal strengths.

Why learn about personal strengths?

Character strengths are important for thinking, feeling, and behaving. Working on personal strengths helps a person and others around them.

Students learn about personal strengths so they can:

- Learn and practice using words about strengths and positive qualities. This helps them to recognise and understand strengths and positive qualities in themselves and others
- Discuss personal, social and ethical challenges. This supports them to deal positively with challenges in their own lives and in the lives of people around them.
- Promote their own wellbeing and positive behaviour.

These are the underlying principles of the strength-based approach:

- All children have strengths and abilities
- Children grow and develop from their strengths and abilities
- The problem is the problem—the child is not the problem
- When children and those around them appreciate and understand the child's strengths, then the child is better able to learn and develop.

These 5 lessons should take about 30 mins and should only be done once per week.

2020

Year Five

Module 2: Personal Strengths
Student Activity Book

Student: _____



NT Schools of the Air

NT DEPARTMENT OF EDUCATION

Date Printed 7/02/2019

Getting Along

Activity One

Success Criteria

Year Five

- I described what helps me to get along with others
- I described how I am responsible for helping everyone to get along

Equipment

Coloured pencils	Blank paper
------------------	-------------

Steps

Today you participated in games to explore what helps you to get along with others. The games focused on the skills and behaviours you need to:

- a. protect everyone's right to learn, and their right to feel safe and respected
- b. be friendly, show respect and work hard

1. Use the sentence starter, "students who get along ..." to write five skills and behaviours that you can use to be responsible for how well everyone gets along.
2. Use the blank page to create a poster to advertise one of your sentences.
3. Share your Getting Along poster with everyone and explain why you think it will help you and everyone to get along.

Getting Along
<i>E.g. Students who get along resolve conflicts without fighting</i>
<i>1. Students who get along</i>
<i>2. Students who get along</i>
<i>3. Students who get along</i>

4. Students who get along

5. Students who get along



Tips for Getting Along

LISTEN carefully to others.

SHARE when you have something that others would like to have.

TAKE TURNS when more than one person wants to do the same thing.

COMPROMISE when you have a serious conflict.

DO YOUR PART the very best that you possibly can.

SHOW APPRECIATION to people for what they contribute.

ENCOURAGE PEOPLE to do their best.

MAKE PEOPLE FEEL NEEDED. Working together is a lot more fun that way.

DON'T ISOLATE OR EXCLUDE ANYONE. Everybody has something valuable to offer and nobody likes being left out.

Strength Detectives

Activity Two

Success Criteria



- I described a range of personal qualities and strengths

Equipment

Pen / pencil to write with	Coloured pencils
----------------------------	------------------

Steps

Today you have learned how everyone has strengths that are unique to them, this is why they are called personal strengths. Personal strengths are also known as character strengths. These strengths are attributes that help you to make the most of your skills and talents, as well as to take advantage of your experiences and deal with the challenges in your life.

Personal Qualities Pyramid



Name:

Date:

1. Read the following strength cards.
2. Colour in two cards that best describe you.
3. Choose a lighter colour for three different cards that sometimes describe you.

<i>Honesty</i> You speak truthfully.	<i>Courage</i> You do not hide from challenging situations.	<i>Fairness</i> You treat people fairly.	<i>Compassion</i> You think of how others are feeling.
<i>Humour</i> You see the lighter side and help people to laugh.	<i>Enthusiasm</i> You have lots of energy and excitement for life.	<i>Creativity</i> You think of many ways to solve a challenge.	<i>Loyalty</i> You stay true through difficult times.
<i>Tolerance</i> You accept differences and distress without anger.	<i>Generous</i> You give your time and possessions freely.	<i>Determination</i> You work hard to achieve your goals.	<i>Self-control</i> You control your desires and stick with your decisions.
<i>Trustworthy</i> You do what you say you'll do.	<i>Hope and Optimism</i> You always look on the bright side of things.		



4. Read the statements in the table below.
5. Place a tick in the column you think matches best. Refer to the Personal Qualities Pyramid on the previous page if you need help.

Example

Skill, Talent or Strength?	Skill	Talent	Strength
I can speak another language fluently.	✓		
I am courageous when I have to do something that is challenging.			✓
I tell stories really well.		✓	

Name:

Date:

Your Turn

Skill Talent or Strength?	Skill	Talent	Strength
I can bake a yummy cake.			
I show compassion when someone has suffered a misfortune.			
I can swim backstroke.			
I can shoot a basketball through a hoop.			
I enjoy singing and sing well.			
I am good at listening to other people.			
I show self-control when things don't go my way.			
I talk to anyone confidently.			
I enjoy art and craft projects.			
I am loyal to my friends and family.			
I like to work with numbers and solve problems.			
I am good at picking up how other people are feeling.			
I am always curious, I enjoy thinking of new ways to do things.			
My handwriting is neat and legible.			
I can ride my bike without holding the handle bars.			
I am honest, I tell the truth, even when it's hard.			
I like to make things out of wood, metal, recycled materials – anything really!			
I always look on the bright side of things, my friends say I am optimistic and hopeful.			
I make people laugh and find the funny side of things.			
I run like the wind.			
I am really comfortable around animals and they are usually calm around me.			



Name:

Date:

6. Write a paragraph to recount a time you used a strength you weren't aware of.

For example:

My strength is being generous. I am generous with my time and my possessions.

Last week when some family friends came to visit. I took the younger children into my room to play. They had a really good time and I liked hanging out with them. All of the adults commented on how great I was at looking after the little kids. I felt really proud. It felt good to be generous.

Your Turn

7. Read your paragraph out to everyone at the end of lesson but don't reveal your strength, see if they can guess!



Success Criteria



- I described ways that my strengths influence me

Equipment



Steps

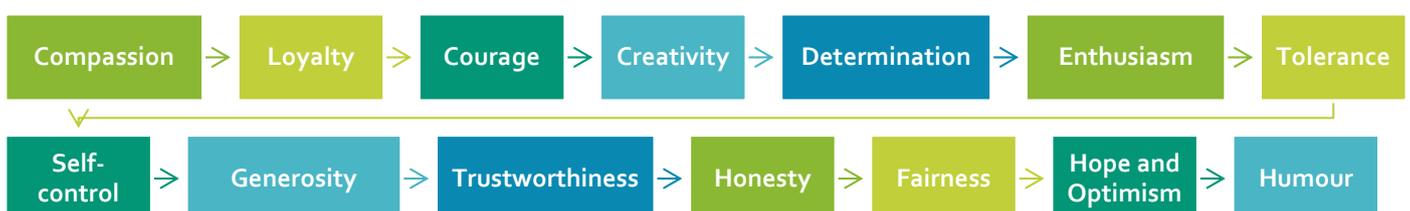
Today you learned that our strengths influence everything we do. Using our strengths helps us to feel good about ourselves and to do our best at home, at school, with our friends – in aspects of our lives, in every minute of every day.

1. Read the lists of Personal Strengths and choose two strengths that you think you use every day. (Hint: if you're not sure, ask the people who are with you – they will know the strengths that help you to do your best and be your best.)
2. Write a paragraph to explain how each of your strengths influence you in the space provided.

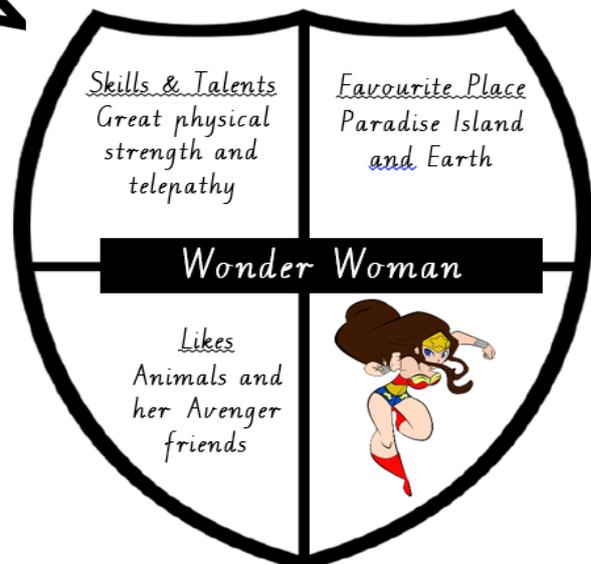
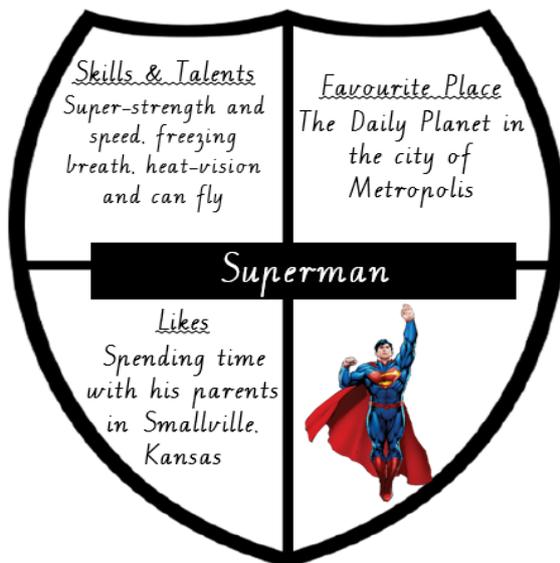
Example

My strengths are creativity and showing optimism.

I am always optimistic and hopeful when a new opportunity comes up. Some people worry about things changing or doing something different but I love it. I am usually confident that everything will turn out okay and when people are being negative, I will try to influence them to see the good side.



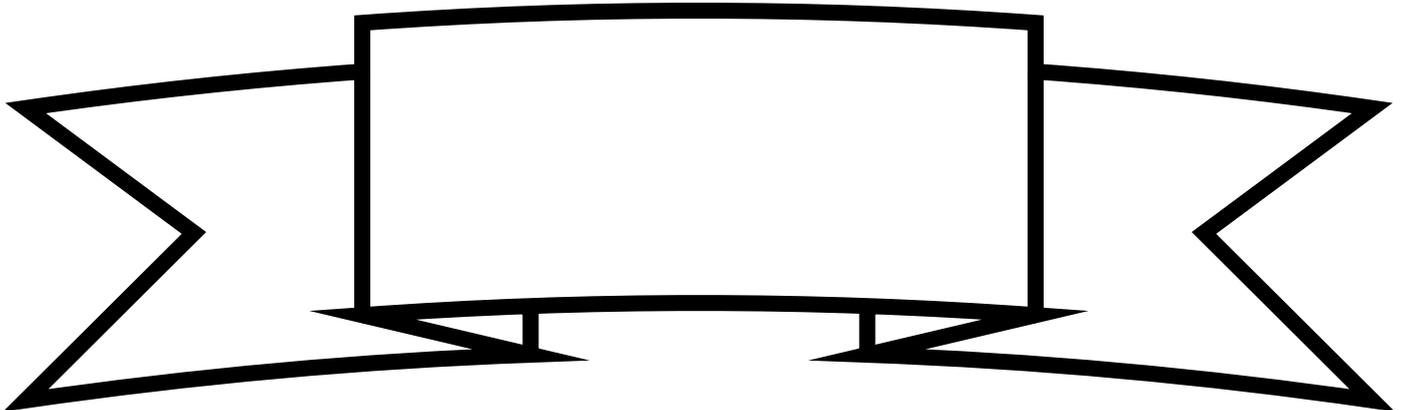
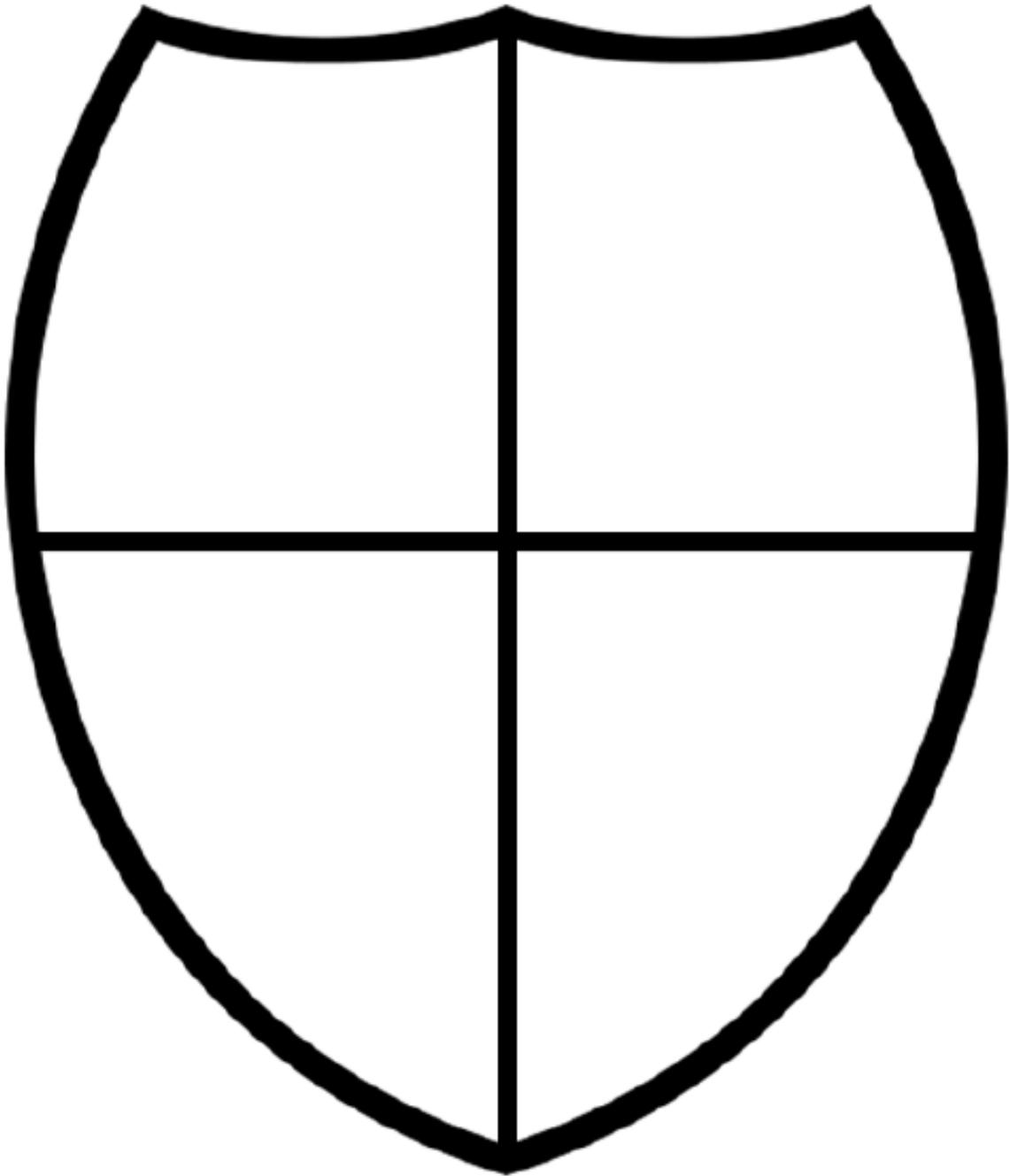
3. Read the Batman and Wonder Woman strength shields.
4. Create your own shield on the page provided (or if you want to make a larger shield, use a large piece of blank paper and paste a photo of your finished shield into your activity book).
5. Share your work with everyone when you are finished.
6. Tell everyone how your strengths influence the skills, talents, favourite place and likes you included on your shield.



Name:

Date:

My Strengths Shield



Success Criteria



- I described a range of personal strengths
- I described ways that strengths can be used to influence me and others

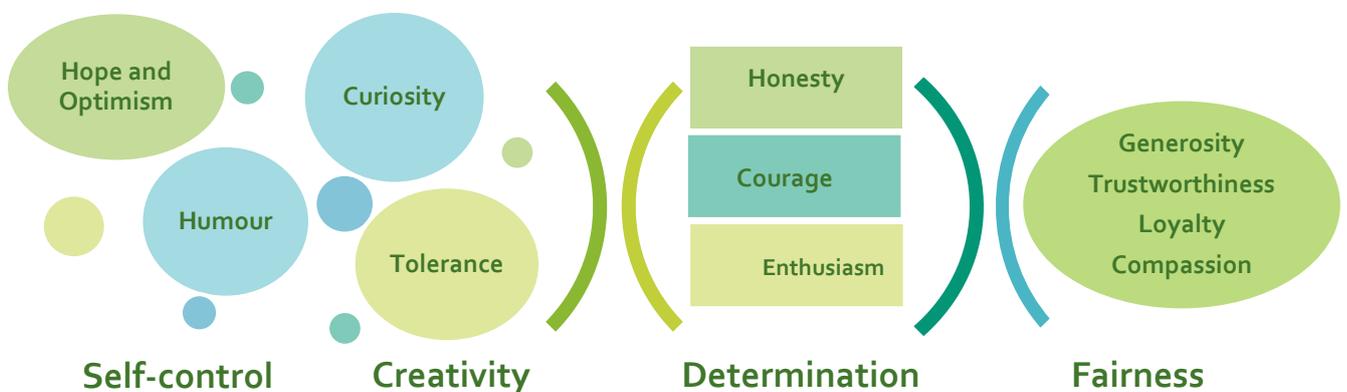
Equipment



Steps

In this activity you will need to think about how people use their character strengths to help them deal with the challenges of everyday life.

1. Read the scenarios on the following page.
2. Think about which strengths you think would best help the character in the scenario as they work at solving their problem. Refer to the character strengths list to help you select which strength you think fits best or turn to Activity Two for a description of each strength
3. Answer the questions in the space provided.
4. Choose one scenario to share with everyone when they have finished, ask them what advice they would give.



Example

Jack's maths work is particularly challenging this week.



- a. Which strengths can Jack use to get his maths finished and do his best?

determination and courage

- b. What advice would you give Jack?

I would advise Jack to not give up, to give it a go by himself first and if he is still not feeling very confident, to ask his home tutor to do one problem with him, so he can see an example, then have another go on his own.

Your Turn

Yin won a novel signed by the author in the school writing competition. It is her friend's favourite author and she knows her friend cannot afford to buy the book.



- a. Which strengths would Yin use if she decides to give her friend the novel?

- b. What advice would you give Yin?

Name:

Date:

Shanti really wants to abseil and go on the high ropes while she is on camp but the thought gives her butterflies in her stomach.



a. Which strengths could Shanti use to join in the activities?

b. What advice would you give Shanti?

Kevin notices a new student sitting all alone at lunch time during In-school week.



a. What strengths could Kevin use to go over and ask him/her to join is game?

b. What advice would you give Kevin?

Name:

Date:

5. Think about a strength that you think could help you to do your best at home or at school and then describe three actions that you could take to help use this strength.
6. Share the strength you are practising with everyone when they have finished their activity.

Example

Enthusiasm

When Mum asks me to help with the dishes after dinner, I am going to smile and say, "yes, no worries".

When I find out that I have to do more work to improve my writing, I'm going to tell myself, "let's give this your best shot."

When I wake up in the morning I am going to stand up, take 3 deep breaths and say, "what a great day."

Your Turn

Self-Assessment

Activity Five

Success Criteria

Year Five

- I reflected on what I have learned about getting along and personal strengths

Equipment

Coloured pencils / textas

Pencil

Steps

1. Read the *I Statements* in the checklist and put a tick in the column that best fits you.
2. On the table below, think about what you have learned about personal strengths.

I Statements ...	 on my own	 with help
<i>I described what I can do to get along with others so we can all be safe, feel respected and learn.</i>		
<i>I described my personal strengths.</i>		
<i>I explained how I use my strengths in everyday life.</i>		
<i>I identified how my strengths influence my skills and talents.</i>		
<i>I described how I use my strengths to influence other people.</i>		
<i>I described how someone I admire uses their strengths.</i>		
<i>I understand how my strengths help me to live a good life and be happy.</i>		



3. Do a 'Think, Share, Record' to help you form your responses to the questions:
 - a. think about what you want to say on your own
 - b. share your idea/s with someone else (e.g. home tutor, sibling, parent)
 - c. write your idea
4. Share your reflections with everyone.

What did I learn about personal strengths?

E.g. Talking about my own strengths and the strengths of others helped me to understand how they influence me in my everyday life.

What helped me to learn?

E.g. Talking with everyone else about their activities helped me to understand that people use their strengths in different ways.

What else do I want to know about personal strengths?

E.g. Why do people who are related have different strengths?



Art

This book has nine Visual Arts units for year 5-6 students to work on at home. They are designed to be enjoyable and challenging. The activities draw from the Australian Curriculum Visual Arts standards and are targeted to your child's year level.

Some units link to other subject areas. For example, the Memphis Designer Builders and Escher Metamorphosis link to STEM.

What materials do we need?

Most materials are readily available from Art and Craft supply stores or your newsagent. Possibly you will already have materials at home. Look around for things that you can re-use, such as fabric, boxes, plastic containers, foam trays or sponges.

We recommend that you set up an area where the student can return each day to continue the project. This might be in a study, under the house or on a spare fold up table in the living room.

How long do the units take?

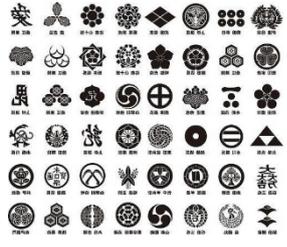
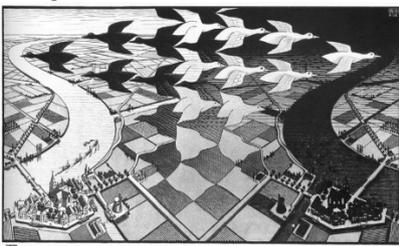
The units are project based and are designed to take between 1-4 weeks from start to finish.

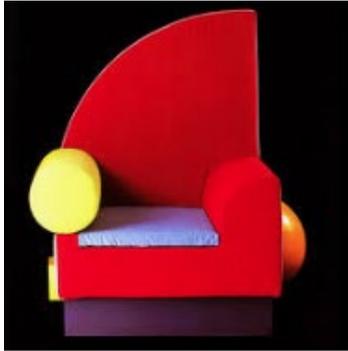
The activities work best if students work in chunks of about 1 or 2 hours, but the time frame can be changed to suit your schedule. For example, students might break an activity into two blocks.

If a student is enjoying a project and wants to do more work on it this is ok. Many of the units have options to extend.

Home Learning Materials- Visual Art- 5-6

See attached documents for full descriptions of activities and examples.
 Ask an adult or friend to help you follow any instructions and find the things you need.
 Check if it is ok to use paint, etc at home and how to protect surfaces and clothes.
 If you can't understand the instructions or haven't got the suggested resources, have a go anyway with what you have got and enjoy doing some art!

<p>Make your Mark- Design a Japanese Emblem Research Japanese emblems and their meanings.</p>  <p>Design an emblem for yourself or your culture. Draw it in different media, e.g. pen, pencil, digital.</p> <p>In this project you will develop your understanding of the role of symbols to represent identity across different cultures and reflect on your own identity.</p>	<p>Escher Metamorphosis Look closely at the picture "Day and Night", by Escher in 1938. What transformations or dualities are evident? From black to white, night to day, figure (object) to ground and from flat fields to living birds.</p>  <p>Create an image, an animation or a plot outline for a short story that shows progressive evolution, metamorphosis, transformation, or duality.</p>	<p>Cartoon Letters Have a look at some cartoon letters in comics or online, e.g. bubble writing. Have a go at writing your name in different cartoon writing styles. Design your own cartoon writing style.</p> <p>If you learn how to draw cartoon letters, you can have fun adding it to your art, or reports or book covers, whatever appeals to you. The letters can be coloured with markers or painted and applied to a range of different projects.</p> 
<p>Foolproof Printmaking Basic Printmaking Techniques – Look at some relief, monotype, and silkscreen prints.</p> <p>Make a printing block by using cardboard and gluing on some found objects e.g, leaves, string, paper, fabric. Paint and use to make prints.</p> 	<p>Owl Drawings The Owl Drawing lesson is inspired by the <i>Animals in Art Lesson</i> by Patti Caiola. It is inspired by the animated film, Legend of the Guardians: The Owls of Ga'Hoole.</p> <p>Choose a type of owl you are interested in and draw your own owls, using lead pencils and a rubber to shade, or finger to blend.</p> 	<p>Line and Pattern Drawings These are designed as assignments for you to complete at home in your visual diaries. They are used as a way in which to improve your drawing skills.</p> <p>There are 13 pattern drawing activities listed.</p> 

<p>Sidney Nolan- Ned Kelly In this lesson, you will be introduced to Sidney Nolan’s Ned Kelly series and their significance as one of the greatest sequences of Australian paintings in the 20th century.</p> <p>Follow the links in the attached lesson plan on Sidney Nolan’s Ned Kelly series and watch the video clips. Read about Ned Kelly.</p> <p>See if an adult can have a look at the sheet and ask you the quiz questions in the introduction and conclusion.</p> <p>Find images of Sidney Nolan’s Ned Kelly series online.</p>  <p>Using acrylic paints (or whatever you have), create a picture employing the same techniques used by Nolan. E.g. strong colours with a black figure.</p>	<p>Memphis- Designer Builders In this project you will explore the role of modernity in design by examining works by the Memphis design group.</p> <p>You will develop your fine motor skills and understanding of shape and measurement by planning and creating a geometric three-dimensional design which reimagines an everyday object.</p> <p>Draw a design for a piece of furniture using block colour and patterns in strong shapes. Make your design using craft paper or card from food packets.</p>  <p><i>Armchair</i></p>	<p>Suburban Collages inspired by Howard Arkley In this activity you will develop your understanding of visual conventions and artistic practices in Australian contemporary art.</p> <p>Design a patterned house inspired by Howard Arkley.</p> <p>Make it using collage materials such as different coloured paper, wrapping paper or fabrics.</p> <p>Talk about the discussion points with a friend or family member.</p> 
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With all the activities, reflect on the art you have created and think about:

- What worked and didn’t work?
- Which parts do you like or not like? Why?
- What would you do differently next time?
- What have you learned?

GREAT ART IDEAS FOR PRIMARY SCHOOL TEACHERS

MAKE YOUR MARK: DESIGN YOUR OWN JAPANESE INSPIRED EMBLEM

YEAR 5–6

OVERVIEW

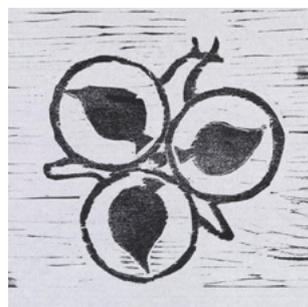
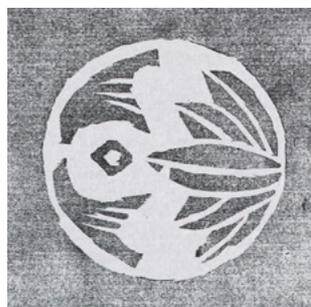
In this project students will develop their understanding of the role of symbols in representing identity across different cultures and reflect on their own identities. They will develop their expressive art-making skills by designing and printing an emblem which represents themselves or a group to which they belong.

LEARNING OBJECTIVES

Students will:

- Identify and describe how ideas of belonging and identity are expressed in emblems and crests by comparing artworks from the different historical and cultural contexts of Japan and Europe.
- Create a personal symbol or motif that explores and represents their own individual identity using a variety of materials.
- Create a printing block for their design and print multiple prints.
- Analyse how symbolic meanings are constructed in their own artworks and the artworks of their peers and reflect on how effectively their ideas have been expressed.

STUDENT EXAMPLE



Woodblock prints created by Emmanuel College students at the NGV

RELATED ARTWORKS



Japanese

Sword guard with chrysanthemum design Edo period (1600–15)–1868

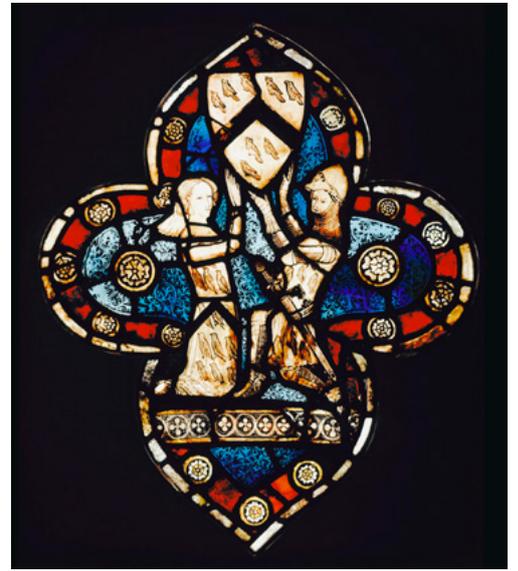
(*Kikuka zu tsuba* 菊花図鑢)

iron

0.6 x 7.1 cm diameter

National Gallery of Victoria, Melbourne

Felton Bequest, 1916



England

Sir John and Lady de Hardreshull, panel 14th century

stained glass, lead

72.8 x 59.9 cm

National Gallery of Victoria, Melbourne

Felton Bequest, 1922



Japanese

Box for horse trappings with chrysanthemum crests Edo period (1600–15)–1868

(*Kikumon iri umakazari bako* 菊紋入馬飾箱)

lacquer and gold leaf on wood and leather,

paper, metal, (other materials)

(a-c) 29.6 x 67.0 x 42.0 cm (overall)

National Gallery of Victoria, Melbourne

Accessioned, 1888

DISCUSS

Mon is the Japanese word for an emblem. Comprising of bold, symbolic elements, *mon* are used in Japan to identify a group, an individual or an institution. *Kamon* is the Japanese word for a family emblem or symbol which identifies ancestry. *Kamon* are thought to have been first used by noble families at the end of the Heian Period (794–1185) to mark possessions. They appeared on flags, clothes, furniture, buildings and personal items. Today, there are many thousands of distinct *kamon*, for example the chrysanthemum seal is used by the Imperial family of Japan and can also be found on the Japanese passport.

In European countries, many noble families had a coat of arms and crest as a symbol of identity. In *Sir John and Lady de Hardreshull, panel*, 14th century, the Lord and Lady hold up their family coat of arms, which features birds on the shield (martlets).

Introduce your students to the related works of art and use the following discussion prompts to explore the formation and expression of family identity:

- Find a chart of *mon* on the internet and look at the example of Japanese *kamon*. What qualities do they have in common?
They are often circular and use a single flat colour, with positive and negative shapes rather than tone. They use a single motif, like a plant, flower or an abstract design that holds symbolic meaning.
- Compare examples of emblems from Japan with the European example. How are they different and what do they have in common?
- Work in groups of two or three:
 - List all the different groups you belong to, for example, family, clubs, school, and cultural groups.
 - Draw symbols or signs that might represent those groups.
 - Share what each group has discovered with the class.

RESOURCES & MATERIALS

- A4 sketching paper
- Grey lead pencils
- Lino carving tools
- Ink rollers (for inking the printing block)
- Bamboo baren or hard rollers for printing
- Paper
- Acrylic plate or smooth surface for rolling ink
- Carbon paper or tracing paper for transferring the design
- Soft cut carving blocks (printing rubber), Japanese woodblocks (plywood) or lino tile
- Water-based block printing ink (black or red)

CREATE

Students design and print their own emblem using the following steps:

1. Sketch ideas for a symbol to represent in a print.
It should represent you or one of the groups you belong to, for example your family, or a sporting group.
2. Refine the symbol into a simple, bold emblem that fits in a circle. The size should fill the whole printing block.
Remember that images print in reverse.
3. Transfer the design to the block using carbon or tracing paper.
4. Using lino carving tools, carve away the areas of the design that will remain white.
5. Spread the printing ink onto a smooth surface with a hard roller and then ink the printing block.
6. Place your paper on to the block and roll across it with a roller to print your emblem.
Alternatively, you could rub it with a bamboo baren or run it through a printing press for the same effect.
7. Re-ink the block and repeat step 6 to create an edition of prints.
You might like to try printing the design onto a different surface such as fabric or wood.

PRESENT & REFLECT

Students can show their emblem to the class and mount them as a display to form a class portrait.

- What artistic choices did you make when creating your design?
- How does your design represent you or the group you have chosen?
- What changes might you make to improve your work?

NGV SCHOOLS PROGRAM PARTNERS



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EXHIBITION THEMES AND IDEAS

METAMORPHOSIS

Metamorphosis – a change from one state to another – was another idea that captivated Escher. From 1937 Escher began a series of prints exploring the possibilities suggested by such transformations, inspired in part by a thought association game he had played as a child, in which he challenged himself to connect two arbitrary ideas with a logical series of steps.²

One of the earliest of these was *Metamorphosis I*, 1937, which begins on the left with the realistic depiction of Atrani, a village on the Amalfi Coast of Italy, transitions to abstract cubic forms that then flatten into tessellating shapes from which a little figure emerges on the right. The image changes from a realistic landscape to geometric forms and pattern, to a single figure; from a representation of three dimensions to two. *Metamorphosis II*, 1939–1940, which developed from *Metamorphosis I*, was a four metre long woodblock print printed from sixteen blocks that began and finished with the word 'metamorphose', included ten transformations and like *Metamorphosis I* also incorporated the village of Atrani.

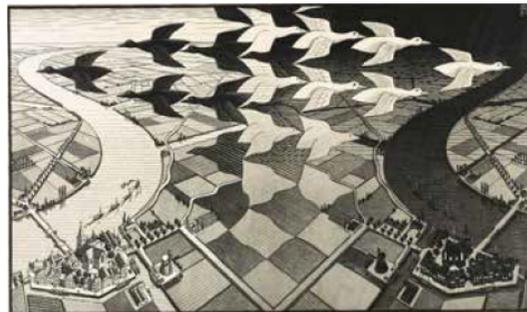
Day and Night, 1938 was Escher's most popular print – he printed over 650 copies. *Day and Night* includes many transformations and dualities (opposites, contrasts or counterparts).

DISCUSSION POINTS:

- Look closely at *Day and Night*, 1938. What transformations or dualities are evident? From black to white, night to day, figure (object) to ground and from flat fields to living birds are some you might notice.
- What other ideas or associations does this image raise for you?

STUDENT TASK:

- Play Escher's metamorphosis game. Select two random objects. In small groups find steps to link them together and then compare the different paths each group has taken.
- Metamorphosis can be seen as an allegory for different kinds of development and change that might not always be visible. Many 'heroes' journeys' are an example of metamorphosis through experience, in which a new character emerges after a series of trials. Many transformations in stories such as the gothic novel *Dr Jekyll and Mr Hyde* by Robert Louis Stevenson, are about the opposites that can exist inside one person. Create an image, an animation or a plot outline for a short story that shows progressive evolution, metamorphosis or transformation, or duality.



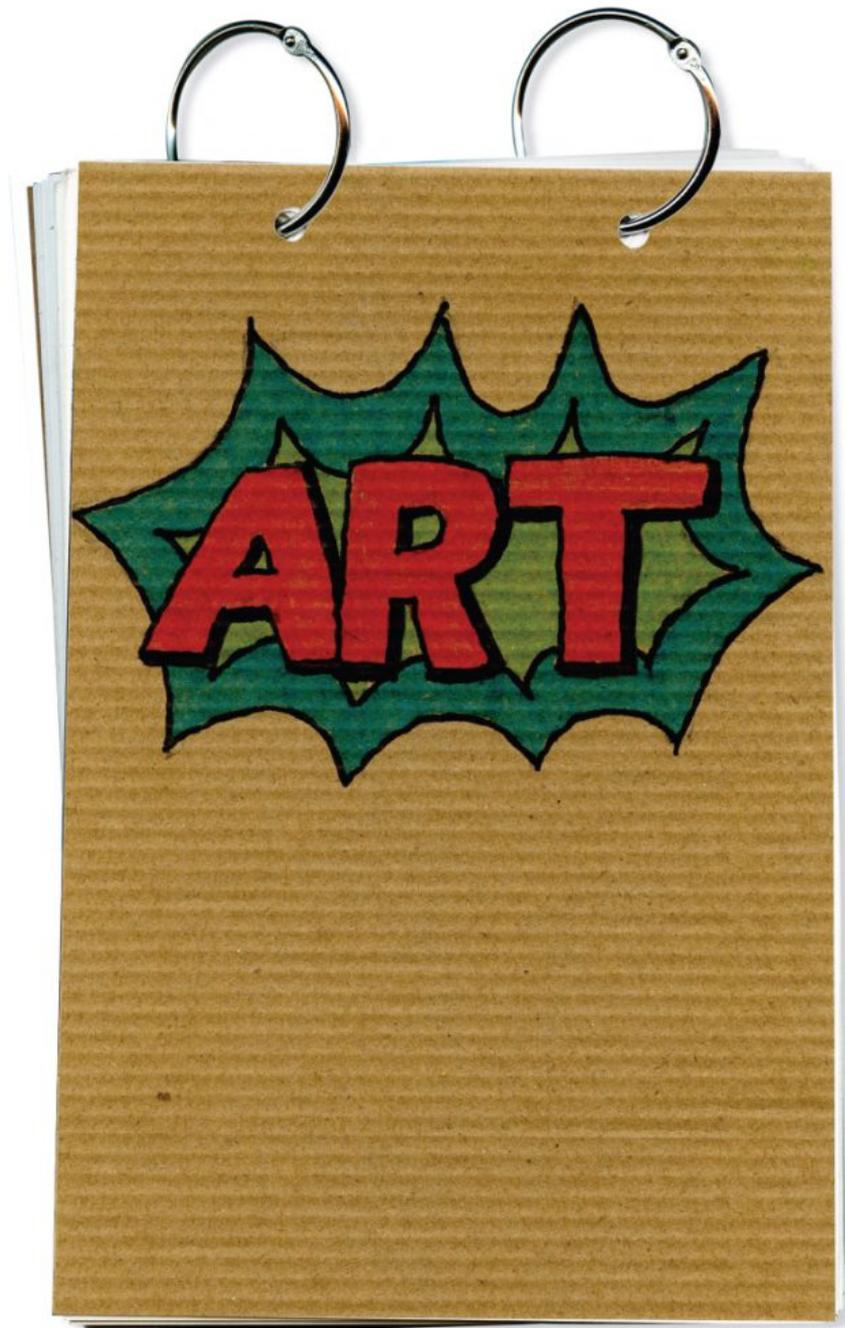
M. C. Escher
Metamorphosis I May 1937
woodcut on two sheets
Escher Collection, Gemeentemuseum Den Haag,
The Hague, the Netherlands
© The M. C. Escher Company, the Netherlands.
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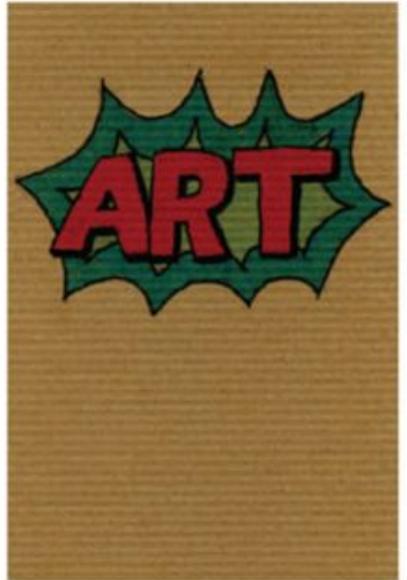
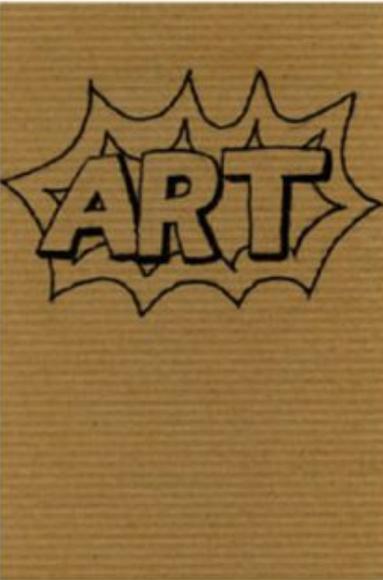
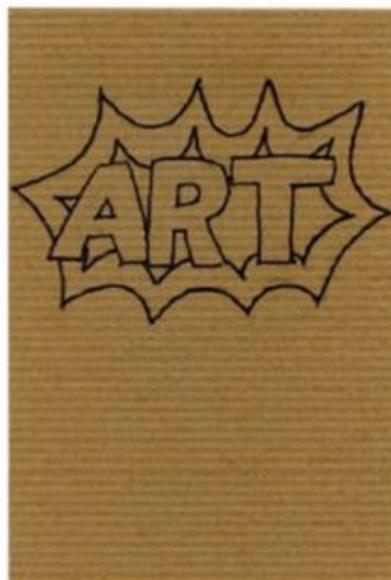
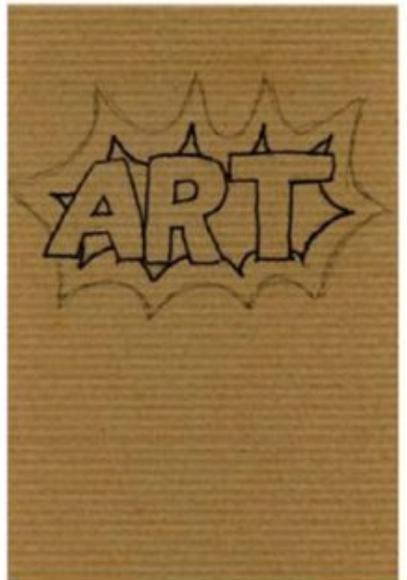
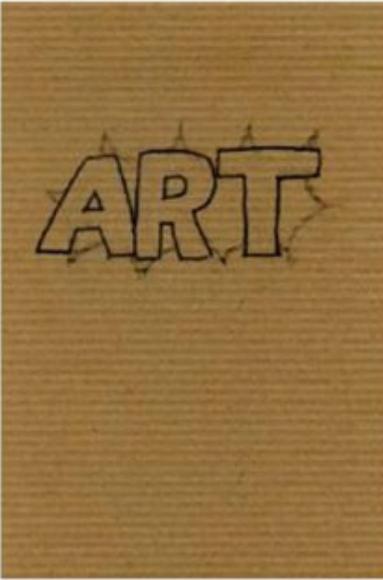
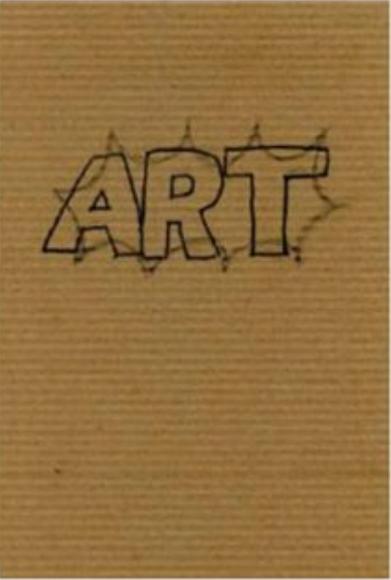
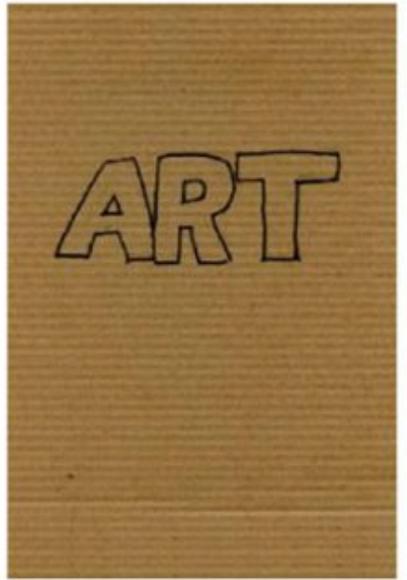
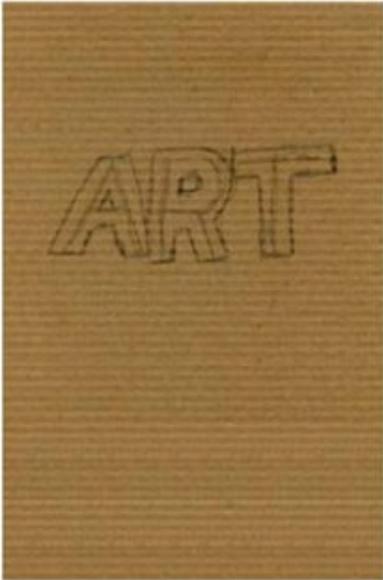
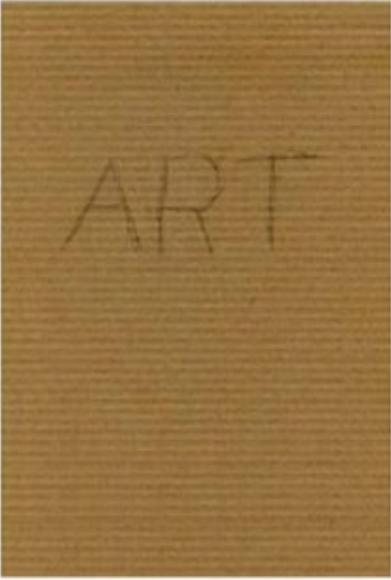
M. C. Escher
Day and night February 1938
woodcut, printed in grey and black inks
Escher Collection, Gemeentemuseum Den Haag,
The Hague, the Netherlands
© The M. C. Escher Company, the Netherlands.
All rights reserved.

Draw Cartoon Letters

[Cartoon Drawing](#), [Drawing](#), [lettering](#), [Markers](#) |

If students learn how to draw cartoon letters, they can have fun adding it to their art, or reports or book covers, whatever appeals to them.







Years of experimenting in the classroom helped me develop a very inexpensive way to make art journals with hundreds of students, for just pennies apiece. And rather than create more work they actually streamlined the classroom process.

Whenever possible, I would provide students with corrugated cardboard for the cover. After watching too many of them just scribble their name on the front, I started making cover art one of the projects. This cartoon lettering was a favorite. You can read more about my **Recycled Art Journals** [HERE](#).

MATERIALS

- [Art Burst Cover Tutorial PDF \(Download here\)](#)
- Paper or cardboard for a journal cover as shown
- [Markers, I used the Stabilo brand*](#)
- [Black Sharpie, fine tip*](#)

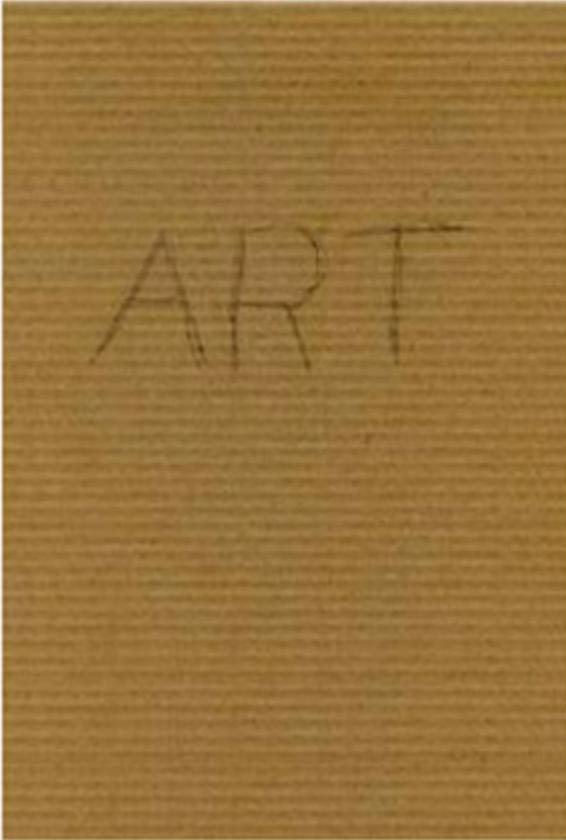
**The above product links are a referral. If you click through and take action, I'll be compensated a small amount, at no extra expense to you.*

DIRECTIONS

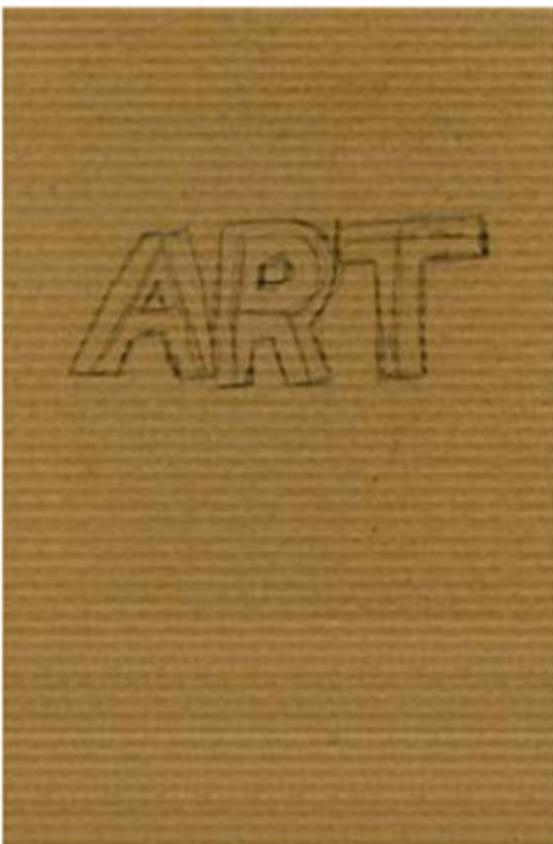
Time needed: 1 hour.

How to Draw Cartoon Letters

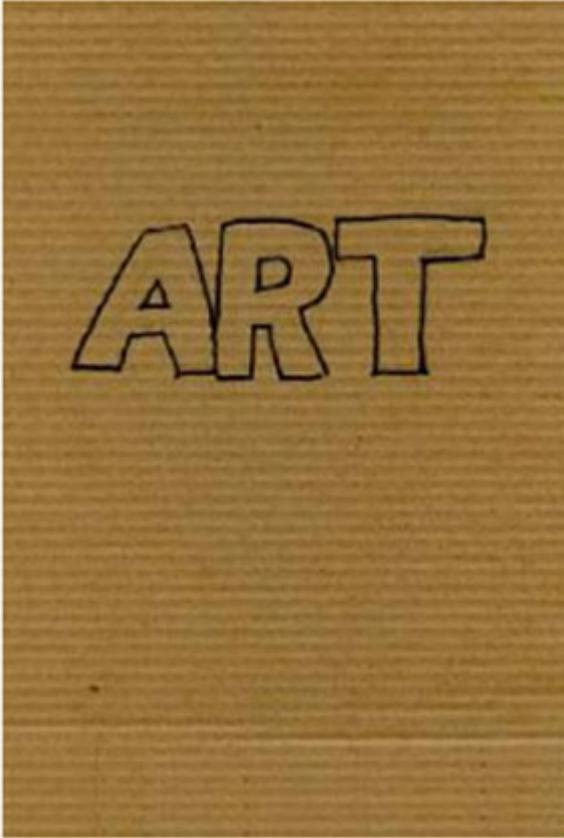
1. **Lightly draw large capital ART stick letters.**



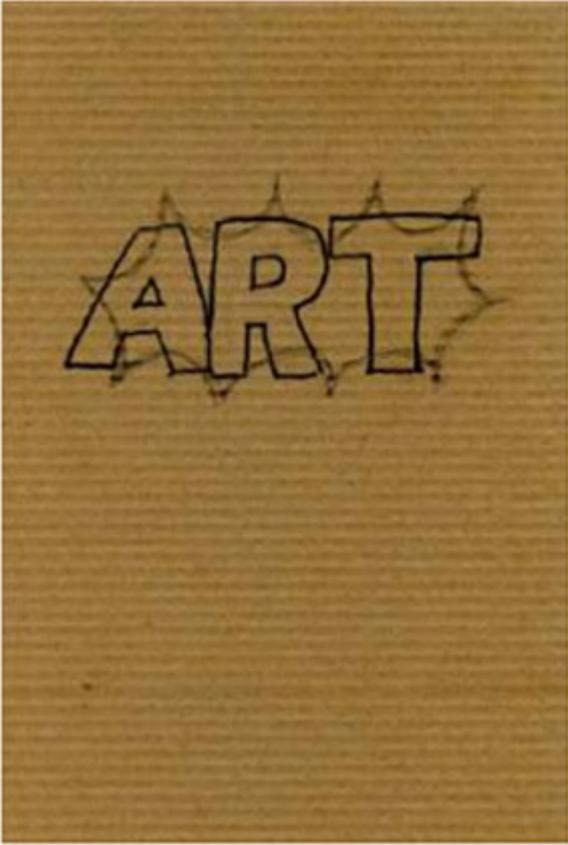
2. Trace around the stick letters to turn them into block letters.



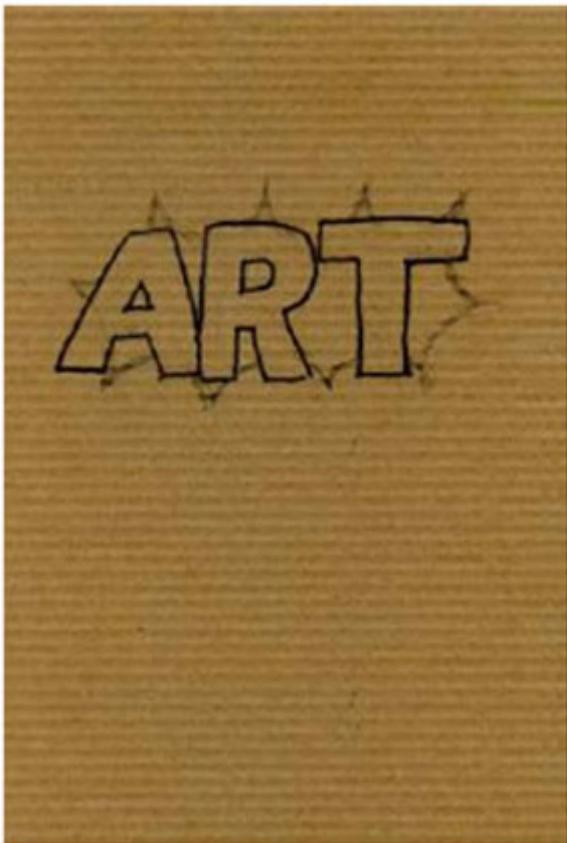
3. Trace the block letters with a marker. Erase pencil lines.



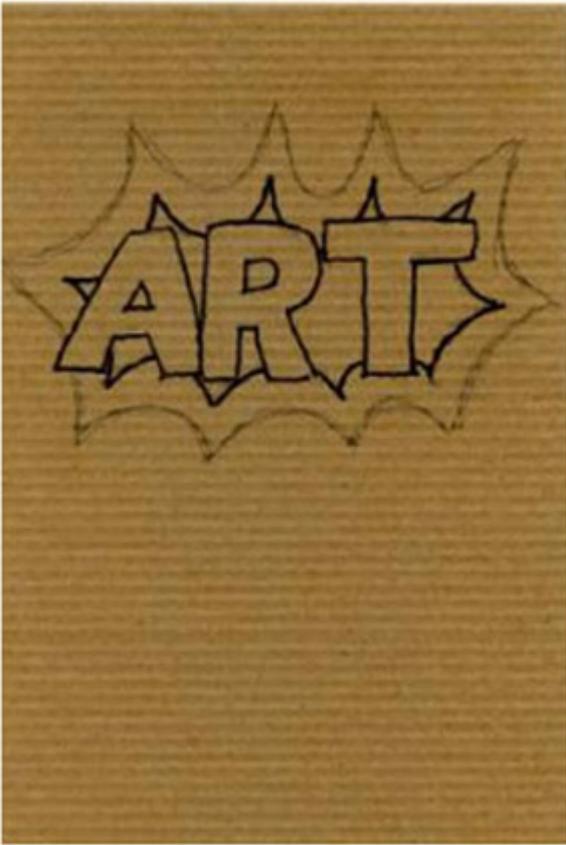
4. Draw a burst in pencil. Note: It MUST be smaller than the letters.



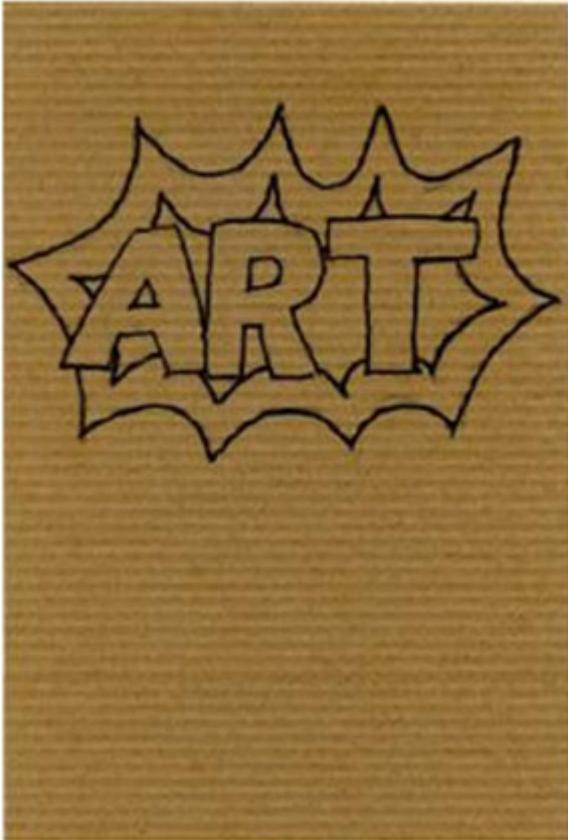
5. Erase all the burst lines inside the block letters.



6. Trace small burst lines with a black marker. Draw a larger burst around the outside.



7. Trace the larger burst with the marker.



8. Use the marker to draw a shadow on the bottom and right of each letter.



9. Color with markers, using contrasting colors.



Incredible Art Home

Pre-School Lessons

Elementary Lessons

Jr./Middle Lessons

High Sch. Lessons

College Art Lessons

Substitute Lessons

Art/Drama Lessons

Art Activities

Art Lesson Links

Cartoon Lessons

Files for Teachers

Submit a Lesson

Ads by Google

Printmaking Artists

Advertisements

Art and Craft Ideas

Color Printing

Fool Proof Printmaking

Submitted by: [Lindsay B](#)

Sidney City Schools

Title of Lesson: Fool-Proof Printmaking

Grade Level: Adaptable, 3 - 12

Goals/Objectives:

Design and create a printmaking block. My goal for my students after they have made it is to make an edition of three identical prints, I have done this with sixth grade, but it can easily be adapted to other levels.

Supplies:

- Cardboard (I use 5" by 5" [12.7 x 12.7 cm] squares of scrap cardboard, I HAVE TONS OF IT.)
- [Scissors](#)
- [White Glue](#)
- Scrap Paper
- [Tempera Paint](#)
- [Construction Paper](#)

**Could also use relatively flat found objects--buttons, puzzle pieces, etc. Need to be the same height off the surface.

Books:

[The Printmaking Bible: The Complete Guide to Materials and Techniques](#) - The Printmaking Bible is the definitive

resource to the ins-and-outs of every variety of serious printmaking technique practiced today.

Basic Printmaking Techniques - Share the excitement of relief, monotype, and silkscreen printing with your students. Clear text and visual demonstrations present a variety of techniques that students can perform with a minimal amount of training and equipment.

Procedures:

The students do thumbnail sketches of designs that can be abstract or purely decorative or they can have meaning/symbols.

After they decide on a design they draw it with pencil on the cardboard. Then they use glue to attach string directly over their pencil marks.

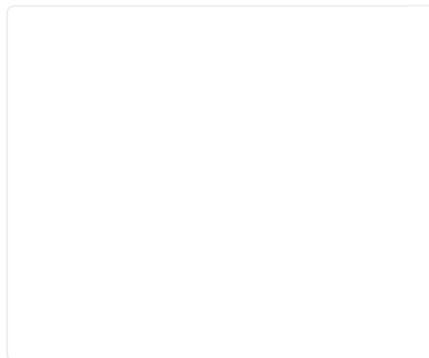
**Words/letters need to be a mirror image and not too close together or they will have a hard time gluing the string in place.

The glue needs to dry completely before they can paint over the string, I usually have them stick with one color so the paint doesn't dry out before they can print with it. They then put papers on top of the cardboard and string and rub to transfer the paint. I always make them do test prints before using construction paper to do 3 identical prints.

This could be modified, maybe have them do 4 prints with bright colors, pop art connection. Do a symbol from pop culture, lots of possibilities.



Click on the images for full size



Delmore Gallery

**Art Lessons:
Creating
Zentangles**

**Wallrus murals -
Transform Your
Space**

**Relief
Printmaking
Handout**

Owl Drawings

Background:

The Owl Drawing lesson was inspired by the [Animals in Art Lesson](#) by Patti Caiola. However, I had just been to see the animated film, [Legend of the Guardians: The Owls of Ga'Hoole](#) so I decided to use the [posters](#) from the movie as part of the examples of owls. A tie-in to science would be if you covered the habitat and habits of owls.



Preparation:

Students Viewed the posters for Legend of the

Guardians: The Owls of Ga'Hoole and we discussed what the animators needed to do to be able to create the images. (That is they needed to study and be able to draw the owls and all the details.) We then looked at the patterns in the feathers and discussed the shapes and proportions of the different owls. I then demonstrated how to draw the eyes with the graphite pencils.

Students may wish to draw some example eyes and textures first in their visual diary.

Students did their work-up drawings in their scrap books / sketchbooks. I then demonstrated how to draw trees and a background. Students then chose the type of owl they were interested in and drew their own owls. The students drew the eyes first after sketching the contour lines for their owls.

Resources

Posters

Sketchbook Line and Pattern

Goal:

These are assignments for students to complete at home. They are used as a way in which to improve their drawing skills.

Procedures:

All assignments need to be in your sketchbook with the label attached to the back of the page.



Materials:

Sketchbooks

Drawing Pencils

Colored Pencils or Prismacolor Colored Pencils

Felt Tip Markers

Crayons

Kneaded Rubber Erasers

Directions:

Fill the page with as many lines as you can. Try to make as many types of lines as you can. Repeat each type of line several times.

Try all types of lines: wavy, curly, jagged, dashes, fat, thin, etc. Fill your page with as many lines as you can. Teacher: assign as color or B/W.

Fill the page with groups of lines, which move together, changing direction with angles. Unlike the expressive, directional lines are very precise. Lines should all be the same thickness. These lines look as if they are bending and overlapping. This is not "free" like expressive lines) but calculated constant, and even.

Start anywhere on your paper. Move in a certain direction. stop and begin in a new direction Keep lines in a group the same distance apart.

Try to go in every direction at least once

1. Create a contour line drawing of the items in your pocket or purse. (I'm looking at composition)
2. Draw a food scene using contour line. Have items leaving the page, overlap, make things large and close up.
3. Create a series of six different sketches of the one object from different points of view. Include some shading/highlight references.
4. Enlarge something that is miniature (tiny, small). (section of a ballpoint pen, radio dial, coins, insect...)
5. Drawing of a pet. (if you don't have any pets, get a picture of any animal and tape it across from your drawing)
6. Create a drawing of your dirty laundry. Think creative! Maybe the laundry is drawn hanging outside of the basket, or on the floor, or piled on a chair in the corner of your room. Since you are drawing fabric you will need to use value (shading)! (I'm looking to see how you will problem solve for drawing different pieces of fabric)
7. Draw two crumpled up pieces of paper and a ribbon. Shade using a minimum of five different values and use your eraser to create highlights. Create a great composition. Really look at what you are drawing.
8. Draw your foot holding an object that you wouldn't expect to see between your toes. Use stippling and cross hatching to shade the value. Make sure you really draw the details and not just what you think you see.
9. Draw two (or more) people lounging (watching TV, playing video games, reading, chillin', etc.) with marker. Use your watercolor set to paint the scene with a high level of contrast and a warm or cool color scheme. Make sure your people aren't floating around.
10. Draw a grid with 8 spaces. Choose an object and in each space turn the object into something new. For example a potato peeler becomes a bride, a compass, a butterfly, a monster, a frog, a dancer, etc.

11. Your free choice of subject you prefer including one you may have done previously.

12. Use your imagination, Create a scene that could only take place in your wildest dreams. Mythical creatures such as dragons, sea serpents, and unicorns are also part of the fantasy world.

13. Artists have often explored the concept that animals or things look amusing performing actions restricted to human behavior. (Dog reading the newspaper at the breakfast table)

Resources

Sketchbook Ideas - A page on IAD of resources regarding ideas for sketchbooks.

Advocacy for Sketchbooks in Elementary - Information on sketchbooks and other resources on IAD.

Sketchbook Ideas for Elementary - Ideas for the elementary level on IAD.

Sketchbook Assignments for High School - This IAD page includes ideas for sketchbooks at the high school level.

Sketch book Choices and Ideas - A list of ideas for sketchbooks. Another page on IAD.

Creating Sketchbook/Journals - Another high school lesson on IAD.

Teacher Lesson Plan

Sidney Nolan - Ned Kelly series

Lesson Title:

Sidney Nolan - Ned Kelly series

Stage:

Stage 3 - Year 5/6

Year Group:

11-12 years old

Resources/Props:

Interactive Whiteboard

Meet Ned Kelly youtube video clip written by Janeen Brian, illustrated by Matt Adams and retold by Renata Posa: https://www.youtube.com/watch?v=NIISPSF8h_o

National Gallery of Australia website link of 'Deborah Hart Nolan Kelly Series Introduction'
<http://nga.gov.au/nolan/index.cfm#source>

National Gallery of Australia, 2002, Sidney Nolan's *Ned Kelly* - The Ned Kelly Painting in the National Gallery of Australia, Publications Department of the National Gallery of Australia

Language/vocabulary:

Iconic, outback, history, armour, national, gallery, Australia, series, narrative, events, arrest, sequence, siege, trial, literal, purpose, violence, injustice, betrayal, imbalance, living conditions, primary, secondary, sources, viewpoint, empathy

Lesson Overview:

In this lesson, students will be introduced to Sidney Nolan's Ned Kelly series and their significance as one of the greatest sequences of Australian paintings in the 20th century. Students will learn how Nolan's Ned Kelly series has a strong narrative presence but also reflects his own life and the world of violence and injustice, with a particular emphasis on examining the living and working conditions for people living in 19th century colonial Australia.

Students will explore the main aspects of Nolan's Ned Kelly series and his purpose for creating these works of art which encompass Australian history inclusive of Indigenous Australians, Australian landscape and European modern art. Students will identify Nolan's style of painting and have the opportunity to critically analyse this style through a compare and contrast activity. Furthermore, they will use this gained knowledge to participate in an art making activity to refine their practical skills.

Aims and Objectives:

Upon completion of this lesson, students will be able to:

- Identify and sequence the collection of Sidney Nolan's Ned Kelly series of paintings
- Gain insight into the purpose, style and influences of Sidney Nolan's works of art
- Critically analyse and respond to various pieces in Sidney Nolan's Ned Kelly series
- Participate in an art making experience
- Explore Australian living conditions in the 19th century for European settlers

Teacher Lesson Plan

Sidney Nolan - Ned Kelly series

Australian Curriculum:

Key Learning Area: Visual Arts

- Explore ideas and practices used by artists, including practices of Aboriginal and Torres Strait Islander artists, to represent different views, beliefs and opinions (ACAVAM114)
- Explain how visual arts conventions communicate meaning by comparing art from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander artworks (ACAVAR117)
- Develop and apply techniques and processes when making their artworks (ACAVAM115)

Key Learning Area: Humanities and Social Sciences

- Examine different viewpoints on actions, events, issues and phenomena in the past and present (ACHASSI099)
- Locate and collect relevant information and data from primary and secondary sources (ACHASSI095)
- Sequence information about people's lives, events, developments and phenomena using a variety of methods including timelines (ACHASSI097) (ACHASSI125)

Cross-curriculum Priorities:

Aboriginal and Torres Strait Islander Histories and Cultures

General Capabilities:

- Critical and creative thinking
- Personal and social capability
- Literacy
- Intercultural understanding

ScOT Catalogue Terms:

Composition (Visual Arts), art materials, settings (narratives) art genres, symbols, attitudes, impartiality, idioms, reading comprehension, listening, reasoning, conversations

Higher Order Thinking Skills:

Theory: Bloom's Taxonomy

Levels addressed:

1. **Knowledge** – Exhibits memory of previously learned material by recalling fundamental facts, terms, basic concepts and answers about the selection
2. **Comprehension** – Demonstrates understanding of facts and ideas by organising, comparing, translating, interpreting, giving descriptors and stating main ideas
3. **Application** – Solves problems in new situations by applying acquired knowledge, facts, techniques and rules in a different, or new way
4. **Analysis** – Examines and breaks information into parts by identifying motives or causes. Makes inferences and finds evidence to support generalisations
5. **Synthesis** – Compiles information together in a different way by combining elements in a new pattern or proposing alternative solutions
6. **Evaluation** - Presents and defends opinions by making judgments about information, validity of ideas or quality of work based on a set of criteria

Teacher Lesson Plan

Sidney Nolan - Ned Kelly series

Introduction: (10 minutes)

1. Conduct the pre-lesson pop quiz.
 - Where is the National Gallery of Australia located?
ACT
 - What is Sidney Nolan best known for?
Painting
 - Complete this sentence: Ned Kelly was a famous...?
Bushranger
 - Ned Kelly lived in which part of the world?
Australia
 - Complete this sentence: Ned Kelly was born in the year...?
1855
2. Using the interactive whiteboard, display Sidney Nolan's iconic painting which depicts Ned Kelly riding on his horse through the Australian outback.
3. Generate a class discussion by asking the following questions: Have you ever seen this painting? Who is the figure in this work of art? Where is this figure riding his horse? How do you know this? Who painted this work of art? Allow students to share their ideas, providing reasons for their answers.
4. Students may recognise the figure as Ned Kelly by his black armour. They may also have prior knowledge about the life of Ned Kelly and his activities during the 1800's, as well as being an iconic figure in Australian history. Explain that this artwork is one of 25 works of art in Sidney Nolan's Ned Kelly series gifted to the National Gallery of Australia located in Canberra.
5. Prompting for a show of hands, ask the students whether they have ever visited the National Gallery of Australia. Explain briefly that Sidney Nolan's Ned Kelly series is among the first works of art that you can see as you enter the gallery. Why might that be? What does that tell you about the importance of this story to Australia?

Main Body of Teaching: (40 minutes)

6. Using the interactive whiteboard, students view a small collection of works of art in Nolan's Ned Kelly series. Students are asked to observe each of the paintings and discuss briefly with a partner, who is depicted and what is happening in each.
7. Explain to the students that Nolan's paintings tell the story about Ned Kelly and his gang similar to a **narrative**.
8. Using the interactive whiteboard, students view the YouTube video *Meet Ned Kelly* written by Janeen Brian, illustrated by Matt Adams and uploaded and retold by Renata Posa. This story tells of Kelly's early life and the **events** that led to his **arrest** and eventual death. Students are encouraged to write notes as they view the video, focussing on the **sequence** of main events such as the death at Stringybark Creek, the **siege** at Glenrowen and the trial of Ned Kelly.
9. Upon completion of the story, students conduct the drag and drop activity labelling each of the works of art with a main event from the Ned Kelly story.
10. Explain to the students that although Sidney Nolan's portrayal of the Ned Kelly story is depicted as a narrative, it was never intended as a literal illustration or actual record which will be explored more throughout the lesson. What actual record of these events exist? Research Ned Kelly at the [State Library of Victoria](https://www.slv.vic.gov.au/) and the National Library of Australia online.

Teacher Lesson Plan

Sidney Nolan - Ned Kelly series

The National Gallery of Australia's publication Sydney Nolan's Ned Kelly, with essays by Murray Bail and Andrew Sayers, also provide valuable insights into his life. In particular, Sayers links to poetry and literature make for a useful critical literacy study as a supporting lesson.

11. Using the interactive whiteboard, students listen to the NGA video clip ('Deborah Hart Nolan Kelly Series Introduction') which introduces Sidney Nolan's Ned Kelly series and explains the purpose of his paintings.
12. Based on the information in the audio clip, students use the interactive whiteboard to answer the multiple choice questions. See appendix for list of the questions and answers.
13. Students read the information on the interactive whiteboard which introduces the main 'ingredients' of the Ned Kelly series, namely 'Kelly's own words, and Rousseau, and sunlight'.
14. Students explore each of these aspects in more detail by completing the activities on the interactive whiteboard.

Kelly's own words:

Students complete a close activity to gain knowledge about Nolan's influences and his purpose for creating the artworks. This will provide insight into the themes of violence, injustice, love and **betrayal**.

Rousseau:

Task 1 - Students complete a simple drag and drop activity to identify the style of Nolan's paintings.

Task 2 - Students complete a compare and contrast activity to describe Nolan's paintings. Encourage the students to identify the **simplicity** of his works, his use of big and bold forms, the themes of violence and injustice and his depiction of the Australian **landscape**.

Sunlight:

Students view the work of art titled *Ned Kelly 1946* and explore what Nolan meant by the phrase 'a story arising out of the bush and ending in the bush'. Explain that the Australian landscape is a crucial part of Nolan's paintings; the story of Ned Kelly gives meaning to the place.

15. Using acrylic paints, students create a canvas employing the same techniques used by Nolan's style of painting of the Ned Kelly series. These techniques may include his use of colours and images, the black form of Kelly which is found in many of his paintings and horizon perspectives from the Australian landscape. They must create their own interpretation of Nolan's *Ned Kelly 1946* painting. Students can be given time after the lesson to complete this activity.
16. **Extension activity:** Explain to the students that Sidney Nolan's Ned Kelly series depicts an aspect of Australian life during the 1800's. The story of Ned Kelly highlights the violence, perceived injustices and imbalance of power at the time. Using the interactive whiteboard, students read each of the significant events listed at the bottom of the slide: First anti-Chinese legislation passed; Black Wednesday; Great Maritime Strike; Gold found in Ballarat; Eureka Stockade and Women's enfranchisement in South Australia. Students conduct a web search to identify when each of these events occurred and drag and drop each event along the timeline provided.

Teacher Lesson Plan

Sidney Nolan - Ned Kelly series

In groups of 2 or 3, students use a variety of primary and secondary sources to investigate these events in more detail, to determine the living and working conditions for the people living in Australia during this time, both European settlers and Aboriginal and Torres Strait Islander peoples.

Conclusion: 10 minutes

17. Conduct the post-lesson pop quiz using the interactive whiteboard.
 - Sidney Nolan has a collection of paintings known as the Ned Kelly series which was gifted to the National Gallery of Australia in 1977 from Sunday Reed. (**True/False**)
 - Sidney Nolan's main purpose for creating his paintings was to show the historical events of Ned Kelly and his gang. (True/**False**)
 - Sidney Nolan's paintings consisted of stylised images with a vivid of colours. Landscape was a crucial aspect of the Kelly paintings. (**True/False**)
 - Sidney Nolan's Ned Kelly series encompasses Australian history, landscape and European modern art. (**True/False**)
 - The following words and phrases best describe Australian life in the 1800's: Equal opportunity, access to education, optimal working conditions (True/**False**)

Homework Task:

18. Building on from the viewing of *Meet Ned Kelly*, students explore the use of language and how ideas and points of view in texts are conveyed through the use of vocabulary. Janeen Brian uses words and phrases to portray a particular **viewpoint** about the Ned Kelly story.

Activity:

- Ask a parent to view the *Meet Ned Kelly* story on you tube and/or obtain a copy from school or the local library
- Write a list of the words and phrases used by the author to describe her viewpoints/ feelings of the main character, Ned Kelly. For example, '*Ned loved his family and he was brave*', '*Ned held no fear*', '*Ned was fair*' etc
- Write a list of the words and phrases used by the author to develop **empathy** in the reader. For example, '*Then Ned helped a stranger by swapping a horse. It was stolen but Ned didn't know*' etc
- Evaluate whether you think Janeen Brian considers Ned Kelly a hero or a villain. Provide reasons to support your answer
- Conduct research to find information to counteract this viewpoint
- Do you think Ned Kelly was a hero or a villain? Provide reasons to support your answer

GREAT ART IDEAS FOR PRIMARY SCHOOL TEACHERS

DESIGNERS AND BUILDERS: INSPIRED BY THE MEMPHIS DESIGN GROUP

YEAR 4–6

OVERVIEW

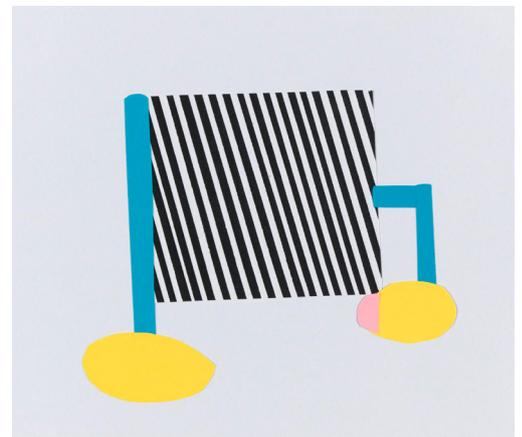
In this project students will explore the role of modernity in design by examining works by the Memphis design group. They will develop their fine motor skills and understanding of shape and measurement by planning and creating a geometric three-dimensional design which reimagines an everyday object.

LEARNING OBJECTIVES

Students will:

- Identify and describe how geometric shapes can be used to express a concept or theme.
- Analyse how colour, pattern and shape interact and enhance our understanding of the artist's intention.
- Plan, refine and create a three-dimensional furniture design inspired by works from the Memphis design group.

STUDENT EXAMPLES



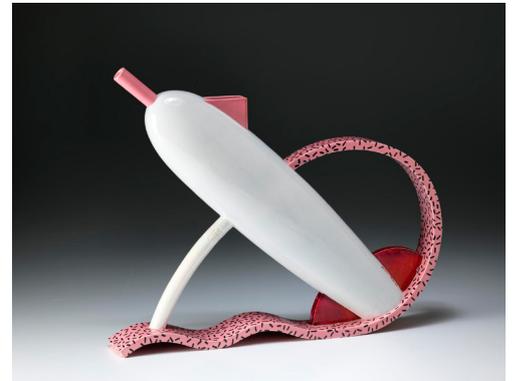
RELATED ARTWORKS



Ettore Sottsass (designer)
Memphis, Milan (manufacturer and retailer)
Carlton room divider 1981
wood, thermosetting laminate, metal, plastic
National Gallery of Victoria, Melbourne
Purchased with the assistance of the National
Gallery Women's Association, 1985



Matteo Thun (designer)
Memphis, Milan (retailer)
Alessio Sarri Ceramiche, Florence (manufacturer)
Pelicanus Bellicosus teapot 1982
earthenware
National Gallery of Victoria, Melbourne
Purchased from Admission Funds, 1991
© Matteo Thun



Matteo Thun (designer)
Memphis, Milan (retailer)
Alessio Sarri Ceramiche, Florence (manufacturer)
Larus marinus teapot 1982
earthenware
National Gallery of Victoria, Melbourne
Purchased from Admission Funds, 1991
© Matteo Thun

DISCUSS

Ettore Sottsass was an Italian architect who established the Memphis design group in 1981 in Milan. The Memphis design group rejected traditional approaches to design and challenged ideas of what was popular or in style at the time. They created furniture and other everyday objects that used unusual forms and shapes in their structure and functionality. Geometric forms and prints, block pop-art colours, use of laminate and a feeling of fun and quirkiness were typically found in the designs. Memphis soon developed a global cult following, and celebrities such as fashion designer Karl Lagerfeld and musician David Bowie acquired hundreds of pieces for their own collections.

Look at the related works and use the following discussion prompts to explore use of geometric shapes and colour with your class:

- What do you notice about these designs? Are these objects functional? *Can you see the figure hidden in Carlton Room Divider, 1981?*
- The works use geometric forms and shapes in unexpected ways. Why do you think the designer chose to use these shapes? How does the shape of the object impact its function? *Consider the use of diagonal lines instead of traditional horizontal and vertical ones.*
- Why did the artist choose these colours? What effect do they create?
- Do you think the works are furniture, sculpture or art? How can you tell if something is a piece of art, an everyday functional object or both?
- Which mathematical skills might you need to design objects like these?
- If you could reinvent an everyday object or piece of furniture from your house which would you choose? Explain why.

RESOURCES & MATERIALS

- A variety of coloured and geometric patterned paper
- Scissors
- Blank white A4 paper
- Sticky tape
- Glue

CREATE

Students design and construct their own furniture piece inspired by the Memphis design group in the following steps:

1. Sketch ideas for a piece of furniture or a household object. *Use geometric shapes in fun and interesting ways.*
2. Consider which components you will create with block colours and which will use patterns.
3. Refine the design and draw a final two-dimensional version of your design. *You can use crayons and paper or digital tools to render your design.*
4. Construct a three-dimensional model of your design using coloured paper, patterns and sticky tape.
Note: If the design contains geometric forms students might like to construct their design from a two-dimensional net.

PRESENT & REFLECT

Students can show their design to the class and display them on shelves or other surfaces.

- Which object or piece of furniture did you choose to reimagine for your design?
- What artistic choices did you make when creating your design?
- How does your design use shape and colour to convey meaning?
- What changes might you make to improve your work?

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GREAT ART IDEAS FOR PRIMARY SCHOOL TEACHERS

SUBURBAN COLLAGES: INSPIRED BY HOWARD ARKLEY'S ACTUAL FRACTUAL

YEAR 5–6

OVERVIEW

In this activity students will develop their understanding of visual conventions and artistic practices in Australian contemporary art by examining *Actual fractual*, 1994, by artist Howard Arkley. They will consider how Arkley represents his chosen subject matter, and how his artwork reflects his perspectives on the suburban environment. They will develop and apply stencilling and collage making skills to plan and create their own artwork and engage in critical thinking to evaluate their own work.

LEARNING OBJECTIVES

Students will:

- Examine how Howard Arkley utilises colour, shape and pattern to create a vibrant airbrushed painting of suburban life with a balanced composition.
- Create an artwork which takes inspiration from Howard Arkley's visual arts practice and expresses ideas about suburban life.
- Plan and apply collage making techniques and processes to create a work which depicts the exterior of a typical suburban home.
- Evaluate their own creative process and decision making, and reflect with a partner on how effectively their ideas or feelings have been expressed in their own artwork.

STUDENT EXAMPLES



Created by students at an NGV workshop

RELATED ARTWORK



Howard Arkley

Actual fractal 1994

from the *Pointillist suburb* series 1994

synthetic polymer paint on canvas

202.7 x 152.2 cm

National Gallery of Victoria, Melbourne

Purchased with the assistance of the Fox Family Foundation,
Robert Gould, Carol Sisson, Peter and Anne Greenham, the Peggy
and Leslie Cranbourne Foundation, Richard and Rosemary Raw
and donors to the Arkley Appeal, 2015

© Courtesy of the artist's estate and Kalli Rolfe Contemporary Art

DISCUSS

Howard Arkley is widely recognised as the foremost painter of Australian suburbia. His work blurs the distinctions between high art and pop culture by referencing both art history (for example the Pop Art movement) and the everyday. His signature houses, domestic interiors and fascination with mass culture struck a chord with Australians, who readily identified with his images. He looked for the spectacle in the everyday, unlocking its potential as a vehicle for abstract compositions which explore colour, pattern, shape and line. The humble home was repeatedly reinvented as a vivid psychedelic Pop Art image to capture and hold the gaze of the viewer. Arkley's trademark technique of airbrushing can be seen in *Actual fractual*, 1994, in which he filled in larger areas first before adding smaller details and patterns to the surface using stencils.

Use the following discussion points with an image of Howard Arkley's *Actual fractual*, 1994:

- Compare the work to a photograph of a typical suburban home built in a similar era (the 1980s–90s). How are the two homes similar? How are they different?
- Describe the colours, shapes and patterns in the work. Why do you think the artist chose these colours, shapes and patterns?
- Using too much colour and pattern risks making the work look too busy. How has Howard Arkley maintained balance?
Consider the use of a limited range of patterns and colours, and the way they are placed. The darker tones indicate shadow falling on the surface of the house, suggesting depth.
- What techniques and materials did Arkley use to create this work? Why do you think he chose those techniques and materials?
- How do Arkley's use of materials and techniques affect the way viewers see and understand the work?
Consider the artist's use of an airbrush and stencilling technique and how this relates to Pop imagery.
- Why do you think Howard Arkley chose to paint the house like this? What does this tell us about his perspective on suburban life?

RESOURCES & MATERIALS

- Facade templates – make these by tracing outlines of real estate photographs
- Colour pencils
- Graphite pencils
- A variety of coloured, textured and patterned papers
- Erasers
- Rulers
- Scissors
- Glue
- Thick black markers

CREATE

Students design and create a patterned house inspired by Howard Arkley using the following steps:

1. Make two copies of your facade template.
One will act as a stencil for the collage, while the other will be a master copy for reference as you make your collage.
2. Identify all the key components of the house.
For example, roof, gutters, chimney, walls, window frames and window glass.
3. Consider which components you intend to recreate with flat coloured paper and those which will be filled with patterned paper.
Aim for a balance of flat colour and patterned throughout your facade. Consider how many different colours and patterns you will use and how you will place them throughout your work.
4. Plan your design by lightly shading the components of the house onto your master template using coloured pencils.
*Consider how your choice of colours can communicate feeling – what do you want people to think or feel when they look at your finished artwork?
Don't worry about being too neat for this part, as this is just a plan.*
5. Collect a range of coloured and patterned paper for your collage and choose a piece for the background of the collage.
6. Select a piece of paper for the largest component of your house.
Don't get too fiddly yet. Remember that Howard Arkley always started with bigger, broader areas before adding smaller, finer details.
7. Place the component from your stencil template onto the paper, and trace around it.
8. Carefully cut around the shape and place it onto your background paper.
Don't glue it down just yet.
9. Repeat this process (steps 6–8) for all the components of the house, moving from the largest to smallest sections.
10. When all the pieces have been cut and placed, glue them down onto the background paper.
Refer to the master copy of your facade template to make sure you have placed all the components of the house in the right place.
11. Let your collage dry.
12. Use a thick black marker and a ruler to mark the outlines which separate all the components of the house.

PRESENT & REFLECT

Ask students to share their work with a partner:

- What did you consider when you chose your paper samples?
- Do you think you created a balanced composition? If so, how does your selection of paper create a balanced composition? If not, how could you change your work to improve the balance between colours and patterns?
- What do you hope people will think or feel when they look at your finished artwork?
- Is this a house you would like to live in? Why or why not?

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The NGV warmly thanks Krystyna Campbell-Pretty AM and Family for their support of the NGV School Support Program. The NGV gratefully acknowledges the Packer Family and Crown Resorts Foundations for their support of NGV Kids exhibitions and education programs.



Humanities and Social Sciences (HASS)

What is HASS?

HASS stands for Humanities and Social Sciences. This learning area includes subjects like history, geography and civics and citizenship. It is a good learning area to discuss with your child because it links to the people, places and governments that shape our lives.

There are 10 HASS activities in this book. Each one has:

- Title – to give you an idea of what it might be about.
- Conversation starter – some questions to guide you when you start.
- Activities you can choose from and/or change.
- Definitions that explain important concepts.

Students can do the activities in many different ways. Mix and match them to suit your child's interests or needs.

How do I support my child?

Read through the Conversation Starter questions with your child. It will help them if you talk about the activity before they get started, to help them think about the question. Help them to choose which activities they want to do.

Then children can work independently.

Get together with them again once they have worked through the activity so that they can discuss their thinking with you.

What resources do we need?

The activities are designed to be completed without textbooks or the internet. Of course, if you have other resources they will add to the experience for your child. The internet is a wonderful resource, as are books - pull out your atlas, maps and any reference books that you have at home.

People are a wonderful resource as well, especially older family members who have experienced a rich life and have lived through major events.

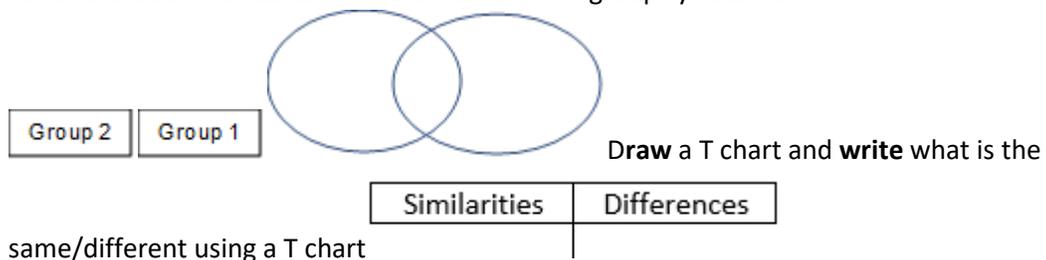
1. Events and Memories

What do you need? Find some family photos or use your memory and think about these questions:

- How does your family remember important memories and events? (e.g. birthdays, anniversaries, holidays, celebrations)
 - How does your community remember important memories and events (e.g holidays, anniversaries, Glenti, Easter, NAIDOC Week, Territory Day, Ramadan)
- What is the same about family and community celebrations?
- **Talk** and **share** with someone or choose one of your events to draw and write about.
- You could **interview** someone or **research** to find out more about why the event is special.

2. Where do I belong?

- What does 'belong' mean?
- **Draw** a picture of your family or a group you belong to.
- Discuss which other groups you belong to:
 - Who are you friends with?
 - Who makes up your family?
 - What sports or other groups are you in? eg school, band, sports team, language, church
 - Describe one group you belong to: what do they look like, what do they do, why are you in this group, is this group important and why? (Children can **talk**, **write** or **draw**)
- How do you or others know who is in your group? eg uniforms, chants, flags, meeting place
- What is a tradition? eg having special food on your birthday
- What are some of the things that you/your family or groups have as traditions?
- What are some of the things your group does together? Are there things you do every time you meet/come together? eg sing special songs, wear special clothes
- What is the same or different about some of the groups you are in?



- same/different using a T chart
- or **draw** a Venn diagram with 'what is the same' in the overlapping sections and 'what is different' in the outside sections

3. Waste

What do you need? Empty a rubbish bin carefully onto a big plastic bag outside.

- What is waste?
- What groups could you sort your rubbish into?
- What are the main types of waste in your home?
- Is there good waste and bad waste? Why?

Draw or write a list of the waste you have, **and** what you found out about the waste in your home. If you have a camera take some photos.

- Describe the journey one piece of waste has taken before ending up in the bin.
- What happens to the kitchen waste? Are there other places in the home where waste comes from?
- Does my household – recycle, reduce, reuse and compost the waste? What other ways do we use to get rid of the waste?
- What is one small change I can make or my family can make to reduce waste?

(Make a plan to reduce, reuse or recycle different waste from your home. Start small. This could be a plan for a making a compost bin, setting up a worm farm, getting a container to collect aluminium cans...)

4. Exploring my place

- What does the inside or outside my home look like? How many rooms? How many levels does my home have?

(Draw an inside or outside sketch map of where you live. **Label** your favourite areas on your map or plan. **Tell someone** why they are your favourite places.)

- **Write** some directions for a visitor on how to get to your home.
- Explain to the visitor how to get from one place in the house to another, eg from the kitchen to the bedroom. Try out your directions on someone, who has their eyes covered.
- Did the directions work? If not, make changes. If so, make a new set of directions.

5. My Ideal Island

What do you need? Find a picture of a map with islands on it or imagine your own.

- What is an island?
- What would your ideal island look like? What activities would you be able to do there? What would make it a great place to go?

(Make a list of your favourite things to do, eg fishing, bushwalking, shopping, astronomy, movies, skatepark. **Draw** a map of your island on paper. **Think about** the shape and size. Put your favourite places on your map.)

- What is so good about your island?

(Write an advertisement to persuade someone to visit your ideal island.)

6. Territory Traveller

What do you need? Find a tourist brochure or advertisement for somewhere in the Territory. Your imagination. Parent description.

- Have you been on a recent trip in the Territory or somewhere in Australia? Has someone you know been on a trip and shared their stories?

(**Talk about** where you or they have been and **share some stories** about what you or they did and what happened.)

- What did you like the most and least about the trip? What was a memorable moment or funny story from this trip? **OR**
- If you could go on a trip to anywhere in the Territory, where would you go and what would you like to experience? eg catch a big fish, have a sunset picnic, skate on ice

(**Write a story** or **create a cartoon with words** about a memorable moment/funny story.

{E.g. 1 - The time we went camping at Daly River and we thought we had put out the camp fire. All of a sudden when we were fast asleep it came back to life and all we could see through the tent was a huge yellow/orange glow. What a heart starter that was. E.g. 2 – The time my friend went to the boat ramp, backed the boat down and remembered he forgot to put the bungs in! Never seen him run so fast.}

- Do you remember all the places you have been to in the Territory?

(**Draw** a map of the Territory, showing where you have been. Give your map a title. **Write** a memory/or tell someone what they could do there at each place you have been. Or **Design** a travel brochure/poster showing why this is a great place to visit.)

7. Commemoration

- What does commemoration mean?
- Why do we commemorate as a community, school or family?
- How do we (community, family, you) commemorate significant events such as the Bombing of Darwin Day, Anzac Day and Remembrance Day? (or other events from history that your family believe are significant) eg sometimes we have a public holiday.

(**Write** down some ways we commemorate, eg we wear poppies, rosemary sprigs, wattle flowers, stand silent for a minute, fly flags)

- How do you and your family commemorate a special day or person from history?

(**Design** and **draw** a symbol for a commemoration, eg a poppy **OR Plan** a ceremony of commemoration for you and your family.)

8. Flags and Emblems

What do you need? Find some pictures of flags and/or look at the Australian emblem on a 50c coin or other coin. Your memory or parent description.

- **Conversation starters:** Why are flags/emblems important? What message do they give you about the people who have them? Where have you seen different flags/emblems? (Sometimes emblems are on flags).

(**Write down** where you saw the flags/emblems, eg footy team emblems on the shirts, **Tell someone** what they looked like, eg colours, shapes, designs, size.)

- What would be the best design for a community or your own flag/emblem? What colours or images would you use? Why?

(**Design** and **draw** a flag or emblem. Pick if it will be for the community/home/yours. **Tell someone** the important things about your flag/emblem.

9 Trivial Pursuit

What do you need? Find a Trivial Pursuit game and look at some questions or you design a new game.

- **Conversation starter:** What do you remember about places you have been?
- What are facts?

(**Write down** as many facts/answers about places. **Write** a question for each fact. You can **make** little question and answer cards. e.g. 1. **Fact** - Katherine River, **Question:** Which river runs through Katherine Gorge?; 2. **Fact** – Uluru, **Question:** What is the name of the biggest rock in Australia?)

- Can someone else help you with facts/questions? Think about how many is enough.
- Find out how to play Trivial Pursuit.
- You could also write the name of the fact on paper. Place above the head. Then you use questions/guesses to find out what it is. Just like celebrity head.

(Time to play trivial pursuit with the family.)

10. Memory Game

- **Conversation starter:** What places have you visited and what are their names? Do you know something about them?

(**Preparing to play** - **Write** down names of places, twice, on small squares of paper, so you have two pieces of paper the same OR make up your own theme such as footy emblems, or animal names – as long as you end up with lots of pairs of cards/paper squares that match.)

Mix your cards up.

(**Playing** - **Put** each card upside down on the table/floor. **Find** your matching pairs by turning two at a time. If no match, turn back over. Try again. Good luck.)

Science

This book has Primary school level science activities for your child. The activities draw from the Australian Curriculum Science standards.

How can I support my child?

Science is all about exploring the world around us - observing, asking questions and seeking explanations. It is important for children to understand that science relies on collecting accurate results and working out what they mean.

Before doing an experiment or making observations, read through the activity with your child. Ask your children what they think will happen and why! Encourage your children to ask questions and make careful observations about what they see, hear and smell. All these science activities can be done at home and do not need specialised science equipment.

Here are some simple family activities that are linked to science.

- Collect and cook bush medicine
- Go for a walk and collect bush tucker that is in season
- Look at the weather forecast and compare it to what is happening outside. Is it raining, windy, sunny? What seasonal winds are blowing?
- Look for freshwater in creeks and trees (not from the tap). Check the tides and look at the moon.
- Look at the stars and tell stories about them.
- Do some exercise and then measure your heartbeat. Compare it to other people's.

LIQUID DENSITIES

SCIENCE CHALLENGE 05

Designed by Ben,
Design engineer at Dyson

The brief

Layer different liquids in a tube and discover how and why they settle in a certain order.

The method

1. Start by adding food colouring to the surgical spirit and to the water – using a different shade for each. This will allow you to identify each liquid.
2. Measure out equal quantities of each liquid. Add them to the tube, one by one.

Top tip

Try weighing each liquid before you add it and predict which order the liquids will settle in. The layers may be a little mixed at first. Allow them to settle for a moment and watch the layers start to define.

Materials

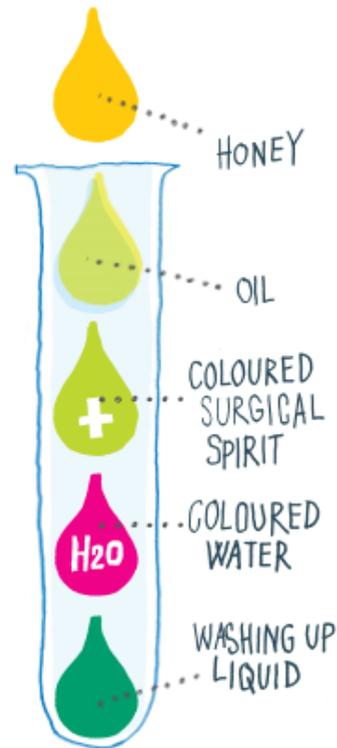
- A test tube
- Honey
- Oil
- Surgical spirit
- Water
- Washing up liquid
- Two shades of food colouring

How does it work?

Different liquids have different densities and therefore, different weights. The heaviest liquids will sink, the lighter liquids will rise to the top. Density is a comparison between an object's mass and volume. Remember the equation:

$$\text{DENSITY} = \frac{\text{MASS}}{\text{VOLUME}}$$

Based on this, if the weight – or mass – of something increases but the volume stays the same, the density has to go up. Lighter liquids, like water, are less dense than heavy liquids, like honey, and so float on top of the more dense layers.



MAKE YOUR OWN ROCK CANDY!

YOU WILL NEED:

- A wooden skewer (you can also use a clean wooden chopstick)
- A clothespin
- 1 cup of water
- 2-3 cups of sugar
- A tall narrow glass or jar

WHAT TO DO

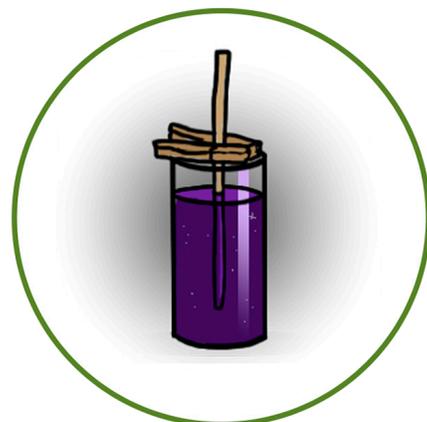
1. Clip the wooden skewer into the clothespin so that it hangs down inside the glass and is about 1 inch (2.5 cm) from the bottom of the glass. (as shown)
2. Remove the skewer and clothespin and put them aside for now.
3. Get a helpful adult!
4. Pour the water into a pan and bring it to boil.
5. Pour about 1/4 cup of sugar into the boiling water, stirring until it dissolves.
6. Keep adding more and more sugar, each time stirring it until it dissolves, until no more will dissolve. This will take time and patience and it will take longer for the sugar to dissolve each time. Be sure you don't give up too soon. Once no more sugar will dissolve, remove it from heat and allow it to cool for at least 20 minutes.

NOTE: While it is cooling, some people like to dip half of the skewer in the sugar solution and then roll it in some sugar to help jump start the crystal growth. If you do this, be sure to let the skewer cool completely so that sugar crystals do not fall off when you place it back in the glass.

7. Have your friendly ADULT carefully pour the sugar solution into the jar almost to the top. Then submerge the skewer back into the glass making sure that it is hanging straight down the middle without touching the sides.
8. Allow the jar to fully cool and put it someplace where it will not be disturbed.
9. Now just wait. The sugar crystals will grow over the next 3-7 days. Want colored rock candy? Add food coloring to your sugar water and make sure sure that it is pretty dark in color for the best result.

HOW DOES IT WORK?

When you mixed the water and sugar you made a SUPER SATURATED SOLUTION. This means that the water could only hold the sugar if both were very hot. As the water cools the sugar "comes out" of the solution back into sugar crystals on your skewer. The skewer (and sometimes the glass itself) act as a "seed" that the sugar crystals start to grow on. With some luck and patience you will have a tasty scientific treat! Enjoy!



THE EXPLODING LUNCH BAG!

YOU WILL NEED:

- One small (sandwich size) zip-lock bag - freezer bags work best.
- Baking soda
- Warm water
- Vinegar
- Measuring cup
- A tissue

WHAT TO DO

1. Go outside - or at least do this in the kitchen sink.
2. Put 1/4 cup of pretty warm water into the bag.
3. Add 1/2 cup of vinegar to the water in the bag.
4. Put 3 teaspoons of baking soda into the middle of the tissue.
5. Wrap the baking soda up in the tissue by folding the tissue around it.
6. You will have to work fast now - partially zip the bag closed but leave enough space to add the baking soda packet. Put the tissue with the baking soda into the bag and quickly zip the bag completely closed.
7. Put the bag in the sink or down on the ground (outside) and step back. The bag will start to expand, and if all goes well...POP!

HOW DOES IT WORK?

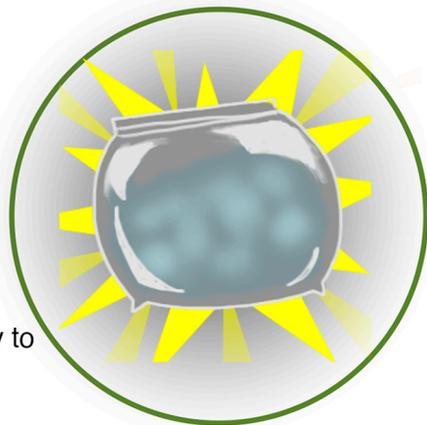
Cool huh? Nothing like a little chemistry to add fun to a boring afternoon. What happens inside the bag is actually pretty interesting - the baking soda and the vinegar eventually mix (the tissue buys you some time to zip the bag shut.) When they do mix, you create an ACID-BASE reaction and the two chemicals work together to create a gas, (carbon dioxide - the stuff we breathe out) well it turns out gasses need a lot of room and the carbon dioxide starts to fill the bag, and keeps filling the bag until the bag can no longer hold it anymore and, POP! Be sure to clean up well and recycle those plastic bags...have fun!

MAKE IT AN EXPERIMENT:

The above is a DEMONSTRATION. To make it a true experiment, you can try to answer these questions:

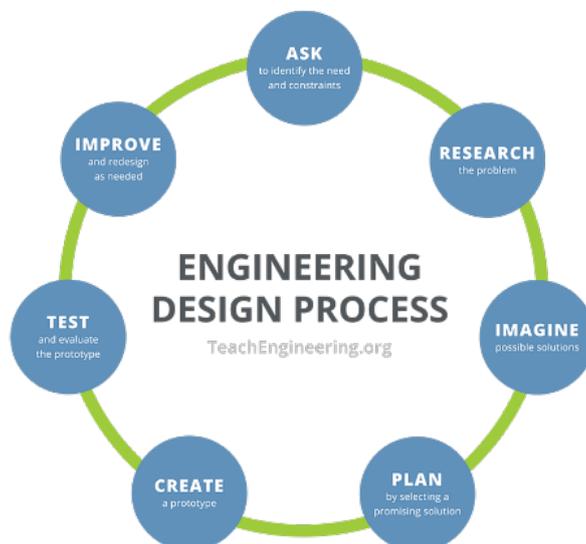
1. Will different temperature water affect how fast the bag inflates?
2. What amount of baking soda creates the best reaction?
3. Which size bag creates the fastest pop?

P.S. If you like this experiment, try the Film Canister Rocket!



Science, technology, engineering and maths (STEM)

STEM stands for Science, Technology, Engineering and Mathematics. This learning area allows children to use science and maths to solve real world problems. In STEM we use an inquiry process, as shown in this diagram.



How can I support my child?

Encourage your child to **ask questions**. Help them to find a problem they can solve.

Research the problem. Help them to find out more about it.

Brainstorm and **imagine** possible solutions. Help them to write these down, encourage them to draw a picture or a diagram of their ideas.

Create a **plan** to make one solution. Help them to make their plan, discuss, read through it with them.

Create a model (prototype) of their solution. Help them to find materials that they need.

Test and evaluate the model and improve the model as needed. Run through it with them, take photos, suggest changes.

Make sure that there are **constraints** on the activity. Constraints might be a time limit on how long children have to make something, or how much equipment they can use. This will keep the problem to a size and scope that children can manage.

Find simple problems at home that your children can solve. Here are some ideas:

- The best way to clean the kitchen
- How to stop animals from coming inside the house
- How to stop ants and flies from getting into the rubbish bin
- How to pack the car so that everyone can fit in

Student booklet

Carry it

Year 5	Technology
Name	

Design and make a bag for a specific purpose and then evaluate the bag.

You will:

- choose between two sets of materials
- work in pairs to design and make a bag for a specific purpose
- work individually to evaluate your bag and reflect on your learning.

Section 1. Design a bag

You will work with a partner to design and make a bag that can carry a small item that you use daily.

Design brief

Your bag must:

- carry a small item that you use daily (e.g. lunch box, water bottle, small ball)
- be made using materials from one of the lists below
- have dimensions smaller than: length — 30 cm, height — 30 cm, width — 15 cm
- have at least one handle
- have decorative features
- be durable — not tear or break easily.

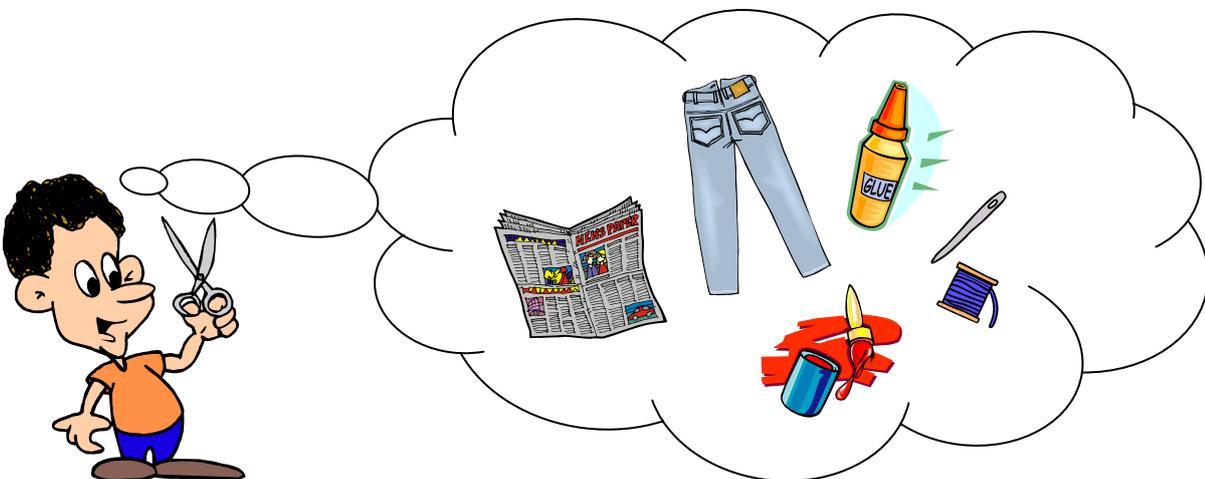
Materials

You and your partner can choose one of the following sets of materials.

Choice 1	Choice 2
<ul style="list-style-type: none">• one weekday newspaper or 10 plastic shopping bags• stapler, hobby glue or adhesive, needle, thread• scissors• 1 cardboard or vinyl strip 100 cm x 4 cm• paint, brushes (optional)	<ul style="list-style-type: none">• two items of old clothing (e.g. jeans, shirt)• stapler, hobby glue or adhesive, needle, thread• scissors• two shoe laces (optional)• paint, brushes (optional)

Safety

Remember safety rules when using glue, scissors and staplers.



Design work sheet

With your partner, create three design ideas. What could the bag look like — shape, size, decorative features?

Name Partner

Purpose of bag

Design 1	Illustration
Design 2	Illustration
Design 3	Illustration

Choose a design

Circle the design you have chosen. Why did you choose this design?

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.....

Production plan

What techniques will you use to make the main body of the bag?

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What techniques will you use to make and attach the handle/s?

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.....

What techniques will you use to make the decorative features?

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.....

What safety precautions must you take?

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.....

Evaluation plan

How will you evaluate if the bag is effective?

.....
.....

Discuss your plan with your teacher and listen to feedback before making your bag.

Section 2. Make a bag

Draw a picture or take a photo of the bag you made with your partner and put it in the box below.

Picture

Name

Partner

Purpose of bag

.....

.....

Now, explain to a friend how to make the bag by writing the steps you took in the boxes below. When you finish, you will be asked to share your work with the class.

Sequence
Step 1
Step 2
Step 3

Sequence (continued)

Step 4

Step 5

Step 6

Step 7

Step 8

Section 3. Reflection

Work individually to evaluate the effectiveness of your bag and reflect on your learning.

1. What was different from your initial design and why did you make these changes?

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2. Does the bag effectively meet all requirements of the design brief:

yes mostly no

Explain.

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.....



3. What was good about working with a partner?



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4. What was difficult about working with a partner?



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5. How could I have improved the bag?

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6. What did I learn from designing and making the bag?

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Student booklet

7. How did I learn when designing and making the bag? Finish the sentences.

I watched

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I listened to

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I tried to

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I wanted to

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8. The bag could be used to

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9. What safety rules did you follow when making the bag?

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10. Did you discover any new safety precautions while making the bag? If so, explain.

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11. Now that I have learnt these things I can:

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