

FOUNDATION • PREP

LEARNING

- FROM -

• HOME •

VOLUME 2

 teachstarter

## About this Pack

The Teach Starter team has handpicked this learning from home resource pack to include a range of resources that students can complete at home with the assistance of parents or guardians in the event of schools being closed or during homeschooling.

Included resources cover the key learning areas of English, Maths and Science, along with some additional craft and mindfulness activities – all for free!

If a student needs to work remotely, this pack can be sent home with students or emailed directly to parents and guardians digitally, to allow for students to complete the work remotely with minimal preparation and supervision.

The pack is designed to allow non-teachers to understand and set the tasks and activities in a home environment, without requiring additional resources found in a classroom. The pack can be completed digitally on a tablet/iPad or with pen and paper when printed.

## For Teachers

### Can I share this pack with parents, students and other teachers?

Of course! This pack has been created specifically to support teachers, guardians and parents with children who are learning remotely or being educated at home, so feel free to share it with others.

You can share it by copying the URL in the address bar of your browser, or by clicking on the envelope icon above to send the link to an email address. You can also download the pack and email the PDF document to parents who are educating their children at home.

Please feel free to bundle this pack with your own home learning or homeschooling activities to extend or reinforce particular concepts for your students. You may also like to add specific activities such as reading, outdoor play, fine motor skills, etc.

## For Parents

### How can I teach my child from home?

Downloading this free resource pack will equip you with a range of activities to share with your child while their school is closed or while they are learning remotely from home.

We have provided a helpful table of contents and activity overview to ensure that non-teachers can use and deliver this pack easily. All activities are age-appropriate, can be completed in any order, and relate to work that your child has probably already experienced in the classroom.

# Foundation

## Contents

### English

#### *Fine Motor Skills*

##### **Pinning or Tracing Pages – Animals**

Use these pinning and/or tracing pages to help students develop their fine motor skills. Attach the worksheet to a corkboard, and then assist students with using a pushpin to make small holes in the dots on the sheet. Alternatively, the picture could be used for tracing.

#### *Handwriting*

##### **Handwriting Practice Worksheets**

Use these tracing pages to develop students' fine motor skills and handwriting skills.

#### *Phonics*

##### **CVC Worksheets**

Use these worksheets to explore CVC (consonant, vowel, consonant) words. Students must add the missing middle vowel sounds.

##### **Beginning and Ending Sounds Worksheets**

Use these worksheets to explore CVC (consonant, vowel, consonant) words. Students write in the missing beginning and ending sounds. The middle vowel sounds are provided.

#### *Reading*

##### **Story Sequencing Template**

Students use this template to identify and draw, in order, the events that happened in a book they recently read.

##### **'Real or Make-Believe' Character Profile Template**

Students use this template to explore a character from a book they have read.

#### *Writing*

##### **Weekend Recount Worksheet**

Students use this template to write a simple recount about their weekend and then draw an accompanying illustration in the box.

##### **Narrative Writing Template**

Students use this template to plan and write a simple narrative.

## **Procedure Writing – My Recipe Book**

Students use this booklet template to record their favourite recipe. Create the booklet by pasting pages 1–2 and pages 3–4 back-to-back. Place these two pages together, and then fold and staple to create the booklet.

## **Maths**

### *Number*

#### **Frog in a Pond – Colour by Numbers**

Students match the digits within the picture to the digits on the colour key, and they then colour the picture accordingly.

#### **Numbers in the Environment Worksheet**

Students must locate and colour the numbers in the busy street scene provided.

#### **1–9 Number and Value Match-Up Worksheet**

Students match representations of the numbers 1–9 as a digit and as a written word.

#### **1 to 20 Number Puzzle**

Cut and jumble the puzzle pieces. Students re-create the puzzle by following the number sequence from 1 to 20.

#### **Drawing Numbers Worksheet**

Students must draw the correct number of objects that correspond to each digit.

#### **Skip Counting Worksheet**

Students practise skip counting in 2s, 5s and 10s.

#### **Dinosaur Maths Worksheet**

Students solve the addition and subtraction questions on the worksheet to colour the dinosaur the assigned colours.

### *Measurement and Geometry*

#### **Colouring 2D Shapes Worksheet**

Use this worksheet to consolidate students' understanding of rectangles, squares, circles and triangles.

#### **Following Directions (A) & (B) Worksheets**

Use these worksheets to help students understand directional language.

#### **Positional Language Worksheet**

Using the positional instructions provided, students paste the pictures in the correct place on the mountain scene.



### **Days of the Week Sorting Activity**

Students cut out the days of the week and paste them in order on the train carriages.

### **My Week at Home Worksheet**

Students think about events that happen on a particular day of the week and then record these on the worksheet.

### **Volume and Capacity Worksheets**

Students compare a variety of containers. They select and colour the containers that hold more, and then select and colour the containers that hold less.

### **Mass (A) & (B) Worksheets**

Students compare a variety of objects, identifying and selecting the objects that are heaviest or lightest.

## *Data*

### **Data Representation and Interpretation (A) & (B) – Worksheets**

Use these worksheets to improve students' understanding of how to collect, record and interpret simple data from a yes/no survey.

## **Other**

### *Science*

#### **How Can We Help Our Planet? Mini Book**

Students colour the pictures and complete the sentences. Once each section is complete, cut along the dotted lines and staple the mini book together.

#### **How About This Weather? Worksheet**

Students use the cuts-out provided to explore the weather type of their choice.

### *Health and Personal Development*

#### **When I Grow Up Worksheet**

Students explore their future ambitions by thinking, writing and drawing about what they would like to be when they grow up.

#### **Naming Fruit and Vegetables Worksheet**

Students name and colour the wide range of fruits and vegetables on the worksheet.

### *Humanities and Social Sciences*

#### **Australian and Aboriginal Flag Collage – Art Activity**

Students use the collage technique to create an Australian flag and an Aboriginal flag.

#### **Then and Now – Toy Dominoes Game**

Students play a game of dominoes by matching pictures of toys from the past with toys from the present.

## *Technology*

### **The Sound of Music – Design Technology Task Card**

Students use materials from around the house to design and make a musical instrument.

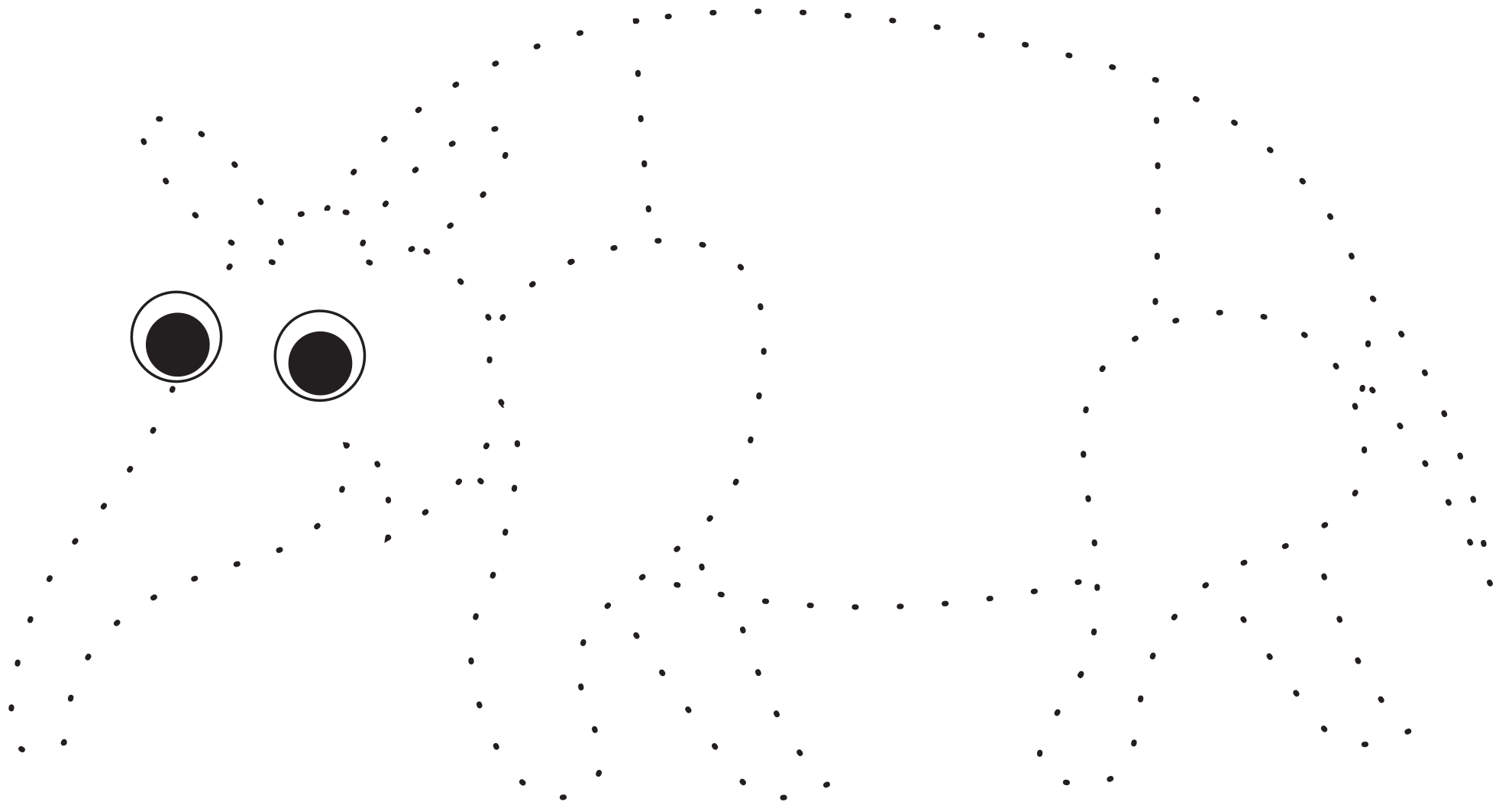
## *Mindfulness and Craft*

### **Orangutan Colouring-In Worksheet**

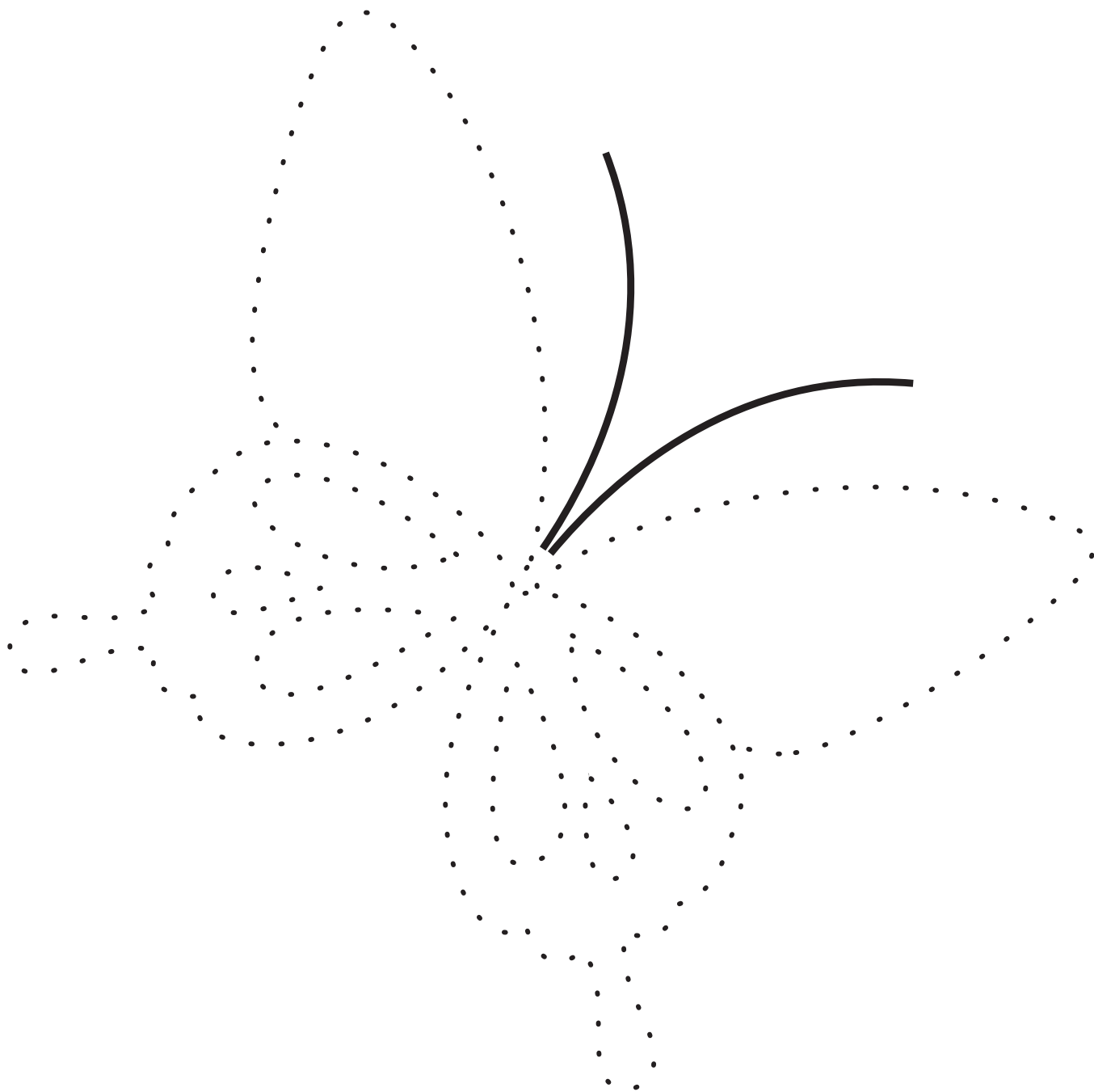
Use this mindfulness colouring sheet as a brain break activity.

### **Create a Creature**

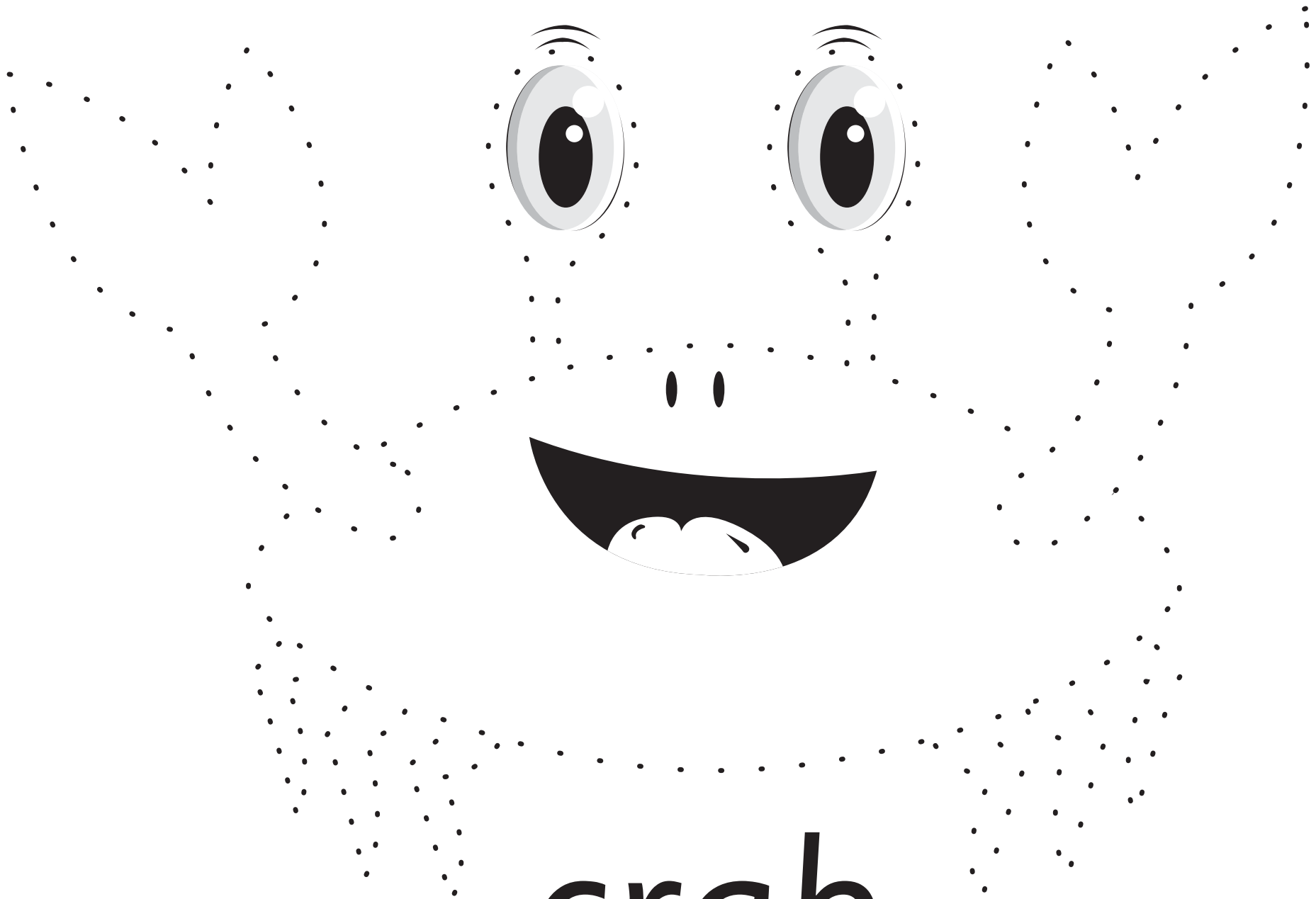
Students use the provided body part cut-outs to create a creature. As an additional activity, students could make a habitat diorama for their creature.



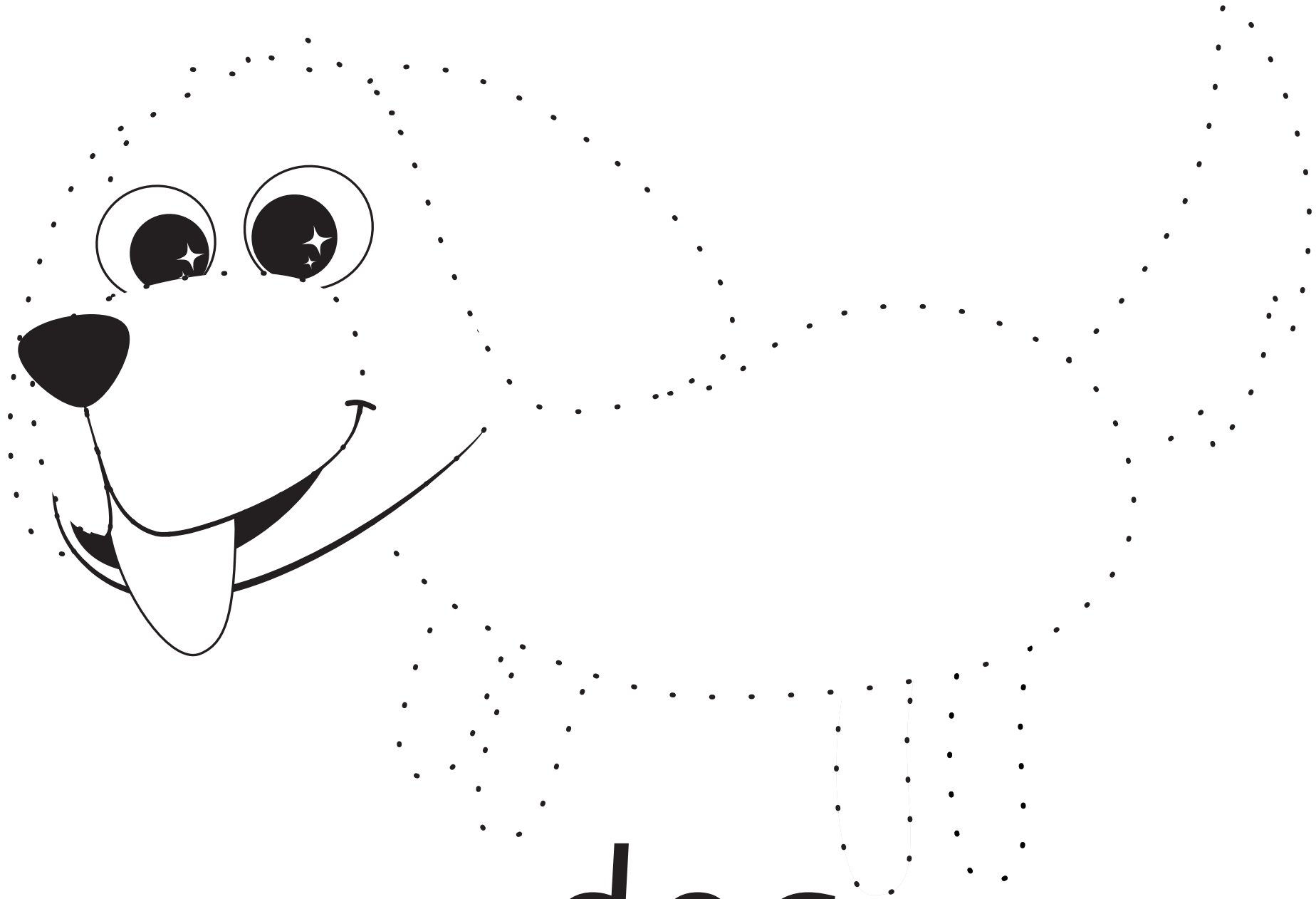
armadillo



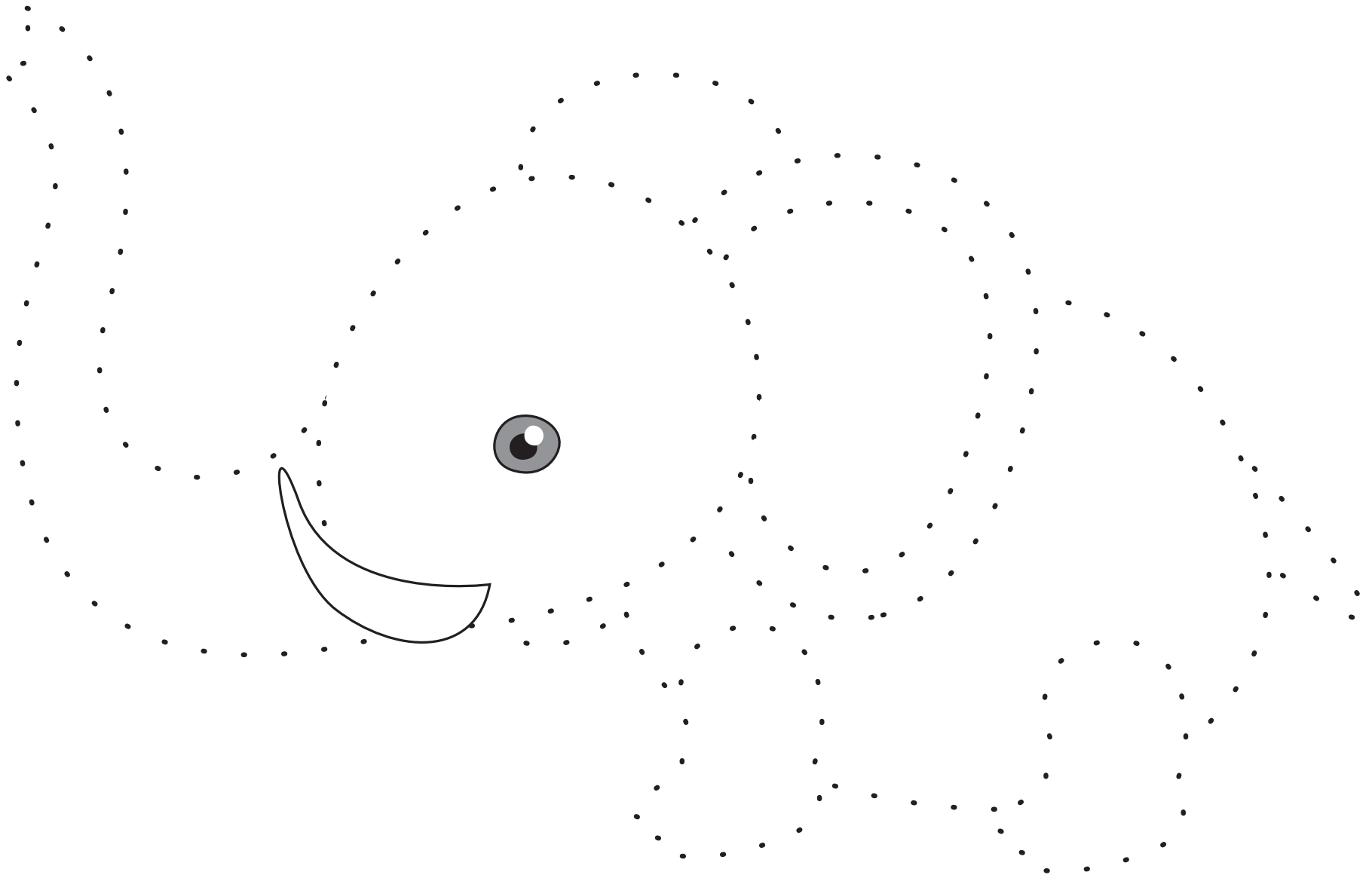
*butterfly*



crab



dog



elephant

A a B b C c D d E e F f

G g H h I i J j K k L l

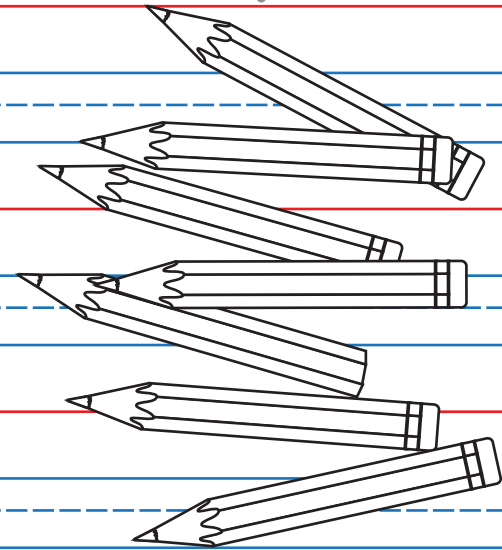
M m N n O o P p Q q

R r S s T t U u V v

W w X x Y y Z z

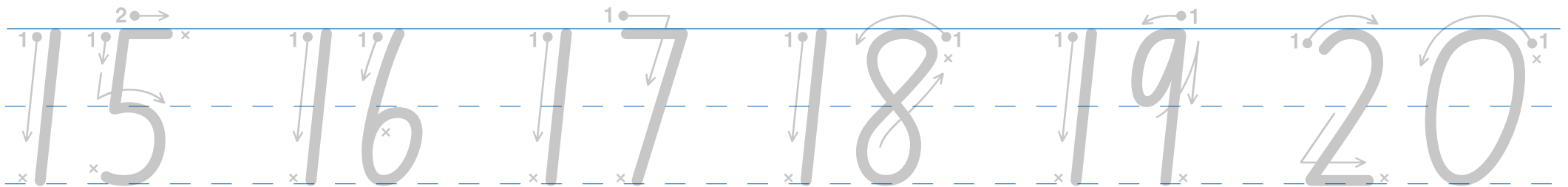
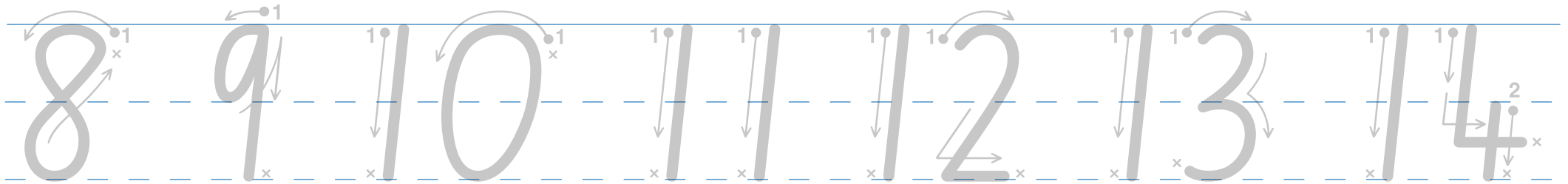
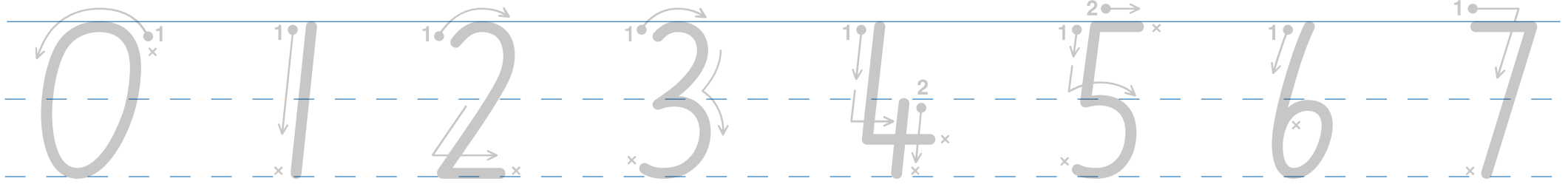
Learning to write is fun.

My name is





# Writing Numbers 0-20



# Days of the Week

Sunday

Sunday

Monday

Monday

Tuesday

Tuesday

Wednesday

Wednesday

Thursday

Thursday

Friday

Friday

Saturday

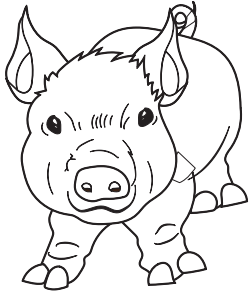
Saturday

Name \_\_\_\_\_

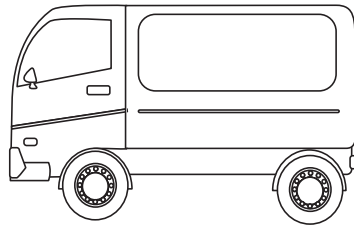
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# CVC Words

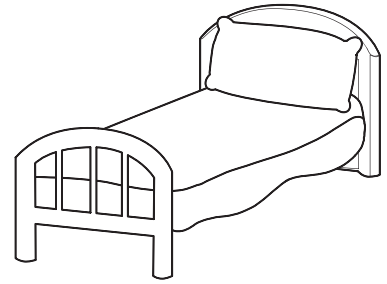
Fill in the missing letter to complete the word.



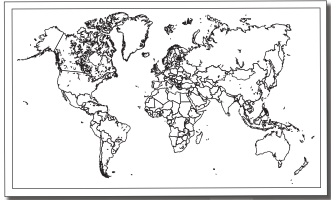
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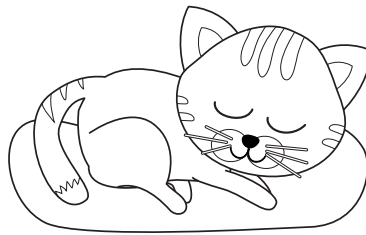
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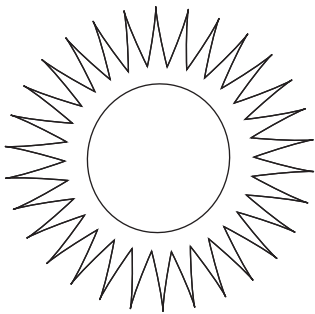
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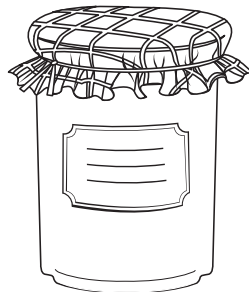
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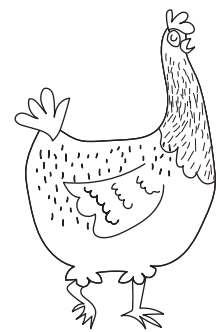
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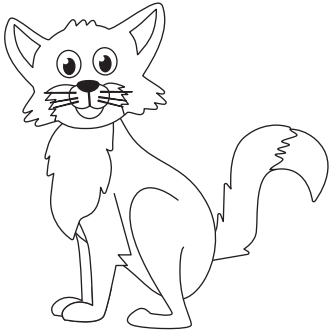
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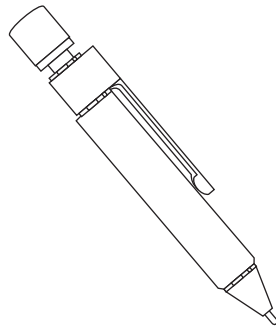
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# CVC Words

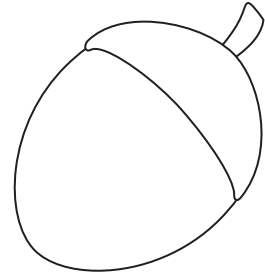
Fill in the missing letter to complete the word.



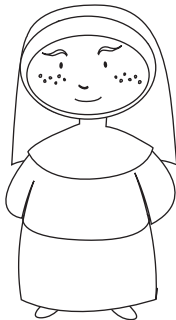
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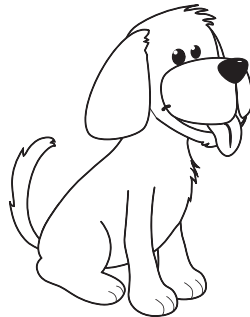
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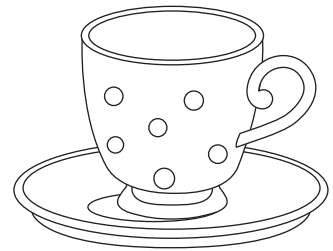
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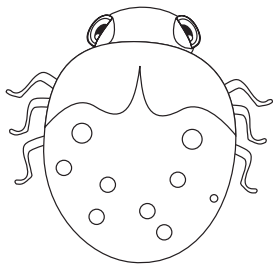
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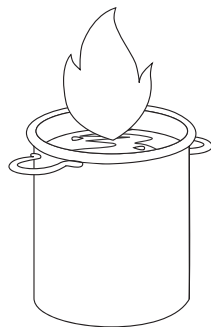
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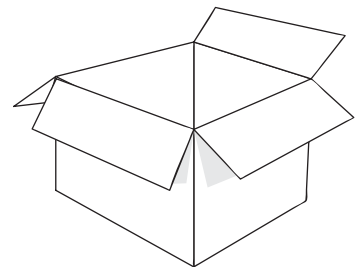
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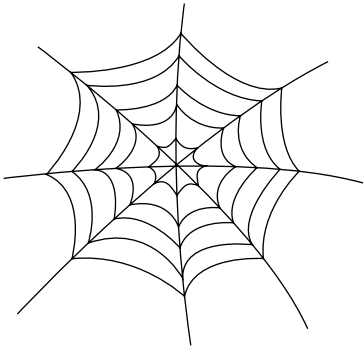
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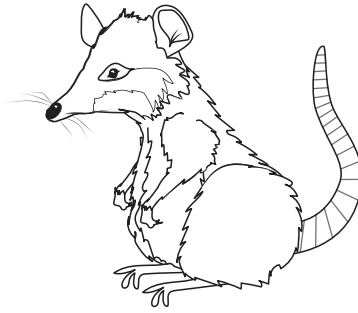
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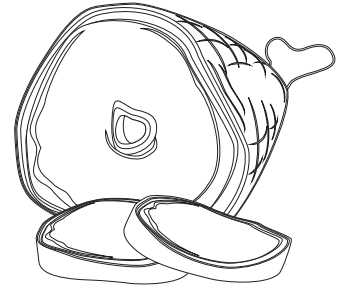
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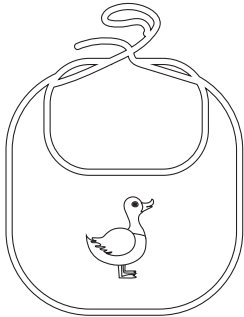
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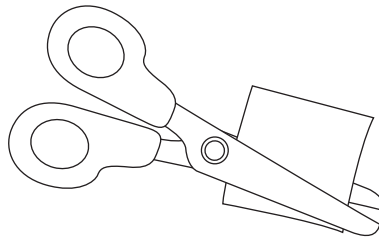
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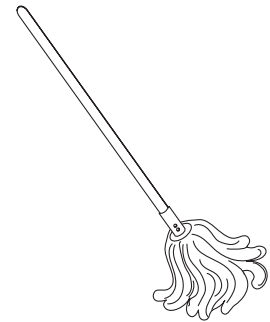
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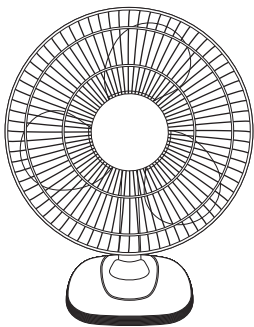
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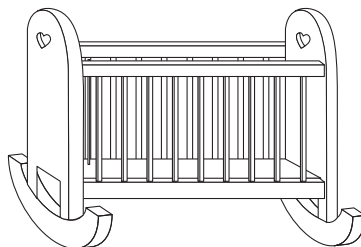
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Name \_\_\_\_\_

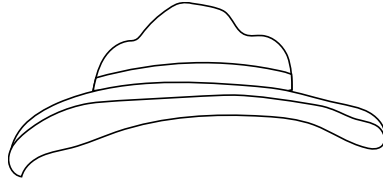
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## Beginning and Ending Sounds

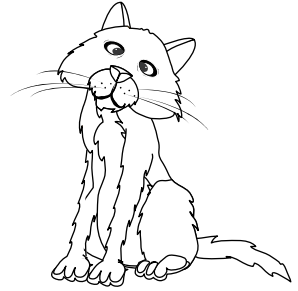
Fill in the missing letters to complete the word.



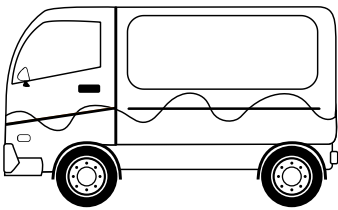
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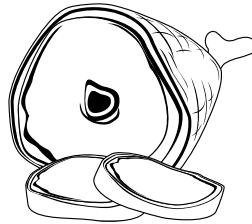
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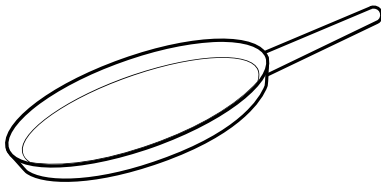
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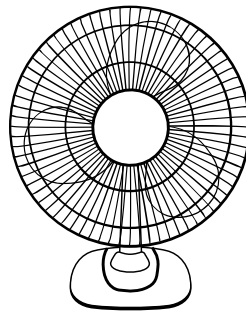
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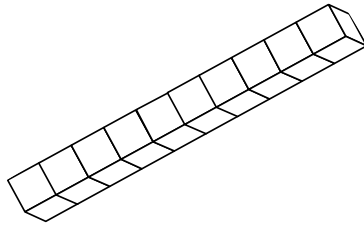
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## Beginning and Ending Sounds

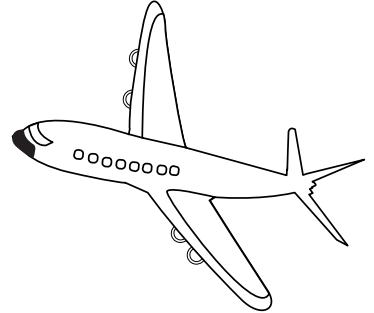
Fill in the missing letters to complete the word.



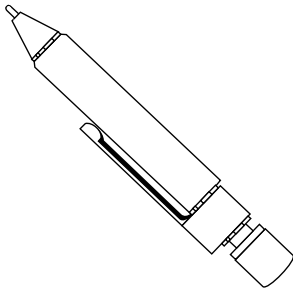
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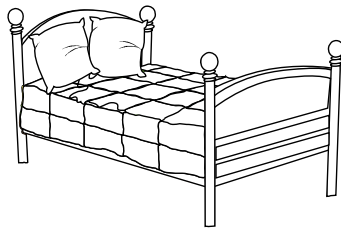
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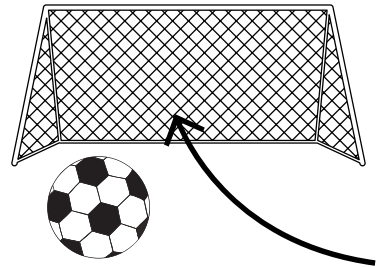
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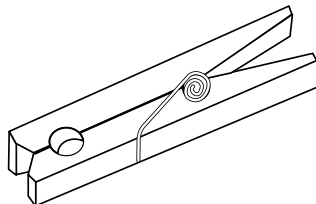
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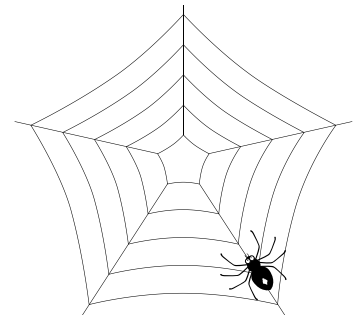
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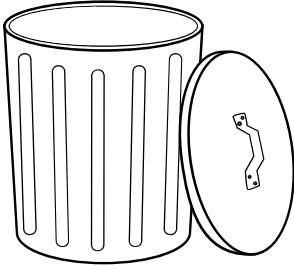
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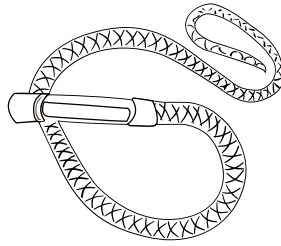
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## Beginning and Ending Sounds

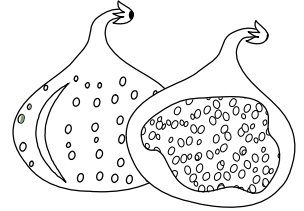
Fill in the missing letters to complete the word.



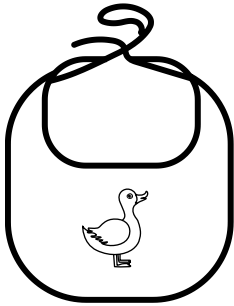
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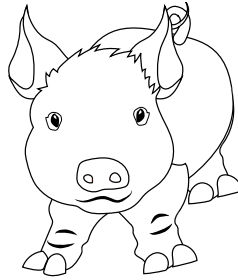
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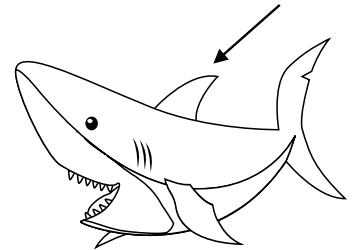
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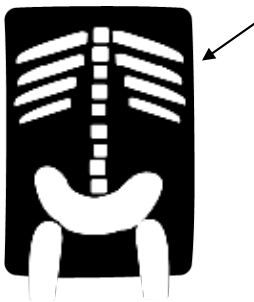
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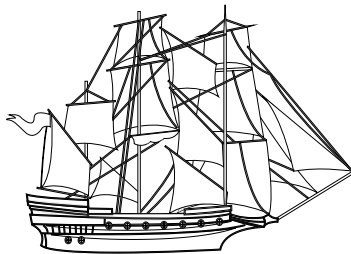
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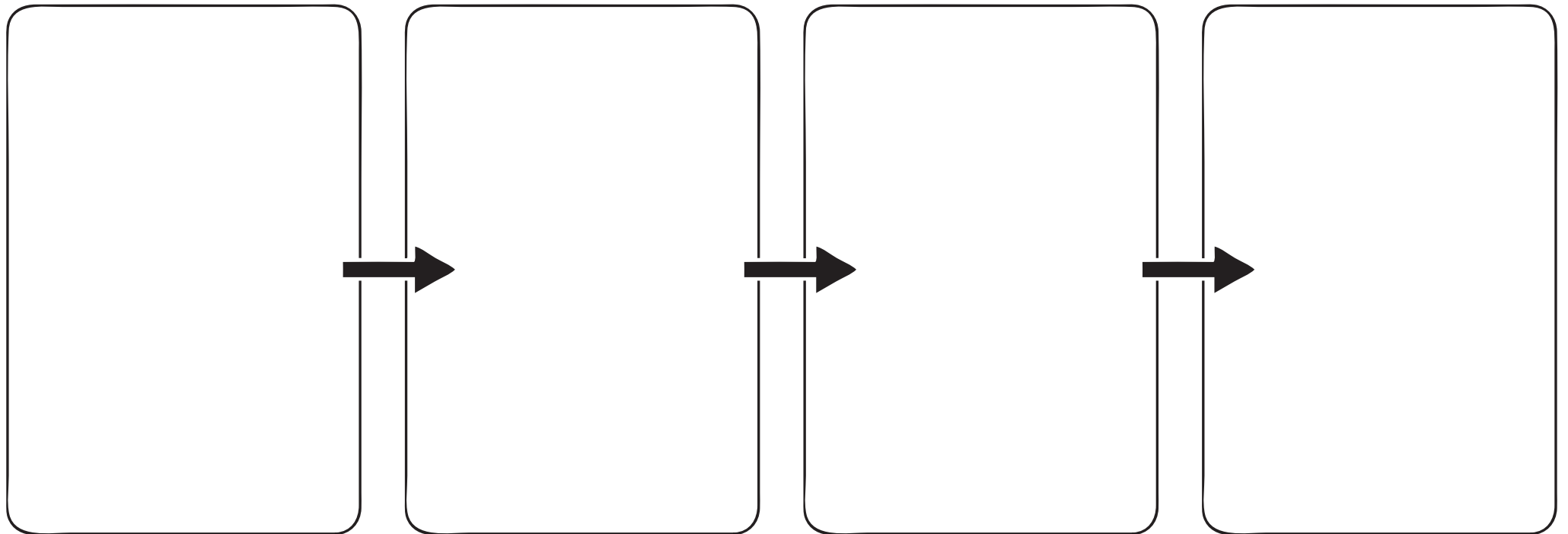
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# Sequencing

Write a sentence and draw a picture sequencing the events of a story.

First _____	Next _____	Then _____	Last _____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____



Name .....

Date .....

# Real or Make-Believe

## — CHARACTER PROFILE —

Is your character real or make-believe?

### APPEARANCE

What does your character look like?

What is your character's name?

Draw your Character

### PERSONALITY

What are some of your character's personality traits?

### HOBBY

What does your character like to do?

What makes your character happy?

# Weekend Recount - Worksheet

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

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

On the weekend \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

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

# Writing A Narrative

Title

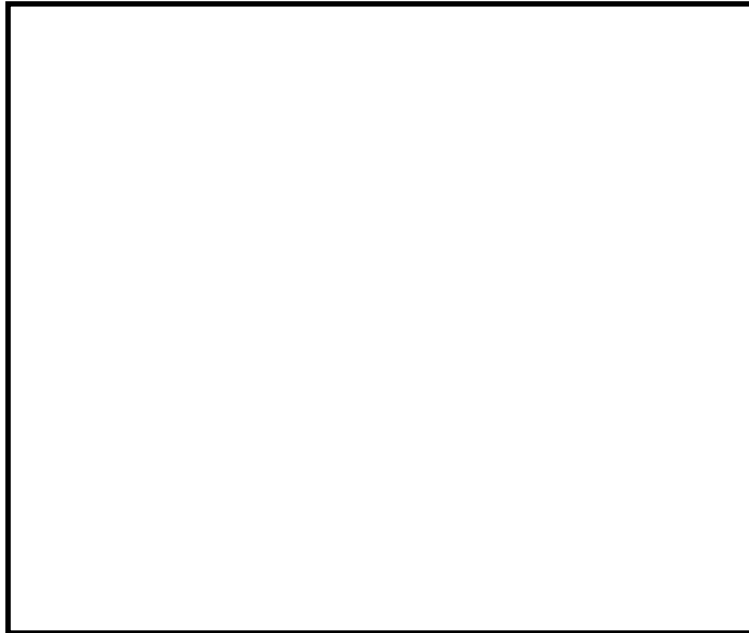
Orientation

Complication

Resolution

Ending

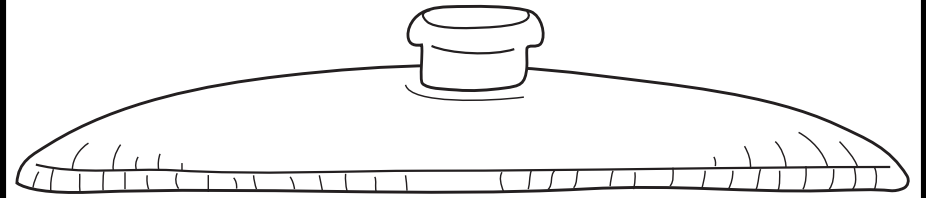
# STEP 5



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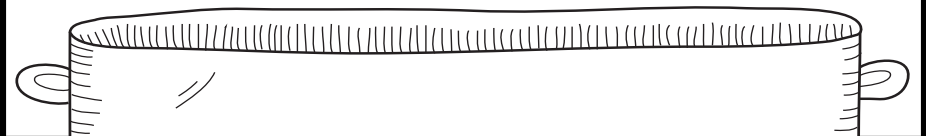
*My Recipe Book:*

HOW TO MAKE

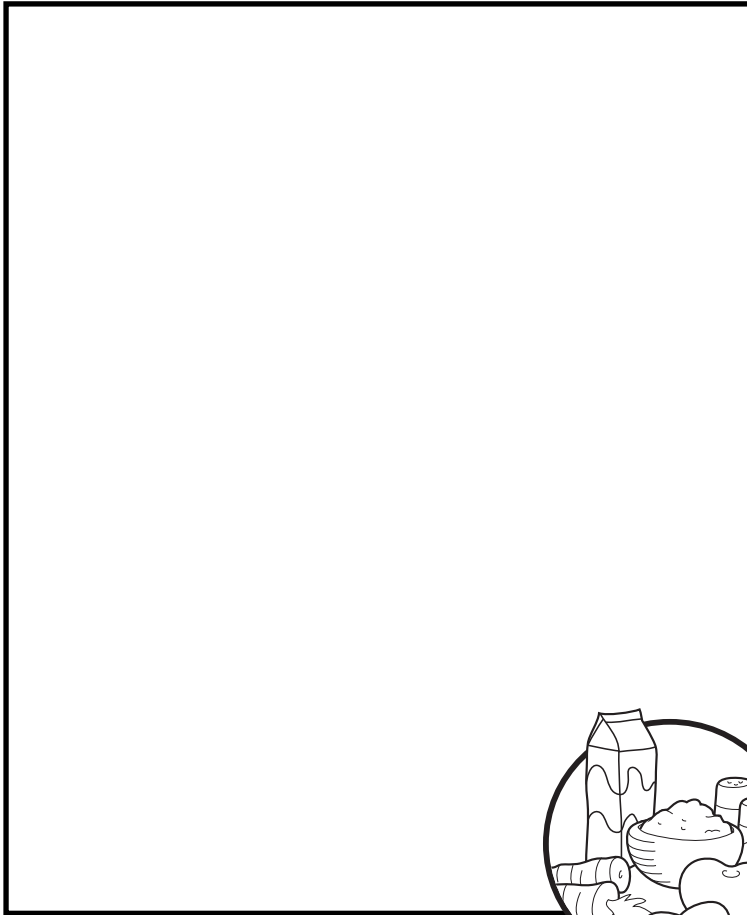
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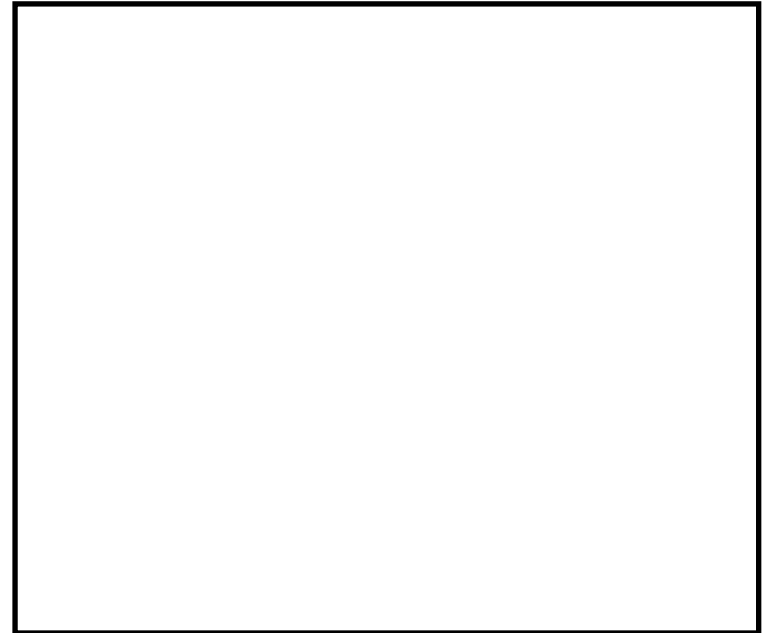
*By* \_\_\_\_\_



# INGREDIENTS



# STEP 4

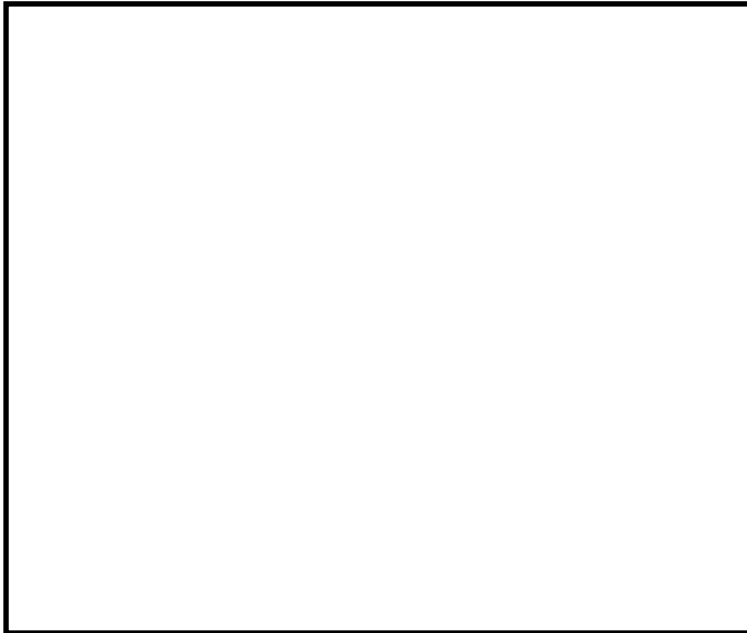


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# STEP 3

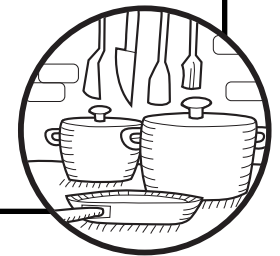
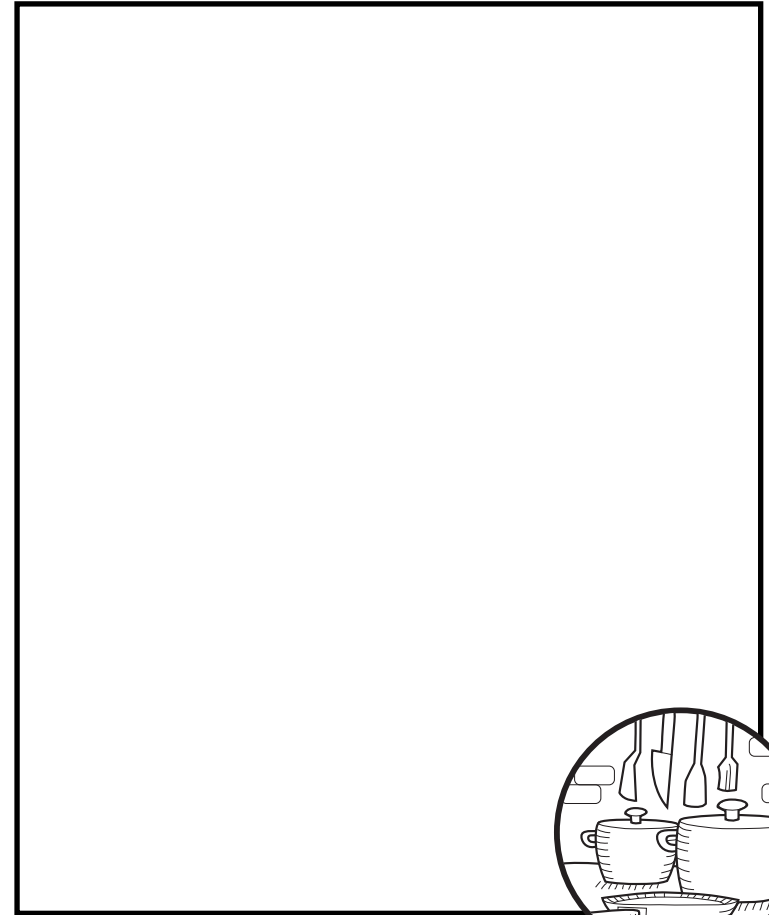


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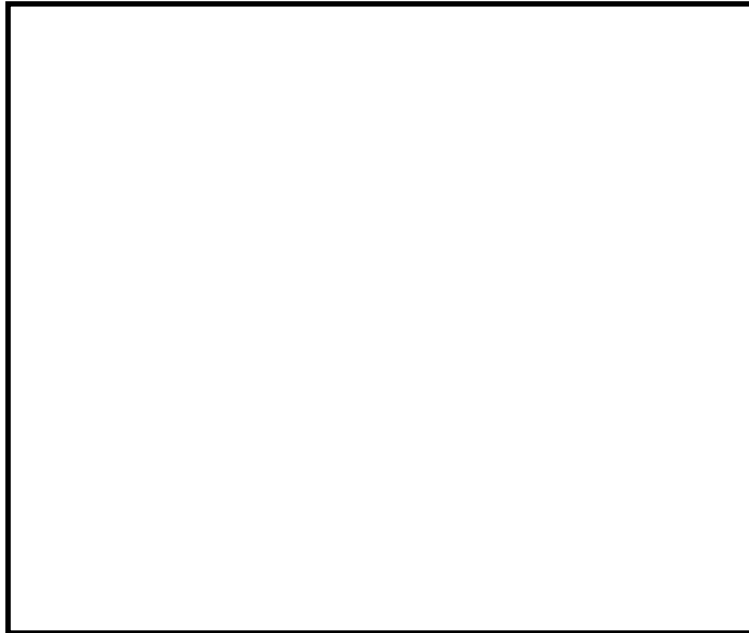
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# EQUIPMENT



# STEP 1

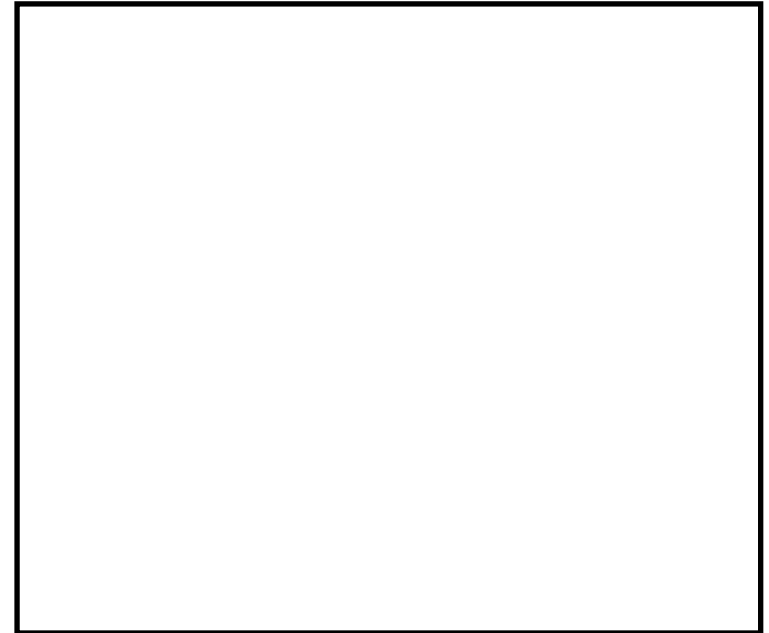


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# STEP 2



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# Colour By Numbers

1 = Light Blue

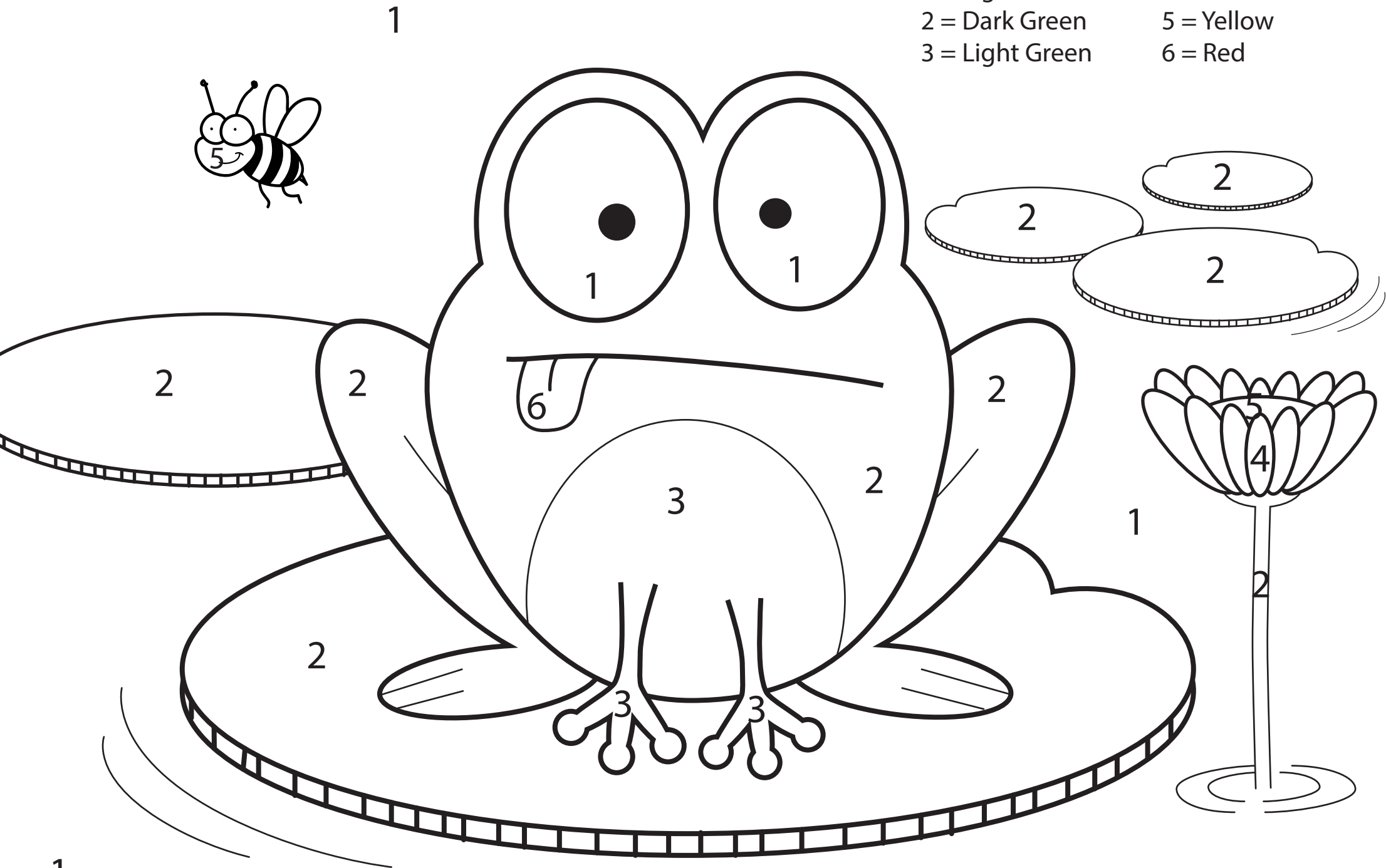
4 = Pink

2 = Dark Green

5 = Yellow

3 = Light Green

6 = Red



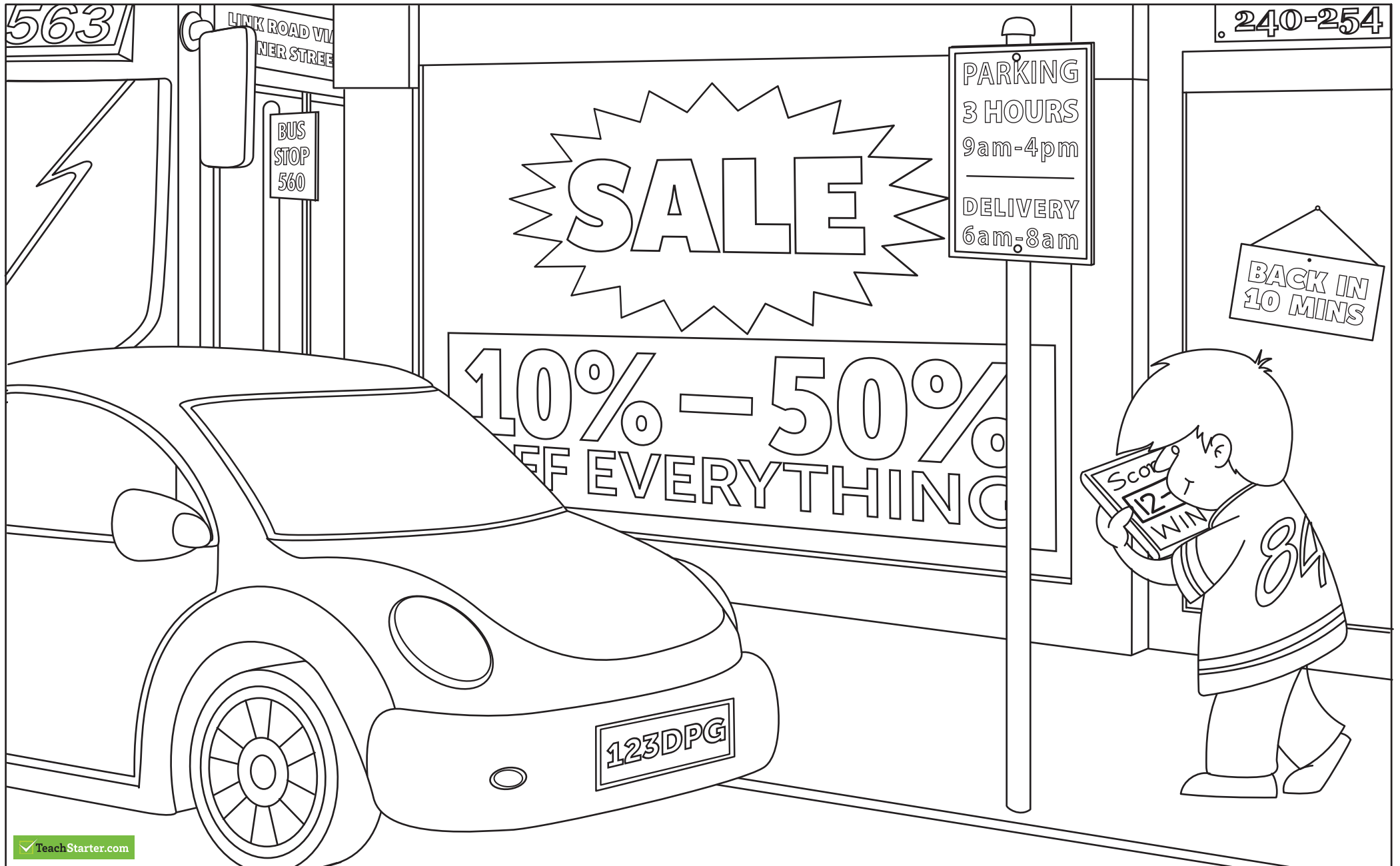
1

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

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

# Numbers in the Environment

Numbers are everywhere in the environment! Have a close look at the picture below. Identify all the numbers.  
How many numbers are there in the environment shown?



Name \_\_\_\_\_

Date \_\_\_\_\_

# Number and Value Match-Up

Draw a line from the word to the matching number and then trace the word.

one

two

three

four

five

six

seven

eight

nine

4

7

5

1

6

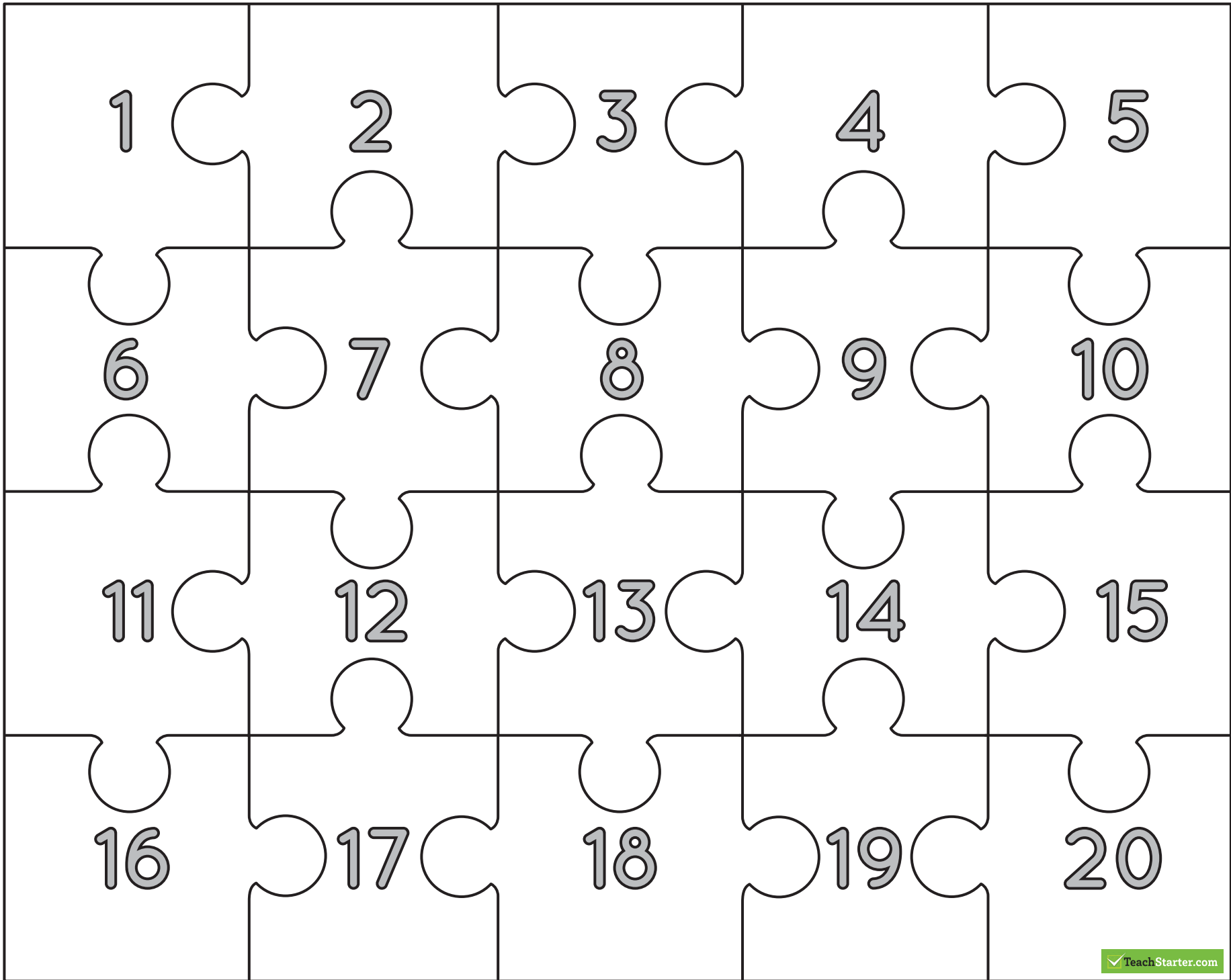
3

9

8

2





## Drawing Numbers

Draw the correct number of items that corresponds with the number in the box.

1	2	3	4	5
6	7	8	9	10

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

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

# Skip Counting

## 1. Continue counting in 2s

- a) 2, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 10, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 20, 22  
 b) 10, 12, 14, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 22, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 30  
 c) 30, 32, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 42, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 50

## 2. Continue counting in 5s

- a) 5, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 25, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 50, \_\_\_\_\_,  
 b) 20, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 45, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 70  
 c) 40, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 70, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 90

## 3. Continue counting in 10s

- a) 10, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 70, \_\_\_\_\_, \_\_\_\_\_, 100  
 b) 80, \_\_\_\_\_, \_\_\_\_\_, 110, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 170  
 c) 110, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 170, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

## 4. Colour all of the numbers skip counting in 2 red.

## 5. Colour all of the numbers skip counting in 5 green.

## 6. Colour all of the numbers skip counting in 10 yellow.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



# Dinosaur Maths!

Purple = 9

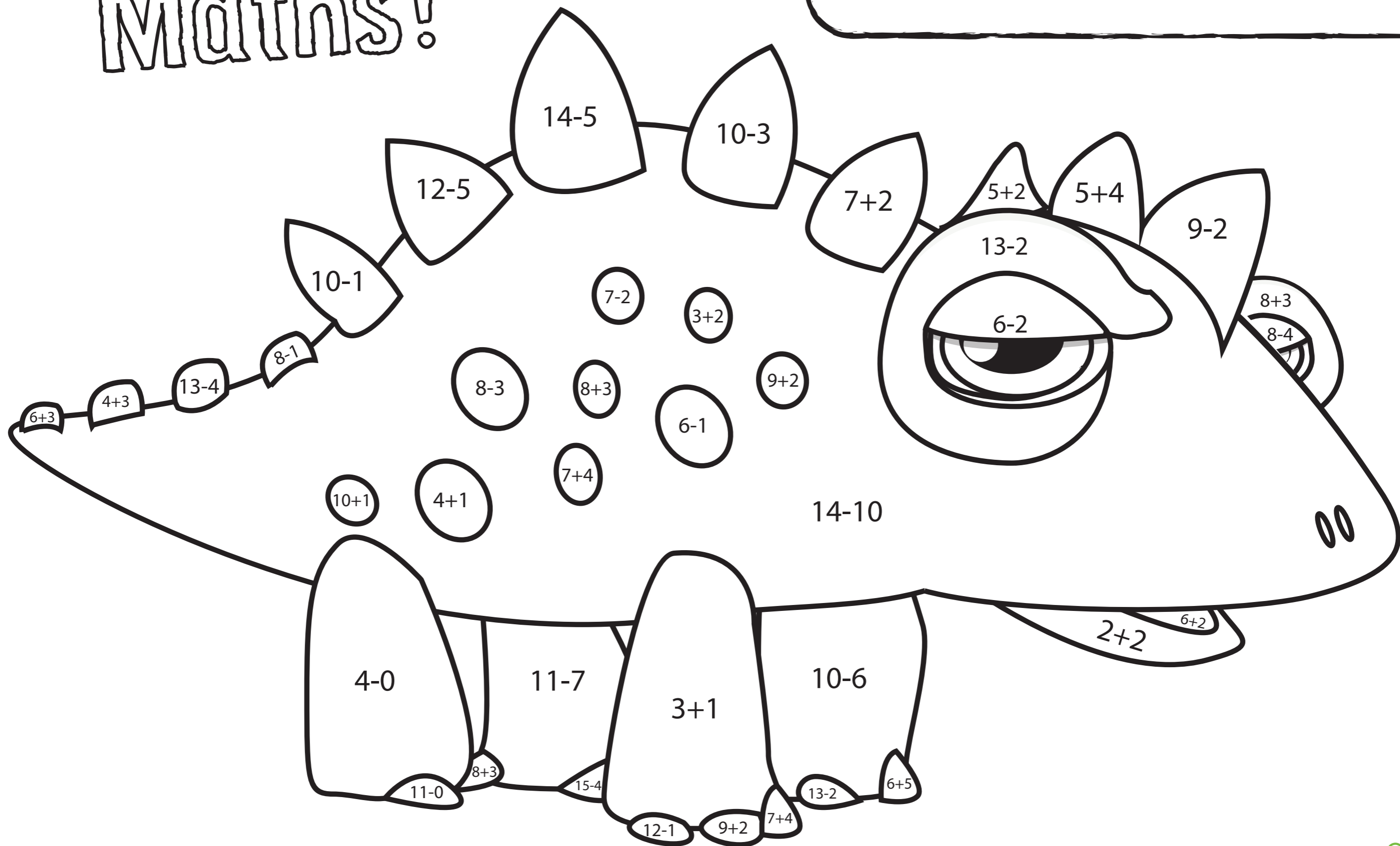
Red = 8

Orange = 4

Brown = 5

Yellow = 7

Pink = 11

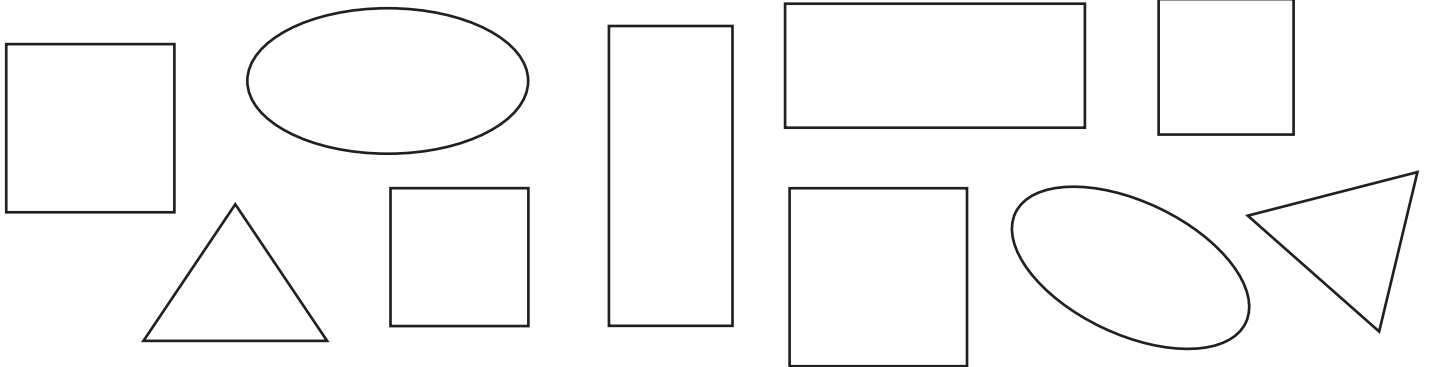


Name: \_\_\_\_\_

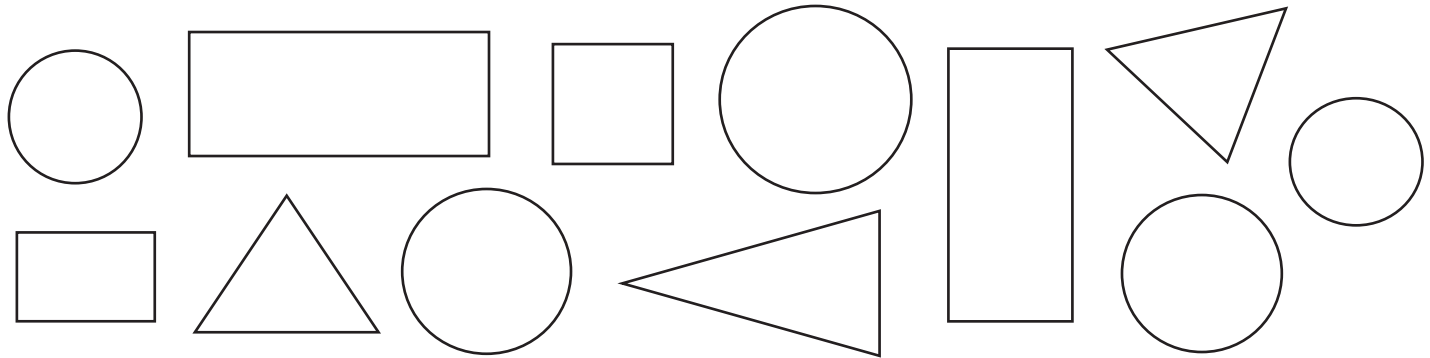
Date: \_\_\_\_\_

# Colouring 2D Shapes

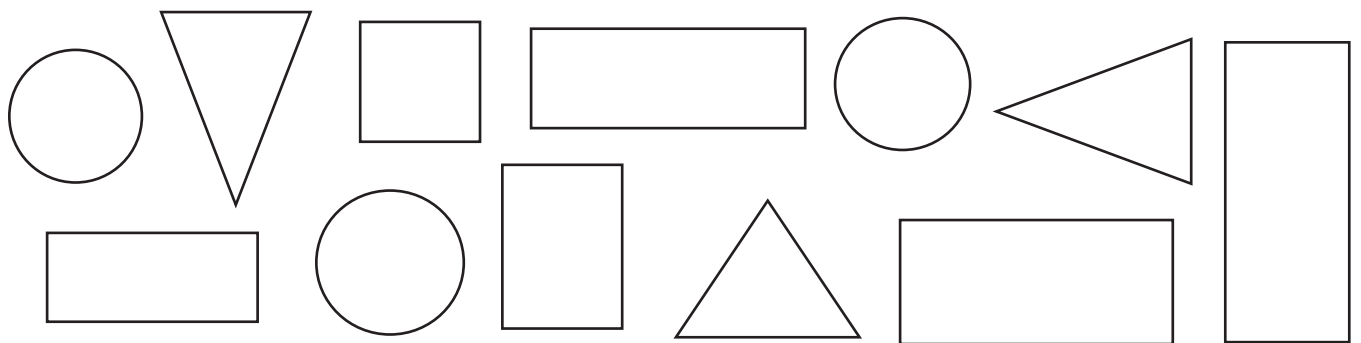
Colour all the squares red: \_\_\_\_\_



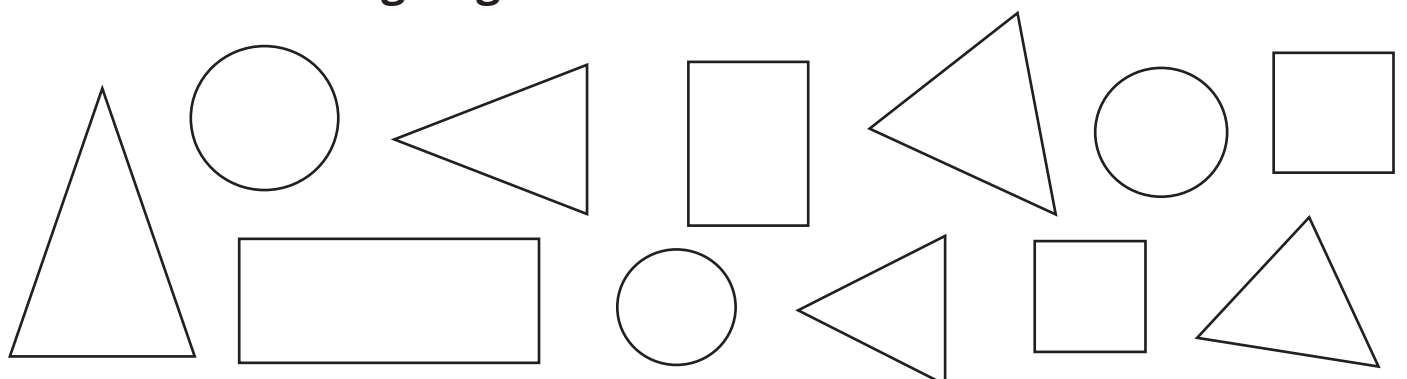
Colour all the circles blue: \_\_\_\_\_



Colour all the rectangles yellow: \_\_\_\_\_



Colour all the triangles green: \_\_\_\_\_




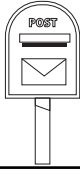


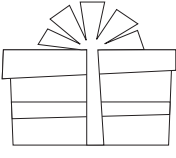



Name \_\_\_\_\_


Date \_\_\_\_\_


## Following Directions (A)

① Look at the grid and then answer the questions below.


		
		8
1		

a) What is on the block under the  ? \_\_\_\_\_

b) What is on the block next to the  ? \_\_\_\_\_

c) What is on the block above the  ? \_\_\_\_\_

d) Draw a star on the box that is in the middle on the bottom row.

e) How would you describe the location of the  ? \_\_\_\_\_

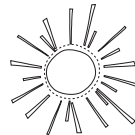
② Follow the directions.

a) Draw a boy under the tree.

b) Draw a bird flying over the tree.

c) Draw an apple growing in the middle of the tree.

d) Draw a rain cloud next to the sun.



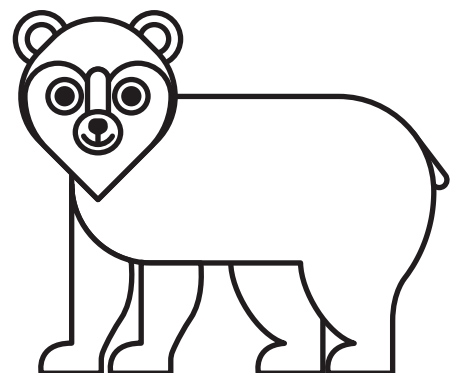
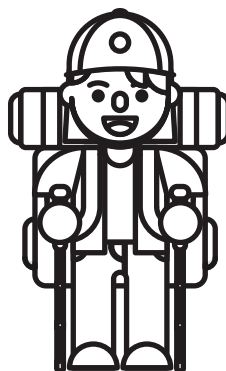
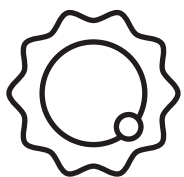


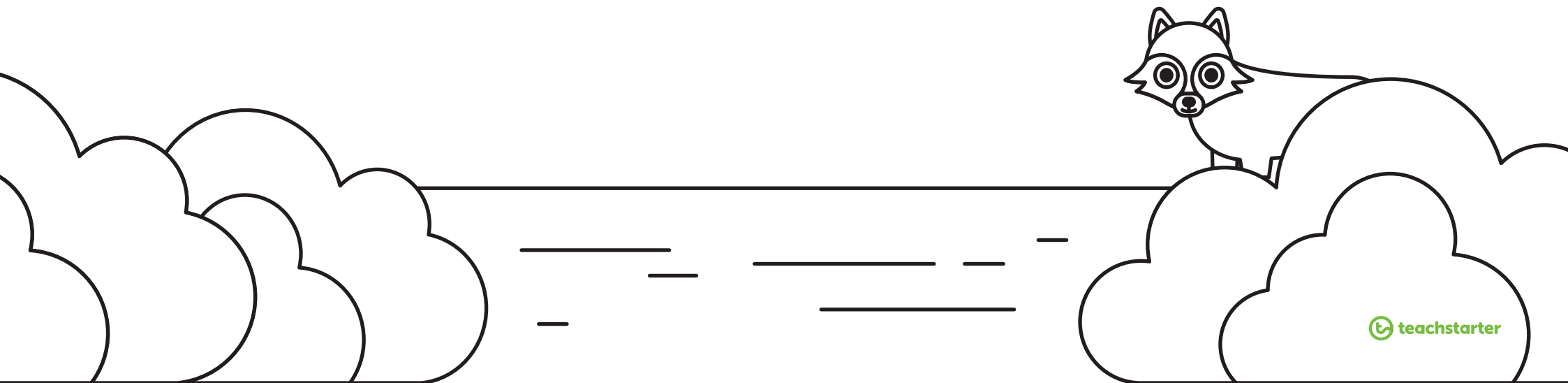
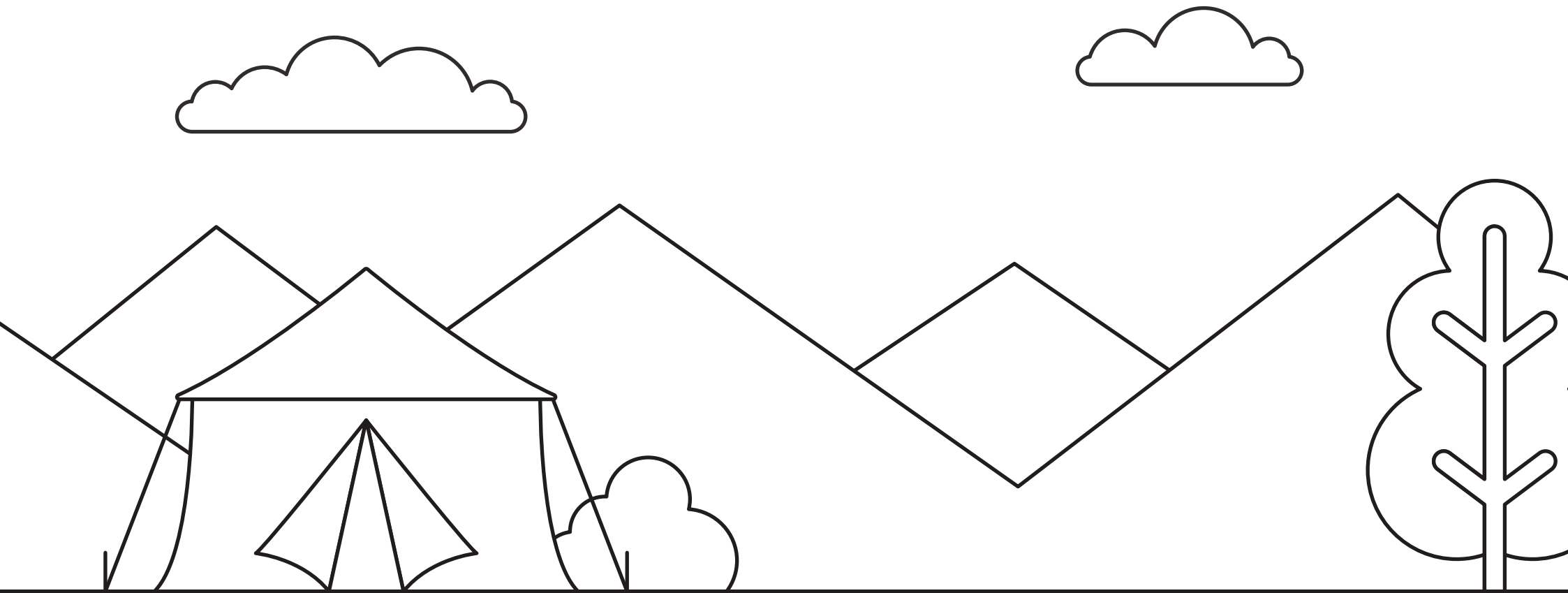
# Positional Language

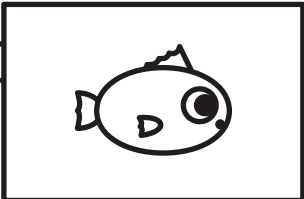
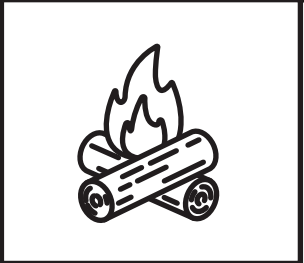
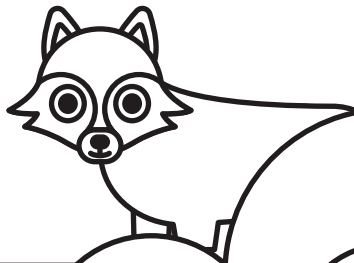
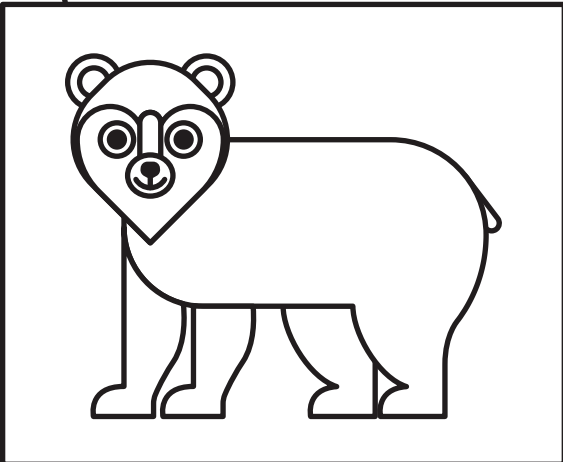
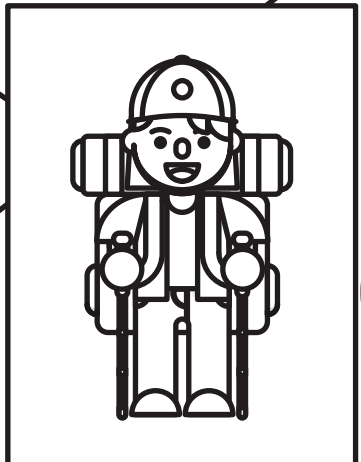
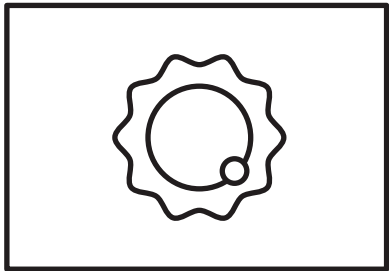
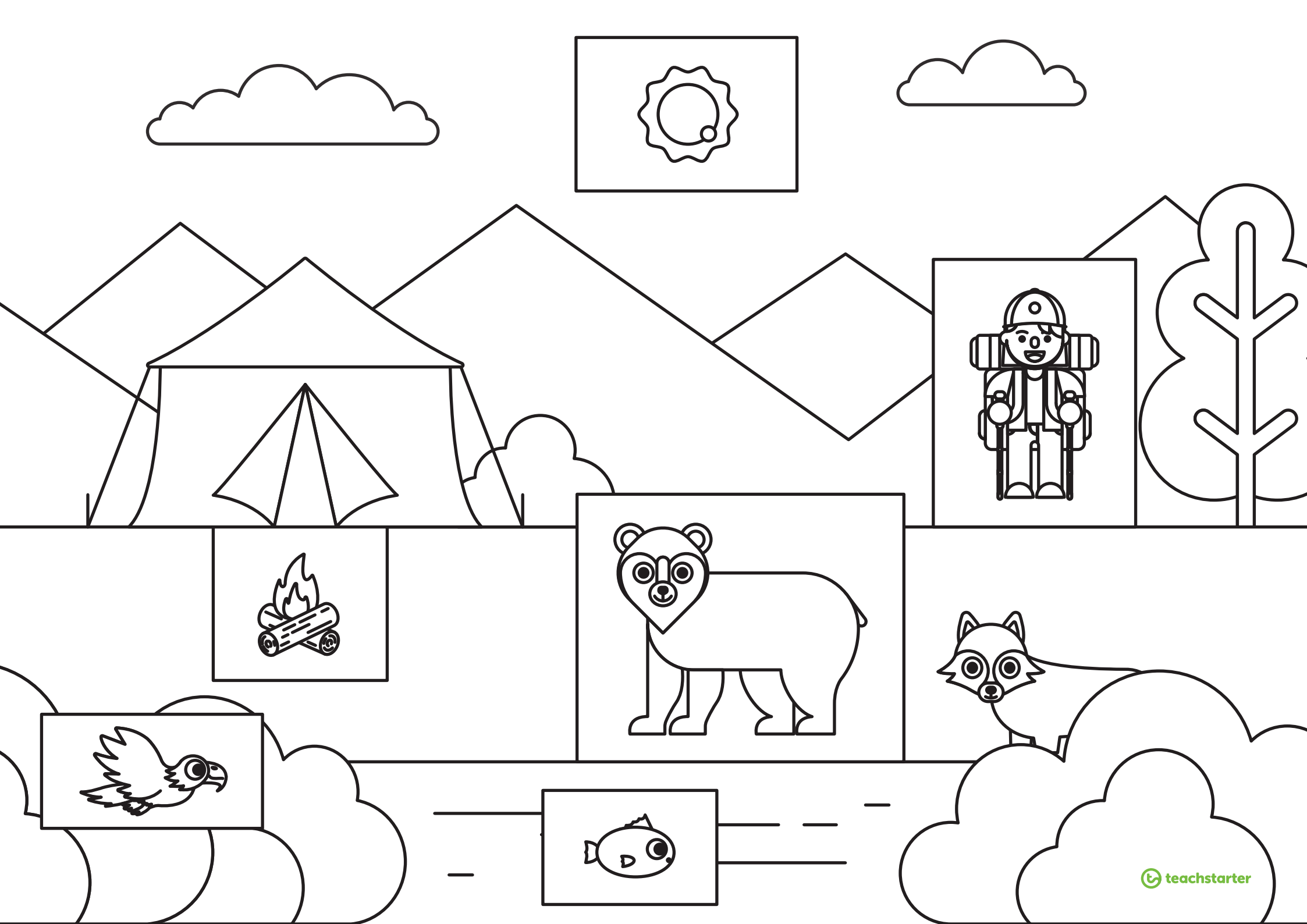
## – Worksheet –

Cut out the pictures below. Follow the instructions to paste them in the correct place on the mountain scene.

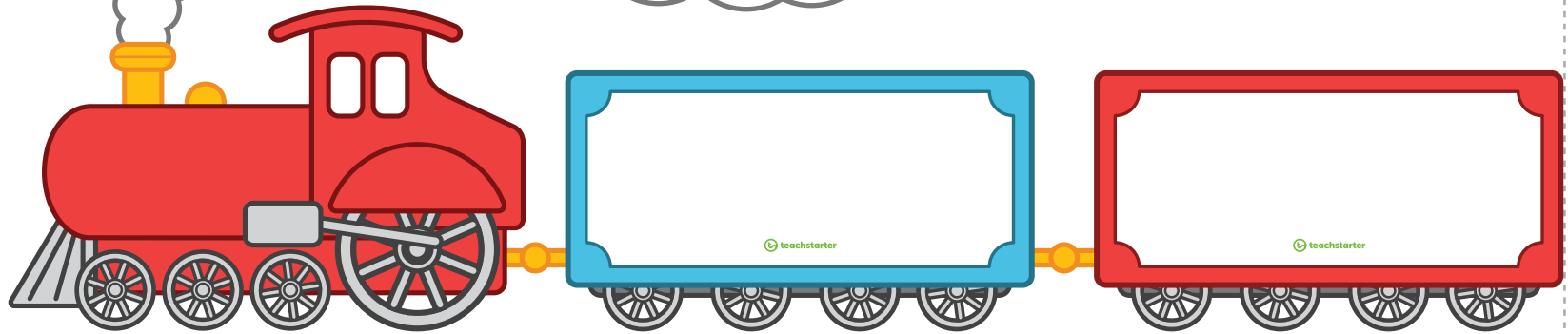
- 1 Put the campfire **in front of** the tent.
- 2 Put the bird **on** a bush.
- 3 Put the sun **between** the clouds.
- 4 Put the bear **near** the wolf.
- 5 Put the hiker **next to** the tree.
- 6 Put the fish **in** the river.



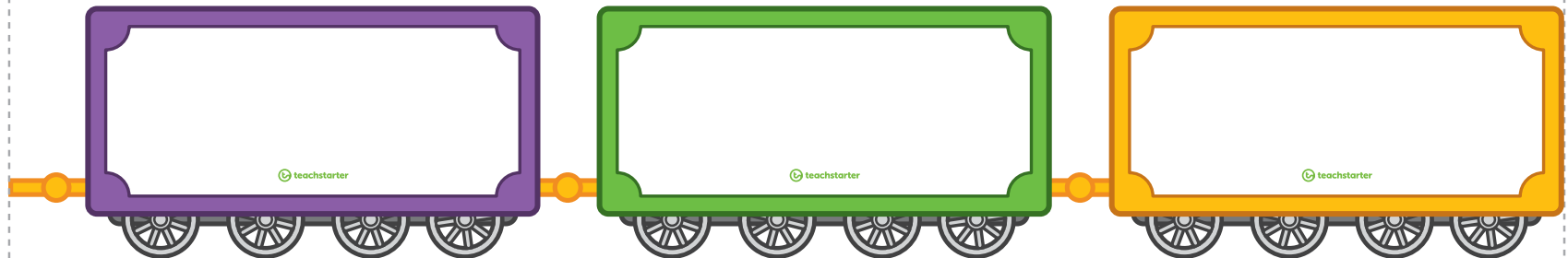




# Days of the Week



Glue Here



**Monday**

**Tuesday**

**Wednesday**

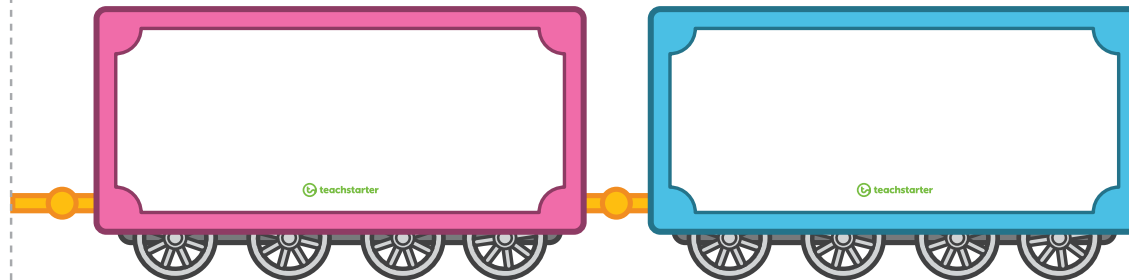
**Thursday**

**Friday**

**Saturday**

**Sunday**

Glue Here



Name \_\_\_\_\_

Date \_\_\_\_\_

# My Week at Home

1. Beside the name of each day, draw something that you do at home or away from school on that day, every week.

<b>Sunday</b>	
<b>Monday</b>	
<b>Tuesday</b>	
<b>Wednesday</b>	
<b>Thursday</b>	
<b>Friday</b>	
<b>Saturday</b>	



2. Circle the day of the week that you like the best.





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

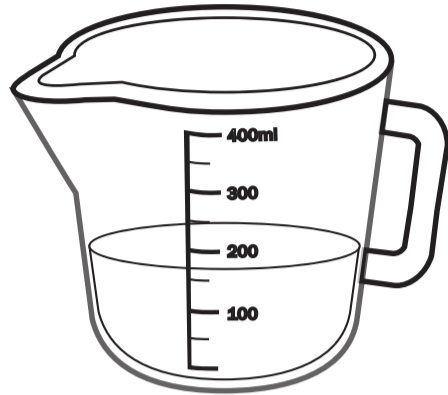
Date: \_\_\_\_\_

# Volume and Capacity

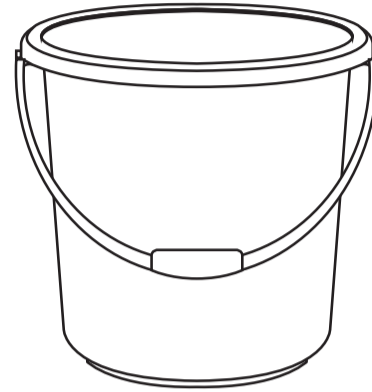
Colour the item that holds less.



spoon



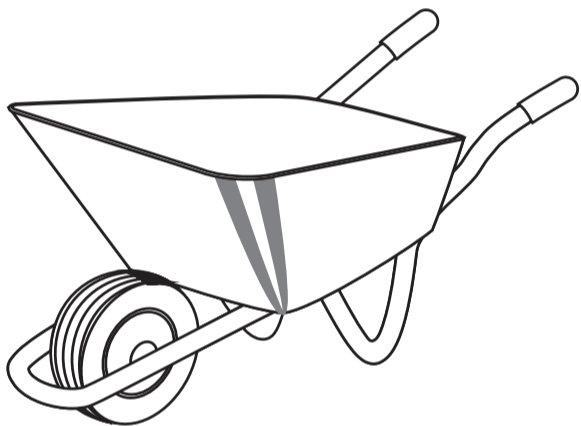
jug



bucket



cup



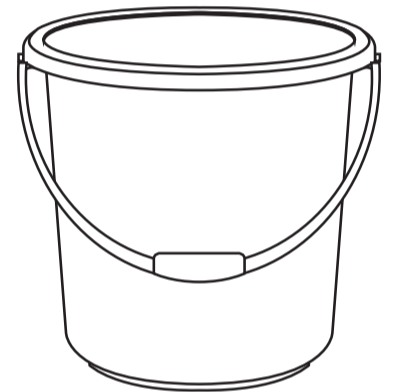
wheelbarrow



bucket



kettle



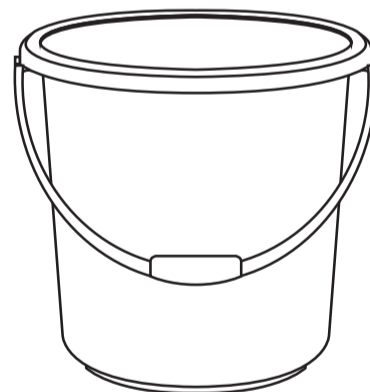
bucket



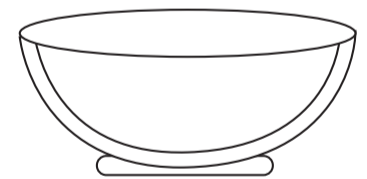
spoon



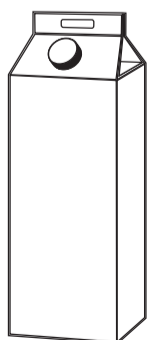
vase



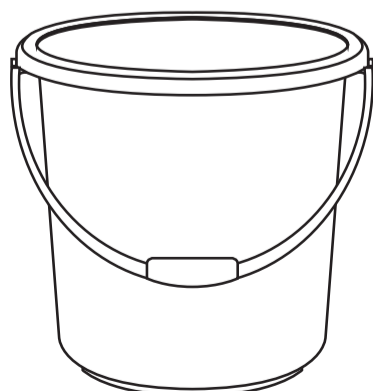
bucket



bowl



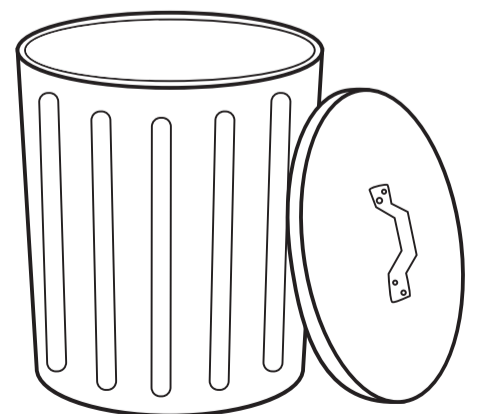
carton



bucket



vase



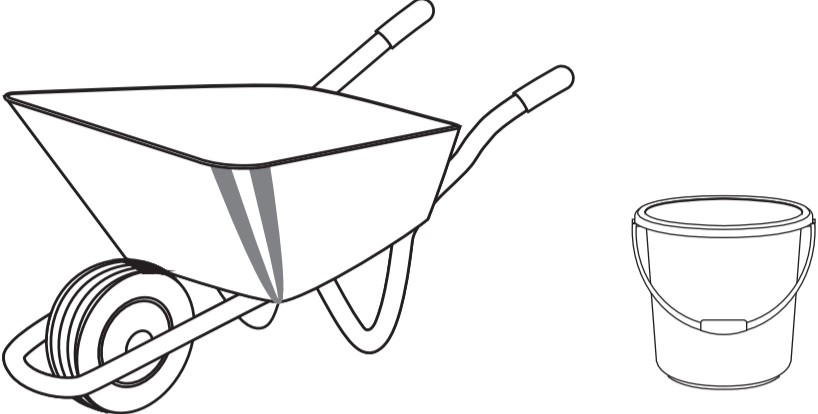
trashcan

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


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

# Volume and Capacity

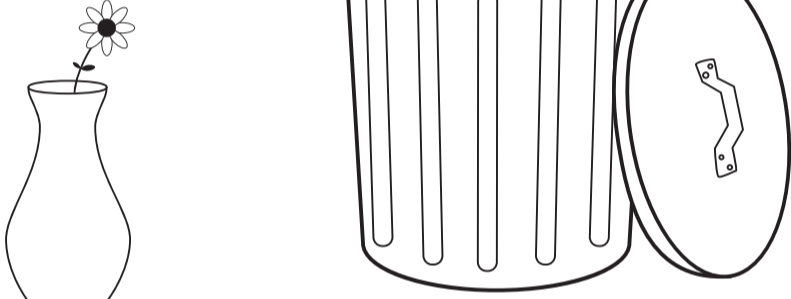
Colour the item that holds more.



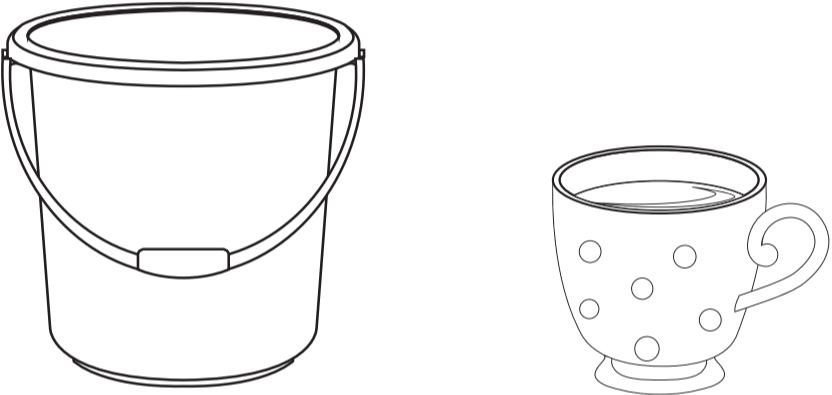
wheelbarrow      bucket



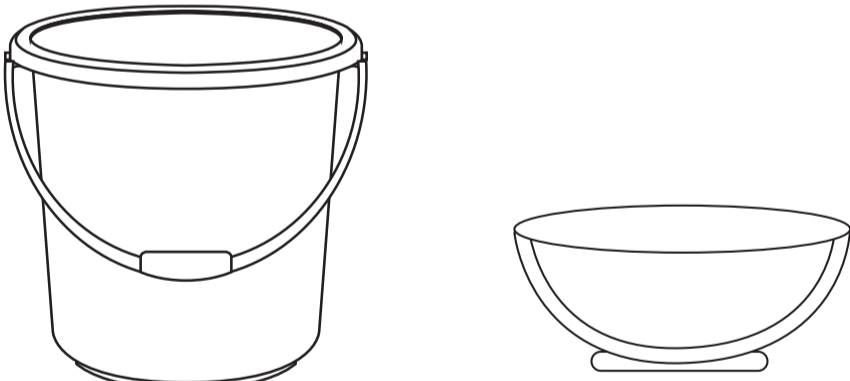
spoon      vase



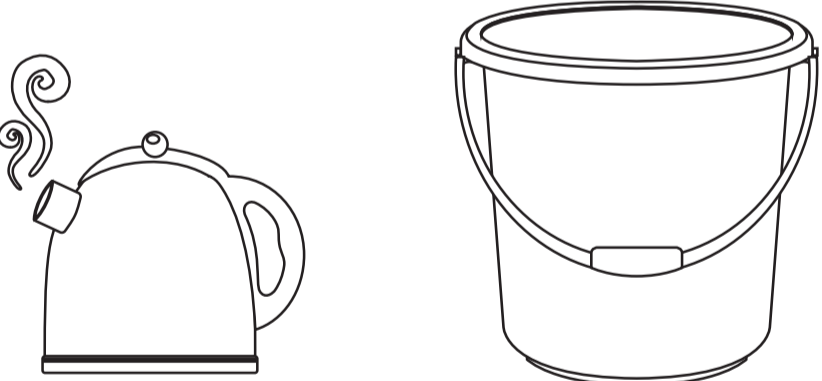
vase      trashcan



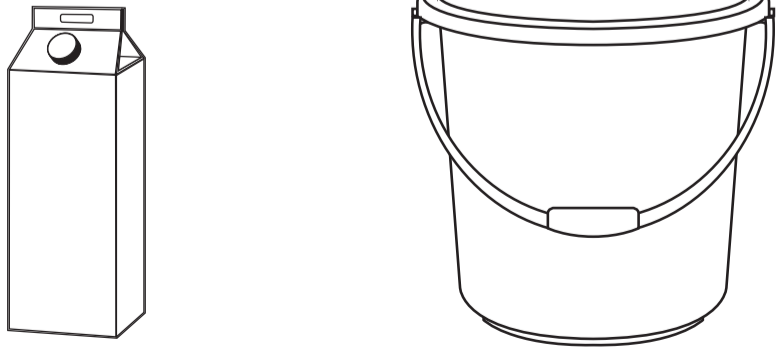
bucket      cup




bucket      bowl



kettle      bucket



carton      bucket



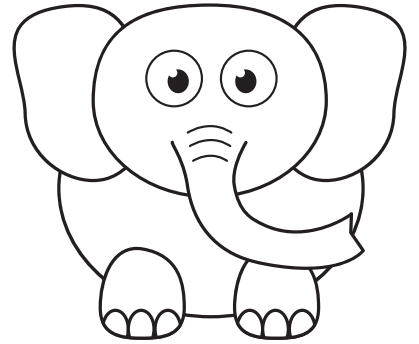
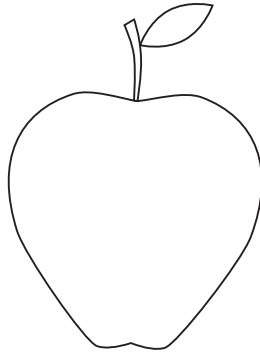
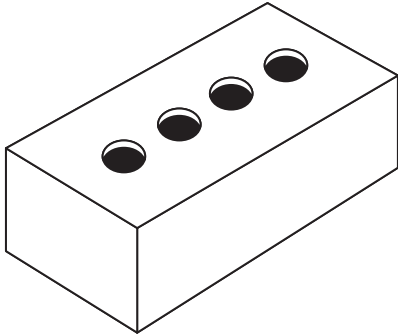
spoon      jug

Name \_\_\_\_\_

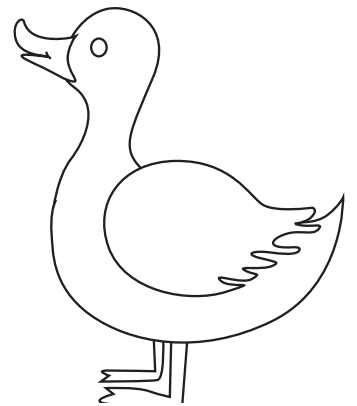
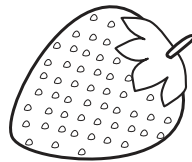
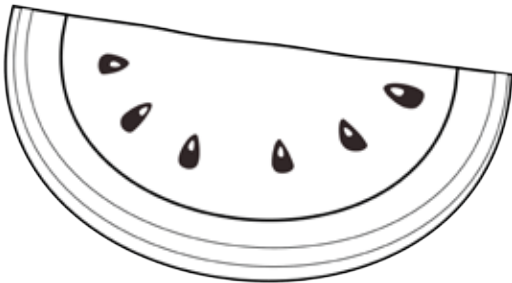
Date \_\_\_\_\_

## Mass (A)

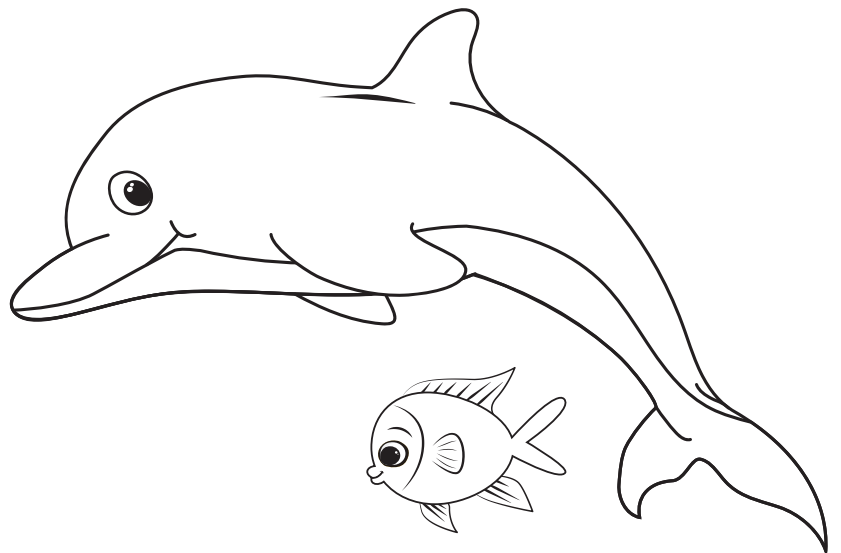
① Circle the heaviest object.



② Circle the lightest object.



③ Explain who is heavier.

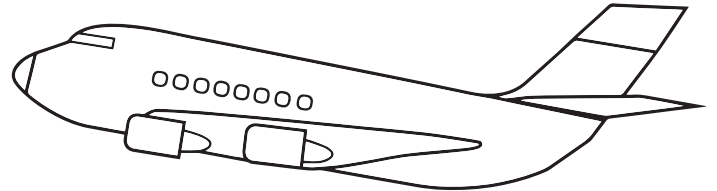
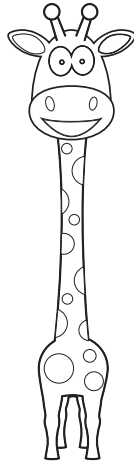
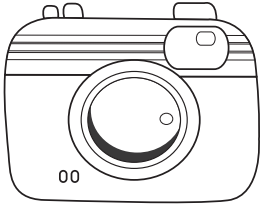


Name \_\_\_\_\_

Date \_\_\_\_\_

## Mass (B)

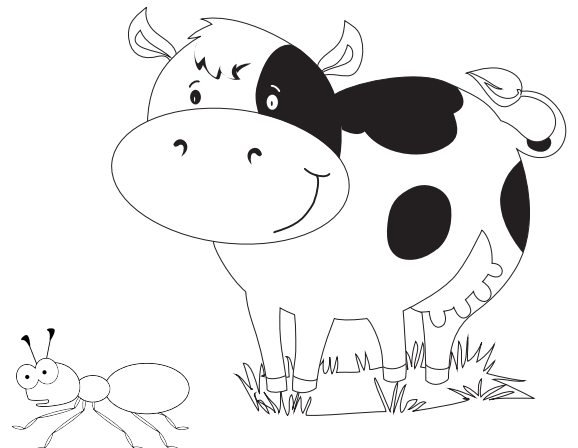
① Circle the heaviest object.



② Circle the lightest object.



③ Explain who is lighter.

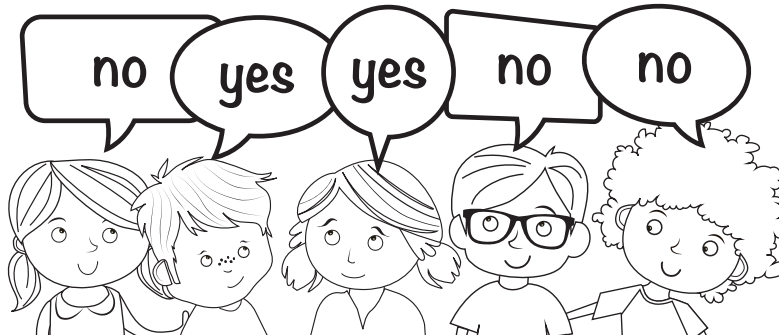


Name \_\_\_\_\_

Date \_\_\_\_\_

## Data Representation and Interpretation (A)

- ① Five students were asked if they like spiders.



- a) Make a tally of the data.

	<b>Yes</b>	
	<b>No</b>	

- b) Write the correct numbers to the sentences below.

	children like spiders.
	children do not like spiders.

- c) Finish the sentence to explain the data.

I think most children don't like spiders because...

Name \_\_\_\_\_

Date \_\_\_\_\_

## Data Representation and Interpretation (B)

- ① Five students were asked if they like strawberry cupcakes.



- a) Make a tally of the data.

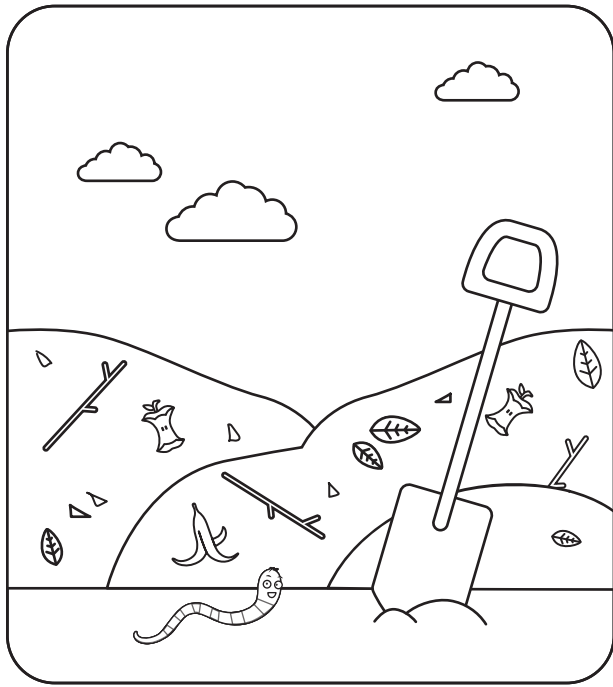
	<b>Yes</b>	
	<b>No</b>	

- b) Write the correct numbers to the sentences below.

	children like strawberry cupcakes.
	children do not like strawberry cupcakes.

- c) Finish the sentence to explain the data.

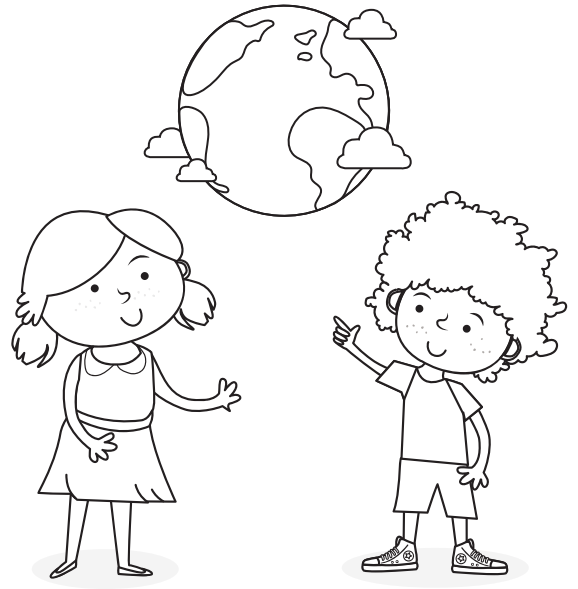
I think most children like strawberry cupcakes because...



We can compost our \_\_\_\_\_ scraps.

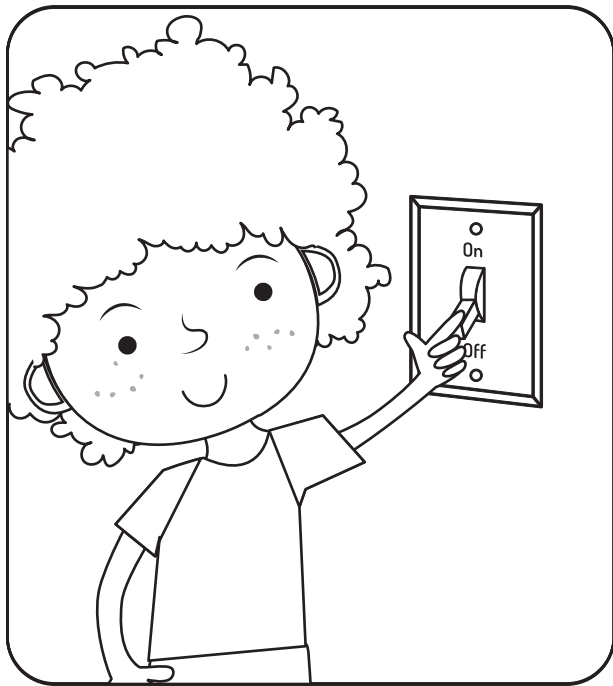
7

# HOW CAN WE HELP — OUR PLANET? —



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

✓ Teach Starter.com



We can turn off \_\_\_\_\_ to save energy.

6



We can pick up \_\_\_\_\_.

1



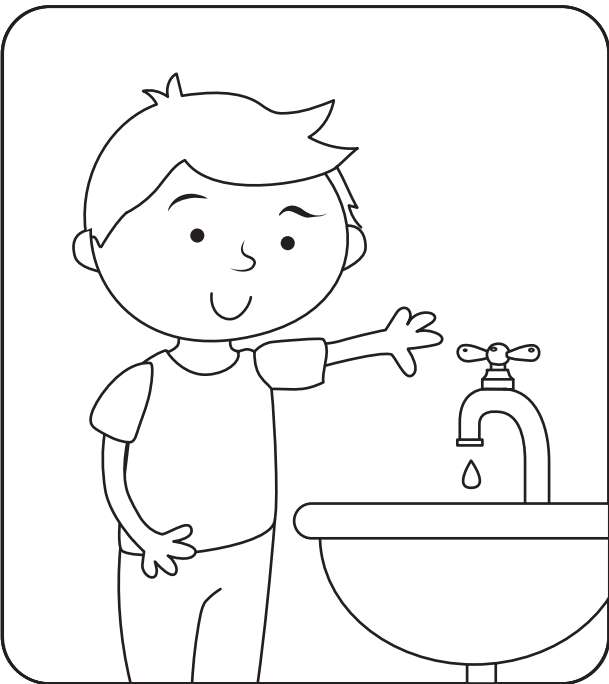
We can use \_\_\_\_\_ plastic in our lunchboxes.

2



We can \_\_\_\_\_ plastic, aluminum and paper.

5



We can use less \_\_\_\_\_.

4



We can plant more \_\_\_\_\_.

3



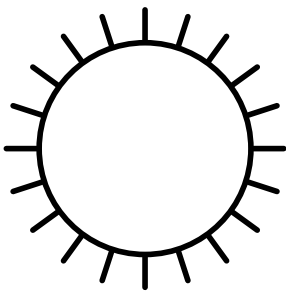
Name: \_\_\_\_\_

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

## How About This Weather?

Follow the instructions below to create a picture that shows the differences between types of weather.

1. Choose a type of weather. Cut out its name and place it in the title box at the top of the page.
2. Cut out features of the sky that you would see during this type of weather. Place them in the sky of the picture.
3. Choose the clothes someone would need to wear for this weather. Place them on the person in the picture.
4. Add any colours or extra details you think are needed for your picture.
5. Find a partner who has chosen another type of weather. Talk about what things are different in your pictures. Look for things that are the same.






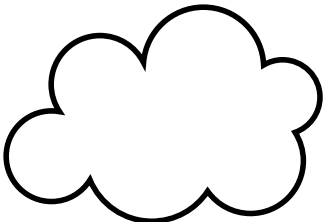
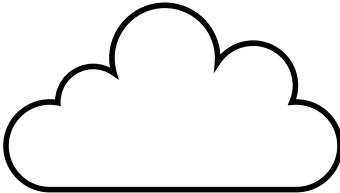
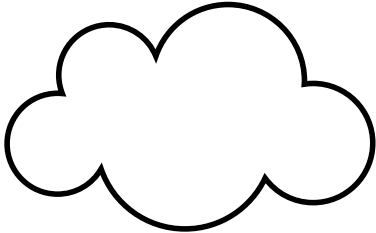
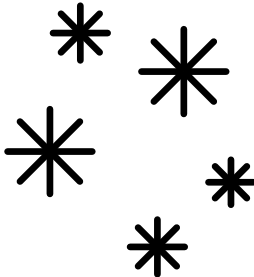
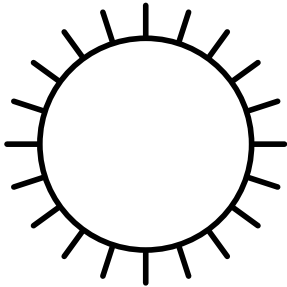

Name: \_\_\_\_\_

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

### Weather

Rainy	Hot and sunny	Snowing
Cloudy	Windy	Cold and sunny

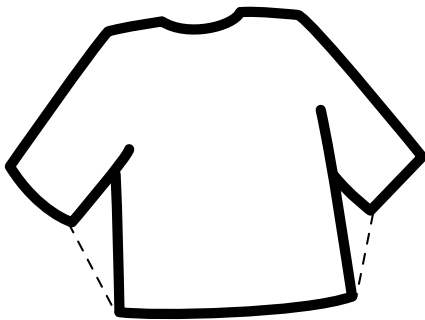
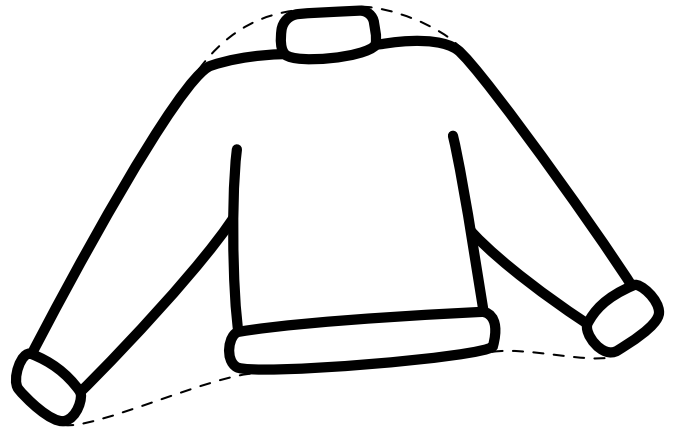
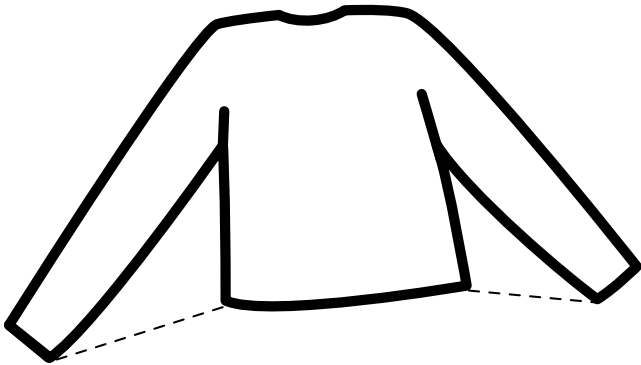
### Objects in the sky

How About This Weather? - Worksheet

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

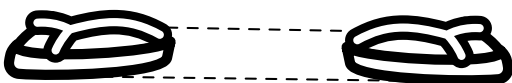
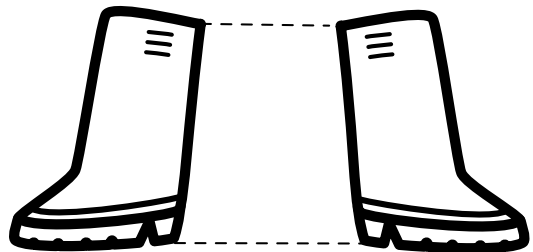
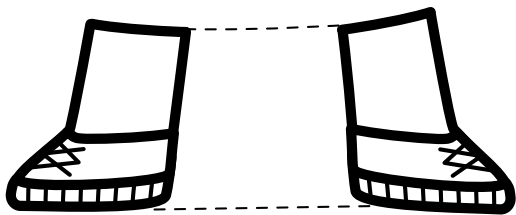
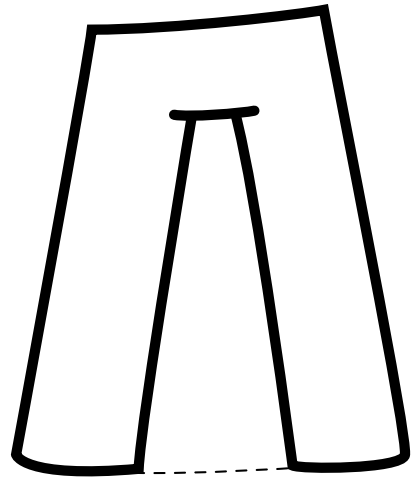
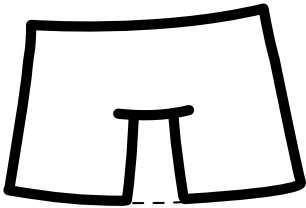
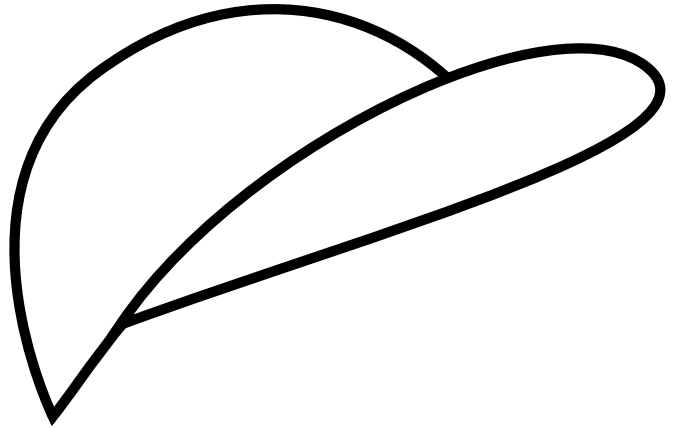
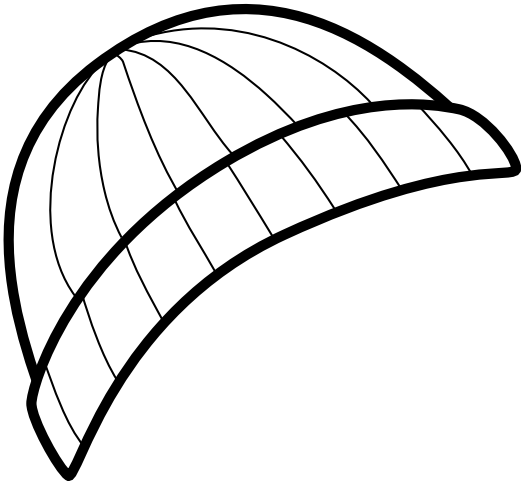
Date: \_\_\_\_\_



# How About This Weather? - Worksheet

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

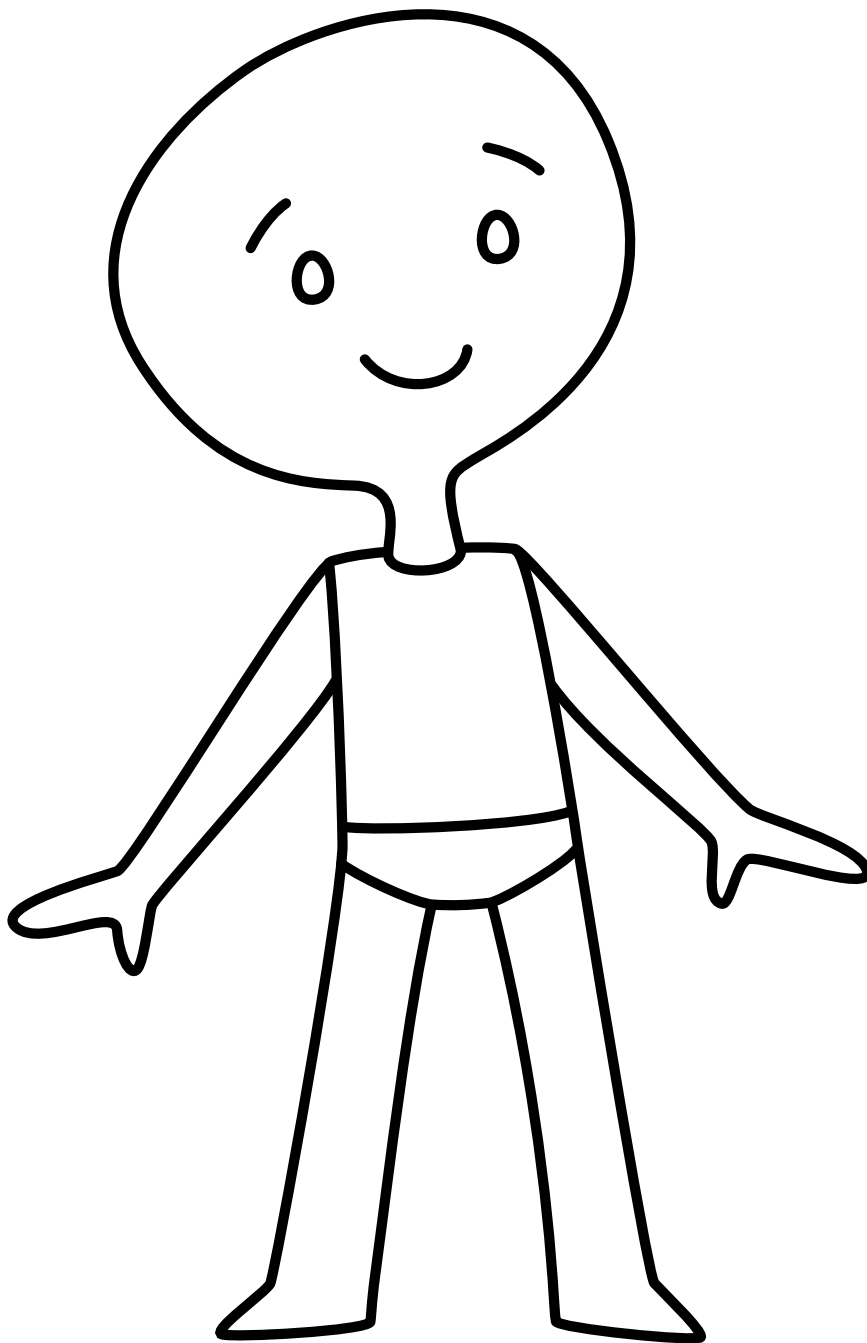
Date: \_\_\_\_\_



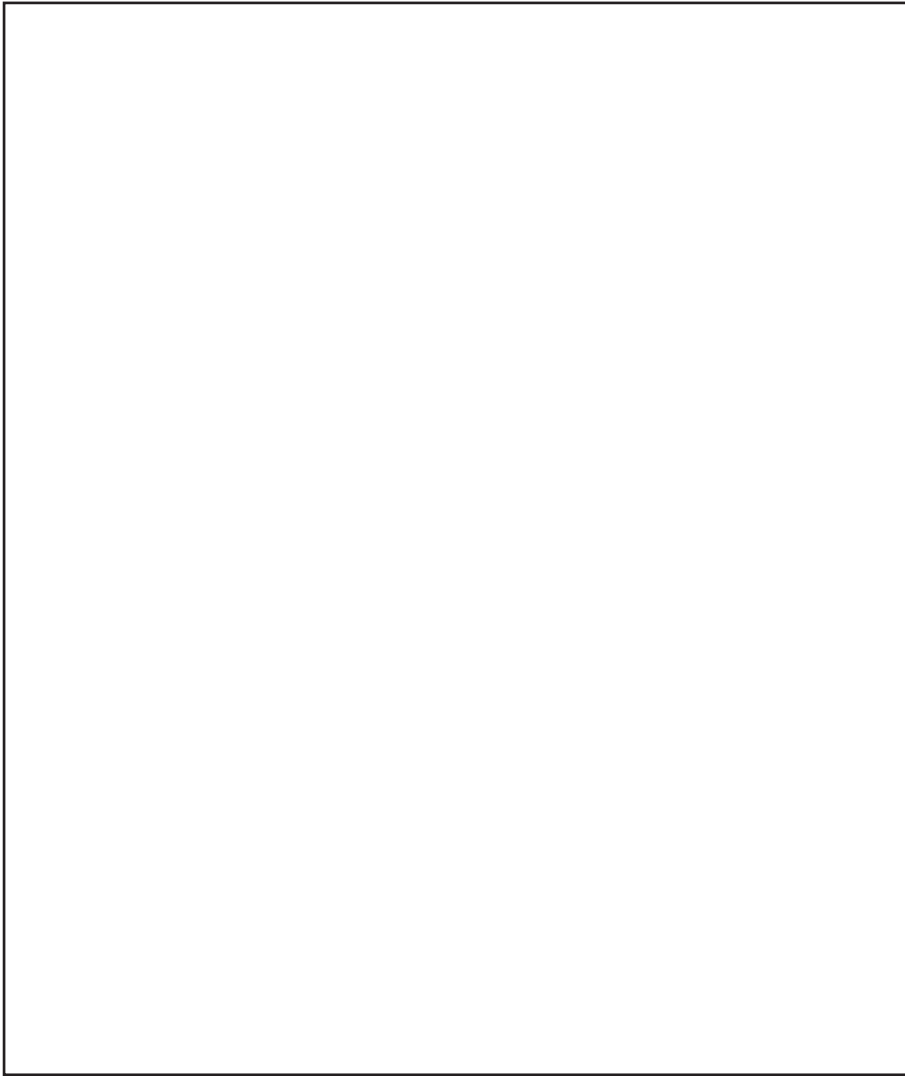
Name: \_\_\_\_\_

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

weather title here



# When I Grow Up...



I want to be a \_\_\_\_\_

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I want to do this because \_\_\_\_\_

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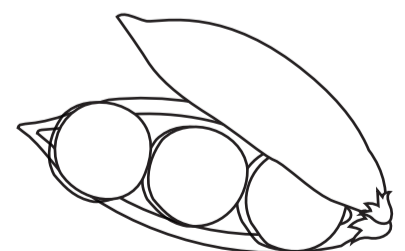
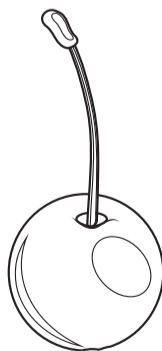
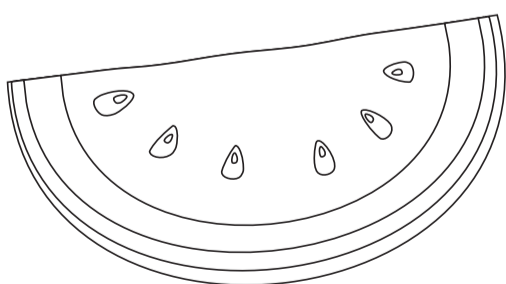
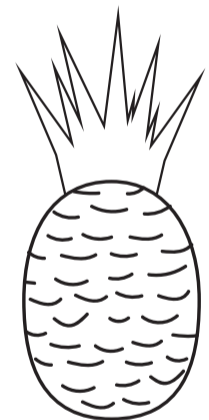
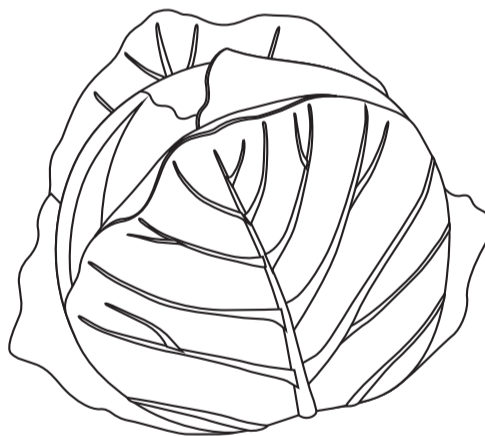
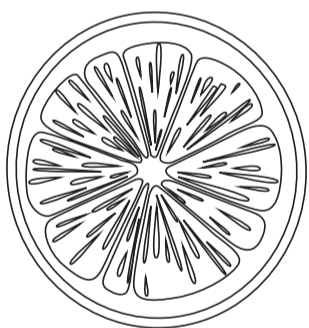
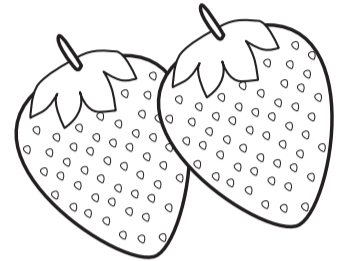
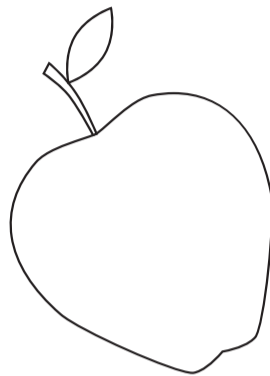
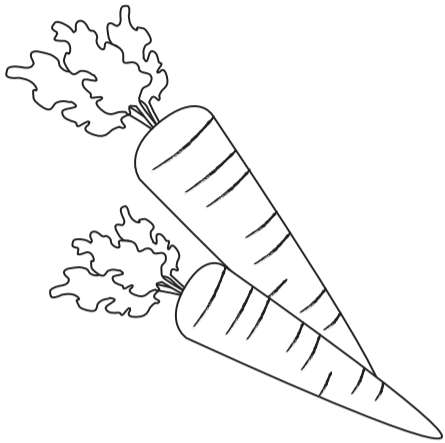
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Name: \_\_\_\_\_

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

# Fruit and Vegetables

Name the fruit and vegetables below.



# Australian and Aboriginal Flag Collage Art Activity

Use this art activity when learning about the Australia Day celebration and the different views of this day for Aboriginal people.

## What you need:

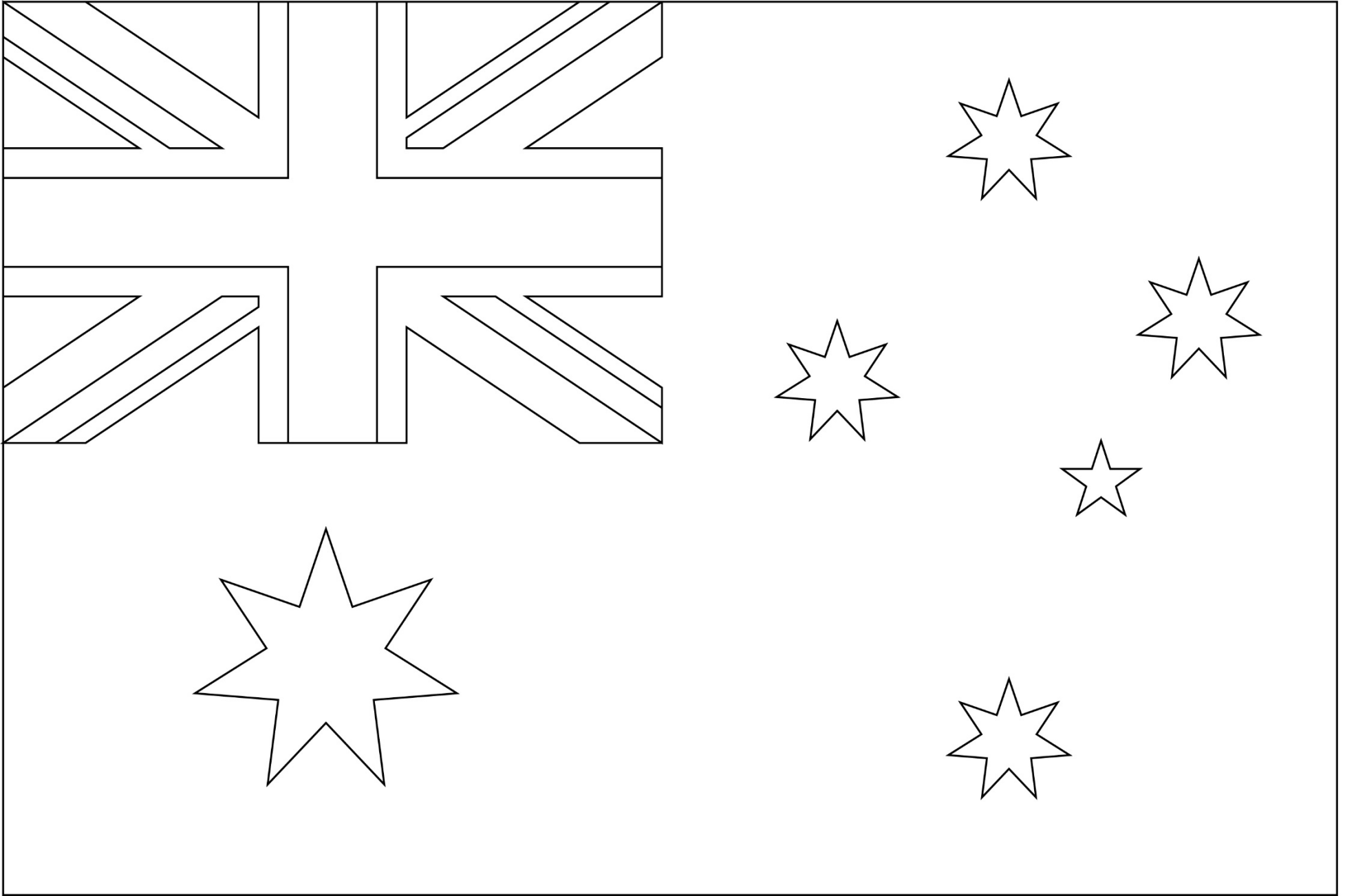
- Australian flag template (provided in this resource)
- Aboriginal flag template (provided in this resource)
- pictures of the flags
- magazines
- scissors
- glue

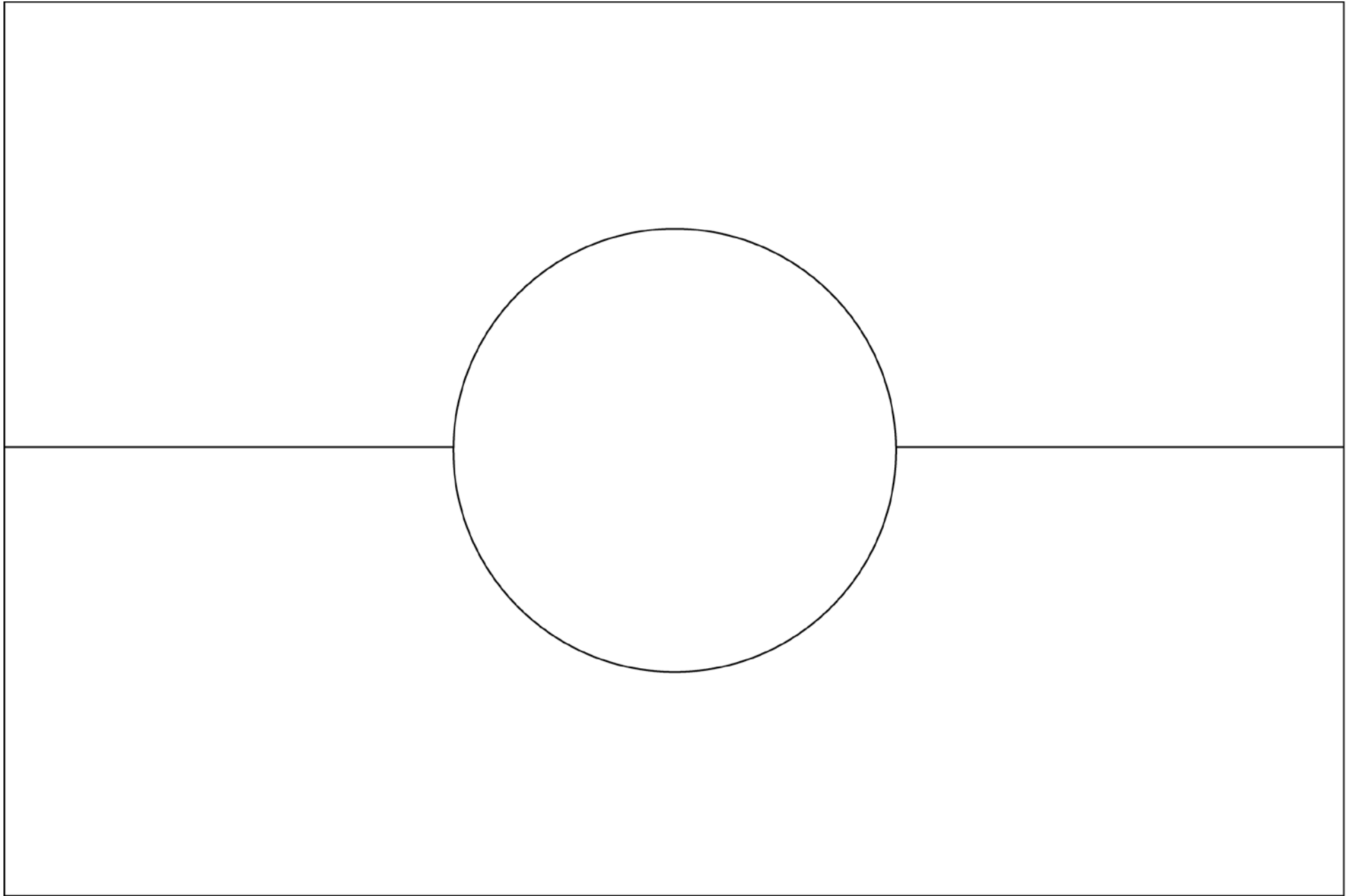


## Method

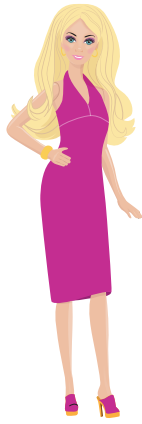
1. Use a picture of the Australian flag and/or the Aboriginal flag as a guide.
2. Search through old magazines. Cut out images of things that have red and blue shades (for the Australian flag) and red, yellow and black shades (for the Aboriginal flag).
3. Rip the images into smallish pieces. Ripping gives the edges a rough look and contributes to the collage effect.
4. Stick the magazine pieces onto the Australian flag or Aboriginal flag templates in the correct sections, creating a collage effect. Don't worry if there are slightly different shades of colour – this adds to the effect.
5. Make sure you can only see white where there is supposed to be white on the flag.
6. When you are finished, write a small paragraph about what the colours and symbols of each flag represent.



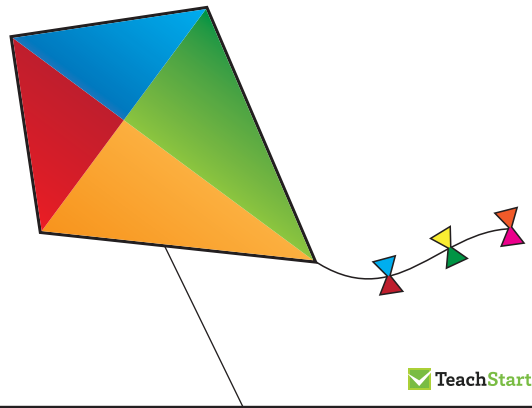
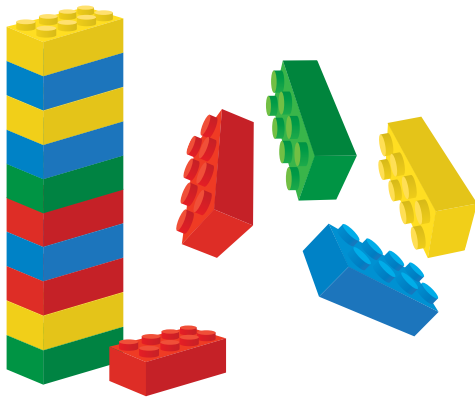




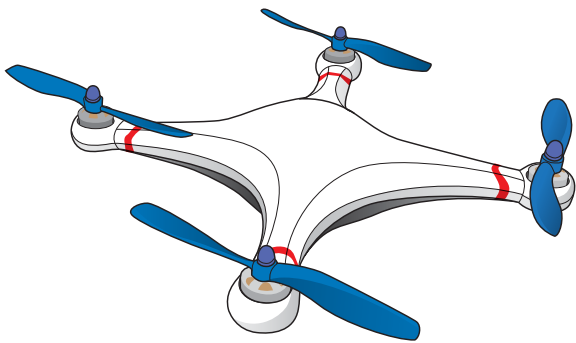
# Then and Now



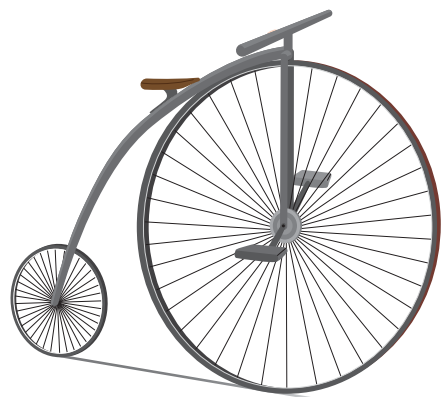
TeachStarter.com



TeachStarter.com



TeachStarter.com



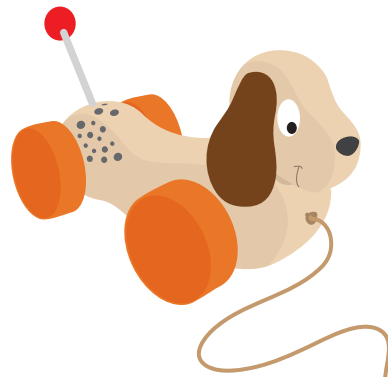
TeachStarter.com



# Then and Now



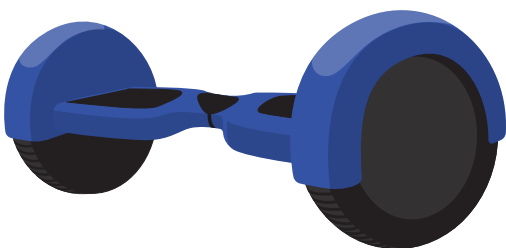
TeachStarter.com



TeachStarter.com



TeachStarter.com



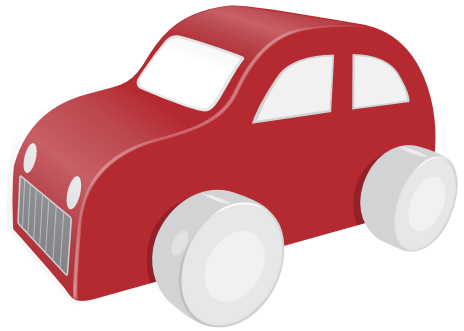
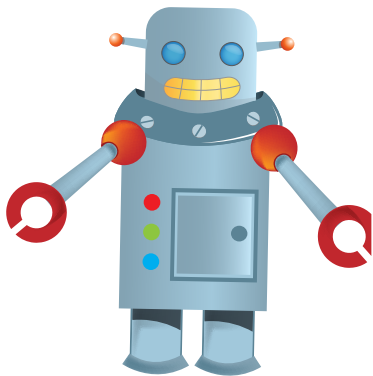
TeachStarter.com



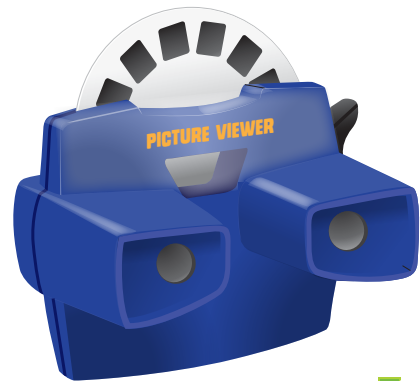
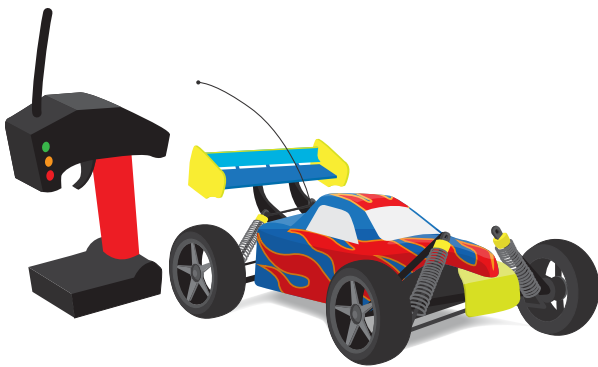
# Then and Now



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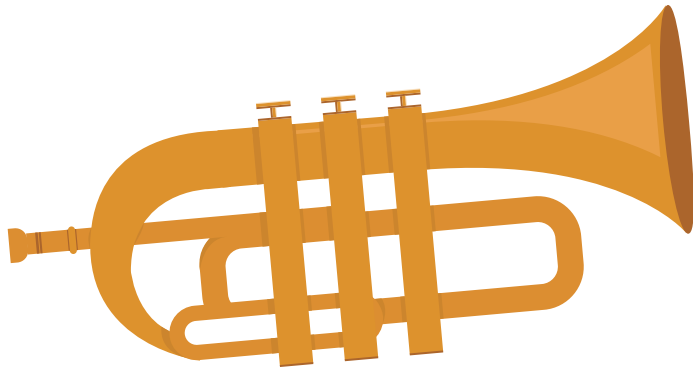


TeachStarter.com



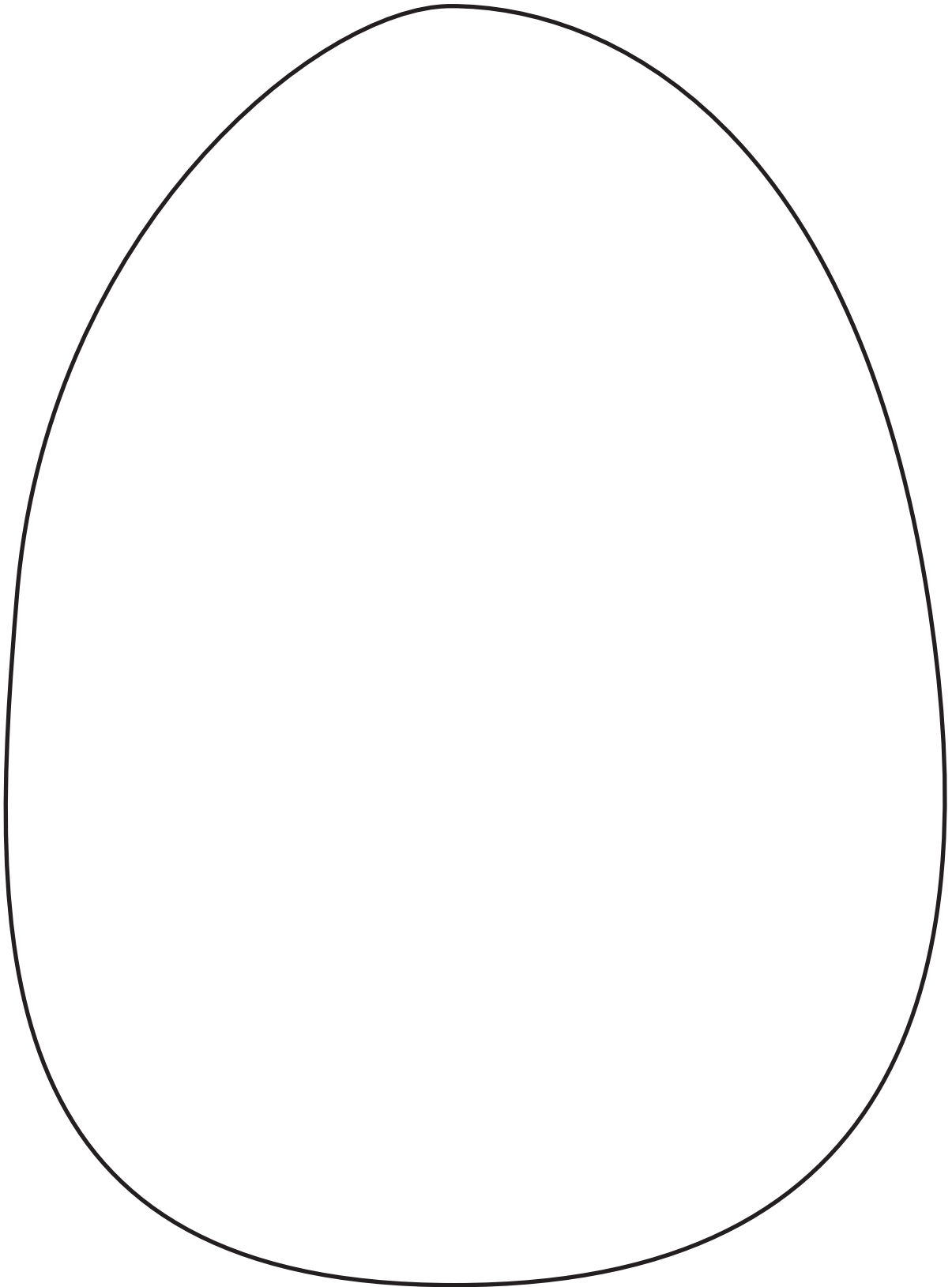
# The Sound of Music

Design and make an original musical instrument.



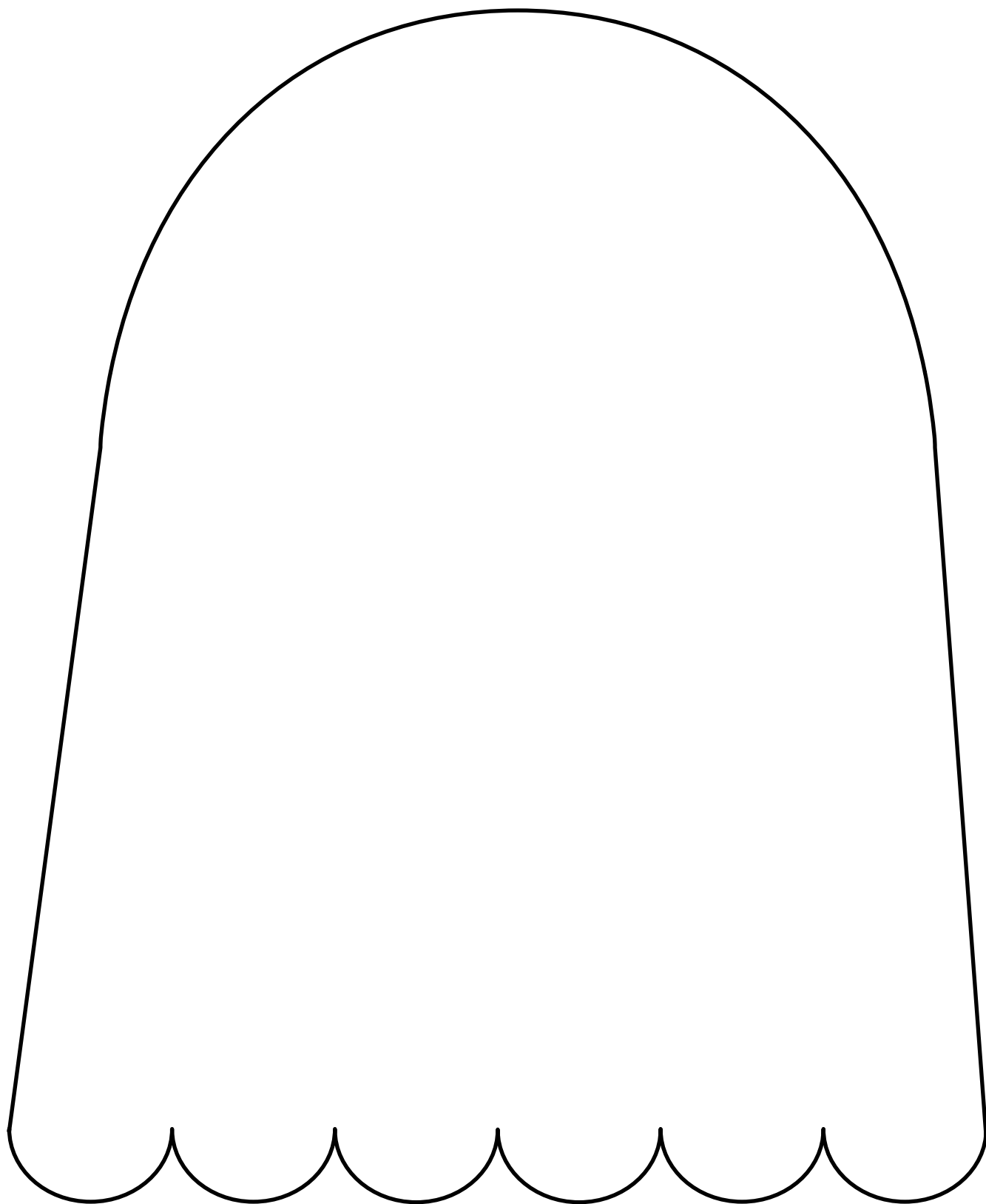


# BODY

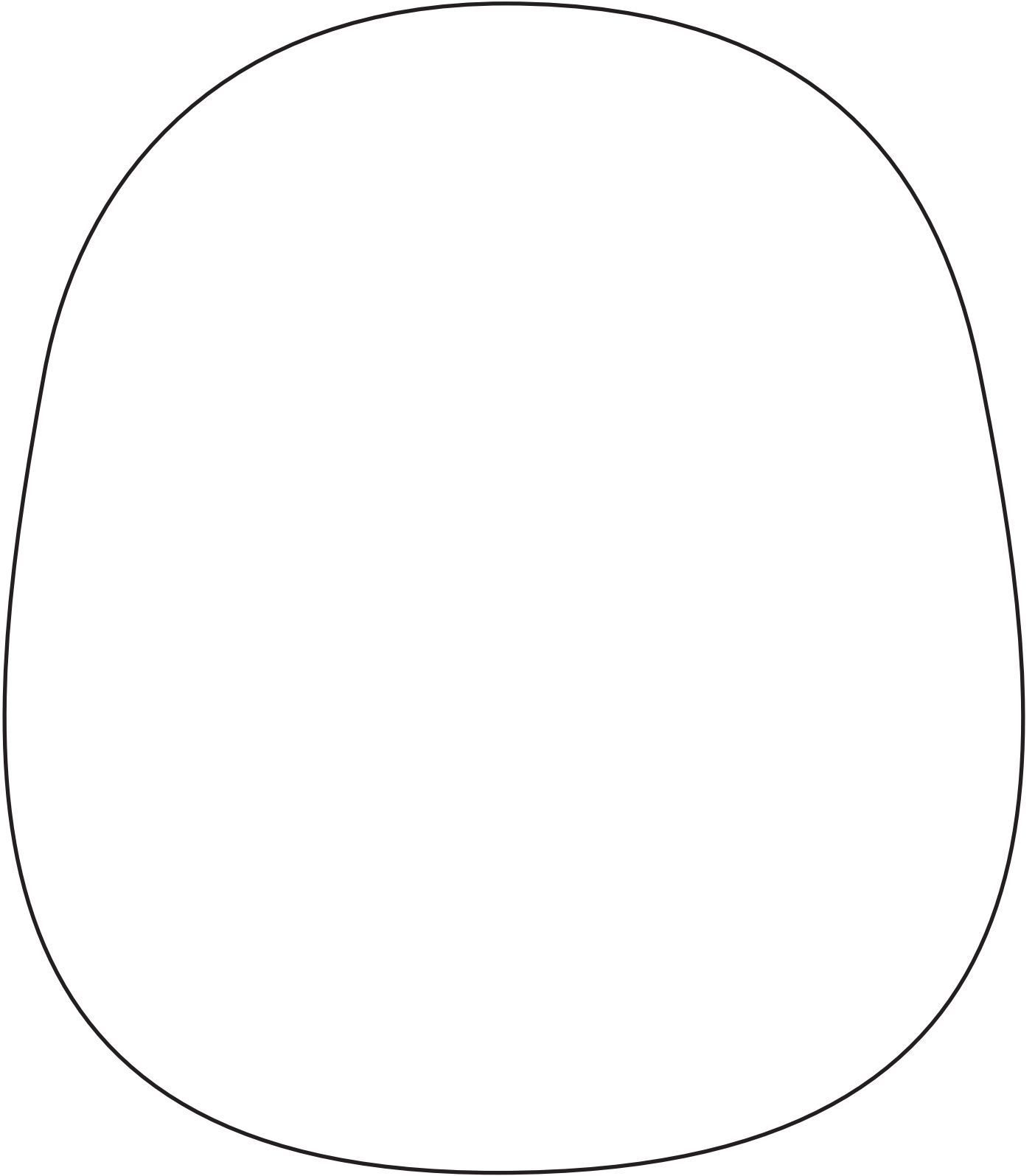




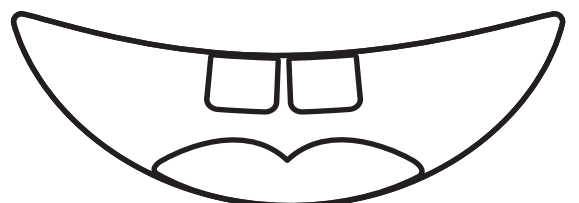
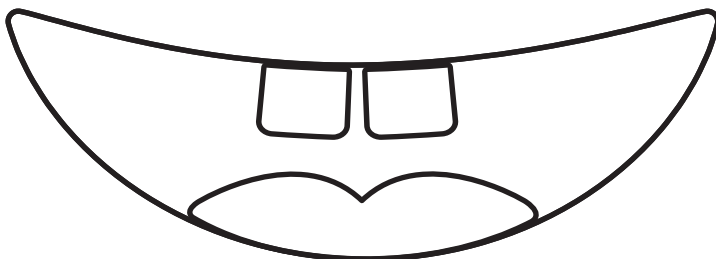
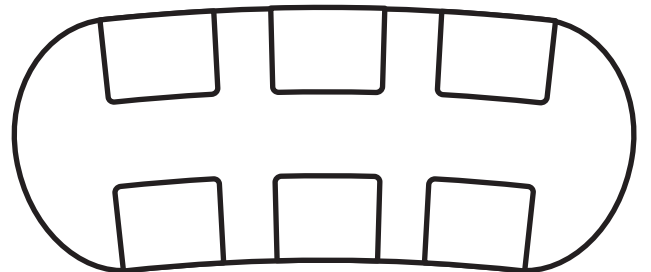
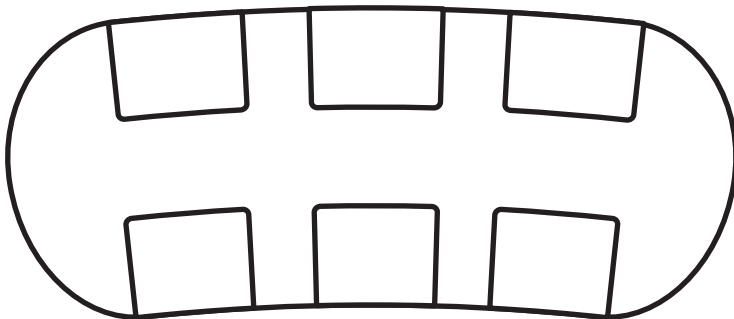
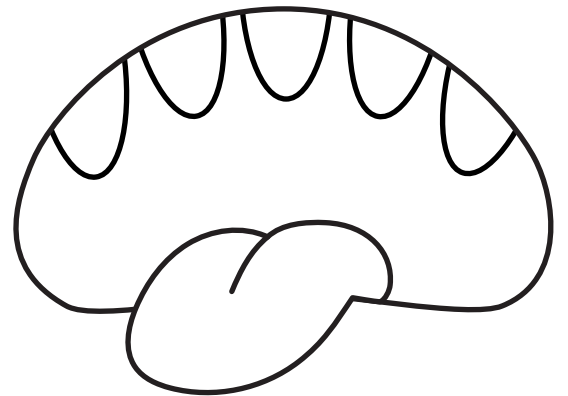
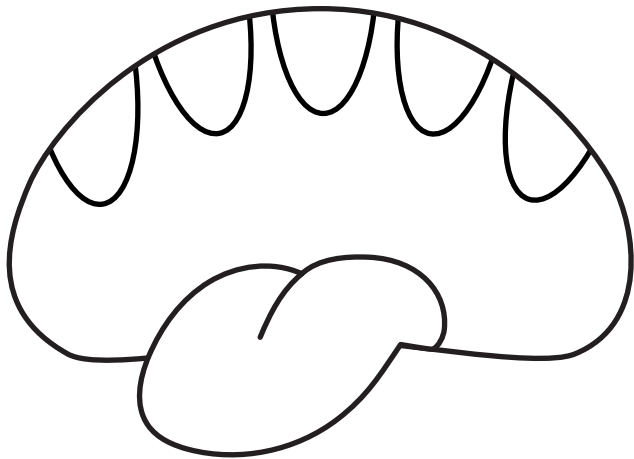
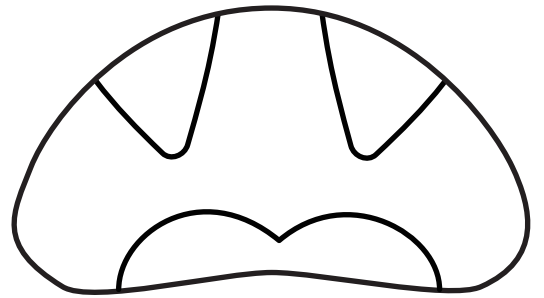
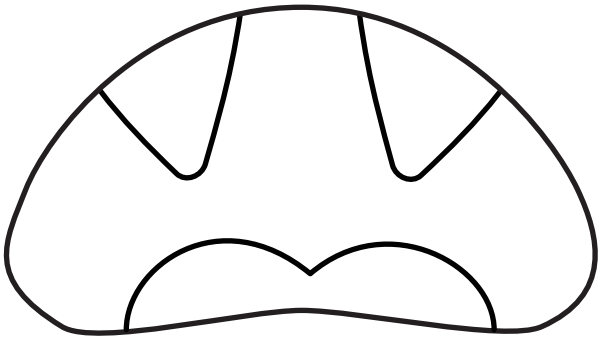
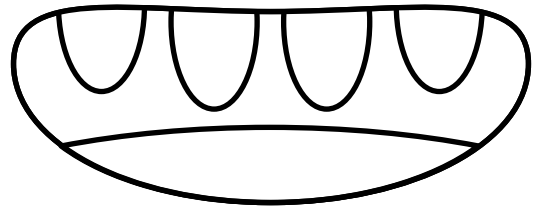
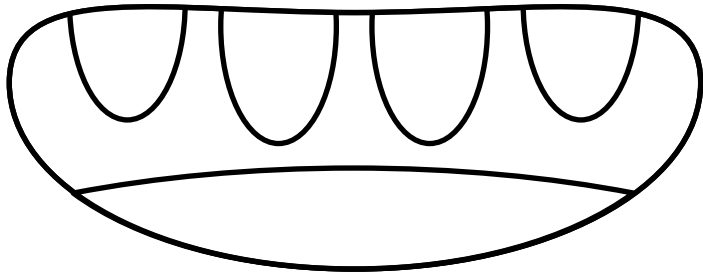
# BODY



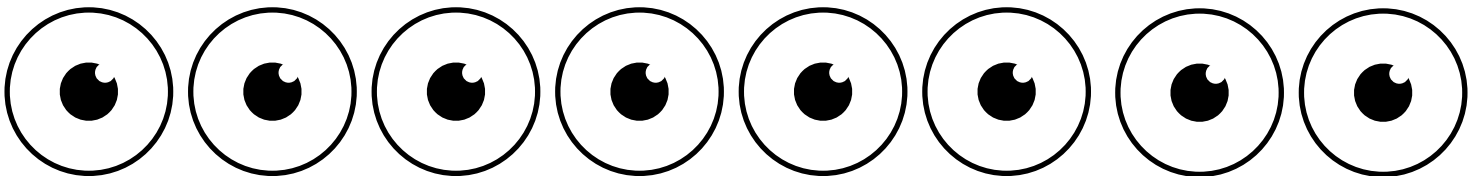
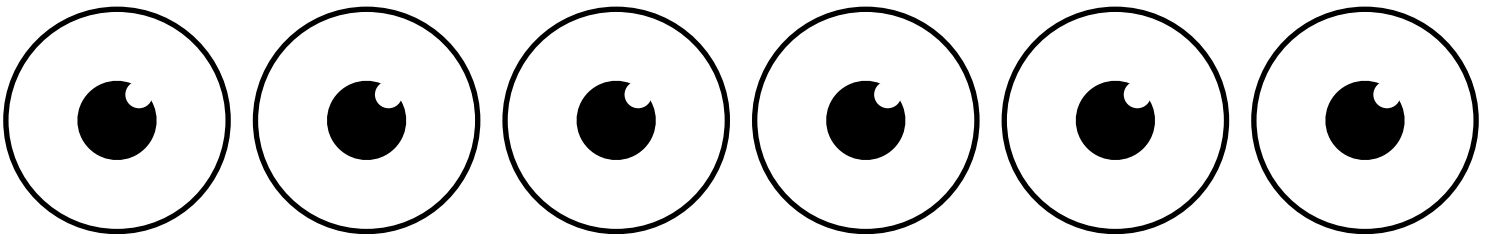
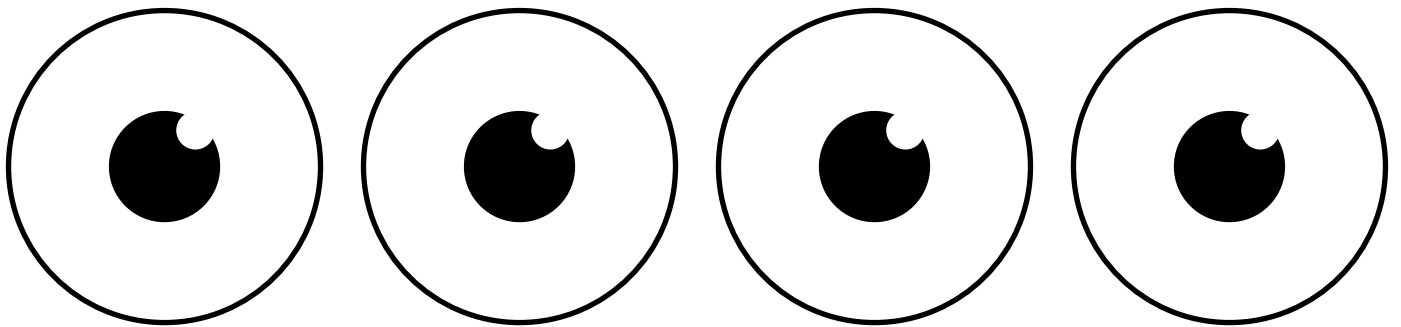
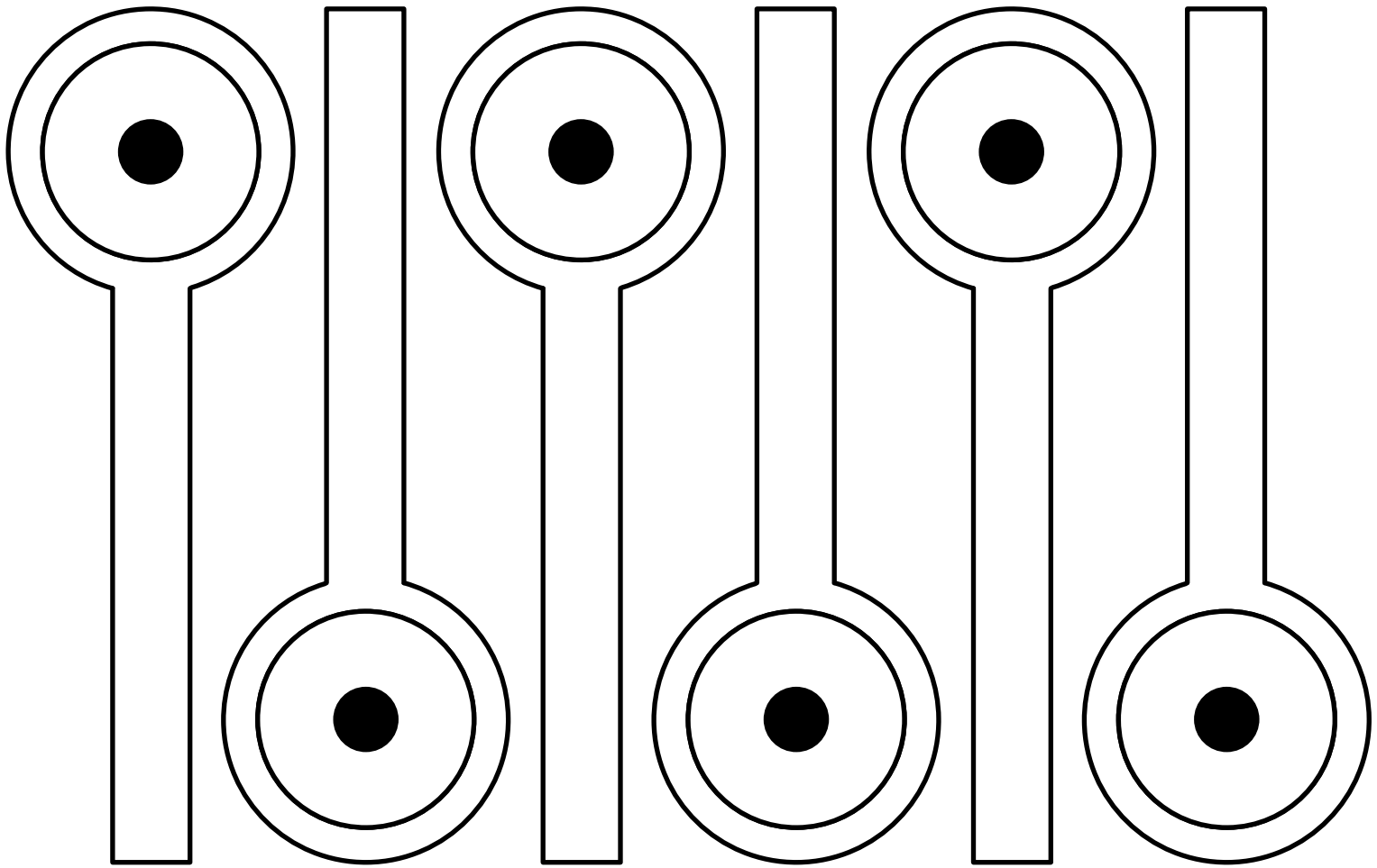
# BODY



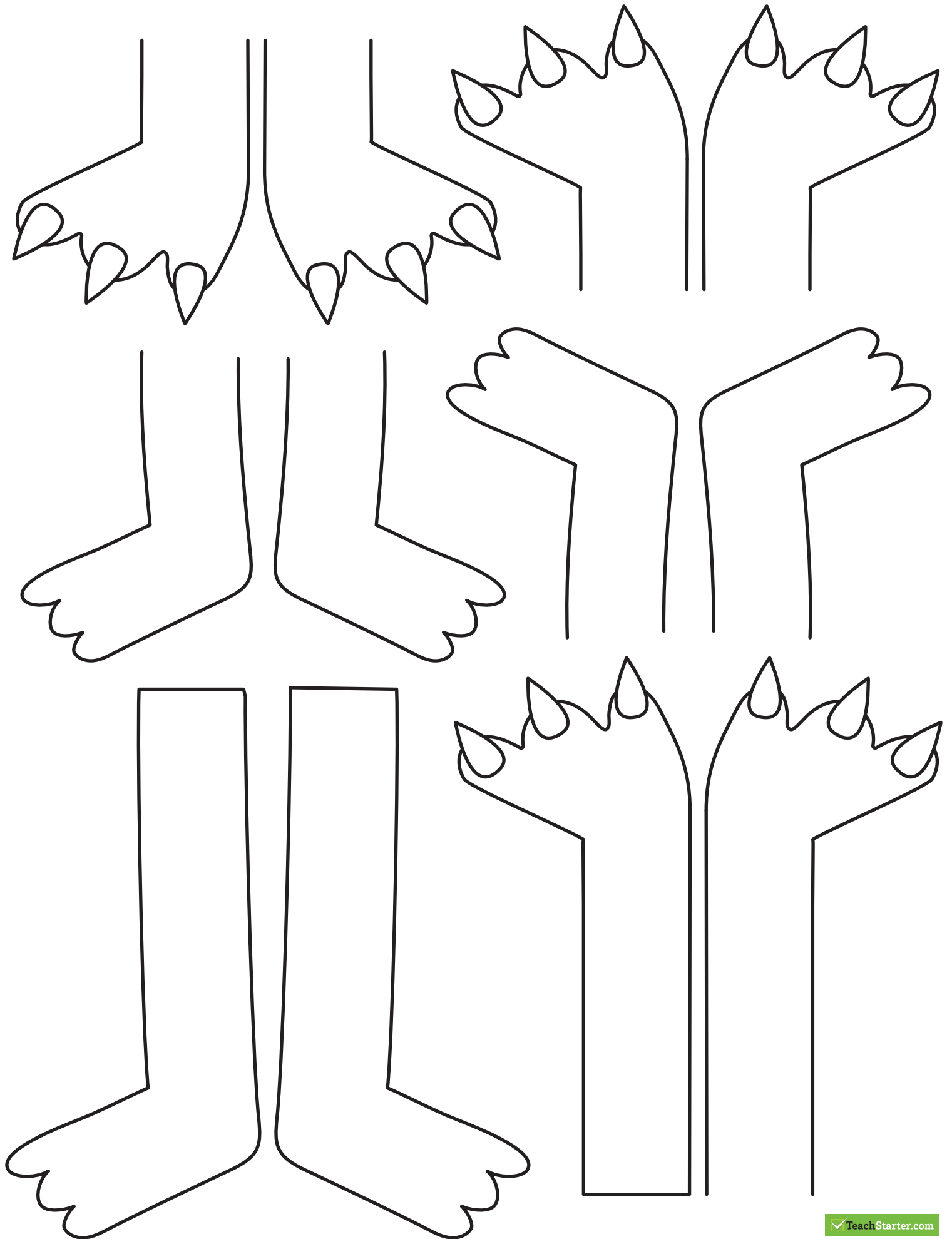
# MOUTHS



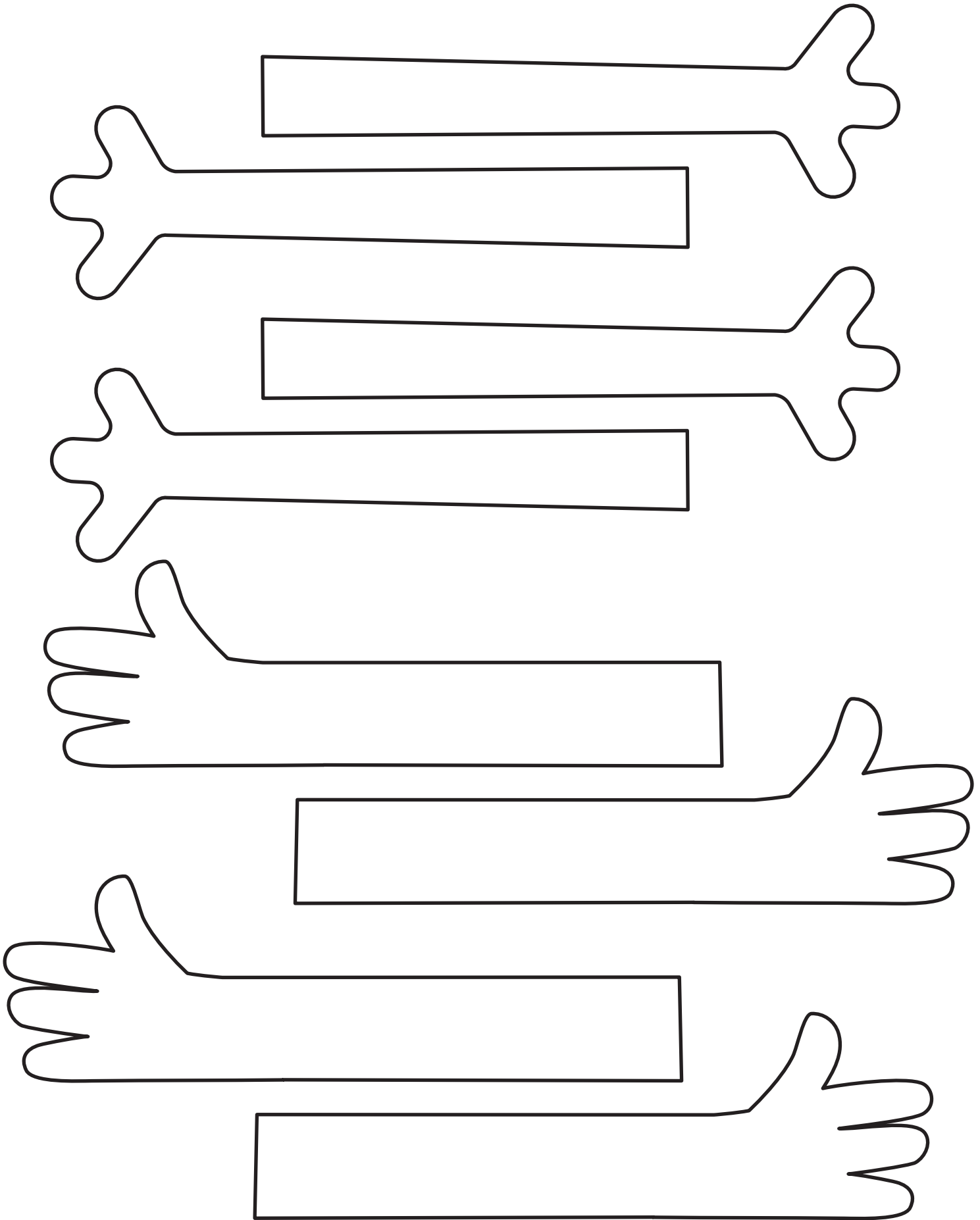
# EYES



# LEGS



# ARMS



# EXTRAS

