




Enrichment Learning Grids: Stage 3

Weeks 8 – 9

The Enrichment Learning Grids have been organised into topic areas and provide a range of activities for students to choose from. Students complete a variety of activities daily, with guided support from parents/carers. If you have access to a device, you can choose some of the online learning options. Parents/carers please supervise your child when working online. Additional support material can be found in the appendices, which are attached to this document.

SPELLING Choose your activity below:			
Rainbow Words Write your spelling words while using a different colour for each sound and digraph. E.g. RAINBOW	Suffix Focus What is the suffix focus this week? Create a poster for the suffix rule. Use words, drawings, etc. 	Syllable Count! In your book, write out your spelling words and clap out the syllables. Record the number of syllables next to each word.	How Quick are You? How many times can you write your spelling list in 1 minute? See if you can improve!
Illustrations Draw a picture for each of your spelling words to help you remember each word.	Crossword Create your own crossword using your spelling words. Use a page from your maths grid book. When done, ask a family member to complete it.	It's Time to Rap! Channel your inner Snoop Dogg and video a rap that uses your spelling words. 	Pyramid Words Write each of your spelling words in a pyramid shape. E.g. k ko koa koal koala 
Short Story Write a short story using as many words from your spelling list as possible.	Red Vowels, Blue Consonants As you write your spelling words, write each of the vowels red and the consonants blue. E.g. FLAMINGO	Alphabetical Order Write your spelling words in alphabetical order. Remember, if two words start with the same letter, look at the second letter in each word.	Ball throw Record a video of you and a sibling/parent spelling out your words as you throw the ball. 

READING

Choose your activity below:

In the Spirit of Book Week

While we didn't get to spend Book Week together at school this year, it doesn't mean we can't dress up! Put on your spiffiest costume and spend some time reading an amazing book. You could even get your pets and family involved too!



Harry Potter

Listen to or read Chapter 1 of Harry Potter and the Philosopher's Stone.

<https://www.youtube.com/watch?v=G-u4scXDqwE>

After reading, complete the Chapter Challenge on the Wizarding World website.

<https://www.wizardingworld.com/features/harry-potter-philosophers-stone-chapter-challenge-one-the-boy-who-lived>

It's Time to Play

Read the play in **Appendix 1**. After reading, ask some family members to act it out with you.



The True Story of the Three Little Pigs

Listen to Miss Gibbs reading 'The True Story of the Three Little Pigs'. Can you think of another fairy tale villain who might be innocent after all? Rewrite your chosen fairy tale from their perspective.

https://youtu.be/_8dzisGsC8U

Book Review

Write a book review for a book you have read. Write what you liked about it and what you didn't like.

- Give it a star rating out of 5.
- Would you recommend the book to anyone?
- Write at least 6 sentences.

The Glimmering Hand

Read 'The Glimmering Hand' (**Appendix 1**) and complete the Tricky Challenge Activity to reveal the answer.



The Story of Vegemite

Read the 'The Story of Vegemite' in **Appendix 1** and answer the questions about the passage.

Studyladder

Click on the link below and complete the activities on **direct and indirect speech**.

[ladder.com.au/games/activity/direct-and-indirect-speech--22749?backUrl=/games/literacy/au-year-four/english-grammar-1742">https://www.studyladder.com.au/games/activity/direct-and-indirect-speech--22749?backUrl=/games/literacy/au-year-four/english-grammar-1742](https://www.study<span style=)

Book Character Riddle

Send a photo of you holding up a book riddle on a piece of paper with 3 clues. E.g. I wear glasses, I have a scar on my forehead, my name starts with H. Who am I?



Behind the News (BtN) – Robot Revolution

<https://www.abc.net.au/btn/classroom/robot-revolution/13494772>

Watch the story and use your summarising skills to write down at least 5 important or interesting points from the video.

Literacy Shed

<https://www.literacyshed.com/partly-cloudy.html>

Watch the story 'Partly Cloudy'. Write a letter from Peck to Gus, persuading him to create different types of animals. Remember to use persuasive devices.








Crossword

Complete the School Magazine crossword in **Appendix 1**.

WRITING

Choose your activity below:

<p>Literacy Shed 'The Wishgranter'</p> <p>Watch the story (optional). Imagine you are granted three wishes. Write what you would wish for and why.</p> <p>https://www.literacyshed.com/wishgranter.html</p>	<p>Dear Future Me</p> <p>Write a diary entry to your future self. You could explain what your life is like at the moment and what you hope to achieve by the time your future self reads this.</p>	<p>Dream Job!</p> <p>If you could have any job, what would it be and why?</p> <p>Explain your reasons in your workbook and draw a picture of you working in this job.</p>	<p>Comic Strip</p> <p>Write a short story in the form of a comic strip. You may wish to use the template in Appendix 2. Remember to draw images of your characters.</p>
<p>What's for Dinner?</p> <p>A procedure is a factual report telling someone how to do something. Write a procedure in the form of a recipe. Make sure you include the ingredients needed and the steps (in order) that you need to make the recipe.</p> 	<p>Pobble365 - Story Starter 'Adrift'</p> <p>Read the 'story starter' in Appendix 2 and continue writing the story in your workbook.</p>	<p>Around the World</p> <p>Research a country of your choice and write an information report. Consider including the following: What continent is this country a part of? What is the capital city? What language is spoken there? What is the climate like? How many people live there? Do they have one or several flags and what do they look like? What are the traditional foods in this country?</p> 	<p>Be Persuasive!</p> <p>Pets should be allowed to come to school. Convince your teacher and/or Mrs Stackman!</p> <p>Make sure to include:</p> <ul style="list-style-type: none"> • Introduction • 2 or more arguments (reasons) • Conclusion • Correct punctuation and spelling 
<p>Kidz Type</p> <p>Improve your typing skills! This is a fun, educational platform to enhance typing abilities.</p> <p>https://www.kidztype.com</p>	<p>Change Anything!</p> <p>If you could change anything in the world what would it be and why? Write a speech responding to this question and record yourself presenting your speech.</p> 	<p>Scavenger Hunt</p> <p>Hide 5 things around your house. Create a scavenger hunt with pictures or written clues to help a family member find them.</p> 	<p>FREE CHOICE</p>

MATHEMATICS

Choose your activity below:

Study*ladder*

Describe Routes using Landmarks

Complete the Routes activity on Studyladder.

<https://www.studyladder.com.au/games/activity/describe-routes-using-landmarks-36516?backUrl=/games/mathematics/au-year-five/mathematics-location-and-transformation-717>

Roman Numerals

Sing and march along to this Roman Numerals song:

[Roman Numerals - YouTube](#)

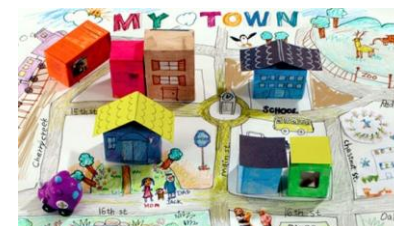
Maths-acise

See how many star jumps, pushups, burpees and sit ups you can do in one minute then round that number.

For example, Mrs Freund did 25 sit ups in one minute. 25 rounded is 30.

3D Map

Make a 3D map of a fictional town using any materials found at home.



Rhyme Time

“Five to Nine, climb the vine
Zero to Four, slide to the floor”

This is our Rounding Rhyme.

Come up with your own rhyme or rap about everything you love about Maths.

Record and upload to Seesaw.



Design your own Map

Design your own map and create 10 directions to get from one location to another. Don't forget to colour it in and include a key.



Roman Numerals Poster

Using the information from Appendix 7, create a poster including everything you have learnt about Roman Numerals including a detailed drawing of a Roman guard.



Study*ladder*

Interpreting Street Maps

Complete the maps activity on Studyladder.

<https://www.studyladder.com.au/games/activity/interpreting-street-maps-36528?backUrl=/games/mathematics/au-all-years/mathematics-location-and-transformation-717>

Sketch it!

In your Maths book sketch a map of your house and write 10 questions with answers of how to get from one location of your house to another.



Blind Directions

With a sibling or parent, get them to close their eyes and give them directions to follow to get from one location in the house to another. Don't forget to swap over.

Study*ladder*

Multiplication











Complete the Multiplication activity on Studyladder

<https://www.studyladder.com.au/games/activity/multiplying-2-by-2-digits-28442?backUrl=/games/mathematics/au-all-years/mathematics-multiplication-474>

Compass

Using a large bottle cap, plastic plate or other materials found at home create your own compass.



SCIENCE & TECHNOLOGY Choose your activity below:	HISTORY/GEOGRAPHY Choose your activity below:	CREATIVE ARTS Choose your activity below:	PDHPE Choose your activity below:
<p>Design a City</p> <p>Complete the 'Design a City' task Appendix 3</p> <p>Just use the resources you have at home.</p> 	<p>~Gold Rush~</p> <p>Play the interactive game below:</p> <p>https://www.scottle.edu.au/ec/vie-wing/L702/L702/index.html#</p> 	<p>'Panning for Gold' - Artwork</p> <p>Use the steps in Appendix 5 to create an artwork of a gold prospector panning for gold.</p> 	<p>Safety First</p> <p>Answer the 5 questions on pedestrian safety in your workbook. (Appendix 6)</p> <p>Make sure you write full sentences answers.</p>
<p>Paper Aeroplane Challenge</p> <p>Watch the YouTube clip or follow the instructions in Appendix 3 to create 'The Stable'.</p> <p>See how many flips and tricks it can do. Video your aeroplane flying and upload it to Seesaw.</p> 	<p>Gold Miners Bulletin</p> <p>Imagine you are starting your own newspaper for miners at your local goldfield in the 1850s. Design your newspaper's front page so it will appeal to miners or families of miners. Use the template in Appendix 4 to draft your ideas.</p> <p>Sketch the front page of your newspaper in your art scrapbook.</p> 	<p>Dance Monkey Competition</p> <p>Watch 'Super Dance Monkey'</p> <p>Learn the words and sing along, make it a family competition!</p> <p>https://www.youtube.com/watch?v=rc2LCUFleDo</p>	<p>Road Safety</p> <p>In your workbook, write your responses to the 8 question cards in Appendix 6.</p> <p>Remember to write your answers in full sentences.</p> 
<p>Tinfoil Boat</p> <p>Watch the Science video below and make you own tinfoil boat.</p> <p>https://www.youtube.com/watch?v=Tn7_Pa6-Xs4</p> 	<p>'The Gold Rushes' Comprehension</p> <p>Complete 'The Gold Rushes' comprehension by reading the passage and answering the questions in Appendix 4</p> 	<p>500 Miles in Lockdown</p> <p>Listen to the song: 'I'm Gonna Be (500 Miles)'.</p> <p>https://www.youtube.com/watch?v=tbNI_MtqrYS0</p> <p>Change the lyrics in the second verse and chorus (Appendix 5) to make it about our current 'lockdown' situation. We certainly can't walk 500 miles right now! Keep the original beat and record yourself singing your new song!</p> 	<p>Mrs Morison's PE Activity</p> <p>Complete Mrs Morison's PE activity in Appendix 6</p> <p>Ask a family member to video record you participating in part of the activity.</p> 

MINDFULNESS & POSITIVITY

Choose your activity below:

<p>Kindness</p> <p>Do an act of kindness and record it. <i>Will you write it, draw a picture or take a photo?</i></p>	<p>Candle Breathing</p> <p>Practise your special breathing. Appendix 7: Breathing</p>	<p>Gratitude</p> <p><i>Have you started your Gratitude Jar?</i></p> <p>Each day write or draw something you are grateful for and place it in your Gratitude Jar.</p>	<p>Counting Breaths</p> <p>Practise your special breathing. Appendix 7: Breathing</p>
<p>Circle Breath</p> <p>Practise your special breathing. Appendix 7: Breathing</p>	<p>Reflection Time</p> <p>At mealtime, take it in turns to share your favourite thing from the day. <i>Why was this your favourite thing?</i> <i>How did it make you feel?</i></p>	<p>Waterfall Breath</p> <p>Practise your special breathing. Appendix 7: Breathing</p>	<p>Being Unique</p> <p><i>Why is it good that everyone is different?</i></p> <p>Draw or write your response.</p>
<p>Peaceful Kids</p> <p>Try a meditation. Draw or write how you are feeling <i>before</i> the meditation, then how you feel <i>after</i> the meditation. https://www.peacefulkids.com.au/meditations1.html</p>	<p>5 Strengths</p> <p>Draw a picture of yourself. Write 5 strengths about you around your picture. </p>	<p>Values</p> <p><i>Respect, Responsibility & Excellence</i> are our school values. <i>Are you practising our values at home?</i> Explain. </p>	<p>Choose Kind!</p> <p>Write/draw a song; poem; comic; or make a short video with the key message 'being kind'.</p>

HANDS ON LEARNING

Choose your activity below:

Puzzle Time

Complete a puzzle with a family member.

Gardening

Weed the garden or plant some seeds.

Cubby House

Build a cubby house to fit you and your favourite toy.



Construction Time

Construct something using Lego, blocks or something similar.

Sketch your design.



Scavenger Hunt

Go on a nature scavenger hunt with your family.

What things do you see?

Draw a picture of what you find.

Making Music

Find items around your yard and make a wind chime.

Change a few bits and notice the difference it makes to the music your wind chime makes.

Stick Creation

Create something from a pile of sticks.

Paper Plane Challenge

Make a paper plane and test it out.

Did it fly well? What could you do to improve your design?

Try a new design and compare.

Making Art with Scissors

Matisse is a famous artist known for not only painting but also making art from paper cuttings. Use scraps of paper and glue to create a marvellous artwork.



Exercise Your Brain

Draw a picture using a pencil.

Now try to draw the same picture but use the hand you don't normally use to hold your pencil.



Musical Instruments

Make a musical instrument from something you can find at home.

Video record yourself or a family member playing the instrument.



Cooking Fun

With your parent/caregiver, cook something delicious.



BRAIN BREAKS

Choose your activity below:

Keepie Uppie!

Keep a balloon from touching the ground for as long as possible.

Mission Impossible

Create a 'Mission Impossible' obstacle course.

If you touch an object you have to start again.



Mini-Marathon

Create a mini-marathon around your home. Time yourself and see if you can beat your time. Encourage family members to participate.

Squiggles

Draw a random squiggly line (or have someone draw one for you).

Try to turn the squiggle into a picture.



Ball Practice

Outside, practise your throwing and catching skills.

Do you think you are improving?

Lava Floor

The floor is hot lava!

Use cushions/pillows and move around the house without touching the lava (floor).

Hallway Bowling

Use water bottles and a ball (or something similar) and have a bowling competition.

Balance Challenge

Are you good at balancing?

Time yourself balancing on one leg. Swap legs and time yourself again.
What did you notice?

Go Noodle!

<https://www.gonoodle.com>

Just Dance

Search 'Just Dance' on Youtube and select a suitable song/dance to move to.

Aerobic Workout

10 x star jumps

10 x sit-ups

10 x squats



Cosmic Kids Yoga

<https://www.youtube.com/user/CosmicKidsYoga>

Appendix 1 Reading

Exciting Times

play by David Hill | illustrated by Aśka

Characters

MARIO (or MARIA)
ZEB (or ZELDA)
OLD LADY (or OLD MAN)
POLICE OFFICER
BOY (or GIRL)
SHOP OWNER
PAINTER 1
PAINTER 2

MARIO and ZEB enter.

MARIO It's boring at home. There's nothing exciting.

ZEB Let's go downtown. There might be something exciting there.

(They walk across stage. OLD LADY enters, carrying bags.)

MARIO That old lady's got a lot to carry.

ZEB Let's carry her bags for her.

(They start to take OLD LADY's bags.)

ZEB We'll take those for you.

OLD LADY What are you doing?

MARIO We'll carry them.

OLD LADY No, I don't—

ZEB There, we've got them all.

OLD LADY Help! Police! Help!

(POLICE OFFICER enters.)



OFFICER What's going on here?

OLD LADY These children are trying to steal my shopping!

ZEB No, we're not!

MARIO We just wanted to help carry things.

OFFICER Hmm. You got a bit too excited, did you? Just be careful in future.

ZEB We will. Thank you.

(OFFICER and OLD LADY exit. MARIO and ZEB walk across stage again.)

MARIO Well, that was exciting.

ZEB Yeah, but not the way we wanted.

(BOY runs in, holding bag. SHOP OWNER appears behind him.)

SHOP OWNER Hey! Stop! Hey!

ZEB That kid's running away.

SHOP OWNER Stop! Hey!

MARIO He's stolen something! Grab him!

(ZEB and MARIO grab the BOY.)

ZEB Police! Help! Police!

BOY What are you doing?

(OFFICER enters.)

OFFICER What's going—oh, hello. What are you two up to this time?

MARIO He stole something from a shop.

BOY I didn't! I was just—

ZEB He's trying to run away.

BOY I'm not! I jus—

SHOP OWNER It's all right. This is my son. A customer left a bag in our shop, and my son was trying to catch her and give it back.

MARIO But you were yelling at him to stop.

SHOP OWNER The customer left her umbrella too, and my son forgot that.

BOY See!

OFFICER Hmm. You two are having an exciting day, aren't you? Just think a bit next time.

MARIO We will. Thank you.

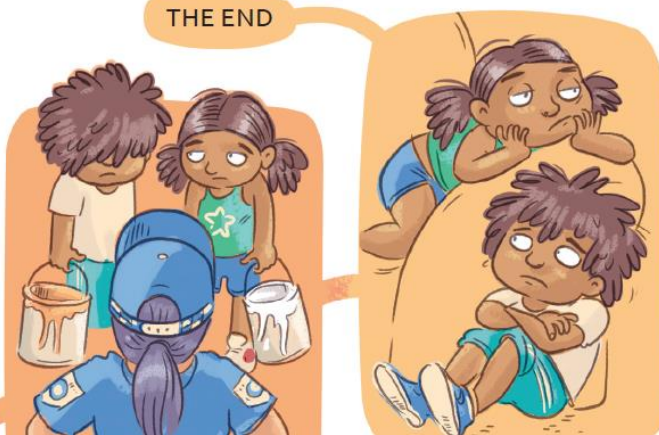
(OFFICER, BOY and SHOP OWNER exit. MARIO and ZEB walk across the stage again.)





ZEB That was exciting too.
 MARIO Yeah, but *definitely* not the way we want.
 (PAINTER 1 and PAINTER 2 enter and start painting a wall.)
 ZEB Hey, look! Vandals!
 MARIO They're painting words all over it!
 ZEB Make them stop. Grab their stuff!
 (The BOYS grab the PAINTERS' gear.)
 MARIO Help! Police! Help!
 PAINTER 1 What are you doing?
 PAINTER 2 Give our gear back.
 (OFFICER enters.)
 OFFICER What's going—oh, no; not you two again!
 MARIO They're vandals.
 ZEB They're painting words all over that wall.
 PAINTER 1 Of course we are.
 PAINTER 2 We're sign-writers.
 PAINTER 1 It's the back wall of a shop.
 PAINTER 2 The owner wants us to paint an advertisement on it.
 (PAINTERS take gear and exit.)
 OFFICER Hmm. You two are getting too many people too excited too many times.
 ZEB We're sorry.
 MARIO We didn't mean to.
 OFFICER So what are you going to do about it?
 MARIO We're going home.
 ZEB Yes, we are.
 OFFICER Hmm. Going home. Okay. Why?
 ZEB and MARIO Because it's *not* exciting!

THE END



The Glimmering Hand

story by Geoffrey McSkimming | illustrated by Gabriel Evans

1. Settling into the evening

MR ERASMUS, that gentle and deep-thinking fellow, liked to keep his house and his secret little estate as neat and tidy as he could. He often went through bouts of great cleaning activity: times when he would spend days on end tending to his gardens and his orchard and trimming his maze and keeping the banks of his pond all clear and orderly. Today was one of the days when he had spent all the time since he had woken cleaning the inside of his old and beloved house.

Outside, beyond Mr Erasmus's walled garden, the sun was spreading its last rays across the fields, in bold streaks of yellow and pink, as it sank between the hills. Very soon, night would begin to creep into the walled garden, coming quietly like a phantom paying a visit.

Mr Erasmus always liked this time of the day. There was something special about this hour when the world seemed to be settling, and the light changing, and the sounds of twilight emerging. The twilight always made him feel peaceful and happy.



Right now, as he stood at his kitchen sink up to his elbows in sudsy washing-up water, peering through the window at the growing dimness outside, he gave a big sigh of contentment. And then, as he sloshed the soapy water across his plates and mugs and cutlery, he found himself reciting out loud, in a quiet, gentle way, a verse that had popped into his head:

*'I may not be an astronaut
plodding on the Moon;
I may not be a pianist
composing a roaring tune;
I may not be a scientist
discovering astounding things,
but I am me, content to be
here—where my heart sings.'*

Mr Erasmus smiled. He was right at home, in more ways than one.

His smile grew bigger as he looked forward to the arrival of his friend Sylphie Quicksilver, who was coming to visit him this evening for supper. He always enjoyed her company, and tonight he was looking forward to discussing with her the book he had recently lent her from his library: *101 Graveyard Ghosts and Ghouls—Stories to Keep You Up at Night!*

'Oh, I bet she enjoyed those ghostly tales,' he muttered. 'There's nothing like a good scary story to get you all whiffled up.' He chuckled quietly. 'Sometimes, even though we love to be in our comfort zones, to be pushed out of those comfort zones for a little while does us the world of good. Yes, by my whiskers it does. I do believe that our imaginations get rejuvenated when we read startling things like a good ghost story. What's more—' He suddenly stopped his musings and frowned.

'Ooh, confound this dishwashing detergent! It's seeped right into my washing-up gloves and made my fur all sploshy!'

One thing Mr Erasmus did not like was getting his fur sploshy, especially all the way up to his elbows. He grimaced and quickly drained the sink. 'Yerk,' he shuddered. 'Well, at least I've got the kitchen tidy.' He took off his gloves, removed his apron and peered around the kitchen. 'Yes, most satisfactory.'

As he was turning to go into his library, a slow creaking noise came from somewhere upstairs. *Oh, this old house*, Mr Erasmus thought, *paying the sound little attention. It's always making strange noises as it settles for the night ...*

2. Haunted by stories

Unlike Mr Erasmus, on this particular evening Sylvie Quicksilver was not feeling at peace with her world.

She was hurrying across the fields towards her friend's walled garden as the moon was beginning to cast its strong beams across the land. Normally Sylphie would be flying to Mr Erasmus's, but tonight she was speeding along on her fast-as-mercury feet. The reason for her not flying was that the book she was returning, *101 Graveyard Ghosts and*

Ghouls—Stories to Keep You Up at Night!, was very thick and heavy, and would have weighed her down in the air and caused her flight to have been hiccup-like bumpy. And she never enjoyed such travels; she always got the collywobbles, and collywobbles for sprites were not a good thing.

As she sped along, Sylphie reflected that it wasn't just bumpy flights that gave her the collywobbles. No, ever since she had started reading *101 Graveyard Ghosts and Ghouls—Stories to Keep You Up at Night!* her tummy had been a little delicate. 'What was Mr Erasmus thinking, giving me scary stories like these?' she wondered aloud. 'If there's one thing that makes me go all squirly, it's a ghost story. Ooh, I'd rather be cobwebbed and pickled than read any more ghost stories!'

There was one story in *101 Graveyard Ghosts and Ghouls—Stories to Keep You*

Up at Night! that had really haunted Sylphie. It was called 'I'll Give You a Hand, Rodney'. It was about a ghostly hand that glimmered and clicked its fingers in wicked rhythms whenever it visited an unsuspecting man named Rodney who was always asleep in his bed. This story was so scary, so well written, that it had seemed real to Sylphie, and she had not slept for a few nights after having read it.

'Oh, that Mr Erasmus,' she mumbled. 'I'll be glad to return this book to him. I do hope he's got some delicious cakes for us tonight, to get my mind off ghosties and ghoulies and creeping hands that taunt with their clicking fingers.'

Across the moonlit fields she kept flitting and leaping, the heavy volume tucked under one arm and then, when the weight of the book grew too heavy, under her other arm.

The night was still and without any breeze and sometimes, as Sylphie passed by copses of trees, the moonbeams cast shadows through the leafless branches. Whenever Sylphie saw these shadows glimmering across the ground she shuddered, as they reminded her of spectral fingers, stretching out to click at her and snatch her up.

'Yergh yergh yergh,' she moaned, hurrying past the twiggy fingers.

Soon she could see the old stone walls that girdled Mr Erasmus's estate. She smiled and hurried even faster.

When she was close to the walls,

she leapt like a fountain-squirt over the stones and into the cottage garden. She sped along the pathways between the herb and flowerbeds and up to Mr Erasmus's house.

As she approached the kitchen windows, she spied something that made her skid to a halt.

She dropped *101 Graveyard Ghosts and Ghouls—Stories to Keep You Up at Night!* to the ground.

Her heart hammered against her ribcage.

Her legs trembled.

Her eyes went as wide as dinner plates.

'Aaaaarrggghhhhhh!' she screamed, loud enough to wake the dead.

Sylphie remained frozen to the spot, her eyes transfixed on the sight on the windowsill.

The front door was flung open and out came Mr Erasmus, as fast as his slow legs could carry him. 'Sylphie!' he cried. 'Is that you who screamed? It was loud enough to wake the—'

'Mr ... Mr Erasmus,' stammered the sprite, her eyes still glued to the windowsill. 'L ... l ... look! The glimmering hand!'

'The what?' said Mr Erasmus, his fur standing on end. He turned to the windowsill and stared.

There, on the other side of the



windowpane, lay a hand: a pale green hand, glimmering in the moonlight streaming down.

'It's just like in the story,' Sylphie spluttered. 'The ghostly glimmering hand that comes and clicks! It's come for us!'

'Caboodalations!' gasped Mr Erasmus. He started jittering up and down, but only for a few moments. 'Well, whiffle me with a spurtle!'

Sylphie, wondering at the change in his voice, stole her gaze from the glimmering hand and looked at her friend. 'Huh?'

All at once, Mr Erasmus chortled. His cheeks puffed out with mirth, and he laughed until his belly wobbled beneath his waistcoat.

'What's so chortle-acious, then?' Sylphie asked.

When his laughter had subsided, Mr Erasmus pointed to the glimmering hand. 'Ah, my dear Sylphie, that's not the glimmering hand from the ghost story. No indeed.'

'Then ... then what is it?'

'It's my confounded dishwashing glove. It's old, and it let in all the soapy water and made my fur all sploshy. I pulled the gloves off and flung them down in disgust ... the other one must've fallen on the floor or somewhere.'

Sylphie stared at the rubber glove,



still glimmering and a bit moist in the moonlight. 'Your dishwashing glove?'

'The very thing,' Mr Erasmus stooped down and picked up 101 Graveyard Ghosts and Ghouls—Stories to Keep You Up at Night! 'Goodness me, these stories have really taken hold of you, it seems.'

'Oh,' said Sylphie, trying to shrug off the fact that he was right, 'they're only stories, after all. They don't scare me, not one little—'

And the sudden hooting of a nearby barn owl sent the young sprite leaping into Mr Erasmus's arms, which startled Mr Erasmus greatly. ■

Tricky Challenge Time!

activity by
Mr Erasmus

Scrub-a-Dub-Dub Puzzler

Well, as you know, if you've just read *The Glimmering Hand*, I like to keep a clean home, and I'm always on the lookout for the latest cleaning products to do just that. Sometimes I get so caught up with cleaning I can think of little else, so here's a little puzzler, all to do with cleaning. Can you find these cleaning words? They can be found shining upwards, gleaming downwards, sparkling forwards and backwards or in all four diagonal directions.



U	N	S	T	A	I	N	E	D	S	H	E
M	N	H	S	E	R	F	I	C	C	L	A
M	O	B	Y	E	P	S	O	G	O	A	U
T	T	P	L	G	H	A	N	Y	U	U	G
S	N	E	S	E	I	I	O	G	R	N	N
P	P	E	S	O	M	E	N	S	I	D	I
O	C	W	G	U	O	I	N	H	N	E	H
N	L	S	U	R	B	P	S	I	G	R	S
G	E	C	O	B	E	A	M	H	C	T	I
E	A	L	A	E	W	T	T	A	E	S	L
V	N	W	R	I	N	S	E	H	H	D	O
E	S	I	R	O	D	O	E	D	S	S	P

BATH
CLEAN
DEODORISE
DETERGENT
DISHES
DRY
FRESH
HYGIENIC
LAUNDER
MOP
POLISHING

RINSE
SCOURING
SHAMPOO
SOAP
SPONGE
SWABBING
SWEEP
UNBLEMISHED
UNSTAINED
VACUUMING
WASHING

Draw a ring around each word as you find it, and write down the leftover letters in the order they appear. They will tell you about a clean sort of animal!

Q: What happened to the leopard who fell into the washing machine?

A: _____

Answer on page

34



The Story of Vegemite

The story of how Vegemite was invented all began with the Fred Walker Company in 1922. They were interested in creating a spread from one of the world's richest known sources of Vitamin B. The company, which soon became known as the Kraft Food Company, hired a very clever chemist known as Dr Cyril P. Callister. It was Dr Callister who developed the spread, using leftover brewers' yeast extract and various vegetable and spice additives.



As they wanted lots of people to buy their new product, the Fred Walker Company came up with the very clever idea of having the public name it themselves. They launched a national competition right across Australia, and in 1923 the winning entry was announced. 'Vegemite' was to be its name! By 1923, jars of Vegemite were being sold in supermarkets and grocery stores all over the country.

Now at that time, a similar product from England known as 'Marmite' was already very popular in Australia. Shoppers weren't keen to try something different and Vegemite sales were low. To increase sales, the company even called it by a different name to try to convince people to purchase it. It became known as 'Parwill' with a clever catch phrase to go with it: "If Marmite...then Parwill"! The public didn't bite. Even with this new advertising strategy, sales did not improve.

Photo courtesy of (Tristanb@wikimedia.org) - granted under creative commons licence - attribution

The Story of Vegemite

It took the Fred Walker Company 14 years of persistence and a reversion to its original name before the people of Australia finally embraced their Vegemite. Doctors began recommending it as a rich source of Vitamin B, and during the Second World War the armed forces bought it in bulk to send to the soldiers. It eventually became so popular that it had to be rationed across Australia since the company couldn't meet the demands of the needy public.

Another very clever advertising tool that the company used to popularise the brand was the creation of the song 'Happy Little Vegemites', which was released on the radio in 1954. It went on to become a television commercial two years later. It was aired right through the 1960s and then remastered in the 1980s for a new generation.

Even today, the song is easily recognised as an unofficial national anthem, with Vegemite putting 'a rose in every cheek'.

Vegemite has gone on to become a food source that is loved by Australians of all ages and eaten at any time of the day. Twenty-two million jars are sold every year. It has a thick and sticky consistency and is almost black in colour. Made from yeast and vegetable extract, it is an excellent source of Vitamin B but it is extremely salty. Australians are used to the flavour because they grow up eating it. When travelling overseas, some people even take it with them as a small reminder of home. However, adults who try it for the first time say that it is something that takes a little getting used to!

Questions

1. The Fred Walker Company went on to be known as what?

2. Who developed the recipe for Vegemite and what was his job?

3. How did they decide to name the new spread Vegemite?

4. In which year was Vegemite sold for the first time?

5. What was the name of the product that was very similar to Vegemite and was its direct competition? Where did this come from?

6. How many jars of Vegemite are sold each year?

7. Why is Vegemite good for you?

8. Explain what the company did to try to make people buy more Vegemite.

9. Name the two very important groups who supported the buying of Vegemite.

10. Why do you think some people take Vegemite on holiday when they go abroad?

11. Do you think 'Vegemite' is a good name for the spread? What would you call it and why?

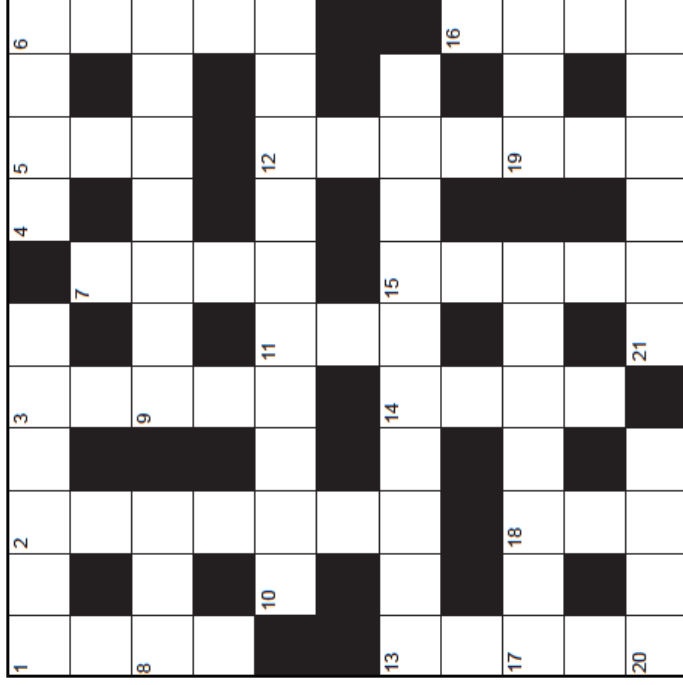
CROSSWORD 7

Across

1. You might say that someone who is clumsy is all _ _ _ _ _.
4. You might wear this on your finger.
8. We breathe this.
9. Odd or peculiar.
10. A breakfast cereal.
13. A place where people pay to eat out.
17. A street where there is no through road (two words).
19. A garden tool.
20. Opposite of *under*.
21. Fruit that comes in bunches.

Down

1. Netball and basketball are _ _ _ _ sports.
2. Pulls up out of the ground.
3. You might wash your face at this.
5. An old-fashioned place where travellers would stay.
6. When you don't know the answer to a question, you might do this.
7. Of the mouth.
11. An illness (short for *influenza*).
12. Relatedness.
13. A gathering where people compete to be the best horse rider.
14. There are four of these in a deck of cards.
15. Someone who sits on a moving horse.
16. Untidiness.
18. A chimpanzee, gorilla or bonobo.



Solution next month!

SOLUTIONS

Crossword 6



Mr Erasmus's Scrub-a-Dub-Dub
Dub Puzzler (from page 10)
 HE CAME OUT SPOTLESS.

Appendix 2 Writing

Pobble 365 Storystarter – Adrift



Story Starter

Storm-clouds gathered all around him like a pack of wolves surrounding their prey. The tormenting threat of thunder echoed through the night air, as streaks of silvery lightning illuminated the darkness. The storm was far away, for now, but it still filled his heart with fear. He had made it this far, but how would he survive the night? Would he ever see his family again?

Continue the story of the man adrift in the ocean.

Comic Strip



Appendix 3 Science & Technology

Design and Build a City

What You Need:

- Various materials around the house, like:
 - Empty cereal boxes or small boxes
 - Tape or glue
 - Paper
 - Any other artistic materials to decorate the city
- An area to spread out your city



What You Do:

1. Make a plan:
 - What are some things you would like in your town/neighbourhood?
 - What are some buildings, services (police/fire brigade/ambulance), recreational places or activities you would include?
 - What is the geographical terrain of the city?
 - Is there a water source near the city?
2. Use resources around the home to build components of your city. This may take a few days, depending how detailed you want it to be with, buildings, signs, streets etc.
3. Upload your finished city to Seesaw. Enjoy!



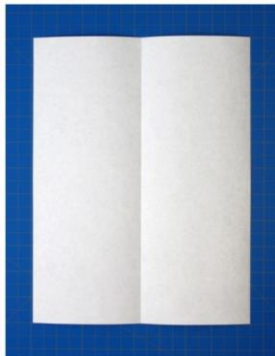
Paper Aeroplane Challenge

How many flips and tricks can your plane do?

The Stable: This plane has a lot of stability and can fly very far. It has a tendency to flip upside down during flight. If you slightly bend the two wings up at the rear, you can get it to do flips and tricks.

<https://www.youtube.com/watch?v=QbDUiGmxQIQ>

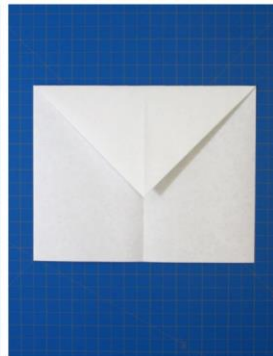
Paper Airplane Folding Instructions



1. Fold the paper in half.



2. Unfold and then fold the top two corners to the center line.



3. Fold the top peak down to create a square.



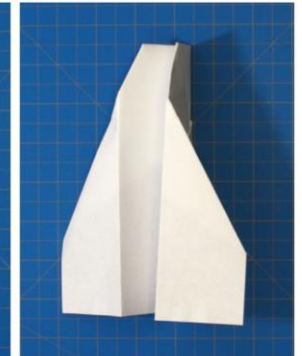
4. Fold the top two corners to the center about an inch above the downward facing point, to form a triangle shape on top and a diamond shape on bottom.



5. Fold the downward facing point up to secure the flaps.



6. Fold the plane in half away from you and flatten it out.



7. Fold the edges down to create the wide wings.

Appendix 4 History

Gold Miners Bulletin

GOLD MINERS' BULLETIN PROJECT

Imagine you are starting your own newspaper for miners at your local goldfield in the 1850s.

Design your newspaper's front page so it will appeal to miners or the families of miners. You may need to look at a few newspapers to get some ideas about layout. You could even stain the paper with tea to give it an old-fashioned look.

You should include:

- a newspaper masthead (the name and logo of the paper) and the date of publication
- a main or 'breaking' news story you have written
- at least two short articles about issues happening in the area
- persuasive advertisements selling mining equipment
- something lighthearted that will keep miners' spirits up
- something that will give miners advice about a current issue.

Use the space below to draw a rough sketch of your newspaper's front page.

The gold rushes - 1

Of all the events that shaped Australia's history, the gold rushes were the most significant. Until gold was discovered, Australia was a penal settlement, a place to which convicts were sent from Britain. They were organised and controlled by the soldiers who had accompanied them. They had been joined by a number of free settlers, keen to escape the poverty in their home countries, to own land and to make new lives for themselves. By the time of the gold rushes, freed convicts were a growing group in the colonies. At that time, convict labour was essential for continued development. Convicts constructed buildings, roads and bridges and helped to establish and run farms and pastoral properties.

But ... the gold rushes changed everything!

Gold was first found by some convicts in 1815 near Bathurst in New South Wales and by James McBrien in 1823. These discoveries and others in Cox's River in NSW and Bendigo in Victoria were kept quiet because the authorities feared the news could cause a convict uprising and encourage much-needed workers to leave their jobs. All that changed in 1851 when Edward Hargraves, a gold prospector who'd returned from the Californian gold rush, announced in the *Sydney Herald* newspaper that he'd found gold at Bathurst. Within one month 1000 men had left their jobs, rushed across the Blue Mountains and were in Bathurst searching for gold.

As other gold finds were announced, gold fever spread and businesses had to offer to treble their workers' wages in order to keep them. This mass exodus became such a serious problem in the Victorian colony that a Gold Discovery Committee was formed and a reward offered to anyone who discovered gold within 200 miles of Melbourne. It didn't take long before gold was found nearby in Bendigo, by two women, Mrs Farrell and Mrs Kennedy, and a new gold rush began. Melbourne soon became the major boomtown. Men came streaming in from the other colonies and from overseas countries including, Britain, Germany, Italy, France, the USA and China and in ten years the population almost tripled. All these people meant that convicts were no longer needed.



Colonial life was totally changed by the wealth from gold and by the increased population. New towns and businesses appeared, transport facilities such as roads and railways were constructed and a telegraph was built to improve communication. But this new wealth also attracted outlaws, known as bushrangers, who attacked and robbed people and coaches.

Miners had to pay a lot of money for their mining licences and believed they were treated unfairly in many ways. They wanted the right to have more say and to vote. This led to a rebellion, known as the Eureka Stockade uprising in which 22 diggers were killed. Most were arrested, but not convicted. Later, their demands were met and political changes were made. Their leader became the member of parliament for Bendigo. The miners' sense of mateship and their defiance of authority is still remembered today when Australian soldiers are called 'diggers'.

There was strong resentment towards the 38 000 Chinese who worked so hard on the goldfields and most of them were eventually returned home. This later led to the adoption for many years of what was known as the 'White Australia Policy'.

The gold rushes – 2

1. Read the gold rushes events listed below and number them in the order in which they occurred. You will need to refer to the text on the previous page and to think carefully about when these things happened.

- ☐ • Edward Hargraves returned to Australia from California.
- ☐ • Gold and other valuables made coaches a target for bushrangers.
- ☐ • A Gold Discovery Committee was formed in Victoria.
- ☐ • Gold was found by convicts in 1815.
- ☐ • Chinese workers were sent home.
- ☐ • The Sydney Herald reported gold had been found in Bathurst, NSW.
- ☐ • Miners' licences were introduced in Victoria.
- ☐ • Political changes were made as a result of the Eureka rebellion.

2. Convicts who found the first gold in Australia in 1815 were flogged and ordered not to tell anyone about the gold. One reason this was done was so other convicts wouldn't hear about it, escape and go rushing off to find some and become rich.

(a) Do you think flogging the convicts was a wise decision? ☐ Yes ☐ No

(b) Give reasons to support your opinion.

3. Write two questions you would like to ask a miner to find out something about life in the goldfields during the gold rushes.

- _____
- _____

The gold rushes – 3

The miners were very angry and thought burning their licences and arming themselves was justified. The soldiers and police, on the other hand, believed the miners were guilty of an armed rebellion and deserved to be punished.

1. (a) Use the chart below to write arguments for both points of view. Read the information in the text on page 35 and research to find out more.

The miners were right because ...	The authorities were right because ...

(b) Choose one point of view and prepare and give a short talk to persuade an audience to share your opinion.

2. During the gold rushes there was a lot of gold being transported around the country and there were also some wealthy travellers. This made robbery a very attractive business for many bushrangers.

(a) Explain why you think these thieves were called 'bushrangers'.

Appendix 5 Creative Arts

'Panning for Gold' – Artwork

Supplies Needed:

- Coloured pencils/crayons
- Paper/cardboard
- Scissors
- Glue
- Anything else you'd like to use

One method prospectors used to search for gold was to sift pebbles and sand in stream beds that flowed from the mountains. This was called panning for gold.



Step 1: On white paper, use coloured pencils to draw a person panning for gold. Dress the prospector in rugged clothes, including blue jeans and a flannel shirt. Show the person kneeling with a pan in hand. Use scissors to cut out the figure. Cut an extra tab of paper to attach the prospector's knees to the stream bed.

Step 2: Fold another sheet of white paper or cardboard in half. Use coloured pencils to draw a stream bed on the bottom half.

Step 3: On the back (vertical) half of the folded paper, students draw several trees. Cut out one side of each tree. Fold the cut half forward, so it stands up on the bottom of the paper.

Step 4: Glue the prospector to the stream bed.

Step 5: Use crayons/pencils to place gold in the stream bed and in the prospector's pan. You could also colour some scraps of paper gold, crumple them up to resemble rocks, and place them on the stream bed.

‘500 Miles’ – The Proclaimers

When I'm working, yes, I know I'm gonna be

I'm gonna be the man who's working hard for you

And when the money comes in for the work I do

I'll pass almost every penny on to you

When I come home (When I come home), oh, I know I'm gonna be

I'm gonna be the man who comes back home to you

And if I grow old, well, I know I'm gonna be

I'm gonna be the man who's growing old with you

But I would walk five hundred miles

And I would walk five hundred more

Just to be the man who walked a thousand miles

To fall down at your door

Appendix 6 PD/H/PE

Safety First

Answer the following questions about pedestrian safety in your workbook:

1. Why do pedestrians need to listen before deciding to cross a road?
2. What do pedestrians need to think about before and during crossing?
3. What would you tell a younger student about crossing the road?
4. What other places to cross might these same procedures apply (tram tracks and level crossings)? Why?
5. Write the steps below in the correct order in your workbook:



How to Cross the Road Safely

When the road is clear, walk across the road.

Keep looking left and right until the road is clear.

Walk to the edge of the footpath and wait.

If you are not sure if the car is close or far, wait.

Look to the left, then to the right.

If there is a car close by, wait.

Road Safety

Write your responses to the following 8 question cards in your books:

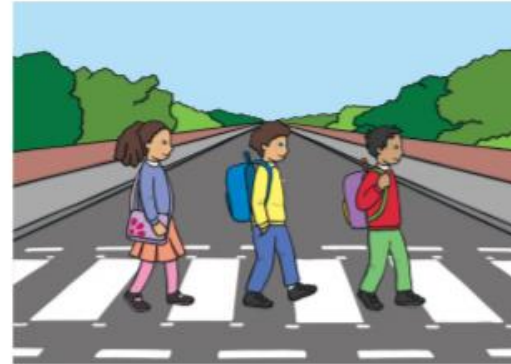
Road Safety Question Cards

1. What is the crossing guard's job?



Road Safety Question Cards

2. Why is it important to walk in the crosswalk when crossing the street?



Road Safety Question Cards

3. How is the child riding the bicycle being safe?



Road Safety Question Cards

4. What does the red sign that the crossing guard is holding mean?



Road Safety Question Cards

5. What does the yellow traffic sign tell drivers?



Road Safety Question Cards

6. Why should you wear a helmet when you ride your bicycle?



Road Safety Question Cards

7. Why is the car stopped?



Road Safety Question Cards



















8. Why is it safe to walk on the sidewalk?



Mrs Morison's PE Activity

GET MOVING

Using the PE movement chart below select one activity from each column (warm up, move, cool down) and perform each for approximately 1½ minutes each.

WARM - UP	MOVE	COOL DOWN
 ARM CIRCLES	 FROG JUMPS	 BUTTERFLY STRETCH
 JUMPING JACKS	 BUTT KICKS	 ARM ACROSS BODY
 STRETCH TALL	 SIT UPS	 CHILD'S POSE
 BASKETBALL SHOOTING ACTION	 SQUATS	 QUAD STRETCH
 MARCH ON THE SPOT	 MOUNTAIN CLIMBERS	 SIDE STRETCHES
 DANCE ON THE SPOT	 JOG ON THE SPOT	 TOE TOUCHES

IMPROVE YOUR SKILL – VOLLEYBALL FITNESS CHALLENGE BINGO

You will need a light ball or improvised ball – such as rolled up socks (doesn't have to be the size of a volleyball, but not a balloon).

VOLLEYBALL FITNESS CHALLENGE BINGO

Work alone or challenge someone else to play Volleyball Bingo. Each time you successfully complete a challenge or activity, put an 'X' or marker on that space. Once you have 5 in a row, you are done! (Of course – you can play multiple times)

PRACTISE VOLLEYBALL DIG SKILLS FOR 5 MINUTES	TRY TO BALANCE THE BALL ON YOUR HEAD FOR 15 SECONDS	PRACTISE VOLLEYBALL SETTING SKILLS FOR 5 MINUTES	DO 15 ABDOMINAL TWISTS WHILE HOLDING THE BALL	PRACTISE VOLLEYBALL DIG SKILLS FOR 5 MINUTES
JOG ON THE SPOT WHILE HOLDING THE BALL ABOVE YOUR HEAD FOR 1 MINUTE	ALTERNATE VOLLEYBALL DIG AND SET FOR AS LONG AS YOU CAN	PRACTISE UNDERHAND SERVING SKILLS FOR 5 MINUTES	EACH TIME YOU DIG OR SET THE BALL, SAY A LETTER OF THE ALPHABET. TRY TO MAKE IT ALL THE WAY THROUGH THE ALPHABET	DIG OR SET THE VOLLEYBALL AS MANY TIMES AS YOU CAN IN A ROW AND THEN DO THAT SAME NUMBER OF JUMPING JACKS
PRACTISE VOLLEYBALL SETTING SKILLS FOR 5 MINUTES	PRACTISE VOLLEYBALL DIG SKILLS FOR 2 MINUTES AND JOG ON THE SPOT FOR 2 MINUTES	FREE SPACE	DIG AND CATCH THE BALL 10 TIMES IN A ROW	PRACTISE VOLLEYBALL SETTING SKILLS FOR 5 MINUTES
DO 15 ABDOMINAL TWISTS WHILE HOLDING THE BALL	PRACTISE VOLLEYBALL DIG AND SET SKILLS WITH A PARTNER, OR AGAINST A WALL FOR 5 MINUTES	JOG ON THE SPOT, WHILE SETTING THE BALL FOR 1 MINUTE	ALTERNATE VOLLEYBALL DIG AND SET FOR AS LONG AS YOU CAN	JOG ON THE SPOT WHILE HOLDING THE BALL ABOVE YOUR HEAD FOR 1 MINUTE
PRACTISE VOLLEYBALL DIG SKILLS FOR 5 MINUTES	PRACTISE VOLLEYBALL DIG SKILLS FOR 2 MINUTES AND JOG ON THE SPOT FOR 2 MINUTES	PRACTISE VOLLEYBALL SETTING SKILLS FOR 5 MINUTES	JUMP IN THE AIR WHILE HOLDING THE BALL ABOVE YOUR HEAD FOR 1 MINUTE	ALTERNATE VOLLEYBALL DIG AND SET FOR AS LONG AS YOU CAN

IMPROVE YOUR SKILL – ACTIVITY DESIGN

Create your own activity/game to assist in skill practice for the game of volleyball.

1. What equipment and space are needed?
2. What skills are being practiced?
3. How many people can be involved?
4. What are the rules?
5. Is it safe and fun to play?
6. Does it help you to get better at volleyball?

Appendix 7 Mindfulness and Positivity

Candle Breathing

Hold one hand up with your fingers stretched out wide.

Take a big breath in and blow one of your fingers as if it were a birthday candle. Fold that finger down. Blow down each finger/candle down one at a time.



www.headandheartmindfulness.com.au

Counting Breaths

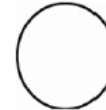
As you breathe in, pinch each finger together with your thumb one at a time and count one, two, three, four. As you breathe out, pinch each finger together with your thumb and count to four again.



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Circle Breath

Place your hands together so that they are pointing to the ground. As you breathe in, separate your hands and bring them out wide and then up high to join them back together above your head - as if tracing the outline of a circle. As you breathe out, bring your hands down tracing the same path as before.



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Waterfall breath

As you breathe in, gently lift your hands in a straight line up above your head. As you breathe out, wriggle your fingers and move your hands down towards the ground whilst making a soft 'shhhhh' sound.



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