

Fun Learning Grid

This learning grid gives you some ideas of how you can support your child's learning at home.

Collect 10 sticks (or random objects) and order them from shortest to tallest.	Write and illustrate a story about your emotions. I feel happy/sad/angry when ...	Play board games or noughts and crosses to practise sharing and taking turns.
Sort your toy box by type and/or Sort the dirty washing into colours, whites and darks and/or Sort clean washing by who they belong to.	Practise correctly writing letters and numbers. Write in the dirt with a stick.	Retell stories read to you by using the beginning, middle and end. You can do this orally or in pictures.
Practise counting to and from 100	Collect 20 rocks or shells, put them in a 2 bowls and discuss which has more, less or same for various combinations.	Practise random acts of kindness for members of your family. Do a job that you wouldn't normally do.
Use positional language to describe where things are over, under, between, left, right etc.	Learn to tie your shoe laces and how to do up your buttons,	Find 2D and 3D shapes in the environment and describe their characteristics.
Make patterns using objects found in the van or in nature. ABC - Shell, rock, stick AB - knife, fork ABBA - pencil, rubber, rubber, pencil	Explain how the story reminds you of something in real life.	Do some direct drawing (listening and following directions).
Draw, build or paint a habitat for an animal of your choice. Brainstorm what you will need to do to care for this animal.	Have a go at kid writing! Draw and write about special occasions you have celebrated with your family. Who was there, what did you do, what artefacts do you have to help you remember this event?	"Read" a book to an adult by reading the pictures to an adult and then get them to read you the story when you are done.
Draw a picture of your family in order of shortest to tallest.	Phone a member of your family and ask them to tell you a story about your past.	Do some colouring in to improve your fine motor skills and build writing stamina.

Spelling Grid

Using one list of spelling words, complete one activity from the grid every day.

Colour the activity once it has been completed.

Use magazines, catalogues or newspapers to cut out the letters you need to spell the spelling words.	Use five of your spelling words in 5 sentences.	Write out each of your spelling words using dots.	Group your spelling words according to the number of syllables.	Use glue to write out each spelling word. Sprinkle glitter over the glue.
Build your spelling words using Lego or blocks.	Write out your spelling words in rainbow colours.	Write as many words as you can that rhyme with each of your spelling words.	Type your spelling words on a computer.	Put your spelling words in alphabetical order.
Using a container of water and a paintbrush, paint each of your spelling words on some concrete.	Draw one shape for each word. Write your spelling words inside each of the shapes.	Use chalk to write out your spelling words on concrete.	Using the spelling words, write the vowels in blue and the consonants in red.	Find your spelling words in books.
Draw a picture and hide your spelling words in the picture.	Make your spelling words out of playdough.	Create your own wordsearch using all the words on your spelling list.	Write 3 clues about each of your spelling words. Ask someone to try and guess your spelling words using the clues.	Write a story using as many of your spelling words as you can.

Maths Grid

Complete one activity from the grid every day. Colour the activity once it has been

Write down five things you can do that would take one minute	I have 75c in my pocket. What coins might I have?	Find and draw 5 objects that are heavier/lighter than a potato.	Use your hand to measure the length of objects. How many hands long are they?	What numbers can you write that are below 100 and have a 2 in the ones column
Complete the number of the day. Once you have completed it you can day template,	Draw a clock to show what time you go to bed.	Find some things that are longer than a metre	Throw a dice twice and add the numbers together	Play a board game with someone
<u>Rocks and Pebbles Maths</u> Using rocks or pebbles, make a graph of the different colours and how many there are of each colour	<u>Rocks and Pebbles Maths</u> Count how many rocks/pebbles fit into one hand	<u>Rocks and Pebbles Maths</u> Make a sum using the different shapes and their amounts.	What are your three favourite times of the day? Draw them on a timeline which starts when you get up and ends when you go to bed.	Mrs McConnell's chickens laid 5v eggs on Monday, % eggs on Tuesday and 8 eggs on Wednesday. How many eggs did they lay altogether?
There are 25 students on your class. 6 are away today. How many students will be in your class today?	On one side of the street there are 14 houses and on the other side there are 8 houses. How many houses are there in the street?	Jenni was baking pies for the school canteen. On Saturday she baked 10 pies. On Sunday she baked 6 pies and on Monday she baked 3 pies. How many pies did she bake altogether?	Mr Cohen was growing corn in the school garden. He picked 23 cobs of corn, but 13 were rotten and had to be thrown away. How many cobs of corn did Mr Cohen get to eat?	Ms Hayes saw three red cars, 2 blue cars and 8 white cars. How many cars did she see altogether?

Social and Emotional Learning Grid

Complete one activity from the grid every day. Colour the activity once it has been completed.

Draw a picture of yourself doing something kind.	Make a card for a friend.	Tell a parent why you love him or her.	Help do some jobs around the house on a daily basis.	Tell a parent why you love him or her.
Write/draw how you have been kind today.	Write/draw how you filled a family members bucket today.	Cheer someone up who is having a bad day.	Tell someone a funny joke.	Watch a funny movie
Play with a sibling	Help do some jobs around the house every day.	Tell a parent why you love him or her.	Draw a picture of yourself doing something kind.	Make a card for a friend.
Tell someone a funny joke.	Write/draw a family member that you are grateful for.	Cheer someone up who is having a bad day	Write down 3 things that you are grateful for today.	Play with a sibling.



Art Choice Board

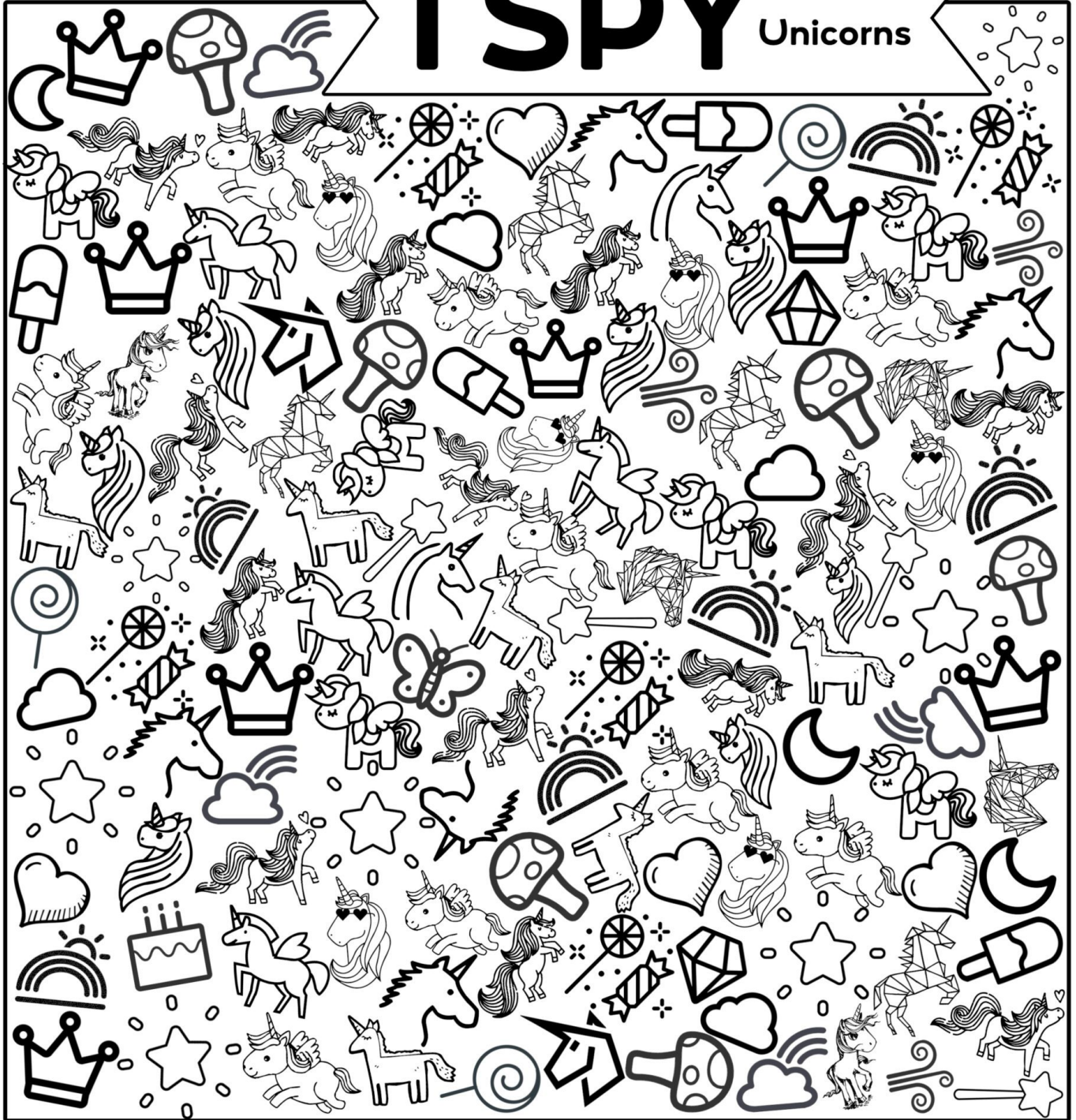


Highlight 1-2 squares per week after you complete the challenge. Use whatever materials you have at home. Be creative and have fun!

Sit in your favourite place and draw what you see.	Ask someone in your family to draw a scribble on a piece of paper. Then you finish the picture and turn it into something else.	Make your own paints using whatever you can find around the house. ASK YOUR FAMILY FIRST! E.g. dirt, food dye, beetroot, etc.	Ask your family for empty cereal boxes, bottle tops, whatever you can recycle around your house and make a sculpture.	Create an illustration for your favourite part of the book you are reading.
Create a new cartoon character! It can be a person, animal or something imaginary!	Gather rocks, sticks, leaves, etc around your yard. Arrange the materials into a picture or design.	Choose an object in your home and draw it—use shading to make it look 3D.	Go outside and draw a landscape. Be sure to show the horizon line! (Where the ground and sky meet.)	Draw a picture of your favourite animal eating your favourite food.
Look up a how to draw video on YouTube. Follow along!	Trace your hand. Fill it with symbols to represent your favourite things.	FREE CHOICE!	Visit The Louvre online! www.louvre.fr/en/visites-en-ligne	Create a comic showing a beginning, middle and end of a story.
Watch the sun set. Draw what you observe. Write a few sentences to describe the sunset.	Create a visual alphabet. Draw a picture of something that starts with each letter of the alphabet.	Choose one shape. Draw a picture using only that shape!	Look up Vincent Van Gogh's Starry Night. Write 3-5 sentences about what you see and how it makes you feel.	Listen to music. Draw lines and shapes as you listen that match the sounds, rhythms and mood.
Look up a salt dough recipe and get an adult to help make it. Use the dough to sculpt your favourite animal.	Use your imagination! Create a drawing that combines the features of 3 different animals. Give it a name.	Draw a portrait of someone in your house (human or animal!).	Be an architect! Use Lego or blocks to build a structure.	Gather 3-5 objects and arrange them together. Draw a still life picture of these objects.

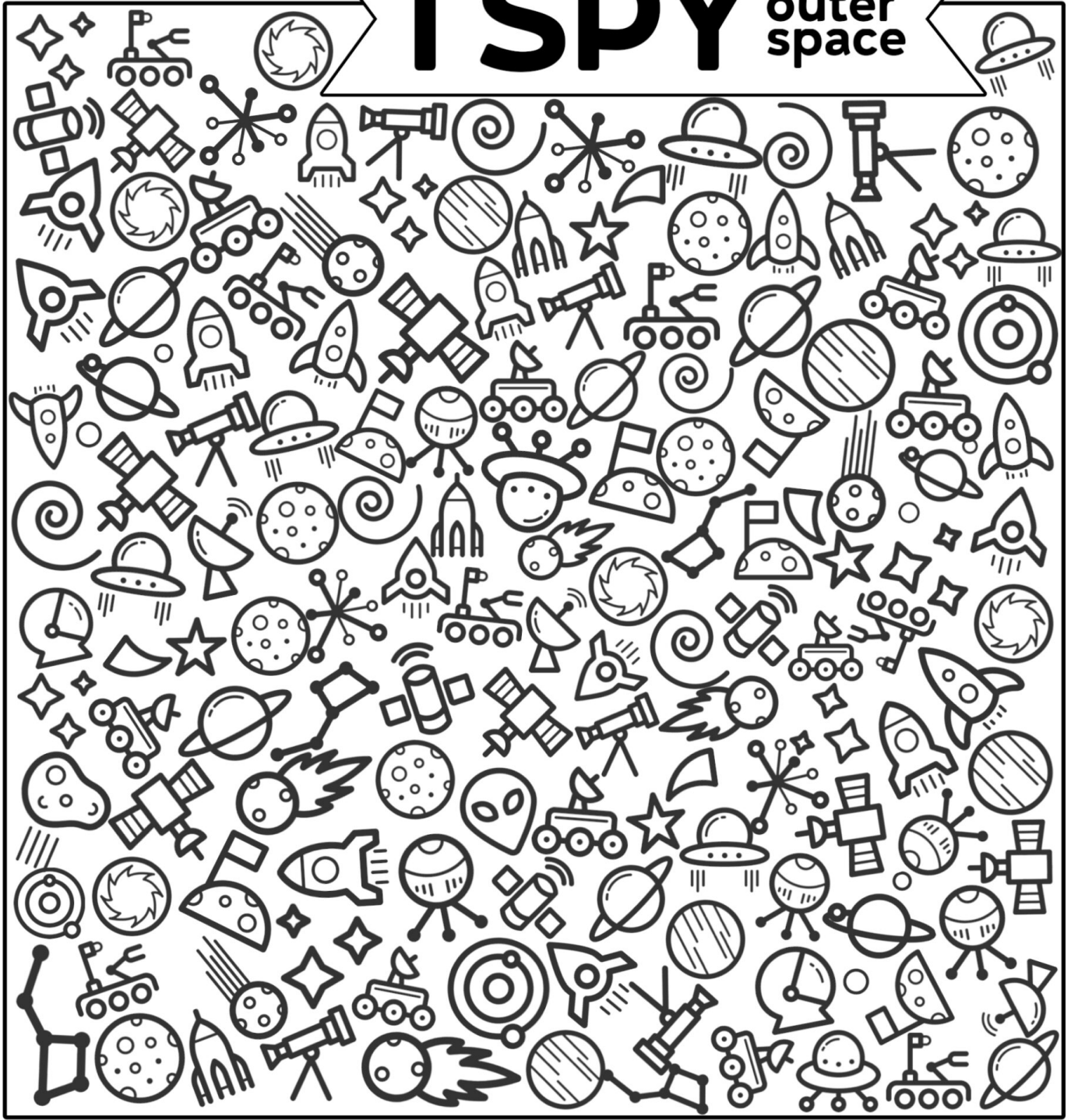
I SPY

Unicorns



- | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 2  | 4  | 4  | 2  | 4  | 5  | 7  | 4  | 6  | 5  |
| 1  | 2  | 7  | 1  | 3  | 6  | 7  | 4  | 7  | 4  |
| 3  | 6  | 4  | 6  | 2  | 7  | 3  | 9  | 6  | 3  |

I SPY outer space











- | | | | | | | | | | | | | | | | | | | | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|
| 2 | | 4 | | 4 | | 5 | | 4 | | 5 | | 7 | | 4 | | 6 | | 5 | |
| 1 | | 6 | | 7 | | 1 | | 3 | | 6 | | 7 | | 4 | | 7 | | 5 | |
| 3 | | 3 | | 4 | | 6 | | 2 | | 7 | | 5 | | 9 | | 6 | | 3 | |

Multiple Intelligence Learning Grid - Aboriginal Australia

Aboriginal Australia

Name: _____

<p>Musical/Rhythmic/Creative</p>	<ul style="list-style-type: none"> ○ Use clapping sticks to represent the mood of an Aboriginal Dreaming story. ○ Make an Aboriginal musical instrument. Describe its sound and the mood it would help to create. ○ Compare traditional and contemporary Australian Aboriginal music. ○ Compose a piece of Aboriginal music. ○ 	<p>Verbal Linguistic</p>	<ul style="list-style-type: none"> ○ Listen to an oral telling of a Dreaming story. ○ Retell a Dreaming story. ○ Make a list of Aboriginal place names and their meanings. ○ Research famous Indigenous Australians. Prepare a speech to present to the class. ○ Write a Dreaming story. ○ Create a book for younger children of a Dreaming story. ○ 
<p>Bodily Kinesthetic</p>	<ul style="list-style-type: none"> ○ Read or listen to a Dreaming Story and dramatise it. ○ Mime a sequence of events from a Dreaming story. ○ Roleplay a meeting of the Aboriginal people and the Europeans. ○ Create an Aboriginal dance to tell a story. ○ Research Aboriginal games, experiment with one of them and teach it to your family 	<p>Naturalist</p>	<ul style="list-style-type: none"> ○ Experiment with natural items to make a useful paint. Evaluate the effectiveness of each of the items used. ○ Research 'Bush Tucker' Organise information into a poster showing and explaining the different types. ○ Grow vegetables that can be eaten. ○ Design and build a traditional Aboriginal shelter using natural materials. 
<p>Visual Spatial</p>	<ul style="list-style-type: none"> ○ Construct masks for characters of Dreaming stories. ○ Create Aboriginal style artworks using symbols and traditional techniques. ○ Create X-ray art of a chosen Australian Animal. ○ Make models of traditional Aboriginal weapons, hunting tools and musical instruments. ○ Create a wall mural using earth colours to depict Dreaming stories read throughout the term. ○ Create a mural of the foods eaten by the Australian Aborigines. 	<p>Logical Mathematical</p>	<ul style="list-style-type: none"> ○ Locate important Aboriginal sites on a map of Australia. ○ Discuss and map the possible pathways of how the Aboriginal people are thought to have arrived in Australia. ○ Locate boundaries for local Aboriginal tribes. ○ Construct a jigsaw puzzle from an Aboriginal drawing of an animal. ○ Design a board game that informs people about traditional Australian Aborigines. 
<p>Intrapersonal</p>	<ul style="list-style-type: none"> ○ Draw your feelings about an Aboriginal Dreaming story. ○ Evaluate a piece of Aboriginal art, music, dance or story and explain the feelings associated with it. ○ Create a cube displaying favourite aspects of Aboriginal life. 	<p>Interpersonal</p>	<ul style="list-style-type: none"> ○ Discuss the importance of Dreaming stories to the Aboriginal people. ○ Research symbols used by the Aboriginal people to communicate. Create symbols to tell a story to others. ○ Prepare questions to ask a visiting Aboriginal speaker. 

100-Chart Activities

- Use the hundred chart as a number line to do addition and subtraction beyond what your child normally can handle. Take turns making up problems for each other to solve. Develop mental math skills by showing how to add or subtract the tens first (counting up or down) then the ones (counting left or right.) [letsplaymath.net]
- Look for addition and subtraction patterns. $3+9=?$ Now go to $23+9$, $33+9$, $63+9$. What do you notice? What do $15-7$, $25-7$, $45-7$, etc. have in common? Find other patterns. [letsplaymath.net]
- Count by whatever number you want, but start at an unusual place. Count by 5, starting at 18. Or count by 2, but start with 37. Or for a tougher challenge, practice your mental subtraction skills: count *down* by the number of your choice. [letsplaymath.net]
- Play "Race to 100." Take turns rolling one or two dice and moving that many spaces on the hundreds chart. If you correctly predict your landing place before you move (without counting squares!), then you can go one extra space as a bonus. The first person to reach or pass 100 wins the game. [letsplaymath.net]
- Take turns pointing to any number. The other player has to say how many more it takes to make 100. [letsplaymath.net]
- Look for and *discuss* the following patterns:
 - Circle multiples of numbers
 - Circle all the numbers with digits that add up to 9
 - Circle all the numbers with both digits the same
 - Circle all the numbers with a 3 in them (or 4, 5, etc.)

HOW TO PLAY TENS GO FISH

What You Need:

- One deck of cards. Remove all the face cards and the number 10 cards. You will be left with four cards each of numbers 1-9.
- Two or more enthusiastic players!

Instructions:

Deal each player five cards. Place the stack of remaining cards face down in the middle of the table. This is the "Go Fish" pile.

Before beginning the game, play look for pairs of cards in your hand with a sum of 10. Place all pairs with a sum of 10 face up on the table in front of you. Draw from the Go Fish pile to replace the cards so you still have five cards in your hand. For example, if you have a hand with 2-2-3-8-7, place 2-8 and 3-7 on the table and draw four more cards.

To begin, as in traditional Go Fish, players take turns asking each other for their desired card. However, instead of seeking out pairs of the same card, players want pairs to make the sum of 10. For example, if I hold a 5, 3, 2, 4, 9, I might ask for a 5 so I can "make 10."

If a player gets the card he asked for, he puts the pair down on the table and picks a new card from the deck. If he does not get the card he asked for, the player must "Go Fish" and pick a new card from the deck. If the new card from the deck makes 10 with a card in the player's hand, he or she puts the pair of cards down, and gets another turn. If he still does not get the card he wanted, play passes to the next player.

If a player runs out of cards, he picks two new cards. A player's turn is over when he can no longer make 10.

The game is over when there are no more cards, or no more pairs can be made.

Variations:

- Change the ten to any number under 20.
- Use 3 cards to make the sum of 14
- Add in four face cards, such as the four kings. Designate these four face cards as "wild cards," which when drawn can be any value the holder of the card decides to give it.
- Add back in the number 10 cards. Players can place a single 10 card down instead of a pair.
- For extra math practice, have players write down the equations of each pair combinations they make

Name: _____

Writing Book



Dear Parents,

Students can write each story over two days.

On each page is an image that the students will write about. BEFORE they begin writing they need to talk to you about:

WHO is in the picture?

WHAT is happening?

WHERE is it/are they?

WHEN is it? (avoid using numbers - use descriptive language - for example; "before breakfast" or "as the sun went down")

WHY? Explain the events they have described.

Senses

Write what you can SEE

What you can FEEL

What you can HEAR

What you can SMELL



What you can TOUCH

They can then begin to write their story. Not ALL of the above need to be in every story.

Year 1's need to be writing three or more compound sentences for EACH of the above prompts.

Year 2's need to be writing six or more compound sentences for EACH of the above prompts

Please ask your child to use the checklist on the bottom of each page to check their writing.

<i>Full Stops</i>	<i>Capital Letters</i>	<i>Spaces</i>	<i>Makes Sense</i>
		and _____ the	Yes <input type="checkbox"/> No <input type="checkbox"/>



Date: _____

At the top of the beanstalk

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line. There are ten such sets of lines arranged vertically down the page.



Date: _____

The Curiosity Shop

Write what you can SEE

What you can FEEL

What you can HEAR

What you can SMELL

What you can TOUCH

Handwriting practice area consisting of ten sets of horizontal lines. Each set includes a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement.



Date: _____

The mirror in the attic

Handwriting practice area consisting of ten sets of horizontal lines. Each set includes a solid top line, a dashed middle line, and a solid bottom line, with a yellow shaded writing area between the top and bottom lines.



Date: _____

Title _____

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line. The area between the middle and bottom lines is highlighted in yellow. There are eight such sets of lines on the page.




Date: _____

Write a description of this character before you write about what is doing or what he is feeling.

Title _____

Handwriting practice lines consisting of ten sets of horizontal lines. Each set includes a solid top line, a dashed middle line, and a solid bottom line, with a yellow shaded area between the top and middle lines.

A tiny baby koala with a sick mother has survived after being moved to a surrogate mother's pouch

Donna Coutts, April 25, 2019 7:00PM 



Hermit snuggling into Crumble. Picture: Lone Pine Sanctuary

ANIMALS

Reading level: **Green**

A baby koala has been saved in a daring, possibly world-first medical procedure at an Australian wildlife sanctuary.

The male joey koala, named Hermit, was just two days old and looked like a pink jelly bean when he was transferred from his sick mother's pouch into a healthy, surrogate* mother's pouch to live and grow until he was old enough to survive on his own.

Hermit is now almost two years old, weaned* from his surrogate mother, whose name is Crumble, and living in the eucalypts at Brisbane's Lone Pine Sanctuary in Queensland.

Lone Pine Sanctuary vet Dr Galit Rawlinson carried out the procedure, carefully putting her hand in the pouch, gently releasing Hermit from the teat* he was feeding from, placing him in Crumble's pouch and putting Crumble in a tree to recover.

At the time, Hermit was less than 2cm long, covered in just pink skin rather than fur and had underdeveloped eyes, ears and back legs.

Dr Rawlinson is still caring for Hermit now.

Hermit's biological* mother, Zoom, was old and unwell when she gave birth to Hermit. Transferring the joey to Crumble was the only real option available at the time.

"We weighed up the benefits and risks, knowing that he wasn't going to survive and it wasn't going to help her," Dr Rawlinson said.

"We needed to do something to change the balance of things. We didn't have anything to lose.



Hermit is now two years old and very healthy. Picture: Lone Pine Sanctuary

"We thought through the process. Crumble was an experienced mum but what we didn't know was if it would damage the baby, would it attach and would Crumble lactate*. We still felt it was worth the risk."



Dr Galit Rawlinson listens to Hermit's heart with a stethoscope. Picture: Lone Pine Sanctuary

Marsupial* babies are born extremely underdeveloped, like an unborn foetus* of other mammal species. After birth, the joey koala uses its sense of touch and smell to find its way into the pouch and onto one of two teats to feed on milk. The joey then usually spends about six to seven months in their mother's pouch.

"The joeys aren't viable* that much below that time" Dr Rawlinson said.

"They need to be about four to five months before they start being doable (able to survive).

"I'm absolutely rapt*. She has raised him as she would if he was hers."

Zoom died a few months after the procedure, meaning she would not have been able to look after Hermit for as long as he needed her to.

"We did lose Zoom but at 15 she was our oldest female.

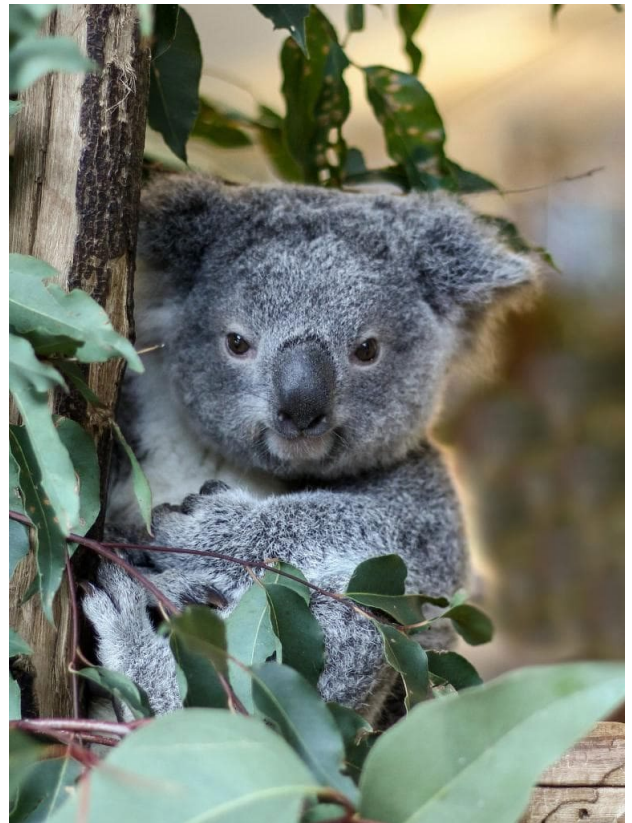
"Crumble is about eight so she's mature, she's had a few joeys and she's in her prime."

Female koalas usually become pregnant every 18 months to two years. Crumble was healthy but for an unknown reason didn't become pregnant, so she was the obvious choice as a surrogate mother.

Sanctuary staff decided not to share news of the procedure until now, when they were sure Hermit was fit and well and not disadvantaged by his adventures.

Dr Rawlinson has since successfully transferred another joey, called Myrtle, to a surrogate mother. Myrtle is now about 18 months old and going well.

"Myrtle's mother had lost four joeys in a row and we didn't know if it was a pouch problem but we wanted (Myrtle's mother) represented genetically*."



Hermit lives among the eucalypts with other koalas born in captivity at Lone Pine Sanctuary, Brisbane, Queensland. Picture: Lone Pine Sanctuary

Dr Rawlinson believes Hermit could be the first koala to have been transferred to a surrogate at such a young age, though she knows of a successful surrogacy of a young, endangered, yellow-footed rock wallaby.

Dr Rawlinson has been a vet at Lone Pine Sanctuary for 20 years and before that worked as a keeper at the sanctuary for 10 years while she was studying to be a vet.

"To be a vet was my lifelong ambition as a child," she said.

She will travel to Sydney next week to meet vets from other zoos and sanctuaries around Australia so they can share their experiences and learn from each other.

KOALAS

- Koalas are only found in Australia.
- Their scientific name is: *Phascolarctos cinereus*
- They are the only surviving species of their family.
- Koalas' closest living relative are wombats.
- Adult koalas weigh about 14kg and are 60-85cm long.
- They eat only the leaves of a few species of eucalypt trees and have a special section of intestine to help digest the leaves.
- Koalas are listed as vulnerable* to extinction. Much of their habitat has been lost because of clearing of forests where they lived.

GLOSSARY

- **surrogate:** stand in
- **weaned:** no longer breastfeeding
- **teat:** nipple
- **biological:** genetically related; part of the family
- **lactate:** make breast milk
- **marsupial:** a group of mammals; the young are mostly carried in a pouch
- **foetus:** unborn baby
- **viable:** able to survive
- **rapt:** over the moon with excitement
- **genetically:** related to genetics
- **vulnerable:** at risk of

QUICK QUIZ

1. What does a newborn koala look like?
2. How old are Crumble and Hermit and how old was Zoom when she died?
3. Why is a wallaby mentioned in this story?
4. When did Dr Rawlinson decide to be a vet?
5. How do koalas digest eucalypt leaves and other animals can't?

CLASSROOM ACTIVITIES

1. Design a Card

Design (and, if you want, make) a special thankyou card for Dr Rawlinson. The design and words on your card should be all about her work with the koalas at Lone Pine Sanctuary.

Time: allow 25 minutes to complete this activity

Curriculum Links: English, Science, Visual Communication Design

2. Extension

Is this kind of work worth it? Write a list of all of the RISKS (or things that could be bad or go wrong). Then write a list of all the BENEFITS (good things) of the work that Dr Rawlinson is doing. Then, write a paragraph that answers the question. Use the points in your list to back up your ideas.

Time: allow 30 minutes to complete this activity

Curriculum Links: English, Science

VCOP ACTIVITY

After reading the article, with a partner, highlight as many connectives as you can find in pink. Discuss if these are being used as conjunctions, or to join ideas and create flow.

HAVE YOUR SAY: Have you ever seen a koala? Describe where you saw it and what it was doing.

No one-word answers. Use full sentences to explain your thinking. No comments will be published until approved by editors.

EXTRA READING

[Welcoming a rare white koala](#)


[Big win in fight against extinction](#)

[Pandas may have to leave Australia](#)

[Rare baby otters pass first test](#)

[Endangered baby quolls](#)

A young dragon has landed in Australia and, at 125m, it's the longest in the world

Donna Coutts, April 8, 2019 6:45PM 



Jensen Chea and Russell Jack, head of the Golden Dragon Museum, with Dai Gum Loong. Picture: Rob Leeson

ARTS

Reading level: **Green**

The world's longest dragon has landed in Australia after flying from Hong Kong.

Dai Gum Loong — which means Big Golden Dragon — is 125m long and has 7000 scales.

This young dragon is taking over from old Sun Loong, a 100m-long dragon that has been working since 1970 but which is almost ready to retire.

The record-breaking Dai Gum Loong landed in an aeroplane at Bendigo Airport last week.

Dai Gum Loong will be the star of the annual Bendigo Easter Festival in central Victoria.

In Chinese culture, dragons represent* power, dignity*, strength and wisdom*. They have been brought to life by dancers for special celebrations for more than 1000 years.

In Bendigo this year, for the first time, both men and women will carry the dragons in the Easter parade, breaking with a centuries-old Chinese tradition of only men being allowed to do this important job.

Bendigo has had its own dragon since 1892 when a dragon called Loong arrived. Sun Loong took over from Loong in 1970.

Dai Gum Loong was made by Master Hui, one of Hong Kong's youngest dragon makers.

Making dragons is an ancient art form. Every part of Dai Gum Loong was handmade using bamboo, silk and other natural materials and decorated with painting, sewing and weaving.

Bendigo has a rich Chinese heritage*. Tens of thousands of Chinese people came to Victoria soon after the Victorian Gold Rush began in 1851 to work as miners and businesspeople. Bendigo was one of the major towns of the Gold Rush.

Despite laws that discriminated* against Chinese immigrants* and poor treatment from many non-Chinese people, Chinese culture became an important part of Bendigo.



A detail of Sun Loong, showing silk, fur and embroidery. Picture: Andy Rogers

The Bendigo Easter Festival began in 1869 and the Chinese community has been a central part of this festival since 1871. The city's dragons have been the stars of the festival parade since Loong's first appearance in 1892.

After this year's parade, 49-year-old Sun Loong will retire to the Golden Dragon Museum of Chinese culture and history in Bendigo.



Wei Keong Kong, Richard Louey, Wei Terng Tong and Brian and Doug Lougoon from the Golden Dragon Museum in Bendigo prepare Sun Loong. You can see part of its tail in the background. Picture: Andrew Henshaw

Victoria's Premier Daniel Andrews had a sneak peek of Dai Gum Loong at Bendigo Airport last week. Premier Andrews travelled to Hong Kong in May last year to visit Master Hui's workshop, where Dai Gum Loong was made.

The new dragon cost \$750,000. This money came from the federal* and Victorian governments, the City of Bendigo and many local people, businesses and community groups.

BENDIGO'S FIRST DRAGON

Loong is the oldest imperial dragon in the world.

This 60-metre dragon arrived in Bendigo and took part in the Easter parade in 1892.

Loong was also part of the parade in Melbourne to celebrate Federation in 1901.

It has five claws, which means royalty and makes it the most important dragon of all.

Like younger Sun Loong and brand new Dai Gum Loong, Loong is made from silk, bamboo and papier mache*.

It took 46 men to carry Loong's legs and another six to carry its head.

Loong appeared as part of the centenary* of Federation parade in Melbourne in 2001 and is cared for in the Bendigo Golden Dragon Museum.



This is a detail from Sun Loong. Everything on these dragons is handmade by artists whose skills have been passed down from generation to generation for hundreds of years. Picture: Andy Rogers

GLOSSARY

- **represent:** means that thing
- **dignity:** a sense of pride in yourself; respect
- **wisdom:** being wise
- **heritage:** background, as in where you have come from and the traditions and values of that time or place or group of people
- **discriminated:** made an unfair judgment about a group of people
- **immigrants:** people who come to live from somewhere else
- **federal:** the whole country; national
- **papier mache:** layers of paper and paste to make a hard shell or coating
- **centenary:** 100-year anniversary

QUICK QUIZ

1. Who made Dai Gum Loong?
2. When did Loong first appear in an Easter parade?
3. How much did the newest dragon cost?
4. What does five claws mean on a dragon?
5. Where is Loong living in retirement?

CLASSROOM ACTIVITIES

1. Dragon Art

Create your own papier mache dragon. This might need to be a project worked on over the term or when you get some class time. Once you create your dragon, you can then paint and decorate it to represent what Chinese culture believes dragons to represent — power, dignity, strength and wisdom. You should also give your dragon a suitable name.

Materials required:

Newspaper

Paste

Masking tape

Paint

Time: allow 120 — 180 minutes to complete this activity

Curriculum Links: Visual Arts, Design and Technologies

2. Extension

Why do you believe it is important that both men and women carry the new dragon in Bendigo's Easter parade? Do you think people will still view it as authentic when it is breaking the century old tradition of only men carrying the dragon?

Time: allow 15 minutes to complete this activity

Curriculum Links: English, Critical and Creative Thinking, Ethical capabilities

VCOP ACTIVITY

After reading the article, with a partner, highlight all the openers you can find in blue. Discuss if they are powerful and varied openers or not. Why do you think the journalist has used a mix of simple and power openers? Would you change any, and why?

HAVE YOUR SAY: Have you ever seen a Chinese dragon? Would you like to be one of the dancers in the parade?

No one-word answers. Use full sentences to explain your thinking. No comments will be shown until approved by editors.

EXTRA READING

[A big multicultural melting pot](#)

[Rough journey to the goldfields](#)

[Celebrating the Chinese New Year](#)

[Potion to live forever found in Chinese tomb](#)

READING LEVEL: GREEN

A DOG who was abused* by her previous owners and left scared of all people has struck up a sweet friendship with a baby.

English Pointer Nora was so badly treated that she would spend her days quivering* and had to be taken to a dog shelter where she was rescued by Canadian mum Elizabeth Spence.

However, the new family pet struggled to fit in and wouldn't bond with any of the humans in her new family or outside world.

But as soon as Elizabeth gave birth to her son, Archie, the pair developed an incredible bond, with the baby becoming the only person Nora wasn't scared of.



Baby Archie and rescue dog Nora are inseparable.

The pair are so at ease with each other's company that they are often snapped sleeping side-by-side or playing together.

And sometimes, even the family cats get involved as they all snuggle up together on the bed.

Mum-of-three Elizabeth said she thinks the unlikely pairing is down to Archie's chilled personality.

"Archie is an extremely laid-back*, happy, good-natured baby and all the animals seem to really respond to that, particularly Nora," she told pet website, Dodo.

"She came from an abusive background and is afraid of almost everything. Not Archie, though. She absolutely adores him.



Baby Archie and rescue dog Nora spend all their time together and even share toys. Picture: Instagram

"If Archie is having a bath, Nora is lying on the bath mat waiting for him to get out. If I'm nursing him she wants up on my lap, too."

Spence charts what the pair get up to everyday as they grow up together on Instagram and they already have close to 100,000 followers online.

This story originally appeared in The Sun and is reprinted with permission.

GLOSSARY

abused: mistreated or injured

quivering: shaking

laid-back: relaxed or at ease

LISTEN TO TODAY'S STORY

CLASSROOM ACTIVITIES

Activity 1. Nora and Archie

Think about the similarities and differences between an abused dog and a newborn baby and write them in the columns.

Nora and Archie have almost 100,000 followers on Instagram.

Why do you think they are so popular?

Would you like to see what they get up to by looking at their photos?

Australian hairdresser turns a plastic waste problem into a solution with 3D-printed prosthetics

Josh Preston and Danielle Ford, April 23, 2019 6:45PM



Haley, Bernie and Connor are working together to develop the prosthetic hands. Picture: supplied

TECHNOLOGY

Reading level: *Green*

Two Australian kids are set to trial 3D-printed prosthetic* limbs made from plastic shampoo and conditioner bottles.

Haley Wright, 12, and Connor Wyvill, 11, who were both born without a left hand, will soon test the prosthetic devices in their everyday life — going to school, playing sport and doing all those little things that are easier with two hands.

If Haley's and Connor's research shows the hands are a success, it is hoped the 3D-printed limbs will become more widely available.

Retired hairdresser Bernie Craven thought up the idea of making 3D-printed prosthetic limbs from recycled shampoo and conditioner bottles.

He started worrying about the environment "25 years ago" and in recent years set up a company that works with hair salons to help them sort and recycle all the waste the salons produce.



Bernie Craven has begun making 3D-printed prosthetic hands to give to children who need them, as well as reuse waste plastic. Picture: Patrick Woods

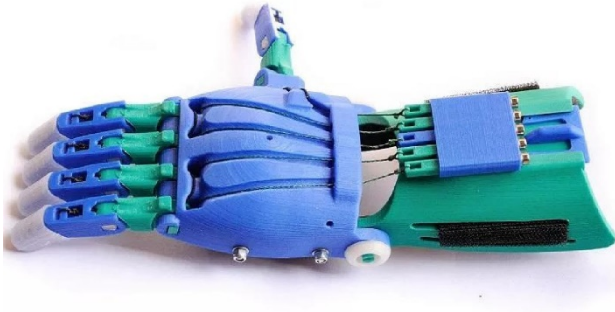
He found ways to use almost all the waste, but plastic was the most difficult to repurpose*.

"I've had real difficulties trying to figure out effective ways to repurpose plastic," he said.

"Cardboard is readily reusable, hair we are doing things like oil bales and compost and the metal foils we are able to sell to recyclers who turn it into a range of different things," he said.

"But plastic is the one thing I collect that I have a big issue in figuring out what to do with it."

And so, with the help of money raised by a crowd-funding* campaign, he set up a processing facility to repurpose plastic into a filament*, used to 3D print the prosthetics, which will be provided to people for free.



The prosthetic hands will be 3D printed using recycled plastic from shampoo and conditioner bottles. Picture: supplied

Collecting enough plastic waste and setting up a 3D printer to print the prosthetics was relatively easy.

"The biggest hurdle and cost is getting the processing equipment that converts plastic into the filament," he said.

"3D printing is a growing industry but not a lot has been invested into reprocessing waste plastic into the filament and I just think that's a wasted opportunity."

To produce the prosthetics he partnered with e-NABLE, a global network of people who are using 3D printers to create the prosthetic devices for people in need.

"You have to get accredited* through them and they provide you with the details of who in your area requires the prosthetics," he said.

Mr Craven's business, which is called Waste Free Systems, is based in the Sunshine Coast region of Queensland.

"We provide bin systems and separate waste in businesses, and then we provide the pick-up services, sort through what can be recycled and what can't, and re-purpose waste into resources and products while reducing landfill," Mr Craven said.

He is hoping to work with more businesses to manage their waste.

"Waste re-purposing is not a scary concept, it benefits the environment and can also help businesses save money through the circular economy*."

He would also like to hear from people who may benefit from a 3D-printed prosthetic limb.

You can find out more at wastefreesystems.com.au

GLOSSARY

- **prosthetic:** artificial body part
- **repurpose:** use again in a different way
- **crowd-funding:** raising money to do something from public donations
- **filament:** a fine fibre like a thread
- **accredited:** registered or qualified
- **circular economy:** the movement of money, resources and benefits around a community in a loop

QUICK QUIZ

1. What is the plastic for the hands first used for?
2. Which were the relatively easy bits of the process?
3. What was the hardest part of the process?
4. What is the name of the global network mentioned that creates prosthetic limbs?
5. What services does Mr Craven's business provide for hair salons?

CLASSROOM ACTIVITIES

1. Plastic Fantastic

Brainstorm, design and sketch an item that could be made using the same plastic materials as the prosthetic hand and made by a 3D printer. Try and make your invention useful to someone else or to meet a certain need in the community.

Time: allow 25 minutes to complete this activity

Curriculum Links: English, Design and Technologies, Critical and Creative Thinking

2. Extension

Work with a friend and brainstorm some ideas to reduce waste at your school and home. How could you recycle this waste to use in other ways?

Time: allow 15 minutes to complete this activity

Curriculum Links: Science, Critical and Creative Thinking, Personal and Social

VCOP ACTIVITY

The glossary of terms helps you to understand and learn the ambitious vocabulary being used in the article. Can you use the words outlined in the glossary to create new sentences? Challenge yourself to include other VCOP (vocabulary, connectives, openers and punctuation) elements in your sentence/s. Have another look through the article, can you find any other Wow Words not outlined in the glossary?

HAVE YOUR SAY: What other useful things could be 3D printed from recycled plastic? No one-word answers. Use full sentences to explain your thinking. No comments will be published until approved by editors.

EXTRA READING

[Kids building helping hands](#)

[Hannah builds bionic hand on holidays](#)

[Close the recycling loop: buy it back](#)

[Your big ideas on recycling could save the world](#)

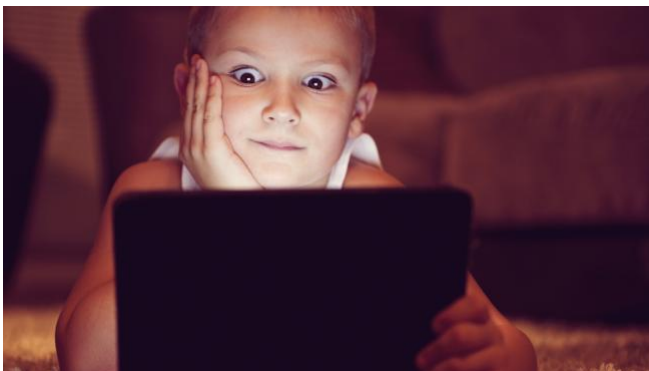
[Ten million containers in two weeks](#)

Experts warn nursery rhymes need protection in the world of iPads and hi-tech toys

Jackie Sinnerton, The Courier-Mail - November 8, 2017

GENERATIONS of Australian kids have grown up with nursery rhymes but there are growing fears they are disappearing in a world of hi-tech toys and gadgets.

Popular nursery rhymes like Jack and Jill, Three Blind Mice and Mary Had a Little Lamb have played an important role in children's development and an expert has called on parents and schools to keep them alive.



Girl playing with an iPad

Child development consultant Enza Lyons, of Brisbane, said while many nursery rhymes are now centuries old, they are still very relevant because they boost children's literacy and motor* skills, in a fun and engaging way. She said keeping old-fashioned* nursery rhymes alive was

crucial to widen the vocabulary of kids, learn how to rhyme words and move with the cadence* of the phrases. "There is a deep connection between a parent and child as they sing or repeat the rhymes," Ms Lyons said.

"This connection can be lost in today's busy society. But also the development benefits for the child are invaluable. "Communication, listening skills and motor skills are boosted.

"Children can move their bodies to the cadences* and their brains are working to try to remember the words and actions," she said.



Charlie, Molly and Jackson reading Old McDonald at Amaze. Picture: Lachie Millard



Mother and baby looking at an iPad.
Picture: istock

Old-fashioned nursery rhymes are being kept alive at the Amaze Child Care Centre in Ipswich. Director Lucy Cook said children love to sing rhymes in groups and do the hand and body actions. "The short, repetitive nature of nursery rhymes with rhyming couplets helps children remember the words and use in every day speech," she said. "Children can learn from iPads or talking toys, but they are more likely to remember things when they have made a loving connection with another person."

GLOSSARY

motor: movement

old-fashioned: how it was in the past

cadence: way the voice goes up and down

CLASSROOM ACTIVITIES - Orange Level

Activity 1.

List all of the reasons why nursery rhymes are still important.

Find reasons in the story and think of others yourself.

Extension:

How do you learn best?

Think about this and write a list of five things that help you learn.

Time: allow 35 minutes to complete this activity

Curriculum links: English, Critical and Creative Thinking

Activity 2.

Do you know any nursery rhymes?

Choose one rhyme and create a set of hand and body movements that go with the rhyme.

Write and draw a step-by-step guide to your rhyme.

Extension:

Did you know that some nursery rhymes are about things that happened in the past?

Choose one nursery rhyme and find out what it is actually about.

Write a paragraph or make a poster to explain what it is about.

Time: allow 75 minutes to complete this activity

Curriculum links: Dance, Drama, History

<http://www.heraldsun.com.au/kids-news/news/experts-warn-nursery-rhymes-need-protection-in-the-world-of-ipads-and-hitech-toys/news-story/ce9e0f3b0b00bae1969a8836e316b569>

Cactus Doodling

Description:

Doodling is typically, random absent-minded scribbles on a page. But it can also be used to create interest, pattern and texture in an artwork. In this artwork we fill a simple shape with patterns, lines and doodles concentrating on detail and technique.

You will need:

- Sheet of white paper
- Thick black marker
- Thin/fine black felt tip pen



Easy Peasy Tips:

- Pattern based artworks and colouring books have become very fashionable of late. If you need inspiration for your patterns, try searching on the internet where you will find a wealth of ideas.
- Don't forget to place newspaper or a table cover under your work if you are using permanent markers.
- Really concentrate on being as accurate as possible when your lines or patterns meet to create a neat and appealing artwork.

Creating Your Artwork:

1. For this lesson you will need 2 different sized pens/markers as shown.
2. In the centre of the page draw two vertical lines as shown using the thick marker. Remember to keep this drawing small so don't draw the lines too big or too far apart.
3. Now join the vertical lines with two curved lines as shown.
4. Underneath, leave a small space then draw another curved line as shown. This will form the bottom of the pot.
5. Draw the sides of the pot as shown.
6. Draw 3 'smiles' as shown.
7. On the top 2 smiles, draw different sized arch shapes to create the leaves and branches of your cactus plant. Try to add an odd number as odd number always look best in a drawing!
8. Complete the main section of the cactus by joining it all up with curved lines.
9. Add shadows to your pot and cactus as shown and colour in black. Adding black is important in this picture as it creates 'contrast' in the artwork which helps to make it appealing to the viewer.
10. This section is all up to you! Use your imagination and fill in each of the different shapes of the picture using different patterns. Use the fine pen for this part of the activity. Really concentrate on detail and neatness. Your artwork is now complete.
11. What do you like about your artwork? What would you do differently next time?

Other Ideas:



Roll it



Write it

Count it

Roll it



Write it

Count it

Roll it



Write it

Count it

Roll it



Write it

Count it

Name: _____

Learning from Home Journal

2020



- Write in this journal every day
- 4 or more sentences (year 1)
- 6 or more sentences (year 2)
- Write about:
 - ◆ How you are feeling
 - ◆ How things are different
 - ◆ How your school work is when you're working by yourself. Is it easier or more difficult?
 - ◆ How your parents/carers are as teachers!
 - ◆ Your friends
 - ◆ How things have changed
- You don't need to include all of these every day – but we are going to be part of history and it is important to record what is happening, the changes being made and how it is making you feel.

Handwriting practice lines consisting of ten sets of horizontal lines. Each set includes a dashed blue top line, a solid black middle line, and a dashed blue bottom line. A yellow shaded rectangular area is positioned between the middle and bottom lines of each set.

A series of ten horizontal writing lines. Each line consists of a dashed blue top line, a solid black middle line, and a dashed blue bottom line. The area between the middle and bottom lines is filled with a light yellow color, while the area between the top and middle lines is white.

Lesson Plan: Picasso's Pet Fish

Class: _____ **Teacher:** _____ **Date:** _____

Easy Peasy Level:

Intermediate



Lesson Focus:

- Other living things: Fish
- Artists: Pablo Picasso
- Drawing: Developing skills and knowledge on the use of oil pastels as a drawing medium.

Evidence of Learning:

By completing this lesson, the student:

- Is able to draw an abstract representation of a fish using line, shape and pattern.
- Is able to use different oil pastel (or available colours) skills and techniques to add colour to their drawing.
- Is able to identify basic groups of complimentary colours.

Description:

Imagine Picasso had a pet fish! How would he draw it? This fun activity lets you be creative and teaches you about complementary colours and shades of colours.

You will need:

- Sheet of paper
- Black permanent marker
- Lead Pencil
- Oil pastels (Textas, pencils etc.)
- Optional: paper stumps/smudging sticks. These are available online, at art stores or even at some discount variety stores with art/craft sections.

Easy Peasy Tips:

- Make sure you hold your oil pastel using a key grip
- Make sure you press hard and use short strokes. Big strokes introduce white spaces in your work.
- Paper stumps are a cheap and fantastic tool to use with any medium that needs smudging,

blending or tidying up. They are made from tightly rolled paper. They can't be sharpened with a sharpener but can be tidied up with a piece of sandpaper.

For the teacher:

- 1 Talk with your class about complementary colours and how they can grab a person's attention in an artwork.
- 2 Show the class a colour wheel and brainstorm a list of complementary colours. Remember that a complementary colour is any colour opposite another on a colour wheel.

Creating your artwork:

Place your paper landscape style.

1. For this artwork you will need to fold your paper from top to bottom approx. 1/3 of the way across the page. Ask your teacher or parent for help if you have trouble with this. An easy way to do it is to roll one side of the page over towards the other until you have two rectangles the same size, then crease your page.
2. **Drawing:** Place a dot in the middle of the folded line. This is the starting point.
3. Starting at the dot draw a large blob for the body. Think of an unusual shape not your usual fish shape. Also, try and take up lots of space on this side of the paper.
4. Now on the other side of the line, start at the dot and draw two large triangles for the tail.
5. On top of the body add an unusual shape for the fin. In this case we used a rectangle.
6. Now for the eye. One of the things that stands out in this artwork is the large eye. So, try and keep it BIG! Draw a large eye shape towards the front of the body by first drawing a frown shaped line then joining it with a smile.
7. Add an eyelid and a set of brackets for the pupil.
8. Draw a small circle inside the eye then colour the rest of the pupil black with your marker. This small circle is light reflecting and adds interest to an eye.
9. Add eyelashes and detail to the eye.
10. Underneath the eye, draw a rectangular mouth with teeth and then add some lips on the front of the fish.
11. Also, underneath the eye, draw a large water drop shape that extends out past the body of the fish. Then add a large curved line from top to bottom for the gills.
12. Draw evenly spaced lines on each of the fins and tail pieces. This adds detail to your picture.
13. Now think of a pattern for the scales. We've used evenly spaced small smiles to create a pattern. You could create your own. The scales add texture to your work.
14. To break up the background so we can use more colours, use a pencil and draw straight lines behind the fish from top to bottom. Draw them on different angles to try and break up the blank spaces into smaller ones. Now draw pencil lines from side to side behind the fish, once again breaking up the larger spaces into smaller ones.
15. **Colouring:** From your oil pastels, try and find as many different oranges, reds, yellows, flesh tones or even whites. Think Autumn colours.
16. Use these colours to colour in the different sections of the fish. Try and use as many of

these colours as possible. Don't forget to colour parts of the eye and teeth white. A picture always needs white!

17. Now find as many blues, greys and even turquoises or blue-greens. Use these colours to colour in each of the separate sections of the background for the water. Make sure that you don't use the same colour next to each other.
18. **Paper Stumps:** The smaller sections of the background or the straight lines between colours can be a bit tricky. If you have the paper stumps these can be used to tidy up the lines and to smudge the colour into the smaller spaces. They can also be used to tidy up any little white spaces in your work.
19. Now that it's all tidied up, Your Picasso's Pet Fish is complete!

What do you like about your artwork? What would you do differently next time?

Complementary colours.

You might notice how much this artwork stands out? That's because it uses complementary colours. Complementary colours are colours opposite each other on the colour wheel and always look amazing when used together. One example of these colours are orange and blue. This artwork really stands out because of this combination. Read more about complementary colours in our Art Knowledge section of Easy Peasy Art School.

Parent (teacher) Evaluation / Comment:

Push and Pull (finishing off unit)

Science

Students will be able to:

- identify that gravity pulls down on objects
- explain that water can push up on objects in water
- discuss how scientific knowledge of pushes and pulls in water can be useful in their daily lives
- contribute to discussions about why objects sink or float

Explain that they are going to push the balls under water to feel what happens when the balls get pushed under.

Preparation

You might consider doing this lesson when you can supervise it closely. Plan where students will work with water, such as, in a wet area or on a verandah.

Ensure that it is away from sources of electricity.

Fill containers with water.

Tie string around each heavy object and test them in a medium-sized container of water. If you are using a plastic bottle as your heavy object, fill it up to the brim with water so that the bottle contains no air.

Lesson steps

1. Discuss students' experiences with water, such as, playing in a pool, swimming or having a bath. Discuss what they think happens to different objects when placed in water.
2. Explain that in this lesson students are going to investigate water and that they are going to push the balls under water to feel what happens when the balls get pushed under.

3. The different sized balls will allow them to feel the differences in the upward force provided by the water, and learn that the larger the ball, the greater the force.
4. Discuss what students feel when they push the balls under the water and what happens when they release them. Ask them to give reasons why they think this might be happening.
5. Show students one of the heavy objects with string attached. Ask them to predict how it would feel to hold the object in water and in air.
6. Before they put it into the water, ask them to describe what they feel, using questions such as:
 - What does it feel like?
 - What would happen if you let go?
 - Why do you think this would happen?
- Discuss the downward pull of gravity and how it makes things fall to the ground. (Gravity is a complex concept but it is easy for students to recognise its effects.)
- Ask your child to lower the heavy object into the water, wait a moment, and then pull on the string to lift the object out of the water.
- Ask students to describe what they feel, using questions, such as:
 - Does it feel the same in water as it does in air?
 - Why do you think it feels lighter in water?
 - Could something be pushing the heavy object up to make it feel lighter?
- Students should notice that the heavy object feels lighter in the water. This is because it is supported by the upward push of water.
- Record students' findings in their workbook by drawing a simple outline of an object, for example, a ball sitting on or under the water line. On the back of the activity sheet, ask the children to draw and label a diagram of what they understand happened during the experiment.

Syllables and Sound Boxes

Write the word. Say the word.	Clap out and record syllables in top box Sound it out. Write the sounds in the bottom boxes	Write the word again. Say the word.								
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Write the word. Say the word.	Clap out and record syllables in top box Sound it out. Write the sounds in the bottom boxes	Write the word again. Say the word.								
Eg. party	<div style="border: 1px solid black; padding: 2px; text-align: center;">par/ty</div> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">p</td> <td style="width: 25%;">ar</td> <td style="width: 25%;">t</td> <td style="width: 25%;">y</td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	p	ar	t	y					party
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