

THE FMS LEARNING FROM HOME SERIES PACK FOR

Lower Primary (6-9 years)

Term 3 2021



Week **3** Montessori
learning ideas



Forestville
MONTESSORI School
Thriving beyond...

Monday 26 July 2021

From your teachers:

Dear 6-9 children and parents

Here we are again for another wonderful week of home learning! We have been so happy to see all the photos of what you are doing at home; the nature explorations, the artistic creations, the practical life activities and, of course, some of the outlined activities. We really want to say well done to all the children and families for your wonderful efforts.

Again, we want to encourage you to follow the interests of the children. There are many wonderful daily pursuits your children may be interested in, like completing a big jigsaw puzzle, doing a Duolingo language app for 10 mins every day, or building with LEGO. This week we have included some ideas to make their own LEGO movie! Being at home without a busy schedule can be a special time to invest energy into something that we haven't had time for previously. Maybe it is planting some bulbs for spring, setting up a worm farm, or making a pompom!

Also, the benefits of play are well documented and researched and are

important in developing children's creativity, imagination and cognitive development. Role playing and storytelling helps social and emotional development. If your child is playing an elaborate game and is engaged and happy, then this is a really, valuable pursuit. Take a photo of how they are spending their time and send it to us, perhaps get them to reflect on what skills and personal strengths they were using in the process. We would love you to share your days with us.

We have included some more structured language activities this week. With all these tasks developing children's confidence is paramount. Encourage their writing in these developing stages, resisting the urge to correct everything and instead praising effort and ideas. Perhaps choose one word to rewrite correctly. Always remember to ask for permission before offering suggestions and ideas for improvement!

As per last week we will have whole group zoom meetings on Tuesday to go through the packs with Xarifa. See the zoom schedule for links and for music, sport and Japanese. Also, feel free to reach out to either of us anytime, or to schedule additional zoom calls if needed.

Please take care of yourselves.

Warm regards
Xarifa, Emily and Harini
Lower primary (6 – 9 years) staff.





Mindfulness and Wellbeing

In the classroom, the children have been doing activities to help them be more comfortable with themselves as well as with others. We have a few suggestions for mindfulness and wellbeing activities. Please see the **appendices** for the actual links if you cannot click on the links.

<p>URStrong - Ice-cream and Friendship Ninjas https://urstrong.com/resource/urstrong-classroom-ice-cream-and-friendship-ninjas/</p>	<p>URStrong - Message in a Bottle https://urstrong.com/resource/message-in-a-bottle/</p>	<p>Friendship Rox https://urstrong.com/resource/friendship-rox/ Naomi shared this idea.</p>
<p>Meditation https://insighttimer.com/meditation-topics/kids-meditation</p>	<p>Positive Message Jar Write positive messages about yourself to read when you feel like you'd like a bit of a pick me up. See more details in the Appendix. Anya shared the idea.</p>	<p>Relaxation Coping Skills - Activities to help kids calm down at home and at school https://copingskillsforkids.com/blog/calming-and-relaxing-coping-skills</p>
<p>Clapping Songs https://icebreakerideas.com/hand-clapping-games/</p>	<p>Online mandala colouring https://mandalas.coloringcrew.com/</p>	<p>Mindfulness Safari Go on a walk and see what you can find!</p>

1 Mindfulness and Wellbeing

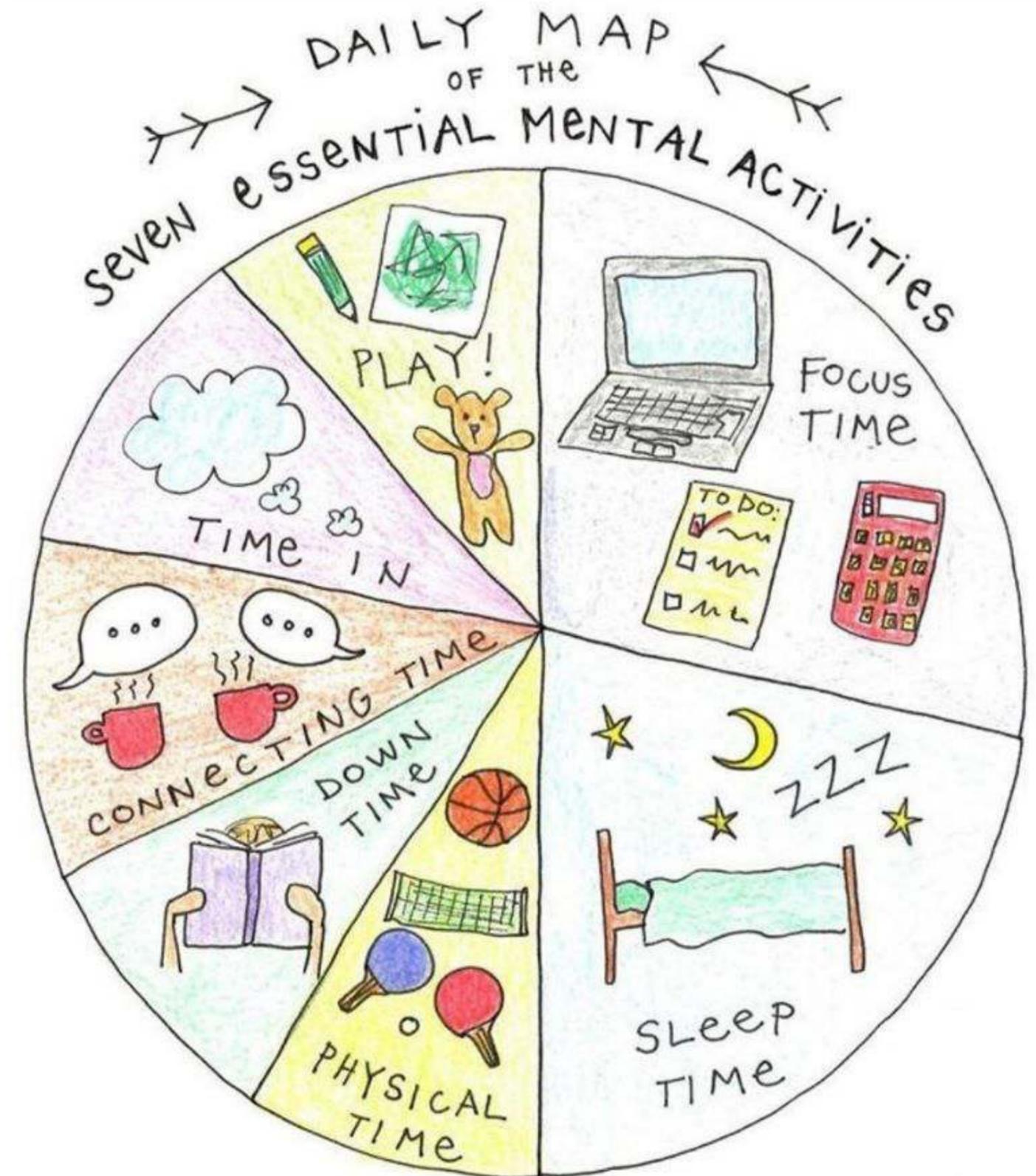
What a Wonderful World

Healthy Mind Platter

Have you been doing your Healthy Mind Platter? How much time do you think you're spending on each different mental activity?

Do you need to have more sleep time? Maybe you need more connecting time with your friends and family? Or maybe you need to get out and about and do more physical time outside or maybe even inside with some yoga or an indoor exercise activity?

Have a good think and keep your Healthy Mind Platters going!



1

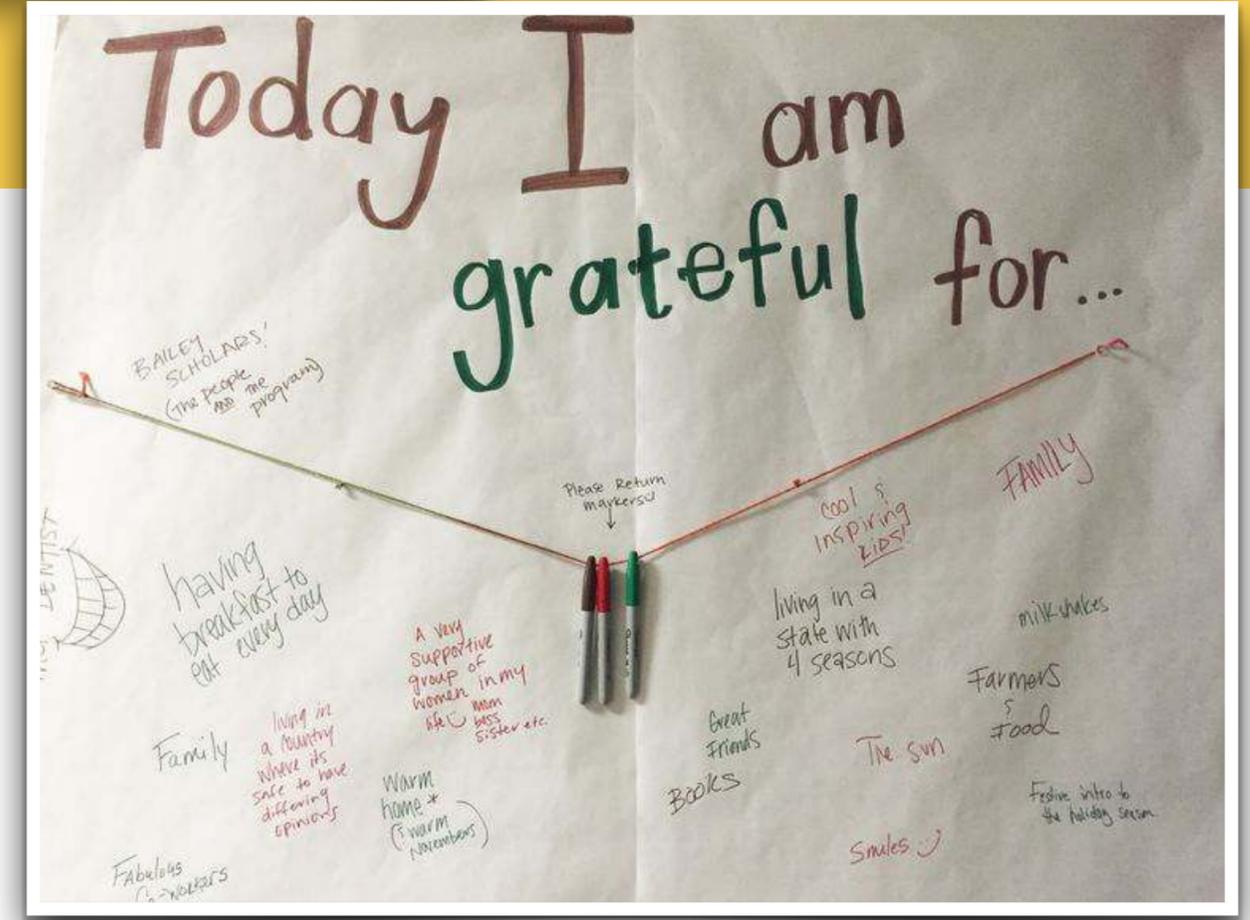
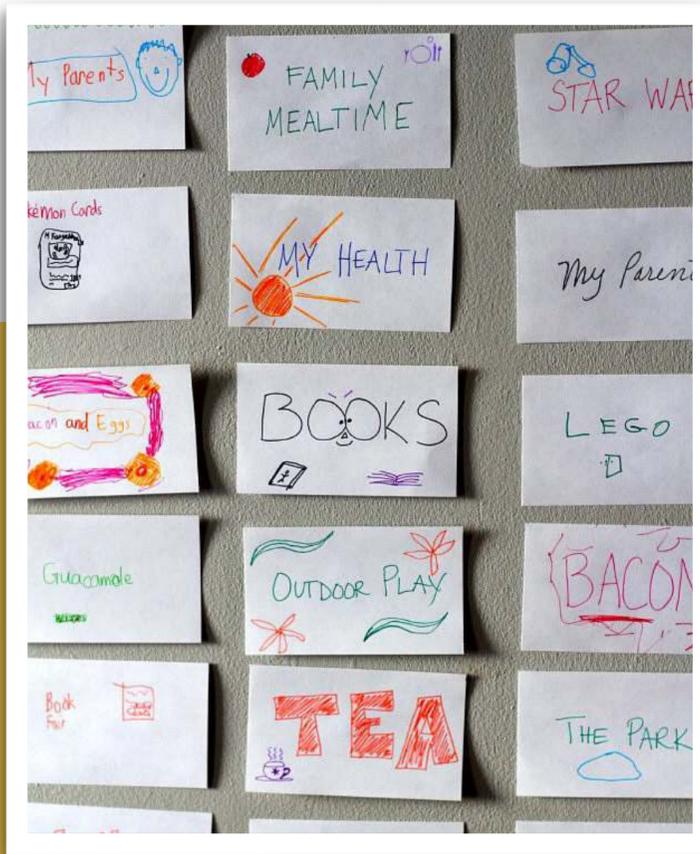
Mindfulness and Wellbeing What a Wonderful World

Gratitude Wall

A gratitude wall is a place for us to show off the things that we are feeling grateful for, the things that we appreciate about ourselves, others, and just life in general.

Let's keep the Gratitude Walls going and see what we're all grateful for!

Send us pictures of your Gratitude Walls so we can share them with each other when we all get back.



1

Mindfulness and Wellbeing

Tidy room, tidy mind

Practical life

Choose a space or a kitchen cupboard or a book shelf and take a 'before' photo. Enjoy tidying up, bringing order and cleanliness to a space. Take an 'after' photo and send it to us!



1

Mindfulness and Wellbeing

Gratitude Letter

Think of someone who you are grateful for. It could be someone in your family, a friend, or someone in your community.

Think about what is special about that person.

Perhaps use the following as a guide, but change it to suit what you want to say to them.

Dear _____

Thank you for _____

I appreciate you because _____

I really enjoy it when we _____

I think you are special because _____

Love from _____

2



Mathematics: Quick Math Activities

Look at the rules and instructions for these games and the full link for the Ted talk in the **appendix** section.

<p>Pig Are you willing to take a chance and keep going or play it safe and take what you can?</p>	<p>Snail Races A fun way to use dice to practise your math facts!</p>	<p>Make 10 Using playing cards, how can you make a total of 10?</p>
<p>Tens Go Fish A fun twist to playing Go Fish!</p>	<p>Long Distance Airplanes Make your own paper airplanes and see which ones will go the farthest!</p>	<p>Maths Duel Who can win in this battle to find the answer first?</p>

2

Mathematics and Geometry: Shape hunt

What shapes are in my house?

The world is filled with shapes. There are shapes where you look.

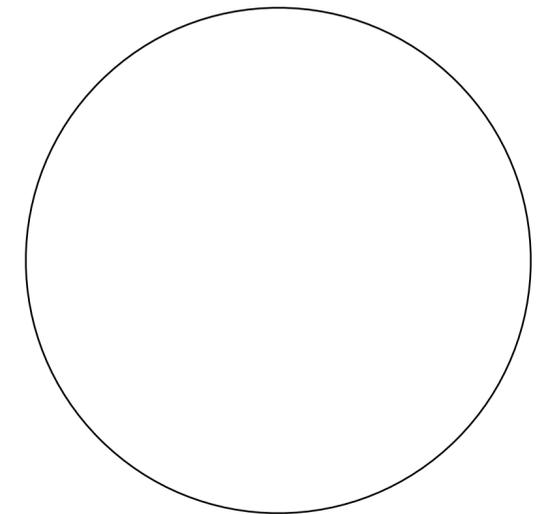
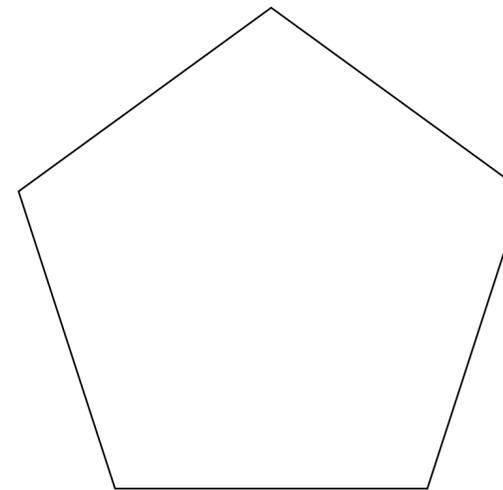
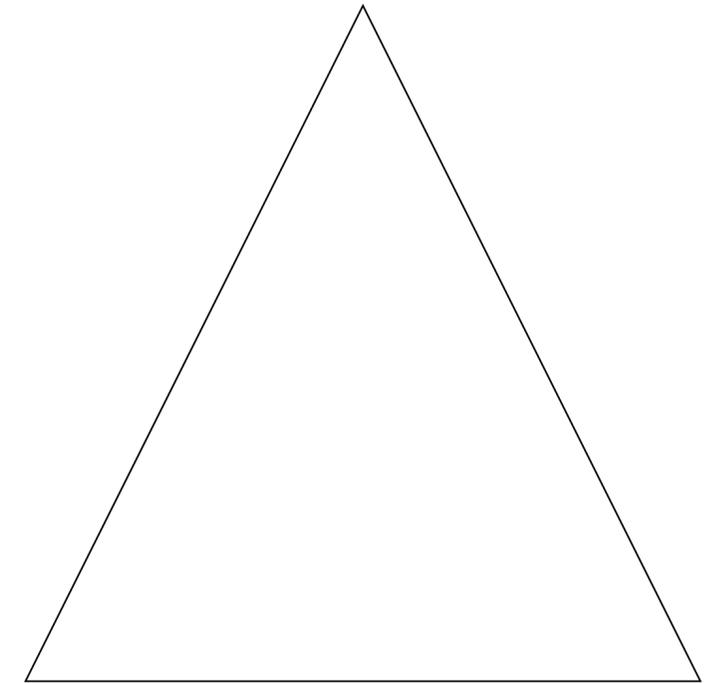
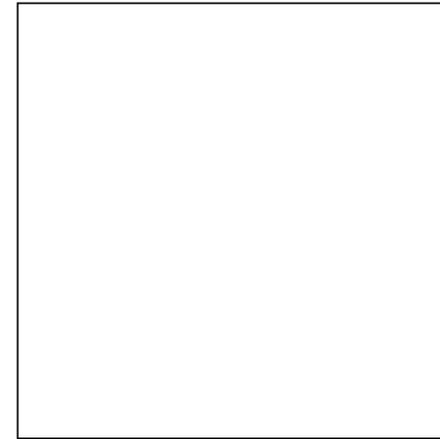
What do you see when you look around your room? What shape is your bed? What shape is your lamp? Are your pillows round or rectangular?

Choose a 2D shape that you like.

Go for a hunt around the house and find as many objects as you can of that shape!

Write or draw the things you find.

You could work with more than one shape if you want to extend yourself. Perhaps, you could even look at shapes that are bit odd.



3 Language: Reading at home

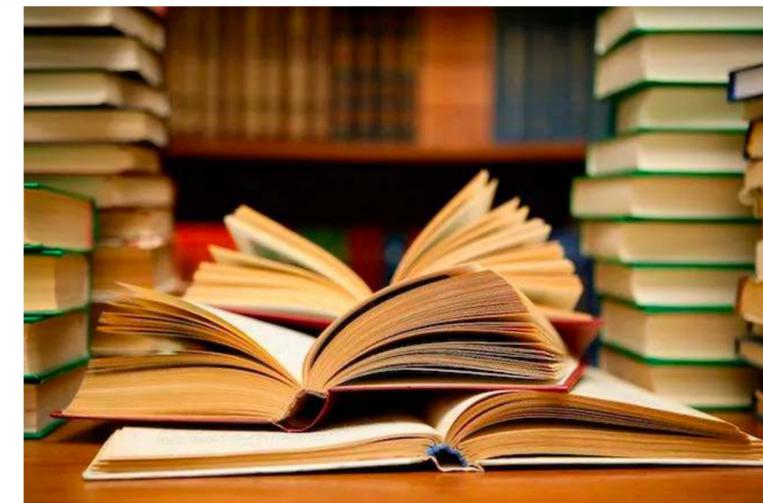
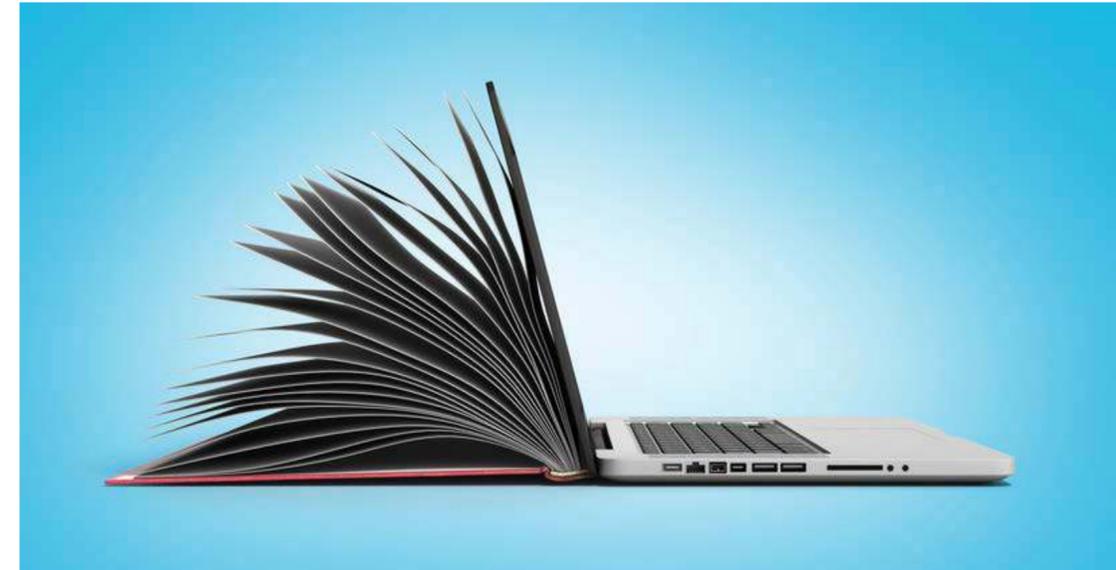
Some notes on reading

As always, we highly recommend reading at home.

Please continue to read at home. We have expanded our reading collections on the Epic website and have more suggestions for you to read. There is a wide range of story books, picture books, poetry, well being, novels, and graphic novels to choose from. There are also non-fiction books that you can explore.

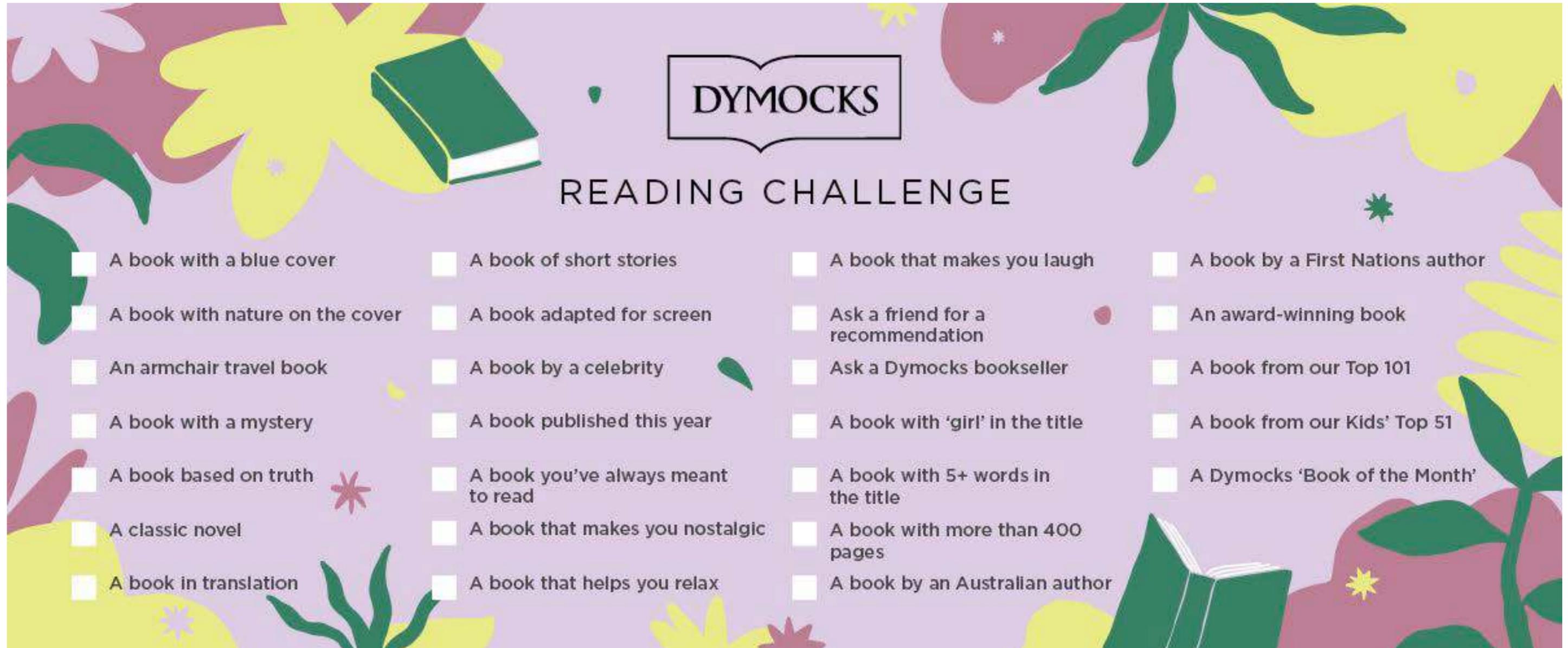
Have a great time reading through these books and if none of these are what you're looking for, read through what you have at home!

Keep up the great work and enjoy yourselves with a good book.



3 Language: Reading at home

Below is from the Dymocks' website that gives you a reading challenge. Use the categories to find a book to read.



DYMOCKS
READING CHALLENGE

- A book with a blue cover
- A book with nature on the cover
- An armchair travel book
- A book with a mystery
- A book based on truth
- A classic novel
- A book in translation
- A book of short stories
- A book adapted for screen
- A book by a celebrity
- A book published this year
- A book you've always meant to read
- A book that makes you nostalgic
- A book that helps you relax
- A book that makes you laugh
- Ask a friend for a recommendation
- Ask a Dymocks bookseller
- A book with 'girl' in the title
- A book with 5+ words in the title
- A book with more than 400 pages
- A book by an Australian author
- A book by a First Nations author
- An award-winning book
- A book from our Top 101
- A book from our Kids' Top 51
- A Dymocks 'Book of the Month'

3

Language: Story book response

What a Wonderful World

As part of our overarching theme of 'What a Wonderful World' that we introduced last week, we would like it if you watched this video of a reading of the book.

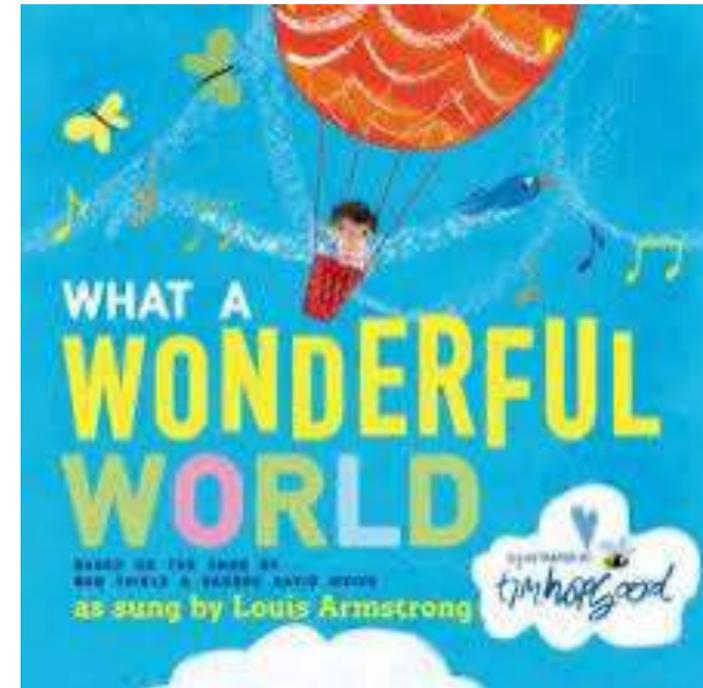
<https://www.youtube.com/watch?v=UYbKOUzfMHY>

This book brings the well known song 'What a wonderful world' by Louis Armstrong to life and is wonderfully illustrated by Tim Hopgood.

Decide which lyrics you like the most and draw your own illustration for that line of the book. (You can choose more if you want).

We would like to collate all the drawings to make our own class book for the song. And we hope you will be able to have your own copy at home!

Let us know which line you choose so we can make sure all pages are represented!



Extension

For music lovers!

Ask your family members for some of their favourite songs and listen to them. Ask your extended family, your grandmothers and grandfathers too. You could plot them on a time line of when they were written. Can you find something from each decade over the last 20 years?

Maybe make a family favourites playlist and have a dance together.

3

Language: Poetry Response

Level 1: Listening to, Reading and Writing Poetry

Have you ever heard the poem *In A Dark, Dark Wood*? It's a traditional poem that combines poetry and story telling together.

Watch this YouTube video of the poem being read:

<https://www.youtube.com/watch?v=HUrWOG7JjNI>

You can see the words with this link:

<https://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/short-stories-dark-dark-wood-transcript.pdf>

What did you think of the poem?

What did it make you feel?

How do you think you could have recited it?

Think about our poetry recital activity from last week and try reciting this one as well. See how you can change it depending on the tone you use. Maybe angry? Sad? Happy? Give it a try.

Now it's your turn to try writing a poem:

Write your own poem by filling in the blanks at the end of each sentence.

Here's a poem starter:

In a pretty, pretty house

There was a pretty, pretty _ _ _ _

And in that pretty, pretty _ _ _ _

There was a pretty, pretty _ _ _ _

And in that pretty, pretty _ _ _ _

There was a _ _ _ _ _ _ _ _

Here are some nouns you could choose from:

door

table

flower

chair

box

vase

piano

dog

cat

pot

doll

statue

3 Language: Poetry Response

Listening to, Reading and Writing Poetry

Your turn in writing your own poem:

You could write your own poem using the same pattern as the starter poem from the previous page.

Here's a poem starter:

In a _____, _____

There was a _____,

And in that _____,

There was a _____,

And in that _____,

There was a _____,

Here are some adjectives you could choose from:

pretty	charming	rich	lovely
old	ugly	rickety	shabby
red	green	white	bright
dark	purple	blue	orange
yellow	pink	little	crooked
big	messy	fuzzy	Soft

3

Language: Poetry Response

In A Dark, Dark Wood



In a dark dark wood

3

Language: Poetry Response

In A Dark, Dark Wood



In a dark dark wood,



there was a dark dark path.

3

Language: Poetry Response

In A Dark, Dark Wood



And up that dark dark path,



there was a dark dark house.

3

Language: Poetry Response

In A Dark, Dark Wood



And in that dark dark house,



there was a dark dark stair.

3

Language: Poetry Response

In A Dark, Dark Wood



And up that dark dark stair,



there was a dark dark room.

3

Language: Poetry Response

In A Dark, Dark Wood



And in that dark dark room,



there was a dark dark cupboard.

3

Language: Poetry Response

In A Dark, Dark Wood



And in that dark dark cupboard,



there was a dark dark box.

3

Language: Poetry Response

In A Dark, Dark Wood



And in that dark dark box,



3

Language: Poetry Response

In A Dark, Dark Wood



3

Language: Poetry Response

Level 2 and 3: Listening to, Reading and Writing Poetry

The way a poem is presented can actually give you a hint about how to recite it. It can give you an idea of what words to emphasise and what words you could say quietly or more loudly.

The poem, *Street Music* is an example of this. We can see that some words are written with large letters, and others are written in smaller letters. We can also see that some words have the letters put closely together and others are spaced far apart.

What could this tell you about how the poem is meant to be recited?

What do you notice about the poem?

What do you notice about the shape of the poem?

Watch this short video of children reciting the poem: "Street Music" by Arnold Adoff.

<https://www.youtube.com/watch?v=4zZgMVbvTEM>

Street Music

Arnold Adoff

This city:

the

always

noise

g r i n d i n g

u p f r o m t h e

s u b w a y s

u n d e r

g r o u n d:

slamming from bus tires

and taxi horns and engines

of cars and trucks in all

v o c a b u l a r i e s

o f

clash

flash

screeching

h o t m e t a l l a n g u a g e

c o m b i n a t i o n s:

a s p l a n e s

o v e r h e a d

r o a r

a n

o r c h e s t r a

o f r o l l i n g d r u m s

a n d b a t t l e b l a s t s

a s s a u l t i n g

m y e a r s

w i t h

t h e

a l w a y s

n o i s e o f

t h i s c i t y:

s t r e e t m u s i c.

3

Language: Poetry Response

Level 2 and 3: Listening to, Reading and Writing Poetry

Writing your own poetry:

Sit quietly for a few minutes and listen to the sounds you can hear around you.

What can you hear?

Can you hear the sound of cars moving?

Can you hear the sounds of people walking or talking?

Perhaps you can hear a dog barking?

Can you hear the sound of the wind?

Make a list of things making noises that you can hear (nouns)

_____ lawn mower

Write describing words (adjectives) for the things making the sounds:

harsh lawnmower noise

3

Language: Poetry Response

Level 2 and 3: Listening to, Reading and Writing Poetry

Add a verb or another adjective or an adverb

harsh grating lawnmower noise

Read the poems on the next page that were written by students after reading “Street Music.’ Notice how the poets have written about noises.

Use your list of objects and noises as the start of your own poem about noises.

3

Language: Poetry Response

Level 2 and 3: Listening to, Reading and Writing Poetry

What a good one looks like **WAGOLL**

‘This Suburb’
By Kristie Year 6 - 2004

This suburb:
the
day time
noise
chattering
through the
door

60 cars going past
in a minute
the occasional race car
about
and the sound of a siren
scream
add to
the
daytime
noise of
this suburb

Another **WAGOLL**

‘This Neighbourhood’
by Isabel Year 7 2012

Thirty five houses

Smaller than a suburb

Bigger than a street

Mainly quiet

Voices in the kitchen

The clatter and clash

Of cutlery on plates

Birds in the garden

Screeching cockatoos

Crickets quaver

Blaring blasting blower vac

Dad mows the lawn

Every two weeks

Have to close the windows

To keep the noise out

The neighbours give me

And my brother presents

For Easter and Christmas

And food

Always

Tasty

3

Language: Poetry Response

Alphabet Scavenger Hunt

You can watch the alphabet song here:

<https://www.youtube.com/watch?v=5PmB3SljNdQ>

or here :

https://youtu.be/Y88p4V_BCEU

or 9 more fun versions of the alphabet song here.

<https://childhood101.com/9-fun-alphabet-songs-on-youtube/>

This is a great little music clip for letter names and sounds. Watch this and then go for an alphabet hunt!!

Can you search for something in the house that starts with each letter of the alphabet?

Draw a picture and try to write the word on the chart by sounding it out.

Maybe choose a few words (or all of them if you are enjoying it) and check how to spell the word correctly, then make a label for the object and stick it on!



Note to parents – we are really trying to encourage the children to be confident writers. Valuing the children's own attempts to spell is really important. It doesn't matter if the word is not correct, we really want them to have a go, perhaps focusing on the initial and final sounds at first. Please praise their effort and with their permission choose a couple to make labels spelt correctly.

3

Language: Find nouns starting with letters of the alphabet



Name: _____ Date: _____

Alphabet Scavenger Hunt

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

Free Printables and More for K-12 Education www.STUDENTHANDOUTS.com

3

Reading and Writing: Choose your activity



Animal Endings and Animal Beginnings
Can you keep the game going?

Word Master
Test your word knowledge with this guessing game.

Transformations
Change words from one to another in this transforming game.

Step Words
How many words can you make by looking at the letters of other words?

TOAS - Think Of A Sentence
How many sentences can you make using words that start with random letters?

Describing a Picture
Can you draw a picture as it's being described to you? See what kind of masterpiece you can make!

4 Biology: Zoology Studies - Animal Stories

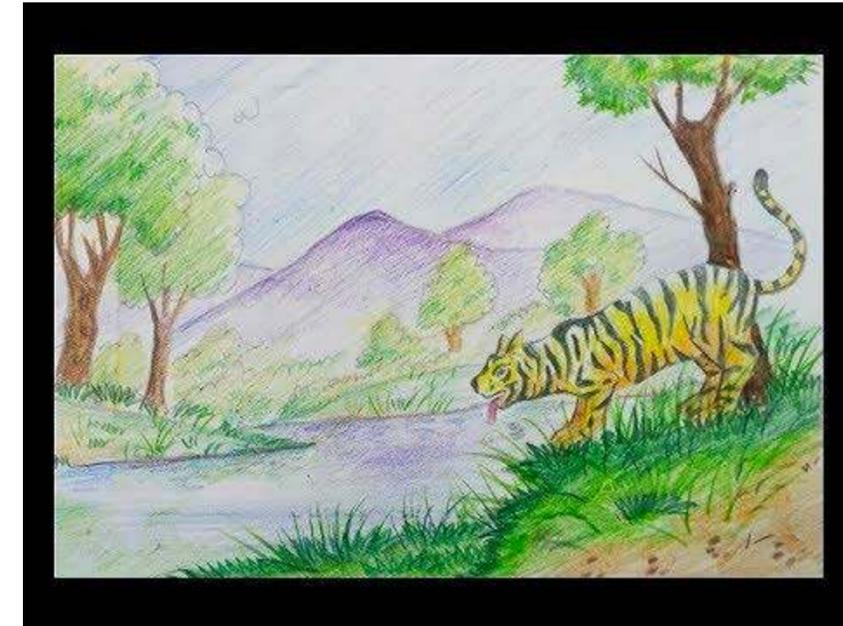
Whole Group Zoology Learning Activities

Animal Habitats

Think of the animal you have been learning about for the past few weeks.

What does their habitat look like? Is it filled with plants? Or maybe it's dry because it's the desert?

What you can do for this week's activity is draw or make a diorama of your animal's habitat. Include things such as different plants, maybe flowers and other animals that might share their space as well.



5

History: Fundamental Human Needs

Level 1 Fundamental Human Needs Learning Activities

Clothing

We have focused on clothing for the past couple of weeks. We have looked at our own personal clothing and the clothing of different cultures around the world. We have looked at the reasons for why clothing from around the world might be different and looked at how these different kinds of clothing look very different for those reasons.

This week, we want to focus on the importance of clothing in general.

1. Why do you think clothes are important?
2. What do clothes do for people?
3. Why would we have so many different kinds of clothing?
4. Why do you think clothes have changed over time?

To help you answer these questions, read through the clothing books on Epic!

Why is clothing important?

1. Why do you think clothes are important?

2. What do clothes do for people?

3. Why would we have so many different kinds of clothing?

4. Why do you think clothes have changed over time?

5

History: Fundamental Human Needs

Level 2 Fundamental Human Needs Learning Activities

Housing

Last week we looked at what kind of house we would like. We talked about what features we would have in our house.

Choose one room from the house you thought of and design it in a picture. Draw it out and label the different things in the room.

Write a brief description of the room you designed and why it's the way that it is.



The room I designed has nice windows to let in natural light.

I also decorated it with some low shelves to store things in and a small desk so I could sit and look out the window and a whiteboard to write things on.

There is another chair for sitting and a carpet to keep my feet warm and sit on when I want to.

I have plants to keep the air clean in the room.

I also have a coat stand to put my coats and jumpers on so they don't go on the floor,

I put spots up to add colour to my walls to make it more cheerful.

5

History: Fundamental Human Needs

Level 3 Fundamental Human Needs Learning Activities



Transport

Design your own mode of transportation.

Have a really good think about what you imagine the future of transportation could be. It could be a new kind of plane, or maybe a different kind of boat, or even a revolutionary kind of car.

What kind of mode of transportation could you design?

Think about the following when designing your mode of transportation:

1. What would it travel over? Land/water/air? A combination of them?
2. What kind of mode of transportation is it? Is it like a car? Like an airplane? Like a boat? Or something else entirely?
3. What are the special features of this mode of transport?
4. Why did you decide to design this mode of transportation? Why do you think it would be important to have a mode of transportation like it?

You could draw or make a model of your mode of transportation.

What is your mode of transportation?

1. What would it travel over?

2. What kind of transportation is it?

3. What are some of the special features of your mode of transportation?

4. Why is this an important mode of transportation?

6 Daily Physical Activity

<p align="center">Daily Physical Activity</p> <p align="center">Aim for 60 minutes or more a day of activities you find fun Feel free to mix and match or make up your own ones and share what you have done If you can't click on the link, see the Appendices for the actual link.</p>			
<p align="center">Be Inspired</p> <p>Get active and try an awesome sports activity or dance routine designed by the <u>children</u> of FMS</p>	<p align="center">Rainy Day</p> <p>Make an indoor obstacle course</p>	<p align="center">Silky skills</p> <p>Find an online sports tutorial and dazzle your team mates once the season is back on. Try</p>	<p align="center">Let's Dance</p> <p>Choose a word in your favourite song, every time you hear that word see who can sit on the floor first.</p>
<p align="center">Beep Test</p> <p>Download a beep test app, set yourself a marker to run to and get there before the beep - see what level you can get up too.</p>	<p align="center">Body Balance</p> <p>See how long you can stand on one leg for, then the other leg. Too easy? See what you can balance on your body while standing on one leg.</p>	<p align="center">Target Setting</p> <p>Set yourself an exercise target for the next 2 weeks then give yourself a high 5 when you achieve it!</p>	<p align="center">Time Trial</p> <p>Find some wide-open space to ride your bike, scooter, skateboard, roller blades or Unicycle around in a loop. Time yourself, then try and beat your own time!</p>
<p align="center">Help out and Get Healthy</p> <p>Put the washing basket away from the clothes horse and run back and forth hanging the washing as quickly as you can.</p>	<p align="center">Mission Impossible</p> <p>Design an Obstacle course where you can't touch any of the obstacles.</p>	<p align="center">Challenge 15</p> <p>How many 15 minute activity challenges can you complete?</p>	<p align="center">Terrific Teamwork</p> <p>Get mum or dad away from their screens and play a game with them</p>

7 Creative Arts

How to make bush brushes
<https://youtu.be/zHCLz6RVDHg>

How to make beautiful nature prints
<https://youtu.be/zHCLz6RVDHg>

Raised Salt Painting
<https://www.youtube.com/watch?v=pHmujSn8w9g>

Children's Trails - Archibald Prize 2021
<https://www.datocms-assets.com/42890/1626148631-aws21childrenstrailonline.pdf>

Suggested by the Aung-Thein family

Back and Forth Drawing
<https://youtu.be/n5fs09X48L8>

Salt Puffy Paint
https://youtu.be/_4QheVQBOW

7 Creative Arts: Movie making!

This week's creative arts activity is movie making!

We've included a step by step guide that explores the ideas of genres and what we think about them, simple script guides, storyboarding and directing tips.

Use the guides to help you develop an idea for a short little film. We can discuss how you can add body to your script and story, but what we are interested in with this task is your idea and what you want to do with it.

Think about what your genre is: do you want to have an action film? Or maybe a comedy? Or a science fiction film in space or in the future? What about a mystery of a long lost treasure chest?

Who is in your story: who are the characters? What do they do? Are they all children? Maybe there's an adult in there, or a pet?

Where is your film going to be set?

What are the major events in your story? Will there be an epic battle over the best seat in the living room? Or maybe there's a chase through a park to get to the ice cream stand first?

How will your main character solve the problems that arise in your story?

These are all things you need to think about! Use the guides to help you plan out your story and we can help you develop it more so you can make a short film!

7 Creative Arts: Movie making!

LEGOLAND DISCOVERY CENTRE FILMMAKING
Different Types of Movies

Can you think of a movie example for each genre? Write it in the box!

Action



Comedy



Fantasy



Drama



Mystery



Science Fiction



7 Creative Arts: Movie making!

LEGOLAND DISCOVERY CENTRE FILMMAKING
Writing a Script



Where is the story set?

Who are the main characters?

Who is telling the story?

What happens in the story?

Is there a challenge or problem for the main character(s) to overcome?



7 Creative Arts: Movie making!



LEGOLAND DISCOVERY CENTRE FILMMAKERS CAMP

Story Board Template

Make a drawing in each box to show what will happen in each scene.
Write in any sound effects in the line above the box. Write the dialogue
on the lines below and any additional notes that might be helpful.
Print out this page as many times as you'd like to create new stories!



Title:	By:	Date:
		
.....
		
.....

7 Creative Arts: Movie making!

LEGOLAND DISCOVERY CENTRE FILMMAKING
Directing Tips



7 Creative Arts: Movie making!

LEGOLAND DISCOVERY CENTRE FILMMAKING Directing Tip Sheet

Try some of these effects to give your movie a really professional touch:

To make a character look powerful, try shooting with the camera looking up from below. Try filming your hero in this way.



To make a character look threatening, you shoot him from a low angle, with the camera looking up from below. This is a great shot to use for your villain as he carries out his nasty deeds.

A camera that looks down from high up makes an actor appear small and threatened. This is a great shot to use when a weaker character is confronted by the villain.



Take shots of a toy car as it races past the scene. But alternate with your phone/tablet on the car.

You can build up suspense before revealing an important shot. Imagine someone has been knocking at the door and it begins to open. Take shots that pan slowly around the room and even more slowly across the door before revealing the mystery person entering the room.



Shoot with care!

- **DON'T** bump the phone/tablet.
- **DON'T** change your phone/tablet settings.
- **DON'T** alter your lighting.
- **DO** shoot some test frames.
- **DO** try to complete each scene without interruption.
- **DO** take more shots than you think you'll need. You can always remove photos in post-production, but you can't add more.



8 Appendices

Positive Message Jar

There are times where we just want to hear something nice about ourselves to make us feel better and with a positive message jar, we can create a way to do that.

Positive messages are little comments that are encouraging, tell us things that people like about us, or things we like about ourselves.

To make a positive message jar, you need the following:

- A jar or small box
- Small pieces of paper
- A pencil or pen

For the first messages, write something about yourself that you like or things that you feel you are good at. Once you have some written down on separate pieces of paper, fold them up and put them into the container you have chosen. You can ask your friends and family to add a few positive comments as well to help build up your positive comment jar.

Keep the jar with you and then look through the different messages to give you a pick me up when you feel you need it, or just because you want to read through them.



8 Appendices

Mindfulness Safari

The Mindfulness Safari is a great way to learn mindfulness. This activity turns an average, everyday walk into an exciting new adventure.

When you go out for a walk, imagine that you will be going on a safari: your goal is to notice as many birds, bugs, creepy-crawlies, and any other animals as you can. Anything that walks, crawls, swims, or flies is of interest, and you'll need to focus all of your senses to find them, especially the little ones.

This helps you to be aware of what's around you and to take notice of all the little things that you might normally take for granted or just not notice.

8 Appendices

Pig

A Jeopardy!-style dice game to practice addition fact fluency. You'll have children on their edge of their seats as they race to 100 points! But, if they get a score higher than 100, they are out!

Children take turns rolling a dice, adding up their results. You can roll more than once per turn. During a turn, you can keep rolling and racking up points for as long as you like, with the first person to reach 100 being the winner.

But there is a catch. If you roll a 1, you score 0 points on that turn and have to pass the dice to the next player.

Each turn, players have a choice. Do they take their points while they still have them, or keep rolling at the risk of losing them all?

Extension 1: you can use two dice and bump the score up to 500 if you want students to practice multiplication.

Extension 2: you can start with a score of 100, and subtract each roll from that. The first person to 0, or as close to it as possible, wins, If you go below 0, you're out!



8 Appendices

Snail Races

This is a fun way for children to practice turn taking and simple addition. Children pick a snail numbered from 1–12, and roll dice to see which one moves toward the finish line.

Step 1: Give children some paper and have them draw and number 12 snails. Then, they draw a number of boxes next to each snail (10 boxes) – leading toward a finish line (you can have less or more numbers depending on how long you want the game to be).

Step 2: Roll the dice and have children calculate the sum of the two numbers.

Step 3: Children who picked that number snail get to move their snail forward one spot. They can trace over the picture in the box to indicate this.

Step 4: Keep going and see which snail reaches the finish line first!



8 Appendices

Make 10

Make Ten is an easy to play and fun math card game which teaches kids ways to make 10 with addition and subtraction. All you need is a deck of cards.

1. Remove the face cards from a deck of playing cards and place the deck, face down on the table.
2. Each player chooses 5 cards and places the cards in front of him.
3. The first player uses the 5 cards to create as many equations as he can in which the sum equals ten. For example, If I have 9, 9, 3, 2, 4, I could make the following equations: $9+4-3=10$ and $9+3-2=10$
4. After making as many equations as possible, player sets aside the used cards and play passes to the next player.
5. Play continues with players refilling their hands to 5 cards at the start of each turn.
6. Whoever uses the most cards by the end of the deck wins.



8 Appendices

Tens Go Fish

For children who love the traditional Go Fish card game, this is a fun alternative for children wanting to practise their addition skills. Instead of working towards making number pairs, players work towards putting together pairs that add up to ten.

An additional twist could be that you decide on a different number to work your way towards. Maybe instead of just making pairs, you could make triples or quadruples!



8 Appendices

Long Distance Airplanes

Make your own paper airplanes and then measure how far each one can fly!

What you'll need:

- Sheets of paper
- Ruler

Step 1: Make your own paper air planes. Click on these links for a few different ways to make paper airplanes:

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

<https://www.youtube.com/watch?v=JV2aMbGtmZE>

Step 2: Mark out a starting position to throw from. Throw your paper airplanes from this starting position to make sure we keep it consistent.

Step 3: Once all the paper planes have been thrown, go out and measure how far they each went. Which one went the farthest?



8 Appendices

Maths Duel

Test your understanding of addition, subtraction, and multiplication in a battle of speed.

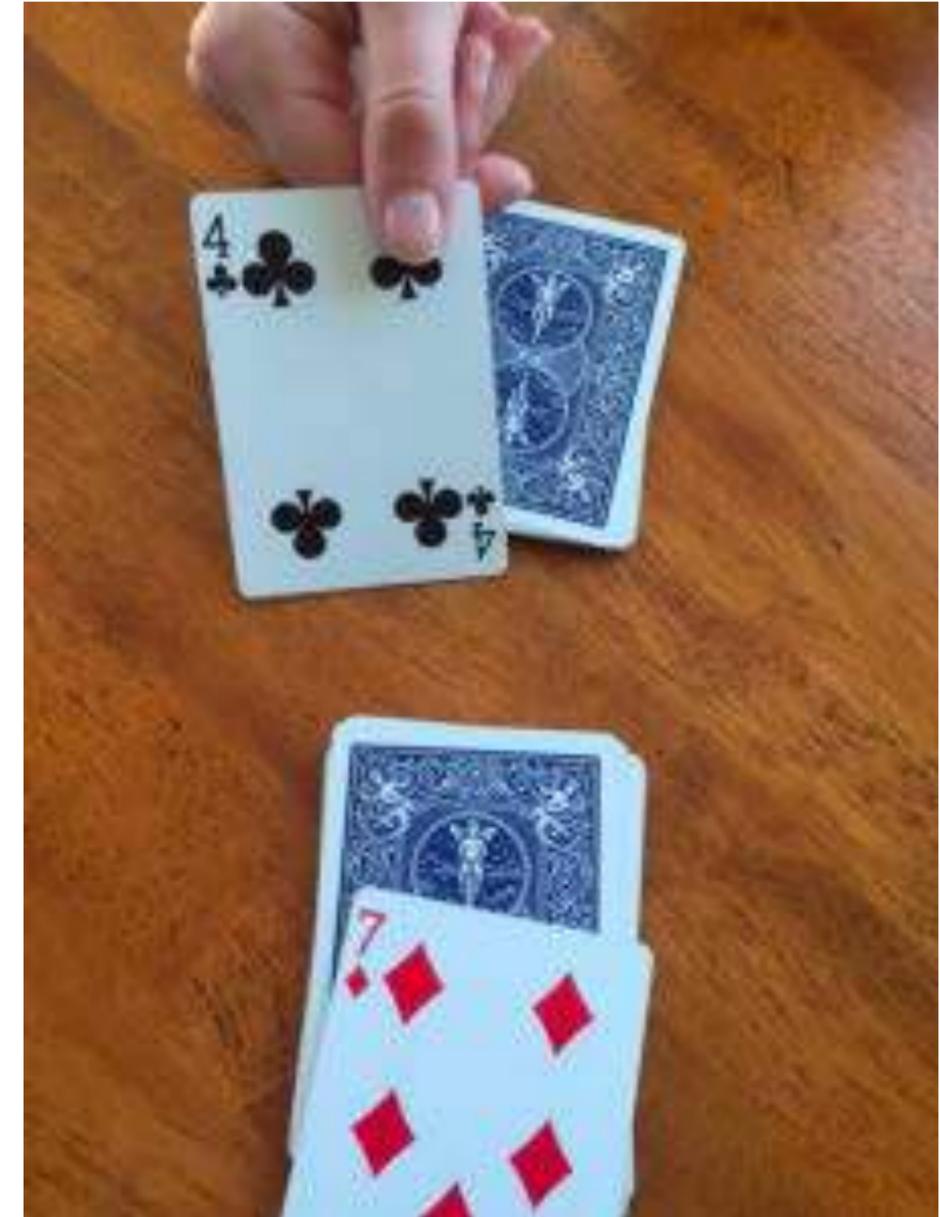
What you'll need:

- Deck of cards

Step 1: Remove the Jacks, Queens, and Jokers. Split the cards into two equal decks. Decide if you want to do addition, subtraction or multiplication.

Step 2: Both players flip the top card of their decks over between them.

Step 3: Whoever adds/subtracts/multiplies the numbers first correctly wins the pair of cards. Put the won cards to the side and then repeat. Whoever gets the most cards at the end wins.



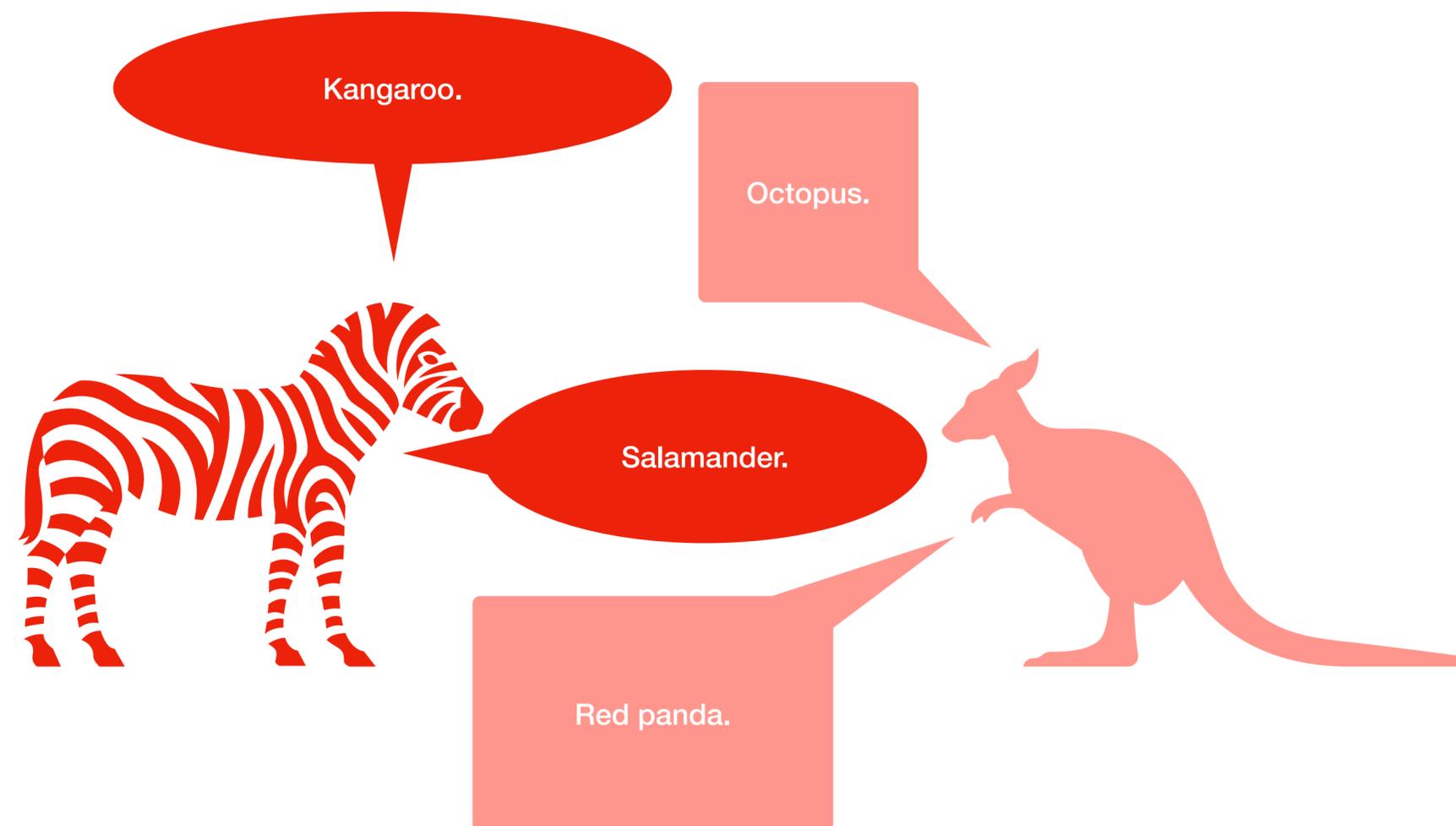
8 Appendices

Animal Endings

You start by saying an animal's name (e.g. kangaroo). The next child starts their animal with the last letter of your animal (e.g. kangaroo... Octopus).

Everyone must listen really carefully as they cannot repeat an animal. If they do they are out, until they have the chance to put their hand up and fill in for a pupil if they are stuck. Then, when their turn comes around, they are back in the game.

This game could be used with lots of different topics too.



8 Appendices

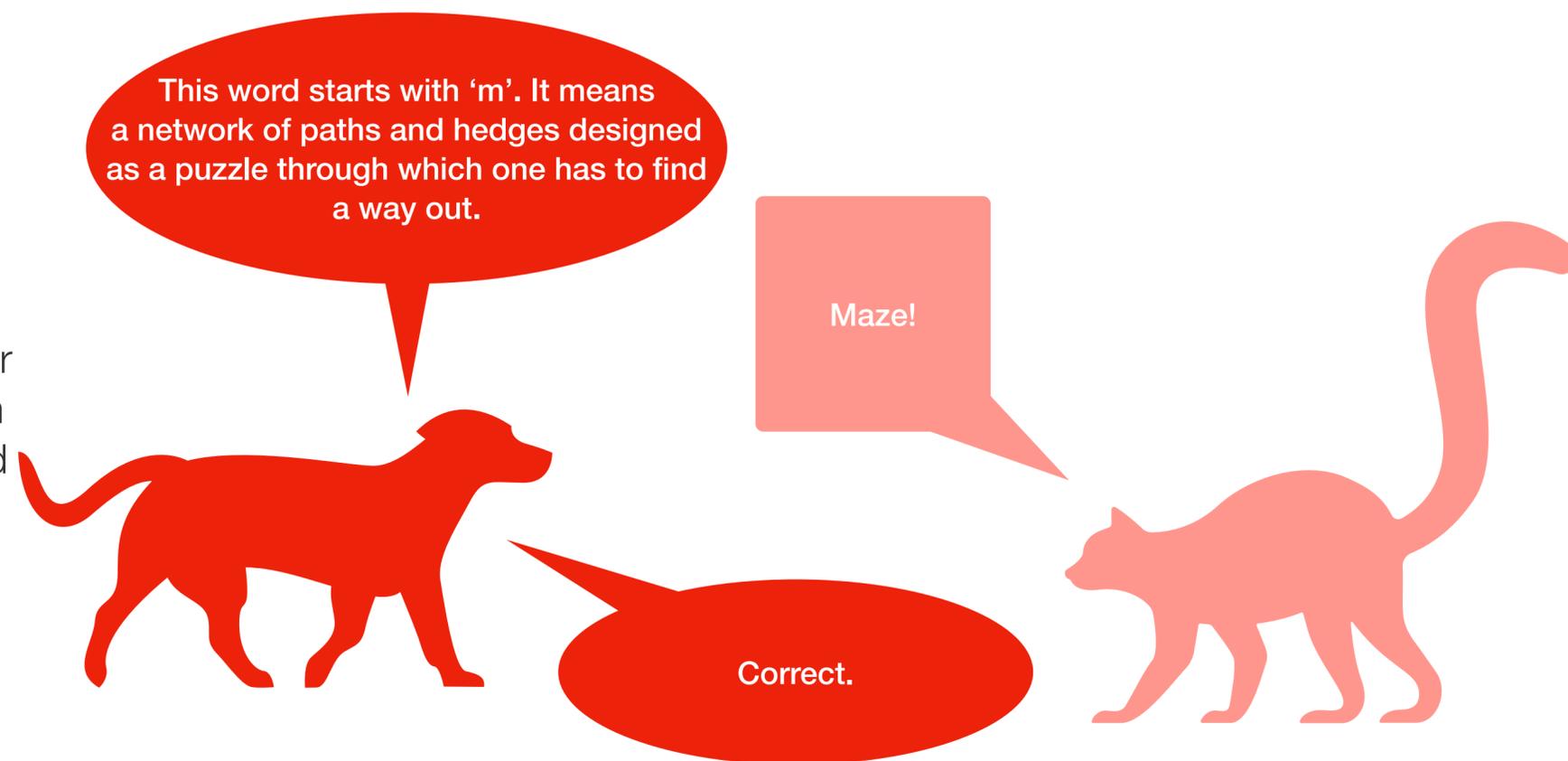
Word Master

Get into two teams (A and B).

An adult or another child has a dictionary and picks a letter for day. They then pick a word starting with that letter from the dictionary. The person then reads out the meaning and children in opposite teams compete to guess the word.

For example: 'this word starts with b and means to construct (reads dictionary meaning). The children then have to guess what it is - in this case "build".

Each correct answer is one point. Whoever gets the most points by the end of the game wins.



8 Appendices

Transformations

Step 1: Choose a starting word (e.g. met).

Step 2: Ask a child to change one letter in that word, to make a new word (e.g. change the "e" to an "a" to make the word "mat")

Step 3: Repeat this process, asking different children to change the letters to make as many new words as possible...

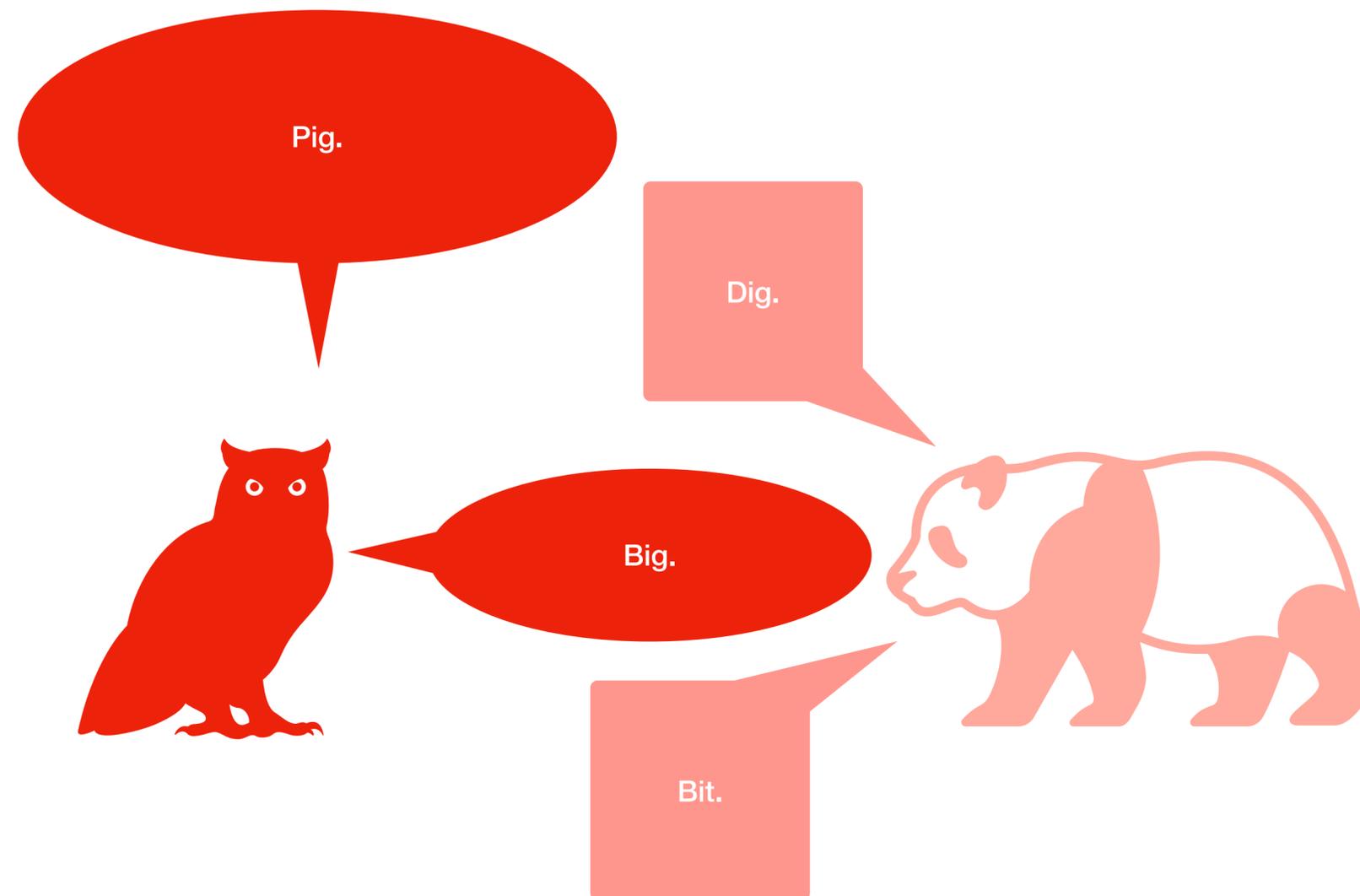
met ... mat ... sat ... sit ... sin ... bin ... bun ... nun ... nut ...
hut ...

Extensions:

1) Give a starting word, and tell the children that they have to reach a certain finishing word in a fixed number of moves.

2) Allow the children to add or take away letters.

Possible Starting Words - mat, sit, dog, man, bin, barn, sun, mail



8 Appendices

Step Words

Step 1: Give the children a starting word (e.g. meat)

Step 2: Ask them to think of a word which begins with the last two letters of the starting word (e.g. attic). Write this down.

Step 3: They should then think of a word beginning with the last two letters of the previous word (e.g. ice).

Step 4: This process can be continued as many times as you wish.

m e a t
a t t i c
i c e
c e l l a r
a r t i s t

8 Appendices

TOAS - Think Of A Sentence

The children volunteer 4 or 5 letters of the alphabet. These need to be written where they are easily visible.

The idea is to make a 4 or 5 word sentence - each word beginning with the letters given by the children.

For example, if the letters "B F A S" were given, a sentence could be "big fish always swim" or "Ben's favourite arm swings".

It is a really good five minute filler. The kids love it and it can be adapted for different age groups.

BAGSN



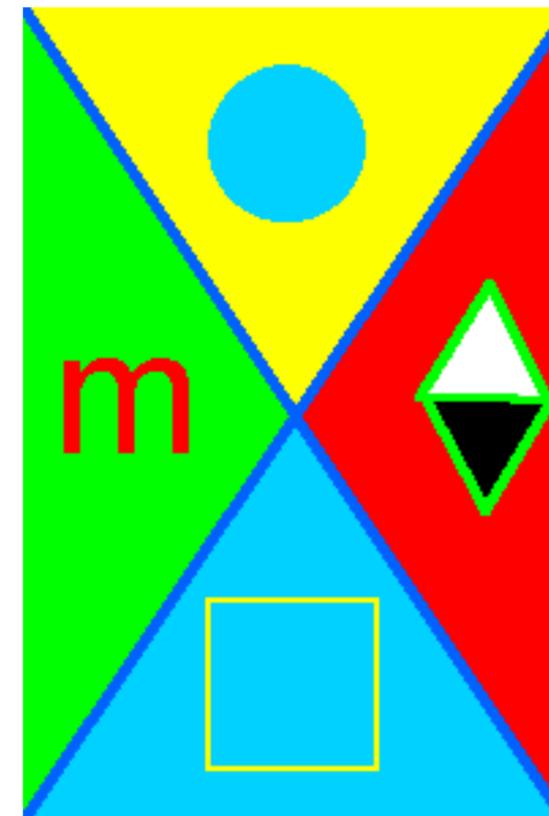
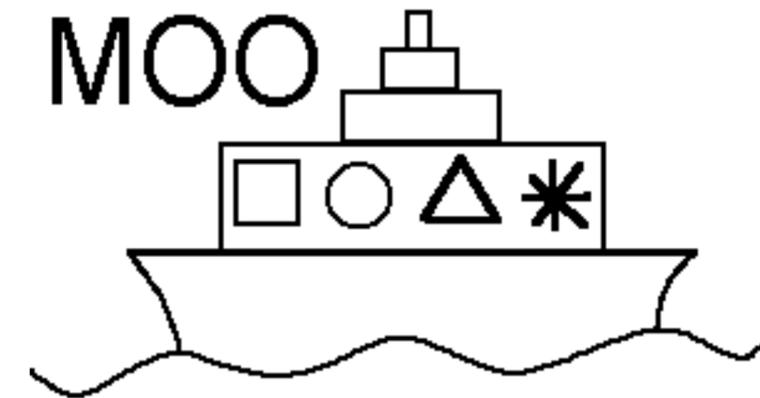
8 Appendices

Describing a Picture

For this activity, one child (the "describer") is given a piece of paper with a picture on. These pictures are not of any particular object, but should be strange, involving lots of shapes, letters and numbers, and they should be hidden from all children apart from the describer. This child then has to describe the picture to the rest of the children, who have to draw that picture by following the instructions given. When the description is finished, the child who most accurately reproduced the picture takes a turn at describing.

The activity encourages the describer to look carefully at every detail of the picture, forcing them to explain clearly what they can see, and taking into account the needs of the audience. It also encourages the rest of the class to listen carefully to the instructions being given, so that they can reproduce the picture on the paper as accurately as possible.

This activity encourages the children to think about the different shapes, letters and numbers used, and explain where they are in relation to each other (above, below, to the right / left of etc.) and how big they are in relation to each other



8 Appendices

Daily Physical Activity

Be Inspired

<https://www.youtube.com/channel/UCWdZGk7ixos1LEzEcJ1C0Xw>

15 minute activity

<https://www.youtube.com/channel/UCWdZGk7ixos1LEzEcJ1C0Xw>