



Erina Heights Public School

Learning from Home - Stage 3

Term	1	2	3	4								
Weeks	1	2	3	4	5	6	7	8	9	10	11	

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00	Daily Zoom Meeting 5B Zoom Link 5/6R Zoom Link 6S Zoom Link				
Morning	Literacy Activities	Literacy Activities	Literacy Activities	Literacy Activities	FUN FRIDAY BINGO GRID
	Recess Break				
Middle	Maths Activities	Maths Activities	Maths Activities	Maths Activities	
	Manga High	Manga High	Manga High	Manga High	
	Lunch Break				
Afternoon	A Week of Activity	A Week of Activity	A Week of Activity	A Week of Activity	
Optional Activities	Last year, the Office of the Advocate for Children and Young People launched a website called Digital Lunchbreak. Children and young people can learn, create and discover through digital workshops, learning materials, virtual excursions and more. Visit the Digital Lunchbreak website by clicking here www.digitallunchbreak.nsw.gov.au				

The background is a vibrant, abstract composition. It features several large, organic shapes in shades of purple, yellow, and teal. These shapes are decorated with various patterns: some have a fine dot pattern, others have wavy lines, and one has a cross-hatch pattern. A large, light grey 'X' is positioned in the upper left area. Small, black, squiggly lines are scattered throughout the composition. The overall aesthetic is modern and artistic.

Literacy Activities

Stage 3 – Week 9

EXPECTATIONS

'Strive for progress, not perfection'

- Do one activity each day.
- If you get stuck, send your teacher a message on Google Classroom.
- You can add extra slides to do your answers, otherwise you can do your work in a Google doc or workbook at home.
- Submit your work on Google Classroom.
- Do the best you can! 😊

You'll **never** be bored
when **you** try
something new.
There's really **no** limit
to what **you** can do!
- Dr. Seuss

Book Report

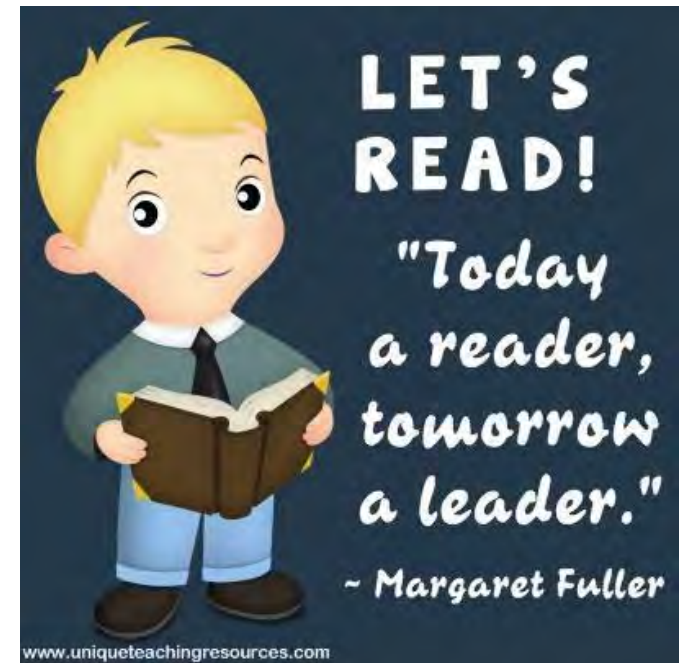
Tell us about your favourite book

What to do?

- Read a book of your choice

Your Task:

- Work through the following slides to create a book report on a book you have read.
- This task will be for Monday and Tuesday this week.



MY BOOK

Book Cover

Insert Image Here

About the Author

Type Here

Genre

Type Here

THE MAIN CHARACTERS

Type Here

Type Here

Type Here

Type Here

THE SETTING

Time Period

Type here

Place

Type here

SUMMARY

Type Here

THIS BOOK REMINDED ME OF...

Type Here

MAIN IDEA

Read the passage and follow the instructions

Underline the main idea in red and the main details in blue. Write one more details below and add a concluding sentence.

Gracie Lou was not afraid of anything. She was as brave as the lion that roared the loudest and frightened all the other lions. She wasn't afraid of dark shadows, dark corners or dark alleyways. She laughed in the face of loud thunderstorms. Big dogs only made her coo with glee. She enjoyed spotting spiders and bugs with her magnifying glass and examining the textures of their bodies for hours on end. She liked picking up wiggly worms in the back garden and making her mother squeal.

Use the line tool on the tool bar to add in your lines.

Concluding statement:

VERBS & ADVERBS

Can you describe a verb?

Think of 16 verbs and write them below. In the box beside, write an adverb to describe the verb. e.g. Danced>elegantly.

[illegible]

WRITING TASK - *Point of View*

Third person point of view is like when the author or narrator is telling the story but isn't part of the story

For example:

- First person - I like to eat dessert before dinner
- Third person - She likes to eat dessert before dinner.

Your Task:

Change these sentences from first person to third person point of view.

1st Person	3rd Person
Even though I like meatballs, I do not like spaghetti and meatballs.	
I love to hang out with Jackson because he always makes me laugh.	
We went to the zoo. My favourite animals were the giraffes and lions.	
While I don't love eating veggies, I do it anyway to make Mum happy.	
When I listen to music, it helps me to relax.	
I ran the whole field and scored a try. I was exhausted but so happy!	
I went to the canteen with Liv and Jillian. We bought ice blocks.	

SPEAKING & LISTENING

Go on a virtual excursion exploring Aboriginal culture

<https://www.dpi.nsw.gov.au/education-and-training/school-resources/sea-country>



What to do?

- Click the link above or scan the QR code

Your Task:

- Click on the icons on the website to be taken on a virtual excursion.
- Watch the videos in each sections and write down 7 or more facts you learned about the connection first nations people have with the land and the land itself.
- This can be done in the next slide.



SPEAKING & LISTENING

Go on a virtual excursion exploring Aboriginal culture

Facts I have learned....

Maths

Week 9 Term 3

Maths Instructions:

1. Watch the instructional videos before beginning the tasks.
You may need to watch these more than once.
2. Complete **both** activities each day - activities can be completed on your slides or on paper or in a book. Please draw any tables or diagrams that you need to complete these activities.

Instructional Video Links

Multiplication and Division

Activity 1 Video



Activity 2 Video



Volume and Capacity

Activity 1 Video



Activity 2 Video



Monday

Daily Speed Test

What you will need:

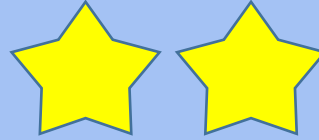
- Timer (if you don't have one on a device use this: <https://www.online-stopwatch.com/>)
- Piece of paper
- Pencil

What to do:




- Select a times table that you would like to improve on (must be between 6 and 12)
- Set the timer and begin writing your times table out from start to finish. E.g. $0 \times 7 = 0$ all the way through to $12 \times 7 = 84$
- Press stop on the timer when you have finished and record your time
- Consider your time and set an achievable goal for the next day. E.g. *If you got 1 minute 20 seconds you might aim for 1 minute 15 seconds the next day.*
- Record your times in the table below




<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>




Ignition Activity - choose your level






ID: 55610 EASY **ext Le el**
EMOJI PUZZLES FOR DEVELOPING MINDS



 +  +  = 30


 +  +  = 20

 +  +  = 12




 +  ×  = ?




solveemoji.com




  7/17 (41%)




Answer... 

ID: 55630 MEDIUM **Next Level**
EMOJI PUZZLES FOR DEVELOPING MINDS



 +  +  = 30


 ×  +  = 100

 ×  +  = 306




 +  ×  = ?




solveemoji.com




  4/6 (66%)




Answer... 

ID: 55594 HARD **Next Level**
EMOJI PUZZLES FOR DEVELOPING MINDS



 +  +  = 20


 +  ×  = 63

 +  +  = 32

 ×  ×  = ?

solveemoji.com

  0/6 (0%)

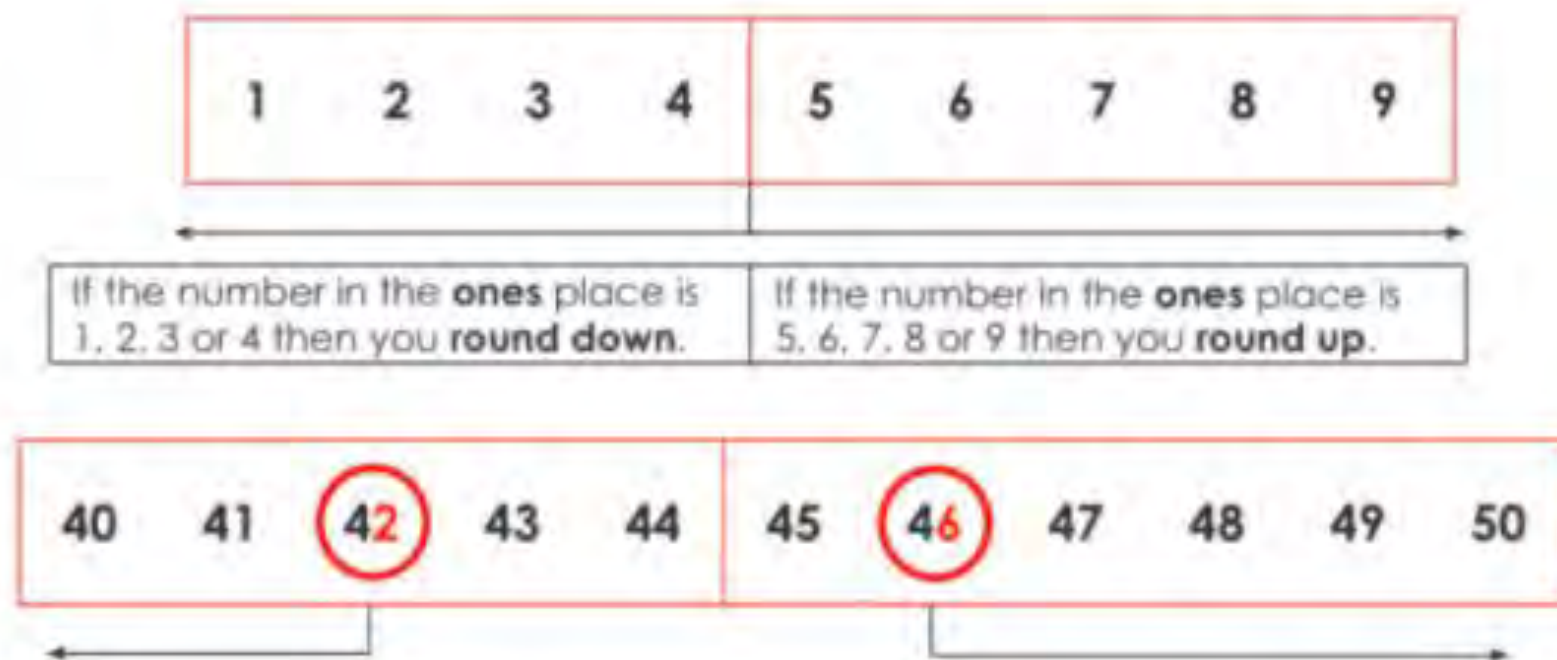
Answer... 

When we **round** a number, we change it to a more convenient number to work with.

Rounding can help with calculating answers to number problems. It is an **estimation** strategy and helps us to mentally multiply numbers quickly.

Rounding to the nearest 10

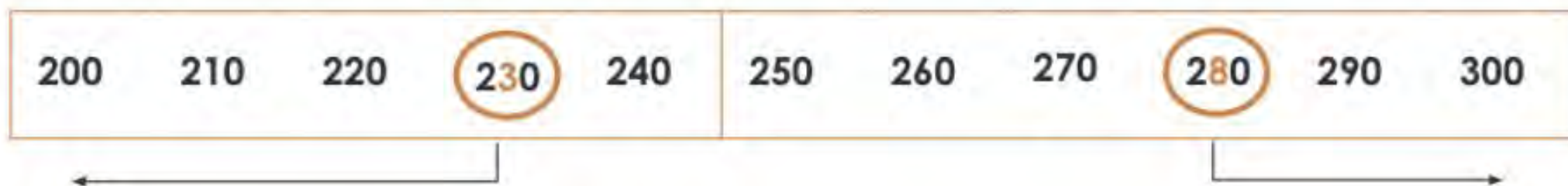
To round to the nearest ten, look at the number in the **ones** place,



Rounding to the nearest 100

To round to the nearest hundred, look at the number in the **tens** place.

1, 2, 3, 4 round down, while **5, 6, 7, 8, 9 round up**.



Rounding to the nearest 1000

To round to the nearest thousand, look at the number in the **hundreds** place.

1, 2, 3, 4 round down, while **5, 6, 7, 8, 9 round up**.



Activity 1

2. Round these numbers to the nearest 10.

a. $11 =$

b. $18 =$

c. $76 =$

d. $43 =$

3. Round these numbers to the nearest 100.

a. $595 =$

b. $51 =$

c. $604 =$

d. $841 =$

4. Round these numbers to the nearest 1000.

a. $1066 =$

b. $5764 =$

c. $2500 =$

d. $6139 =$

Rounding can be used to help us both estimate and check if our answer is likely to be correct, as it will give an approximate answer.

For example: 779×4

Round 779 to the nearest hundred.
779 becomes 800.
 $800 \times 4 = 3200$

Now we know the answer is going to be about 3200. Through each step of our calculations, we have used **rounding** to **estimate** the answer. If our answer is very different to 3200, we should check our working.

Let's calculate the actual answer.

$(700 \times 4) + (70 \times 4) + (9 \times 4)$
 $2800 + 280 + 36$
 $779 \times 4 = 3116$

Our **estimate** of 3200 is close to 3116, so rounding first gave a good estimate,

Activity 2

1. Use rounding to estimate the answer to the following questions. Show how you rounded and write your estimate.

a. $888 \times 2 =$ _____

b. $418 \times 50 =$ _____

c. $830 \times 9 =$ _____

d. $1221 \times 3 =$ _____

2. Now use a calculator to find the exact answer to the questions above.

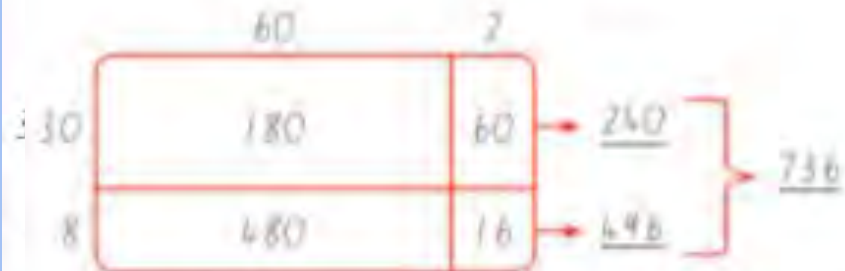
a.

b.

c.

d.

3. Kane completed the multiplication problem 62×38 using the area model, then used rounding to check his answer. His two answers were very different! Write an explanation for Kane in the box below on how to use his rounded answer to work out where he went wrong in his working.



Rounded answer: $60 \times 40 = 2400$

1. For the problems below,

- Use rounding to determine an approximate answer to the problem;
- Solve the problem using any mental or written strategy you choose; then
- Use the inverse operation (division) and a calculator to check your answers.

The first one has been done for you.

a. 64×25

Rounding:

$$60 \times 30 = 1800$$

Solution:

	60	
20	1200	80 \rightarrow 1280
5	300	20 \rightarrow 320

$\left. \begin{array}{l} 1280 \\ 320 \end{array} \right\} 1600$

Inverse operation:

$$1600 \div 25 = 64$$

b. 83×14

Rounding:

Solution:

Inverse operation:

c. 47×28

Rounding:

Solution:

Inverse operation:

d. 78×32

Rounding:

Solution:

Inverse operation:

If you would like a challenge, solve these problems using the same strategy from the previous page.

e. 423×16

Rounding:

Solution:

☐

f. 368×35

Rounding:

Solution:

☐

g. 1372×24

Rounding:

Solution:

☐

h. 2581×15

Rounding:

Solution:

☐

i. 4267×36

Rounding:

Solution:

☐

j. 3298×47

Rounding:

Solution:

☐

Tuesday

Complete your Speed Test
and record your time in the
table above.

Ignition Activity - Choose your level.

Do NOT use a calculator!

Nice and easy	Bit more to it	Challenging
30	37	15
$\div 6$	$+ 29$	Times itself
$+ 9$	$5/6$ of it	Double it
Double it	$\times 4$	30 % of this
$\div 7$	5 % of it	$+ 8$
$\times 8$	Times by itself	$\div 11$
Double it	$+ 19$	Times by itself
Double it	25 % of it	Minus 1
$- 100$	$5/7$ of it	$\div 12$
$1/4$ of this	$\times 16$	$\times 5 \frac{1}{2}$
Answer =	Answer =	Answer =

Activity 1

The fact to remember is:

$$1 \text{ L} = 1000 \text{ mL}$$

When we convert from litres to millilitres we multiply by 1000. This is because 1 litre equals 1000 millilitres. One litre is one thousand times greater than one millilitre. Often a decimal number will need to be changed to a whole number.

Question:

How many millilitres is the capacity of this watering can?



To convert 4.65 L to millilitres we need to multiply the litres by 1000.

$$4.65 \text{ L} \times 1000$$

Numbers move 3 places to the left in each place value column.

(**Hint:** three zeros in 1000 equals 3 places.)

↖ ↖ ↖
4 . 6 5

Answer: 4650 mL

Take out the decimal point and then add a zero onto the end of the number.



Activity 1

2. Convert these measurements which are currently in L to mL. The first one is done for you. Add the abbreviation for millilitres (mL) where necessary.

a.	0.362 L	=	362 mL
b.	0.345 L	=	
c.	0.451 L	=	
d.	0.332 L	=	
e.	0.449 L	=	



3. Convert these measurements from L to mL. The first one is done for you. Don't forget to write the correct unit of measurement after your answers.

a.	9.547 L	=	9547 mL
b.	2.984 L	=	
c.	7.756 L	=	
d.	8.321 L	=	
e.	9.437 L	=	

Activity 1

Tip

- ÷ moves numbers 3 places in each place value column to the right
- x moves numbers 3 places in each place value column to the left

4. Solve the following word problem.

Jerry makes delicious mango smoothies and wants to share one with 4 of his friends. He pours it into a jug and it measures 2.65 litres. Jerry wants to change the measurement into millilitres to make it easier to share out.

You should talk about:

- Will you need to multiply or divide to convert to millilitres?
- What operation (+ - x ÷) will you use to share out the smoothie equally?
- What amount of smoothie will each person be given?

Use this space for making notes and to show your working.

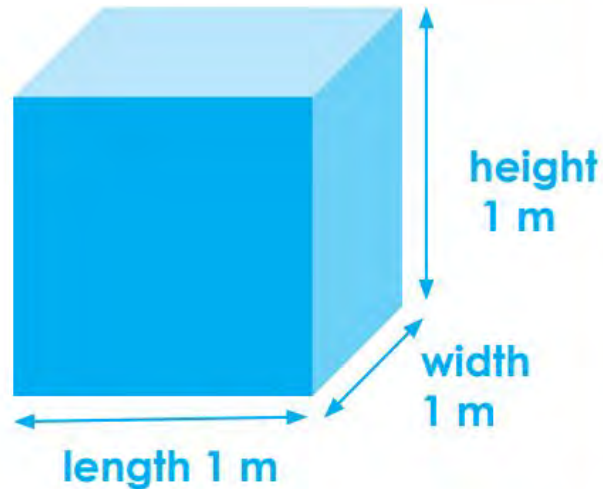
Activity 2

Another unit of measurement that can be used to find the volume of a rectangular prism is the cubic metre. A cube 1 m x 1 m x 1 m is equal to 1 cubic metre.

There are 1 million cubic centimetres in 1 cubic metre. The abbreviation for cubic metre is m^3 .



This cubic metre was made from 1 metre rolls of newspaper. Each side is 1 metre long.



Dimensions:

$$1 \text{ m} \times 1 \text{ m} \times 1 \text{ m} = 1 \text{ m}^3$$



The average volume of a shipping container is 40 m^3 .

Activity 2

The volume of a large rectangular prism can be calculated by finding the number of cubic metre blocks that fit into it.

2. Solve the following word problems.

- a. Britt has boxes with a volume each of 1 m^3 . She has packed four boxes in a layer at the bottom of her shed. She then fits another three layers in until she has filled the shed with boxes. What is the volume of the shed?
Show the number sentence you used to work out your answer.



- b. For a school project, Rolf needs to estimate the volume of his garage in cubic metres. He has made a cubic metre out of rolled-up newspapers to help. How could he estimate the volume of his garage?
Make a list of the steps he would follow to make an accurate estimation.

Activity 2

If we know the dimensions of a rectangular prism in metres, then we can use multiplication to find the volume.

3. Calculate the volume of these rectangular prisms by multiplying the dimensions. The first one has been completed for you. You may use a calculator.

	Length	Width	Height	Number sentence	Volume in m ³
a.	5 m	2 m	4 m	5 m x 2 m x 4 m	40 m ³
b.	7 m	1 m	3 m		
c.	8 m	3 m	6 m		
d.	10 m	4 m	8 m		
e.	16 m	10 m	12 m		
f.	22 m	11 m	15 m		




Wednesday

Complete your Speed Test
and record your time in the
table above.

Ignition Activity

Finding out which colour the imposter is by working out which problem is incorrect.

Who Is The Impostor?

 12 x 12 = 144	 1234 - 321 = 913
 5³ = 125	 100 ÷ 5 = 20
 256 ÷ 8 = 32	 1234 + 5678 = 6812
 6 x 6 = 36	 11 x 11 = 121
 126 ÷ 6 = 22	 96 ÷ 6 = 16

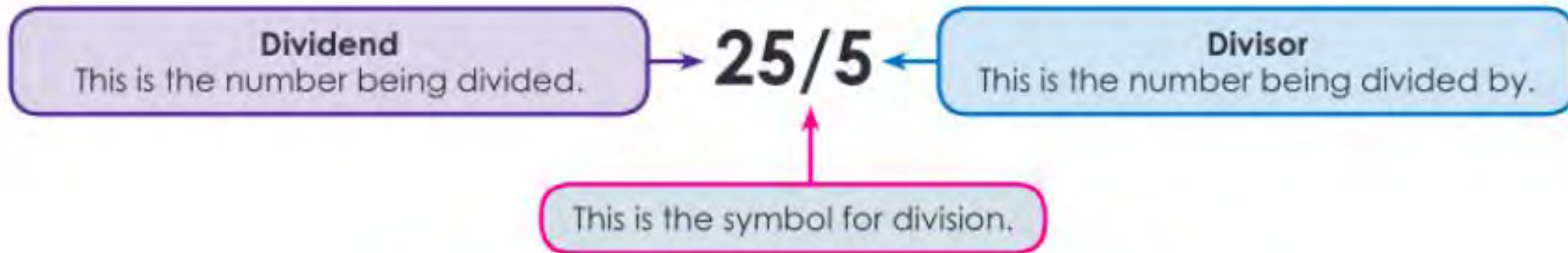
Voting Ends In: 112s

Activity 1

When writing division number problems, we can use different methods.

For example, to write **25** divided by **5**, we can write either $25 \div 5$ or $5 \overline{)25}$.

There is another symbol for division, often used in computer programming and spreadsheets. It is the forward slash / symbol. This is how it is used.



Notice the new words **dividend** and **divisor**.



Write these situations as number problems and use your preferred division method to solve the problem (see previous page). Show all of your working out.

a. \$180 divided among 6 people.

$$180/6 = 30$$

b. 96 work hours are allocated equally to 4 clients.

c. 104 desks are split between 4 classes.

d. 2580 kilograms of soil spread equally over 6 soccer fields.

e. 70 homes receive a share of 420 000 megabytes of data.

f. A phone plan has 600 minutes of call time over 30 days.

Activity 2

Sometimes mathematical solutions to problems are not practical in real-world situations.

Think about this:

The Lismore Junior Concert Band is playing at a concert in Broken Hill. They fly to Broken Hill and will use **7**-seater taxi vans to get from the airport to their accommodation. There are **32** people in the band.
How many taxi vans will be required for the band to get to their accommodation?

This is the problem written as a number sentence with the solution;

$$32 \div 7 = 4 \text{ r}4$$

The answer is 4 taxis, with 4 people as the remainder. If only 4 taxis were sent, 4 people would be left behind at the airport, which is not a practical solution. In reality, 5 taxis would be needed for everyone to be transported, even though the exact mathematical answer is different. The answer needs to be rounded up to 5 from 4 r 4. This will solve the problem of transporting band members.

Read the following word problems. Calculate the answer and remainder (if it has one), then round the number to the practical solution. Show your working in the box underneath each question.

2. The local football team of **16** people is flying to Perth for a national semi-final. The team manager is booking flights from Sydney. There are **3** seats in each row of the small aeroplane. How many rows would the team be seated in?



3. Chris is helping to set up chairs in the local community centre for a dance performance. There are **265** chairs to set up, and each row has **10** chairs. How many rows will Chris need to set up?



4. Mr Fisher is sorting packets of nuts and bolts in his hardware shop. He has **120** packets and needs to sort them into display bins that hold **9** packets. How many display bins will he need to sort all the packets?



5. Layla has **\$85** to buy some clothes at a sale. Each garment costs **\$15**. How many items can she buy?



6. Shawn can swim **200** metres of freestyle every **2** minutes. The pool will close in **23** minutes. How many metres will he be able to swim in that time? **Hint:** use division and multiplication to solve this problem.



7. Each punnet has **8** plants. Mrs Turner has enough space for **70** plants in her vegetable patch. How many punnets should she buy?



Thursday

Complete your Speed Test
and record your time in the
table above.

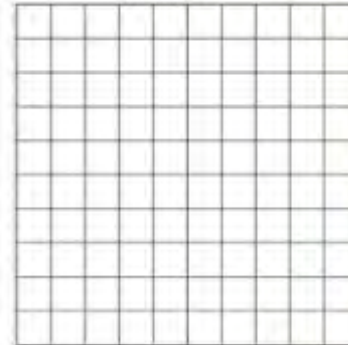
Ignition Activity

NUMBER OF THE DAY

X 10	
X 100	
X 1000	
÷ 10	
÷ 1000	
+	27
-	31
X	4
÷	3
2	
3	

Round to 10	
Find + 127	
Roman Numeral	

Shade in



Write as:

%	
Decimal	
Fraction	/100



Write all the factor pairs!

Date:

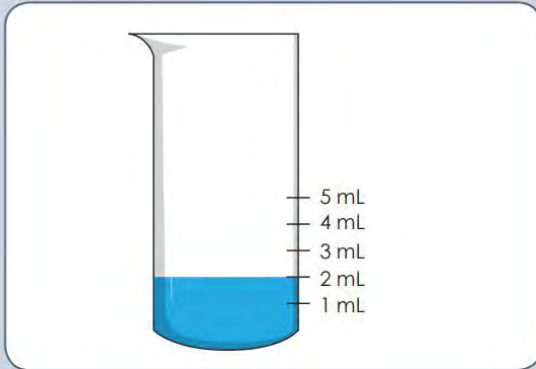


Activity 1

The water level in a container rises after an object is submerged in water. The water level rises because the object has taken up space and displaced the water. If an object with a volume of **one cubic centimetre (1 cm³)** is submerged in water then 1 mL of water will be displaced.

1. Look at the investigation below which demonstrates displacement.

Investigation 1: 1 mL = 1 cm³



a. A medicine cup is filled with 2 mL of water.



b. A cube with 1 cm sides is placed into the medicine cup. The cube has a volume of 1 cm³.

Fact to remember:

$$1000 \text{ mL} = 1 \text{ L}$$

A measurement of water in millilitres is equivalent to the measurement in cm³.

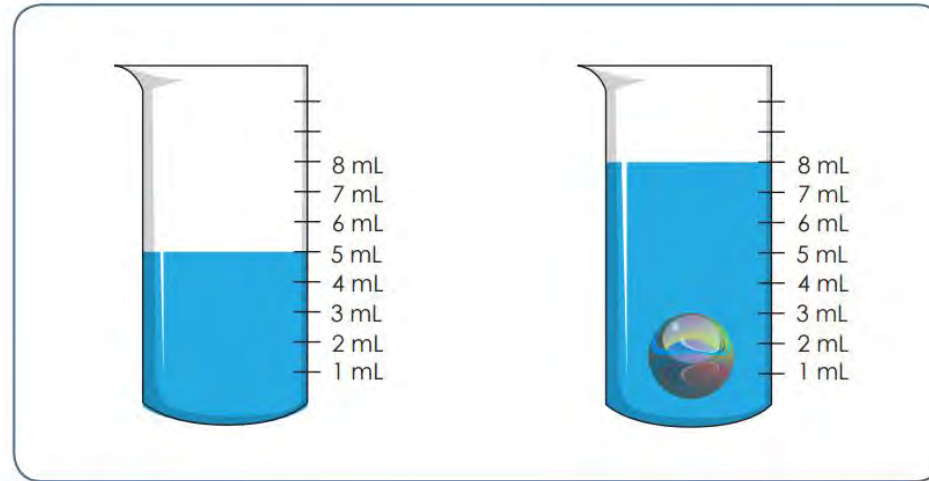
The number sentence to work this out is $1 \times 1 = 1$

This means that any amount of water given in millilitres will be multiplied by 1 to work out the volume in cm³.

For example, a measurement of 35 mL has a volume of $35 \times 1 = 35 \text{ cm}^3$.

Activity 1

The example below shows how to work out the volume of an object using the method of displacement.



The water level in the container is 5 mL. The marble was placed into the water and the level rose to 8 mL.

How many millilitres did the water rise?

For this we need to subtract 5 mL from 8 mL.

$$8 \text{ mL} - 5 \text{ mL} = 3 \text{ mL}$$

The volume of the displaced water is 3 mL.

If 1 mL of water = 1 cm³ then the volume of the marble is 3 cm³.

Activity 1

4. Now let's investigate displacement when a cube with 10 cm sides is submerged in a container of water.

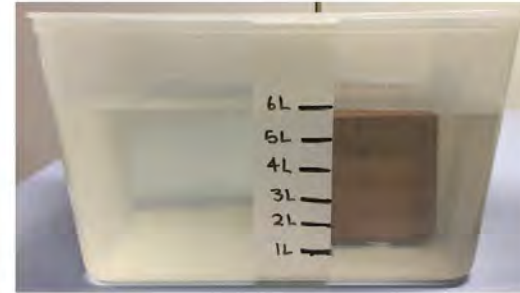
Investigation 2: 1 L = 1000 cm³



a. A container is filled with 5 L of water.



b. A cube with 10 cm sides is placed into the container of water. The cube has a volume of 1000 cm³.



c. The level of the water rises.

How many millilitres does the container show now?

How many millilitres did the water rise by?



d. The cube has sides of 10 cm. This investigation tells us that an object that displaced 1000 mL (which is the same as 1 L) of water has a volume of 1000 cm³.

Fact to remember:

$$1 \text{ L} = 1000 \text{ cm}^3$$

Activity 1

How would you work out the volume of an object that displaced 1.25 litres of water?

If 1 litre or 1000 mL = 1000 cm³ then the number sentence to work out volume would be 1 L x 1000 = 1000 cm³.

This would mean 1.25 L x 1000 = 1250 cm³.

Hint: If you multiply a decimal by 1000, you will need to move the numbers three places to the left.

5. Find the volumes of objects that displaced the following amounts of water in a displacement investigation. The first answer has been completed for you.

a. 1.35 L	<u>1350</u> cm ³	b. 3.75 L	_____ cm ³
c. 2.165 L	_____ cm ³	d. 10 L	_____ cm ³
e. 15.2 L	_____ cm ³	f. 22.58 L	_____ cm ³

Activity 1

Have A Go!

You are now going to find the volumes of different objects around your house using the displacement strategy. You will measure in millilitres how much the water level rises when each of the objects are put into a container of water. You will use these measurements to work out the volume of each object in cm^3 .

Step 1 - Find a measuring jug or container that has millilitres up to 1 litre or more clearly marked on it.

Step 2 - Find at least 4 solid objects that are small enough to be placed in your measuring container. For example, plasticine, rock, potato or eraser. It should be an object that sinks in water.



Activity 1

- Step 3** - Look at the **Recording Sheet** on the following page so you are familiar with the information you will need to record. You will need to name each object, measure the water level before each object is submerged, measure the displaced water level and finally calculate the volume in cm^3 of each object.
- Step 4** - Fill the water level in the measuring container to a minimum amount of 250 mL and then place your object in the container. Remember your object needs to be submerged completely so for a larger object you may need to add more water to the container.
- Step 5** - Record the level that the water rises to in mL, for example 320 mL. Calculate the amount of water that was displaced by the object. You will need to subtract the original water level from the level the water rose to when the object was placed in the container.
For example, $320 \text{ mL} - 250 \text{ mL} = 70 \text{ mL}$
- Step 6** - Work out the volume of the object in cm^3 by using the fact, $1 \text{ mL} = 1 \text{ cm}^3$. If 70 mL of water was displaced when the object was submerged then the volume of the object is 70 cm^3 .

Repeat the investigation for each object. Note that you may need to refill the measuring container after each object has been measured.

Activity 1

1. Complete the **Recording Sheet** below by adding in the information from your displacement investigation. An example has been included.

[illegible]

Activity 2

5. Give the dimensions of this rectangular prism and calculate its volume.



a. dimensions:

_____ cm _____ cm _____ cm

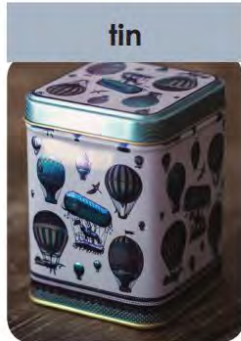
b. volume: _____ cm^3

c. Draw and label a rectangular prism which has the same volume as the one above but with different dimensions. You may use centicubes to help you.



Activity 2

6. Look at these 2 images of storage spaces. Would you measure the volume for each one in cubic metres or cubic centimetres? Circle the correct unit under each example.



cm^3 or m^3



cm^3 or m^3

7. Use the dimensions of rectangular prisms shown in the table to work out the volume.

	Length	Width	Height	Number sentence	Volume in m^3
a.	4 m	1 m	3 m		
b.	8 m	2 m	5 m		
c.	14 m	5 m	10 m		
d.	25 m	10 m	12 m		

Activity 2

Working Mathematically

Charisse has stored some clothes in 6 boxes. She wants to pack them in a wardrobe space which is 1 m x 1 m x 1 m.
Each box measures 70 cm x 50 cm x 30 cm.
Will she be able to fit all the boxes in the wardrobe space?
Show your working in the space below.

Remember: There are
1 million cubic centimetres
in 1 cubic metre.

Friday Fun Day

Look at your Fun Day Grid
and choose an activity to
complete.

Optional Weekly Challenge

Maths Investigation

How many pens or pencils are there in your classroom? Don't forget inside cupboards and your teacher's desk (ask permission first). How many could be in the whole school? Explain your guess.



Maths Investigation

Make your own net that folds into a 3D shape, such as a cube, pyramid, cone or perhaps something more complicated.

Hint: Have a look at some 3D shapes in your classroom for inspiration, including boxes and packaging.



Want more Maths?

You can also go onto
Mangahigh or
Studyladder

Ask your teacher if you
need your login details.



Week 9 Term 3

A Week of Activities





Monday: Chores Challenge



Make a list of five (5) things you could do around the house today to help out. Write these down and check them off when you do them.



Write a description of your day of chores and how you felt about doing them.



Chores Challenge

My 5 chores today are:

My description of doing these chores:



Tuesday: Word Hunt

Word Hunt

Think of as many words as you can that can be found in the words:

LEARNING ONLINE

My Words:

Write a statement about how you have felt about Learning Online.



Well-Being Wednesday

Put on some relaxing music or nature sounds and complete some mindfulness colouring or create your own artwork. Take a photo of the finished product and upload it here.

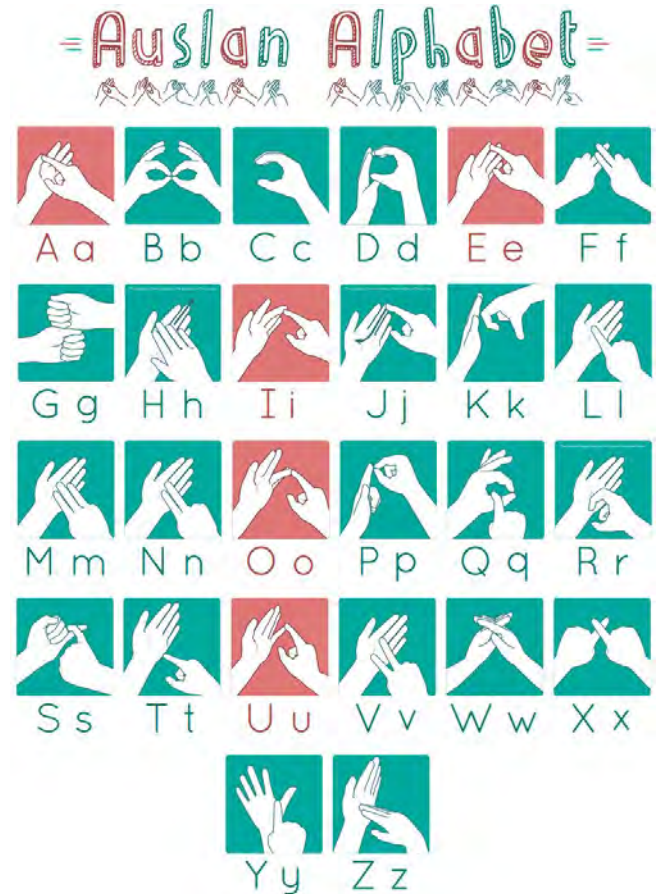
[CLICK HERE](#) for a link to some relaxing music.

Thursday: Sign Language

Can you learn your alphabet using AUSLAN Sign Language?


Take a video of you spelling out the following statement:

“Hello, my name is (your name). How are you today?”



FUN FRIDAY BINGO GRID

Choose a line of 5 activities in a row to do today. Your line can go vertically, horizontally, diagonally or zig-zag. Have a great day. Highlight the activities you are choosing and try and share some pictures with your teacher and class of the fun things you got up to today.

Play a board game or card game with your family members.	 <p>Take a photo of each thing you find as proof.</p>	Go on a bush or beach walk.	List all the different colours you can see outside and tally how many items you see in each colour.	Hide some treasure and create a treasure map for someone in your family to follow.
Try and find an object for each letter of the alphabet around your house or outside.	Create an artwork in your driveway or on concrete using coloured chalk.	Make a tent or special fort in your lounge room. Ask if you can camp out in it for the night.	Play with your pet for 30minutes or take them for a walk.	Read a book for 20minutes or write your own story.
Make up a dance routine to your favourite song.	Ride your bike, scooter, roller skates (anything with wheels) for 30 minutes. Remember to wear your helmet.	Collect some leaves, flowers, sticks, <u>feathers</u> and any other natural products and create an artwork with your collection.	Build an amazing Lego creation.	Do a painting or drawing of anything you choose.
Make brownies or cupcakes and deliver them to a neighbour with a nice message.	Do some cooking or baking or create your own unique sandwich filling.	Have a paper-plane flying competition.	Play your favourite music and dance around. Sing along to all the words and dress you if you like.	Have an online playdate with a friend using Zoom or Facetime.
Paint some rocks and create a kindness garden in your backyard.	Put on a puppet show or concert for your family members. You could use stuffed toys or figurines as the characters.	Go on a bug scavenger hunt around the yard. Take photos or draw any interesting bugs that you find.	If you own a tent, set it up outside and go camping with your family. Don't forget the marshmallows!	Create a course that includes at least 5 obstacles/challenges in your backyard, park or open area. See how quickly you can complete it.