

# Remote Learning Workbook

## Stage 3 (Year 5 and 6)



Week 8

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

# Spelling

**Stage 3**  
**Term 3 Week 8****Spelling Rule:** When a word ends in -ic, add -al before adding -ly

Adding the suffix -ic to a word will normally change a noun to an adjective. Adding -ly to this word will normally change it to an adverb. It is describing a verb.

Examples:

\* medic + al + ly = basically

Sentence = The contestant was medically evacuated from the television show.

Analysis = Medically describes how the contestant was evacuated so it is an adverb.

\* tragic + al + ly = tragically

Sentence = He tragically broke his leg in a bad sporting injury.

Analysis = Tragically describes how he broke his leg so it is an adverb.

\* romantic + al + ly = romantically

Sentence = The couple was romantically involved and after two years of dating decided to get married.

Analysis = Romantically describes how the couple was with each other so it is an adverb.

Write as many words that follow the rule of the week.

**Spelling Rule:** When a word ends in -ic, add -al before adding -ly

## Monday

classic + al + ly = \_\_\_\_\_

heroic + al + ly = \_\_\_\_\_

politic + al + ly = \_\_\_\_\_

medic + al + ly = \_\_\_\_\_

chemic + al + ly = \_\_\_\_\_

genetic + al + ly = \_\_\_\_\_

mechanic + al + ly = \_\_\_\_\_

economic + al + ly = \_\_\_\_\_

domestic + al + ly = \_\_\_\_\_

strategic + al + ly = \_\_\_\_\_

## Tuesday

physic + al + ly = \_\_\_\_\_

stoic + al + ly = \_\_\_\_\_

ethnic + al + ly = \_\_\_\_\_

music + al + ly = \_\_\_\_\_

clinic + al + ly = \_\_\_\_\_

melodic + al + ly = \_\_\_\_\_

erratic + al + ly = \_\_\_\_\_

specific + al + ly = \_\_\_\_\_

romantic + al + ly = \_\_\_\_\_

enthusiastic + al + ly = \_\_\_\_\_

## Wednesday

critic + al + ly = \_\_\_\_\_

lyric + al + ly = \_\_\_\_\_

illogic + al + ly = \_\_\_\_\_

comic + al + ly = \_\_\_\_\_

idiotic + al + ly = \_\_\_\_\_

drastic + al + ly = \_\_\_\_\_

frantic + al + ly = \_\_\_\_\_

acoustic + al + ly = \_\_\_\_\_

rhythmic + al + ly = \_\_\_\_\_

automatic + al + ly = \_\_\_\_\_

## Thursday

tragic + al + ly = \_\_\_\_\_

magic + al + ly = \_\_\_\_\_

basic + al + ly = \_\_\_\_\_

optic + al + ly = \_\_\_\_\_

technic + al + ly = \_\_\_\_\_

fanatic + al + ly = \_\_\_\_\_

skeptic + al + ly = \_\_\_\_\_

symbolic + al + ly = \_\_\_\_\_

majestic + al + ly = \_\_\_\_\_

energetic + al + ly = \_\_\_\_\_

**Spelling Rule:** When a word ends in -ic, add -al before adding -ly

Choose a word that follows the rule of the week and complete the following based on this word.

Word of the Week: \_\_\_\_\_

Part of speech: \_\_\_\_\_

Synonym: \_\_\_\_\_

Antonym: \_\_\_\_\_

Add or Minus a Morphograph (if your word allows it): \_\_\_\_\_

Dictionary meaning:

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Sentence:

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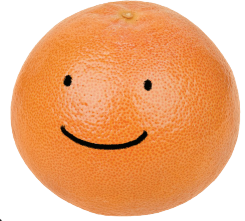
Picture:



Name \_\_\_\_\_

Date \_\_\_\_\_

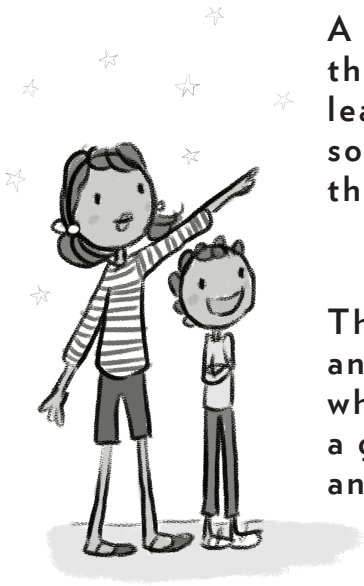
# METAPHORS



A metaphor is the comparison of two things that are usually very different, but alike in at least one way. Writers use metaphors to describe something and let the reader discover the way the things are alike.

*We gazed at the grapefruit moon.*

The author is comparing two unlike things: the moon and a grapefruit. The comparison helps the reader imagine what the moon looks like because the reader knows what a grapefruit looks like. The moon must be round, dimpled, and somewhat yellow.



## INSTRUCTIONS:

Fill in the blanks, identifying what is being compared and how they are alike.

1. My sister is a couch potato. a. \_\_\_\_\_ b. \_\_\_\_\_

How are they alike? \_\_\_\_\_

2. Your bedroom is a pigpen. a. \_\_\_\_\_ b. \_\_\_\_\_

How are they alike? \_\_\_\_\_

3. My mom is an angel. a. \_\_\_\_\_ b. \_\_\_\_\_

How are they alike? \_\_\_\_\_

## MAKE A METAPHOR:

Fill in the blank with a word or phrase to create a metaphor. Remember, the two things must be different in most ways, but alike in at least one way.


a. The sun was a \_\_\_\_\_ in the sky.

b. The soccer ball was a \_\_\_\_\_ zipping into the net.

c. My dog is a \_\_\_\_\_ when we go on a walk.

d. The baby's cries were a \_\_\_\_\_.



One minute the teacher was talking about the Civil War. And the next minute he was gone. There. Gone. **No poof! No flash of light. No explosion.** Sam Temple was sitting in third period history class staring **blankly** at the blackboard, but far away in his head. In his head he was down at the beach, he and Quinn. Down at the beach with their boards, yelling, **bracing** for the first plunge into the cold Pacific water. For a moment he thought he had imagined it, the teacher disappearing. For a moment he thought he'd slipped into a daydream.  1.

*Gone is a bestselling book series written by Michael Grant. The series is centred on the fictional Southern Californian town of Perdido Beach, in which every human aged 15 and older vanishes.*

Harper Collins. 2021.

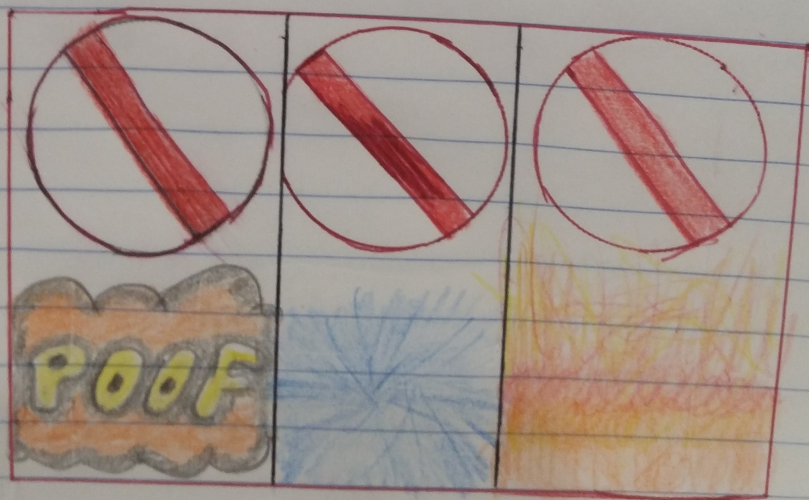


Gone (P.I.)

Michael Grant

Harper Collins. 2021.

One minute the teacher was talking about the Civil War. And the next minute he was gone. Gone. No poof! No flash of light. No explosion. Sam Temple was sitting in third period history class staring blankly at the blackboard, but far away in his head. In his head he was down at the beach, he and Quinn. Down at the beach with boards, yelling, bracing for the first plunge into cold Pacific water. For a moment he thought had imagined it, the teacher disappearing. For a moment he thought he'd slipped into a daydream.



"No poof! No flash of light. No explosion."



# Advertising Incentives

Brands will use incentives to help persuade the consumer to purchase their product and to become loyal to their brand. Some incentives may be for a limited time only or maybe a permanent bonus with the brand.

## Examples of marketing incentives



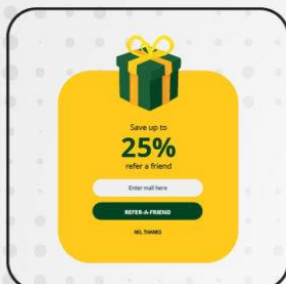
*sign-up bonus*



*loyalty programs*



*discounts*



*refer-a-friend promotions*



*buy one-get one promotions*



*buy to enter a contest*



*promo codes*



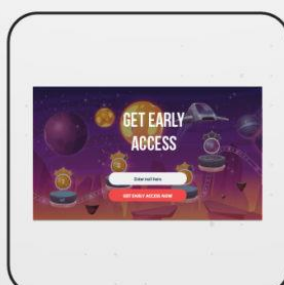
*free shipping*



*free samples*



*premium membership*



*early access*



*bundle packs*

## Examples of real-life brand incentives:

Coles – for every \$30 you spend you receive a mini collectable.



McDonalds – By purchasing food from McDonalds you have the chance to win a prize



### Task:

Think about different shops and brands that you know and identify what their additional advertising incentives are. Some may be for a limited time only or may be ongoing.

Brand 1	Incentive
Brand 2	Incentive
Brand 3	Incentive

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

**Times Tables**  
MixedWeek 8  
Monday

x2, x4, x5, x10	x3, x6, x9	x7, x8, x11, x12
3 × 10 = _____	3 × 9 = _____	12 × 11 = _____
2 × 5 = _____	6 × 3 = _____	11 × 12 = _____
4 × 2 = _____	7 × 6 = _____	9 × 8 = _____
5 × 4 = _____	8 × 9 = _____	8 × 8 = _____
8 × 5 = _____	9 × 3 = _____	9 × 12 = _____
12 × 2 = _____	8 × 6 = _____	12 × 7 = _____
11 × 10 = _____	11 × 9 = _____	9 × 11 = _____
10 × 5 = _____	11 × 6 = _____	7 × 8 = _____
6 × 2 = _____	6 × 6 = _____	6 × 11 = _____
11 × 4 = _____	3 × 3 = _____	11 × 7 = _____
6 × 5 = _____	2 × 9 = _____	8 × 12 = _____
3 × 4 = _____	7 × 3 = _____	9 × 7 = _____
5 × 10 = _____	4 × 3 = _____	10 × 12 = _____
2 × 2 = _____	9 × 9 = _____	11 × 8 = _____
4 × 5 = _____	8 × 3 = _____	11 × 11 = _____
9 × 4 = _____	3 × 6 = _____	8 × 7 = _____
4 × 4 = _____	12 × 9 = _____	6 × 12 = _____
9 × 10 = _____	11 × 3 = _____	7 × 7 = _____
8 × 2 = _____	9 × 6 = _____	6 × 8 = _____
12 × 5 = _____	4 × 9 = _____	7 × 11 = _____
7 × 4 = _____	7 × 9 = _____	7 × 12 = _____
10 × 10 = _____	4 × 6 = _____	8 × 11 = _____
10 × 2 = _____	12 × 6 = _____	6 × 7 = _____
5 × 5 = _____	6 × 9 = _____	12 × 12 = _____
7 × 10 = _____	12 × 3 = _____	12 × 8 = _____

Score: \_\_\_\_\_ / 75

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

**Mental Computation**  
2-digit Addition

Week 8  
Monday

**Learning goal:** I can use mental computation strategies to solve addition problems. The strategies I could use are jump, split or compensation.

$11 + 37 = \underline{\quad\quad}$

$51 + 23 = \underline{\quad\quad}$

$70 + 82 = \underline{\quad\quad}$

$12 + 69 = \underline{\quad\quad}$

$29 + 23 = \underline{\quad\quad}$

$76 + 91 = \underline{\quad\quad}$

$22 + 94 = \underline{\quad\quad}$

$82 + 56 = \underline{\quad\quad}$

$27 + 43 = \underline{\quad\quad}$

$45 + 18 = \underline{\quad\quad}$

$33 + 54 = \underline{\quad\quad}$

$20 + 85 = \underline{\quad\quad}$

$52 + 90 = \underline{\quad\quad}$

$57 + 48 = \underline{\quad\quad}$

$59 + 65 = \underline{\quad\quad}$

$53 + 71 = \underline{\quad\quad}$

$34 + 59 = \underline{\quad\quad}$

$44 + 89 = \underline{\quad\quad}$

$57 + 38 = \underline{\quad\quad}$

$69 + 97 = \underline{\quad\quad}$

$99 + 47 = \underline{\quad\quad}$

$14 + 86 = \underline{\quad\quad}$

$42 + 99 = \underline{\quad\quad}$

$92 + 42 = \underline{\quad\quad}$

$73 + 75 = \underline{\quad\quad}$

$13 + 26 = \underline{\quad\quad}$

$50 + 36 = \underline{\quad\quad}$

$99 + 73 = \underline{\quad\quad}$

$48 + 83 = \underline{\quad\quad}$

$52 + 32 = \underline{\quad\quad}$

Time: \_\_\_\_\_

Score: \_\_\_\_\_ /30

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

**Division**  
2 and 3-digit

Stage 3  
Term 3 Week 8

$42 \div 5$	$89 \div 4$	$54 \div 3$
$91 \div 2$	$64 \div 5$	Score: ____/5

$161 \div 6$	$398 \div 3$	$565 \div 4$
$271 \div 5$	$972 \div 2$	Score: ____/5



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

Division  
4-digit

Stage 3  
Term 3 Week 8

$5558 \div 5$	$2217 \div 8$	$9936 \div 2$
$4713 \div 4$	$1285 \div 3$	Score: ____/5

$4750 \div 11$	$6232 \div 12$	$7886 \div 15$
$9539 \div 20$	$1895 \div 40$	Score: ____/5

# How do people manage spaces in the community?

**1**

In pairs play “20 questions” about a space in your community.

One person thinks of a space (building, park, shop, restaurant, community facility etc.). The others ask questions which can only be answered by “yes” or “no”. The answer must be guessed within 20 questions.

Each person has a turn.

**a** What did you learn from the 20 questions game?

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**b** What strategies did you and your partner use to guess the answers?

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**c** What different types of spaces did your class think of?

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The types of spaces within a place form part of its infrastructure. The infrastructure of a place is the human features a place needs to make it suitable for people to live and work.

**2**

Watch the video of SimCity and list some other spaces (features of infrastructure) that a place has. Include places your family uses on a weekly basis.

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The states and territories make the rules for infrastructure (how spaces are organised) but it's up to the local councils to apply the rules to their local area. The state or territory will keep control of big projects like dams, mines and ports.

**3**

Look at your state or territory planning department website.

What projects has your state or territory government planned for your region or area?

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name: \_\_\_\_\_ date: \_\_\_\_\_



[www.AtoZTeacherStuff.com](http://www.AtoZTeacherStuff.com)

## Words ending in ically

m v r z                      v s a b  
 i r x n l e                      v h y p o h  
 w o x b p g g p                      t p v e z h n q  
 j w b j r v e v d e c d w b n e l q c n  
 j h d g o q h e z y g q u n b q s w g h t f  
 e d f r i o p t j b p u n z q x m g o r a x u g  
 i f n a e n e r g e t i c a l l y m f i j h v w  
 e h r s n k e d r o y x e c b y u e l g q c n g  
 k e w t e f l v y q l t o g t e t c m u o l i h  
 l t x i c c y g x s l r j z e m r h o e n c e y  
 d t a c g o l s p e a a s j l e t a s t b r d b  
 q u a t q j c g q c g t h j d l n q s o v a  
 d i l r g o y a c i i r s j i v i f i b s v  
 x l f c g j f d t c a h s c x c c q i l  
 y e r o j r x s a t z x a g a q c m  
 d c f q o i e l e i y l l l a s  
 a g a x c j l g f q l q l l  
 s i r b a y i z y y l y  
 c w z m e c w f y w  
 t q b p a p y o  
 d k u l s e  
 n y l z  
 m y

majestically  
 energetically  
 strategically  
 tragically  
 heroically  
 drastically  
 medically  
 basically  
 mechanically

**Spelling Rule:** When a word ends in -ic, add -al before adding -ly

### Alphabetical Order

physically	basically	enthusiastically	mechanically	acoustically
technically	medically	tragically	majestically	erratically
domestically	energetically	frantically	critically	magically
drastically	romantically	musically	automatically	heroically

First five words in  
alphabetical order from A

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

First five words in  
alphabetical order from M

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

### Book Covers

Make two fictional book titles that include a word that follows the rule of the week to show your understanding of the chosen word. Design the book covers for these titles. Remember to capitalise the first letter of each word in the title.

Title: \_\_\_\_\_

Title: \_\_\_\_\_

Name: \_\_\_\_\_ Period: \_\_\_\_\_ Date: \_\_\_\_\_

# Similes and Metaphors

Can you tell the difference between a simile and a metaphor? An easy way to remember how to tell the difference is to think of the word “similar” when you think of similes. Similes use the word *like* or *as* to describe things because they are saying that the subject is *like* or *as* something. In other words, the subject is *similar* to something else. Metaphors say the subject *is* something else.

For example: Jill is like a diamond in the rough. (Simile)  
Jill is a jewel. (Metaphor)

In the sentences below, write the word “simile” or “metaphor” after the sentence. Circle the word that lets you know if it is a simile or a metaphor.

That dot is as big as a horse!

Jenny is as quiet as a mouse.

That man is over the hill.

Steve turned as white as a ghost when his father caught him!

That car is a boat!

Her singing sounds like a cat dying.

His shoes are skis!

It's as hot as an oven in here.

My room is a hazardous zone!

She is as sharp as a tack.

See if you can create a simile and a metaphor of your own:

# Similes Worksheet

A simile is a figure of speech in which two unlike things are compared using the words *like* or *as*. Complete each of the similes below.

The little girl is as light as a .....

Jenny was so pretty, she was like a .....

The house was so small it looked like a .....

If my rabbit keeps eating so much he is going to be as big as a .....

When my mom saw how messy my room was, she turned as white as a .....

That pool is as small as a .....

That teacher is as nice as an .....

The barn is as red as an .....

She's as smart as a .....

This room is as cold as a .....

Think of some common phrases you hear. Can you list three similes of your own? Have fun with them and make some up!

1.

2.

3.

# Metaphors Worksheet

A metaphor is a figure of speech in which two unlike things are compared without the use of like or as. A metaphor takes the form of a *direct statement* (or *direct comparison*).

For example: Dad is a bear today. Metaphors are often defined by their use of the word *is*, as compared to similes which use the words *like* or *as*. Metaphors must share common ground. In the example, "Dad is a bear today," the common ground is grouchiness. Review the metaphors below. After each metaphor, write the common ground that the two objects share.

Jerry has a green thumb to make his plants grow well. \_\_\_\_\_

Mom is a bear in the mornings. \_\_\_\_\_

He is such an angel! \_\_\_\_\_

Mrs. Java is a dragon with her coffee breath! \_\_\_\_\_

Can you come up with metaphors of your own and explain the meaning of them? Write your metaphors in the spaces below:

1.

2.

3.

# The Glimmering Hand

story by Geoffrey McSkimming | illustrated by Gabriel Evans

## 1. Settling into the evening

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

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

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



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



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

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

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

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

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

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

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

## 2. Haunted by stories

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

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



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

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

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

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

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

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





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

‘Yergh yergh yergh,’ she moaned, hurrying past the twiggy fingers.

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

When she was close to the walls,

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

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

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

Her heart hammered against her ribcage.

Her legs trembled.

Her eyes went as wide as dinner plates.

‘Aaaaarrgggghhhhhh!’ she screamed, loud enough to wake the dead.

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

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

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

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

There, on the other side of the





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

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

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

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

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

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

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

‘Then ... then what is it?’

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

Sylphie stared at the rubber glove,



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

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

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

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

## Week 8 School Magazine Activity

### Text: Story - The Glimmering Hand - by Geoffrey McSkimming (August page 5-9)

Write answers in an exercise book - you should have one A4 workbook for your working from home tasks.

Pages 6-8: **Part 2**. Discuss/research before you start: **sprite** - an elf or fairy; **collywobbles** - stomach pain or intense nervousness or anxiety (Dark places give Tony the collywobbles); **Mercury** - the Roman God of travel and speed - he had winged feet and a winged helmet - the Greek version was Hermes.

Six paragraphs - p1. *Unlike Mr. Erasmus.....* p2. *She was hurrying across the fields.....* p3. *As she sped along.....* p4. *There was one story.....* p5. *"Oh, that Mr. Erasmus," she mumbled.....* p6. *Across the moonlit fields.....* (Continued on page 8)

1. Find the words in the text that mean (synonyms):

rushing (v p2.) \_\_\_\_\_,

shine (v p2.) \_\_\_\_\_,

threaten/tease (v p5.) \_\_\_\_\_,

ghostly (adj p6/p7.), \_\_\_\_\_,

groups / stands / groves (n collective p6/7.) \_\_\_\_\_.

2. Why didn't Sylphie fly to Mr. Erasmus's place? *Sylphie didn't fly to Mr. Erasmus's place because.....*

3. Why does Sylphie hope Mr. Erasmus has some delicious cakes (p5.)? *Sylphie hopes Mr. Erasmus has some delicious cakes to take.....*

4. What adjective describing feet in paragraph 2 means swift?

\_\_\_\_\_ feet

5. In paragraph 4 the author says, ***It was about a ghostly hand that glimmered and clicked its fingers in wicked rhythms.....*** What word **is the best** meaning of **wicked**? Highlight.

a) fast      b) slow      c) musical      d) threatening

6. What word in paragraph 3 means feeling giddy or out of control? \_\_\_\_\_

7. What two things gave Sylphie the collywobbles? *The two things that gave Sylphie the collywobbles were .....*

8. Write a sentence of your own about what gives you the collywobbles.

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

**Times Tables**  
MixedWeek 8  
Tuesday

x2, x4, x5, x10	x3, x6, x9	x7, x8, x11, x12
12 x 4 = _____	7 x 3 = _____	11 x 12 = _____
2 x 10 = _____	11 x 9 = _____	11 x 8 = _____
2 x 2 = _____	8 x 6 = _____	6 x 11 = _____
3 x 5 = _____	4 x 9 = _____	9 x 12 = _____
3 x 4 = _____	3 x 3 = _____	12 x 7 = _____
11 x 2 = _____	12 x 9 = _____	9 x 8 = _____
10 x 10 = _____	3 x 6 = _____	7 x 11 = _____
10 x 4 = _____	9 x 6 = _____	10 x 12 = _____
11 x 5 = _____	7 x 9 = _____	12 x 11 = _____
3 x 2 = _____	12 x 6 = _____	8 x 8 = _____
12 x 10 = _____	8 x 3 = _____	11 x 11 = _____
4 x 5 = _____	8 x 9 = _____	11 x 7 = _____
5 x 2 = _____	6 x 3 = _____	8 x 12 = _____
2 x 4 = _____	6 x 6 = _____	7 x 8 = _____
4 x 10 = _____	2 x 9 = _____	6 x 7 = _____
4 x 4 = _____	4 x 6 = _____	8 x 11 = _____
5 x 5 = _____	4 x 3 = _____	12 x 12 = _____
6 x 4 = _____	11 x 6 = _____	7 x 7 = _____
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7 x 2 = _____	6 x 9 = _____	6 x 12 = _____
7 x 5 = _____	12 x 3 = _____	8 x 7 = _____
8 x 4 = _____	11 x 3 = _____	9 x 11 = _____
9 x 2 = _____	3 x 9 = _____	9 x 7 = _____
9 x 5 = _____	9 x 3 = _____	7 x 12 = _____
6 x 10 = _____	7 x 6 = _____	6 x 8 = _____

Score: \_\_\_\_\_ / 75

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

**Mental Computation**  
2-digit Addition

Week 8  
Tuesday

**Learning goal:** I can use mental computation strategies to solve addition problems. The strategies I could use are jump, split or compensation.

$75 + 51 = \underline{\quad\quad}$

$66 + 32 = \underline{\quad\quad}$

$64 + 68 = \underline{\quad\quad}$

$85 + 36 = \underline{\quad\quad}$

$72 + 47 = \underline{\quad\quad}$

$89 + 46 = \underline{\quad\quad}$

$30 + 93 = \underline{\quad\quad}$

$81 + 73 = \underline{\quad\quad}$

$63 + 78 = \underline{\quad\quad}$

$49 + 66 = \underline{\quad\quad}$

$67 + 19 = \underline{\quad\quad}$

$32 + 60 = \underline{\quad\quad}$

$62 + 37 = \underline{\quad\quad}$

$35 + 81 = \underline{\quad\quad}$

$96 + 42 = \underline{\quad\quad}$

$63 + 50 = \underline{\quad\quad}$

$91 + 26 = \underline{\quad\quad}$

$96 + 39 = \underline{\quad\quad}$

$61 + 50 = \underline{\quad\quad}$

$65 + 75 = \underline{\quad\quad}$

$66 + 99 = \underline{\quad\quad}$

$53 + 51 = \underline{\quad\quad}$

$55 + 98 = \underline{\quad\quad}$

$80 + 45 = \underline{\quad\quad}$

$48 + 71 = \underline{\quad\quad}$

$84 + 87 = \underline{\quad\quad}$

$17 + 79 = \underline{\quad\quad}$

$69 + 17 = \underline{\quad\quad}$

$85 + 43 = \underline{\quad\quad}$

$37 + 57 = \underline{\quad\quad}$

Time: \_\_\_\_\_

Score: \_\_\_\_\_ /30

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

# Discounts and Sale Prices

Stage 3  
Term 3 Week 8

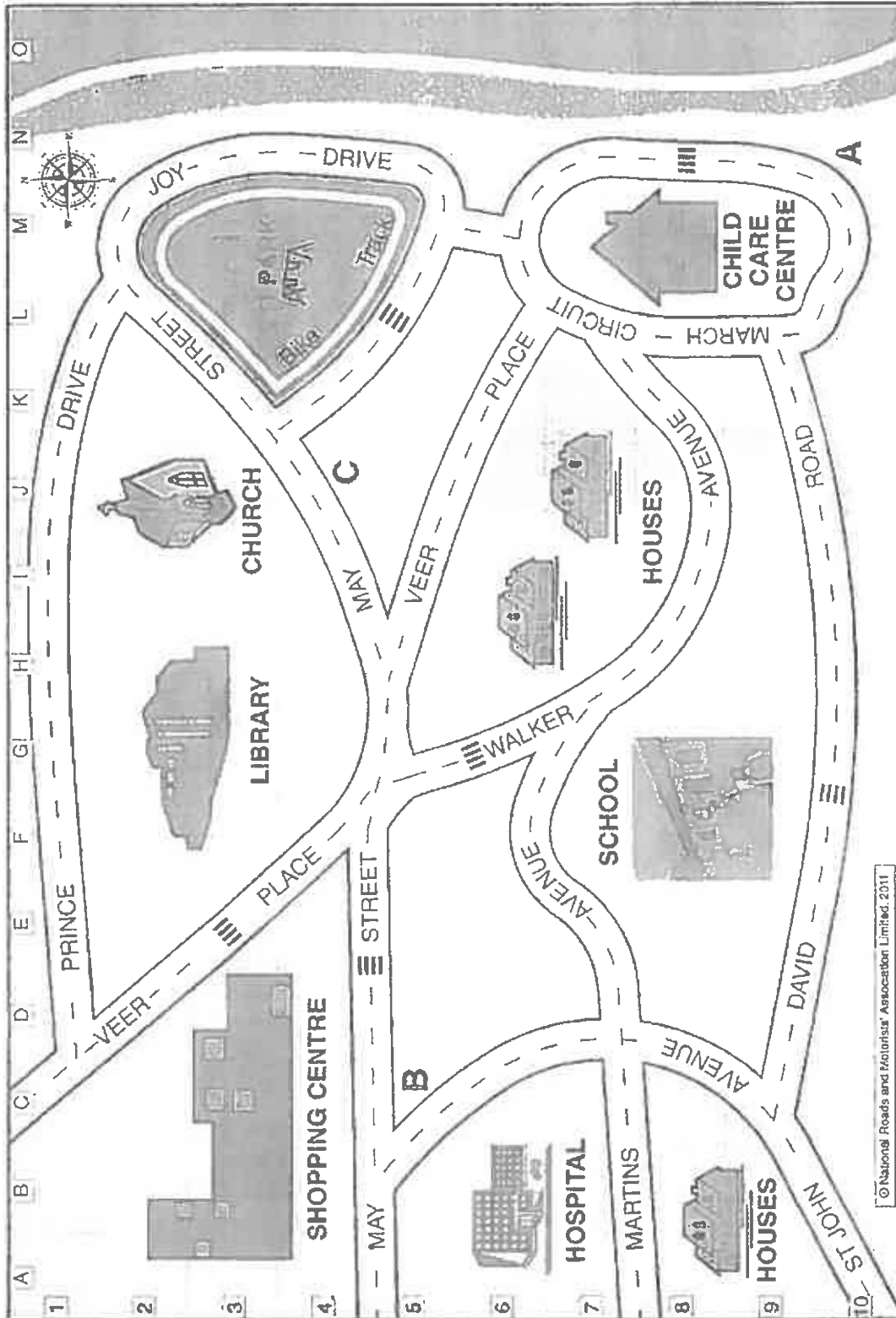
**Learning goal:** I can calculate common percentages to work out discounts and sale prices of items.

	Original Price	Discount	Savings	New Price
	\$20	25%		
	\$36	25%		
	\$50	25%		
	\$60	25%		
	\$200	25%		
	\$290	25%		
	\$410	25%		
	\$680	25%		
	\$700	25%		
	\$1700	25%		

Score: \_\_\_\_/20



# Map



© National Roads and Motorists' Association Limited 2011

## Questions



Look at the map and answer the following questions.

1. A person wants to cross the road at Point A. What should he/she do? (Circle answer)

- a) Cross here      b) Go up to the crossing and then cross

2. Why is it unsafe to cross at Point A?

.....

.....

3. If you wanted to get to the library from the houses on Walker Avenue, what would be the route you would take? Why?

.....

.....

4. Justin loves to ride his bike every weekend. Where is the safest place for him to ride?

.....

5. Look at the intersection at G5. Is it a safe intersection? Why?

.....

.....

6. What could be done to make this intersection safer?

.....

7. You have been asked to help make the streets safer for children.

Suggest where you would put the following:

- a) A zebra crossing .....
- b) A stop sign .....
- c) A set of traffic lights .....

8. What are the coordinates for Point B and Point C?

- i) Point B ..... ii) Point C .....

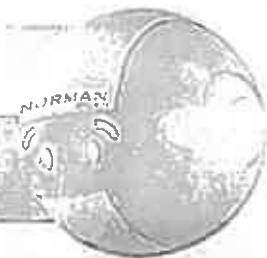
9. Pia is at Point B. How can she go to the shopping centre safely?

.....

10. Blake is at Point C and wants to go to the library. Is there a safe place nearby for him to cross the road? What could be done to make the road safer?

.....

.....



## The future is here now

Norman and Norma think it is fantastic that so many students are keeping themselves safe by following the road rules. It's time to test your skills.

**Write True or False for the following:**

1. It is mandatory for drivers and passengers to wear a restraint whenever a restraint is available.
2. The safest place in the car is the front passenger seat.
3. You feel the seat belt cutting into your neck.  
It's OK to take it off and travel without a seat belt.
4. Many crashes could be avoided if drivers reduced their travelling speeds.
5. A driver can always see you no matter how big or small you are.
6. It is unsafe to leave babies or children alone in the car.
7. When using a wheeled device such as a scooter or a bike you must give way to pedestrians.
8. You should always place your school bag in the boot of the car so that it doesn't become a dangerous projectile in a crash.

.....

.....

.....

.....

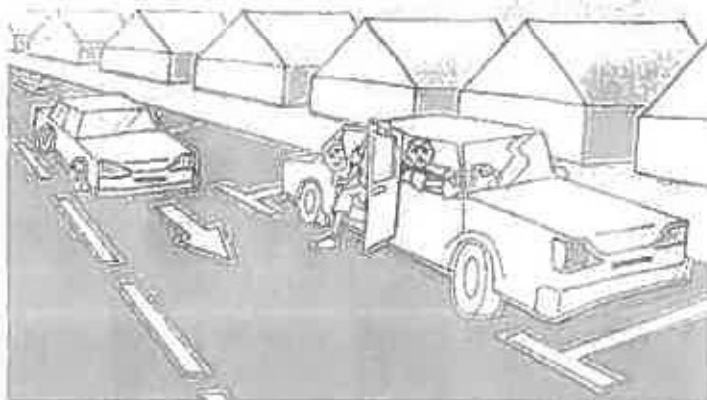
.....

.....

.....

.....

**Read the following scenarios and complete the sentences.**



1. Jim's dad parks their car on a busy road.  
Jim is sitting in the rear seat behind the driver.  
He takes off his seat belt, opens his door and starts to get out into the oncoming traffic.  
Jim is being unsafe because

.....

.....

.....

.....

2. Tom is riding his bike fast. You notice he has no bell and his helmet straps are undone.

To stay safe, Tom needs to remember to

.....

.....

.....

.....



name: \_\_\_\_\_ date: \_\_\_\_\_



[www.AtoZTeacherStuff.com](http://www.AtoZTeacherStuff.com)

## Words ending in ically

w d o p e h  
 m p x q f b j p c z v l  
 y k h e t a i r g e q a o f j q m i  
 t u w w s h u m c s s n r k r y f z  
 u e n e c g u z d a o k o a a o l o z x  
 z h a z x a z g s y e m n z b l e z w x  
 i j p s q r w w b k l p i t t o a e c s u d  
 v t g g q c u r j u t c i t n c z o j j e h  
 p a t b x s v l i a c m i i m m g d l s  
 g f a g p c l a h d n s i n z  
 h a l l r q i d c  
 v i l y l z s l c a p h t  
 b c l l y h z c r l j y e z v  
 g x t y d e r z y o l q u w b s x j c  
 w z h a y m v u o l y y t k j m i u y u j  
 i s k m i w h k d l y l l a c i s y h p j  
 w q k t w d f e h f a w l c r e r g a b w j p  
 u e t v c j z e f c d a v b i y b c i p d  
 y l l a c i o t s i i c r a i g h t x a k  
 g n t c x c t e f e i b j d z j x s d  
 b q j k v n m i r n p a i e s m e  
 c c k p s c z h a c l v g  
 j o d e e t p n r  
 p p e  
 s j q

ethnically  
 specifically  
 clinically  
 economically  
 skeptically  
 frantically  
 comically  
 physically  
 stoically

**Spelling Rule:** When a word ends in -ic, add -al before adding -ly**Contractions**

I shall = _____	could not = _____
would have = _____	how did = _____
what will = _____	there has = _____
you are = _____	they would = _____
he is = _____	might have = _____

**Homophones - hear or here**

You need to sign \_\_\_\_\_ on the dotted line.

If you would like to join our club, we would love to \_\_\_\_\_ from you.

The TV chef announced, " \_\_\_\_\_ is a dish that I made up earlier."

I did not \_\_\_\_\_ you properly. Do you want it \_\_\_\_\_ or over there?

**Homophones - close or clothes**

Can you please \_\_\_\_\_ the door behind you?

The brand new \_\_\_\_\_ were being bought for the wedding.

His \_\_\_\_\_ were packed away ready for the holiday.

I will \_\_\_\_\_ the window to stop the breeze.

**Detective's Clues**

Write three clues about a word that follows the rule of the week. Ask a friend to guess the word from your clues.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

word = \_\_\_\_\_

### Stage 3 Project—Learning From Home Term 3

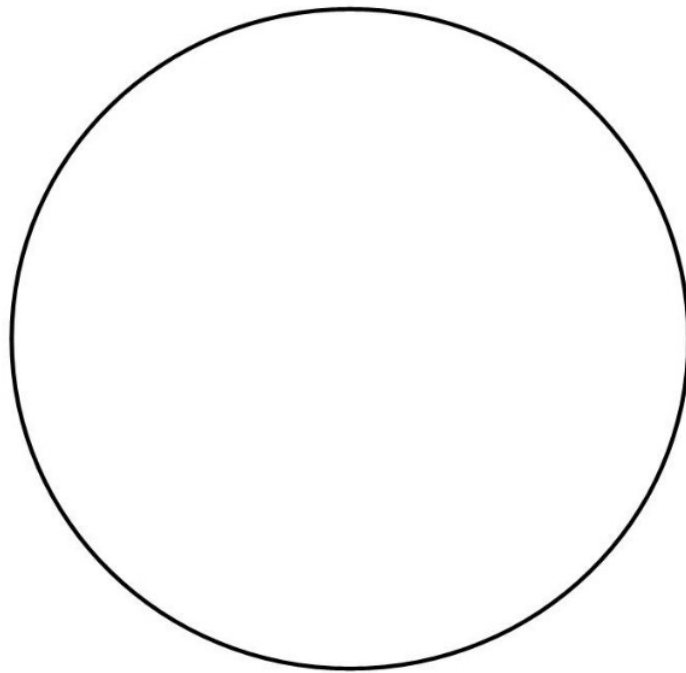
This project is about **Wattle Day**, which is celebrated on September 1st.

Use Information website—you need to navigate by using the **tabs**—also watch the film clip below and make notes (use sub-headings). Have you got any wattle trees at home or near you—take a photo with some wattle and upload.

- **Introduction—Wattle Day** What? Why? When?
- **Five fun facts about wattle**
- **Read some Wattle Day poems** (click on For Schools tab—open **Poetry**—read some—then open **Songs**—read lyrics of, *The Wattle Blooms*, by Linda Hurley—click on music—listen to piano & singing—try again and join in)  
**and then Write a short poem of your own about wattle**
- **How did Indigenous people use wattle?** timber, medicine etc (click About Wattle > Aboriginal & Torres Strait culture > Traditional uses—scroll down—make notes)
- **Design a Wattle Day badge** Title, date, image—sprig of wattle—use circle below—plan first—you might use a compass for guide lines—make your work a **quality design**—plan on scrap paper first.

<http://www.wattleday.asn.au/> (main source) (information)

<https://www.youtube.com/watch?v=WskF04aWGUQ> (video)







Primary source: First Wattle Day in 1910



## Wattle Day 2021



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

**Times Tables**  
MixedWeek 8  
Wednesday

x2, x4, x5, x10	x3, x6, x9	x7, x8, x11, x12
10 × 2 = _____	3 × 6 = _____	6 × 8 = _____
9 × 10 = _____	11 × 3 = _____	9 × 7 = _____
3 × 4 = _____	4 × 9 = _____	6 × 11 = _____
10 × 5 = _____	3 × 3 = _____	11 × 8 = _____
6 × 2 = _____	12 × 9 = _____	6 × 12 = _____
2 × 5 = _____	9 × 3 = _____	6 × 7 = _____
11 × 4 = _____	6 × 9 = _____	12 × 12 = _____
8 × 5 = _____	8 × 6 = _____	11 × 12 = _____
2 × 2 = _____	4 × 3 = _____	11 × 7 = _____
3 × 10 = _____	3 × 9 = _____	11 × 11 = _____
7 × 4 = _____	9 × 9 = _____	7 × 8 = _____
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12 × 5 = _____	7 × 6 = _____	7 × 12 = _____
10 × 10 = _____	8 × 9 = _____	8 × 8 = _____
4 × 2 = _____	7 × 3 = _____	12 × 7 = _____
5 × 4 = _____	2 × 9 = _____	9 × 12 = _____
6 × 5 = _____	12 × 6 = _____	8 × 7 = _____
8 × 2 = _____	6 × 6 = _____	12 × 11 = _____
5 × 10 = _____	11 × 9 = _____	8 × 11 = _____
9 × 4 = _____	8 × 3 = _____	8 × 12 = _____
4 × 4 = _____	9 × 6 = _____	9 × 8 = _____
11 × 10 = _____	7 × 9 = _____	10 × 12 = _____

Score: \_\_\_\_\_ / 75



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

**Mental Computation**  
2-digit Addition

Week 8  
Wednesday

**Learning goal:** I can use mental computation strategies to solve addition problems. The strategies I could use are jump, split or compensation.

$45 + 96 = \underline{\hspace{2cm}}$

$26 + 26 = \underline{\hspace{2cm}}$

$65 + 47 = \underline{\hspace{2cm}}$

$69 + 28 = \underline{\hspace{2cm}}$

$33 + 60 = \underline{\hspace{2cm}}$

$54 + 49 = \underline{\hspace{2cm}}$

$26 + 12 = \underline{\hspace{2cm}}$

$12 + 44 = \underline{\hspace{2cm}}$

$87 + 78 = \underline{\hspace{2cm}}$

$87 + 27 = \underline{\hspace{2cm}}$

$68 + 18 = \underline{\hspace{2cm}}$

$94 + 23 = \underline{\hspace{2cm}}$

$49 + 44 = \underline{\hspace{2cm}}$

$92 + 13 = \underline{\hspace{2cm}}$

$99 + 51 = \underline{\hspace{2cm}}$

$77 + 89 = \underline{\hspace{2cm}}$

$91 + 65 = \underline{\hspace{2cm}}$

$34 + 57 = \underline{\hspace{2cm}}$

$53 + 31 = \underline{\hspace{2cm}}$

$78 + 61 = \underline{\hspace{2cm}}$

$77 + 61 = \underline{\hspace{2cm}}$

$64 + 35 = \underline{\hspace{2cm}}$

$97 + 71 = \underline{\hspace{2cm}}$

$55 + 37 = \underline{\hspace{2cm}}$

$89 + 92 = \underline{\hspace{2cm}}$

$99 + 56 = \underline{\hspace{2cm}}$

$22 + 38 = \underline{\hspace{2cm}}$

$58 + 59 = \underline{\hspace{2cm}}$

$57 + 95 = \underline{\hspace{2cm}}$

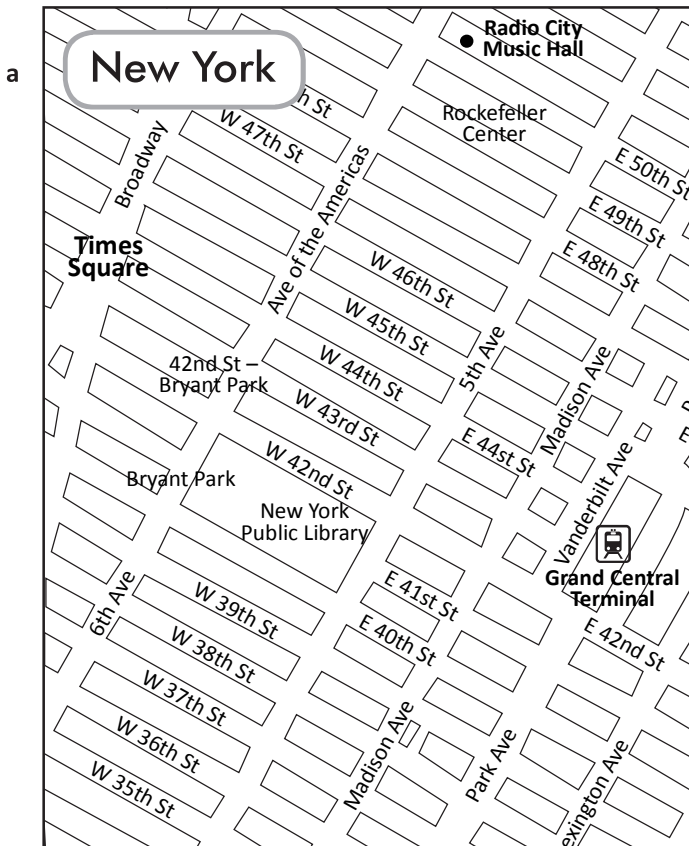
$96 + 11 = \underline{\hspace{2cm}}$

Time: \_\_\_\_\_

Score: \_\_\_\_\_ /30

## Coordinates – street directories

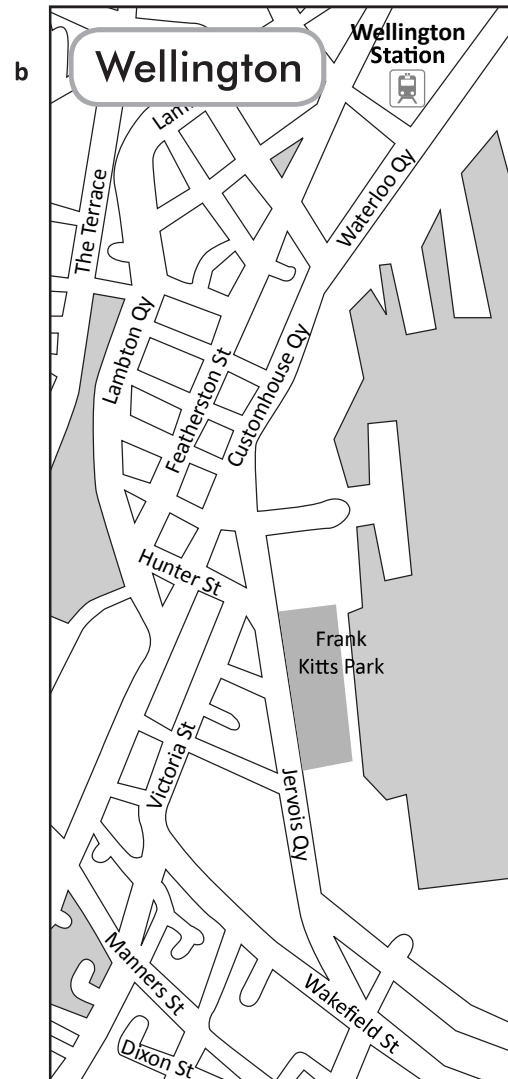
- 4 You will be travelling to 2 cities. In each city you will follow directions to locate a secret spot. Mark your travels on the map. Some of the clues are a little cryptic and might require some thought.



It's time to hit the streets of **New York** (USA)! You arrive at Grand Central Terminal and walk out onto Vanderbilt Avenue.

You want to get to Radio City Music Hall. Draw what you think would be the fastest route. From Radio City Music Hall, walk 8 blocks down Ave of the Americas/6th Ave and then turn left. What is on your right?

Turn right into 5th Ave and turn right onto E 40th St. Walk for 2 blocks and then turn right onto Broadway. What famous area is 3 blocks to the right?



You fly direct to **Wellington** (New Zealand). Do you know what island are you on?

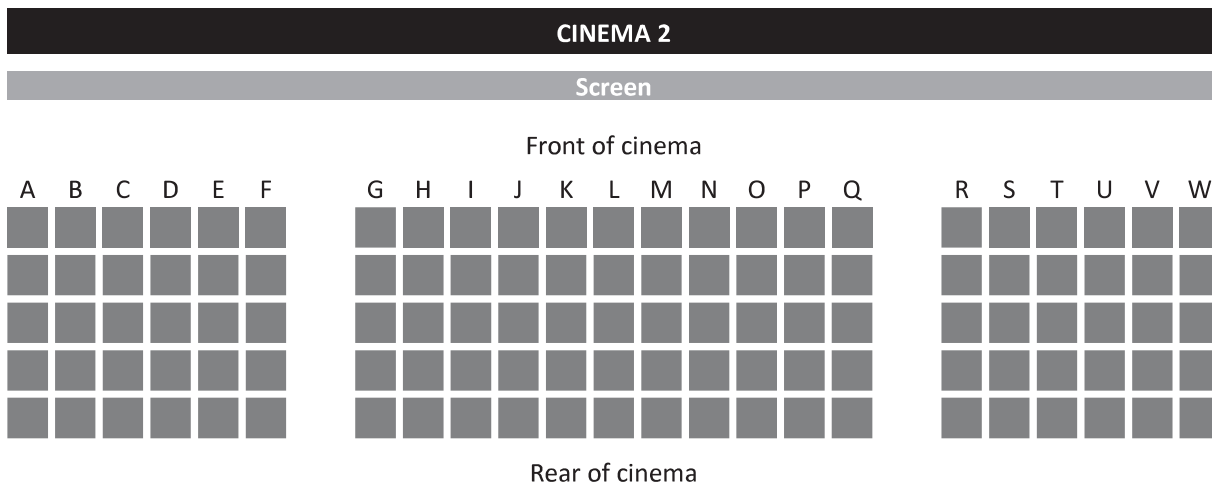
You catch a train to Wellington Station and then head south on Featherston St. Turn left onto Hunter St and then right onto a street named after a queen.

Turn into Wakefield St and then take your first left. Travel along this till you reach a park. What street does the park face onto?



What to do

Look at the cinema plan. Use the clues to find who is sitting where.



The following seats were booked by 6 different people. Read the clues then fill in the table.

- Clue 1** Jack is sitting in E4.
- Clue 2** Molly is 2 rows directly in front of Jack.
- Clue 3** Trent is 2 seats to the left of N3.
- Clue 4** Carly is 12 seats to the right of Molly.
- Clue 5** Brian is on Carly's left.
- Clue 6** Lim is directly behind Trent.
- Clue 7** Zac is 6 seats to the right of Molly.
- Clue 8** Ella is on Lim's left.
- Clue 9** Will is in an aisle seat in row 3 in the section on the far right.

Name	Seat
Molly	
Jack	
Trent	
Brian	
Carly	
Lim	
Zac	
Ella	
Will	



**Spelling Rule:** When a word ends in -ic, add -al before adding -ly

## Sentences

Write a sentence for three words that follow the rule of the week.

word = \_\_\_\_\_

word = \_\_\_\_\_

word = \_\_\_\_\_

## Graffiti Wall

Write at least five of your spelling words on the graffiti wall, exploring different colours and styles.

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

All About  
**Biomes**  
Vocabulary

Word	Picture	Definition
terrestrial		
aquatic		
abiotic		
biotic		
climate		

# All About Biomes

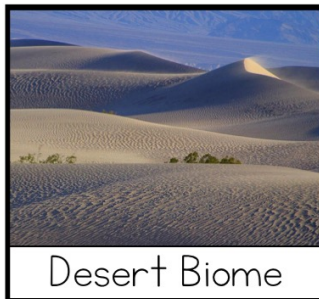
Biomes are regions that together make up the Earth's surface. They are classified based on factors of the region's environment. First, a biome is unique in its **abiotic** factors such as **climate** and soil type. Climate is the general weather conditions, like temperature and rainfall, in an area over time. Second, each biome consists of specific **biotic** factors, which are plants and animals that can live there. Plants and animals belonging to a biome have qualities that allow them to survive in its area. For example, a cactus needs a hot, dry climate to survive so it grows in the desert.

Biomes on land are called **terrestrial** biomes, and biomes in the water are **aquatic** biomes.

Each biome has sub-biomes that have their own ecosystems. Scientists have different ideas of how many major biomes there are. Many say there are five major biomes, but others count sub-biomes as major biomes as well. The five major biomes that many scientists agree on are aquatic biomes, grasslands, deserts, forests, and tundra.



Aquatic Biome



Desert Biome



Grassland Biome



Forest Biome



Tundra Biome

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

# All About **Biomes**

## Finding Text Evidence

Find the answer in the text and use the appropriate color to highlight your evidence. Then answer the question in your own words.



What is the difference between terrestrial and aquatic biomes?

---

---

---



What abiotic factors can be used to classify a biome?

---

---

---



What biotic factors can be used to classify a biome?

---

---

---



How do scientists disagree on the number of biomes that exist?

---

---

---



What are the five major biomes?

---

---

---

as blind as a bat ; as quiet as a mouse ;

as flat as a pancake ; as safe as a bank ;

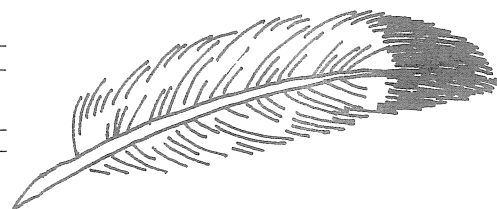
as stubborn as a mule ; as simple as ABC ;

as white as a ghost ; as regular as clockwork ;

as heavy as an elephant ; as busy as a bee ;

as cool as a cucumber ; as strong as an ox ;

as light as a feather .



Teacher

y y y y y



# Advertising Techniques

Effective advertisements use different strategies called a 'hook' that persuades the audience to purchase a product. Effective advertisements will use a range of strategies to make the reader feel something positive and make them want what they are advertising. Some of these are listed below, think about how you may use them in your own advertisement.

**Task:** Highlight the key ideas in the below advertising techniques

## Positive Words/Promises

Effective adverts convince you that you must buy the product being advertised to improve your life and ignores and negative ideas. They use phrases such as happier, healthier, more successful, less stressed, smoother.

## Bossy Verbs

For example, ENROL in the world class skiing lessons. ENJOY the fun! LEARN a new skill.

## Rhetorical Questions

A rhetorical question is a question that does not require an answer but is used for effect. They are used to get the audience to start thinking about a product that they hadn't thought about buying, until the idea was skilfully put into their minds.

For example: ARE you in need of a holiday? DO you enjoy the outdoors?

## Catch Phrases

A phrase or expression vocally repeated to the extent that saying or hearing the phrase you automatically think about their product.

## Product Information

Successful adverts contain all the necessary information about the product and inform you where to find and buy the product.

## Celebrity Endorsements

Using a celebrity to say that they have used the advertiser's product often results in people who admire the celebrity buying the product.

## Make Offers

Adverts may offer special deals to help hook the order and to persuade them to think they are getting a bargain. These may include discounts, vouchers, competitions, free products, "buy one get one free" etc.

**Task:** Look at the below adverts and label as many different advertising techniques used to help sell the products.



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

**Times Tables**  
MixedWeek 8  
Thursday

x2, x4, x5, x10	x3, x6, x9	x7, x8, x11, x12
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4 × 4 = _____	7 × 9 = _____	10 × 12 = _____
8 × 10 = _____	12 × 3 = _____	9 × 7 = _____
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10 × 10 = _____	11 × 9 = _____	7 × 12 = _____
7 × 5 = _____	12 × 6 = _____	8 × 7 = _____
6 × 4 = _____	8 × 3 = _____	8 × 11 = _____
11 × 2 = _____	4 × 9 = _____	11 × 12 = _____
2 × 10 = _____	9 × 6 = _____	8 × 8 = _____
8 × 4 = _____	6 × 6 = _____	8 × 12 = _____

Score: \_\_\_\_\_ / 75

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

**Mental Computation**  
2-digit Addition

Week 8  
Thursday

**Learning goal:** I can use mental computation strategies to solve addition problems. The strategies I could use are jump, split or compensation.

$20 + 15 = \underline{\quad\quad}$

$85 + 35 = \underline{\quad\quad}$

$26 + 63 = \underline{\quad\quad}$

$79 + 95 = \underline{\quad\quad}$

$94 + 64 = \underline{\quad\quad}$

$92 + 27 = \underline{\quad\quad}$

$73 + 37 = \underline{\quad\quad}$

$68 + 17 = \underline{\quad\quad}$

$52 + 51 = \underline{\quad\quad}$

$76 + 34 = \underline{\quad\quad}$

$38 + 91 = \underline{\quad\quad}$

$99 + 94 = \underline{\quad\quad}$

$54 + 11 = \underline{\quad\quad}$

$29 + 48 = \underline{\quad\quad}$

$21 + 61 = \underline{\quad\quad}$

$12 + 57 = \underline{\quad\quad}$

$63 + 92 = \underline{\quad\quad}$

$71 + 12 = \underline{\quad\quad}$

$82 + 12 = \underline{\quad\quad}$

$83 + 79 = \underline{\quad\quad}$

$79 + 96 = \underline{\quad\quad}$

$56 + 13 = \underline{\quad\quad}$

$96 + 54 = \underline{\quad\quad}$

$25 + 22 = \underline{\quad\quad}$

$47 + 70 = \underline{\quad\quad}$

$47 + 33 = \underline{\quad\quad}$

$69 + 36 = \underline{\quad\quad}$

$80 + 98 = \underline{\quad\quad}$

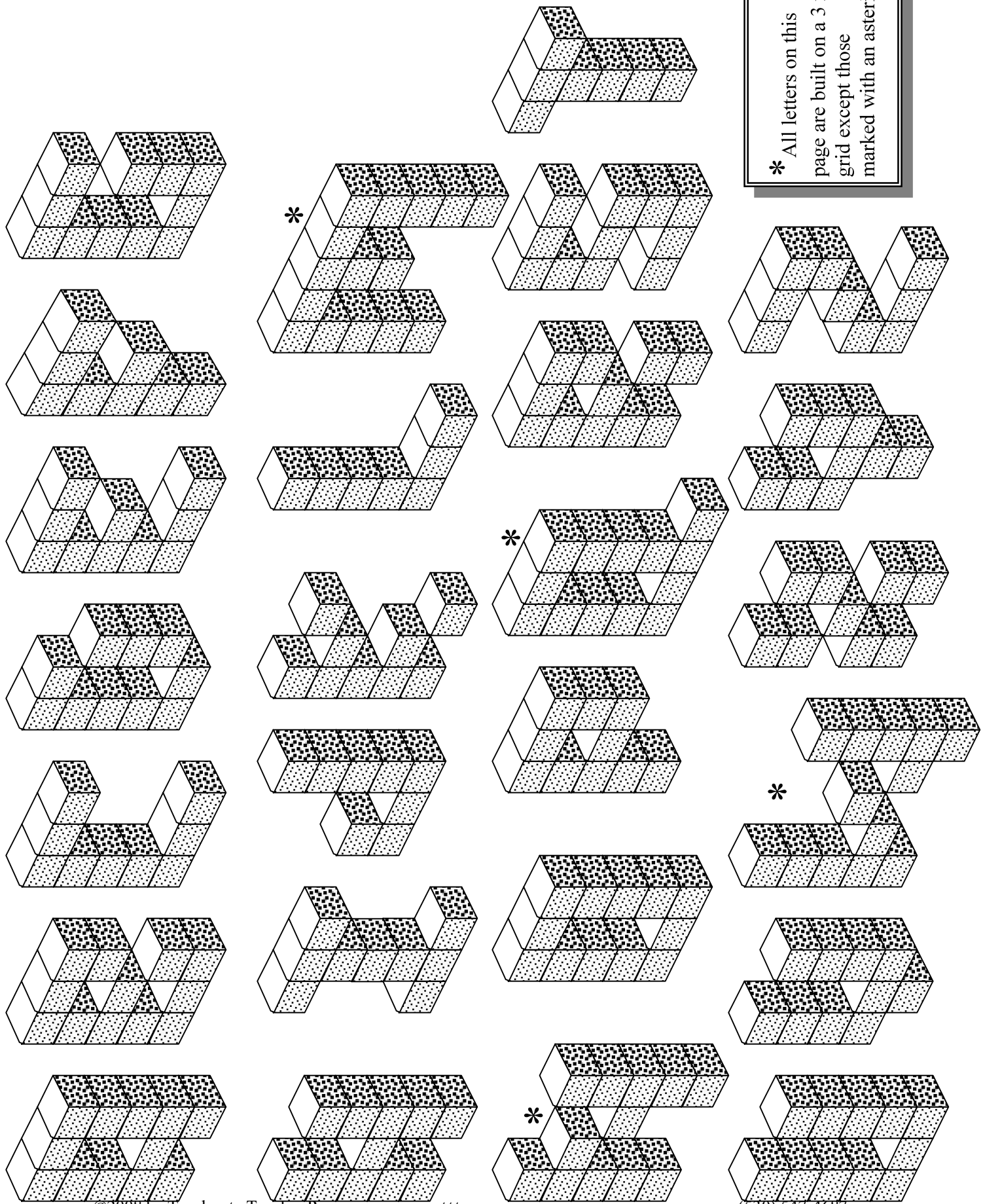
$22 + 67 = \underline{\quad\quad}$

$14 + 30 = \underline{\quad\quad}$

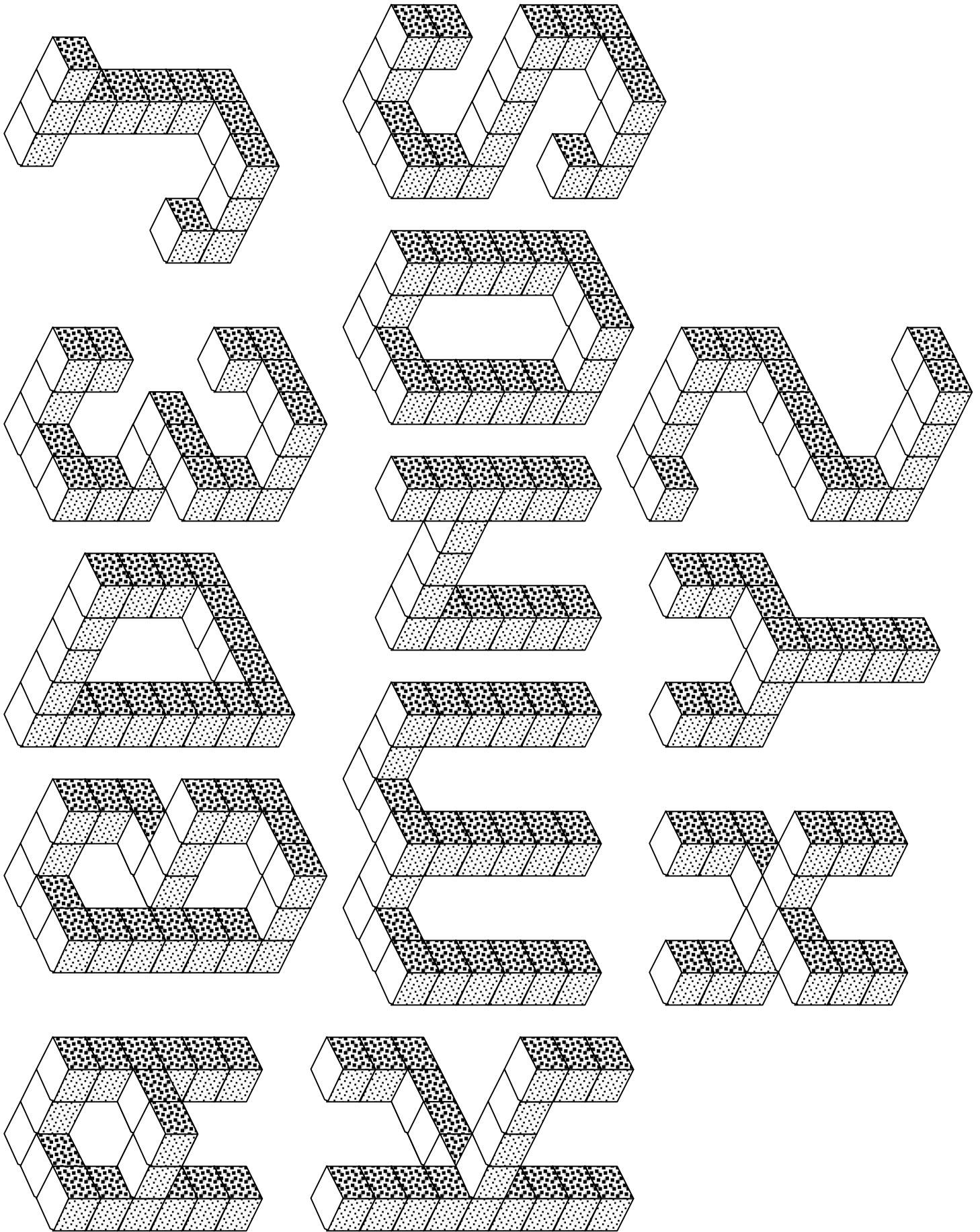
Time: \_\_\_\_\_

Score: \_\_\_\_\_ /30

\* All letters on this page are built on a 3 x 5 grid except those marked with an asterisk.



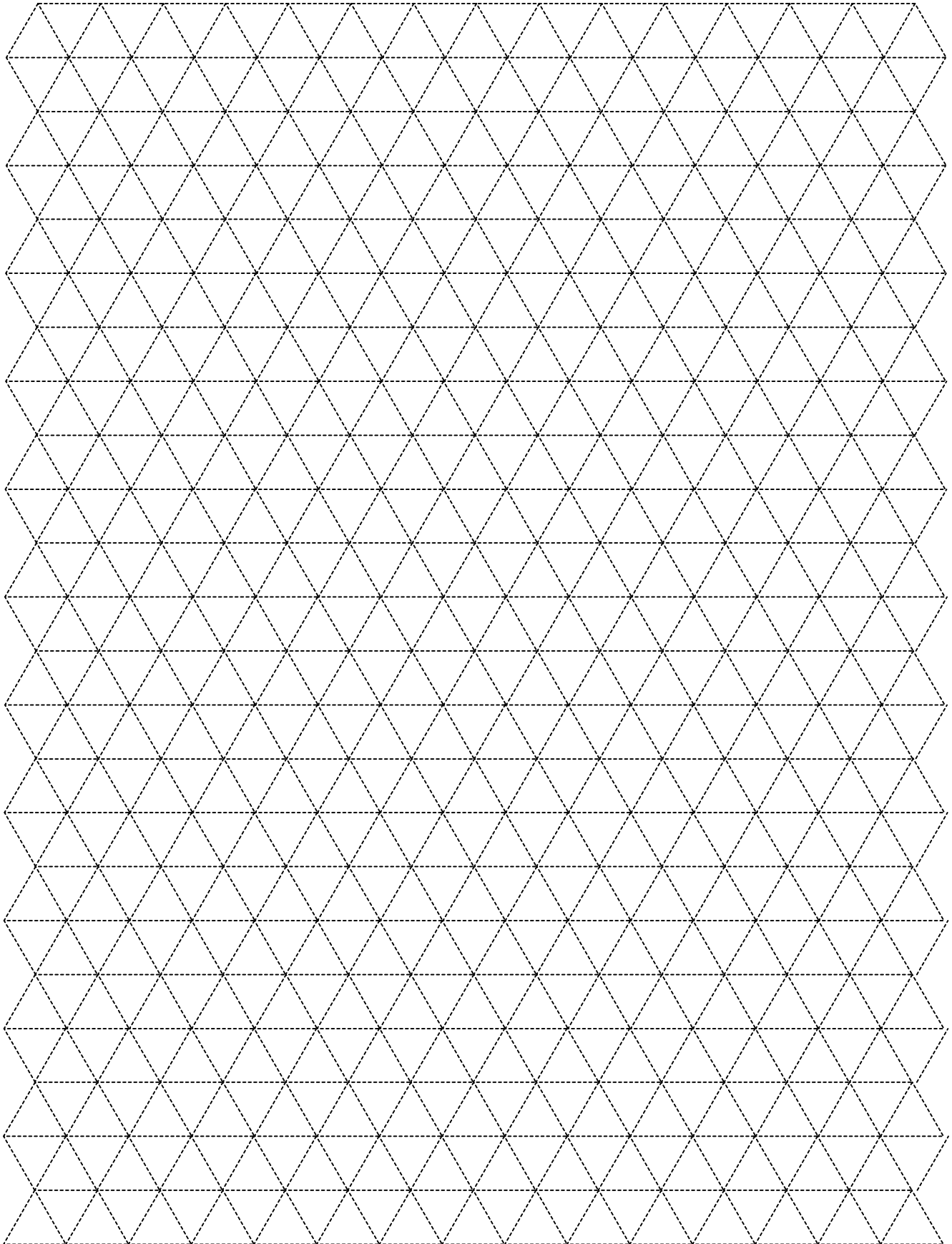




Name \_\_\_\_\_

TOP

ISOMETRIC DRAWING PAPER

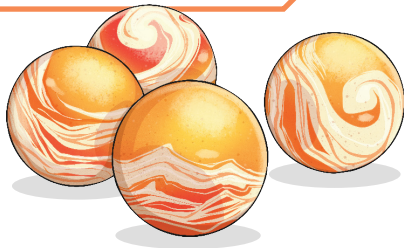


# Vertical Marble Maze

## STEM Challenge

### The Activity:

Design and make a maze for your marble to get from the top to the bottom.

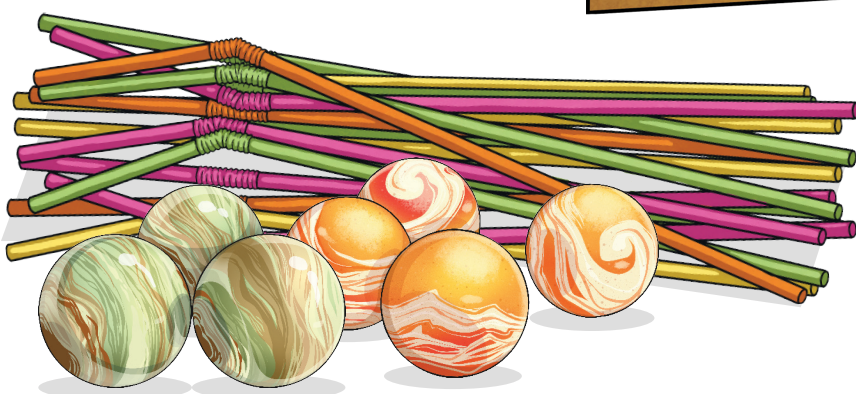
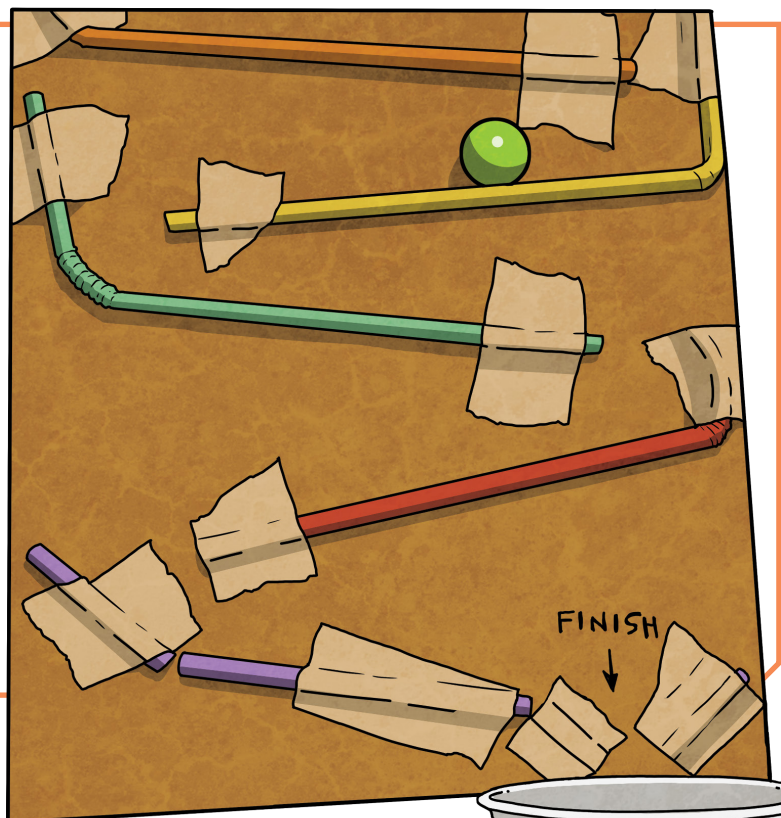


### You Will Need:

- A large piece of cardboard
- Sticky tape
- Straws
- Cup
- Marble

### Instructions:

1. Get into small groups.
2. Design your marble maze.
3. Make your maze by cutting and sticking straws in a pattern so your marble can reach the cup.
4. Test your design by dropping the marble in the top.
5. Adjust your maze if you need to.



# Vertical Marble Maze

## STEM Challenge

Aim:

Vertical Maze Design:

Change Made:

### Reflection:

What worked?

What was changed?

What did not work?