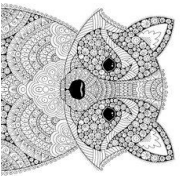


**Stage 2 Offline Home Learning Timetable – Term 4 – Week 1**

Week	Monday 4 <sup>th</sup> October <b>PUBLIC HOLIDAY</b>	Tuesday 5 <sup>th</sup> October	Wednesday 6 <sup>th</sup> October	Thursday 7 <sup>th</sup> October	Friday 8 <sup>th</sup> October
Morning:		<b>Wellbeing</b> Choose one wellbeing activity from the grid to complete.			<b>Wellbeing</b> Choose one wellbeing activity from the grid to complete.
		<b>Reading.</b> <i>Log into PM reading and read for 20 minutes.</i> Record the title of the book Write about the characters and the beginning, the middle and the end of the story or chapter that you read. Draw pictures to match the story.	<b>Reading</b> <i>Log into PM reading and read for 20 minutes.</i> Record the title of the book Complete the comprehension task- Children and Sport	<b>Reading</b> <i>Log into PM reading and read for 20 minutes.</i> Record the title of the book Word Study- Write down 7-10 new or unusual words you came across while reading. Find them in a dictionary and record their meanings. Write each word in a sentence	<b>Reading</b> <i>Log into PM reading and read for 20 minutes.</i> Record the title of the book Complete the 'Fact and Opinion' task
	<b>Spelling</b> Log on to <a href="http://www.soundwaveskids.com.au">www.soundwaveskids.com.au</a> Year 3 access code: yard832 Year 4 access code: star400	Select unit 30. Select Sound Info Kit. Listen to the sound. Complete the spelling worksheet. <b>Flat Teacher/Recount Writing</b> See <a href="#">Google Classroom Assignment</a> . Create a Google Slides Presentation that recounts your school holidays and/or Flat Teacher adventures.	<b>Handwriting</b> Complete either the year 3 or year 4 worksheet.	<b>Grammar (ZOOM Session)</b> Log into the 9am zoom lesson. You will need a workbook and pencil to complete the activities.	<b>Spelling</b> Write out your list words in colour, then complete the activities on your spelling worksheet.
			<b>Writing (ZOOM Session)</b> Login to the 9am zoom session. Complete the sequencing Worksheet.	<b>Writing</b> Complete the 'How to Make Spaghetti' Worksheet.	<b>Writing</b> Use the template to write a procedural text for 'How to Brush Your Teeth'
Break	Break	Break	Break	Break	Break
Middle:		<b>Mathematics</b> Practise your 6 times tables. View the mathematics worksheet. You need to draw the other half of the picture ensuring that it looks the exact same as the part that is already drawn to ensure that it is symmetrical.	<b>Mathematics (ZOOM Session)</b> Log into the 9am zoom lesson. Complete the lines of symmetry worksheet.	<b>Mathematics (ZOOM Session)</b> Log into the 9am zoom lesson. You will need one die or you can use the online die at this website <a href="https://freeonline dice.com/">https://freeonline dice.com/</a> You are going to roll a die 20 times and record whether it lands on an odd or even number using tally marks. Then answer the questions on the worksheet.	<b>Mathematics</b> Practise your 6 times tables. Complete the mathematics worksheet.

		<b>Fitness</b> Set a timer for 15 minutes and complete the following activities as many times as you can: -10 push ups -15 sit ups -20 star jumps -10 lunges -10 mountain climbers	<b>Fitness</b> Play outside! You might like to do some of the following or come up with your own idea. Jump on your trampoline, run around your backyard, go for a bike ride with your parents' permission, kick a ball, star jumps or create a dance.	<b>Fitness</b> Set a timer for 15 minutes and complete the following activities as many times as you can: -Plank for as long as your can -15 sit ups -20 star jumps -10 lunges -10 squats	<b>Fitness</b> Play outside! You might like to do some of the following or come up with your own idea. Jump on your trampoline, run around your backyard, go for a bike ride with your parents' permission, kick a ball, star jumps or create a dance.
Break		Break	Break	Break	Break
Afternoon:		<b>Science</b> Complete the activity and then answer the questions on the worksheet.	<b>Geography</b> Complete the Map of Australia worksheet.	<b>PDH</b> <b>Bounce Back- Looking on the Bright Side</b> Read the story, Baseball Saved Us and complete the worksheets on Looking on the Bright Side and Bad Times Don't Last. You might like to write a brief reflection at the end of today's lesson about what you have learned and how you are feeling.	<b>Creative arts – Art</b> <b>Sea Turtle</b> Follow the instructions to draw a sea turtle. Once you have finished, colour or paint your turtle.

Create your own mindfulness colouring and then enjoy colouring it in.



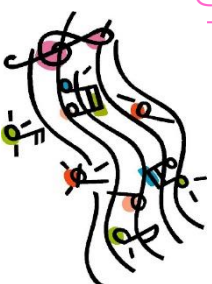
“ A PROBLEM SHARED IS HALVED.”

Speak to an adult about things that may be worrying you. This could be someone at home or your teacher on Google Classroom.



Try some meditation with the help of these [Go Noodle Videos](#).

Listen to some relaxing music. Try a Disney piano playlist [here](#).



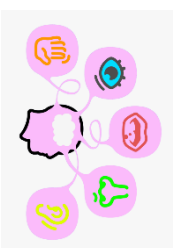
Play some board games with your family. It is important to spend time and have fun with the people you love.



# Mental Wellbeing Activity Grid

## MINDFULNESS 5-4-3-2-1!

THINK ABOUT:



- 5 THINGS YOU CAN SEE
- 4 THINGS YOU CAN TOUCH
- 3 THINGS YOU CAN HEAR
- 2 THINGS YOU CAN SMELL
- 1 THING YOU CAN TASTE

## Create your own glitter jar

1. Find a jar or plastic bottle. Decorate it if you like.
  2. Fill up  $\frac{3}{4}$  of the jar/bottle with water. Next add clear glue, food colouring and glitter.
  3. Seal the lid tightly and enjoy watching the glitter glide around.
- Always ask an adult before trying this activity.



Ask an adult if you can go for a walk together. Fresh air and exercise really help to improve your mood!



Spend some time reading a book for your own enjoyment.

Curl up, get cosy and see where the story takes you!



## Build-a-Skill

This may be something that you have already tried, or it could be something completely new.



This could be the start of an exciting journey! One day you could be a world-famous baker, artist, or computer coder!

TUESDAY READING

The PM book I read was-

Book Name-

Level-

Pages-

The characters were-

What happened (Write 3-4 sentences for each)

1. *The Beginning-*

2. *The Middle-*

3. *The End-*

Draw a picture of the story-

Week 1

List Words

zip	these	easy	music	organise
does	those	please	noise	treasure
toys	close	use	zipper	measure
zero	always	doesn't	drizzle	usual
zebra	busy	frozen	horizontal	realise

Extension Words



**z zz s se**

 zebra	 bears
 puzzle	 cheese

amazement  
 citizen  
 civilisation  
 disease

dizziness  
 exercise  
 camouflage  
 closure

decision  
enclosure  
explosion  
exposure



<b>s</b>	treasure
<b>si</b>	television
<b>ge</b>	mirage

Brainstorm words that have a 'z' or a 's' sound

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Write out 15 of your list words

<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>

Write 5-10 sentences using your list words.

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## What is Symmetry?

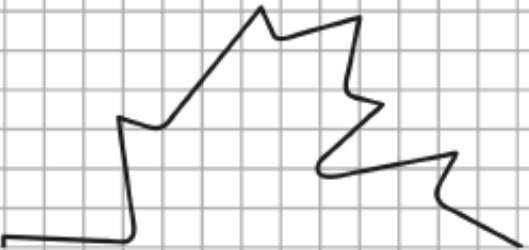
Tuesday

An object, shape or design can be said to be symmetrical if a line can be drawn through the middle, such that the two halves are mirror images of each other.

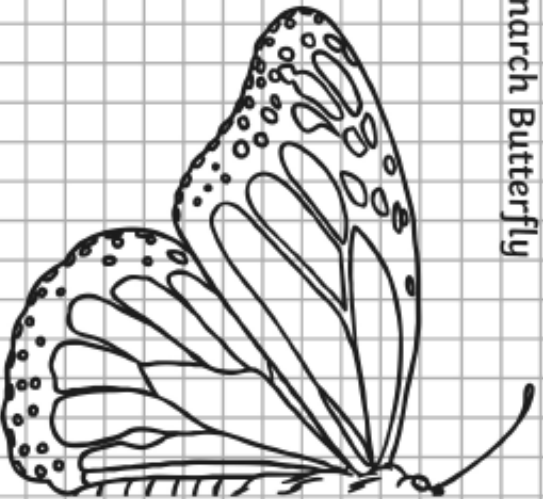
For example, a butterfly has symmetry. If you drew a line down the middle of the butterfly, both sides would be the same.



Maple Leaf



Monarch Butterfly



Dragonfly



Bird in Flight



## Pulling it all Together

*Draw a line to match the word to its definition:*

Gravity	A force to move something away.
Push	A force that slows or stops motion by rubbing objects together.
Pull	The force that keeps us and other objects on the ground.
Friction	A force to move something towards you.

*Activity:* Create your own game using force. *For example, you may play a game with your sibling to see how far you can fling a scrunched-up piece of paper with an elastic band.*

Your game could include: marbles, dominoes, elastics, ball, soft toy, paper

*Once you have played your game you need to answer the following questions:*

1. Explain your game:

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2. How many pushes are used in your game? \_\_\_\_\_

3. How many pulls in your game? \_\_\_\_\_

4. How are friction and gravity used in your game? \_\_\_\_\_

5. Draw a picture showing and explaining your game.

Level 4

## Children and Sport

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

Children should play more sport. Sport is important for health and for personal development.

Firstly, playing sports helps children stay fit and healthy. Many young people today don't get enough, or any, exercise. This is one reason many children are becoming overweight. Being overweight can cause several health problems, especially later in life. Sport is a great way to encourage kids to get moving. Children who participate in sport get more exercise each week than children who don't.

Another benefit of playing sport is social development. Children learn valuable social skills and develop their confidence. They learn to interact with a range of different people. Learning how to make new friends is a skill that is important for kids and adults alike. Playing sport is the perfect way for children to learn develop their social skills.

Playing a team sport also teaches children how to work together. Knowing how to get along with other people and how to work as a team are very important life skills. Team sports such as soccer, football and



basketball help develop such skills. Children can learn how to solve disagreements, and they learn how to work together to achieve a common goal.

Children must play more sport. Let's turn off the TV and get our children moving!



**Level 4****Children and Sport** Name: \_\_\_\_\_**Task A**

1. What is the purpose of this text?

\_\_\_\_\_

2. What sports does the author suggest are good for teaching teamwork skills?

\_\_\_\_\_

3. List 3 reasons the author says sport is important for kids.

\_\_\_\_\_

4. Which word from the text means 'advance'?

\_\_\_\_\_

5. Do you agree that it is important for kids to play sport? Why or why not?

\_\_\_\_\_

\_\_\_\_\_

6. Who do you think the intended audience of this text is? Explain your answer.

\_\_\_\_\_

\_\_\_\_\_

**Task B**Synonyms are words that have a similar meaning. For example: '**important**' and '**valuable**'Find the **synonyms** for the following words in the text:

1. motivate- \_\_\_\_\_

2. abilities- \_\_\_\_\_

3. engage- \_\_\_\_\_

4. variety- \_\_\_\_\_

**Task C**

The author tries to make the reader feel positively about children playing sports.

For example: 'Sports is a **great** way...'

Make a list of words and phrases the author used to make the reader feel positively about children playing sports.

**Challenge!**

Design a poster that encourages kids to be active.

## Diagonal Joins to Long f, and from q and z

## Writing Time 3

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

nf

af

ef

qu

za

ze

zi

zo

zl

zz



Trace and copy.

neat meat deck neck hug mug

head dead nail tail note mole

## Horizontal Joins to Ascenders

## Writing Time 4

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

ob

of

oh

ok

ol

ot

rb

rf

rh

rk

rl

rt

Practising horizontal joins to e

Copy this text.

Maritime archaeologists explore

the bottom of the ocean.

Name \_\_\_\_\_

Date \_\_\_\_\_

## Understanding Sequence

**Sequence is the order in which things happen in a text.**

1. Number these steps from the procedure from 1 to 9.

When your dog is dry, carefully brush your dog's hair until it is soft and fluffy.	
Give your dog a dog treat as a reward for having a bath.	
Gently take off your dog's collar and place it somewhere safe where it will not get lost.	
Carefully place your dog into the water. Calmly talk to your dog so it does not feel scared about getting wet.	
Fill up a large basin or sink with warm water. Make sure the water will not overflow when you put in your dog.	
Use the small bucket to rinse all of the shampoo off your dog. Do not leave any shampoo, as it may make your dog itchy.	
Slowly pick up your dog and wrap it in a towel. Dry your dog as much as you can with the towel.	
Scoop some water into the small bucket and carefully pour it over your dog. Your dog should be completely wet.	
Squeeze some dog shampoo into your hand. Gently massage the shampoo all over your dog. Do not put any in your dog's eyes.	

# Symmetry in Nature

Location and Transformation

1. What does it mean if something is symmetrical?

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2. Can you think of things that are symmetrical?

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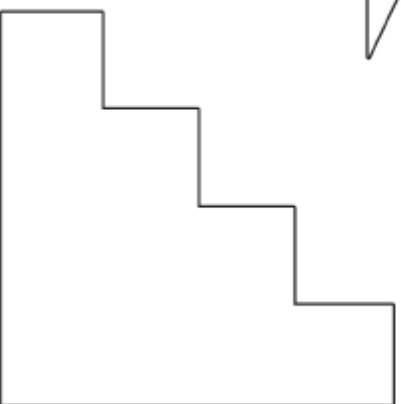
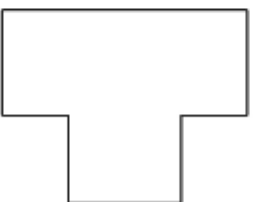
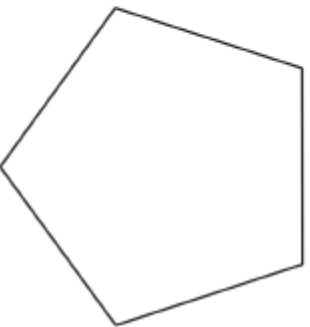
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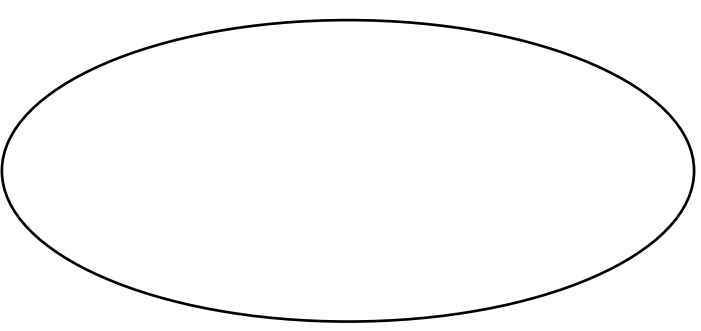
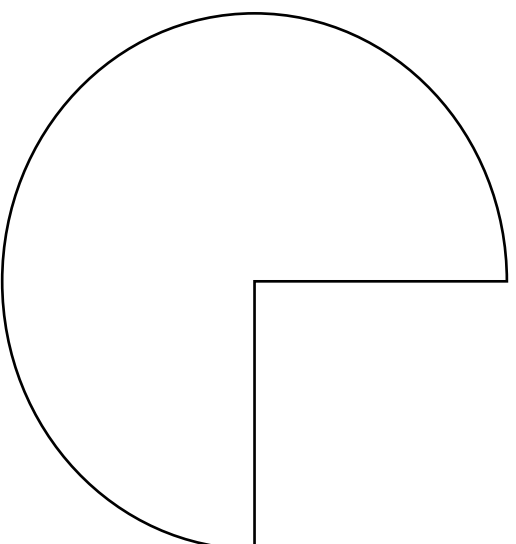
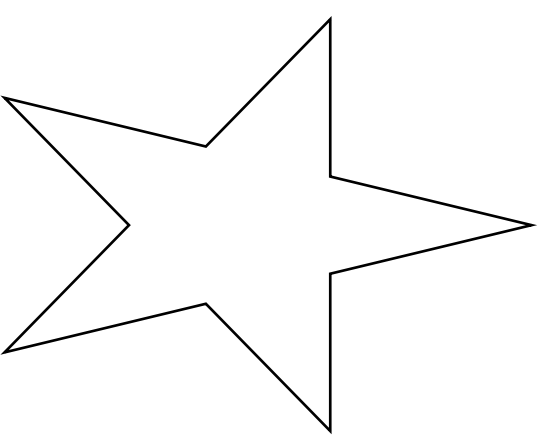
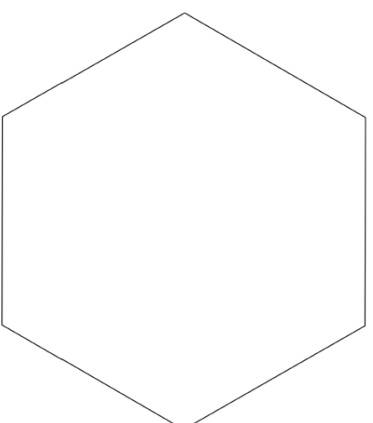
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3. Draw the lines of symmetry on each shape below.

How many lines of symmetry does each shape have?



Draw all the lines of symmetry.



New or Unusual Words

- The PM book I read was-

Book Name-

Level-

Pages-

- Record 7-10 new or unusual words you came across while reading-

- 1-
- 2-
- 3-
- 4-
- 5-
- 6-
- 7-
- 8-
- 9-
- 10-

- Find them in a dictionary and record their meanings.

- 1-
- 2-
- 2-
- 3-
- 4-
- 5-
- 6-
- 7-
- 8-
- 9-
- 10-

- Put each word in a sentence.

- 1-
- 2-
- 2-
- 3-
- 4-
- 5-
- 6-
- 7-
- 8-
- 9-
- 10-

Name \_\_\_\_\_

Date \_\_\_\_\_

# How to Make Spaghetti

Find and underline these language features in the following procedure text:

- action verbs (red)
- adverbs (blue)
- adverbial phrases telling where, when or how (green).

## Materials

Spaghetti

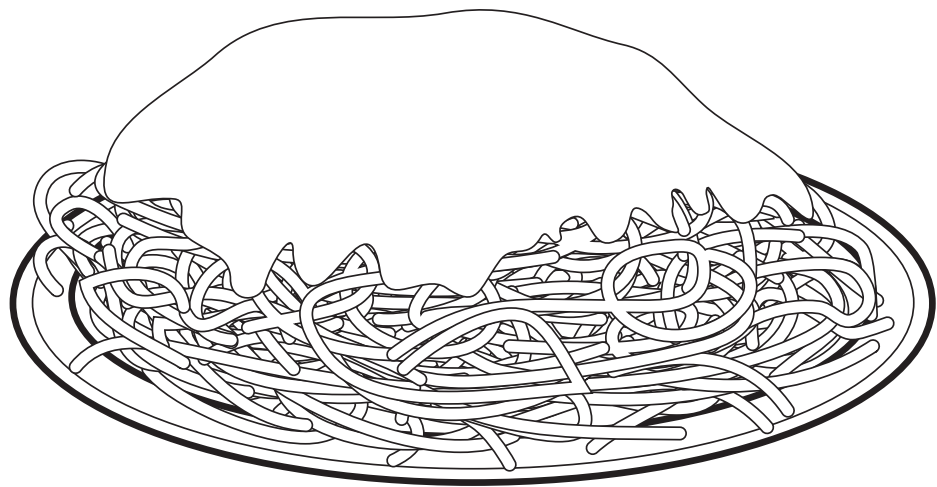
Pasta sauce

Large saucepan

Colander

Plate

Fork



## Method

1. Carefully place a large saucepan of water on the stove top. Set the heat to a high temperature.
2. Once the water is boiling, reduce the heat. Place a large handful of spaghetti into the water.
3. Cook the spaghetti until it is soft. Stir the spaghetti so it does not clump together.
4. Drain the spaghetti thoroughly with a colander. Avoid the steam rising up from the boiling water as it can burn.
5. Return the spaghetti to the empty saucepan. Pour the pasta sauce generously over the spaghetti. Stir it evenly through the pasta.
6. Carefully tip the spaghetti onto a plate. Enjoy your meal!

## Independent Events

When one event does not affect the probability of another.

### Flipping a Coin:

A coin flip lands on heads.



This event will not affect the result of the next flip.

The probability of heads or tails will always be  $\frac{1}{2}$ .



**Activity:** You need to get a die or use an online die at this website

<https://freeonline dice.com/>

You roll the die 20 times and record whether it lands on an odd or even number using tally marks.

1. **Predict:** Will it land more on odd or even number? \_\_\_\_\_

**Complete the activity and record your results below using tally marks**

<b>ODD</b>	
<b>EVEN</b>	

2. Which occurred more, odd or even numbers? \_\_\_\_\_

3. Was your prediction correct? \_\_\_\_\_

4. If you repeated this, do you think you would get the same results?

Create your own chance experiment and record your results below:

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# Bounce Back- Looking on the Bright Side

## Bad times don't last

Read the story- Baseball Saved Us by Ken Mochizuki

In this true story, a young boy called Shorty and his Japanese-American parents are sent to an internment camp in Idaho, America during World War 2. Shorty struggles with the hardships until he and his father create a baseball diamond and organise baseball teams.

After watching the story, say to yourself:

**BAD TIMES DON'T LAST. THINGS ALWAYS GET BETTER. STAY OPTIMISTIC.**

## Bad times don't last- Baseball Saved Us

Answer the following questions.

1. What was the bad time or bad thing that happened in the story?

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2. What positive steps did the characters take to try and make things better?

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3. Did it take a long time for things to get better?

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4. What might happen if you only focus on the bad time and what you have lost?

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Have you ever experienced a setback, sadness or disappointment? What is something positive you did to help you to get through it?

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Good memories can help us **BOUNCE BACK**. Things get better and there are always parts of life that are good.

Fill in the chart showing that bad times don't last and things get better.

Bad Time	Things Get Better
I have a bad cold.	If I rest, I will feel better soon.
We lost our match.	If we train hard, we will get better.

## Baseball Saved Us

By Ken Mochizuki

One day, my dad looked out at the endless desert and decided then and there to build a baseball field.

He said people needed something to do in camp. We weren't in a camp that was fun, like summer camp. Ours was in the middle of nowhere, and we were behind a barbed-wire fence. Soldiers with guns made sure we stayed there, and the man in the tower saw everything we did, no matter where we were.

As Dad began walking over the dry, cracked dirt, I asked him again why we were here.

"Because," he said, "America is at war with Japan, and the government thinks that Japanese Americans can't be trusted. But it's wrong that we're in here. We're Americans too!" Then he made a mark in the dirt and mumbled something about where the infield bases should be.

Back in school, before Camp, I was shorter and smaller than the rest of the kids. I was always the last to be picked for any team when we played games. Then, a few months ago, it got even worse. The kids started to call me names and nobody talked to me, even though I didn't do anything bad. At the same time the radio kept talking about some place far away called Pearl Harbor.

One day mom and Dad came to get me out of school. Mom cried a lot because we had to move out of our house real fast, throwing away a lot of our stuff. A bus took us to a place where we had to live in horse stalls. We stayed there for a while until we came here.

This Camp wasn't anything like home. It was so hot in the daytime and so cold at night. Dust storms came and got sand in everything, and nobody could see a thing. We sometimes got caught outside, standing in line to eat or to go to the bathroom. We had to use the bathroom with everybody else, instead of one at a time like at home.

We had to eat with everybody else, too, but my big brother Teddy ate with his own friends. We lived with a lot of people in what were called barracks. The place was small and had no walls. Babies cried at night and kept us up.

Back home, the older people were always busy working. But now, all they did was stand or sit. Once Dad asked Teddy to get him a cup of water.

"Get it yourself," Teddy said.

"What did you say?" Dad snapped back.

The older men stood up and pointed at Teddy. "How dare you talk to your father like that!" one of them shouted.

Teddy got up, and walked away. I had never heard Teddy talk to Dad that way before.

That's when Dad knew we needed baseball. We got shovels and started digging up the space in a big empty space near our barracks. The man in the tower watched us the whole time. Pretty soon, other grown-ups and their kids started to help.

We didn't have anything we needed for baseball, but the grown-ups were pretty smart. They funneled water from irrigation ditches to flood what would become our baseball field. The water packed down the dirt and made it hard. There weren't any trees, but they found wood to build the bleachers. Bats, balls, and gloves arrived in cloth

sacks from friends back home. My mom and other moms took the covers off mattresses and used them to make uniforms. They looked almost like the real thing.

I tried to play, but I wasn't that good. Dad said I just had to try harder. But I did know that playing baseball here was a little easier than back home. Most of the time, the kids were the same size as me.

All the time I practiced, the man in the tower watched. He probably saw the other kids giving me a bad time and thought that I was no good. So I tried to be better because he was looking.

Soon, there were baseball games all the time. Grown-ups played and us kids did, too. I played second base because my team said that was the easiest. Whenever I was at bat, the infield of the other team started joking around and moved in real close. The catcher behind me and the crowd for the other team would say, "Easy out," I usually grounded out. Sometimes I got a single.

Then came one of our last games of the year to decide on the championship. It was the bottom of the ninth inning and the other team was winning, 3 to 2. One of our guys was on second and there were two outs.

Two pitches, and I swung both times and missed. I could tell that our guy on second was begging me to at least get a base hit so somebody better could come up to bat. The crowd was getting loud. "You can do it!" "Strike out!" "No hitter!"

I glanced at the grandhouse behind the left field foul line and saw the man in the tower, leaning on the rail with the blinding sun glinting off his sunglasses. He was always watching, always staring. It suddenly made me mad.

I gripped the bat harder and took a couple of practice swings. I was gonna hit the ball past the grandhouse even if it killed me. Everyone got quiet and the pitcher threw.

I stepped into my swing and pulled the bat around hard. I'd never heard a crack like that before. The ball went even farther than I expected.

Against the hot desert sun, I could see the ball high in the air as I ran to first base. The ball went over the head of the left fielder.

I dashed around the bases, knowing for sure that I would get tagged out. But I didn't care, running as fast as I could to home plate. I didn't even realize that I had crossed it.

Before I knew it, I was up in the air on the shoulders of my teammates. I looked up at the tower and the man, with a grin on his face, gave me the thumbs-up sign.

But it wasn't as if everything were fixed. Things were bad again when we got home from Camp after the war. Nobody talked to us on the street, and nobody talked to me at school, either. Most of my friends from Camp didn't come back here. I had to eat lunch by myself.

Then baseball season came. I was the smallest guy again, but playing baseball in Camp had made me a lot better. The other guys saw that I was a pretty good player. They started calling me "Shorty," but they smiled when they said it.

By the time the first game came around, I felt almost like part of the team. Everyone was laughing and horsing around on the bus. But as soon as we got out there, it hit me: nobody on my team or the other team, or even anybody in the crowd looked like me.

When we walked out onto the field, my hands were shaking. It felt like all these mean eyes were staring at me, wanting me to make mistakes. I dropped the ball that was

thrown to me, and I heard people in the crowd yelling, "Tap." I hadn't heard that word since before I went to camp—it meant that they hated me.

My team came up to bat and I was up next. I looked down. I thought maybe I should pretend to be sick so I wouldn't have to finish the game. But I knew that would make things even worse, because I would get picked on at school for being a chicken. And they would use the bad word, too.

Then it was my turn at the bat. The crowd was screaming, "The Tap's no good!" "Easy out!" I heard laughing. I swung twice and missed. The crowd roared each time I missed, drowning out my teammates, who were saying, "C'mon, Shorty, you can do it!" I stepped back to catch my breath.

When I stepped back up to the plate, I looked at the pitcher. The sun glinted off his glasses as he stood on the mound, like the guard in the tower. We stared at each other. Then I blocked out the noise around me and got set. The pitcher wound up and threw.

I swung and felt that solid whack again. And I could see that little ball in the air against the blue sky and puffy white clouds. It looked like it was going over the fence.

# Fact and Opinion



**A fact:**

can be proven by research, facts and figures, survey results and other methods.



**An opinion:**

can't be proven because it is a matter of personal belief or judgement.

My name is Travis and I am 10 years old. I moved into this town a year ago and have noticed that there are not many fun outdoor things for kids to do around here. This is a shame! We know it's not healthy for kids to just sit around and play video games all day. The best way to get kids active would be to build a new playground. There is only one playground and the equipment is old and boring. There is an empty lot of land at the end of Samson Street which I feel would be the perfect spot for a new playground. It is down by the river so people could also go fishing or have a swim. This town needs a new playground.



Separate the fact from the opinion. Remember, facts can be proved while opinions can't!

Facts



Opinions



zip	these	easy	music	organise
does	those	please	noise	treasure
toys	close	use	zipper	measure
zero	always	doesn't	drizzle	usual
zebra	busy	frozen	horizontal	realise

Extension Words

**Z ZZ S se**  
 zebra puzzle  
 zebra puzzle  
 bears puzzle  
 bears cheese

amazement  
 citizen  
 civilisation  
 disease

dizziness  
 exercise  
 camouflage  
 closure

decision  
 enclosure  
 explosion  
 exposure

**s si ge**  
 treasure  
 television  
 mirage

Write out 15 of your spelling words in colour

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Draw a line to match the words to their definition:

Zebra	Achieved without much effort and not many issues
Easy	A device used to keep a jacket closed
Measure	An African wild horse with black and white stripes
Horizontal	parallel to the horizon
Zipper	Determining the size of something

Contractions are made by joining two words together and using an apostrophe

e.g. he is = he's, what is = what's

Write the contractions for the following words:

- |                   |                   |
|-------------------|-------------------|
| 1. she is _____   | 2. Do not _____   |
| 3. can not _____  | 4. It is _____    |
| 5. where is _____ | 6. Was not _____  |
| 7. are not _____  | 8. You will _____ |



# How to Brush Your Teeth

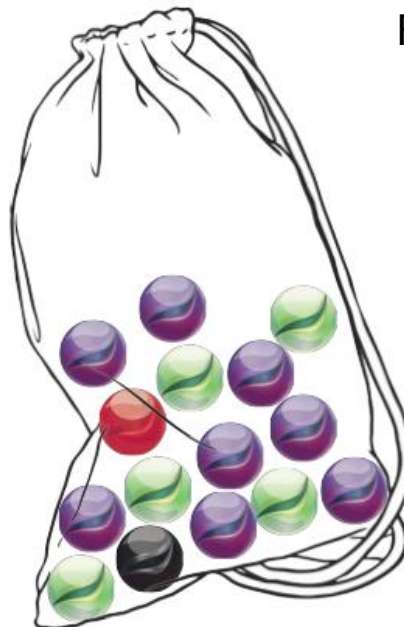


**Step 1:**

**Step 2:**

**Step 3:**

**Step 4:**



View the marble bag to answer the questions below.

1. How many marbles are in the bag? \_\_\_\_\_
2. What is the probability of pulling out a purple marble? \_\_\_\_\_
3. Use a fraction to show the probability of pulling out a purple marble \_\_\_\_\_
4. What is the probability of pulling out a green marble? \_\_\_\_\_
5. Use a fraction to show the probability of pulling out a green marble \_\_\_\_\_
6. If I removed **1 purple marble** and **1 green marble** from the bag, what is the probability of choosing a black marble using a fraction? \_\_\_\_\_
7. Does the probability of choosing a certain coloured marble change if marbles are removed from the bag?

8. Is this a dependent or an independent event? How do you know?

### Independent Events

When one event does not affect the probability of another.

#### Rolling a Die:

A die is rolled 12 times and lands on six each time.



This event still will not affect the result of the next roll.

The probability of rolling a six will always be  $\frac{1}{6}$ .

### Dependent Events

When one event does affect the probability of another.

#### Event 1

A bag of marbles has eight pink and two green.



The probability of selecting a green is  $\frac{2}{10}$ .

I select a marble and take out a pink.  
I don't put it back.

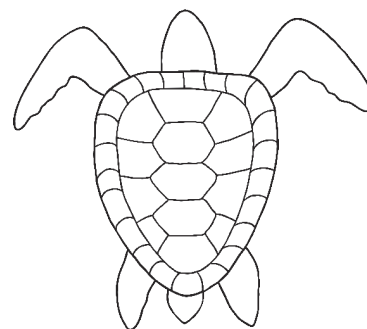


# How to Draw a Sea Turtle

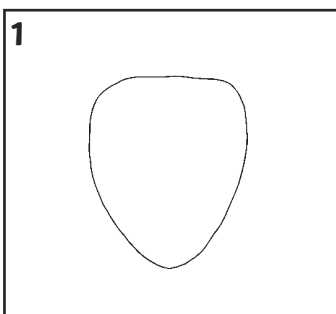
## You Will Need:

Pencil

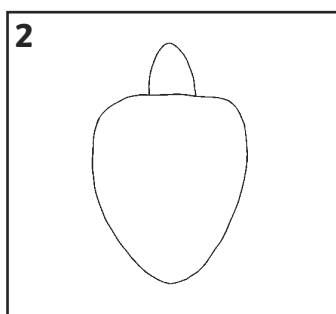
Material to draw on e.g. paper, card



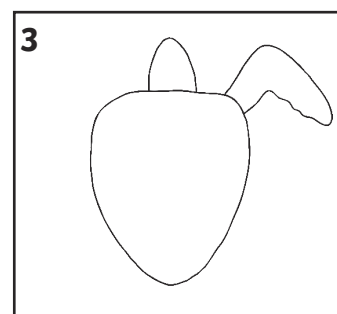
## Instructions:



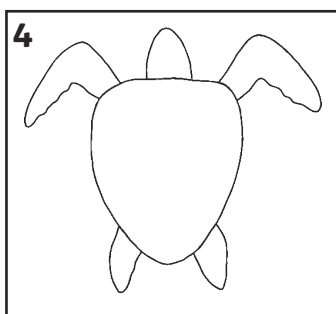
1  
Draw a rounded shape for the turtle's shell.



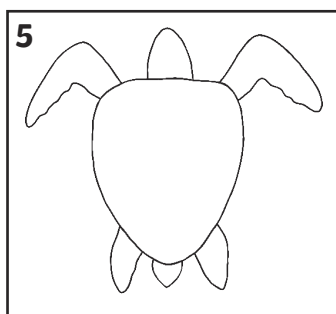
2  
Draw a small hump for the turtle's head.



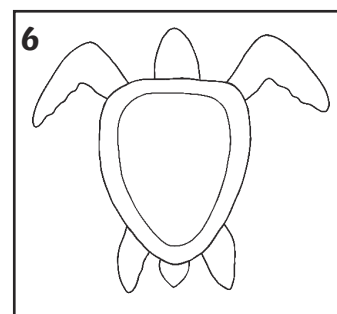
3  
Draw the turtle's arm.



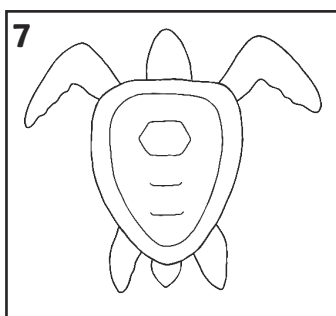
4  
Draw another arm and two legs.



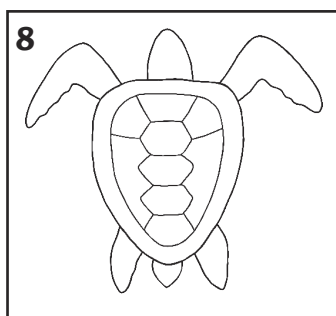
5  
Add a tail.



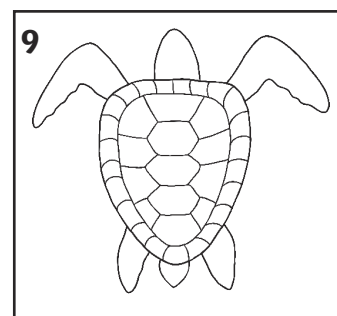
6  
Draw an inner ring inside the turtle's shell.



7  
Draw hexagons down the middle of the turtle's shell.



8  
Join the hexagons up with the inner ring of the shell.



9  
Add lines just inside the edge of the turtle's shell.