

YEAR 6

LEARNING  
- FROM -

• HOME •



Week 2

# ABOUT THIS PACK

The Teach Starter team has handpicked these resources for children to complete at home over one week with the help of their parents or guardians.

The resources cover the key learning areas of English, Maths and Science, along with some craft and mindfulness activities – all for free!

In the event of a school closure, or if a pupil needs to work remotely, this pack can be printed and sent home with students, downloaded digitally via a link, or emailed to parents and guardians to allow students to work with minimal preparation and supervision.

Parents and guardians should be able to understand the tasks and activities and set them in the home environment without requiring materials or resources found in a classroom. Resources in the pack can be completed on a tablet/iPad or printed and completed with a pen or pencil.

## How to Use This Pack

A timetable suggesting a day of the week and a time of the day for students to complete each resource is included. The pack also includes an editable version that you can adjust to suit your needs.

The amount of time you allow for a child to complete each task should be tailored to their needs. As a rule of thumb, give them as much time as they need, but watch for signs of fatigue that suggest they may need a break.

Whether following the suggested timetable or setting your own, be sure to include meal breaks and – most importantly – time to play! We recommend bundling this pack with your own home-learning activities, such as reading, outdoor play, fine motor skills games and craft activities.

## Share This Pack with Parents, Students, and Other Teachers!

This pack has been created specifically to support teachers, guardians and parents with children who are learning remotely, so feel free to share it with others. You can share it by copying the URL in the address bar of your browser, or by clicking on the envelope icon above to send the link to an email address. You can also download the pack and email the PDF document itself.

Teach Starter's mission is to make every classroom buzz. We hope your children will be 'busy bees' working on these resources in their home or virtual classroom environment.

## Year 6 – Learning From Home – Week 2

Day 1	Day 2	Day 3	Day 4	Day 5
<b>LITERACY</b> <i>Reading</i> <b>Comprehension – Bruno’s Big Adventure</b>  <i>Spelling</i> <b>Word Work Grid – V1</b> Select 3 activities off the grid to complete using your spelling words.	<b>LITERACY</b> <i>Reading</i> <b>Comprehension – Sushi Rolls</b>  <i>Grammar</i> <b>Grammar Sentence Challenge</b>  <i>Visual Stimulus</i> <b>Frida’s Fiesta Task Cards (cont.)</b> Complete 5 Literacy task cards of your choice.	<b>LITERACY</b> <i>Reading</i> <b>Comprehension – Advertising Facts and Opinions</b>  <i>Narrative Writing</i> <b>Be Careful, this Robot is...</b> Plan using the Narrative Planning Template.	<b>LITERACY</b> <i>Reading</i> <b>Comprehension – Sharks – The Leaders of the Ocean</b>  <i>Narrative Writing (cont.)</i> <b>Be Careful, this Robot is...</b> Write a persuasive text.	<b>LITERACY</b> <i>Reading</i> <b>Movie Versus Book: Popcorn and Drink Review</b>  <i>Spelling</i> <b>Word Work Grid – V1 (cont.)</b> Select 3 activities off the grid to complete using your spelling words.
Morning Tea	Morning Tea	Morning Tea	Morning Tea	Morning Tea
<b>NUMERACY</b> <i>Word Problems</i> <b>Frida’s Fiesta Task Cards</b> Complete 4 Mathematics or Economics task cards of your choice. <i>Maths Investigation</i> <b>Pop-Up Shop on Wheels (cont.)</b> Read the task sheet and complete step 1.	<b>NUMERACY</b> <i>Word Problems</i> <b>Frida’s Fiesta Task Cards</b> Complete 4 Mathematics or Economics task cards of your choice. <i>Maths Investigation</i> <b>Pop-Up Shop on Wheels (cont.)</b> Read the task sheet and complete step 2.	<b>NUMERACY</b> <i>Measurement</i> <b>Measurement with Decimals (A)</b> Complete page A. <i>Maths Investigation</i> <b>Pop-Up Shop on Wheels (cont.)</b> Read the task sheet and complete step 3.	<b>NUMERACY</b> <i>Measurement</i> <b>Measurement with Decimals (B)</b> Complete page B. <i>Maths Investigation</i> <b>Pop-Up Shop on Wheels (cont.)</b> Read the task sheet and complete step 4	<b>NUMERACY</b> <i>Measurement</i> <b>Latitude and Longitude</b> Read the Latitude and Longitude poster and complete the questions. <i>Shape</i> <b>2D Shapes and 3D Objects</b> <b>Crossword Puzzle</b>
Lunch	Lunch	Lunch	Lunch	Lunch
<b>HEALTH</b> <b>Frida’s Fiesta: Dietary Requirements</b>	<b>HEALTH</b> <b>Frida’s Fiesta: Dietary Requirements (cont.)</b>	<b>SCIENCE</b> <b>Formation of the Earth</b>	<b>SCIENCE</b> <b>What are Earthquakes?</b>	<b>MINDFULNESS</b> <b>Colouring in – Pangolin</b>

# CONTENTS

## Day 1

### Literacy

#### *Reading*

##### **Comprehension – Bruno’s Big Adventure**

A comprehension worksheet that allows children to work on identifying the author’s purpose. Children are required to read the text and answer the questions, either in a workbook or using the sheet provided. There is also a Crazy Creative Challenge that can be completed.

#### *Spelling*

##### **Word Work Grid – V1**

Children select 3 activities from the grid to complete using their spelling words. If they do not have a list of spelling words, read through a book together and select any words they are unfamiliar with. The activities can be completed using the provided templates or in a workbook.

#### *Visual Comprehension*

##### **Frida’s Fiesta Task Cards**

Use the Frida’s Fiesta Menu stimulus poster to complete task card activities. Choose task cards that are labelled Literacy, and follow the instruction on the card. Children can choose up to five tasks each round.

#### *Maths Investigation*

##### **Money and Finances – Pop-Up Shop on Wheels**

Children design a logo to represent ideas that relate to their chosen charity. Once they have chosen a design, they will need to apply it to three types of merchandise, plus a pop-up shop in the form of a truck. Children will then need to use their skills in understanding money and finances to calculate how many items they need to sell in order to make a profit.

### HEALTH

##### **Frida’s Fiesta: Dietary Requirements**

In this project, children explore a variety of different dietary requirements while interacting with the Frida’s Fiesta menu stimulus poster.



## Day 2

### Literacy

#### *Reading*

##### **Comprehension – Sushi Rolls**

A worksheet that allows children to work on the comprehension strategy of comparing and contrasting. Children read the text and answer the questions, either in a workbook or using the sheet provided. There is also a Crazy Creative Challenge that can be completed.

#### *Grammar*

##### **Grammar Sentence Challenge**

Write a paragraph about any chosen topic, using at least one of each of the grammar conventions at the bottom of the page. Underline each convention in the designated colour, e.g. nouns will be underlined in green.

#### *Visual Comprehension*

##### **Frida's Fiesta Task Cards (Continued from Day 1)**

Use the Frida's Fiesta Menu stimulus poster to complete the task card activities. Choose task cards that are labelled Literacy, and follow the instructions. Children can choose five tasks each round.

### Numeracy

#### *Word Problems*

##### **Frida's Fiesta Task Cards (Continued from Day 1)**

Use the Frida's Fiesta Menu stimulus poster to complete task card activities. Choose task cards that are labelled Mathematics, and follow the instructions. Children can choose five tasks each round.

#### *Maths Investigation*

##### **Money and Finances – Pop-Up Shop on Wheels (Continued from Day 1)**

Children design a logo to represent ideas that relate to their chosen charity. Once they have chosen a design, they will need to apply it to three types of merchandise, plus a pop-up shop in the form of a truck. Children will then need to use their skills in understanding money and finances to calculate how many items they need to sell in order to make a profit.

### HEALTH

##### **Frida's Fiesta: Dietary Requirements**

In this project, children explore a variety of different dietary requirements while interacting with the Frida's Fiesta menu stimulus poster.

## Day 3

### Literacy

#### *Reading*

##### **Comprehension – Advertising Facts and Opinions**

This comprehension worksheet allows children to work on the comprehension strategy of making inferences and drawing conclusions. Children read the text and answer the questions, either in a workbook or using the sheet provided. There is also a Crazy Creative Challenge that can be completed.

#### *Narrative Writing*

##### **Narrative Writing Stimulus – *Be Careful, this Robot is...***

Children use the stimulus, which includes the above topic, to construct a narrative text.

### Numeracy

#### *Measurement*

##### **Measurement With Decimals (A)**

Children use their measurement knowledge to convert different units of measurement. Complete activities 1–3.

#### *Maths Investigation*

##### **Money and Finances – Pop-Up Shop on Wheels (Continued from Day 2)**

Children design a logo to represent ideas that relate to their chosen charity. Once they have chosen a design, they will need to apply it to three types of merchandise, plus a pop-up shop in the form of a truck. Children will then need to use their skills in understanding money and finances to calculate how many items they need to sell in order to make a profit.

### Science

#### **Formation of the Earth**

Children read the passage about how the Earth was formed and then answer the questions, using the knowledge gained from the text.

## Day 4

### Literacy

#### *Reading*

##### **Comprehension – Sharks – The Leaders of the Ocean**

This comprehension worksheet allows children to work on the comprehension strategy of distinguishing between real and make-believe. Children read the text and answer the questions, either in a workbook or using the sheet provided. There is also a Crazy Creative Challenge that can be completed.

#### *Narrative Writing*

##### **Narrative Writing Stimulus – Be Careful, this Robot is... (Continued from Day 3)**

Children use the stimulus, which includes the above topic, to construct a narrative text.

### Numeracy

#### *Measurement*

##### **Measurement With Decimals (B)**

Children use their measurement knowledge to convert different units of measurement. Complete activities 1–3.

#### *Maths Investigation (cont.)*

##### **Money and Finances – Pop-Up Shop on Wheels (Continued from Day 3)**

design, they will need to apply it to three types of merchandise, plus a pop-up shop in the form of a truck. Children will then need to use their skills in understanding money and finances to calculate how many items they need to sell in order to make a profit.

### Science

##### **What are Earthquakes?**

Children read the passage about Earthquakes and answer questions, using the knowledge gained from the text.

## Day 5

### Literacy

#### *Reading*

##### **Movie Versus Book: Popcorn and Drink Review**

Use these templates to write a report that compares and reviews a story that has been published as a book but also made into a movie. These review templates can then be constructed to become a 3D cinema popcorn and drink combo.

#### *Spelling*

##### **Word Work Grid – V1 (Continued from Day 1)**

Children select 3 more activities from the grid to complete, using their spelling words. If they do not have a list of spelling words, read through a book together and select any words they are unfamiliar with. The activities can be completed using the provided templates or in a workbook.

### Numeracy

#### *Measurement*

##### **Latitude and Longitude**

Children read the provided poster to understand longitude and latitude. Using Google Maps, children find coordinates for local landmarks in their neighbourhood.

#### *Geometry*

##### **2D Shapes and 3D Objects Crossword Puzzle**

Use this 2D Shapes and 3D Objects Crossword to consolidate your child's understanding of the various shapes and objects and their properties.

### Mindfulness

##### **Mindfulness Colouring – Pangolin**

## Bruno's Big Adventure

It was just an ordinary Thursday. All of the Williams family had gone to school or to work. Bruno the dog was once again left on the back porch to watch the clouds pass by.

As Bruno lay looking up at the clouds, a big gust of wind blew over. Bruno went into the yard to investigate. To his amazement, the side gate had flung open!

"I know I'm not meant to go out there," Bruno thought to himself. "But if I just have a little wander and not go too far from the house, I can be back before anyone knows that I'm gone!"

Bruno remembered his way to the park. When he got there, another dog was rolling around in the leaves. "That looks like fun!" Bruno thought to himself, so he joined in with the other dog.

Bruno was having so much fun in the park with his new friend that he had forgotten to go back home. It wasn't until he saw his owner in the park, holding his lead, that he knew he was in trouble!



## Bruno's Big Adventure

1. All of the Williams family had gone out, so
  - a) Bruno was left on the back porch.
  - b) Bruno opened the gate.
  - c) Bruno went to sleep.
2. What caused the gate to open?
3. The gate was open, so
  - a) Bruno watched the clouds.
  - b) Bruno closed the gate.
  - c) Bruno went to the park.
4. Why was did Bruno's owner go to the park?

### CRAZY CREATIVE CHALLENGE

Use a comic strip to write the end of Bruno's Big Adventure.

- 🎧 What will happen to Bruno?
- 🎧 How many boxes will you use?

Name \_\_\_\_\_

Date \_\_\_\_\_

## Bruno's Big Adventure

1. All of the Williams family had gone out, so

- a) Bruno was left on the back porch.
- b) Bruno opened the gate.
- c) Bruno went to sleep.

2. What caused the gate to open?

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3. The gate was open, so

- a) Bruno watched the clouds.
- b) Bruno closed the gate.
- c) Bruno went to the park.

4. Why did Bruno's owner go to the park?

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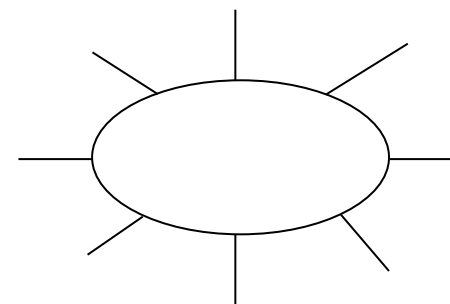
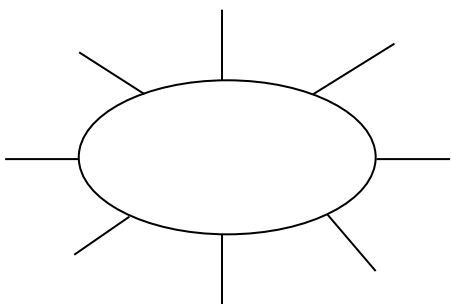
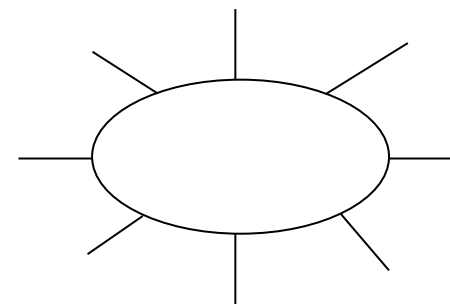
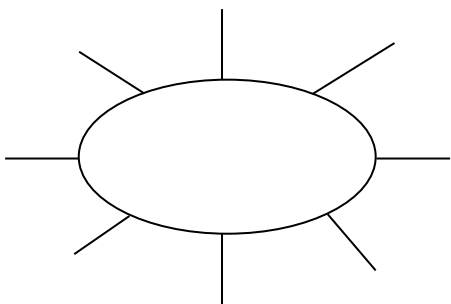
## **Word Work Grid**

Complete each of the activities in this grid. Write the date you completed each activity on the line provided.

<p style="text-align: center;"><b>Syllable Sort</b></p> <p>Write your spelling words in order from the least amount of syllables to the most. Words with the same number of syllables should be in alphabetical order.</p> <p>Date: _____</p>	<p style="text-align: center;"><b>Odd One Out</b></p> <p>For each of your spelling words, write four words. One is your spelling word, two relate to your spelling word and one is the odd word out that doesn't fit with the other two.</p> <p>Date: _____</p>	<p style="text-align: center;"><b>Wacky Words</b></p> <p>On a sheet of paper, write your spelling words in different directions, filling up the whole sheet. Use different colours and types of writing for each word.</p> <p>Date: _____</p>	<p style="text-align: center;"><b>Word Detective</b></p> <p>Write three clues about each of your spelling words. Ask someone to try to guess your spelling words using your clues.</p> <p>Date: _____</p>	<p style="text-align: center;"><b>Digging in the Dictionary</b></p> <p>Use a dictionary to find the definition and write a sentence for each of your spelling words.</p> <p>Date: _____</p>
<p style="text-align: center;"><b>Rhyming Wheels</b></p> <p>Think of as many words as you can that rhyme with your spelling words.</p> <p>Date: _____</p>	<p style="text-align: center;"><b>Alliteration</b></p> <p>Write a sentence for each of your spelling words using as much alliteration as possible.</p> <p>Date: _____</p>	<p style="text-align: center;"><b>Sentence Smart</b></p> <p>Write a sentence for each of your spelling words.</p> <p>Date: _____</p>	<p style="text-align: center;"><b>Story Time</b></p> <p>Write a story using as many of your spelling words as you can. Underline each of your spelling words.</p> <p>Date: _____</p>	<p style="text-align: center;"><b>Sort Them Out</b></p> <p>Sort the words on your spelling list into three different categories of your choice.</p> <p>Date: _____</p>
<p style="text-align: center;"><b>Word Search</b></p> <p>Create your own word search using all the words on your spelling list.</p> <p>Date: _____</p>	<p style="text-align: center;"><b>Handwriting Hero</b></p> <p>Write out your spelling words in your very best cursive hand writing.</p> <p>Date: _____</p>	<p style="text-align: center;"><b>Letter Lingo</b></p> <p>Write a letter to a friend. Use as many spelling words in your letter as you can.</p> <p>Date: _____</p>	<p style="text-align: center;"><b>Words Within Words</b></p> <p>Make a list of as many smaller words as you can find from your spelling list.</p> <p>Date: _____</p>	<p style="text-align: center;"><b>Code Breaker</b></p> <p>Use the code guide to make a code for each of your spelling words.</p> <p>Date: _____</p>

## Rhyming Wheels

Write as many words as you can that rhyme with the sound in the rhyming wheel. Use the alphabet at the bottom to help you think of more words.



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



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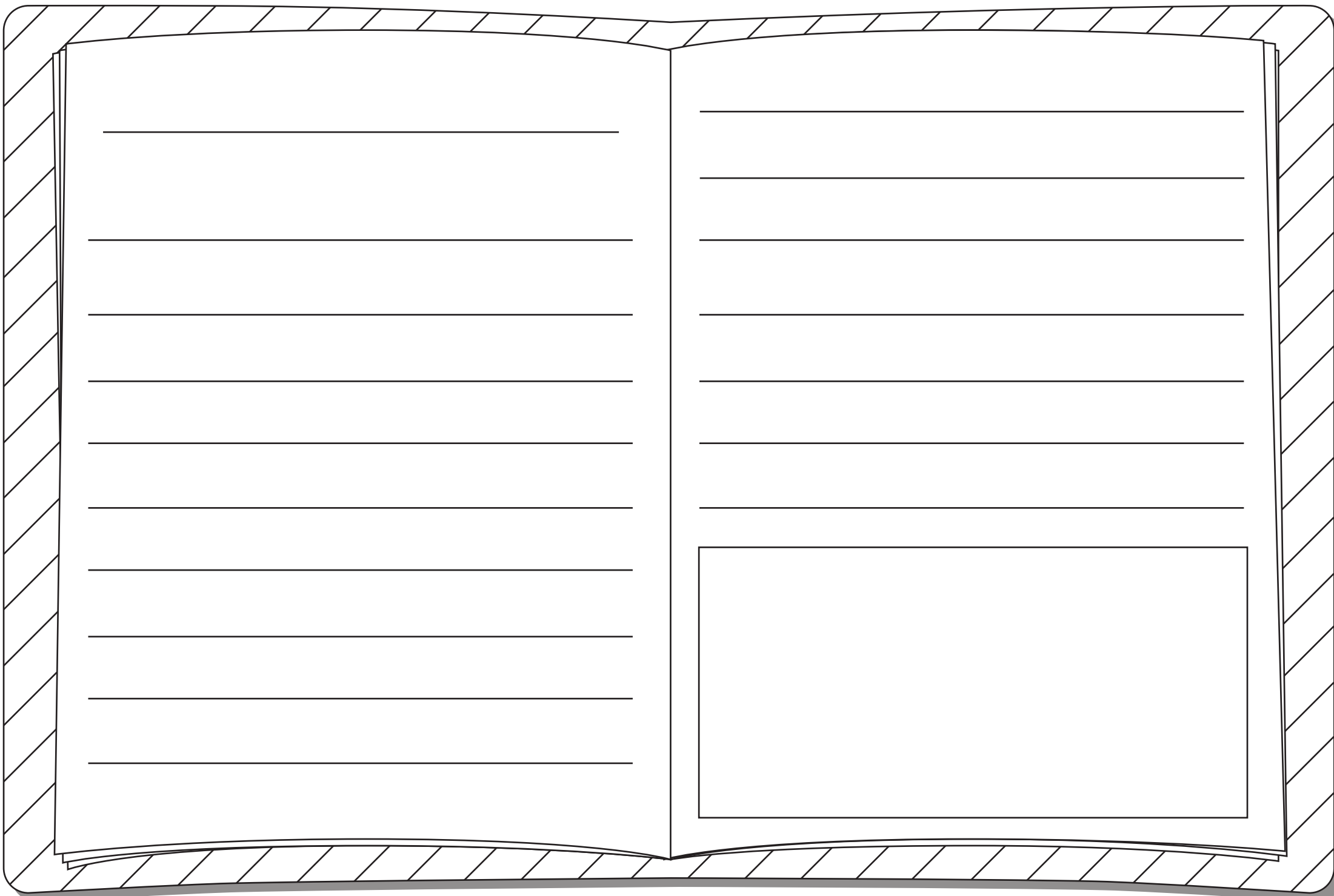
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## Code Breaker

Write the numbers under each letter in your spelling word. Ask a partner to try and crack your code.

a	b	c	d	e	f	g	h	i	j	k	l	m
1	2	3	4	5	6	7	8	9	10	11	12	13

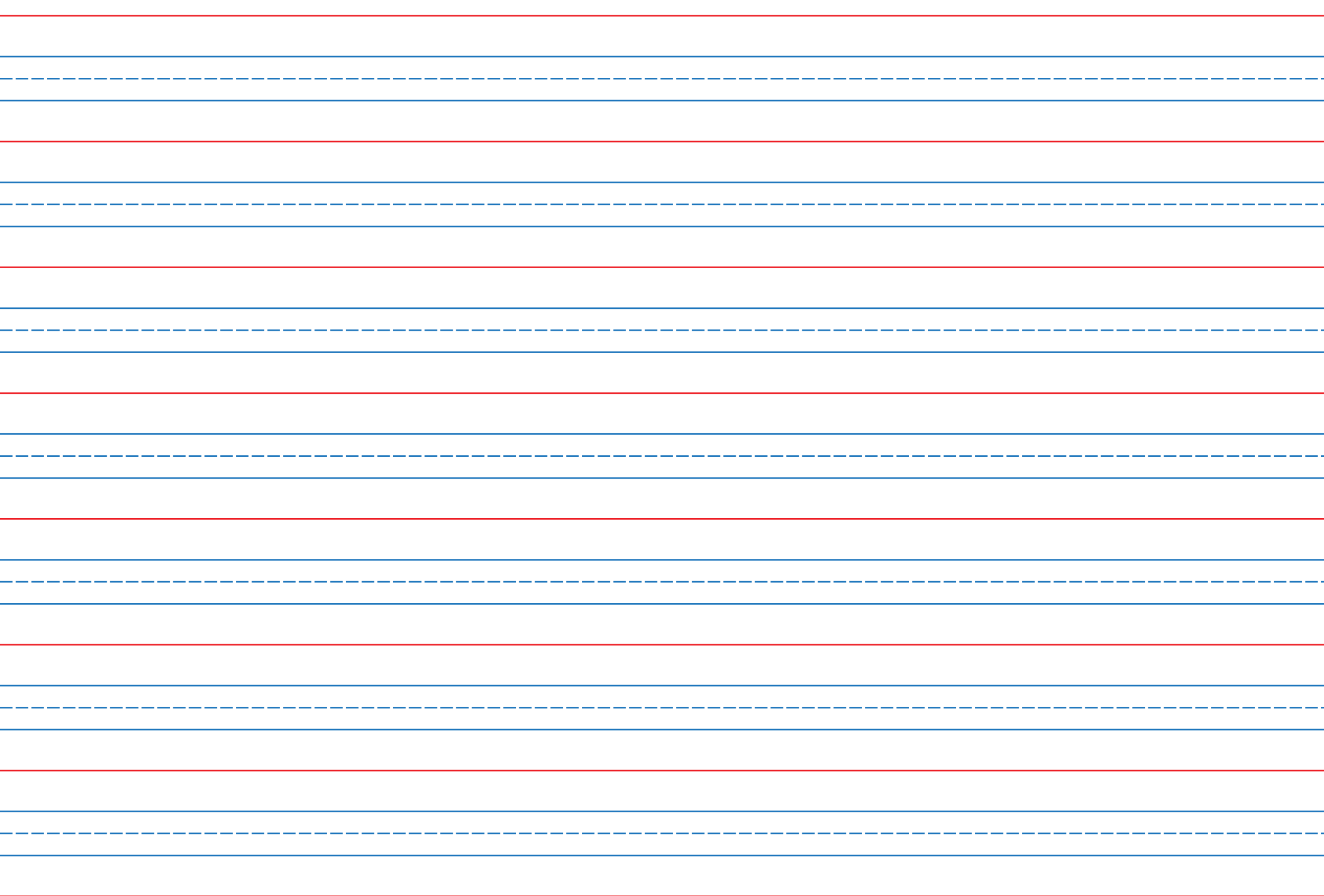
n	o	p	q	r	s	t	u	v	w	x	y	z
14	15	16	17	18	19	20	21	22	23	24	25	26

Code	Spelling Word
12, 9, 20, 20, 12, 5	little

## **Digging in the Dictionary**

Write your spelling word in the first column, the definition from the dictionary in the second column and the word in a sentence in the third column.

<b>Spelling Word</b>	<b>Definition</b>	<b>Sentence</b>





## Odd One Out

Write four words for each of your spelling words. One is your spelling word, two relate to your spelling word and one is the odd word out that doesn't fit with the other three.

e.g. happy, joyful, angry, cheerful

a)	_____	_____	_____	_____
b)	_____	_____	_____	_____
c)	_____	_____	_____	_____
d)	_____	_____	_____	_____
e)	_____	_____	_____	_____
f)	_____	_____	_____	_____
g)	_____	_____	_____	_____
h)	_____	_____	_____	_____
i)	_____	_____	_____	_____
j)	_____	_____	_____	_____
k)	_____	_____	_____	_____
l)	_____	_____	_____	_____
m)	_____	_____	_____	_____
n)	_____	_____	_____	_____
o)	_____	_____	_____	_____

## Sort Them Out

Choose three different categories to sort your spelling words. A spelling word may go in more than one category.

Category 1:	Category 2:	Category 3:



## **Word Detective**

Write three clues about each of your spelling words. Ask someone to try to guess your spelling words using your clues.

a) \_\_\_\_\_

b) \_\_\_\_\_

c) \_\_\_\_\_

a) \_\_\_\_\_

b) \_\_\_\_\_

c) \_\_\_\_\_

a) \_\_\_\_\_

b) \_\_\_\_\_

c) \_\_\_\_\_

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# FRIDA'S FIESTA

## Aperitivos

### Corn Chips and Guacamole \$9.50

A bowl of lightly salted, crunchy corn chips with a side of our delicious homemade guacamole.

### Spicy Corn \$13

Juicy grilled corn cob smothered in spicy chipotle mayo and topped with queso fresco.

## Comida

### Nachos \$16

A large bed of corn chips buried in Mexican-seasoned refried beans, cheese, sour cream, salsa and guacamole.

Add beef or chicken \$5

### Quesadilla \$14

Three cheeses, mushrooms, capsicum and refried beans smashed between two tortillas and fried. Served with guacamole.

Add beef or chicken \$5

### Burrito \$15

Choice of chicken, beef or vegetables, with rice and capsicum all wrapped in a large tortilla.

### Jalapeño Poppers \$12

Spicy jalapeños stuffed with three cheeses and coated in a deep-fried, battered crumb. Served with chilli crema.

### Spicy Chicken Wings \$15

Tasty chicken wings coated in traditional Mexican spices and oven baked. Served with dipping sauces.

### Enchiladas \$17

Two tortillas wrapped around your choice of chicken, pork, beef or refried beans and baked. Smothered in cheese, salsa and sour cream.

### Fajita \$18

Sizzling hotplate of onions, bell peppers and protein of your choice. Served with a side of rice, beans, salad, salsa and tortillas. Comes in chicken, beef or mushroom.

## Taquería

All tacos \$9 each and can be served with your choice of a soft/hard flour/corn tortilla.

### Pescado

Freshly crumbed fish, tomato salsa and tartare sauce topped with queso fresco.

### Calamares

Crispy battered calamari, lettuce and tangy crème sauce.

### Coliflor

Crispy battered cauliflower, rocket lettuce and crema topped with guacamole and queso fresco.

### Pollo

Crispy battered chicken, corn salsa, sweet chilli mayo and queso fresco.

### Calabaza

Grilled pumpkin and haloumi, rocket lettuce, crema, guacamole and queso fresco.

### Carne Picante

Spicy chipotle beef, pickled cabbage, crema, guacamole and queso fresco.

## Postres

### Churros \$10

Classic hot cinnamon- and sugar-coated donut sticks with a side of chocolate or caramel dipping sauce.

### Strawberry Cheesecake \$12

Sweet, deep-fried chimichanga stuffed with strawberry cheesecake filling and served with whipped cream.

### Ice-cream Taco \$12

Thin waffle tortilla filled with ice-cream, banana, caramel sauce and chocolate bark crumble.

### Chilli Chocolate Brownie \$11

Rich chocolate brownie with a spicy chilli kick. Served with raspberries and vanilla ice-cream.

## Bebidas

Water	Free
Soda	\$4
Juice	\$3
Milkshake	\$7

Who is Frida?  
What is her last name?

**Inquiry**



Why is Frida significant  
to Mexico?

**History**



How does each image on  
the menu relate to the  
restaurant theme?

**Inquiry**



Write a procedure  
for making guacamole.  
Calculate the calorie  
count for a single serve.

**Literacy**



Based on one of the food  
items on the menu, create  
a Mexican-style dinner for  
your family and document  
the procedure.

**Literacy**



What is the difference  
between traditional  
Mexican food and Tex-Mex?  
Use a Venn diagram.

**Inquiry**





Create an artwork inspired by Frida's style.

**Visual Arts**



Why do you think the menu is decorated in this way?

**Literacy**




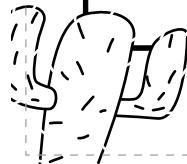
Create a 'Specials' menu for Mexican items that are not on this menu. Include starters, mains and desserts.

**Literacy**





Give definitions for these words: 'crema', 'queso fresco', 'chipotle', 'guacamole', 'refried beans', 'tortillas'.

**LOTE**




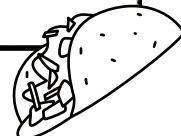
What ingredients are not typically used in traditional Mexican food?


**Literacy**



What items on the menu would be considered Tex-Mex?

**Literacy**





Are nachos really a Mexican food? Explain your reasoning.

**Inquiry**




Which words on the menu are Spanish?

**LOTE**



Translate the Spanish words into English.

**LOTE**




Frida's Fiesta has four-sided tables. One table can seat four people. Two tables seat six. Create a diagram showing seating for 1 table up to 10 tables.

**Mathematics**



Create an illustration of the shopfront of Frida's Fiesta.

**Visual Arts**



Create a poster, designed to be displayed on a bus station, that advertises a new restaurant opening.

**Visual Arts**



What times/days do you think Frida's Fiesta would be the busiest?

**Mathematics**



What dietary requirements do you think Frida's Fiesta caters for?

**Health**



Frida's Fiesta does a takeaway option. Research and design takeaway utensils and containers that are environmentally friendly.

**Technology**



Frida's Fiesta adds a surcharge of 10% to the bill on holidays. If you had nachos, 2 tacos, a brownie, and a soda, how much would that cost, including the surcharge?

**Mathematics**



On what dates in your town would a holiday surcharge be added?

**Economics**



Why do some restaurants charge a surcharge on public holidays?

**Economics**



Ask each class member which food item they would most likely order and record the answers in a graph.

**Mathematics**



Create a 'Banquet' deal that offers a set price for a range of items on the current menu.

**Literacy**



Create a 'Degustation' menu and a schedule for when each course will be served.

**Literacy**



Research jalapeños and find out why they are such a staple ingredient in Mexican food.

**Inquiry**



Find the healthiest item on the menu and justify why you think it is the healthiest. Compare your answer with your peers.

**Literacy**



Design a takeaway bag that will keep food from Frida's Fiesta warm.

**Technology**







Design a logo for  
Frida's Fiesta.

**Visual Arts**



Choosing one item from  
each food category, what  
is the most expensive meal  
you can create?

**Mathematics**



Create an advertising  
jingle for Frida's Fiesta.

**Music**



Choose one food item and  
research the recipe for it.  
Also calculate the calorie  
count for a single serve.

**Mathematics**



Pick an unfamiliar word  
on the menu and try to  
pronounce it. To see how  
close you were, research  
the correct way to say  
the word.

**LOTE**



Use a sensory chart  
graphic organiser  
to describe how the  
restaurant looks, smells,  
sounds, feels and tastes.

**Literacy**



Create a promotional  
flyer designed to go  
in mailboxes.

## Literacy



What type of music  
would be playing in the  
restaurant? Research an  
artist whose music would  
match this theme.

## Music



What was the accident  
that gave Frida her  
inspiration in life?

## Inquiry





## The Scenario

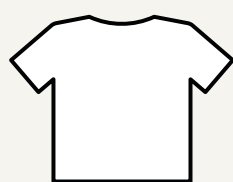
Charity organisations often have merchandise stores to provide an avenue to raise money. They often sell items that feature images and logos which advertise the name of that charity, not only to raise money, but also to raise awareness by advertising their charity name.

For this project, you need to choose a charity you feel passionate about. Create a creative logo design for them, including designs and images that relate to that cause. Once you have established your logo, choose three items from the Factory Store to put your logo design on. You will need to follow the procedure to see what profits you make with your Pop-Up Shop On Wheels.

## The Task

**Design your own charity logo, add it to three shop items, and figure out the profit raised by selling the items from a pop-up shop. Follow the procedures and conditions outlined within.**

## Factory Store Cost Prices



T-SHIRT

**\$5.00**



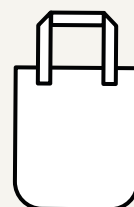
CAN  
COOLER  
**\$1.00**



CAP  
**\$10.00**



BANDANA  
**\$3.00**



TOTE  
BAG  
**\$1.50**



SOCKS  
**\$1.00**



DRINK  
BOTTLE  
**\$2.00**



TATTOO  
SHEET X 4  
**0.50c**



BEANIE  
**\$5.00**

## The Procedure

### 1. Create your own charity logo.

Use the Charity Logo Designs Template to draw four unique versions of your logo. Later, you will need to apply these to merchandise templates, so make sure your designs are attractive, interesting and enticing for customers to buy. When you have chosen your final design, place a tick in the allocated box.

### 2. Apply your charity logo and artwork to three items from the Factory Store.

Choose the blank merchandise templates for the three items you have chosen to sell. You must apply your logo design choice onto all three, keeping them as uniform as possible. If you feel confident, you may prefer to free draw how your products will look with your logo design applied, rather than use the template.

### 3. Apply your theme to the Pop-Up Shop on Wheels, then use the template and cardboard to create a 3D version.

This Pop-Up Shop on Wheels will be the hub for your fundraising, so think about how to make it practical for selling items as well as visually appealing.

### 4. Complete the Costs and Profits Questions and Answers pages to determine how much money you will be able to raise.

Calculate the cost price of the items you will need to buy, and then set your sale price by following the markup guide. Calculate the funds raised, based on what you are selling the item for and also deducting the cost price of the item from the Factory Store. Once you have established the funds you will raise from each item, you will need to work out the answers to the remaining questions about costs and profits.

### 5. Submit your project.

Once your design and Costs and Profits Questions and Answers worksheet are both complete, submit the project to your teacher.

## The Materials

- Sketch paper
- Coloured pencils
- An eraser
- Cardboard

## Factory Store Cost Prices - Catalogue

### APPAREL



T-SHIRT

**\$10.00**



BEANIE

**\$5.00**



CAP

**\$6.00**



SOCKS

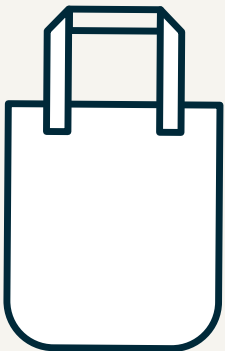
**\$3.00**



BANDANA

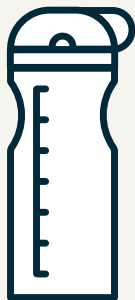
**\$4.00**

### ACCESSORIES



TOTE  
BAG

**\$2.00**



DRINK  
BOTTLE

**\$3.00**



CAN  
COOLER

**\$1.00**



TATTOO  
SHEET X 4

**0.50c**

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

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

## Charity Logo Designs

Create four potential logo designs. Remember to make them stand out by using images and symbolism that relate to your charity. Put a tick next to your final choice.

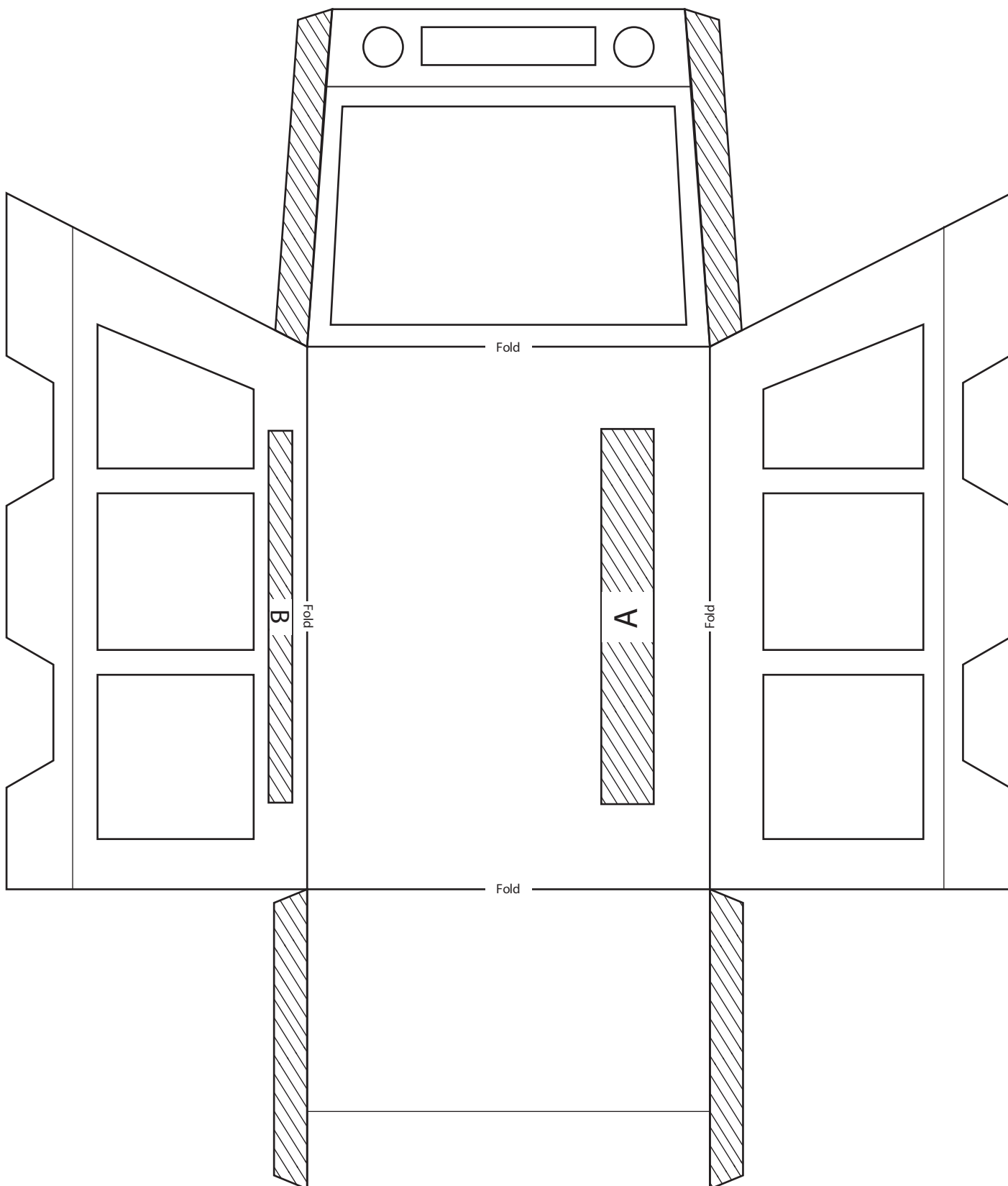


Name: \_\_\_\_\_

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

## Pop-Up Shop on Wheels Template

Print out on card or adhere to cardboard to create a 3D version of your pop-up shop.

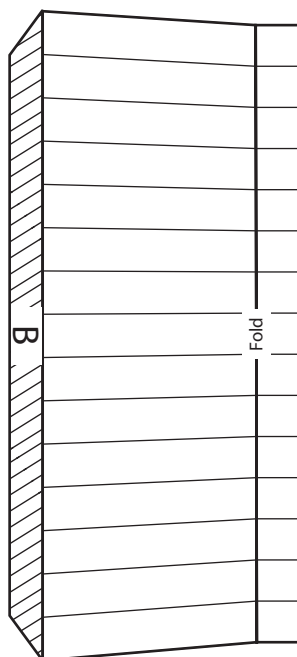
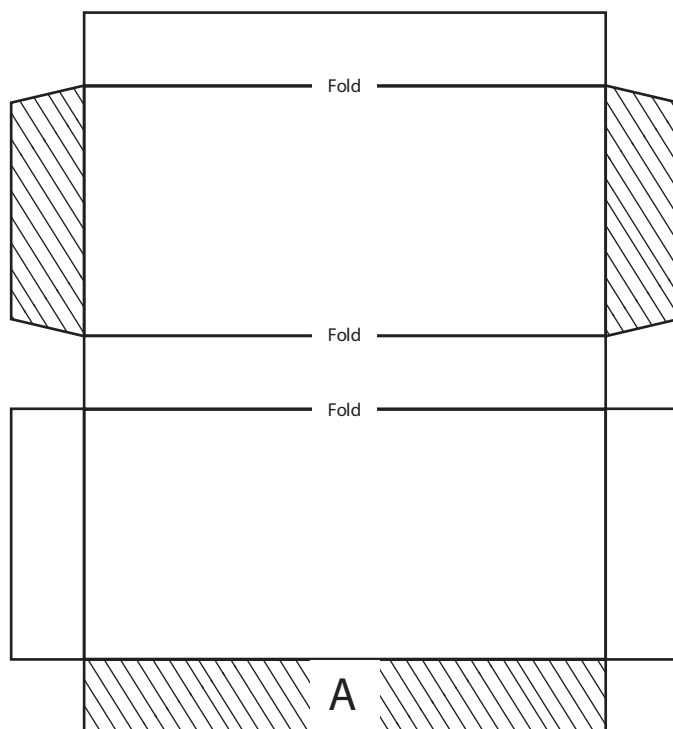


Name: \_\_\_\_\_

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

## Pop-Up Shop on Wheels Template

Print out on card or adhere to cardboard to create a 3D version of your pop-up shop.





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

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

## Costs and Profits

1. Which three items from the Factory Store did you choose to sell?

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2. Fill in the below table with the relevant pricing, and then work out the funds raised (profits) from the sale of each item.

	Cost Price	Markup Price	Profit Per Item
Item 1			
Item 2			
Item 3			

3. In the table below, work out how many of each item you would need to sell to raise at least \$1000 for your charity. (If you cannot make exactly \$1000, increase the number you sell until you make more than \$1000.)

Item 1 -----	Item 2 -----	Item 3 -----
<b>Total:</b>	<b>Total:</b>	<b>Total:</b>



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

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

## Costs and Profits (Cont.)

4. Which item would you need to sell the most of to make \$1000? Why?

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5. Which item would you spend the most money on at cost price to make \$1000? Why?

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---

6. Which item would raise the most funds, based on cost and quantity sold?  
How do you know?

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---

7. Which item do you predict would be most popular with customers? Why?

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8. Which would be your least profitable item? Would you consider swapping this item for another item from the Factory Store? Why or why not?

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9. If you were the driver of this Pop-Up Shop on Wheels, where would you park it to ensure the highest number of sales? Why?

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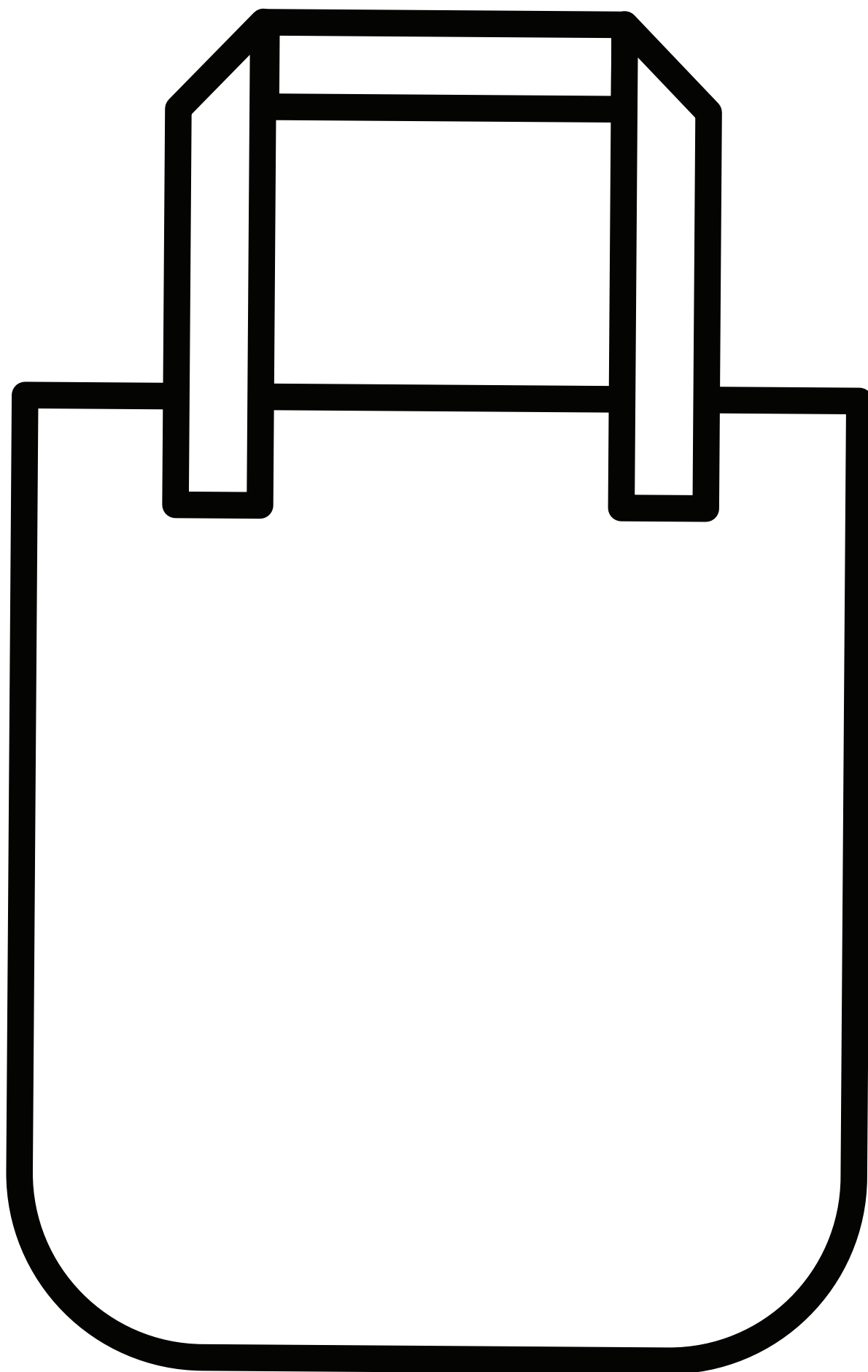
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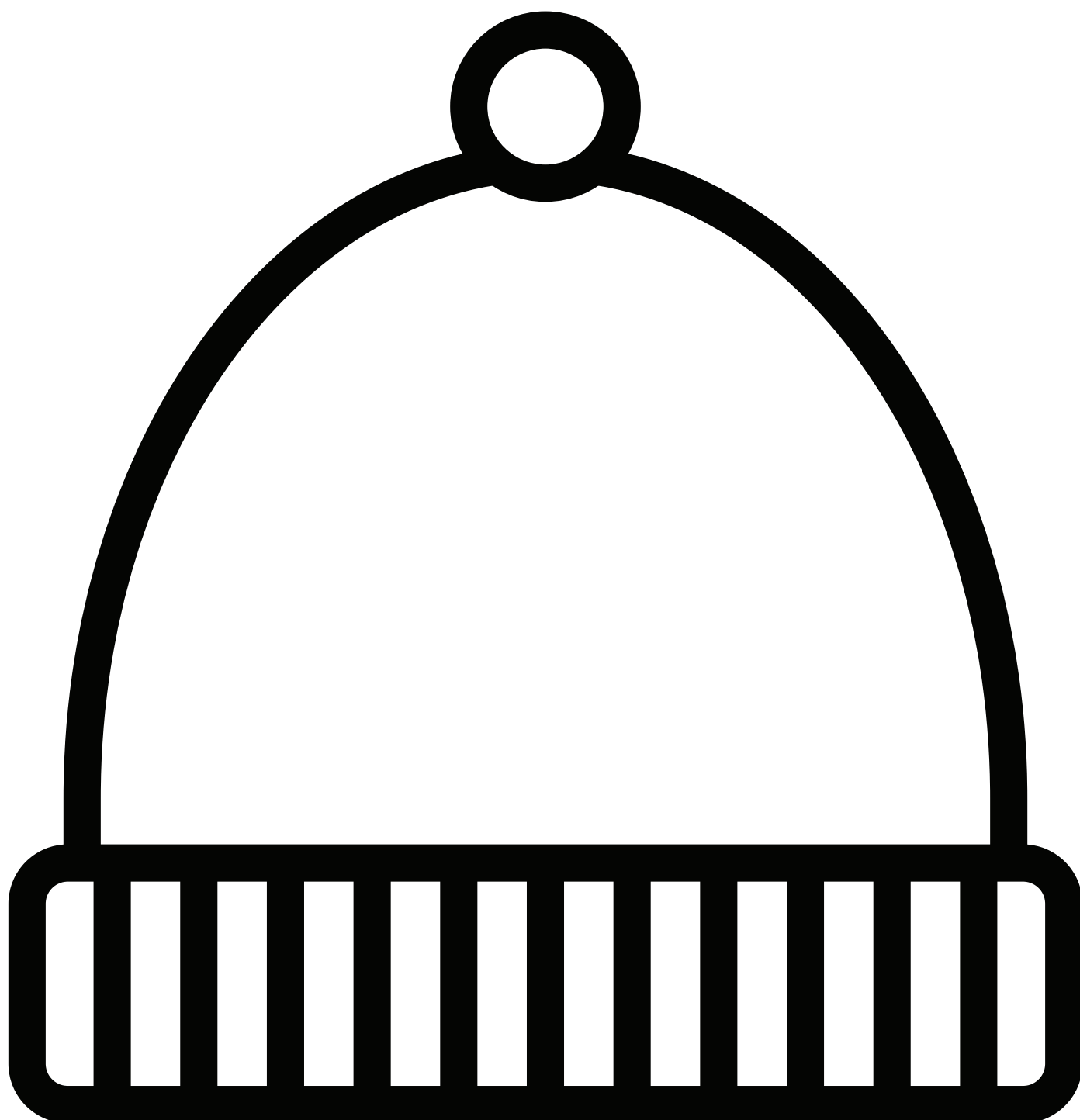
Name: \_\_\_\_\_

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



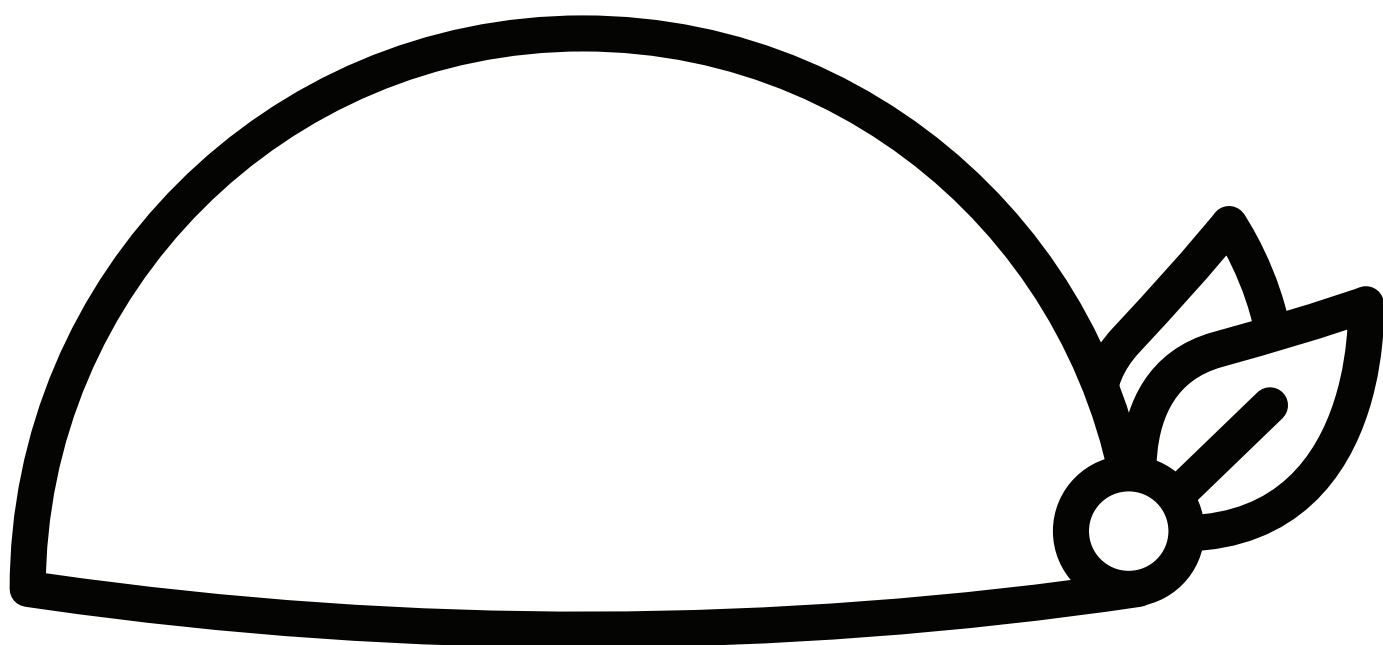
Name: \_\_\_\_\_

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



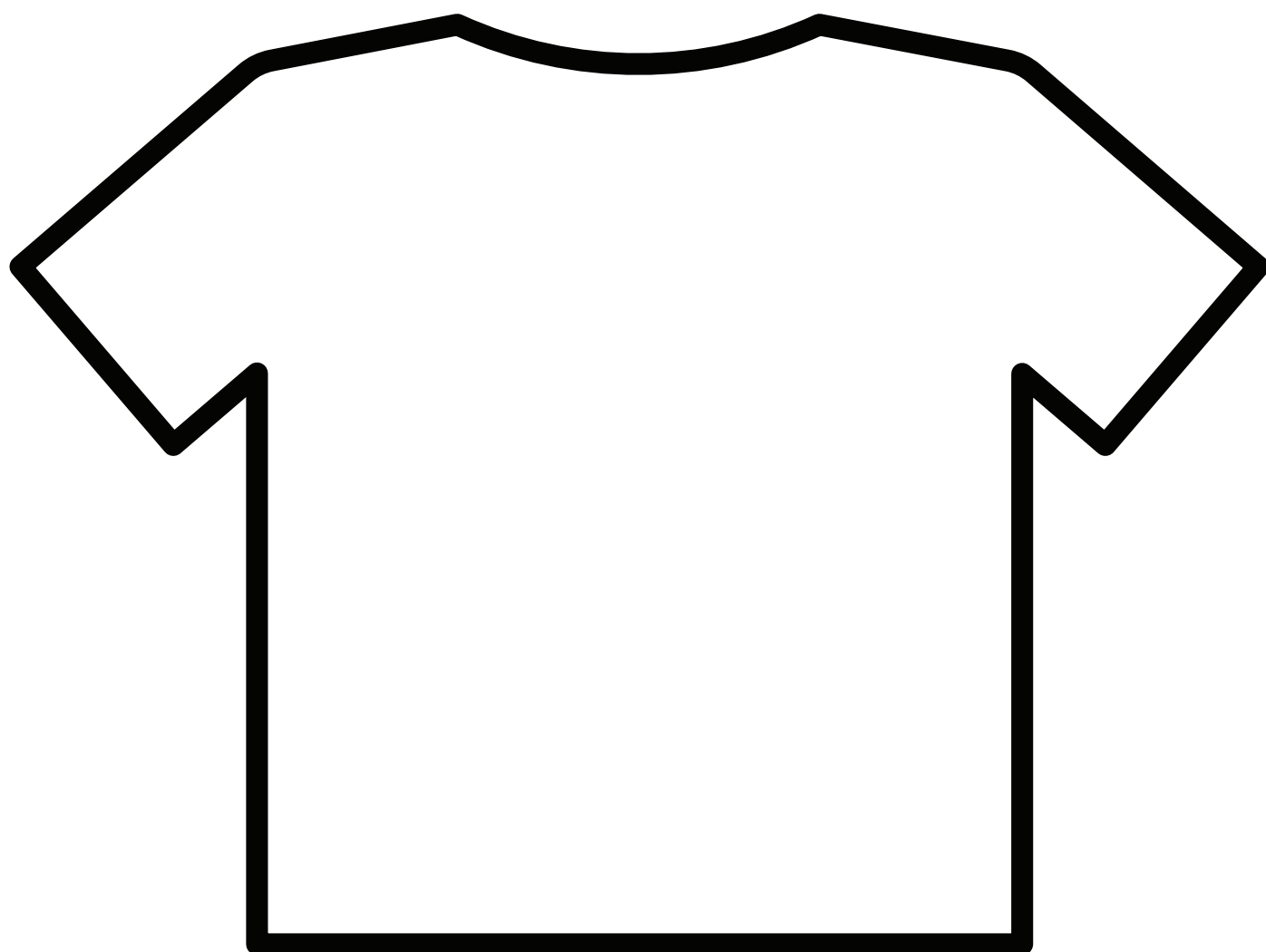
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Date: \_\_\_\_\_



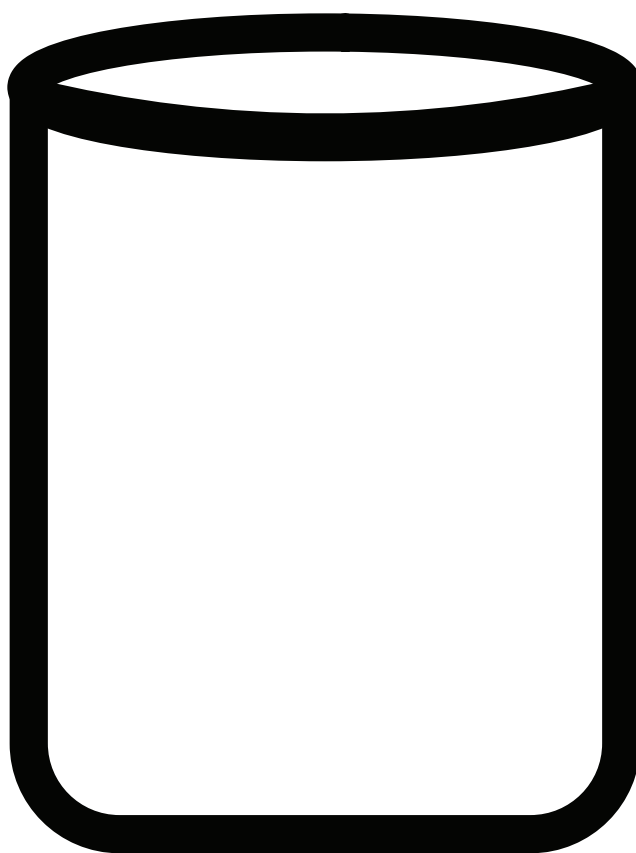
Name: \_\_\_\_\_

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



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

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



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

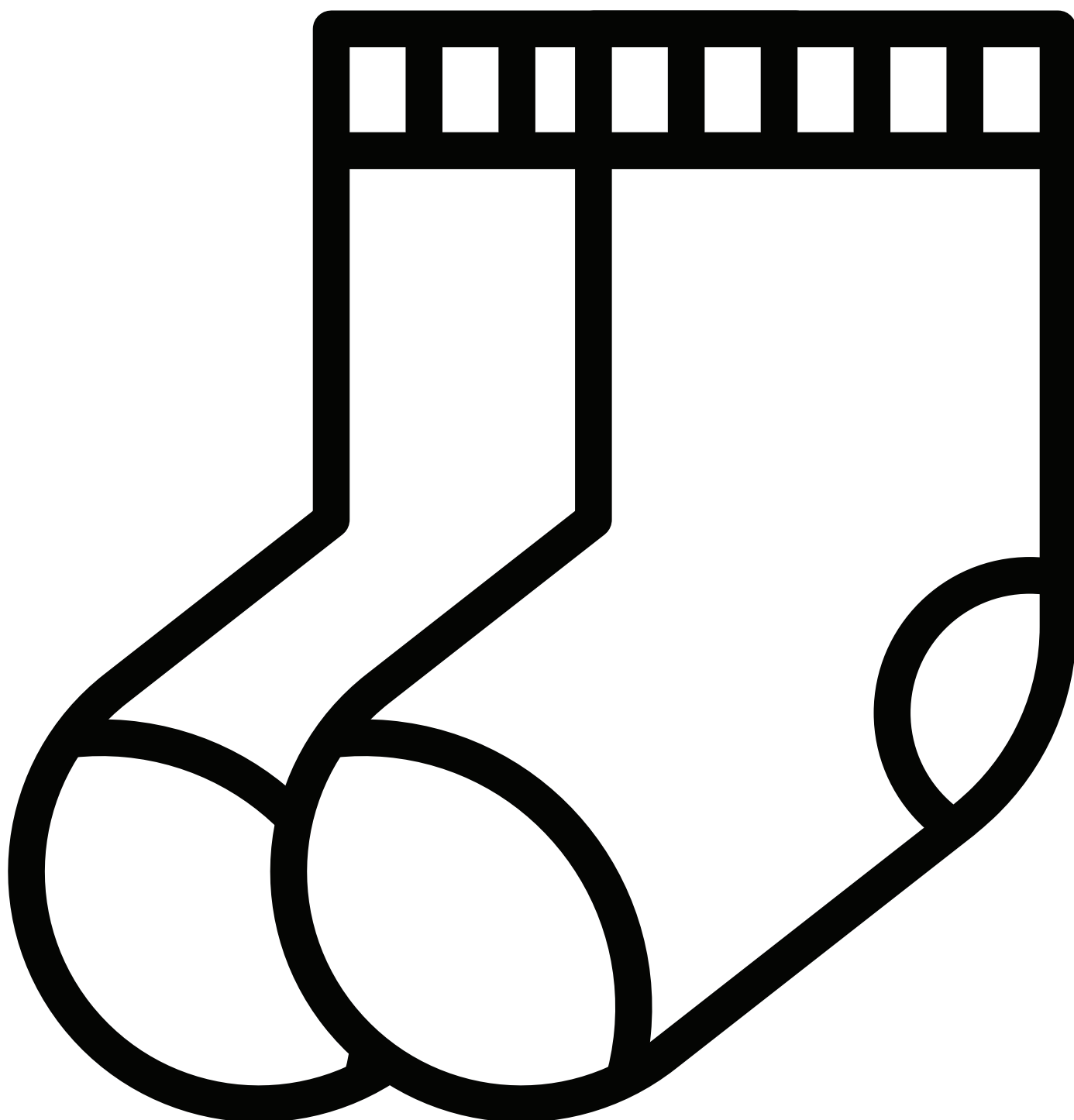
Date: \_\_\_\_\_





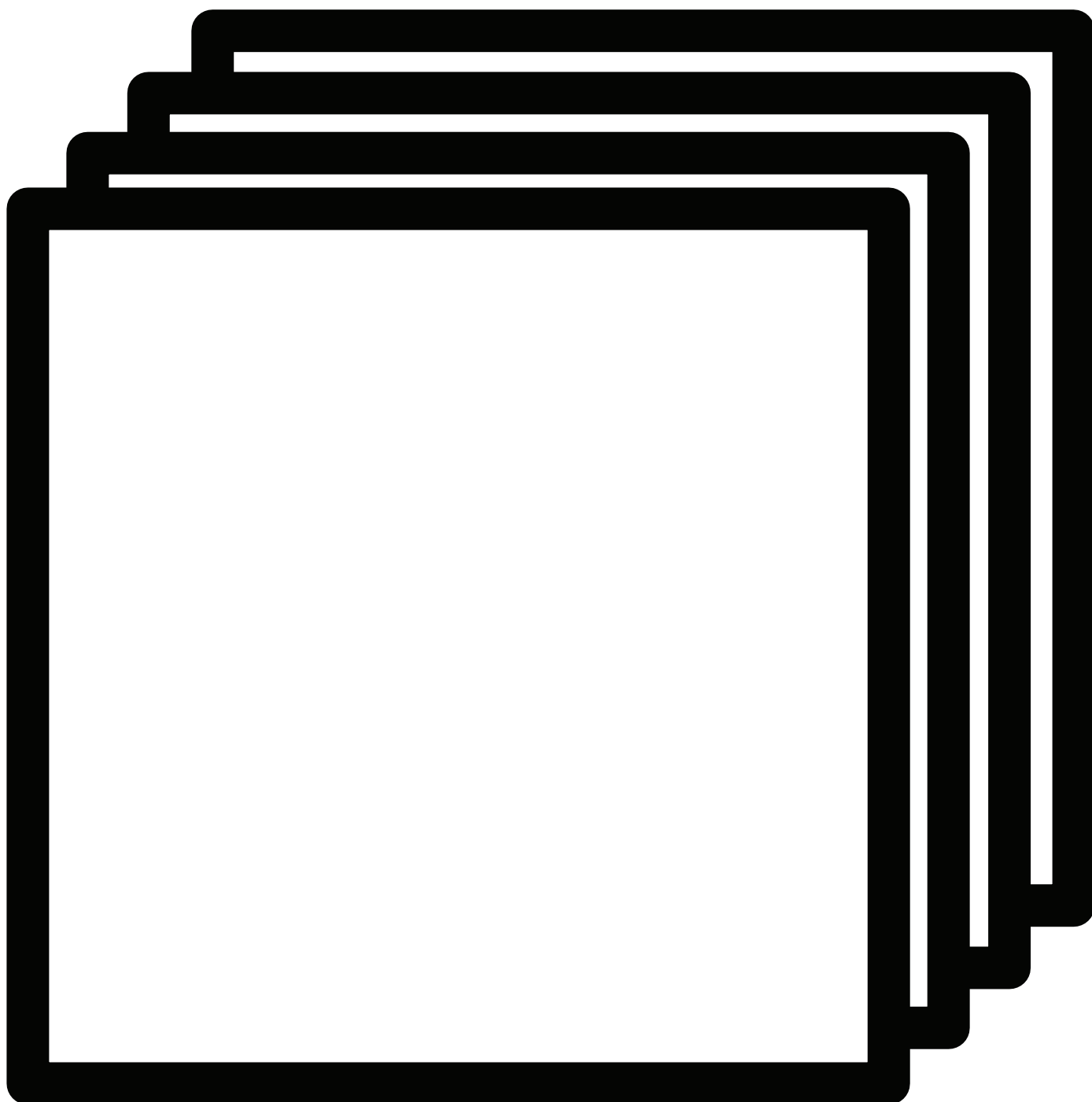
Name: \_\_\_\_\_

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



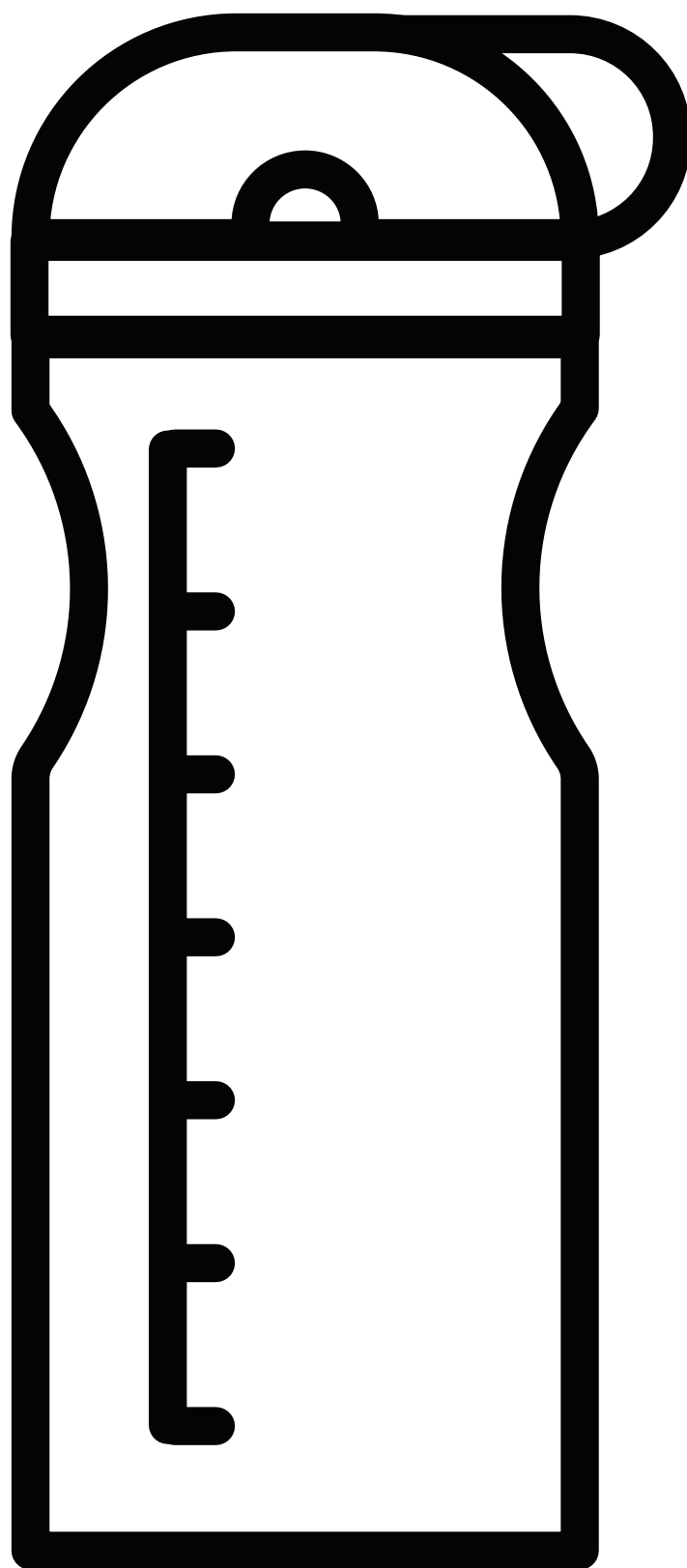
Name: \_\_\_\_\_

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



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

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



# Frida's Fiesta: Dietary Requirements

## Scenario

There are many reasons why people cannot eat certain foods. It might be because of beliefs, health reasons, taste tolerances or the desire to avoid unhealthy foods. Whatever the reason, it is important for any place that serves food to think of these various requirements.

## Question

What are some of the reasons why places that serve food need to consider having food items on their menu that cater for people with dietary requirements?

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After using the menu at Frida's Fiesta for some time, the waiters have become frustrated with needing to explain all the dietary requirements that their restaurant offers. Customers are also complaining that it is not clear which food items on the menu suit their dietary needs. The manager has suggested that a symbol be placed on the menu next to each item that caters for a dietary requirement. Typically, other restaurants will use letters such as V for vegetarian and GF for gluten free, but the owner of Frida's Fiesta would like to implement more exciting symbols.

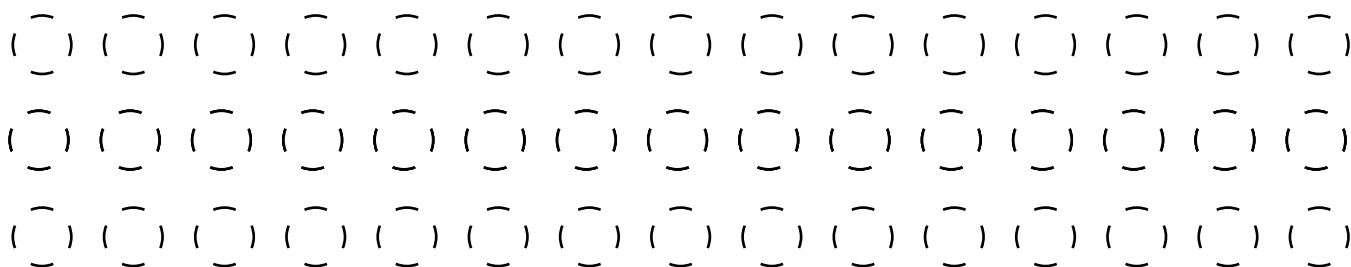
## Instructions

- Research and identify five dietary requirements that are catered for at Frida's Fiesta.
- Create a symbol for each of the five dietary requirements you have found, making sure the symbols are attractive and clear. Also include a key to explain each symbol's meaning. These will be added to the menu.
- Put these dietary requirements in the table below and identify what types of food a person with that dietary requirement needs to avoid and what food they could use as a substitute.
- Ensure your symbols will not mislead customers. For example, a chilli could be used for vegetarian, but it could also be used to indicate that the meal is spicy.

Dietary Requirement	Food to Avoid	Food to Substitute

Image	Dietary Requirement	Food Items on Menu

Draw your chosen symbols in the circles below, and stick them on your menu next to the title of an item to show customers which items may suit their dietary requirements. On the blank side of your menu, place a key explaining the meaning of each symbol.



## Sushi Rolls

### Ingredients:

- 1 ½ cups of sushi rice
- 4 sushi sheets
- 1 cucumber, cut into thin strips
- 1 thinly sliced avocado
- 1 grated carrot
- 2 tablespoons of mayonnaise



### Method

1. Rinse and drain rice 3 times or until water runs clear.
2. Place rice and 1½ cups of cold water in a saucepan over a medium heat. Cover.
3. Bring to the boil. Simmer for 12 minutes or until rice is soft.
4. Place 1 sushi sheet, shiny side down, on a sushi mat. Using damp fingers, spread ¾ cup of rice over the sushi sheet, leaving a 2 cm strip at one end.
5. Spread 1 teaspoon of mayonnaise over the rice. Arrange some cucumber, avocado and carrot over the mayonnaise.
6. Using the sushi mat, roll up firmly to form a roll. Cut into 6 slices. Repeat with remaining ingredients.

## Sushi Rolls

1. Which one of these things do you need to do before putting the rice on the sushi sheet?
  - a) spread mayonnaise over the rice
  - b) boil the rice
  - c) roll up the rice
2. Number the following sentences in the correct order for making sushi rolls.
  - \_\_\_\_\_ Boil the rice.
  - \_\_\_\_\_ Spread mayonnaise over the rice.
  - \_\_\_\_\_ Prepare the ingredients.
  - \_\_\_\_\_ Put on cucumber, avocado and carrots.
  - \_\_\_\_\_ Spread the rice over the sushi sheet.
3. What is the final step when making sushi rolls?
4. Draw five pictures to illustrate how to make sushi rolls.

### CRAZY CREATIVE CHALLENGE

Write your own recipe with pictures showing how to make a food or drink you enjoy.

Name \_\_\_\_\_

Date \_\_\_\_\_

## Sushi Rolls

1. Which one of these things do you need to do before putting the rice on the sushi sheet?

- a) spread mayonnaise over the rice
- b) boil the rice
- c) roll up the rice

2. Number the following sentences in the correct order for making sushi rolls.

- \_\_\_\_\_ Boil the rice.
- \_\_\_\_\_ Spread mayonnaise over the rice.
- \_\_\_\_\_ Prepare the ingredients.
- \_\_\_\_\_ Put on cucumber, avocado and carrots.
- \_\_\_\_\_ Spread the rice over the sushi sheet.

3. What is the final step when making sushi rolls?

---

---

---

---

---

4. Draw five pictures to illustrate how to make sushi rolls.

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

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

## Grammar Sentence Challenge

Think of a topic to write about. Discuss with a partner the grammar conventions and vocabulary that relates to your topic.

Write a paragraph about your chosen topic, using at least one of each of the grammar conventions at the bottom of the page. Underline each convention in the designated colour, e.g. nouns used will be underlined in green.

Topic: \_\_\_\_\_

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Noun

Pronoun

Verb

Article

Proper Noun

Adjective

Preposition

Adverb

Conjunction

Colour  
Adjective





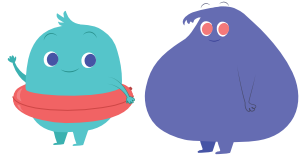
## Advertising Facts and Opinions



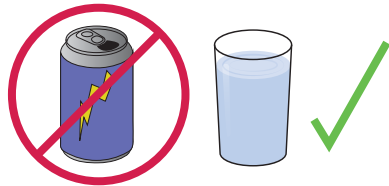
*Ellie's Great Adventure* is the best book you will ever read!  
Available now from [www.booksgalore.com](http://www.booksgalore.com)



Come and try a pair of our new school shoes made with natural rubber soles. You will feel like you are walking on a cloud.



Watch The Grocks on Channel 2, every afternoon at 4 pm. We think it is the funniest show on television.



Drink more water! Water is healthier than soda and it tastes better too.

## Advertising Facts and Opinions

1. Write the fact and opinion in the advertisement for Ellie's Great Adventure.
2. *You will feel like you are walking on a cloud.*  
This is the opinion in the advertisement for school shoes.  
Explain why this is the opinion.
3. Write the fact and opinion in the advertisement for The Grocks.
4. Write another fact you know and another opinion you have about water.

### CRAZY CREATIVE CHALLENGE

Write a letter to a friend about your day at school.  
Remember to include both facts and opinions about your day.

Name \_\_\_\_\_

Date \_\_\_\_\_

## Advertising Facts and Opinions

1. Write the fact and opinion in the advertisement for *Ellie's Great Adventure*.

Fact: \_\_\_\_\_

Opinion: \_\_\_\_\_

2. *You will feel like you are walking on a cloud.*

This is the opinion in the advertisement for school shoes. Explain why this is the opinion.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Write the fact and opinion in the advertisement for The Grocks.

Fact: \_\_\_\_\_

Opinion: \_\_\_\_\_

4. Write another fact you know and another opinion you have about water.

Fact: \_\_\_\_\_

\_\_\_\_\_

Opinion: \_\_\_\_\_

\_\_\_\_\_

# “Be careful, this robot is...”

Today you are going to write a narrative (a story).

The topic you have been given for your narrative is “Be careful, this robot is...”

## Think:

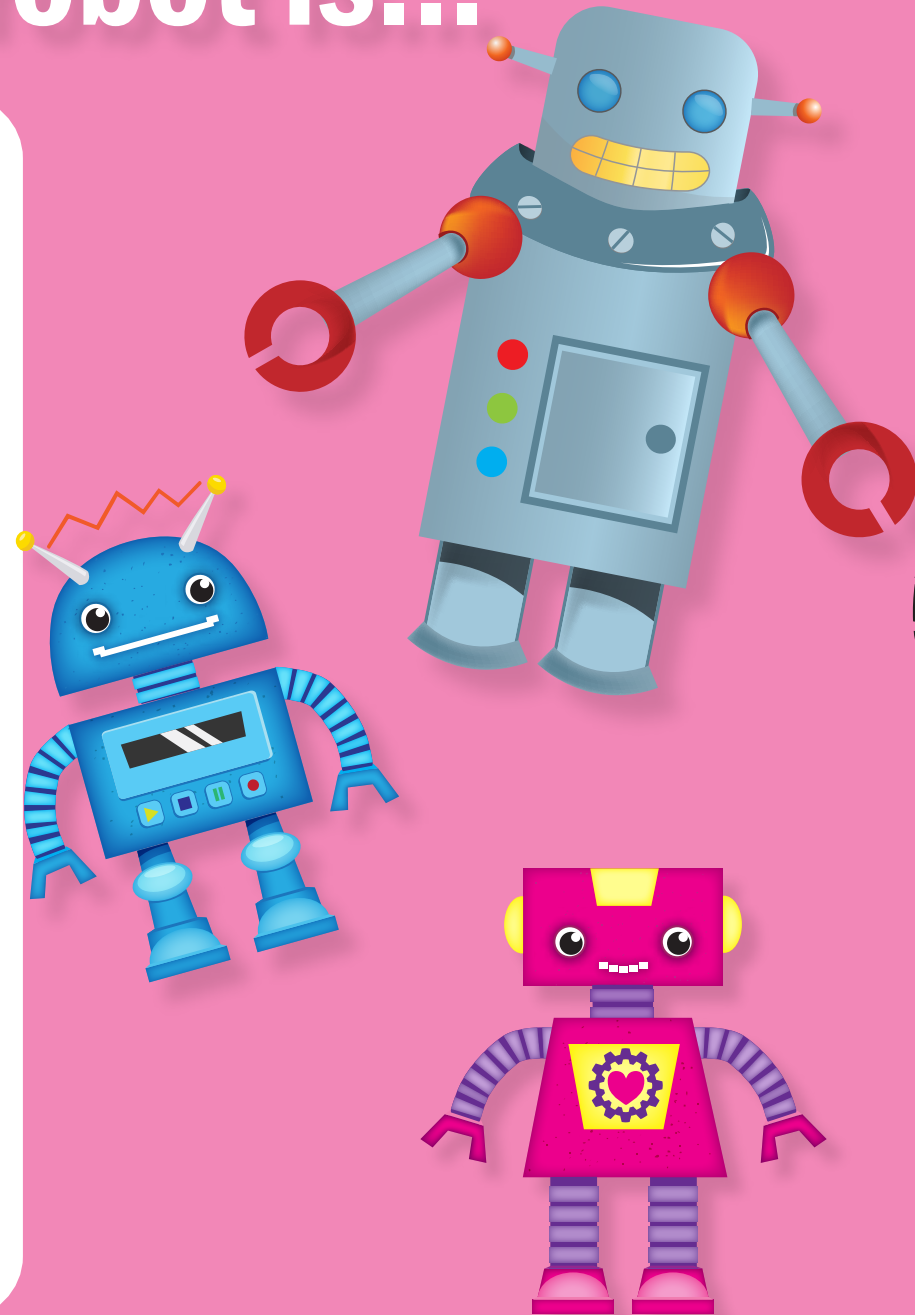
What do you want your story to be about? Your story might be about a robot that is causing destruction, a problem that occurs with a robot or even an unexpected event that happened between a robot and humans.

## Plan:

Plan your writing before you begin and decide who your characters are, the setting of your story, the complication or problem and how it is solved and how the story will end.


## Remember to check:

- your spelling and punctuation is all correct
- that you have used sentences
- that you have stayed on topic
- that you have edited your writing.



# Narrative Planning Template

Title \_\_\_\_\_

Orientation		
Setting	Characters	Mood
		



Complication



Events and Climax



Resolution

Name \_\_\_\_\_

Date \_\_\_\_\_

## Measurement with Decimals (A)

① Fill in the missing values.

10 millimetres = ____ centimetre	1000 milligrams = ____ gram
100 centimetres = ____ metre	1000 grams = ____ kilogram
____ kilometre = 1000 metres	____ kilograms = 1 metric tonne

② Convert these length measurements into different units.

- a) 7 cm = \_\_\_\_\_ mm
- b) 10.5 mm = \_\_\_\_\_ cm
- c) 14 m = \_\_\_\_\_ cm
- d) 2.4 km = \_\_\_\_\_ m
- e) 15 cm = \_\_\_\_\_ mm
- f) 150 cm = \_\_\_\_\_ m
- g) 1530 m = \_\_\_\_\_ km
- h) 18 cm = \_\_\_\_\_ mm
- i) 1250 m = \_\_\_\_\_ km
- j) 155 mm = \_\_\_\_\_ cm

③ Convert these mass measurements into different units.

- a) 7000 g = \_\_\_\_\_ kg
- b) 4500 mg = \_\_\_\_\_ g
- c) 14 000 kg = \_\_\_\_\_ t
- d) 2 t = \_\_\_\_\_ kg
- e) 2500 g = \_\_\_\_\_ kg
- f) 2.5 kg = \_\_\_\_\_ g
- g) 8.1 kg = \_\_\_\_\_ g
- h) 5.7 g = \_\_\_\_\_ mg
- i) 2020 mg = \_\_\_\_\_ g
- j) 2.5 kg = \_\_\_\_\_ g



Name \_\_\_\_\_

Date \_\_\_\_\_

## Measurement with Decimals (B)

① Fill in the missing values.

15 millimetres = _____ centimetres	1500 milligrams = _____ grams
150 centimetres = _____ metres	1500 grams = _____ kilograms
_____ kilometre = 1500 metres	_____ kilograms = 1.5 metric tonnes

② Convert these length measurements into different units.

- a) 65 mm = \_\_\_\_\_ cm
- b) 97 cm = \_\_\_\_\_ mm
- c) 1.2 km = \_\_\_\_\_ m
- d) 2.04 m = \_\_\_\_\_ cm
- e) 3.6 cm = \_\_\_\_\_ mm
- f) 1.3 km = \_\_\_\_\_ cm
- g) 18.2 cm = \_\_\_\_\_ mm
- h) 7.45 m = \_\_\_\_\_ mm
- i) 1230 m = \_\_\_\_\_ km
- j) 1.9 m = \_\_\_\_\_ mm

③ Convert these mass measurements into different units.

- a) 120 mg = \_\_\_\_\_ g
- b) 4500 g = \_\_\_\_\_ kg
- c) 267 kg = \_\_\_\_\_ t
- d) 2.5 t = \_\_\_\_\_ kg
- e) 500 g = \_\_\_\_\_ kg
- f) 2.34 kg = \_\_\_\_\_ mg
- g) 8.8 kg = \_\_\_\_\_ g
- h) 5050 g = \_\_\_\_\_ mg
- i) 2450 mg = \_\_\_\_\_ g
- j) 254 kg = \_\_\_\_\_ g



# FORMATION OF THE EARTH

The origin of our home planet, Earth, is linked to the emergence of the sun. About 5 billion years ago, a nebula of gas and dust floating in space began to coalesce, contract and spin, forming a disc in the middle. It became so dense that it led to the creation of a star, our sun. The remaining disc of dust and gas kept revolving around the newly formed star.

These specks of dust were pulled towards each other as a result of their own gravity. The specks of dust grew bigger and became small rocks. Small rocks combined to make bigger rocks and so it went for another 500 million years.

4.5 billion years ago, Earth became the size and shape that we know today but it was a very different place. It was a boiling ball of molten rock. The temperature on this lava-like surface would have been about 1000°C. There was no air and only traces of water in the form of steam.

For the next 700 million years, Earth was hit with a bombardment of debris from the solar system. During this time, another planet about the size of Mars collided with the newly formed Earth. The collision sent dust and debris into space which, over the next 1000 years, settled to form a ring that orbited Earth. 100 million years later, this debris coalesced to form a large ball of rock that we now call the moon.

This bombardment also provided the new planet with different chemicals and minerals. The meteoroids and asteroids were made of different materials and also carried very small particles of something that would be a key feature of the future planet: water. Over hundreds of millions of years, these minerals and water particles accumulated to a point where liquid water became present on the surface.

The Earth's surface began to cool which allowed a crust to form. Gases also started to accumulate and an atmosphere began to develop. 3.8 billion years ago, the bombardment of the planet eased and Earth began to look something like we know today. Oceans of water were present, with volcanic islands scattered across them.

It would be another 2 billion years before large land masses and breathable air appeared and complex organisms were living in the oceans. The first humans didn't arrive for another 1.6 billion years after that.

It seems remarkable that this planet we know today, the planet we call home, came into existence as a result of some specks of dust floating in space.



Name \_\_\_\_\_

Date \_\_\_\_\_

## Formation of the Earth

1. What celestial body had to be formed first before Earth could come into existence?

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2. How long did it take for Earth to become roughly the size and shape it is today?

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---

3. Research the definitions for the words below. Write the definition beside the word.

a) nebula \_\_\_\_\_

---

b) debris \_\_\_\_\_

---

c) bombardment \_\_\_\_\_

---

4. Create a five step summary for the formation of Earth.

i) \_\_\_\_\_

ii) \_\_\_\_\_

iii) \_\_\_\_\_

iv) \_\_\_\_\_

v) \_\_\_\_\_



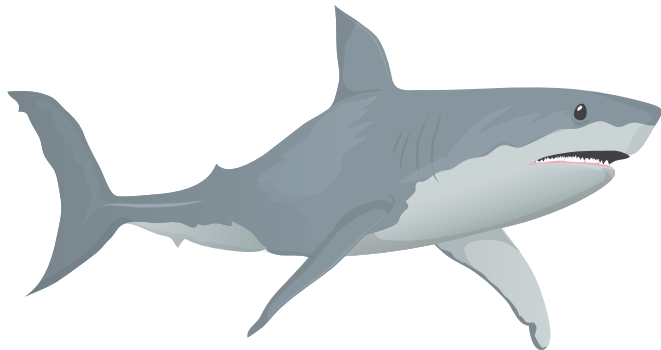
## Sharks – The Leaders of the Ocean

There are around 400 different types of sharks in the world. Sharks are the top predators of the ocean's natural food chain.

Sharks have incredibly sharp teeth and they never run out of them. If a shark loses a tooth, another moves forward from within the shark's jaw (where it neatly keeps a supply of replacement teeth). This way, it is almost impossible for a shark to end up without a full set of teeth. A shark may grow and use over 20 000 teeth in its lifetime.

Sharks have super senses. Two-thirds of a shark's brain is dedicated to its most powerful sense – smell. They have a mirror-like layer on their eyes, allowing them to see better in the water. Sharks are also able to feel vibrations in the water, using a line of canals that go from its head to its tail. These canals are filled with water and contain sensory cells with hairs growing out of them.

On average, a shark's lifespan is 20-30 years in the wild.



## Sharks – The Leaders of the Ocean

1. What is the main idea of this text?
2. What are three details that support the main idea?
3. Carefully read the text.

Underline any words which are repeated, or seem important. Write them down.

4. Another good title for this text could be
  - a) Small Sharks.
  - b) I Love Sharks.
  - c) Facts about Sharks.
  - d) My Pet Shark.

### CRAZY CREATIVE CHALLENGE

Draw and label a picture of a shark in its habitat.

Name \_\_\_\_\_

Date \_\_\_\_\_

## Sharks – The Leaders of the Ocean

1. What is the main idea of this text?

---

---

---

---

2. What are three details that support the main idea?

Detail 1: \_\_\_\_\_

---

Detail 2: \_\_\_\_\_

---

Detail 3: \_\_\_\_\_

---

3. Carefully read the text.

Underline any words which are repeated, or seem important. Write them down.

---

---

---

---

4. Another good title for this text could be

- a) Small Sharks.
- b) I Love Sharks.
- c) Facts about Sharks.
- d) My Pet Shark.

# What are Earthquakes?

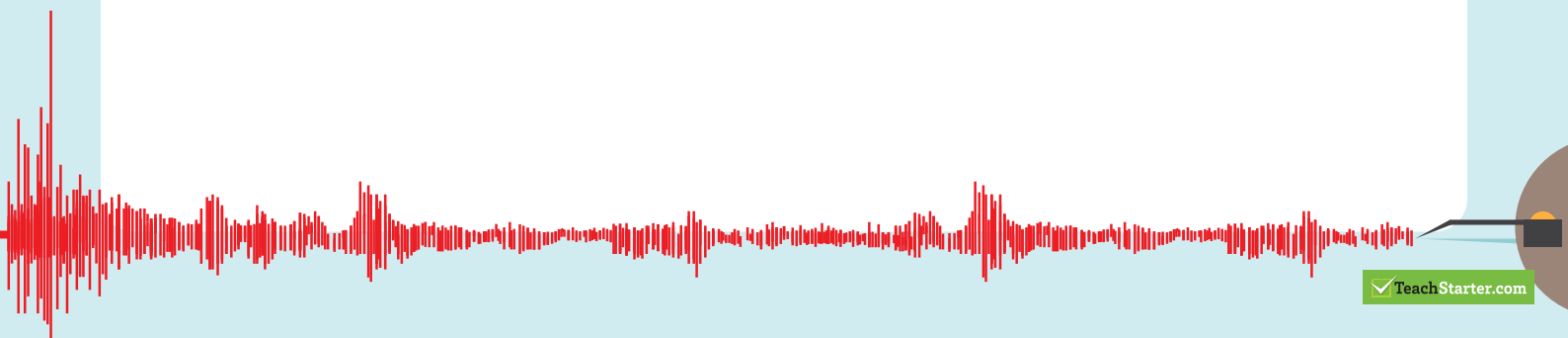
An earthquake is a sudden shaking or movement of the Earth's crust. Earthquakes occur when the moving tectonic plates that make up the Earth's surface move apart, bump into each other, or slide under each other. This movement tears apart the surface of the Earth, or crunches it up. Usually, this results in some minor shaking for a few seconds, and nothing very serious happens. However, there are occasions when these plate movements cause major shaking, and the resulting earthquake can have very serious consequences.

When two tectonic plates suddenly move or collide, seismic waves (vibrations which carry energy) move outwards from that point. This original point where the earthquake began is called the focus. Since the focus is usually deep below the surface of the Earth, the location of the earthquake is often referred to as the point on the Earth's surface directly above the focus. This point is called the epicentre.

Sometimes, there are smaller shocks that occur before (foreshock) and after (aftershock) a main earthquake. Sometimes foreshocks are so big that scientists are unsure if it is the actual earthquake. Foreshocks and aftershocks can occur for days, weeks and even months before and after a main earthquake.

So how can the magnitude of an earthquake be measured? Geologists use an instrument called a seismograph to measure the strength of the seismic waves created by an earthquake. This then enables the size of the earthquake to be measured using the Richter scale. The Richter scale rates earthquakes on a scale ranging from 0 to 9. An earthquake rated 1 on the Richter scale might hardly be felt on the Earth's surface; but an earthquake rated 2 is ten times as strong as an earthquake rated 1; and an earthquake rated 3 is ten times as strong as an earthquake rated 2 (and so on). It is likely that most people will feel an earthquake with a rating of 5. In an earthquake with a rating of 8, many buildings will fall down and people's lives will be at serious risk.

Scientists have not yet discovered a way of predicting exactly when and where an earthquake will occur. However, they do know that earthquakes occur along fault lines and we know where these fault lines are. People who live in earthquake-prone areas must be well-educated about earthquakes. They must be prepared, learn how to stay safe and know how to respond quickly when they occur.



# What are Earthquakes?

**Read the passage about earthquakes, then answer the questions below.**

An earthquake is a sudden shaking or movement of the Earth's crust. Earthquakes occur when the moving tectonic plates that make up the Earth's surface move apart, bump into each other, or slide under each other. This movement tears apart the surface of the Earth, or crunches it up. Usually, this results in some minor shaking for a few seconds, and nothing very serious happens. However, there are occasions when these plate movements cause major shaking, and the resulting earthquake can have very serious consequences.

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

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

# Questions

**1) When do earthquakes occur?**

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**2) Why is the location of an earthquake usually referred to as the epicentre?**

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**3) How are seismographs useful in measuring the magnitude of an earthquake?**

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**4) Can scientists predict when and where an earthquake will occur? Why/why not?**

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**5) Decide whether the following statements are true or false.**

- |  |              |
|--|--------------|
| a) Tectonic plates bumping into each other can cause an earthquake.            | True / False |
| b) The original point where an earthquake began is called the collision point. | True / False |
| c) Foreshocks are only ever very small.  | True / False |
| d) An earthquake rated 8 on the Richter scale is life-threatening.             | True / False |
| e) Scientists are aware of where fault lines exist around the world.           | True / False |

## RECOMMENDATION

Write a persuasive paragraph recommending the book or the movie. Make sure you provide some examples and points to support your argument.

## COMPARISON

Write details that were different in the book and the movie. Add the unique detail under the media category in which they appeared.

**RECOMMENDATION**

glue

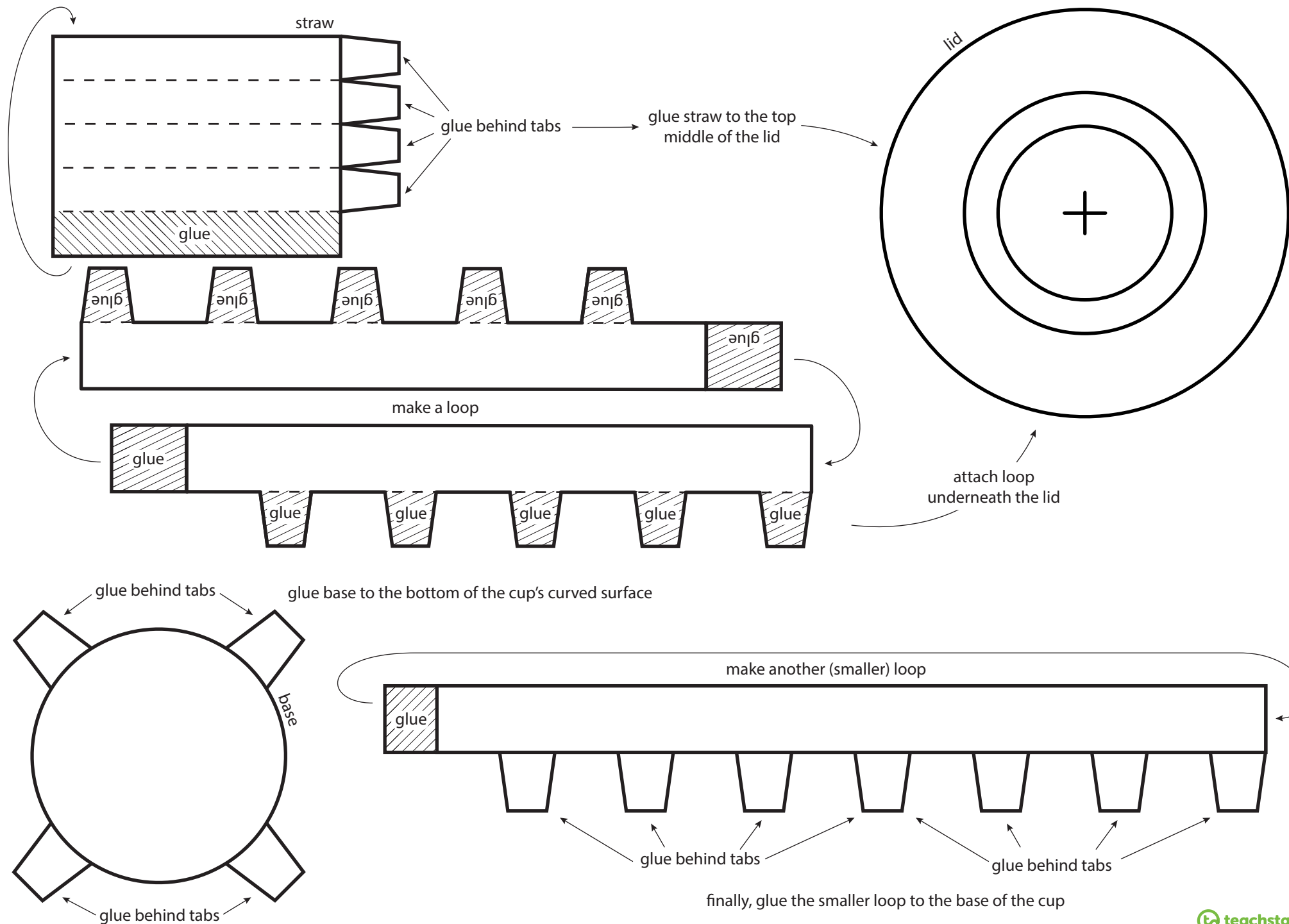
**COMPARISON**

Book

Movie

teachstarter

teachstarter



Write a paragraph summarising what the story is about without giving away the ending.

# PORTRAIT

Favourite Character: \_\_\_\_\_

Based on book / movie \_\_\_\_\_

teachstarter

# SUMMARY

teachstarter

glue

glue behind



## Movie Information



Movie Title:

Film Company:

Director:

Writer:

Genre:

Country:

Run Time:

Studio:

Setting:

Theme:

Main Actors:

Star Rating:



teachstarter

glue

## Book Information

Title:

Author:

Publisher:

Page Count:

Chapters:

Time Taken to Read:

Genre:

Star Rating:



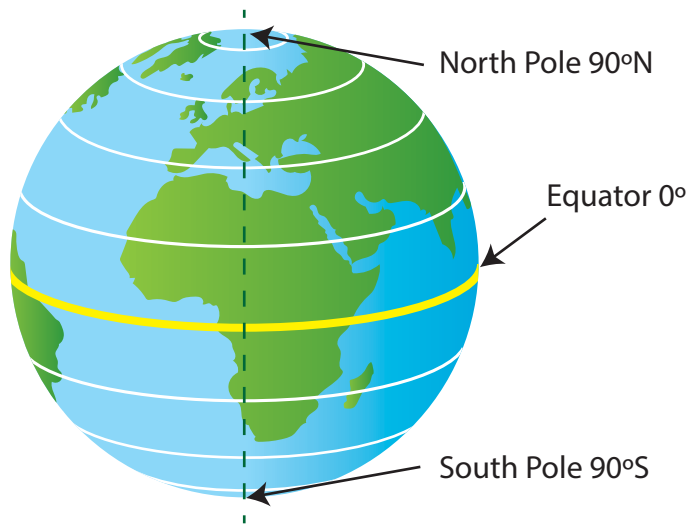
teachstarter

glue

glue

# Latitude and Longitude

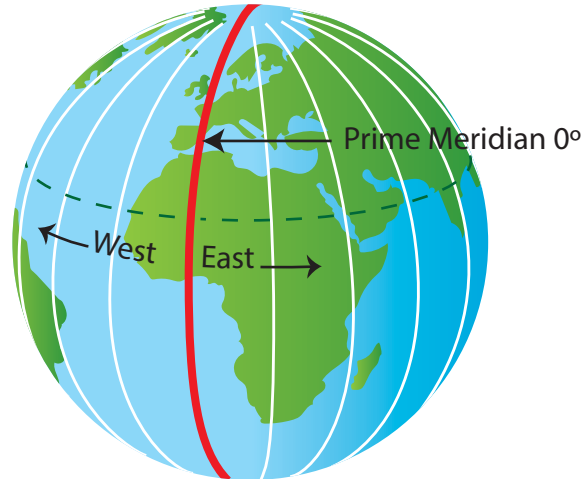
Latitude and longitude enable us to find any location on Earth's surface using a set of coordinates.



## Lines of latitude

Between the North and South Poles, exactly in the middle, is an imaginary line called the equator. The latitude of the Earth is a coordinate that is north or south of the equator.

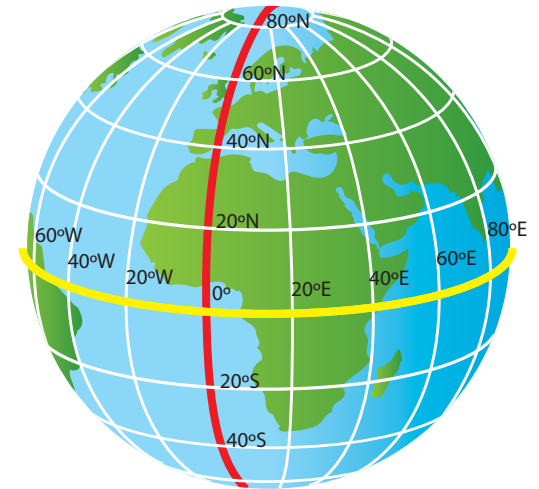
Remember: **Latitude** is **flat**.  
It is horizontal lines.  
It is °N or °S.



## Lines of longitude

The longitude of the Earth is a coordinate east or west of an imaginary line called the Prime Meridian. The farthest point away from the Prime Meridian is +180° eastward and -180° westward.

Remember: **Longitude** is **long**.  
It is vertical lines.  
It is °E or °W.



## Latitude and longitude

When we combine the latitude and longitude we can assign every location on the Earth a set of numbers and letters.

**Coordinates are written like this:**

North Pole 90°N, 0°W

South Pole 90°S, 0°W

Greenwich 51.48°N, 0°W

South Africa 30°S, 25°E

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

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

# Latitude and Longitude

Use Google Maps to find the geographic coordinates or places listed below.

What are the coordinates of your school?

.....

What are the coordinates of the closest park?

.....

What are the coordinates of the closest train station?

.....

What are the coordinates of the closest public library?

.....

What are the coordinates of your capital city?

.....

What are the coordinates of Reykjavik, Iceland?

.....

What are the coordinates of Madagascar?

.....

What is located at  $28.4186^{\circ}$  N,  $81.5811^{\circ}$  W?

.....

What is located at  $33.8587^{\circ}$  S,  $151.2140^{\circ}$  E?

.....

What is located at  $51.4800^{\circ}$  N,  $0.0000^{\circ}$  W?

.....

# 2D and 3D Shape Crossword

## Across Clues

3. I am 3D, I have 5 faces and vertices, 8 edges and I'm found in Egypt. (18)
4. I am 2D, I have 1 curved side and the same diameter across. (6)
8. I am 3D, I have 6 faces, 8 vertices & 12 edges. New shoes come in me (16)
11. I am 2D, I have 8 sides and you would find me as a stop sign. (7)
12. I am 2D, I have 1 curved side with different diameters across. (4)
13. I am 2D, I have 5 sides and the sum of my internal angles is  $540^\circ$ . (8)
14. I am 2D, my opposite sides are equal length & corners are right angles. (9)
15. I am 2D, all my sides are equal length and my 4 corners are right angles. (6)
16. I am 3D and I have no vertices, edges or boundaries (6)
17. I am 2D, I have 2 pairs of parallel sides and I can be called another name starting with 'D'. (7)
18. I am 2D and I have no parallel sides but I do have 2 pairs of adjacent equal length sides. You might like to fly me at the beach or in the park. (4)
19. I am 3D, I have 6 faces, 8 vertices and 12 edges. I'm like a dice. (4)

## Down Clues

1. I am 2D, I have 4 sides and 2 of them are parallel. The sum of my internal angles is  $360^\circ$  (9)
2. I am 3D, I have 2 flat and one curved surface, 2 boundaries but no vertices. (8)
5. I am 3D and I have no vertices. I have 1 curved surface, 1 flat surface and 1 boundary. (4)
6. I am 2D and I have 3 sides of equal length and 3 equal angles. (19)
7. I am 2D, I have 6 sides and the sum of my internal angles is  $720^\circ$ . (7)
9. I am 3D and I have 5 faces and 9 edges. I look like a tent. (15)
10. I am 2D, I have 3 sides and 2 of my sides are equal length. I also have 2 equal angles. (17)

