























Learning Activities- Stage 2 (13/9 – 17/9)

You will need access to a digital device and help from a parent/carer to complete some of the following activities. If you are unable to access a device, please record and complete work in a notebook/ workbook of your choice. Keep this book at home ready to bring into your teacher when face to face learning resumes. You may also take a photo and email your teacher. Work through what you can and just do your absolute best.

Session	Monday 13/9	Tuesday 14/9	Wednesday 15/9	Thursday 16/9	Friday 17/9
Morning	Reading  Read Chapter 9 of Misery Guts. You can watch the video with Mrs Cahill or use the PDF. Write 3 – 5 sentences summarising this chapter. What are the main events? How are the characters feeling? What do you predict will happen next?	Spelling  Sound search activity on Google Classroom Spelling Menu – 20 points Reading  Log on to Reading Eggs and complete 30 minutes of lessons.	 The teachers thought you might like to look after yourselves and your families on Wednesday. We are calling it Wellbeing Wednesday. You will have your normal Wednesday zoom with your teacher, then spend the rest of the day choosing activities from the grid.	Spelling  Online Sound Waves activities for unit 27 Spelling Menu – 20 points Reading  Misery Guts - Answer the Chapter 9 comprehension questions, remembering to use full sentences. Feel free to re-read Chapter 9 first to refresh your memory.	Reading  Vocabulary – from the list of words that appeared in Chapter 9, select at least five and use a dictionary to record the definition of and use each word in a sentence.
	 Education 10am Livestream		 Education 10am Livestream		
	Mathematics  Year 3 and 4 NOGGLE task cards Year 3 <ul style="list-style-type: none"> Unit 24: Compensation Strategy, p98 Year 4 <ul style="list-style-type: none"> Unit 24: Compensation Strategy, p98 	Writing  Read Slide 16 and 17 and use instructions to start editing your work. Learn how to use 'spell check'.	Choose as many as you like. Try different ones! We hope you have fun doing them. You can even do them together with your sisters/brothers. Happy Wednesday	Writing  Read page 18 and publish your writing in any way you like: poster, Google Slide, brochure, written text. Have ready to present next term.	Mathematics  Year 3 and 4 NOGGLE task cards Year 3 <ul style="list-style-type: none"> Unit 24: Scales, p101 Year 4 <ul style="list-style-type: none"> Unit 24: Grams, p101

Break					
 Class Zoom - 11:30am each day 					
Middle	  <p>Wingaru Kids Complete the scheduled Wingaru activity. Information will be on your Google Classroom.</p>	 <p>Mathematics Year 3 and 4 Number Busting: our number for the day is 73. Year 3</p> <ul style="list-style-type: none"> Unit 24: Division facts and strategies, p99 <p>Year 4</p> <ul style="list-style-type: none"> Unit 24: Division strategies, p99 		 <p>Mathematics Year 3 and 4 Number and Algebra Challenges Year 3</p> <ul style="list-style-type: none"> Unit 24: Testing Predictions, p100 <p>Year 4</p> <ul style="list-style-type: none"> Unit 24: Surveys, p100 	 <p>BTN Watch BTN (Behind the News) and complete the interactive quiz online</p> <p style="text-align: center;">Or</p> <p>Writing You can use this extra time to work on publishing your informative research writing project</p>
Break					
Afternoon	 <p>Music Activity from Mr Stevens on Google Classroom.</p> <p style="text-align: center;">Directed drawing How to draw an ice-cream tower (folded surprise)</p>	 <p>Library Activity from Miss Compton on Google Classroom.</p> <p style="text-align: center;">Directed drawing How to draw an optical illusion</p>		 <p>Visual Art “One Plastic Bag” Drawing inspiration from Miranda Paul’s book “One Plastic Bag,” students will be repurposing plastic bags (or another material e.g. newspaper, magazines, scrap material, plastic packaging) in our homes and turning them into a bracelet or a skipping rope! <i>Please see the supporting document on Google Classroom for more details, instructions and video links.</i></p>	 <p>PDHPE Activities from Mr K.</p> <p style="text-align: center;">Directed drawing How to draw a cartoon chef</p>

Spelling

Spelling Week 10

Year 3



List Words

look
good
put
full
foot
could
would
should
putting
goodbye
woman
shook
stood
unhook
wooden

Extension Words

brook
bullet
bulletin
bulldozer
bullock
butcher
childhood
cushion
driftwood
footpath
lambswool
pulley
sugar
wolf
woollen

Year 4



List Words

pull
pulling
bush
pushing
could
would
stood
crook
woman
shouldn't
goodbye
cookbook
footpath
bushfire
childhood

Extension Words

ambush
bulldozer
rookie
sugar
butcher
courier
cuckoo
bulletin
understood
wolves
cushion
likelihood
whoosh
fulfilment
kookaburra

Spelling

Weekly Spelling Menu

Complete the spelling pre-test using the video on Google Classroom. Look at the overview to see what spelling activities you should complete on paper or in Google Classroom.

THESE ACTIVITIES ARE WORTH 5 POINTS.

Sloppy Mess! Spell your words in peanut butter, shaving cream, Nutella, etc. - Picture or note required	ABC Order abcdefghijklmnopqrstuvwxyz	Opposite Hand! Use the hand that you don't normally write with to write your words!
Short Story Use all of your words in a short story.	ALL CAPITAL LETTERS	Rhymes With Find words that rhyme with your spelling words

THESE ACTIVITIES ARE WORTH 10 POINTS.

RED AND BLUE Red for CONSONANTS Blue for VOWELS	Anagram! See if you can rearrange the letters of your words to create new words <i>ice cream - below</i>	Fancy POETS
Pyramid Words t th the	Type it up! Use a computer to type up your words in any font you like!	Scrambled Words Write your words, scramble the letters, then write them again.
3 times each 3 times each 3 times each	cut out letters from a magazine and glue to paper to spell out your words	Block Letters
CBA words Write your words forwards and backwards	Silly Sentences Use all of your words to create silly sentences.	Word Search Create your own word search using your words. Have someone at home find them all!
PICTURE WORDS Draw a picture and hide your words in the picture.	SECRET AGENT WORDS Number the alphabet 1-26 then create your own secret code!	RAINBOW words Write your words in different rainbow colors.

Reading

Week 10 Reading

Monday	Misery Guts Read chapter 9 of Misery Guts. You can watch the video with Mrs Cahill or use the PDF on your Google Classroom. Write 3 – 5 sentences summarising this chapter. What happens in this chapter? How are the characters feeling? What do you predict will happen next?
Tuesday	Reading Eggs Login to Reading Eggs and complete 30 minutes of your lessons. After that you might like to play some of the fun games!
Wednesday	Misery Guts Answer the following Chapter 9 comprehension questions, remembering to use full sentences. Feel free to re-read Chapter 8 first to refresh your memory. Comprehension Questions <ol style="list-style-type: none">1. Tracy told Keith not to swim. Why?2. What does 'a bit of a wolly' mean?3. List the dangerous things in North Queensland.4. Why did Keith think that he'd become a 'misery guts'?
Thursday	Reading Eggs Login to Reading Eggs and complete 30 minutes of your lessons. After that you might like to play some of the fun games!
Friday	Misery Guts – Vocabulary Here are some words that appeared in Chapter 9. Select at least five words and use a dictionary at home or online to record the definition of the word, and then use each word in a sentence. rivets, lush, fronds, tempting, stingers (sea wasps), panic, cluster, wally, hurtled, tarmac, seep, tread, esky.

Compensation strategy

The **compensation strategy** involves rounding one of the numbers so that you can work out the answer in your head. Later you have to take off the amount you rounded, e.g. $54 + 38 =$

Think $54 + 40 = 94$, then take off the 2 that was rounded up.

The answer is 92.

1 Use this strategy to complete these. The first one has been done for you.

a	$26 + 38$ becomes	26	+	40	-	2	=	64
b	$34 + 27$ becomes		+		-		=	
c	$28 + 39$ becomes		+		-		=	
d	$46 + 28$ becomes		+		-		=	
e	$27 + 49$ becomes		+		-		=	
f	$35 + 48$ becomes		+		-		=	
g	$56 + 27$ becomes		+		-		=	
h	$63 + 28$ becomes		+		-		=	
i	$47 + 49$ becomes		+		-		=	
j	$76 + 37$ becomes		+		-		=	

When adding $56 + 39$, think $56 + 40 - 1 = 95$.

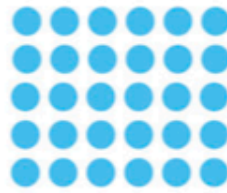
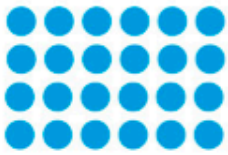


2 Mario has completed these operations on a calculator but has made some mistakes. Use your estimation skills to decide which ones he should do again.

	Question	Good	Do Again
a	$38 + 43 = 81$		
b	$27 + 61 = 88$		
c	$74 - 37 = 57$		
d	$49 + 33 = 62$		
e	$92 - 56 = 13$		
f	$62 + 27 = 89$		
g	$39 - 22 = 37$		

	Question	Good	Do Again
h	$71 + 28 = 80$		
i	$52 - 27 = 35$		
j	$68 + 24 = 92$		
k	$96 - 38 = 48$		
l	$82 - 39 = 43$		
m	$48 - 33 = 15$		
n	$93 - 37 = 76$		

3 Use known facts or the arrays to answer the questions.



a $24 \div 4 = \square$

d $20 \div 4 = \square$

g $20 \div 5 = \square$

b $24 \div 6 = \square$

e $20 \div 10 = \square$

h $30 \div 6 = \square$

c $20 \div 2 = \square$

f $30 \div 5 = \square$

4 Use known facts to solve the problems.

- a 10 marbles shared among 5 boys. _____
- b 15 football cards shared among 3 girls. _____
- c \$40 shared among 10 sisters. _____
- d 9 cows shared among 3 paddocks. _____
- e \$24 shared among 4 children. _____
- f 32 eggs shared among 4 people. _____
- g 40 chickens shared among 4 families. _____

Halve, then halve again to divide by 4.



5 Solve the secret code by exchanging numerals for letters.

2	4	8	6	10	3	9	7	1	5
K	A	G	W	D	T	R	O	U	E

1 $16 \div 2 = \square$ 6 $12 \div 2 = \square$ 11 $5 \div 5 = \square$

2 $18 \div 2 = \square$ 7 $14 \div 2 = \square$ 12 $30 \div 3 = \square$

3 $15 \div 3 = \square$ 8 $90 \div 10 = \square$ 13 $25 \div 5 = \square$

4 $16 \div 4 = \square$ 9 $8 \div 4 = \square$

5 $9 \div 3 = \square$ 10 $40 \div 4 = \square$

1	2	3	4	5
---	---	---	---	---

6	7	8	9
---	---	---	---

10	11	12	13
----	----	----	----

Testing predictions

6 Predict answers to the following questions.

Prediction	
What will the colour of the next car to pass our school be?	
What will the most popular colour car to pass our school be?	

I think red is the most popular.

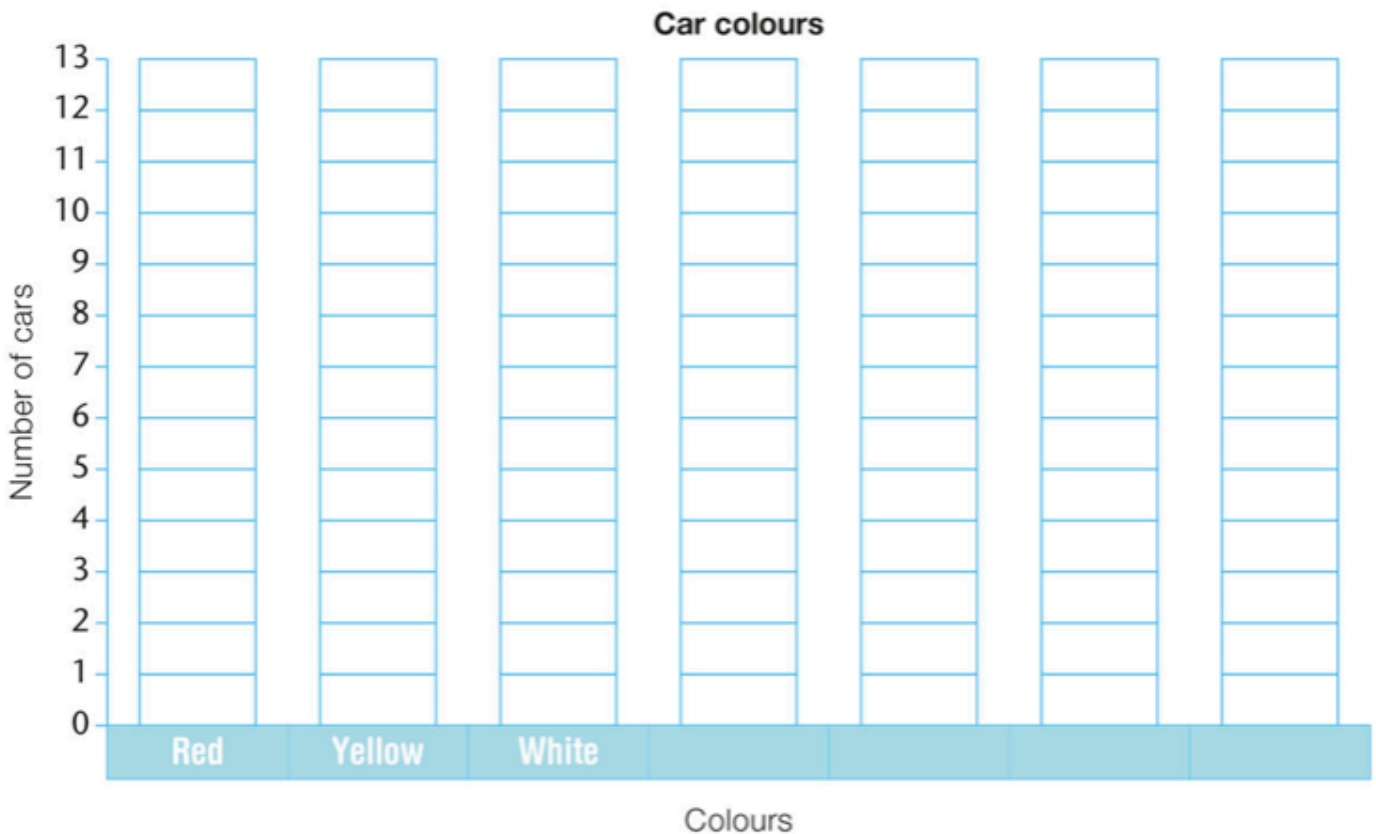


7 Survey

With your teacher, conduct a survey of the colours of cars passing your school. Complete the survey details on the grid. Fifty cars will be enough. Use tally marks to record your survey information on this grid.

Red	Yellow	White				

8 Construct a column graph to record your results. The vertical axis shows how many cars. The horizontal axis shows what colour car.



9 What colour was the next car to pass the school? _____

10 What was the most popular colour car to pass the school? _____

11 Fruit and vegetables are often sold in kilogram lots. Record the mass of each purchase.

a 
 kg






b 
 kg

c 
 kg

d 
 kg

12 Use a pan balance to find the mass of these items.



	0 to 1 kg	1 to 2 kg	2 to 3 kg	4 to 5 kg
				
				
				
				
				

13 Look carefully at the scales in the picture. What can be learnt from them?



Compensation strategy

The **compensation strategy** can be done by **rounding up** one of the numbers that you are adding, e.g. $54 + 38 = ?$ Think $54 + 40 = 94$, then take off the 2 that was rounded up. The answer is 92.

1 Use this strategy to complete the additions.

- a $47 + 38$ becomes

47	+	40	=	87
----	---	----	---	----

 subtract

2	=	85
---	---	----
- b $55 + 19$ becomes

	+		=	
--	---	--	---	--

 subtract

	=	
--	---	--
- c $63 + 27$ becomes

	+		=	
--	---	--	---	--

 subtract

	=	
--	---	--
- d $45 + 29$ becomes

	+		=	
--	---	--	---	--

 subtract

	=	
--	---	--
- e $73 + 38$ becomes

	+		=	
--	---	--	---	--

 subtract

	=	
--	---	--
- f $136 + 39$ becomes

	+		=	
--	---	--	---	--

 subtract

	=	
--	---	--
- g $226 + 48$ becomes

	+		=	
--	---	--	---	--

 subtract

	=	
--	---	--
- h $237 + 38$ becomes

	+		=	
--	---	--	---	--

 subtract

	=	
--	---	--
- i $462 + 47$ becomes

	+		=	
--	---	--	---	--

 subtract

	=	
--	---	--

The compensation strategy can be also done by **rounding down** one of the numbers that you are adding, e.g. $58 + 33 = ?$ Think $58 + 30 = 88$, then add the 3 that was rounded down. $88 + 3 = 91$

2 Use this strategy to complete the additions.

- a $39 + 21$ becomes

	+		=	
--	---	--	---	--

 add

	=	
--	---	--
- b $48 + 22$ becomes

	+		=	
--	---	--	---	--

 add

	=	
--	---	--
- c $254 + 33$ becomes

	+		=	
--	---	--	---	--

 add

	=	
--	---	--
- d $136 + 42$ becomes

	+		=	
--	---	--	---	--

 add

	=	
--	---	--

3 Explain the strategy you would use to solve: $148 + 36 = \square$.

Division strategies

Extending division facts

We know that $8 \div 2 = 4$ so $80 \div 2$ must equal 40.

$12 \div 4 = 3$ so
 $120 \div 4 = 30$. Cool!



4 Solve each pair of divisions.

a	9	÷	3	=		90	÷	3	=	
b	12	÷	2	=		120	÷	2	=	
c	15	÷	3	=		150	÷	3	=	
d	20	÷	4	=		200	÷	4	=	
e	25	÷	5	=		250	÷	5	=	
f	24	÷	6	=		240	÷	6	=	
g	36	÷	6	=		360	÷	6	=	

Trial and error

Use trial and error to find the answers to the divisions with remainders, e.g. $26 \div 4$. Try $5 \times 4 = 20$, $6 \times 4 = 24$, $7 \times 4 = 28$. The answer is 6 remainder 2.

5 Use trial and error to solve these divisions.

a	$29 \div 3 =$	<input type="text"/>	remainder	<input type="text"/>	f	$21 \div 4 =$	<input type="text"/>	remainder	<input type="text"/>
b	$19 \div 4 =$	<input type="text"/>	remainder	<input type="text"/>	g	$23 \div 5 =$	<input type="text"/>	remainder	<input type="text"/>
c	$29 \div 5 =$	<input type="text"/>	remainder	<input type="text"/>	h	$31 \div 3 =$	<input type="text"/>	remainder	<input type="text"/>
d	$38 \div 5 =$	<input type="text"/>	remainder	<input type="text"/>	i	$42 \div 8 =$	<input type="text"/>	remainder	<input type="text"/>
e	$31 \div 6 =$	<input type="text"/>	remainder	<input type="text"/>	j	$29 \div 6 =$	<input type="text"/>	remainder	<input type="text"/>

6 Solve the division problems.

a	Arlo had 15 football cards that he shared among two friends and himself. How many did each child receive?	<input type="text"/>
b	Mr Smith put 150 students on 3 buses. If they all had the same number of students on them, how many were on each bus?	<input type="text"/>
c	Sarai downloaded 6 albums. What is the cost of each album if the total cost for all of them was \$54?	<input type="text"/>
d	Jack had 48 marbles that he shared among himself and 5 other children. How many marbles did each child receive?	<input type="text"/>

- 7 Which fruit is the most popular in your class? Predict answers to the following questions about the most popular fruits in your class.

	Prediction	Survey result
The most popular fruit will be		
The least liked fruit will be		

NPS Year 4 Most Popular Fruits

Fruit	People
🍏 Apple 🍏	4
🍌 Banana 🍌	11
🍓 Strawberry 🍓	6
🥭 Mango 🥭	5
🍊 Orange 🍊	2

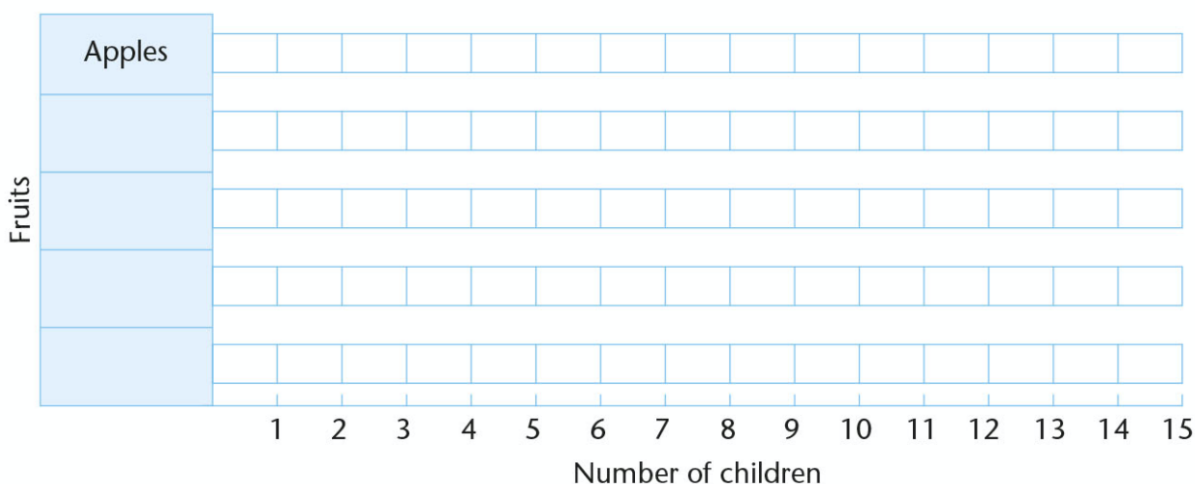
- 8 Conduct the survey to find out which are the 5 most popular fruits in the table below. graph your results in the space below.

--	--	--	--	--

apples







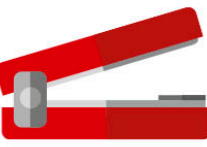
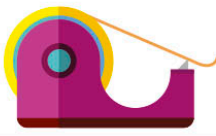


Most popular fruits, Class _____



- 10 Using all the data you have collected, suggest the types of fruit that Australian canteens should sell. _____

11 Estimate and then measure the mass of the items in grams using a pan balance.

<p>a</p> <div style="display: flex; align-items: center;">  <div> <p>Est: _____</p> <p>Mass: _____</p> </div> </div>	<p>e</p> <div style="display: flex; align-items: center;">  <div> <p>Est: _____</p> <p>Mass: _____</p> </div> </div>
<p>b</p> <div style="display: flex; align-items: center;">  <div> <p>Est: _____</p> <p>Mass: _____</p> </div> </div>	<p>f</p> <div style="display: flex; align-items: center;">  <div> <p>Est: _____</p> <p>Mass: _____</p> </div> </div>
<p>c</p> <div style="display: flex; align-items: center;">  <div> <p>Est: _____</p> <p>Mass: _____</p> </div> </div>	<p>g</p> <div style="display: flex; align-items: center;">  <div> <p>Est: _____</p> <p>Mass: _____</p> </div> </div>
<p>d</p> <div style="display: flex; align-items: center;">  <div> <p>Est: _____</p> <p>Mass: _____</p> </div> </div>	<p>h</p> <div style="display: flex; align-items: center;">  <div> <p>Est: _____</p> <p>Mass: _____</p> </div> </div>

12 What would be the mass of your pencil case with these things in it? You may need a calculator to work it out.



Pencil case	
Calculator	
Scissors	
Pencil	
Eraser	
Total	

13 Convert the kilogram measurements to grams. The first one is done for you.

	Kilograms	Grams		Kilograms	Grams
a	1 kg	1000 g	f	$\frac{1}{2}$ kg	g
b	2 kg	g	g	$2\frac{1}{2}$ kg	g
c	3 kg	g	h	$\frac{1}{4}$ kg	g
d	5 kg	g	i	$1\frac{1}{4}$ kg	g
e	7 kg	g	j	$\frac{3}{4}$ kg	g

Science

Creativity is the key here. Please chat to your parents and/or teachers at school about the materials you may be able to use to complete this task. Post a photo of your creation to Google Classroom!

FOIL EIFFEL TOWERS

Challenge:

Using a picture of the Eiffel tower, use foil to create a replica.

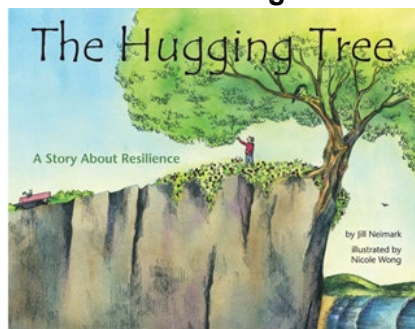
Materials:

foil



Library

[The Hugging Tree story and lesson](#) A Story of Resilience Watch the video and complete the following tasks. If you are unable to view the video, here is a summary of the story. You will still be able to complete the tasks without having seen the video.



The Hugging Tree - Summary

The cover of the book shows a big beautiful tree and a happy boy. The story is about the relationship between them. The story is set on top of a big cliff by the sea. The setting is important to the story because it is a place where a tree normally wouldn't grow. The little tree is growing in a harsh place and is not protected by other trees in a forest. Yet she has trust in herself and strength, she never gives up. When winter comes, the ice and storms break the tree's branches and roots, and she is afraid she will be torn from the cliff. When she is lonely or in trouble, she reaches out for help to the sun, the moon, the sea, the cliff, and the little boy. The little boy is kind and caring. When he sees the tree in trouble, and touches her broken roots, his heart is touched. He wants to help her. He knows he can help her, and as he helps her grow, he finds she helps him back. She shades him with her branches and leaves. He can rest under her shade and dream. It makes him feel good to help her, and he feels good when she gives back to him.

This is how we all get through hard times and turn them into good times. This is how we reach out to others, to help them be strong. When we are born, we are like the little seed of the tree. As we grow, we face challenges from life. But as we grow and learn to overcome difficulties, and learn to trust others, we grow into strong individuals who can help and give back to others.

At the end of the story, the tree has made it through hard times. She is big and beautiful and can shelter many people, who come to enjoy themselves, picnic, or just sit and dream. The most important thing to learn from the story is that we all face challenges, and we all can get through them by being strong and reaching out to others for help.

Create a "I am Strong Like a Tree Poster"

Have you seen trees swaying in the wind? They stay strong because their roots are deep. Think of your life as a tree! The supportive adults, friends and values are roots that help you stand strong. Challenges you face are like the wind and your branches are the talents and qualities that you have grown that make you, uniquely you! Draw a picture of a tree, maybe give it some long, deep roots reaching into the ground. Next to the roots, draw or write people, things, animals, thoughts, and values that make you feel loved and supported.

Next to the wind lines draw or write things that you find challenging or hard. Maybe things that make you sad. On the branches write down your talents and qualities in yourself that you feel proud of.

Reading for Pleasure

Make a list of all of the story characters you can think of who have shown resilience, who believed in themselves and were able to bounce back from challenges.

Great Readers become Great Writers

Challenge yourself and write a short story with a main character who shows resilience. It doesn't have to be a human. You can use personification to show the strengths of an animal, plant or object, just like Jill Neimark did in *The Hugging Tree*! Please email your stories to me at clare.compton@det.nsw.edu.au and I will group them into an anthology (a collection of stories) about resilience that we can share in the library!

Music

Week 10

Activity 1: Quick March

Get up and sing with [Drill Sergeant Stevens](#)

Activity 2: Bucket Beat #10 Warm Up

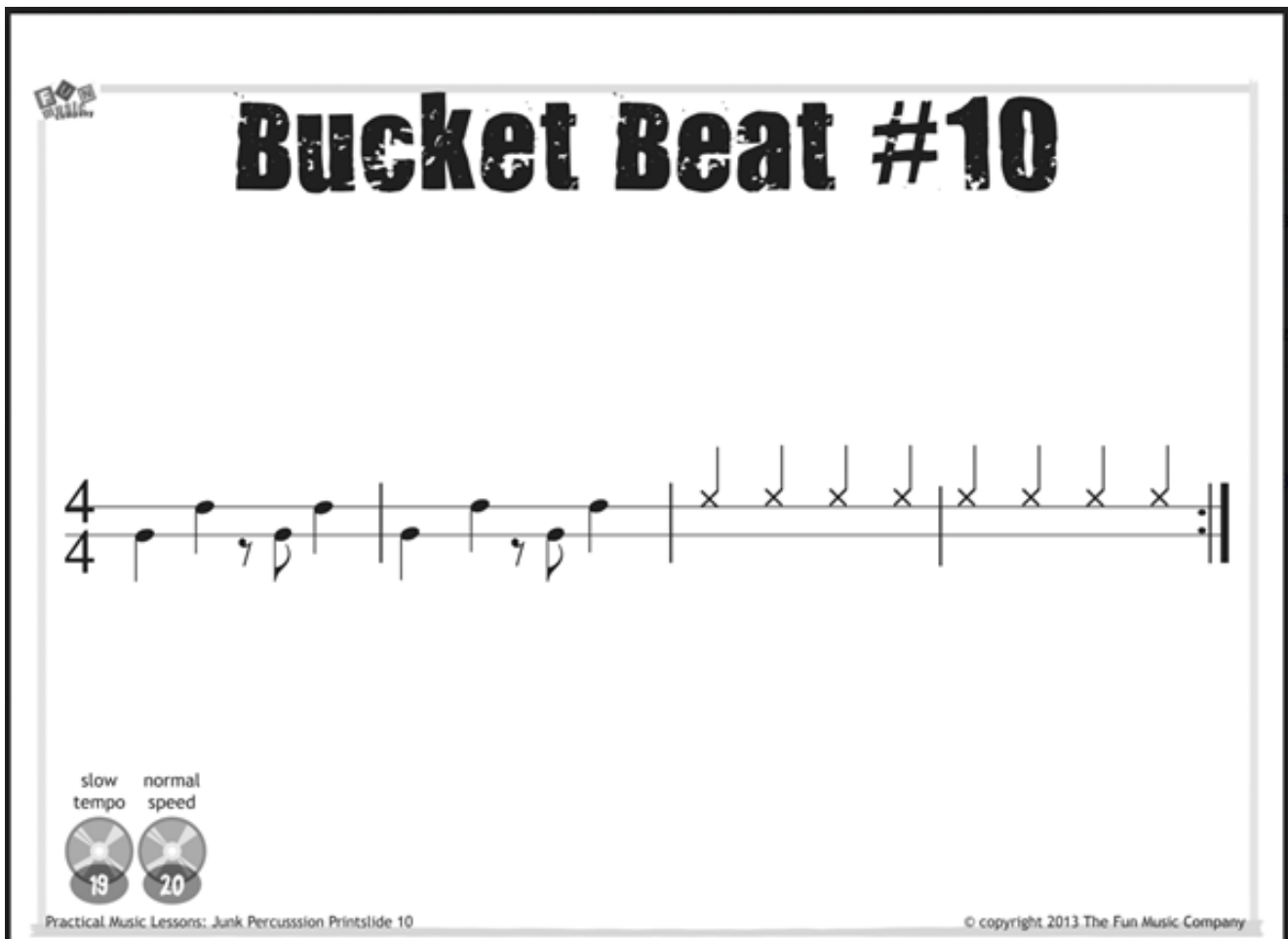
Play along to this [rhythm drill](#) to warm up your hands and reading skills.

Next, we are going to look at a rhythm that uses a **Quaver Rest**. This is a rest (silence) that only lasts for **half a beat**. It looks a bit like a y:

Activity 3: Bucket Beat #10

Analyse the bucket beat pattern in *percussion notation* carefully below. Can you:

1. Identify the time signature?
2. Say and clap the rhythm?
3. Determine how many different sounds you need to play?
4. Play the rhythm on your bucket drum, repeating four times without losing the beat. [Backing track here](#)



Bucket Beat #10

The image shows a musical staff with a 4/4 time signature. The first two measures contain a melody of quarter notes and eighth notes with quaver rests. The last two measures contain a percussion pattern of quarter notes marked with 'x' above them. Below the staff are two drum icons labeled '19' and '20' with 'slow tempo' and 'normal speed' labels respectively.

slow tempo 19 normal speed 20

Practical Music Lessons: Junk Percussion Printslide 10 © copyright 2013 The Fun Music Company



Exercise Circuit

Warm up

- 60 Seconds running on the spot
- 60 Seconds skipping on the spot
- 30 x Heel flicks
- 10 x Slow Star Jumps
- Get a drink of water

Repeat x 2

Circuit

- 30 Seconds high knees running on the spot
- 30 x Star Jumps
- 20 x Mountain climbers
- 10 x Sit ups
- 10 x Side to Side Jumps
- 10 x Bodyweight Squats
- 10 x Reverse Lunges
- 10 x Spidermans
- Get a drink of water

Repeat x 3

Indoor bocce

Ask a sibling or a parent / carer to be your opponent in indoor bocce.

The aim is for one team to get as many of their socks closer to the ball than your opponents

Place a small ball on the ground in a safe area inside your house.

Make a starting 'line' where all throws must be behind. Take turns with your throws.

Only the player with the socks closest to the ball scores points that round.

Each sock that is closer than the opponent's sock counts as one point. Only one team scores per round.

First to 15 wins

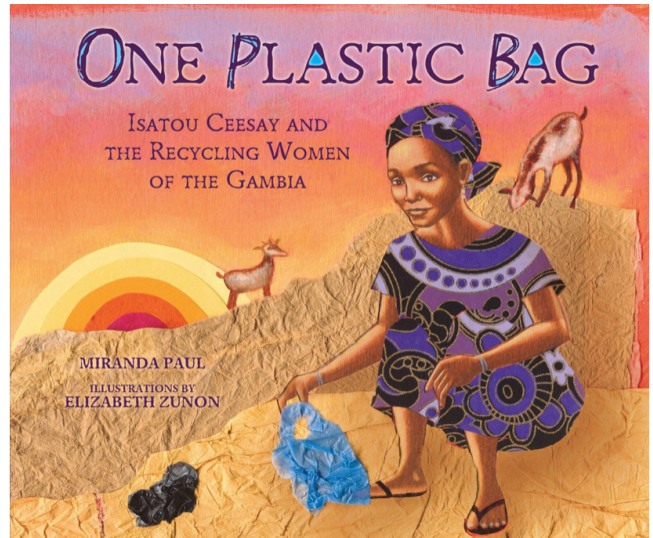
Equipment needed:

- Tennis ball or small similar small sized ball
- 4 pairs of black socks
- 4 pairs of white socks

ONE PLASTIC BAG BY MIRANDA PAUL

The inspiring true story of how one African woman began a movement to recycle the plastic bags that were polluting her community.

Plastic bags are cheap and easy to use. But what happens when a bag breaks or is no longer needed? In Njau, Gambia, people simply dropped the bags and went on their way. One plastic bag became two. Then ten. Then a hundred. The bags accumulated in ugly heaps alongside roads. Water pooled in them, bringing mosquitoes and disease. Some bags were burned, leaving behind a terrible smell. Some were buried, but they strangled gardens. They killed livestock that tried to eat them. Something had to change.



Isatou Ceesay was that change. She found a way to recycle the bags and transform her community. This inspirational true story shows how one person's actions really can make a difference in our world.

Link to text, "One Plastic Bag" by Miranda Paul -

<https://www.youtube.com/watch?v=B6p04Zph04>

Isatou Ceesay Interview-

<https://climateheroes.org/heroes/isatou-ceesay-queen-plastic-recycling-gambia/>

VISUAL ART

For this week's Visual Art activity, we will be repurposing plastic bags in our home and turning them into a bracelet or a skipping rope! The instructions for how to turn plastic bags into one of these items are on the YouTube links below. Please post your finished products on the submission portal!



How to make a friendship bracelet out of plastic bags

- <https://www.youtube.com/watch?v=QKahKvABkc8>
- <https://www.youtube.com/watch?v=XH4BxPasz70>

How to make a SKIPPING ROPE out of plastic bags

- https://www.youtube.com/watch?v=h0ExVd9WIMY&fbclid=IwAR1deTLbAhhFSZX5u5vXHmr6hXs8IV1ys_shWOoUOL6j6RGUswcpKV2YR8w

What You'll Need:

- Plastic Bags (or another material e.g. newspaper, magazines, scrap material, plastic packaging, old clothing or cloth)
- Scissors
- Duct tape or a heavy item to keep your plastic bag strips secure.

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Keith opened his eyes and didn't know where he was.

Above his head was a curved metal ceiling with rivets in it.

Then he remembered.

Van Number Six, Orchid Cove Caravan Park, Orchid Cove, Paradise.

Over in the other bed Mum and Dad were still asleep. Keith looked at his watch. Six-thirty Australian time. He pulled the curtain aside. Sunlight spilled onto his bed.

Fantastic, he thought.

He lay back for a bit and just enjoyed having sunlight on his bed at six-thirty in the morning. Then he got down to business.

OK. Plan for the day. Explore paradise, then when Mum and Dad wake up, take them on the grand tour.

Nice one.

He slipped out of bed and put on his tropical shirt and his new shorts, the ones Mum had

made him on Aunty Joyce's Swedish sewing machine. He put his shoes on with no socks. Then he put some toothpaste on his nose and stepped quietly out of the caravan.

The air was clean and warm and smelt like air freshener only much better.

In the lush green forest at the back of the caravan park Keith could see flashes of colour as red and blue birds swooped among the trees. They looked like West Ham practising diving headers.

He walked to the beach. It was even better than the night before.

In the morning sun the sand was a brilliant white and the sea was a sparkling turquoise. The sky was a deep blue and the fronds of the palm trees shone emerald green.

Perfect, thought Keith. Just like the poster in Australia House.

Except for the girl fishing.

He stood and watched as the girl down near the water's edge swung her big rod and cast her line out over the waves.

I wonder if fishing's easy to learn, he thought. Be handy, me popping down here before breakfast each morning and catching all the fish for the shop.

She didn't look any older than him.

He went closer for a better look, down onto the wet sand where the girl was standing.

She turned and stared at him. Her eyes were almost as pale as her hair and her face was very brown.

Keith noticed pink patches where the brown was peeling off her nose and wondered if he should offer her some toothpaste.

He decided not to.

'Hello, I'm Keith.'

'G'day, I'm Tracy.'

'Caught anything?'

'Bit of a cough last winter. Better now but.'

She grinned at him.

Keith grinned back. Here they were, only met two seconds ago and she was cracking jokes already. What a place.

The water looked cool and tempting. Keith kicked off his shoes and stepped in up to his ankles.

'Wouldn't if I was you,' said Tracy.

'Why not?' said Keith.

'Stingers.'

Keith looked at her blankly.

Stingers?

'Sea wasps,' said Tracy.

Sea wasps?

Keith knew all about wasps, he'd had plenty attack his jam sandwiches on picnics, and he knew they couldn't live underwater because he and Dennis Baldwin had tried to teach one to swim once. Must be another joke.

'Box jellyfish,' said Tracy slowly and more loudly. She held out a pair of green tights to Keith. 'Put these on if you want to go for a paddle. Won't stop them stinging you but at least the buggers won't kill you.'

Kill?

Keith stepped quickly out of the water.

Tracy pointed towards the palm trees. 'It's got all about 'em over there.'

Keith saw Tracy was pointing to a sign on a wooden pole.

Keith recognised it as the sign he hadn't been able to read in the Australia House poster.

He walked into the shade of the palm trees and read the sign. Blimey, he thought, she's right. Box jellyfish. Waters around North Queensland coast. Sting fatal.

Keith felt panic starting in his stomach.

Killer jellyfish?

In paradise?

What would Mum and Dad say when they found out he'd brought them twelve thousand miles on five different airlines to a place with killer jellyfish?

He forced himself to calm down.

OK, so they wouldn't be able to swim in the sea. No big deal. They could still lie on the white sand under the swaying palm fronds.

He looked at the palm tree he was standing under. Around the base of the fronds, high above

him, he saw a cluster of big round greeny-brown things. It took him a moment to work out what they were.

Coconuts.

Suddenly he felt fine again. What were a few killer jellyfish compared to being able to lie back in the shade, drinking from a fresh coconut?

'Wouldn't stay under there too long,' yelled Tracy.

Why not? thought Keith.

'Split your skull open if one of 'em falls on you.'

Keith looked at the palm tree. It must be a hundred years old, how was it going to fall on him? Then he realised Tracy meant the coconuts.

Keith looked down the beach at her and wondered if she was only nine and big for her age. Nine year olds panicked about things like coconuts falling on you.

Tracy was yelling at him again, pointing across the road.

'Look over there.'

Keith turned and looked.

Across the road was a high fence and behind it Keith could see the top of what looked like a hotel. Just inside the fence was another row of palm trees. Two men up ladders were cutting the coconuts off and throwing them down.

Must be the coconut harvest, thought Keith. 'Go and ask them what they're doing,' yelled Tracy.

Keith went over, feeling a bit of a wally, but curious.

'What are you doing?' he called up.

'We're missile experts,' said one of the men with a grin, 'removing dangerous missiles. Bit of a breeze and these mongrels'd drop on your head and crack your skull open.'

As he spoke he accidentally knocked one of the coconuts with his arm. It hurtled down and smacked into the road near Keith.

The man looked down, alarmed. 'Jeez, sorry,' he said. 'You'd better shift away a bit.'

Keith looked at the coconut at his feet. It wasn't even cracked. Then he saw the dent in the tarmac where the coconut had hit the road.

Killer coconuts and killer jellyfish.

Keith had a sudden urge to run back to the caravan and crawl back into bed and pretend none of this had happened.

Instead he walked back down the beach to Tracy, who he decided was definitely the same age as him.

'Heard one drop,' said Tracy. 'Thought you'd copped it for a sec.'

'Tracy,' said Keith, 'is there any other dangerous stuff around here?'

Tracy squinted out to sea.

'Not really,' she said.

Keith felt relief seep through him.

'There's the stonefish of course,' said Tracy, 'but they only kill you if you tread on them. Little buggers lie on the bottom looking like rocks.'

Keith looked down to see if he was standing on any rocks.

'And the pufferfish,' continued Tracy, 'but you've got to actually eat a bit of one before you die.'

Think positive, thought Keith.

'What about rivers? Are there any good rivers for swimming in?'

'Some beauties,' said Tracy. 'The crocs come from miles around to swim in 'em.'

Crocs, thought Keith. Must be a local expression for old people.

'Tourist got eaten by a crocodile only last month,' said Tracy.

Keith wished he hadn't mentioned rivers.

Then he remembered the forest, cool and green and alive with exotic birds.

'Just as well there's the forest,' he said. 'Bet it's paradise in there for a picnic.'

'Top spot on a hot day,' said Tracy. 'Cooler than an esky in there.'

Keith started to plan the picnic he'd take Mum and Dad on at lunchtime.

'But you wouldn't actually sit down in there,'

said Tracy. 'Mossies'd have their own picnic if you did. Plus there's the poisonous spiders and poisonous snakes. Great spot for a bushwalk but.'

Tracy then told Keith the story of her uncle's cousin's brother who'd been bitten by a snake in a phonebox near a canefield and who'd been dead before he could ring for an ambulance.

Keith walked slowly back to the caravan.

'It'll be OK,' he said to himself.

It made him feel better so he said it again. A couple of hundred times.

Mum and Dad didn't have to know.

The important thing was to keep them cheerful so they could get a shop going and it could be a big success and they could all be happy.

All I've got to do, he decided, is keep them off the beach, out of rivers and out of the rainforest.

And away from Tracy.

In the caravan Dad was making toast.

'Did you see Mum on your walk?' he asked.

Keith felt his stomach drop into the familiar bowl of cold batter.

Mum had already gone out.

She probably knew everything by now. At this very moment she was probably down on the beach listening to Tracy describe how a

giant squid had eaten someone's grandfather.

Then Keith had a worse thought.

What if she'd gone for a paddle in a river?

He heard someone coming up the steps.

He couldn't look.

Who would it be? The police? A wheelchair salesman?

He looked.

It was Mum, with a big smile on her face.

'Guess what?' she said. 'I've found us a shop.'