

# Daily Planner

Today is Tuesday the 19th of October



English: Book study

Crunch & Sip + Fitness Grid



English: Grammar

Recess



Mathematics: Multiplication

Lunch



Science: How gravity affects life on Earth

# Book Study

Today we will read the next few pages of *The Giraffe and the Pelly and Me*



I stood there enthralled. Then I heard the Giraffe saying to the Pelican in the next window, "Pelly, my dear, be so good as to fly down and bring that small person up here to talk to us."

At once the Pelican spread his huge white wings and flew down on to the road beside me. "Hop in," he said, opening his enormous beak.

I stared at the great orange beak and backed away.

"GO ON!" the Monkey shouted from up in his window. "The Pelly isn't going to swallow you! Climb IN!"

I said to the Pelican, "I'll only get in if you promise not to shut your beak once I'm inside.

"You have nothing to fear!" cried the Pelican,



*"And let me tell you why.*

*I have a very special beak!*

*A special beak have I!*

*You'll never see a beak so fine,*

*I don't care where you go.*

*There's magic in this beak of mine!*

*Hop in and don't say NO!"*



"I will *not* hop in," I said, "unless you swear on your honour you won't shut it once I'm inside. I don't like small dark places."

"When I have done what I am just about to do," said the Pelican, "I won't be *able* to shut it. You don't seem to understand how my beak works."

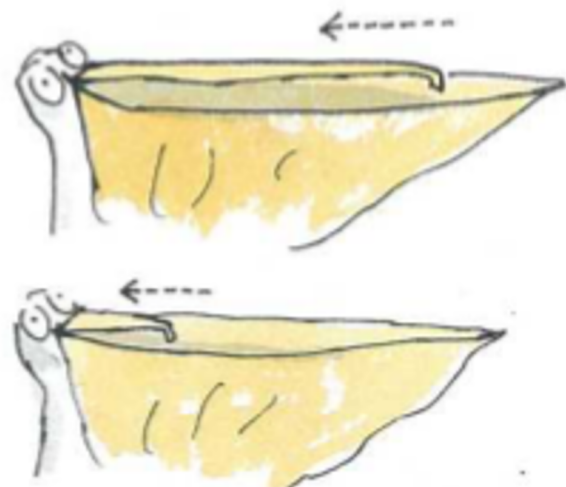
"Show me," I said.

"Watch this!" cried the Pelican.

I watched in amazement as the top half of the Pelican's beak began to slide smoothly backwards into his head until the whole thing was almost out of sight.

"It bends and goes down inside the back of my neck!" cried the Pelican. "Is that not sensible? Is it not magical?"

"It's unbelievable," I said. It's exactly like one of those metal tape-measures my father's got at home. When it's out, it's straight. When you slide it back in, it bends and disappears."

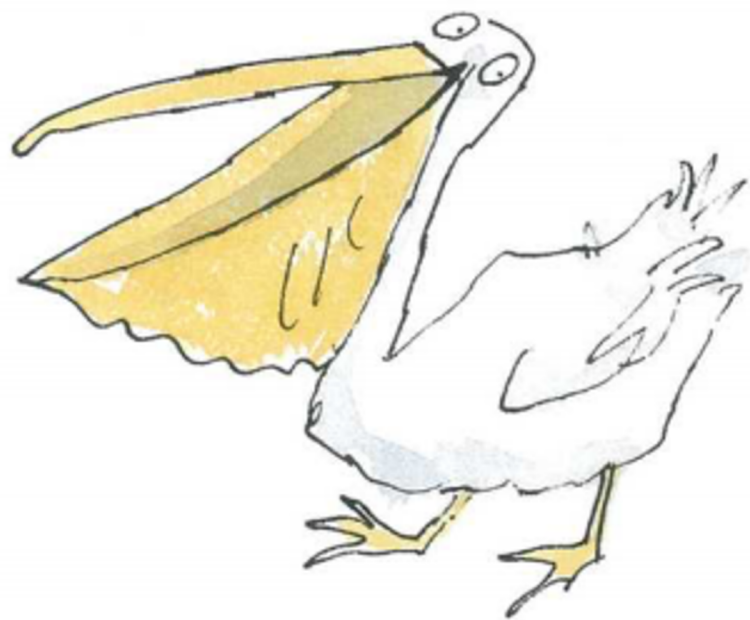




"Precisely," said the Pelican. "You see, the top half is of no use to me unless I am chewing fish. The bottom half is what counts, my lad! The bottom half of this glorious beak of mine is the bucket in which we carry our window-cleaning water! So if I didn't slide the top half away I'd be standing around all day long holding it open!

*"So I slide it away  
For the rest of the day!  
Even so, I'm still able to speak!  
And wherever I've flown  
It has always been known  
As the Pelican's Patented Beak!"*

*If I want to eat fish  
(That's my favourite dish)  
All I do is I give it a tweak!  
In the blink of an eye  
Out it pops! And they cry,  
'It's the Pelican's Patented Beak!'"*





“Stop showing off down there!” shouted the Monkey from the upstairs window.  
“Hurry up and bring that small person up to us! The Giraffe is waiting!”

I climbed into the big orange beak, and with a swoosh of wings the Pelican carried me back to his perch on the window-sill.



## Activity One: Answer the following questions

1. Are there any words you haven't seen before?

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2. What do the words "enthralled" and "precisely" mean?

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1. Describe how the pelican's beak works.

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1. What other ways could you use a beak like this?

**Activity Two:** We Are Learning To (WALT) record what a character might be thinking by making connections.

**Billy's Thoughts** – Imagine what Billy was thinking when he climbed into the Pelly's orange beak and was carried to the perch on the window sill. Fill in the thought bubble below. Remember to use interesting adjectives.



# Grammar

We are learning to (WALT): recognise and use similes in our writing.

A simile is when you compare two different things to show a similarity. Similes say something is like something else.

**Activity 1:** Look at these well-known similes and create your own versions.

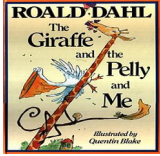
Well-known Version	Your version
As happy as a pig in mud	As happy as a playing child
As fresh as a daisy	
As busy as a bee	
As cool as a cucumber	
As flat as a pancake	



<https://www.youtube.com/embed/nd5krX8kKZk>

## Grammar

We are learning to (WALT): recognise and use similes in our writing.

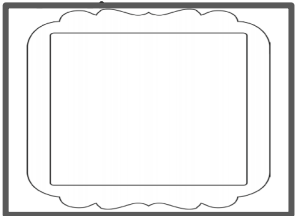


**Activity 2:** Read the passage from *The Giraffe and the Pelly and Me*. Can you find a simile?

I stared at head. The head stared back at me with big round eyes. Suddenly, a second window was flung wide open and of all the crazy things a gigantic white bird hopped out and perched on the window-sill. I knew what this one was because of its amazing beak which was shaped like a huge orange-coloured basin.



**Activity 2:** Draw a self-portrait and use it to describe yourself using



My eyes are \_\_\_\_\_

My nose is like \_\_\_\_\_

My hair is \_\_\_\_\_

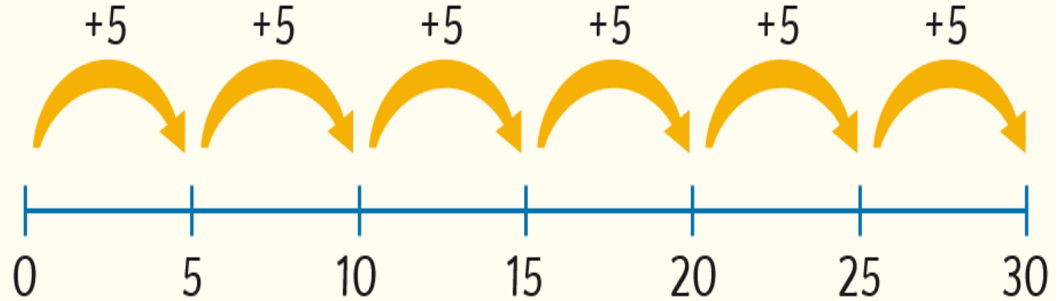
# Mathematics

We are learning to (WALT): We are learning to multiply numbers using skip counting.

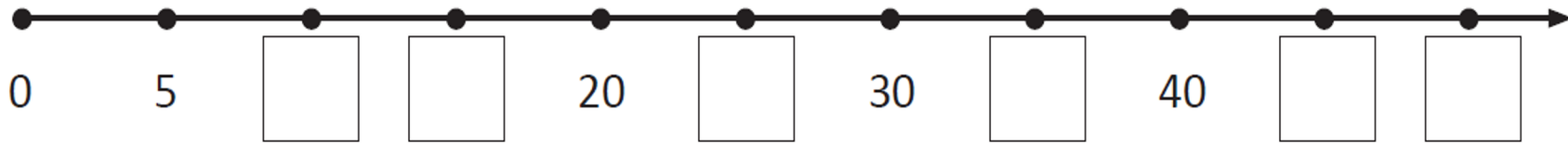
Here is skip counting on a hundred grid.  
It shows a counting pattern of 5.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

This number line shows 6 jumps of 5  
 $6 \times 5 = 30$



**Activity 1:** Finish labelling this number line and then show 5 jumps starting from 0. The multiplication sentence for this would be  $5 \times 5 = ?$



**Activity 2:** Use a number line to show the following jumps. Start from 0 every time. Write the multiplication sentence for each one of them.

5 jumps of 2

2 jumps of 6

4 jumps of 3

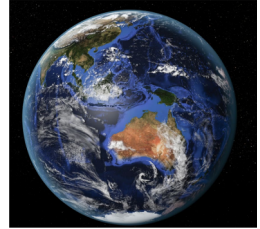
10 jumps of  
2

**Extension:** Starting from 0, skip count by 3s, 4s, 8s and 12s. Can you represent this on a number line?

# Science

**We Are Learning To (WALT):** understand how gravity affects everything on Earth.

The Earth's gravity is a force that pulls everything towards the centre of the planet. Gravity is very important to us. We could not live on Earth without it. Gravity always pulls, it never pushes. **What do you think would happen if there was no gravity on Earth?**



Watch the video about forces on the playground.

<https://www.youtube.com/embed/JvSCLZ3vHOI>



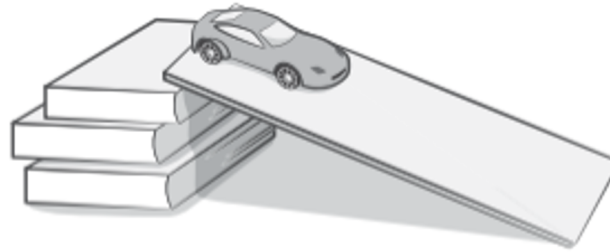
**Discussion activity:**

What is being pulled towards the Earth in each of these pictures?



## Investigation

**Question:** How can we use gravity to make the car go further?



**Predict:** I think the car will go further if \_\_\_\_\_.

**Method:** What I will do to test my prediction.

**Test:** Test how far the car goes when 3 books are used and then test again after adding more books.

**Record:** Write or draw what happens in your workbook. Explain why the car went further the second time.

E.g. My car went further when I ... because ...

Hint:

You need to keep the same ramp and car but you can change the number of books you use. (You could use any toy with wheels if you don't have a car.)

Was it a fair test?

- ☐ I used the same car and ramp.
- ☐ I started the car from the same starting line.
- ☐ I didn't push the car.