

Challenges For Early Finishers

**Activities and Games
for 8 to 10 Year Olds.**

*Learning Areas
Include:*

- English
- Maths
- Health
- Science
- HASS
- Technologies

By Alana Meuleman



Contents

Introduction	4	Section 4: Science Activities	38
Curriculum Links	4	Teachers' Notes	39
Section 1: English Activities	6	Activity 27: Living Things Sort	40
Teachers' Notes	7	Activity 28: Life Cycles	41
Activity 1: Making Inferences	8	Activity 29: States of Matter	42
Activity 2: Book Review	9	Activity 30: Material Properties	43
Activity 3: Writing Task 1	10	Activity 31: Night and Day	44
Activity 4: Verb Word Search	11	Activity 32: Changing Earth's Surface	45
Activity 5: Spelling Practice Riddles	12	Activity 33: Heat Production	46
Activity 6: Read and Draw	13	Activity 34: Push and Pull	47
Activity 7: Making Predictions	14	Section 5: HASS Activities	48
Activity 8: Writing Task 2	15	Teachers' Notes	49
Activity 9: Unscramble Spelling Practice	16	Activity 35: Australian Celebration Crossword	50
Activity 10: Adjectives, Verbs and Nouns	17	Activity 36: World Celebrations Word Search	51
Section 2: Mathematics Activities	18	Activity 37: Australian States and Territories	52
Teachers' Notes	19	Activity 38: Australia's Neighbours	53
Activity 11: Odd and Even	20	Activity 39: First People's Connection to Country	54
Activity 12: Addition and Subtraction Mystery	21	Activity 40: Explorer's Journal Entry	55
Activity 13: Probability	22	Activity 41: Protecting A Park	56
Activity 14: Fraction Pizza Mazes	23	Activity 42: Sustainability Sort	57
Activity 15: Missing Numbers	24	Section 6: Technologies Activities	58
Activity 16: What's the Time Mr Wolf?	25	Teachers' Notes	59
Activity 17: Re-Creating Shapes	26	Activity 43: Types of Data Sort	60
Activity 18: Symmetry in Art	27	Activity 44: Types of Code	61
Activity 19: Calculating Change Maze	28	Activity 45: Design Your Own House	62
Activity 20: Multiplication Number Patterns	29	Activity 46: User Impact on Environments	63
Section 3: Health Activities	30	Activity 47: Peripheral Devices	64
Teachers' Notes	31	Activity 48: Design Star	65
Activity 21: Respect Acrostic Poem	32	Answers	66
Activity 22: Positive Relationships Cartoon Strip	33		
Activity 23: Emotional Regulation Toolkit	34		
Activity 24: Changes Word Search	35		
Activity 25: My Cultural Identity	36		
Activity 26: Spot The Dangers	37		

Introduction

Every child works at a different pace and at their point of need. Some children finish their work more quickly and need extension activities. *Challenges For Early Finishers* is a compilation of each subject area from Years Three and Four, and is aligned with the V9 Curriculum. It is also an ideal resource for relief teachers to support students at varying learning levels.

Early Finishers can continue learning! Dealing with students at different levels can be tricky – children complete projects and assignments at different times. What are early finishers to do while they wait? Using this book, students can engage in a variety of fun and appealing activities when they finish their set work.

Challenges For Early Finishers covers the areas of: Literacy, Numeracy, Health, Science, HASS and Technology.

Curriculum Links

English:

Students learn to understand how verbs represent various processes for doing, feeling, thinking, saying and relating (AC9E3LA07)

Students discuss correlations between their personal experiences and those of characters in literary texts and they share their personal preferences (AC9E3LE02)

Students write and revise imaginative texts, utilising or adapting language features, characters, settings, plot structures and ideas found in literary texts (AC9E3LE05)

Students read a variety of texts using phonic, semantic and grammatical knowledge to read correctly and fluently, reviewing and self-correcting when necessary (AC9E3LY04)

Students employ comprehension strategies while listening and viewing to construct literal and inferred meanings, and commence evaluating texts by drawing upon an expanding knowledge of context, text structures and language features (AC9E3LY05)

Students comprehend how adverb groups/phrases and prepositional phrases function in various ways to offer circumstantial information about an activity (AC9E4LA01)

Students write and revise literary compositions by elaborating on storylines, characters and settings (AC9E4LE05)

Students recognise how to employ their knowledge of letter patterns, encompassing double letters, spelling generalisations, morphological word families, common prefixes and suffixes, and word origins, to accurately spell more intricate words (AC9E4LY10)

Mathematics:

Students identify, represent and rank natural numbers using naming and writing conventions for numerals extending beyond 10 000 (AC9M3N01)

Students add and subtract two- and three-digit numbers using place value to partition, rearrange and regroup numbers to aide in calculations without a calculator (AC9M3N03)

Students multiply and divide one- and two-digit numbers, representing problems through number sentences, diagrams and arrays, and employing a range of calculation strategies (AC9M3N04)

Students expand and utilise their understanding of addition and subtraction facts up to 20 to extend efficient mental methods for computation with larger numbers without a calculator (AC9M3A02)

Students remember and display proficiency with multiplication facts for 3, 4, 5, and 10; they extend and apply these facts to formulate related division facts (AC9M3A03)

Students recognise practical activities and everyday events involving chance; they express possible outcomes and events as 'likely' or 'unlikely' and identify some events as 'certain' or 'impossible' providing explanations for their reasoning (AC9M3P01)

Students describe and employ the properties of odd and even numbers (AC9M4N02)

Students select and employ estimation and rounding to verify and describe the reasonableness of calculations, including the outcomes of financial transactions (AC9M4N07)

Students determine unknown values in numerical equations involving addition and subtraction, utilising the properties of numbers and operations (AC9M4A01)

Students answer problems related to the duration of time, including situations involving "am" and "pm," as well as conversions between units of time (AC9M4M03)

Students depict and estimate composite shapes and objects in their environment by combining familiar shapes and objects (AC9M4SP01)

Students identify line and rotational symmetry in shapes and produce symmetrical patterns and pictures, utilising dynamic geometric software when applicable (AC9M4SP03)

Students recognise potential everyday events and the possible outcomes of chance experiments and rank outcomes or events based on their probability of occurring and identify whether events are independent or dependent (AC9M4P01)

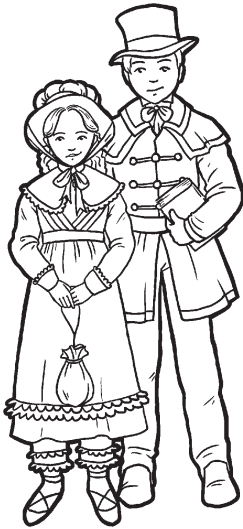
Health:

Students explore how experiences of success, challenge, setbacks and failure contribute to the development of resilience and identity across various contexts (AC9HP4P01)

Making Inferences



- ★ Examine each picture carefully and answer the questions making inferences about what you see.



What are they doing in the picture? _____

Why do you think they are dressed like that? _____

What can you tell about their relationships? _____



What type of event are they at? _____

What are they doing? _____

What other details can you see? _____



What do you think the child is doing? _____

Why do you think they are there? _____

What other details can you see? _____

Adjectives, Verbs and Nouns



★ Find the adjectives, verbs and nouns in the word search. Circle them and then write them in their correct category below.

E	O	S	A	P	E	X	Y	A	E	G	H	X	R	X	adventurous
P	T	R	B	F	V	L	Z	D	E	A	O	B	U	I	banana
B	F	A	I	I	D	Y	Z	V	L	D	E	S	N	H	beautiful
V	A	N	T	N	S	L	E	E	P	A	E	E	N	J	creative
D	K	N	E	I	M	X	L	N	U	D	R	V	I	Z	dancing
T	A	I	A	C	M	T	V	T	X	D	R	I	N	D	friendly
W	R	N	B	N	Y	I	I	U	K	F	P	T	G	D	generous
F	R	M	C	M	A	F	X	R	X	I	F	A	R	T	imitate
U	L	W	C	I	U	S	U	O	R	E	N	E	G	N	invent
A	P	I	N	L	N	S	M	I	E	L	C	R	Z	E	knife
N	A	K	R	Q	T	G	I	S	O	D	I	C	V	V	monkey
E	N	O	H	P	O	L	Y	X	H	E	L	M	Y	N	pencil
M	F	Z	H	B	C	N	M	M	B	B	A	B	R	I	running
N	N	M	O	N	K	E	Y	I	H	Q	P	N	Y	W	sleep
L	K	C	A	F	W	C	E	Z	M	X	T	V	P	Z	xylophone

Adjectives

Verbs

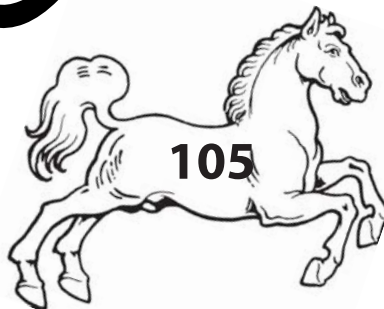
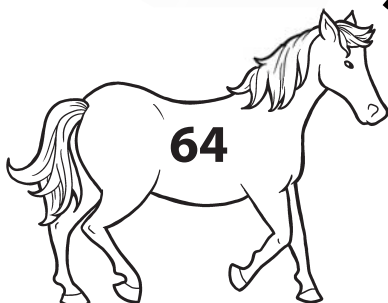
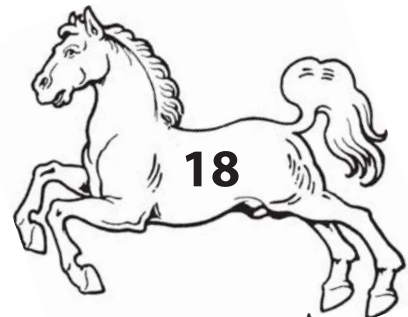
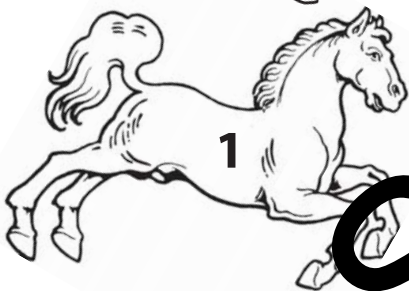
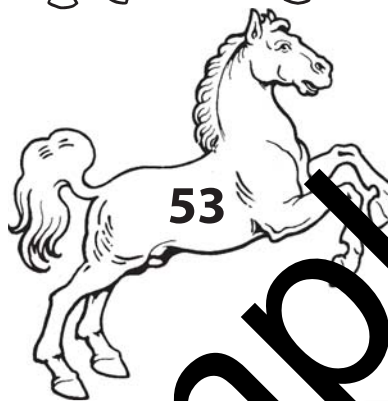
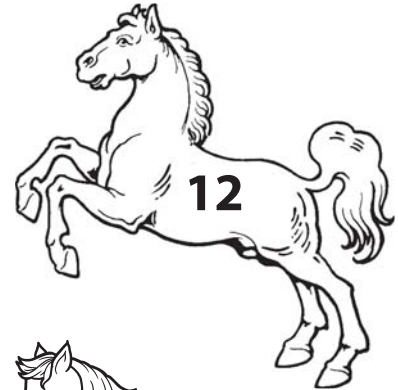
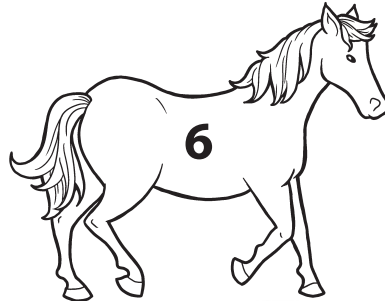
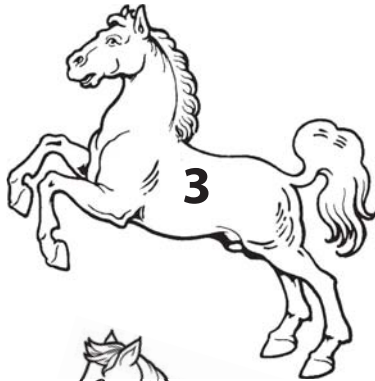
Nouns

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

Odd and Even



- ★ Colour the odd horses red and the even horses blue. Then write their numbers in order in the stables below.



ODD

_____	_____
_____	_____
_____	_____

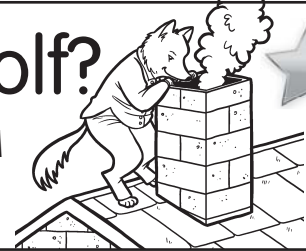


EVEN

_____	_____
_____	_____
_____	_____

What's the Time Mr Wolf?

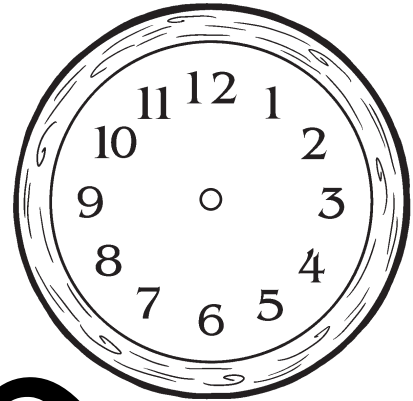
- ★ Solve each of the time problems by adding AM or PM at the end. Then draw the time on the clock.



The Big Bad Wolf had tried to blow down the

Little Pig's house at 10:05 _____ on Saturday morning. He set his clock for 6 hours later to climb down the chimney.

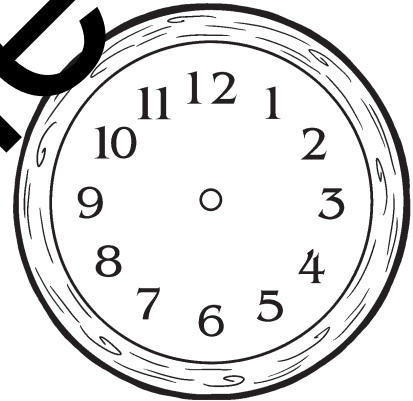
What time is the clock set for? _____



Little Red Riding Hood invited Mr. Wolf to a picnic in the woods to become friends. She told

him to meet her there at 2:30 _____, and she decided to get there 3 hours earlier to make sure everything was ready.

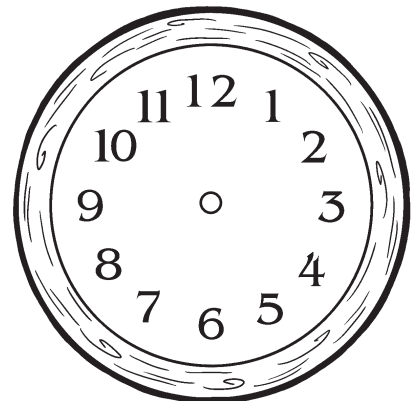
What time did she arrive? _____



The Little Pigs decided to ride their bikes to the market to shop and back. It takes them 45 minutes to get to the market. They shop for an hour and then ride home for another 45 minutes.

They leave at 12:00 _____.

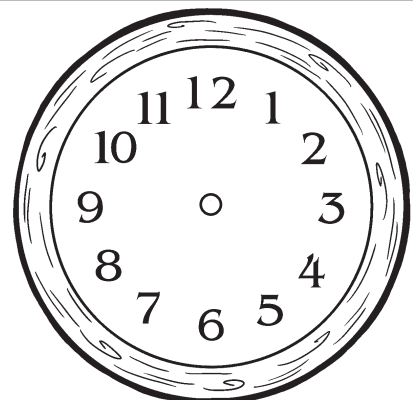
What time do they get home? _____



Mr. Wolf arrived at Red Riding Hood's picnic at

2:30 _____, and it took him an hour to walk from the train station, half an hour on the train, and an hour to ride his bike to the station.

What time did he leave his house? _____



Respect Acrostic Poem

- ★ Write an acrostic poem about the importance of respecting diversity and how it positively influences relationships.



R _____

E _____

S _____

P _____

E _____

C _____

T _____

Sample

My poem is about: _____

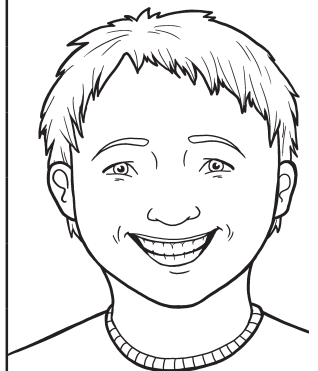
Changes Word Search



- ★ Find the words that describe ways that you might experience social and emotional change and explain a little about each area.

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

Decision-making
Experiences
Feelings
Identity
Independence
Influences
Responsibility
Sensitivity
Value



Decision-making:	Experiences:	Feelings:
Identity:	Independence:	Influences:
Responsibility:	Sensitivity:	Value:

Living Things Sort

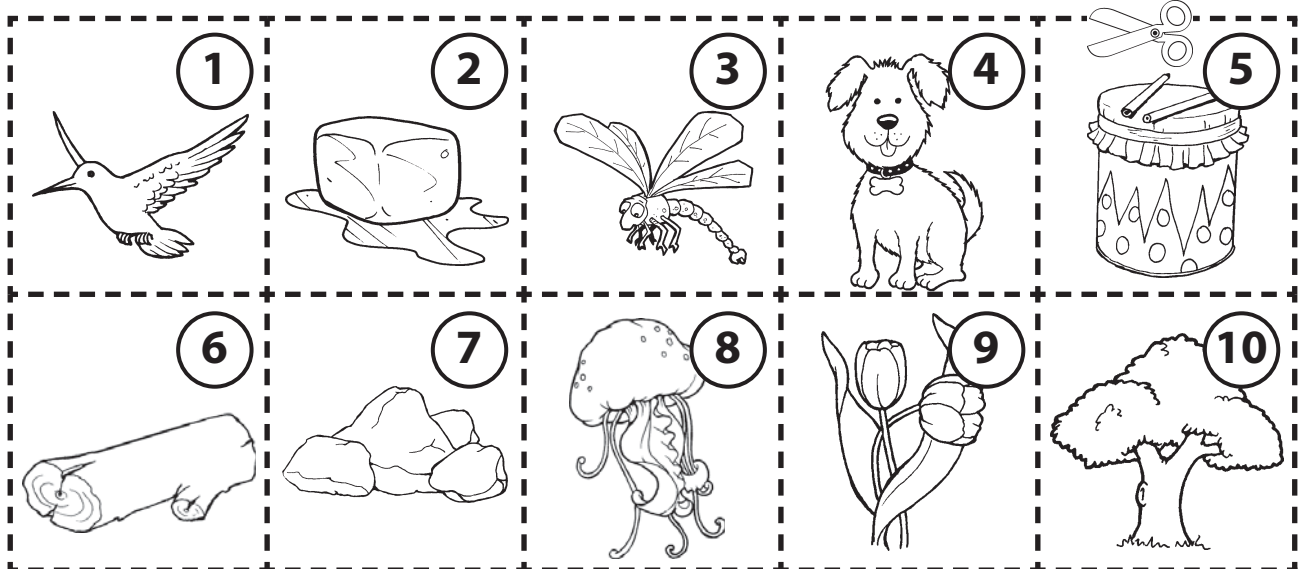


★ Cut out the pictures and sort them into 'Living' and 'Non-living' things.

Living Things

Non-living Things

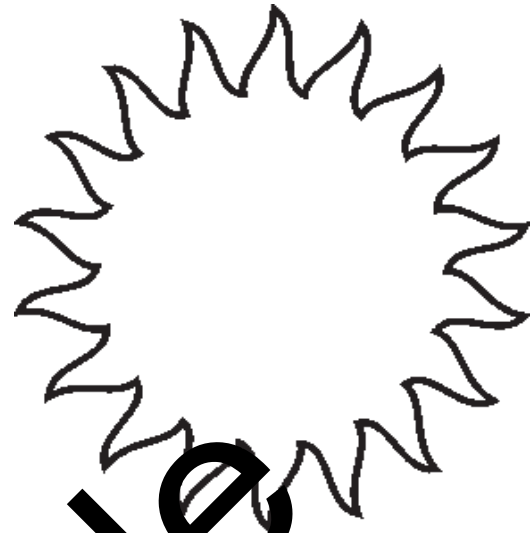
Sample



Night and Day



- ★ Show how some countries experience day and the others night by colouring the globe and sun.



In which countries would it be night-time if it is daytime in Australia?

How does the rotation of the Earth around the sun and its axis change the seasons?

Research a country that has the opposite seasons to Australia. _____

Australian States and Territories☆☆

- ★ Look up and label each State/Territory in Australia and locate and label the capital city. Then research, draw and label the flora and fauna that represents each state.



State/ Territory	Capital City	Flora	Fauna

First Nation's Connection to Country

- ★ Research dreamtime stories from different First Nation's communities around Australia and draw and write about a Dreamtime story that shows their connection to the sky, land, waterways, and sea.

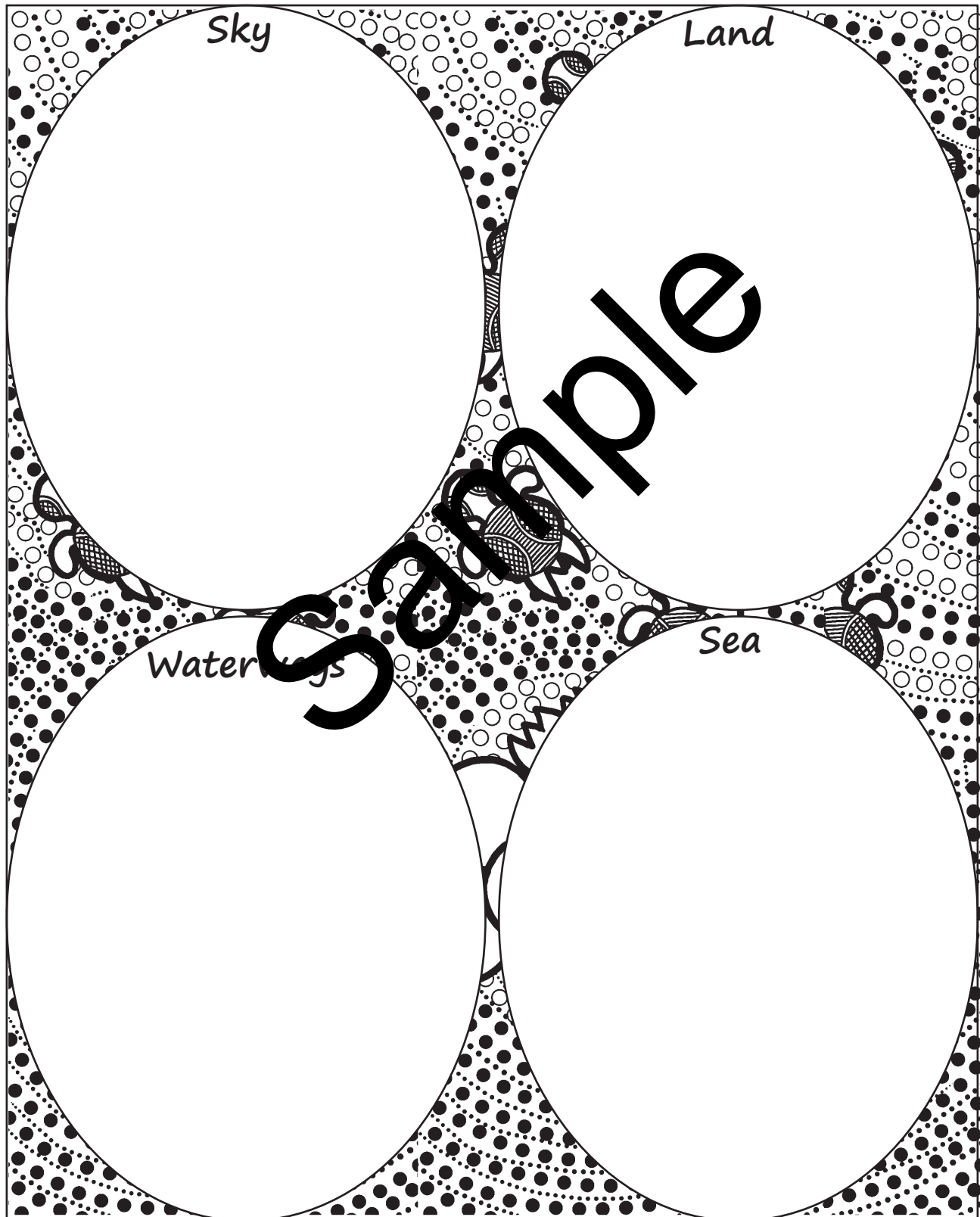


Diagram illustrating the connection to Country, divided into four quadrants for drawing and writing about a Dreamtime story:

- Sky
- Land
- Waterways
- Sea

Sample

Types of Code



★ Codes and symbols are representations of data. Use Morse code and crack the code. Then make your own code.

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    	

★ Crack the code:

Make your own:

Peripheral Devices



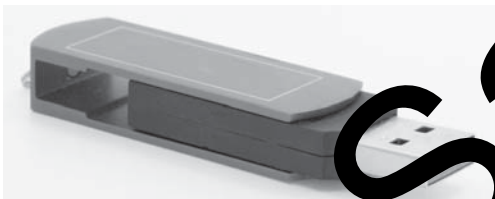
- ★ Circle 'Input' or 'Output' next to each of the peripheral devices shown below.

Keyboard	Input	Output
Touchpad	Input	Output
Web Cam	Input	Output
Microphone	Input	Output
Monitor	Input	Output
Speakers	Input	Output



- ★ Answer these questions:

1. What is special about a USB as a peripheral device? _____



2. How does a touch pad work? _____



3. What are some safety issues when using a webcam? _____

