

Challenges For Early Finishers

**Activities and Games
for 10 to 12 Year Olds.**

*Learning Areas
Include:*

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

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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 Five and Six, 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 understand how vocabulary is employed to convey greater precision of meaning, including through the utilisation of specialist and technical terms, and explore the history of words (AC9E5LA08)

Students express an opinion on a literary text employing specific terms related to literary devices, text structures and language features, reflecting on the viewpoints of others (AC9E5LE02)

Students utilise phonic, morphemic and vocabulary knowledge to read and spell words that share common letter patterns but have different pronunciations (AC9E5LY08)

Students recognise how ideas can be expanded and refined through careful selection of verbs, elaborated tenses, and a variety of adverb groups (AC9E6LA06)

Students learn to identify and clarify how pictures, figures, tables, diagrams, maps and graphs add meaning (AC9E6LA07)

Students utilise comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, and questioning to construct literal and inferred meaning and to establish connections and comparisons among content from a range of sources (AC9E6LY05)

Students design, produce, revise, and publish written and multimodal texts with purposes that may be imaginative, informative, and persuasive, using paragraphs, a variety of complex sentences, expanded verb groups, tense, topic-specific and vivid vocabulary, punctuation, spelling and visual features (AC9E6LY06)

Mathematics:

Students interpret, compare, and arrange numbers with more than 2 decimal places, including numbers greater than one, by employing their understanding of place value; represent these numbers on a number line (AC9M5N01)

Students compare and arrange fractions with the same and related denominators, including mixed numerals, by applying their understanding of factors and multiples; represent these fractions on a number line (AC9M5N03)

Students answer problems entailing the multiplication of larger numbers by one- or two-digit numbers, selecting efficient calculation strategies and employing digital tools when appropriate; verify the reasonableness of their answers (AC9M5N06)

Students answer problems related to division, selecting efficient strategies and utilising digital tools as needed; interpret any remainders in accordance with the context and express results as whole numbers, decimals or fractions (AC9M5N07)

Students solve practical problems related to the perimeter and area of both regular and irregular shapes using suitable metric units (AC9M5M02)

Students analyse the 12- and 24-hour time systems and address practical issues related to converting between them (AC9M5M03)

Students link objects to their corresponding nets and construct objects from those nets using spatial and geometric reasoning (AC9M5SP01)

Students estimate numerical answers to problems involving rational numbers and percentages, including financial contexts, using relevant estimation strategies (AC9M6N08)

Students understand that probabilities lie on numerical scales of 0 – 1 or 0% – 100% and utilise estimation to assign probabilities that events occur in a given context, employing common fractions, percentages, and decimals (AC9M6P01)

Health:

Students learn to describe how identities can be shaped by individuals and environments and how we can foster positive self-identities (AC9HP6P01)

Students explore support and strategies for managing changes and transitions, including those related to puberty (AC9HP6P02)

Students express and display how respect and empathy can be conveyed to positively impact relationships (AC9HP6P04)

Students detail and apply strategies to appreciate diversity within their communities (AC9HP6P05)

Students utilise strategies to regulate emotions and evaluate how emotional responses affect communication (AC9HP6P06)

Comprehension Task



★ Read the text and then answer the questions below.

In a tiny town on the coast of a shimmering sea lived a determined and curious little boy called Leon. One day when he was out wandering, he saw a mysterious bag hidden in a tree trunk in a clearing in the bush. Inside he found some interesting, fluorescent seeds. He was intrigued and decided to plant the seeds in a radiant spot in the garden. He was astonished to find that they sprouted into multicoloured plants that danced in the sunlight and every night when the moon came out, they transformed into fairies. The fairies would go around the little village helping people without anyone ever knowing they were there. Leon cared for the flowers lovingly and as he grew, the plant grew as well. Soon it was as tall as he was. One day when he came to water his plant there were some workers about to chop it down. He ran to save the plant and begged the workers, but they were going to build where the plant was and needed to clear the land. Leon very carefully dug the plant up and with the help of the workers he transported it to a safe spot and replanted it. But the flowers no longer bloomed, and the fairies no longer came. Leon decided that he needed to cheer the plant up and started playing music to it every evening. The plant slowly started to bloom again holding its head high once more. The fairies finally came back out that night and created the most beautiful garden in Leon's back yard for him to enjoy.

1. Highlight three interesting vocabulary words and look up their meanings:

- a. _____
- b. _____
- c. _____

2. Why do you think the bag was hidden? _____

3. Who might have put it there? _____

4. How do you think the fairies might have helped people? _____

5. Why do you think the plant stopped blooming and the fairies no longer came? _____

6. What would you have done differently in the story? _____

Narrative Task



- ✦ You find a treasure box with a magical key inside that opens worlds. Where do you go and what do you do?

Sample

Draw a picture here:

A large rectangular area with a wavy border, intended for drawing a picture.

Multiplication Mystery



- ★ Solve the equations and colour in the squares that equal any of the answers from these problems:

$$\begin{array}{r} 260 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 189 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 472 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 295 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 343 \\ \times 12 \\ \hline \end{array}$$

$$\begin{array}{r} 164 \\ \times 36 \\ \hline \end{array}$$

432	279	279	6770	432	6770	3578	153
153	1300	944	3578	1163	4116	567	432
279	944	1180	279	3578	1300	4180	153
153	5904	567	432	6770	5904	4116	279
279	432	4116	5904	567	4116	3578	432
908	5904	944	4116	994	1300	5904	153
163	1180	279	5904	1180	3578	1180	279
432	1300	944	567	5904	1300	944	163
153	5904	4116	6770	432	4116	5904	906
907	279	567	1180	5904	567	279	432
279	3578	432	1300	944	279	6770	153
163	279	279	6770	432	6770	3578	249
153	6770	153	3578	1167	163	6770	279

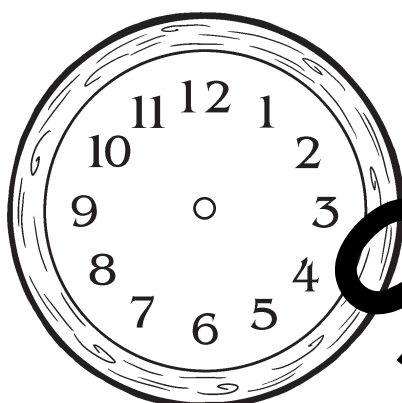
12 and 24 Hour Time



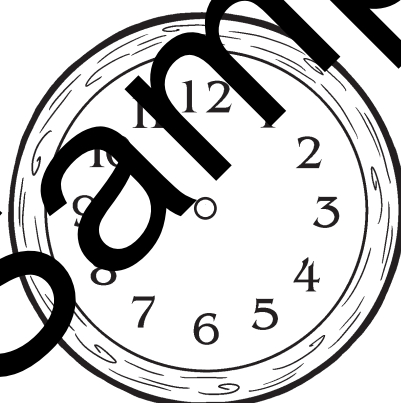
★ Convert these 24 hour times into am and pm times.

24 hour	12 hour	24 hour	12 hour
18:24		13:28	
22:10		10:55	
07:29		16:42	
00:18		05:38	
02:45		12:36	
21:12		09:18	
23:54		17:03	

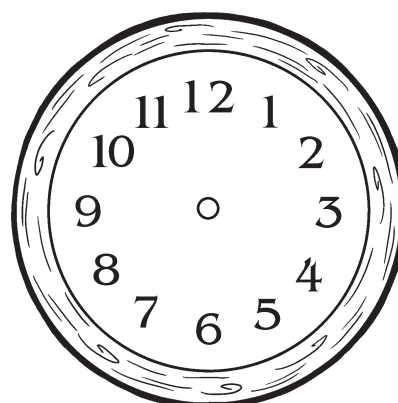
★ Draw the time on the analogue clock to match the 24-hour time and write am or pm.



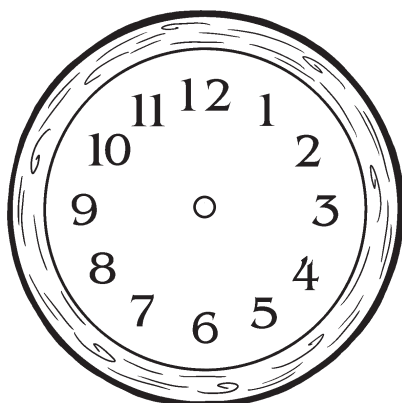
06:25 _____



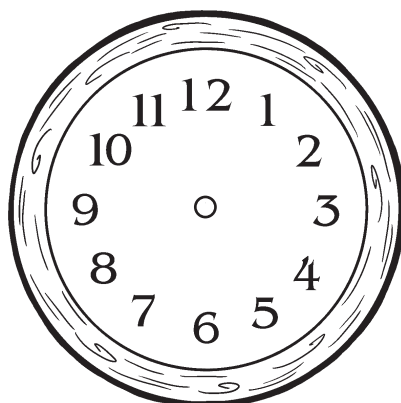
14:50 _____



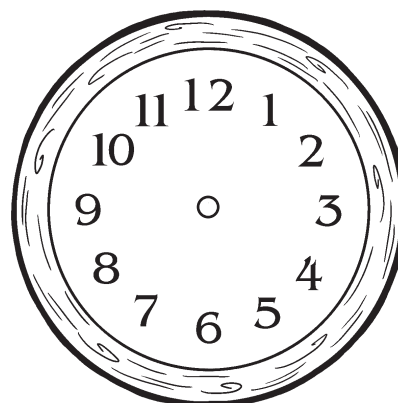
00:15 _____



18:05 _____



22:20 _____



15:55 _____

Influencer



- ★ Imagine you are an influencer. Create a series of posts that aim to influence personal attitudes, beliefs, decisions, and behaviours in young people. Think about the messages you are creating.

Messages created: _____

Endangered Animals



Over the past few hundred years, hundreds of known species of animals have become extinct.

1. Define these words when they are used to describe wildlife:

Extinct: _____









Endangered: _____

Endemic: _____

2. Why do you think we should care about other species of animals? _____

3. Explain what it means when an animal is listed as "endangered"? _____

4. Find out which countries these extinct or endangered animals came/come from.

Extinct Animals			
Dodo	Giant Moa	Tasmanian Tiger	Auroch
			
Endangered Animals			
Mountain Gorilla	Wild Dog	Bengal Tiger	Bilby
			

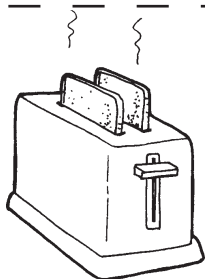
Reversible or Irreversible



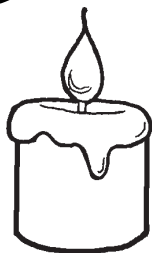
- ★ Sort the materials into the correct column to represent which changing materials are reversible and which are irreversible. Cut and paste the boxes below.

Reversible	Irreversible

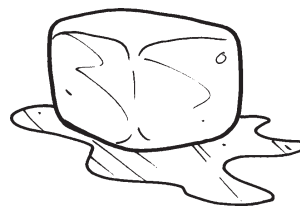
Sample



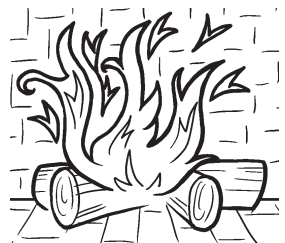
Bread Toasting



Candle Burning



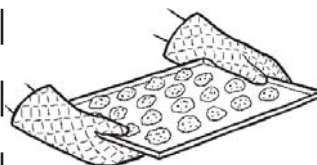
Ice Melting



Wood Burning



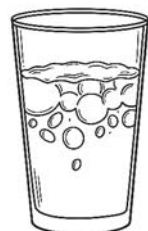
Water Boiling



Biscuits Baking



Ice Cream Melting



Oil & Water Mixing

Management of Spaces



- ✦ Research a conservation group in Australia that is utilising the knowledge from the traditional custodians of the Land to help manage and conserve the space, e.g. the Indigenous Rangers helping conserve ocean life with WWF.
<https://wwf.org.au/blogs/naidoc-week-2021-indigenous-rangers-healing-country-across-land-and-sea/>
- ✦ Write a news article about the environmental and human influences on the location and characteristics of a place and the management of spaces within them.

Daily News

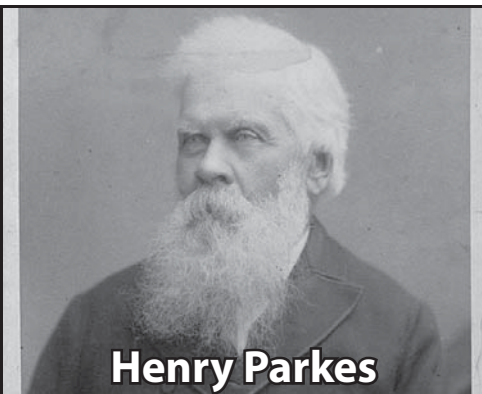
Headline: _____

Sample

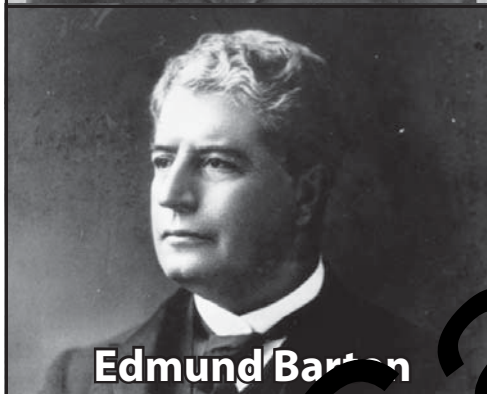
Important People that Contributed to Federation



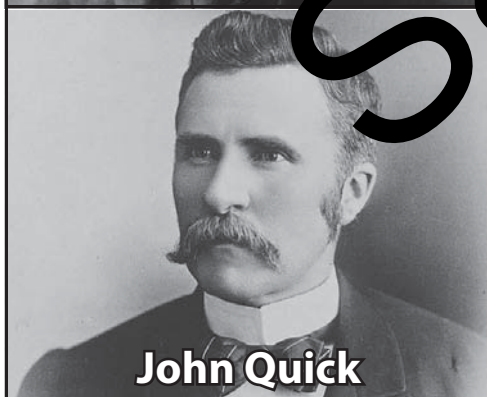
- ✦ Match the line to important people and how they contributed to the constitution and federation of Australia. On a separate sheet of paper, conduct thorough research on one of these figures to explore their specific role in the federation process



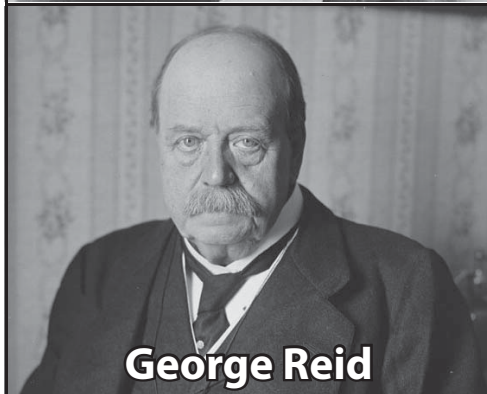
A lawyer, politician, and judge. He played a prominent role in the movement for Federation and the drafting of the Australian constitution.



He was a politician and strong supporter of the colonies merging to form the Federation of Australia.



First Federal Leader of opposition and Prime Minister.



Supporter of Federation for 10 years and first Prime Minister.

Food And Drink Labels



★ Food and drink packaging has been designed to keep us safe.

1. Today, designers of packaging for food and drink must include all ingredients. How does this keep us safe?

2. You have found a muesli bar in the cupboard. Its label says Best before: 09/03/24. Today is the 30th of March 2024. How is this information keeping you safe?



3. In the space below, paste a food wrapper taken from your lunch box. Label the features on the packaging which are designed to keep the consumer safe.

Sample

Spelling in Binary Code



★ Solve the mystery code then create your own using binary code:

A 01000001	B 01000010	C 01000011	D 01000100
E 01000101	F 01000110	G 01000111	H 01001000
I 01001001	J 01001010	K 01001011	L 01001100
M 01001101	N 01001110	O 01001111	P 01010000
Q 01010001	R 01010010	S 01010011	T 01010100
U 01010101	V 01010110	W 01010111	X 01011000
Y 01011001	Z 01011010		

01000011 01001111 01000100 01001001 01001110 01000111

01000111 01010011

01000001 01010111 01000101 01010011 01001111 01001101 01000101!

_____!

★ Create your own code

