



Paralympic Education Program

Presented by



Paralympic Pen Pals

Below you will find some fun activities that will help you learn more about the Australian Paralympic Team and help you write your message.

To submit your message, head back to the [Paralympic Pen Pals](#) page and fill in the form.

I need help writing my message to my favourite Paralympian!



Which athlete should I write to?

Did you know that there could be over 180 athletes on the Australian Paralympic Team competing in Tokyo?

You can find the profiles of all the Paralympians and Paralympic athletes [here](#).

If you know the name of an athlete, you can type their name in the search box. Otherwise try searching by sport or disability type.

How do I write a good message?

Before you start:

1. Find out some information about the athlete before writing your message.

Do some research on your athlete by using the profiles above or by doing a Google search. Make sure you also research any sports or disabilities you are unfamiliar with.

2. Establish the purpose of the message.

Why are you writing to your chosen Paralympian? Do you want to find out more about them? Do you want to send them a message to encourage and inspire them? Do you want to find out how they have overcome challenges in their life?

3. Establish the tone of your message.

Is this a formal or informal letter? Remember, you aren't texting your best friend so you will need to write in full sentences and use proper grammar, but you also aren't writing to the Queen, so your letter can be a little more casual.

Give it a go! Read the messages below and decide if you think they are appropriate for this type of message. Make sure you give a reason for your answer.

Sup BFF howz it going.	YES NO	Reason for your answer:
Hi Ellie, I hope your training is going well.	YES NO	Reason for your answer:
Thanks for taking the time to read my letter. From, Billy.	YES NO	Reason for your answer:
Dear Sir/Madam,	YES NO	Reason for your answer:
Yours faithfully, Richard Smith.	YES NO	Reason for your answer:
U gunna win gold and u r amazing!	YES NO	Reason for your answer:
I wish you the best of luck with your training and look forward to seeing you compete in Tokyo.	YES NO	Reason for your answer:

Writing your message:

1. Decide what questions you would like to ask the athlete in your message.

You might like to ask them questions about their sport, how and when they started competing. In a written message, you should try and ask open questions. An open question is a question that requires more than a one-word answer. It means you will get more information from the response.

Give it a go! Read the questions below and decide if you think they are an open or closed question.

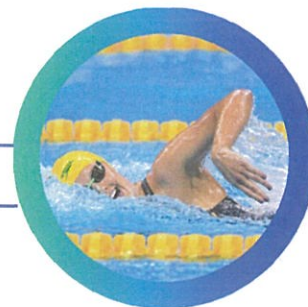
What is your favourite colour?	OPEN CLOSED
Do you like swimming?	OPEN CLOSED
What did you do on the weekend?	OPEN CLOSED
Do you enjoy watching the Paralympic Games?	OPEN CLOSED
What makes an athlete successful?	OPEN CLOSED
What is your opinion of the Paralympic Games?	OPEN CLOSED
Are you going to write a message to a Paralympian?	OPEN CLOSED

Now see if you can turn these closed questions into open questions?

What sport do you participate in?



Have you been to a Paralympic Games before?



What is the name of your disability?

How long have you been competing for?

How many hours do you train for each week?

2. Include some information about yourself that you are happy to share.

Remember, you don't know the athlete personally so don't share specific details but just enough so they know who they are writing back to. You might like to include your age, any similarities you might have in common with the athlete such as the sports you participate in. You might like to explain what you know about them or the Paralympic Games and why you decided to write to them.

3. Think of a message that will inspire our Australian Paralympians.

This can be as fun and creative as you want. Make sure it is a personal message from you rather than a generic statement you found on the internet.

I want to do more to inspire and cheer on the Australian Paralympic Team!

1. Get creative and inspire our Paralympians by submitting your artwork for display in the Athlete's Village or AUS Squad House. Find out how to submit your artwork [here](#).
2. Stay up to date with what our athletes are getting up to by joining our official cheer squad, AUS Squad. It's free to join via www.aussquad.org.au
3. Show your support of the Australian Paralympic Team by organising a fundraiser at your school. [Here](#) you will find plenty of great resources to get you started.



List 1	List 2	List 3	List 4
picnic	picnic	panic	traffic
picnicking	picnicking	panicking	trafficking
like	mimic	athlete	athlete
liked	mimicking	athletic	athletic
liking	voting	garlic	candidate
vote	speech	garlicky	unanimous
voting	ballot	candidate	withdraw
speech	term	bias	unprecedented
choose	bias	opposition	satisfaction
keen	vital	experience	dissatisfaction

Unit 6

Compound Words

Compound words are made when we join two words together to make a new word. E.g. every + day = everyday
sun + glasses = sunglasses



1 Join these words to make a new word.

- | | |
|---------------------|---------------------|
| a with + out _____ | f play + pen _____ |
| b sand + pit _____ | g note + book _____ |
| c saw + dust _____ | h no + body _____ |
| d rain + coat _____ | i look + out _____ |
| e pot + hole _____ | j hill + top _____ |

2 Make a 'grand' family.

Make new **compound words** by adding 'grand' to these words.



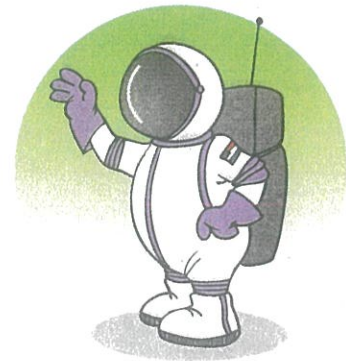
- | |
|--------------------|
| a child = _____ |
| b daughter = _____ |
| c father = _____ |
| d son = _____ |
| e mother = _____ |



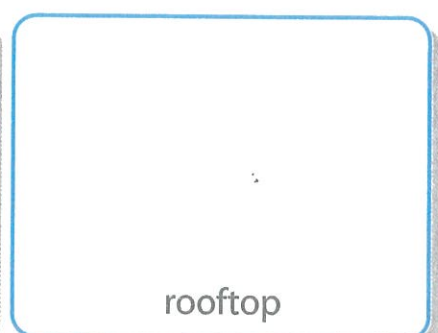
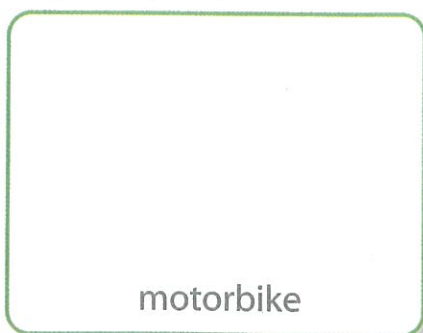
3 These are compound words. Write the two words that make up the compound word.

E.g.  some how

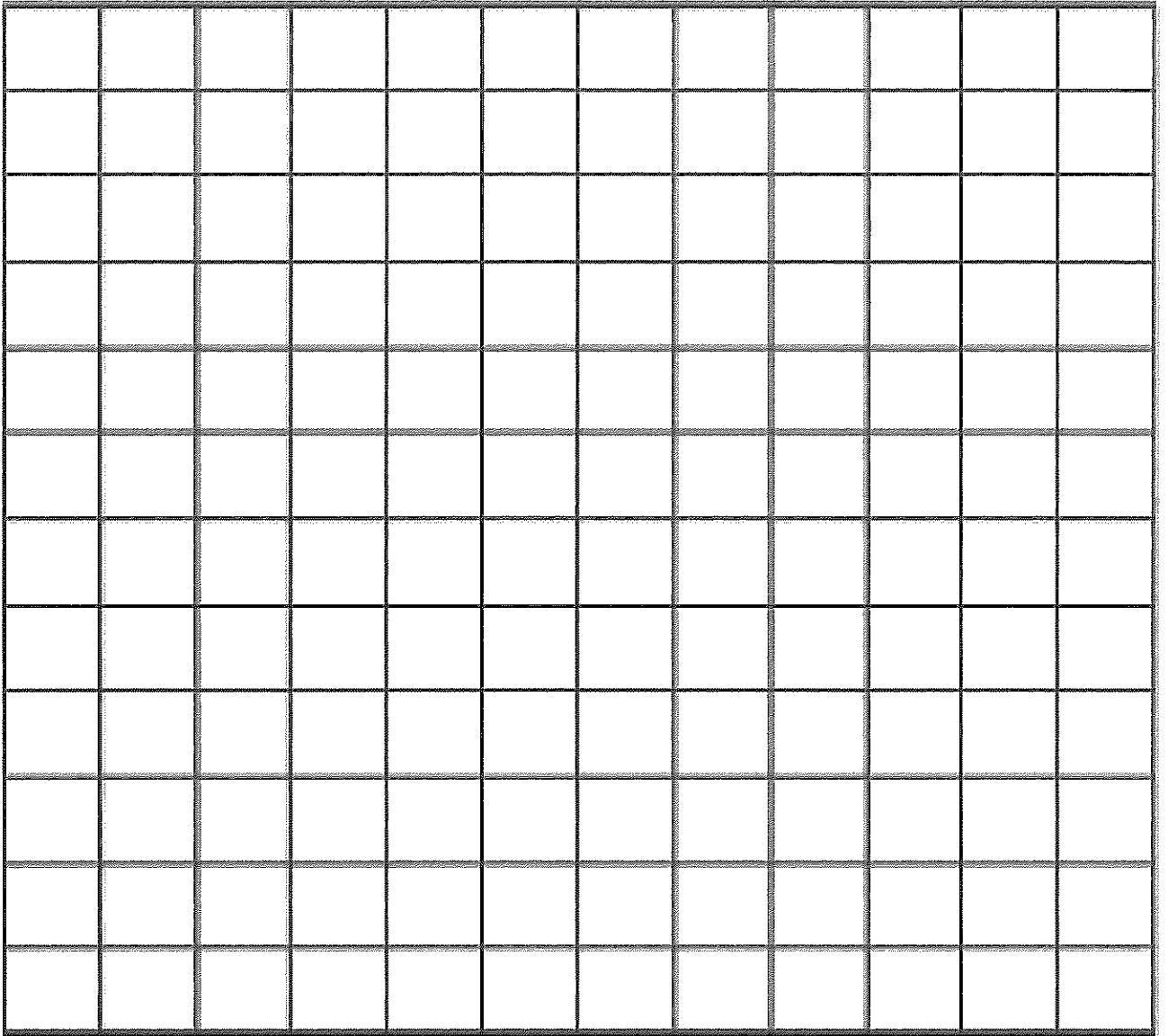
- | |
|------------------|
| a someone _____ |
| b spaceman _____ |
| c footwear _____ |
| d pothole _____ |
| e bagpipe _____ |



4 Draw a picture of the following compound words.



My Word Search by: _____



Unit 13

Antonyms / Synonyms

Antonyms are words that mean the opposite, or almost the opposite, to another word.
 E.g. fast → slow soft → hard large → small

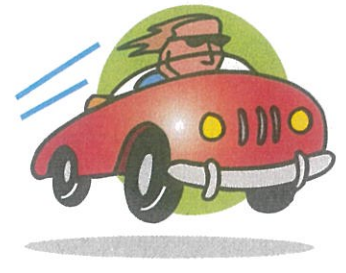
1 Draw a line to join the words to their antonyms.

a	long	○	○	moving
b	still	○	○	dangerous
c	fast	○	○	narrow
d	wide	○	○	new
e	old	○	○	slow
f	safe	○	○	short

slow



fast



2 Shade all the antonyms of the word **slow**.

fast	sluggish	rapid	old
tiny	ants	water	swift
quick	wise	speedy	blue



3 Choose an antonym from the box to solve the crossword.

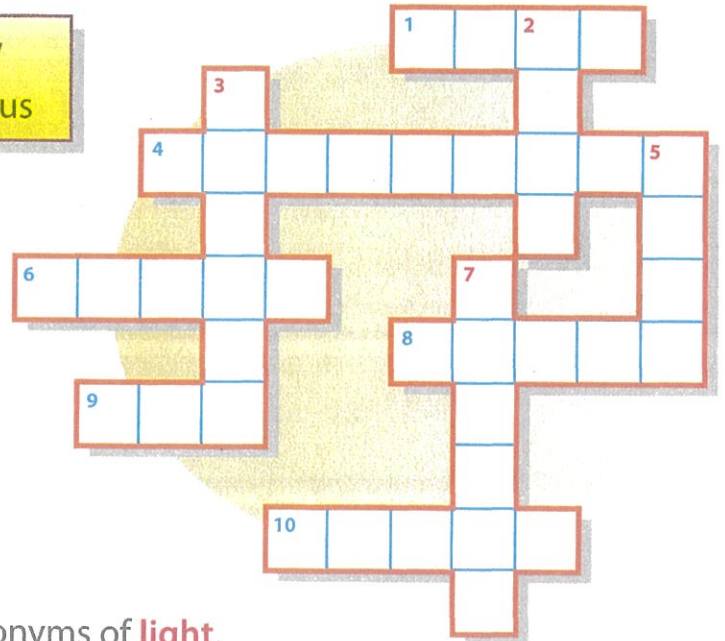
shrink short hairy soft narrow
 new slow blunt busy dangerous

ACROSS

- 1 bored
- 4 safe
- 6 hairless
- 8 long
- 9 old
- 10 sharp

DOWN

- 2 fast
- 3 wide
- 5 hard
- 7 grow



4 Circle the words in the box that are antonyms of **light**.

dark glistening shadowy dim short
 bright gloomy happy shady tall dull

Thursday
What Is Minecraft?

Minecraft is a super popular video game. In this game, players build and create with a variety of different blocks in digital, three-dimensional worlds. The purpose of the game is to build and explore. There are no points or levels to work through.

There are two main modes, or ways to play, Minecraft. They are **Survival** and **Creative**.

In **Survival mode**, players need to find their own building supplies and food to be able to continue playing the game. They can also interact with mobs, which are block-shaped creatures that move. Some of these creatures are friendly, but some are definitely not!

In **Creative mode**, players are given the supplies they will need to build and break all kinds of blocks. Players do not need to eat to survive when playing in Creative.

To play Minecraft, you will need a computer or digital device. There are compatible versions of the Minecraft game for a variety of different computers, tablets and smartphones. You will also need to create an online account. Any players aged 12 or under will need to have a parent create their account for them.

Don't forget, you should always ask a parent before going online!



Questions

1. Select the **best** definition for Minecraft.
 - Minecraft is an online game.
 - Minecraft is a popular video game in which players use blocks to build and create digital, three-dimensional worlds.
 - Minecraft is a fun game that can be played on a computer.

2. What are the two main modes, or ways to play, Minecraft?

3. Which Minecraft mode do you think you would prefer to play? Explain your answer.

4. What are mobs?

5. What do I **need** to be able to play Minecraft?

Deep-sea Diving - Editing

Add editing marks to text. There are 20 errors.

the deep-see diver looked nervously at the ocean around him One by one, waves crashed into the side of his rocking boat. in a few seconds, he was going to have to enter these dangerus waters. He anxiously put on his goggles flippers and oxyjen mask he dived into the frezing waters below and hoped for the best.

he felt the icy water cover him like a blanket. Rainbow fish darted in and out of the coral For a few minutes he feeled calm and happy. Sudenly, a giant shark apeared out of nowhere the diver swam furiously back towards his boat. He decided never to dive in this part of the oshean ever again

Editing Marks:	
Capital letter	≡
End punctuation	⦿ ! ?
Insert a word	λ
Change to lower case	/l.c.
Take something out	9
Check spelling	SP
New paragraph	¶

Re-write the text correctly:



My Food Diary

In the table below, write down all of the foods that you consumed yesterday.

Breakfast	
Lunch	
Dinner	
Snacks	
Drinks	

Sorting My Food

In the pie-chart below, sort the foods that you consumed yesterday. Make sure you place your 'sometimes foods' in the space at the bottom.

You may use the chart in the PowerPoint to help you.

Enjoy a wide variety of nutritious foods from these five food groups every day.
Drink plenty of water.

Grain (cereal) foods,
mostly wholegrain
and/or high cereal
fibre varieties

Vegetables and
legumes/beans

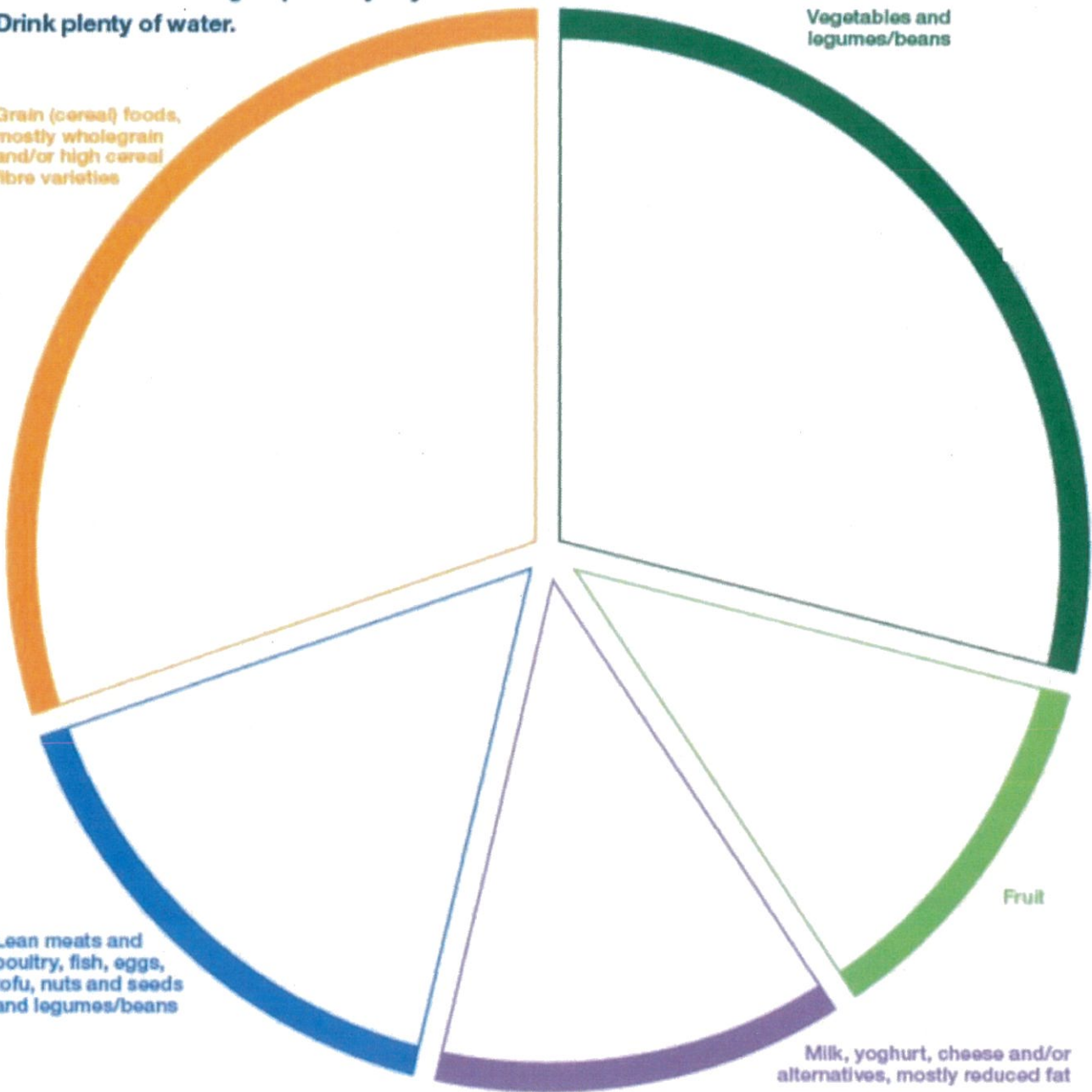
Lean meats and
poultry, fish, eggs,
tofu, nuts and seeds
and legumes/beans

Fruit

Milk, yoghurt, cheese and/or
alternatives, mostly reduced fat

Use small amounts

Only sometimes and in small amounts



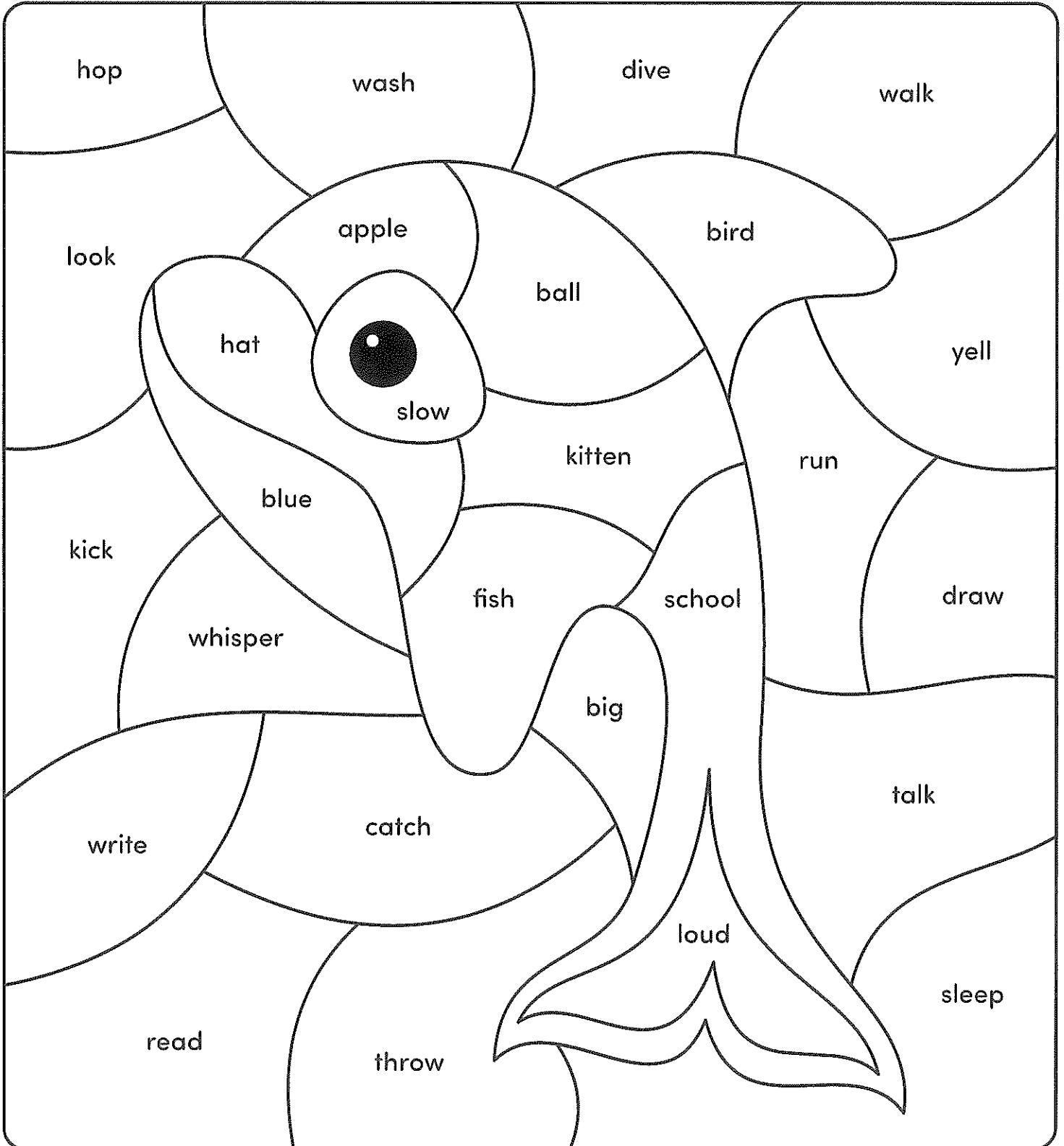
Colour by Parts of Speech

Use the key below to help you colour the picture.

black noun

blue verb

grey adjective



TIMED ADDITION AND SUBTRACTION GRIDS. Monday-Friday

+	2	6	7	1	4	9	3	8	10	5
5										
9										
1										
3										
7										
8										
4										
2										
6										
10										
Total Score:					Time taken:					

+	2	6	7	1	4	9	3	8	10	5
5										
9										
1										
3										
7										
8										
4										
2										
6										
10										
Total Score:					Time taken:					

+	2	6	7	1	4	9	3	8	10	5
5										
9										
1										
3										
7										
8										
4										
2										
6										
10										
Total Score:					Time taken:					

+	2	6	7	1	4	9	3	8	10	5
5										
9										
1										
3										
7										
8										
4										
2										
6										
10										
Total Score:					Time taken:					

+	2	6	7	1	4	9	3	8	10	5
5										
9										
1										
3										
7										
8										
4										
2										
6										
10										
Total Score:					Time taken:					

Name: _____

Date: _____

Linking Addition and Subtraction

Addition and subtraction are 'inverse operations'. For every addition number sentence, there is a related subtraction number sentence.

Addition

$$\boxed{20} + \textcircled{30} = \text{hexagon}(50)$$

$$\textcircled{30} + \boxed{20} = \text{hexagon}(50)$$

Subtraction

$$\text{hexagon}(50) - \textcircled{30} = \boxed{20}$$

$$\text{hexagon}(50) - \boxed{20} = \textcircled{30}$$

1. Find the addition and subtraction fact families for each group of numbers.

a)

$$\boxed{18} + \boxed{23} = \boxed{41}$$

$\textcircled{18}$
 $\textcircled{23}$
 $\textcircled{41}$

$$\square + \square = \square$$

$$\square - \square = \square$$

$$\square - \square = \square$$

b)

$$\square + \square = \square$$

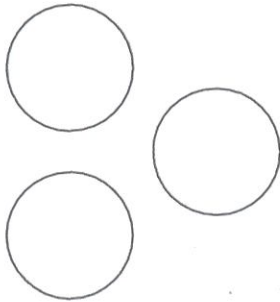
$\textcircled{68}$
 $\textcircled{45}$
 $\textcircled{23}$

$$\square + \square = \square$$

$$\square - \square = \square$$

$$\square - \square = \square$$

2. Choose another three numbers to create your own fact family.



3. Explain the link between addition and subtraction.

Name: _____

Date: _____

Addition Strategies

1. Find the Total

- | | |
|----------------|----------------|
| a) $2 + 2 =$ | f) $40 + 20 =$ |
| b) $6 + 4 =$ | g) $41 + 20 =$ |
| c) $8 + 7 =$ | h) $41 + 21 =$ |
| d) $12 + 6 =$ | i) $56 + 42 =$ |
| e) $12 + 10 =$ | j) $35 + 28 =$ |

2. Jump Strategy

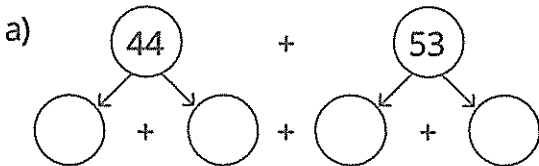
a) $63 + 26 =$



b) $38 + 84 =$

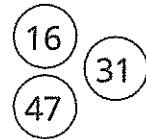


3. Split Strategy



4. Linking Addition and Subtraction

- a) Write as many number sentences as you can using these numbers.



5. Find the Total

- a) $100 + 40 =$
 b) $150 + 40 =$
 c) $168 + 30 =$
 d) $342 + 167 =$
 e) $2497 + 1201 =$

6. Word Problems

A town is building 42 houses this year and 15 houses next year. The town already has 856 houses. How many houses will there be in total?

Name: _____

Date: _____

Subtraction Strategies

1. Find the answer.

a) $28 - 3 =$

b) $39 - 35 =$

c) $40 - 6 =$

d) $18 - 9 =$

e) $57 - 10 =$

f) $30 - 7 =$

2. Aim for a Zero-Tail (Make Tens)

a) $43 - 6$

$$43 - \square - \square = \square$$

b) $54 - 7 =$

$$54 - \square - \square = \square$$

3. Think 'Addition' to Subtract

a) $36 - \square = 5$

Fact Family

$$\square + \square = \square$$

$$\square + \square = \square$$

$$\square - \square = \square$$

$$\square - \square = \square$$

b) $\square - 35 = 6$

Fact Family

$$\square + \square = \square$$

$$\square + \square = \square$$

$$\square - \square = \square$$

$$\square - \square = \square$$

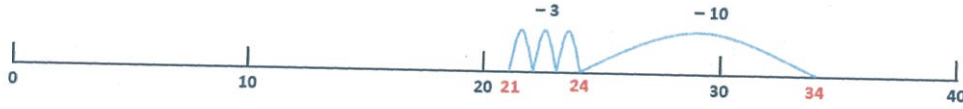
$$20 - 6 = 14$$

The Jump Strategy

One day, Jason counted 34 ripe tomatoes in his garden. He picked 13 of them to make pasta sauce. How many were left?

$$34 - 10 = 24$$

$$24 - 3 = 21$$



$$20 - 6 = 14$$

The Split Strategy (cont.)

There were 31 cars in the parking lot in the morning. By lunchtime, there were only 16. How many cars had left?

If we split 16 into 1 ten and 6 ones, it will be easier to subtract. Remember to take away the tens first!

$$31 - 16 \begin{cases} \rightarrow 10 \\ \rightarrow 6 \end{cases}$$

$$31 - 10 = 21 \rightarrow 21 - 6 = 15$$

Stage 2 – Addition and subtraction

Question 4 – equivalence

Key ideas

Complete the following number sentences. Show your working out.

Use the equals sign to record equivalent number sentences

a) $22 - 6 = 8 + \underline{\quad}$

b) $30 - 15 = \underline{\quad} + \underline{\quad}$

Working out:

Working out:

c) $28 + 12 = \underline{\quad} + 10$

d) $50 - 20 = 15 + \underline{\quad} + \underline{\quad}$

Working out:

Working out:

e) $27 + 6 = \underline{\quad} + \underline{\quad}$

f) $300 + 100 = \underline{\quad} + \underline{\quad} + \underline{\quad}$

Working out:

Working out:

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