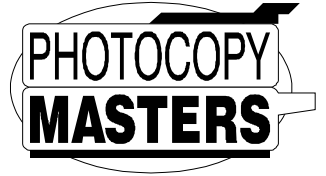




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# *Integrated* **Themes** *For Relief Teachers* **Book 1**



**Warm Fuzzy Day**

**Pirates**

**Fish**

**Oceans**

**Australian Animals**

Written by Kym Slennett. Illustrated by Rod Jefferson.

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# INTRODUCTION

## How this resource works.

The phone rings at 8.30 a.m. and the caller asks if you can get to the school for the day as soon as possible.

What are you going to teach that doesn't require much preparation?

## This is the resource that will come to your rescue.

It provides an across-the-curriculum range of activities which are based on themes that will not only interest children, but will also teach and motivate them.

The book provides guidelines for thematic activities that are easy to prepare and implement within a short time frame.

The open-ended activities cater for the wide range of abilities that exist in any class situation. This allows the children to work at the capacity to which they are capable, as well as extending and challenging their thinking skills. Many of the activities are suitable for groups or partners, and they will help to develop children's cooperation and negotiation skills.

After lessons, or at the end of the day, discuss what the children have learnt and enjoyed from their activities, and have them write what they have learnt into their booklet. This is a good reflective time for the children. It encourages them to really take responsibility for their learning.

## Using An Individual Booklet

This programme is designed to have the children use an individual booklet that is the basis for the day's activities. The booklets consist of a cover that the children design and decorate approximately four extra pages.

The size of the booklet depends on the needs of the class and the theme. A4 size paper cut in half and stapled together is a suitable size for the majority of the thematic activities.

The children will really enjoy this approach, and it gives them a sense of purpose for the activities as they finish with a complete product rather than loose sheets that can be lost or thrown away.

A system of positive rewards for completed tasks and acceptable behaviour can be implemented, assisting in creating a rewarding day for all. Rewards are awarded after the child has gained a number of points.

Each point is shown by a star or a stamp, or the children can draw their own reward point that is related to the theme, e.g. a fish for the Ocean theme.

Once the children have earned 5 points they have earned the right to choose their reward. Stickers, free time or lollies are the awards that most children select. The rewards can have different point values, e.g.

5 points = 1 sticker

7 points = 2 lollies

10 points = free time

The reward choice can be given after 5 points, or the children can work their way through the rewards, claiming them at the end of the day.

At the end of each of the units photocopyable master activity sheets that correspond to the activities in the theme are provided.

There are also daily theme information sheets for you to record the day's activities and to leave for the class teacher, e.g. "What we did today".

On arriving at the school, after establishing the important details of the day, locate the library and borrow some appropriate theme books. Then head off to find some suitable paper to construct the booklets.

This resource book and its associated activities will enable you to provide meaningful and enjoyable activities for the full range of classes in the primary years.

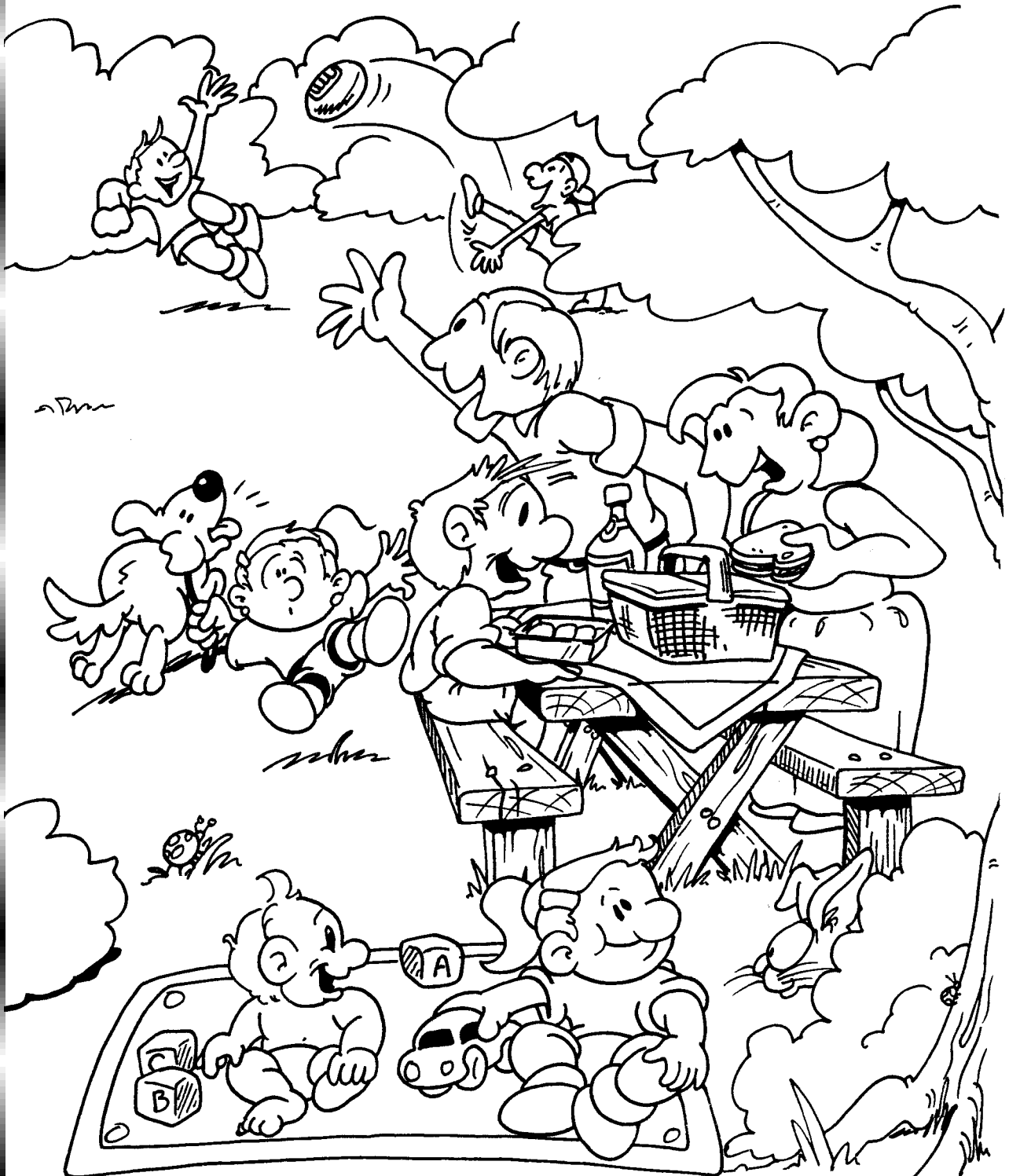
**The themes and activities are also well suited for class teachers in their day to day class work.**

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# WARM FUZZY DAY

FOR 5 - 8 YEAR OLDS



## Spelling

For the cover of the book let children draw all their friends.

- Brainstorm** for positive, friendly words to say to friends and family.  
The first page of the booklet can be filled with a giant smile. The children select a given number of words from the list and fill the smile.
- As a whole class have children create some sentences using the 'warm fuzzy'\* words and discuss who they would say them to. (\* Feel-good words.)  
Children are given a sheet of blank card. They are to write a 'warm fuzzy' sentence or statement to a classmate, whose name they pull out of a bag.  
Create an interesting card cover and write the message inside.
- Warm fuzzy mobile:** The children are given scrap paper to experiment with designs of a 'warm fuzzy'. Once they are satisfied with their designs they are then given a piece of card to create their warm fuzzy. Use a variety of materials to decorate the shape.  
Write words onto cards and use string to hang from the shape.
- Snap game:** Construct a 'snap' card set using words from the brainstorm session.
- Wordsleuth:** Create a warm fuzzy shape and use grid paper to complete wordsleuth.

## English

- 'I feel' wheel.**



The wheel template is provided at the end of this unit (Page 9). Paste onto card, and cut out. Attach pointer with split pin.  
Use as below.

**Large group:** Children sit in a circle. A child spins the pointer. When the arrow stops the children discuss experiences where they have had that feeling.

**Small group:** Each group is to construct a wheel of their own, filling in the feelings that the group choose. Play the game within the groups and then bring the class together for sharing time.

- Pass the compliment:** Teacher creates a warm fuzzy shape or has a fluffy toy to use.  
Discuss the term 'compliment' and what it means. The children look to the person on their right and think of something about that person that they can compliment them about.  
When the 'fuzzy' is passed the child whispers the compliment into his/her neighbour's ear, who then passes the fuzzy on to the next person.  
Discuss the friendly things that were said to each child. How did it make them feel? Compare comments to their feelings in response to negative comments.



# PIRATES

FOR 5 - 12 YEAR OLDS



Name .....

# TREASURE CHESTS



=



=



=



=



=



=



=



=



=



=



=



=



Name .....

# PIRATE PROBLEMS - 1

1. If there were ..... pirates and ..... had to walk the plank, how many pirates were left?

.....

2. .... pirates captured ..... more pirates. How many pirates are there altogether?

.....

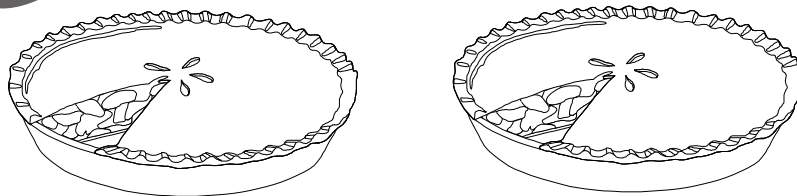
3. .... pirate ships had ..... pirates on each ship. How many pirates were there altogether?

.....

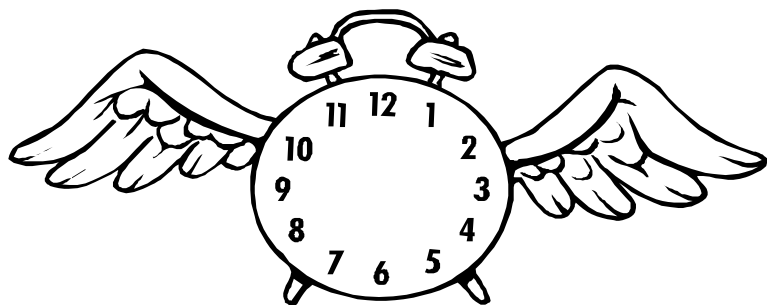


4. .... pirates each ate ..... pies. How many pies did they eat altogether?

.....



5. What time does Captain Hook's clock say?



..... o'clock.