



**Gunnedah South Public School**



# Home Learning Booklet

## Week 2



# Year 3





# Monday

**Week 2**

Time	Subject	Lesson Focus	Worksheet
9 to 9.30	Reading	Reading Eggs. Reading and comprehension: Good Pet Care	Page 1, 2, 3
9.30 to 10	Writing	Swooping Seagulls writing continued...	Page 4
10 to 10.30	Spelling	Introduce weekly spelling list words	Page 5
10.30 to 11	Handwriting	Capitals and exits	Page 6
11 to 11.30	<b>Recess Break</b>		
11.30 to 12	Mathematics	Compare lengths using formal and informal units	Page 7
12 to 12.30	Mathletics		
12.30 to 1	Daily PE	Throwing (overarm)	
1 to 2	<b>Lunch Break</b>		
2 to 2.30	PBL	Wellbeing	Page 8
2.30 to 3	PDHPE	Online safety	Page 9

# Earth Watch **Good Pet Care**



Most people have pets. They are cute and fun to play with. But did you know that pets can be bad for wildlife? Dogs and cats may hurt wild animals or harm wild places near you.

## **NO CHASING**

Dogs like to run, sniff and explore. Dogs need to be walked each day. But you must take care that your dog does not chase. If dogs chase other animals, they may scare animals away from their homes.

## **NO POUNCING**

Cats make nice pets. They like to purr. But they like to 'pounce' too! Cats that are let outside will hunt and eat other animals.

## **NO DIGGING**

Rabbits and mice make good small pets. But make sure they can't get wild! They make lots of babies, and they dig holes and eat the food of other animals.



**Make sure that your cat does not hunt birds.**

**Rabbits and mice must never be set free.**

### **NO FLYING**

Some pet birds may fly in the house. But if they get loose outside, they could fly away and be lost. They might get hurt or they could spread diseases to native birds.

### **NO FREEING**

Some people think it might be kind to set pets like fish, turtles, snakes or birds free. This is a very bad idea. Pets do not last long in the wild. They can't find food or shelter. They fight with wild animals and try to take over their homes or food. Pets need owners to care for them.



**If you take good care of your pet, you will take good care of wildlife too.**



**Pet birds have not been born in the wild. They may not live if they are set free.**

### **10 WAYS TO KEEP ANIMALS SAFE**

1. Keep pets away from national parks or wild places.
2. Make sure your yard has a fence so your dog cannot run free or chase.
3. Keep your dog on a leash when you go for a walk.
4. Clean up any mess your pets make in parks or on the street.
5. Give your kitten lots of food and hugs. Keep your cat inside at night so it will not hunt.
6. Keep rabbits or mice safe in a cosy cage.
7. Do not set pets free into the wild.
8. Tell your parents if you see any animals that are hurt or need help.
9. Plant trees that animals like to live in or that birds like to eat.
10. Leave water out for wildlife to drink in dry weather.

# Earth Watch: Good Pet Care

## Questions

1. Do you have any pets? What kind of pet do you have? If you don't have a pet, what kind of pet have you always wanted?

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2. How can pets harm native life?

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3. What can you do to help protect native life from pets?

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4. What would you do if you saw a stray cat at the park?

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5. What native animals do you have near your home?

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# Writing task



Lessons 5 and 6 - complete over two sessions

WALT: Write an entertaining narrative

Success Criteria:

- I can plan and edit my writing
- I can write a narrative about a specific theme or topic
- I can use correct punctuation
- I can include an orientation, a complication, a sequence of events and a resolution

## Swooping Seagull

A seagull has just swooped down to steal food from a man walking near the beach. Write a narrative about this incident. You can write from either the point of view of the seagull or the man.



Year 3 Spelling Words - Term 2, Week 2

his	hare	drop
able	mare	house
parent	spare	park
will	stare	name
relay	care	

**Lesson 1 WALT: Spell familiar and unfamiliar words.**

**Success Criteria - I can:**

- Say the word aloud.
- Write the word.
- Say the word in a compound sentence.

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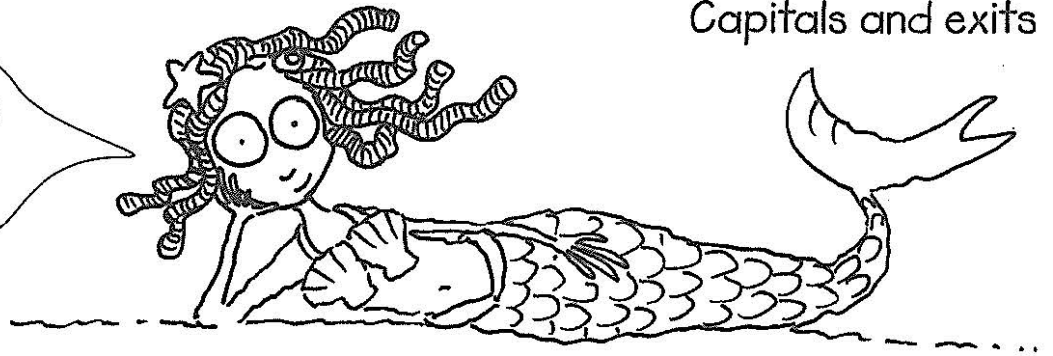
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Capital letters  
don't have exit flicks  
because they don't  
join up to other  
letters.



Trace and copy the names of places pirates sailed to.

Indian Ocean Arabian Sea

Jamaica South China Sea

Cape of Good Hope Cuba

Straits of Malacca

The Spanish Main



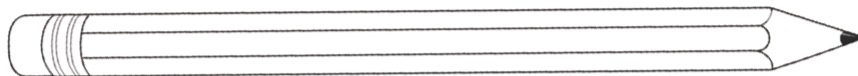


# We are learning to compare lengths using informal and formal units.

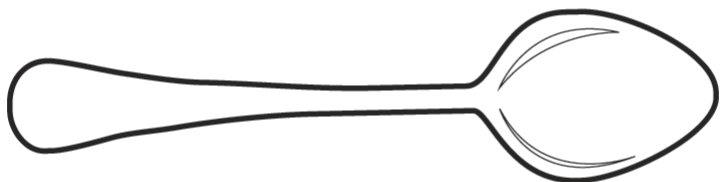
## Length - Informal Units

① Use the squares to measure the length of the objects.









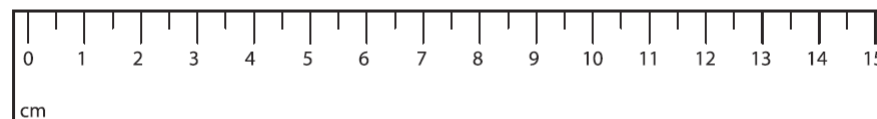
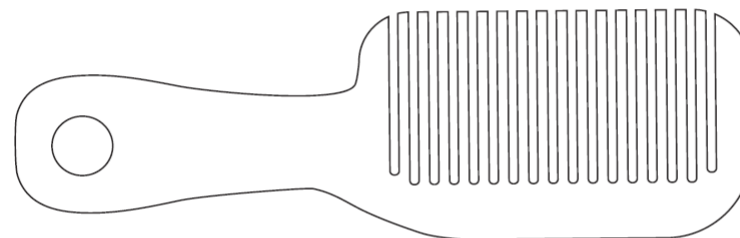
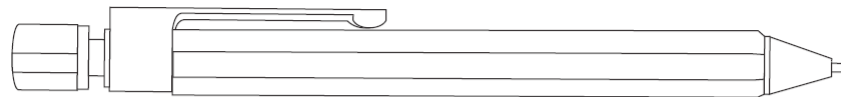
Item	Length
pencil	_____ squares
pop stick	_____ squares
spoon	_____ squares

② Circle the longest item in green and the shortest item in red.

③ Put a 1 in the box next to the object that is the shortest. Then write a 2 beside the next shortest object. Keep going until all the objects are numbered.

## Comparing Length - Formal Units (B)

① Using the ruler, write the length of each object and answer the questions below.



a) The pen is \_\_\_\_\_ cm long.

b) The gluestick is \_\_\_\_\_ cm long.

c) The comb is \_\_\_\_\_ cm long.

d) What object is the longest? \_\_\_\_\_

e) What object is the shortest? \_\_\_\_\_

f) What is the difference in length between the pen and the gluestick?  
\_\_\_\_\_



**SAFE**

EVERYONE

**RESPECTFUL**

EVERYWHERE

**LEARNER**

EVERY TIME



*We are learning to identify how to be safe, respectful, learners at home.*

*We are all in different learning environments at the moment. Write expectations on how you are being safe, respectful learners at home. Southey would love to see what expectations you come up with.*

**GUNNEDAH SOUTH HOME MATRIX**

**VALUES**



**SAFE**

**RESPECTFUL**

**LEARNER**



**AT HOME**

We are learning to identify ways to stay safe online.

# Internet Safety

Learn how to keep safe online

While online, if you see, read or hear something you don't like, what should you do?

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Tick the safe scenarios and cross the unsafe ones.

A school friend sends you an email asking for your phone number.

Someone you started chatting to online with asks for your address.

A friend asks for your school Internet password.

Someone you met online wants to meet you.

A person you're chatting with wants to know what you look like and asks for a photo.

You receive an email from a friend you play tennis with asking which school you go to.

You receive an email with this message. 'You are in the running to win money. Send us your name, address and phone number to go in the draw.'

**BE SAFE:** Even if you thought the scenario was safe, always show a trusted adult, like your parents or teacher, to get their permission before replying.



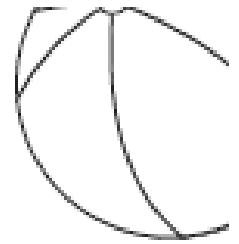
# Tuesday

**Week 2**

Time	Subject	Lesson Focus	Worksheet
9 to 9.30	Reading	Reading Eggs. Reading and comprehension: Family Day at the Beach	Page 1 & 2
9.30 to 10	Writing	New writing prompt: The Hole in the Fence	Page 3
10 to 10.30	Spelling	Spelling rule: adding 's' to words	Page 4
10.30 to 11	Handwriting	Exits - handwriting	Page 5
11 to 11.30	<b>Recess Break</b>		
11.30 to 12	Mathematics	Draw and measure lengths	Page 6
12 to 12.30	Mathletics		
12.30 to 1	Daily PE	Catching: focus on technique	
1 to 2	<b>Lunch Break</b>		
2 to 2.30	Geography	Australian capital cities	Page 7
2.30 to 3	Mindfulness Lesson	Star breathing/mindful colouring in	Page 8 & 9

# FAMILY DAY

## - at the Beach -

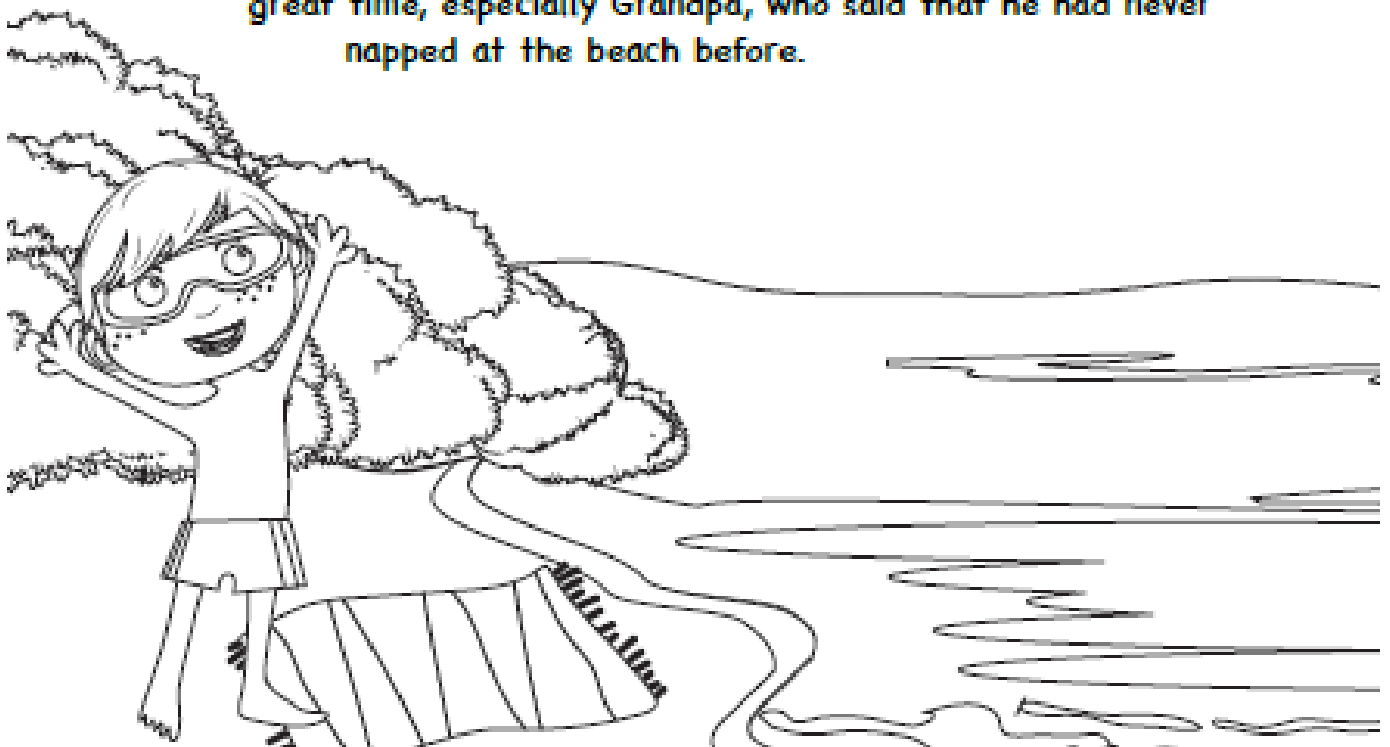


On Sunday, Mum, Dad, Tamioka, Todd and I went to Golden Beach for Grandpa's birthday. Grandpa used to be a Surf Life Saver and always loves visiting the beach.

After we picked up Grandpa at nine o'clock, we started the long drive to the beach. We drove past lots of tall buildings and went over a long bridge over a river. Finally, we arrived.

Aunty Carmel, Uncle John and our cousins, Susie and Andrew, were waiting for us. We had fun playing beach cricket and volleyball, then we went for a swim in the water. After our swim, we enjoyed some salad sandwiches, lemon ice blocks and some yummy chocolate birthday cake. Grandpa was exhausted and needed a nap after lunch. He napped on his beach towel under our big blue and green sun shade. We kept playing beach cricket.

At 2 o'clock, we packed up the car and headed home. We all had a great time, especially Grandpa, who said that he had never napped at the beach before.



# Comprehension Questions

1) Who is this recount about?

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2) Where did they go and why?

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3) When did they go?

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4) What did the family have fun doing?

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5) Put these events in the correct order.

- They packed the car and headed home.
- They picked up Grandpa at nine o'clock.
- Grandpa napped under the shade on the beach.
- They played beach cricket and volleyball.
- They ate lunch and had some chocolate cake.
- They drove for a long way.



# Writing task



Lessons 7 and 8 - complete over two sessions

WALT: Write an entertaining narrative

Success Criteria:

- I can plan and edit my writing
- I can write a narrative about a specific theme or topic
- I can use correct punctuation
- I include an orientation, a complication, a sequence of events and a resolution

## **The hole in the fence**

Write a narrative about this picture. What can the boy see? Does he go around to the other side?

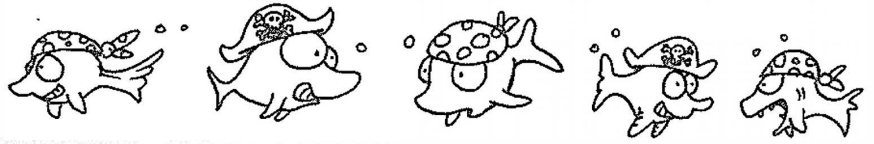






Exits

Trace and copy.



Madagascar is an island in the

Indian Ocean. In the 1600s

and 1700s, it became known

as Pirate Island — so many

pirates lived there. They raided

ships that were going to India

laden with gold and silver.

We are learning to draw and measure lines.

## Draw and Measure Lines

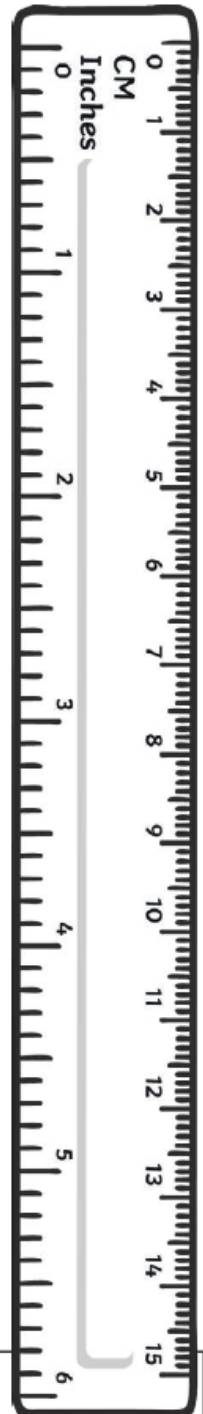
### Amazing Fact

A pencil has the potential to draw a line 38 miles long.

### Challenge

Using a ruler and a pencil, draw lines the lengths stated in the boxes below.

<b>2cm</b>
<b>5cm</b>
<b>10cm</b>
<b>4cm</b>
<b>6.5cm</b>
<b>3.5cm</b>
<b>9.5cm</b>

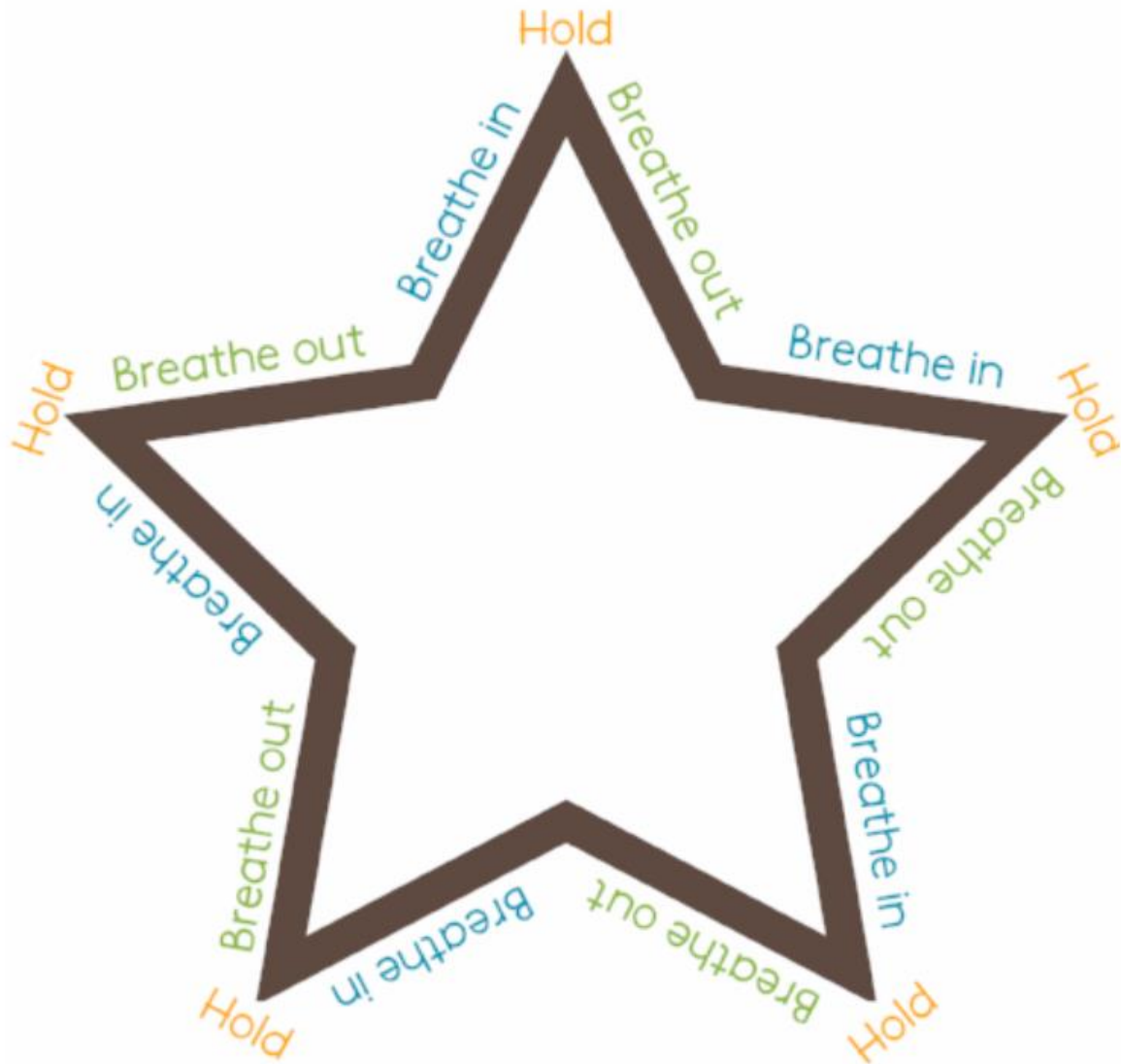


You could also try to find out:

- what the longest line ever drawn was;
- when the pencil was invented;
- whether the pencil or the rubber came first;
- how a pencil is made.



# Mindfulness



## STAR BREATHING

Start at any "Breathe In" side on the star.

Trace your finger over the "breathe in" side of the point

Hold your breath when your finger gets to the tip of the point

Breathe out as you trace your finger over the other side of the point.

Keep going until you reach where you started.

When you trace the whole star, you will have completed 5 deep breaths





# Wednesday

**Week 2**

Time	Subject	Lesson Focus	Worksheet
9 to 9.30	Reading	Reading Eggs. Reading and comprehension: How to make Pancakes	Page 1 & 2
9.30 to 10	Writing	The Hole in the Fence writing continued...	Page 3
10 to 10.30	Spelling	Grammar focus: Adjectives	Page 4
10.30 to 11	Handwriting	Exits - handwriting passage	Page 5
11 to 11.30	<b>Recess Break</b>		
11.30 to 12	Mathematics	Estimate and measure lengths of objects	Page 6
12 to 12.30	Mathletics		
12.30 to 1	Daily PE	Running: jogging, half speed and sprint	
1 to 2	<b>Lunch Break</b>		
2 to 2.30	CAPA	Symbols in Art	Page 7, 8, 9, 10
2.30 to 3		Drama with Miss Christie	

# HOW TO MAKE

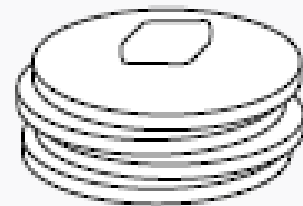
## Pancakes

### Ingredients:

1 cup of self-raising flour  
1 tablespoon of sugar  
1 egg, lightly beaten  
 $\frac{3}{4}$  cup of milk  
50 g butter, melted

### Equipment:

Mixing bowl  
Wooden spoon  
Sifter  
Whisk



### Method:

- 1) Wash your hands with soap and then gather all the ingredients.
- 2) Whisk the flour and sugar in a mixing bowl.
- 3) Mix in the egg.
- 4) Mix in the milk a little at a time until the batter is smooth and lump free.
- 5) Put the pan on medium heat.
- 6) Brush butter over the cooking surface.
- 7) Pour  $\frac{1}{4}$  of a cup of the pancake mixture into the middle of the pan.
- 8) Flip the pancake over when large bubbles form on the surface.
- 9) Cook until lightly golden on the other side.
- 10) Repeat steps 7-10 until all of the pancake mixture has gone.

# Comprehension Questions

1) What is this procedure about?

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2) List the things you will need.

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3) How many steps are there in this procedure?

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4) List the ten words used at the beginning of each step.

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5) What types of words are these? (e.g. noun, verb, adjective)

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6) What would happen if you forgot to complete step 5 of the method?

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# Writing task



Lessons 7 and 8 - complete over two sessions

WALT: Write an entertaining narrative

Success Criteria:

- I can plan and edit my writing
- I can write a narrative about a specific theme or topic
- I can use correct punctuation
- I can include an orientation, a complication, a sequence of events and a resolution

## **The hole in the fence**

Write a narrative about this picture. What can the boy see? Does he go around to the other side?

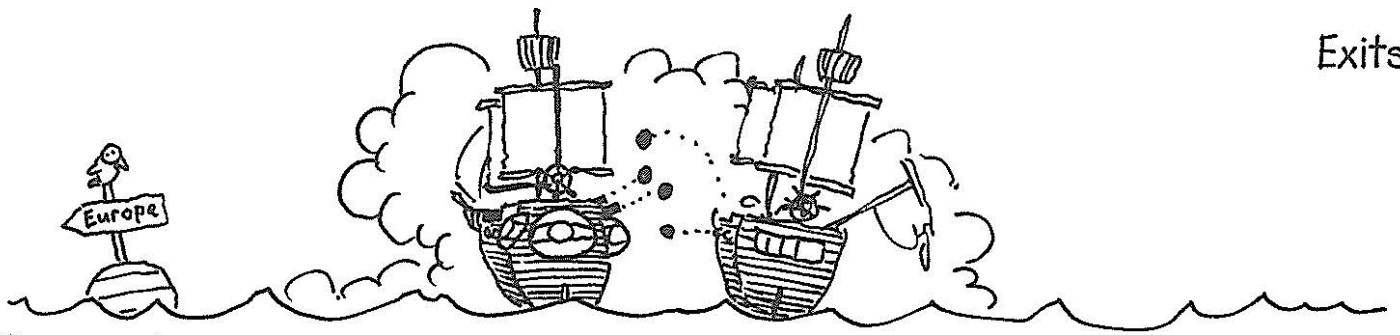


Lesson 3 WALT: Identify and provide examples of adjectives.

Success Criteria - I can:

- Describe (tell someone at home) what an adjective is.
- Use an adjective to describe a family member.
- List the adjectives from A to Z.

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



Trace and copy.

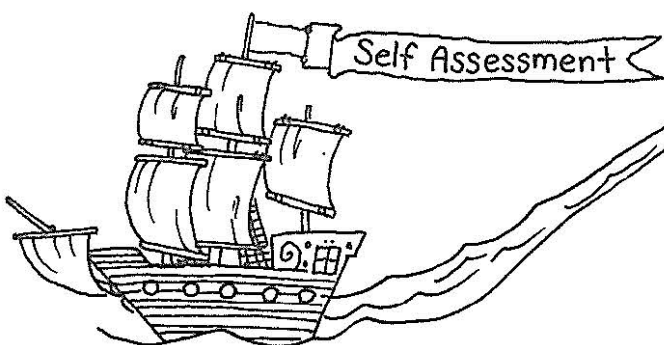
The pirates raided the ships on

their way back to Europe, too.

But these ships usually carried

spices, silk, tea and coffee,

which were harder to sell.

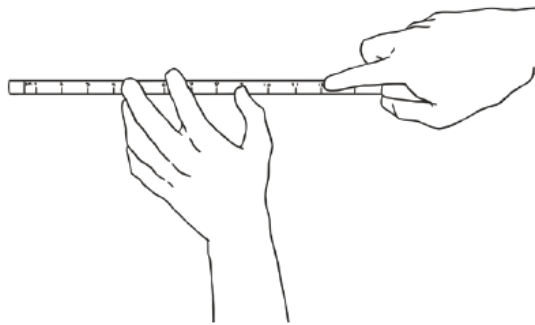


Put a tick ✓ next  
to your best word.

We are learning to estimate and measure the length of objects.

## Estimate and Measure

You will need a 30cm ruler. Find six objects from around your house that you think you could measure with a ruler. Estimate and measure the length of each one. Write the names of your objects, your estimations and the actual measurements in the boxes below. Don't forget to write the unit of measurement (cm) next to each answer.





<b>Object 1:</b> _____ <b>Estimated length:</b> _____ <b>Actual length:</b> _____	<b>Object 2:</b> _____ <b>Estimated length:</b> _____ <b>Actual length:</b> _____
<b>Object 3:</b> _____ <b>Estimated length:</b> _____ <b>Actual length:</b> _____	<b>Object 4:</b> _____ <b>Estimated length:</b> _____ <b>Actual length:</b> _____
<b>Object 5:</b> _____ <b>Estimated length:</b> _____ <b>Actual length:</b> _____	<b>Object 6:</b> _____ <b>Estimated length:</b> _____ <b>Actual length:</b> _____

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# Visual Arts

WALT: Understand the use of symbols in Aboriginal art and create a set of personal symbols

Success criteria: I can

-  Talk about how symbols are used in Aboriginal sand art
-  Create a set of personal symbols about things that are important to me

✎ Step 1: Read the information below about how symbols are used in Aboriginal art

## Sand Drawings

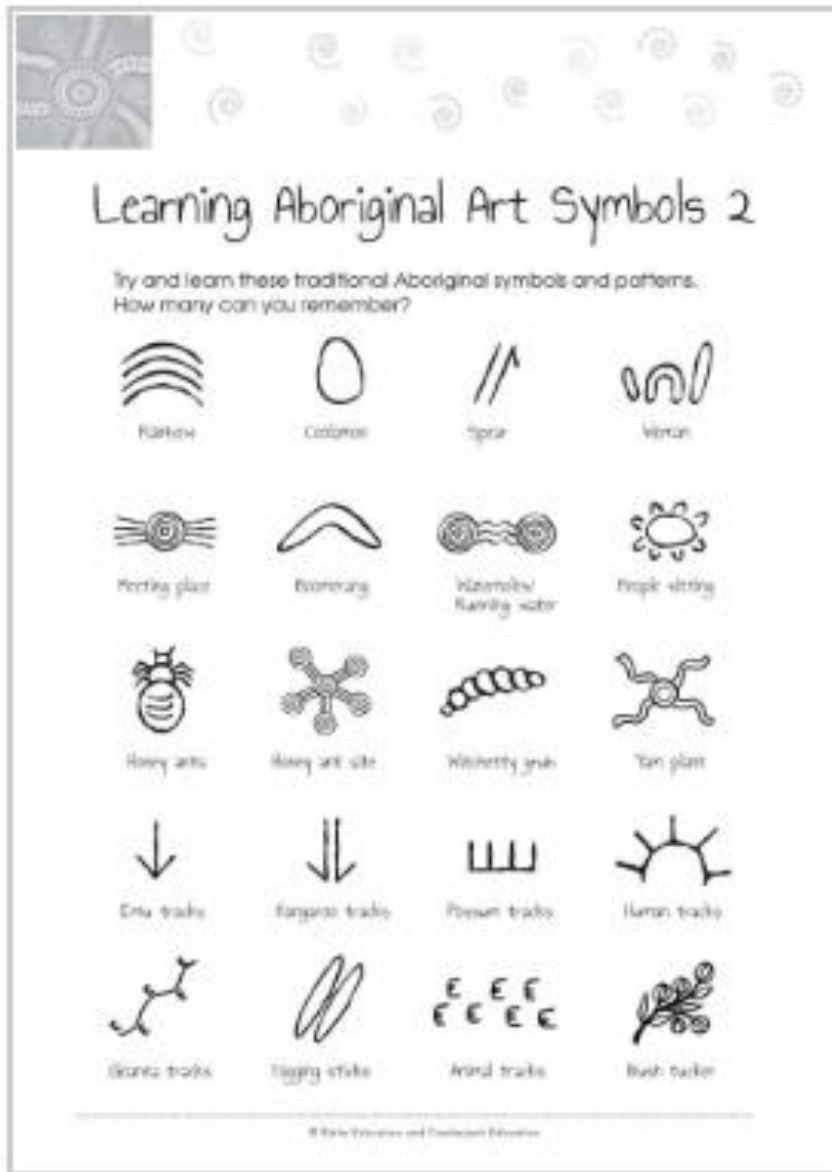
Sand drawings are a form of verbal art. An Aboriginal person, most often a leader, will verbally tell a story as they draw symbols and images on the sand with their hand.


Although symbols and their meanings can vary across different language groups, concentric circles are a common symbol used in Aboriginal sand drawings, signifying the creator of the land.


After a story has been told, the drawings are removed by smoothing out the symbols in the sand, concealing significant locations from others.

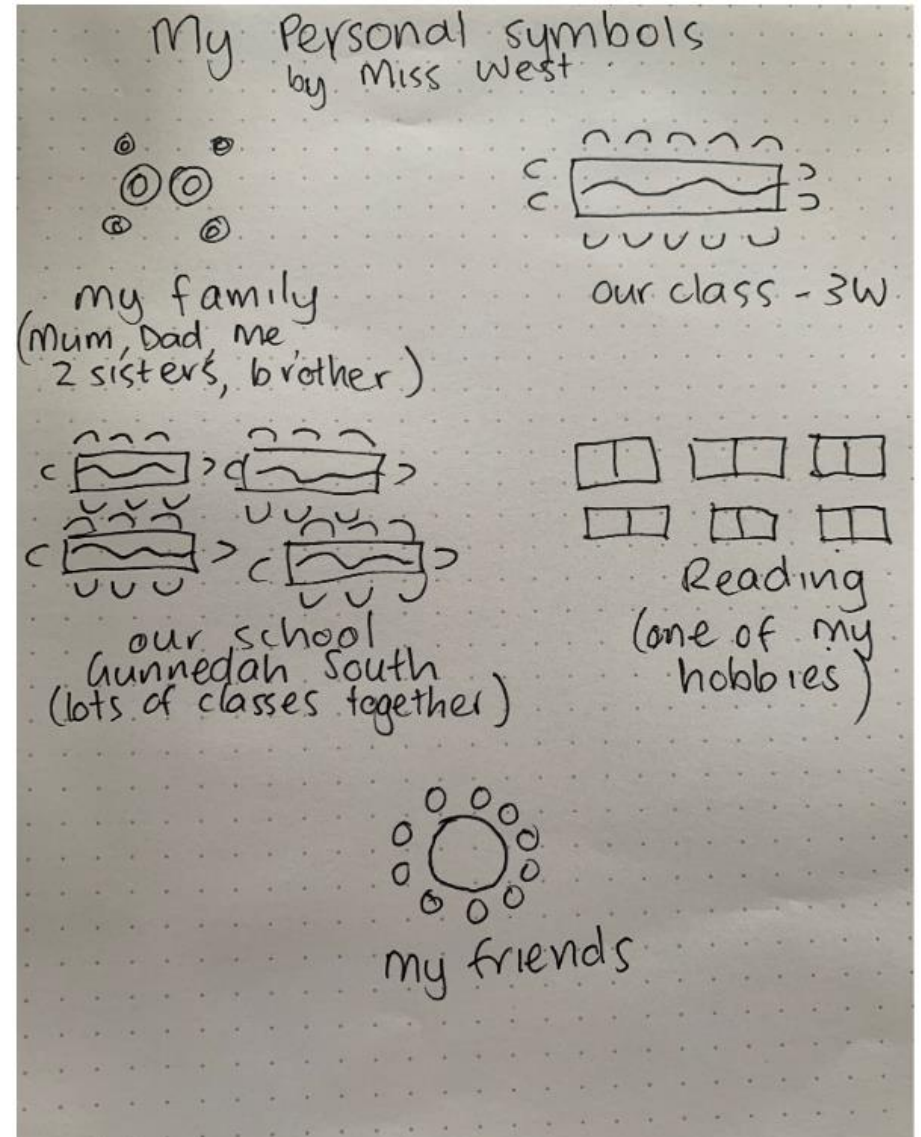


Reviving Aboriginal Language  
David Hancock - Australian Geographic  
Source:  
<http://www.australiangeographic.com.au/topics/history-culture/2013/08/reviving-aboriginal-languages/>



 Step 2: Look at the symbols that are used in Aboriginal artworks. The symbols all use simple lines and shapes and they look a bit like the things they represent.

 Step 3: Think about some of the things that are important to you and create a symbol for each of them. You can use lead pencil, textas or coloured pencils to draw your symbols - try to come up with at least five. This example might give you some ideas 😊







# Thursday

**Week 2**

Time	Subject	Lesson Focus	Worksheet
9 to 9.30	Reading	Reading Eggs. Reading and comprehension: Protecting Native Animals and Plants	Page 1, 2, 3
9.30 to 10	Writing	New writing prompt: A Visitor in my Backyard	Page 4
10 to 10.30	Spelling	Writing spelling words into compound sentences	Page 5
10.30 to 11	Handwriting	Exits - handwriting passage	Page 6
11 to 11.30	<b>Recess Break</b>		
11.30 to 12	Mathematics	Records lengths using formal units	Page 7
12 to 12.30	Mathletics		
12.30 to 1	Daily PE	Kicking	
1 to 2	<b>Lunch Break</b>		
2 to 2.30	Science	Mrs Pepper's Science Lesson	Page 8 & 9
2.30 to 3			

Earth Watch

## PROTECTING NATIVE PLANTS AND ANIMALS



Quolls are native to Australia.

Animals come in all shapes, sizes and types. Most are very cute, but some harm the environment when they move to places they do not belong. When animals go to a new place, some of them spread too fast or hurt the other animals that live there.

### WHAT ARE PESTS?

Animals that belong in a country are called *native animals*. New species that cause trouble are called *pests*. Some pests are farm animals or pets gone wild (or *feral*). Others were taken to new areas by accident or on purpose as people explored the world.

Cane toads are from South America, but they were brought to Australia to eat beetles that were destroying sugar cane crops. They look like frogs, but their poison kills frog-eating native animals. Stoats (or weasels) from America cause problems in New Zealand. They eat the chicks of native kiwi birds, which are

endangered. Some pests travel by accident. Rats and mice come on ships. Bats, birds and insects fly. Mites and ticks arrive in the fur of other animals.



European starlings are very pretty birds, but they are pests that steal nests from native birds.



Flowers, plants and fruits like blackberry bushes can spread to take over wild places.



Sniffer dogs are good at smelling for pests at airports. They sit down next to luggage if they sniff pests.

## HOW DO PESTS SPREAD?

In the past, people did not know the dangers of bringing plants or animals to new countries.

Boats were not checked, so pests got a free ride around the world. Cats, dogs, birds and rabbits got loose or were set free. Pigs, goats, cows and horses also went feral. Their hooves can damage habitats, and they compete with native animals for food and water.

Customs and border control agents now carefully check planes and ships for pests. These days, pests mostly travel through careless packing of goods or by hitching a ride with humans when they travel to new places.

Now that you know how to stop the spread of pests, you can help protect Australia's native plants and animals.

## 5 WAYS TO STOP PESTS

1. Be careful not to order plant or animal products from overseas or post them from Australia.
2. After hiking, wash your boots clean of mud before you travel home.
3. Don't take any fruit, vegetables or plants with when you visit other states or countries.
4. Never remove native animals from their homes or release insects, pets, fish or farm animals into the wild where they don't belong.
5. Protect national parks by telling rangers about any pests that you see.

# Earth Watch: Protecting Native Plants and Animals

## Questions

1. What native animals and plants are found near your home?

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2. Do you know of any introduced pests that are in your area?

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3. How do pests in your area threaten the native environment?

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4. What can you do to help reduce the risk to the native environment?

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5. Draw the habitat of a native animal in your area.





# Writing task



Lessons 9 and 10 - complete over two sessions

WALT: Write an entertaining narrative

Success Criteria:

- I can plan and edit my writing
- I can write a narrative about a specific theme or topic
- I can use correct punctuation
- I can include an orientation, a complication, a sequence of events and a resolution

## **A visitor in my backyard**

This morning when you went into your backyard you saw a spaceship right next to the clothesline. You decide to knock on the door of the spaceship and find out who has stopped by your house.

Write a narrative about what happens after you open the door. Who do you meet? Where do you go? Are the aliens friendly or mean?

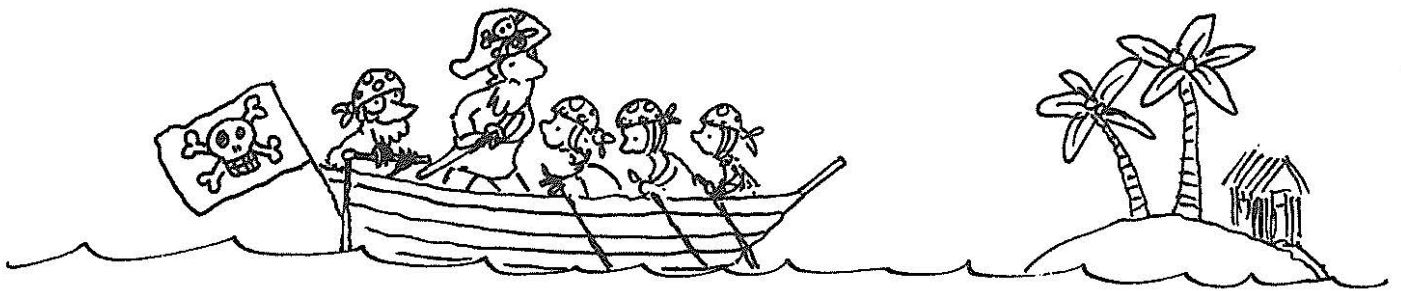




## Exits

Trace. Add exits to the letters that need them.

The food taken on long voyages had to be preserved by drying and salting. Fresh food would run out not long into the voyage. Sailors went ashore on islands to restock with fresh food and water.

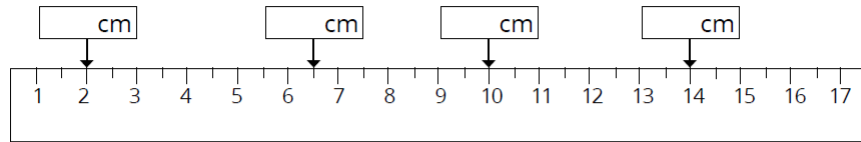


List some foods the sailors might hope to find.

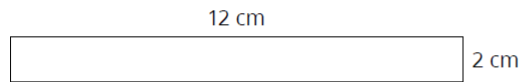
# We are learning to record lengths using formal units.

## Length (A)

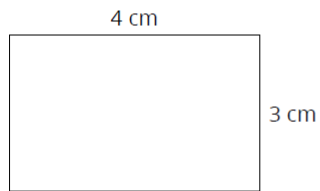
- ① Record the lengths indicated on the ruler in centimetres.



- ② Record the length and width of each shape in centimetres.



Length = \_\_\_\_ cm      Width = \_\_\_\_ cm



Length = \_\_\_\_ cm      Width = \_\_\_\_ cm

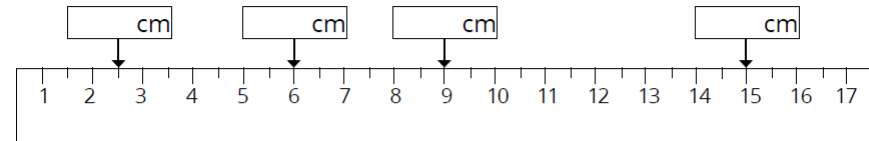
- ③ How many centimetres are there in:

2 m = \_\_\_\_ cm      6 m = \_\_\_\_ cm       $\frac{1}{2}$  m = \_\_\_\_ cm      5 m = \_\_\_\_ cm

- ④ Peter is 1.45 m tall. Sarah is 15 cm shorter than Peter.  
How tall is Sarah?

## Length (B)

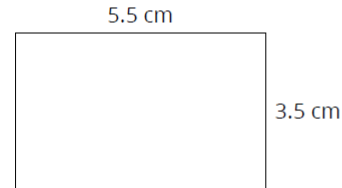
- ① Record the lengths indicated on the ruler in centimetres.



- ② Record the length and width of each shape in millimetres.



Length = \_\_\_\_ mm      Width = \_\_\_\_ mm



Length = \_\_\_\_ mm      Width = \_\_\_\_ mm

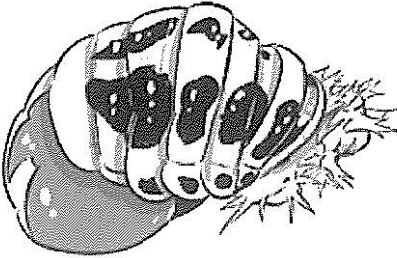
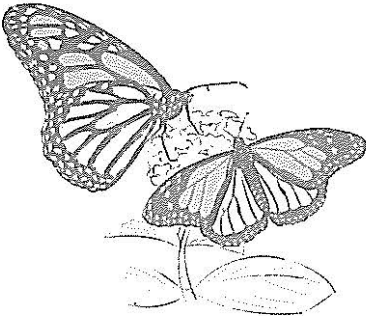
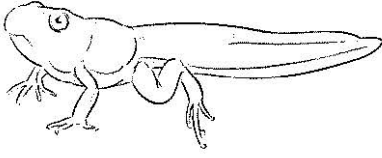
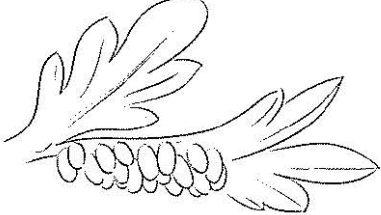
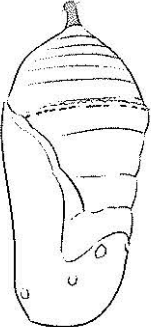
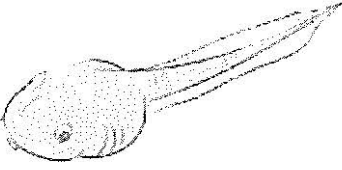
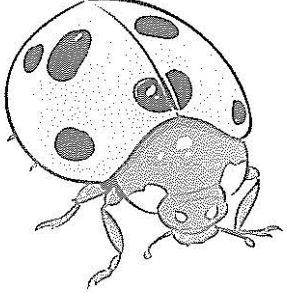
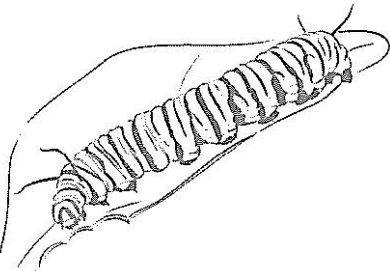
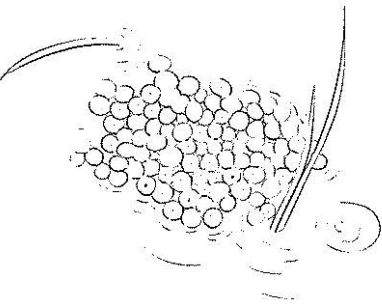
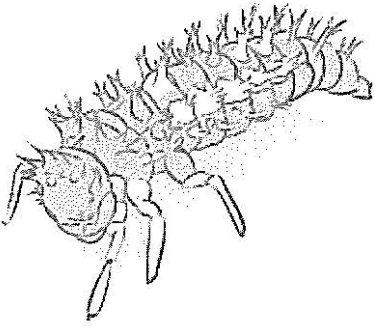
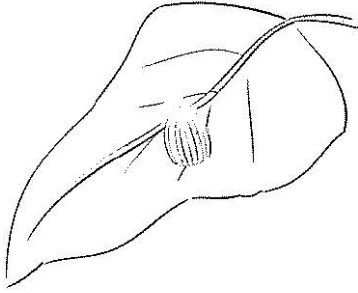
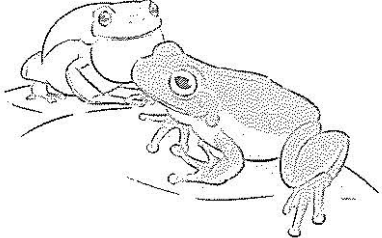
- ③ How many centimetres are there in:

3 m = \_\_\_\_ cm      9 m = \_\_\_\_ cm       $\frac{1}{2}$  m = \_\_\_\_ cm      1 m = \_\_\_\_ cm

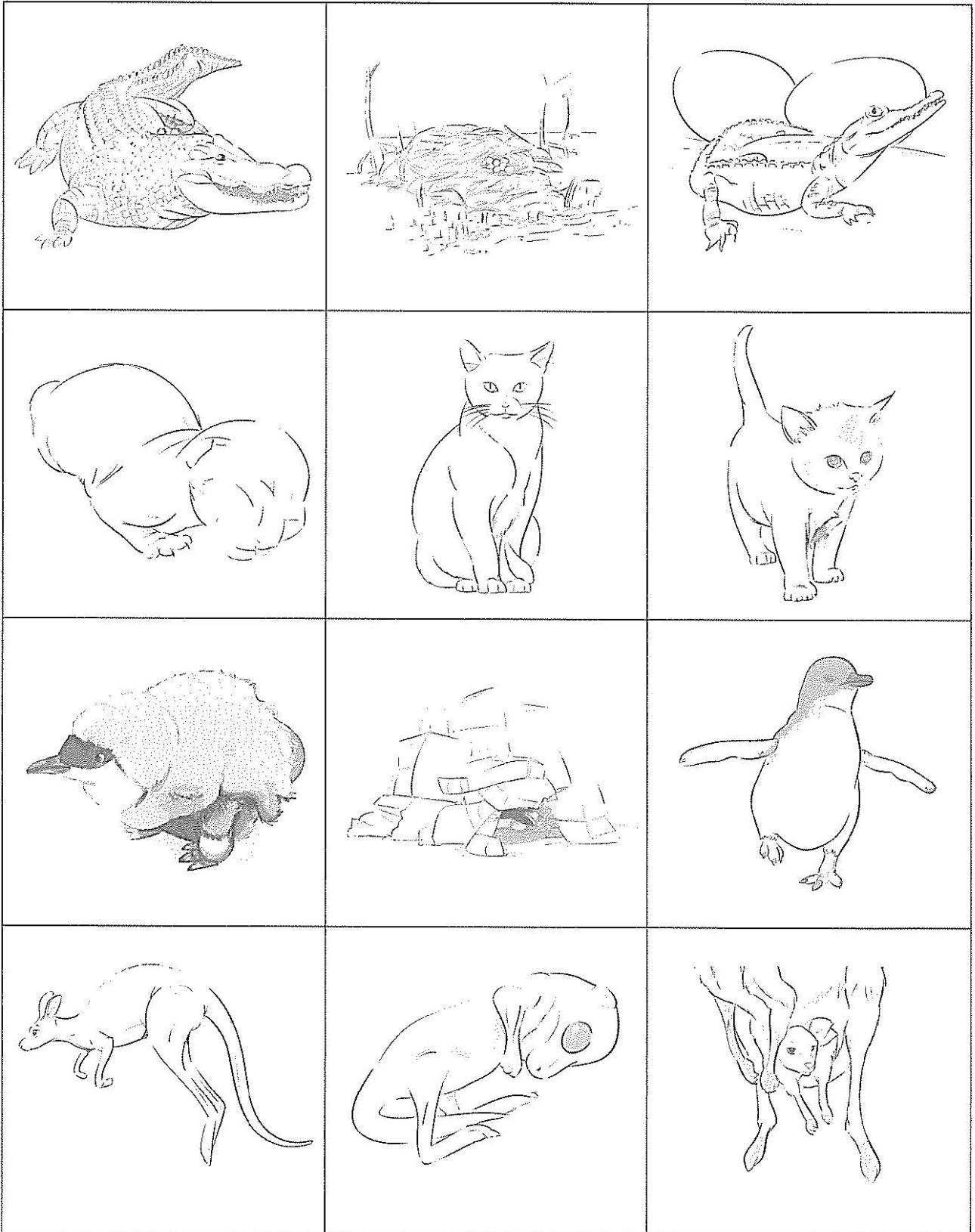
- ④ Paul is 1.35 m tall. Seth is 25 cm taller than Paul.  
How tall is Seth?



# Different life stages

# Different life stages





# Friday

**Week 2**


Time	Subject	Lesson Focus	Worksheet
9 to 9.30	Reading	Reading Eggs. Reading and comprehension: Honey Bees	Page 1, 2, 3
9.30 to 10	Writing	A Visitor in my Backyard writing continued...	Page 4
10 to 10.30	Spelling	Spelling test	Page 5
10.30 to 11	Handwriting	Assessment - exits	Page 6
11 to 11.30	<b>Recess Break</b>		
11.30 to 12	Mathematics	Estimate the length of objects	Page 7
12 to 12.30	Mathletics		
12.30 to 1	Daily PE	Dancing	
1 to 2	<b>Lunch Break</b>		
2 to 2.30	Aboriginal Language and Culture	Mrs Walters' Lesson	Page 8
2.30 to 3	Virtual Assembly		




## Species Snapshot

# Honey Bees




 Honey bees move pollen so more flowers can grow.

Flowers give honey bees nectar. They need each other.

 Honey bees live in hives. They make hives from wax. Rooms in the hive are shaped like hexagons and have six sides.



 Honey bees drink nectar from flowers. They turn this into honey. They feed baby bees with the honey.

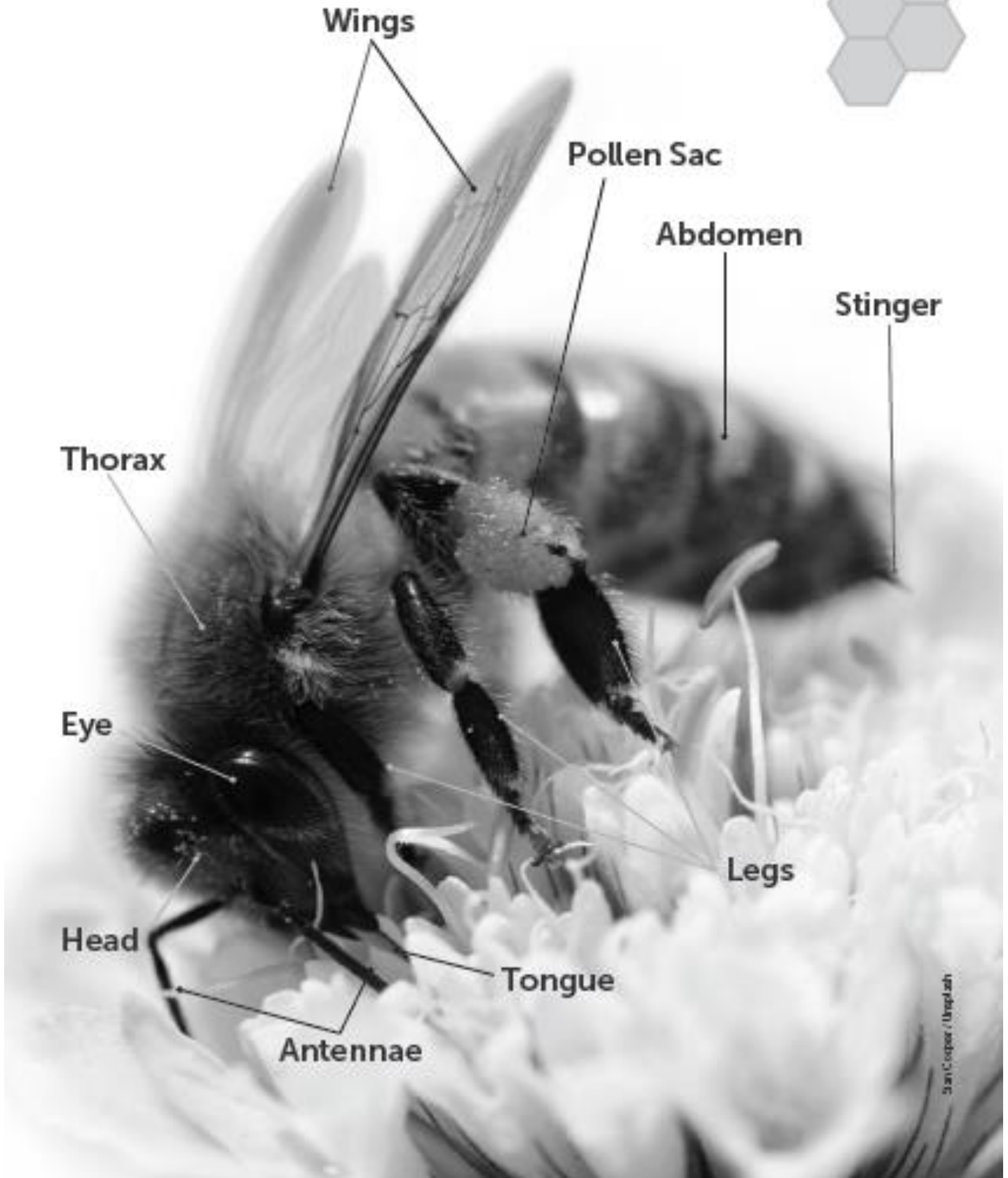
 There are three types of honey bee – the queen, the drones, and the workers. They all have different jobs.



Background: [www.shutterstock.com](http://www.shutterstock.com)  
Bee, left: [www.shutterstock.com](http://www.shutterstock.com)  
Bee, top: [www.shutterstock.com](http://www.shutterstock.com)



# The Parts of a **Honey Bee**



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# Species Snapshot: Honey Bees

## The Parts of a Honey Bee

Use the word bank to fill in the missing bee parts.



### Word Bank

thorax wings stinger abdomen eye  
head tongue pollen sac legs antennae

## Honey Bee Facts

Fill in the missing words.

1. Honey bees can be queens, \_\_\_\_\_ or workers.
2. Honey bees turn nectar into \_\_\_\_\_.
3. Honey bees make their \_\_\_\_\_ from wax.
4. Honey bees and \_\_\_\_\_ need each other.
5. Honey bees move \_\_\_\_\_ from flower to flower.



# Writing task



Lessons 9 and 10 - complete over two sessions

WALT: Write an entertaining narrative

Success Criteria:

- I can plan and edit my writing
- I can write a narrative about a specific theme or topic
- I can use correct punctuation
- I include an orientation, a complication, a sequence of events and a resolution

## **A visitor in my backyard**

This morning when you went into your backyard you saw a spaceship right next to the clothesline. You decide to knock on the door of the spaceship and find out who has stopped by your house.

Write a narrative about what happens after you open the door. Who do you meet? Where do you go? Are the aliens friendly or mean?









Trace, then do your own.

a a d d

h h i i

k k l l

m m n n

t t u u

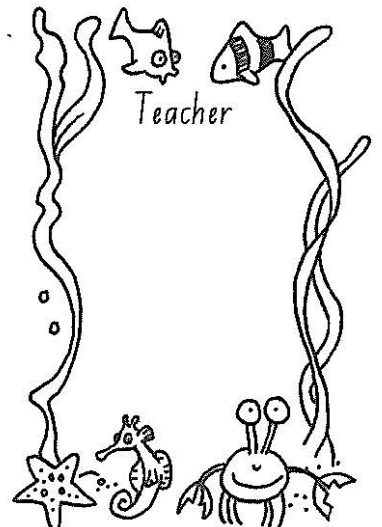
Trace, then do your own.

v v w w

Rewrite the sentence. Add exit flicks to the letters that need them.

The minke whale leapt out of the water and waved its tail.

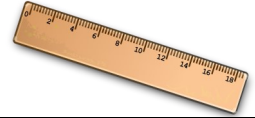
Handwriting practice lines for the sentence.



Teacher

We are learning to estimate the length of objects.

## Scavenger hunt length activity



Find an object that is  
**1cm** in length

Find an object that is  
**5cm** in length

Find an object that is  
**5mm** in length

Find an object that is  
**1m** in length

Find an object that is  
**100cm** in length

Find an object that is  
**1.5m** in length

Find an object that is  
**as long as your arm**

Find an object that is  
**longer than your pen-  
cil**

Find an object that is  
**half a metre** in length

Find an object that is  
**as long as your foot**

Find an object that is  
**60cm** in length

Find an object that is  
**70mm** in length

## *Significant Places - Week 2*

*We are learning to research a place that is significant to Aboriginal and Torres Strait Islander people.*

Draw a picture

Name of site

Location (region, state)

Type of sacred site (rock art, natural site of significance, scarred trees etc)

Who sees this site as being significant or sacred (tribal groups)?

Why is this site so significant?

Interesting facts about this site?