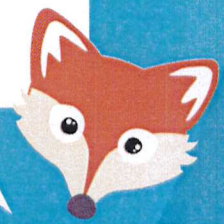
Word Search

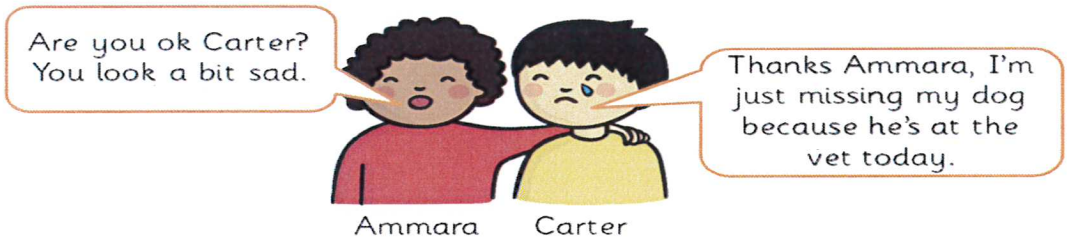
RISING STARS Spelling

How many words can you find?



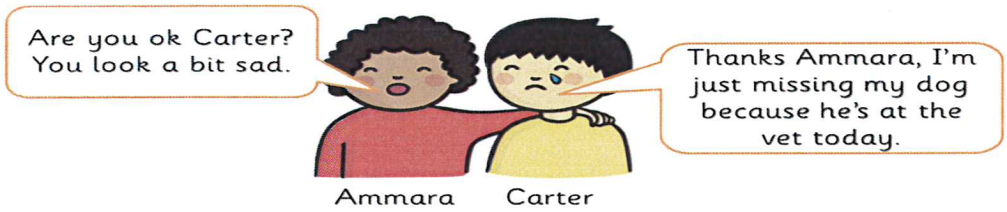
c	u	c	m	u	r	c	c	j	x	g	v	z	b	k
l	b	m	l	u	l	i	y	h	m	f	s	a	m	y
o	l	b	x	o	i	r	h	l	g	o	a	p	j	y
s	b	y	s	v	s	b	m	y	n	d	y	q	h	o
e	y	e	z	l	b	i	g	n	i	k	a	m	y	a
r	d	s	e	q	e	s	n	j	f	y	u	i	a	u
v	y	k	h	q	k	s	p	g	i	z	m	a	d	m
p	j	i	t	n	a	q	s	r	b	b	t	d	g	n
r	v	t	v	s	m	o	e	n	o	e	s	t	u	o
y	e	l	t	o	e	i	l	l	m	j	e	g	n	a
x	j	k	i	m	p	i	f	u	n	n	i	e	r	y
g	w	k	a	p	w	r	p	q	m	s	n	c	o	j
q	b	t	a	m	u	j	d	p	z	b	n	b	q	u
r	k	h	k	l	c	x	p	w	a	c	u	o	f	s
w	n	l	w	a	j	n	h	d	f	h	f	r	u	b

closed
closer
closing
funnier
funniest
happier
happiest
make
maker
making



What did they say?

1. We need to know who is speaking the words.
2. In pictures, we can use speech bubbles to show what a character says.



We need **inverted commas.**

2. They look a *little* bit like the numbers **66** and **99** hanging up around the exact words the speaker said.
3. You also need a reporting verb like 'said' to identify the speaker.

Have a look...

"Are you ok Carter? You look at bit sad," questioned Ammara.

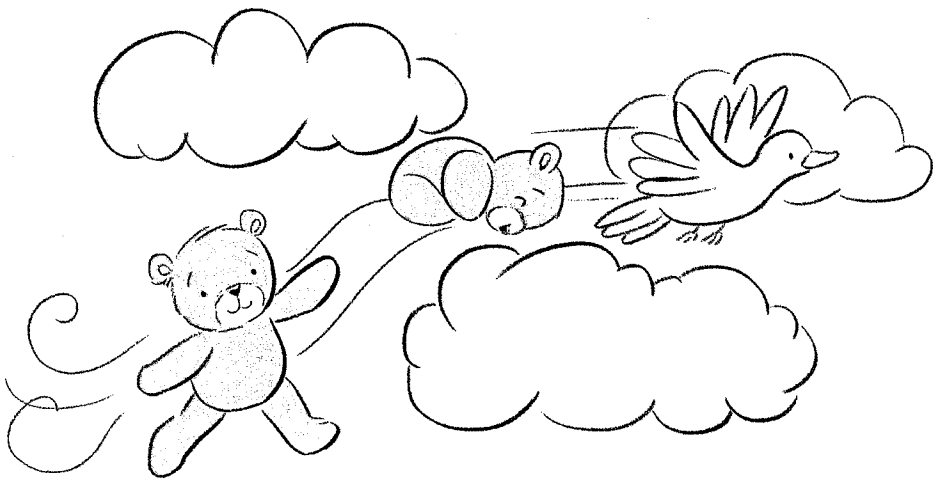
"Thanks Ammara, I'm just missing my dog because he's at the vet today," replied Carter.

Ted, the Tiny Bear

Ted was the **tiny** _____ bear that you ever saw but he had the most **amaze** _____ powers. He could change into any animal you can think of. When the rain fell, he **change** _____ into a fish, diving down into the deepest rivers and streams. When the wind blew, he turned into a bird, flying above the **fluffy** _____ clouds. When the sun shone, he became a camel, **charge** _____ through the **dry** _____ deserts. Ted was a superhero and he took me on the most **surprise** _____ adventures.

Here are some suffixes that you can use.

-est ***-ing*** ***-ed*** ***-est***



Date_____ Name_____

Use and Punctuate Direct Speech

Use your inverted commas punctuation mark to help you put the correct punctuation in each sentence. Choose an appropriate verb from the word bank to complete the spaces.

E.g. You won't believe this _____ Cody but i've never been to france.

"You won't believe this," stated Cody, "but I've never been to France."

1) Guess what _____ James we're having roast chicken on sunday

2) Where on earth _____ dad crossly have i left my keys

3) I didn't win at bowling either but i still had fun _____ Ruksana

4) that _____ the teacher enthusiastically is a brilliant piece of writing

5) Are you getting a pet _____ Lee-Chan well i think a fish is a good one to start off with

6) mum _____ curiously where have you been all this time

7) did you finish your work before putting your book away _____ the teacher

8) on the zipwire, i _____ to my friends this is the best birthday party ever

9) Stephen _____ yes, of course you can come to my party

10) yay _____ the children as they ran out of school it's the weekend

Word Bank

blurted	screamed	exclaimed	yelled
demanded	replied	asked	suggested
enquired	explained	agreed	

Date_____ Name_____

Use and Punctuate Direct Speech

Use your inverted commas punctuation mark to help you put the correct punctuation in each sentence. Choose the correct verb from the word bank to complete the blank spaces.

E.g. i've never been to france stated Cody

"I've never been to France," stated Cody.

1) We're having roast chicken on Sunday _____ James

2) I didn't win at bowling either but I still had fun _____ Ruksana

3) Yes you can come to my party _____ Stephen

4) Looking after a pet makes you more responsible _____ Lee-Chen

5) Where have you been _____ mum curiously

6) Did you finish your work before putting your book away _____ the teacher

7) Where on earth have I left my keys _____ dad crossly

8) That's a brilliant piece of writing _____ the teacher

9) This is the best birthday party ever I _____ to my friends

10) Yay it's the weekend _____ the children as they ran out of school.

Word Bank

claimed	screamed	exclaimed	yelled
demanded	replied	asked	suggested
enquired	explained	agreed	

Date_____ Name_____

Use and Punctuate Direct Speech

Use your inverted commas punctuation mat to help you put the correct punctuation in each sentence.

E.g. i've never been to france stated Cody

"I've never been to France," stated Cody.

1) We're having roast chicken on Sunday explained James

2) I didn't win at bowling either but I still had fun agreed Ruksana

3) Yes you can come to my party replied Stephen

4) Looking after a pet makes you more responsible claimed Lee-Chen

5) Where have you been asked mum curiously

6) Did you finish your work before putting your book away enquired the teacher

7) Where on earth have I left my keys demanded dad crossly

8) That's a brilliant piece of writing exclaimed the teacher

9) This is the best birthday party ever I screamed to my friends

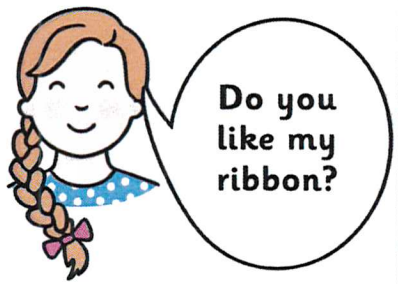
10) Yay it's the weekend squealed the children as they ran out of school.

Date_____ Name_____

Use and punctuate direct speech

Can you take the sentence from the speech bubble and turn it into direct speech?
You need to add inverted commas (“ ”) and **said**, then the **speaker's name**. Look at this example:

“Happy Birthday!” **said Shaun**.

				
Susie	Sasha and Luke	Abigail	Bethany	Mum
				**Challenge:** Now make up one of your own!
Rosanna	Mahendra	Tomasz	Gran	

I can make a pictogram where a symbol represents 2 units.

A pictogram shows data (information) in symbols. A key explains what the symbol means.

Example

The flowers in a display were the following numbers of blue, white, yellow and red flowers.

R Y W R B Y R R
Y R B Y W R Y W
R Y Y W R Y B R
R W R B Y W R Y

A frequency table showing the colours.

Colours	Number of flowers
Blue	4
Red	12
White	6
Yellow	10

The data in the frequency table can be displayed in a pictogram.

Blue
Red
White
Yellow

represents 2 flowers

A

1 The children in a class chose their favourite spring flowers.

Flower	Votes
bluebells	5
crocuses	3
daffodils	4
tulips	6

Draw a pictogram to show the results.

2 This pictogram shows the types of birds seen in a garden.

Blackbirds
Sparrows
Starlings
Thrushes

represents 1 bird

a) Which type of bird was seen most often?

b) Which type of bird was seen least often?

c) How many blackbirds were seen in the garden?

d) How many more sparrows than blackbirds were seen in the garden?

e) How many fewer thrushes than starlings were seen in the garden?

f) How many birds were seen in the garden altogether?

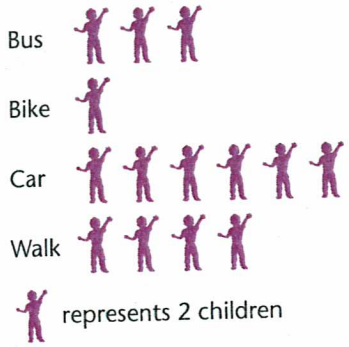
B

1 The children on a school trip brought these drinks.

Flavours	Number of drinks
apple	4
blackcurrant	6
cola	12
orange	10

Draw a pictogram to show the data.

This pictogram shows how the children in Class 3 come to school.



2 How many children walk to school?

3 How many come by bike?

4 Which is the most common way that the children come to school?

5 Which is the least common way?

6 Which form of transport is used by 6 children?

7 How many more children walk than cycle?

8 How many fewer children come by bus than by car?

9 How many children are there in the class?

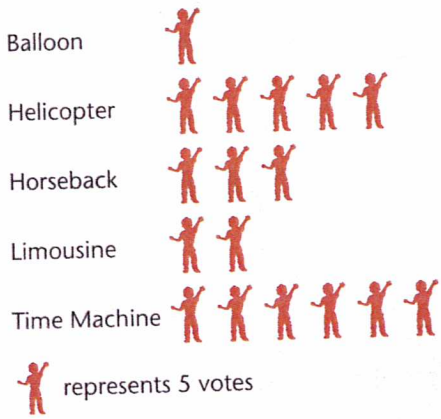
C

1 In one day a sweet shop sold these numbers of packets of chocolate, fruit, mint and toffee sweets.

T C F C T M C T F C
C F M T C F C M T F
M C F C T T F C M T
T F C M C T M F T C
T C F M C F T T F C

Make a frequency table and then draw a pictogram to show the results.

The children in Year 3 voted for how they would most like to come to school. The results are shown in the pictogram.



2 Which form of transport got:
a) 5 votes **b)** 30 votes?

3 How many children voted for coming to school on horseback?

4 How many more children voted for a ride in a helicopter rather than in a limousine?

5 How many fewer children voted to travel in a balloon rather than by time machine?

6 Everybody had one vote only. How many children voted?

7 How would *you* like to come to school?

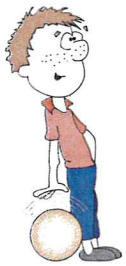
C2 BAR CHARTS

I can use a bar chart to find information and draw a bar chart labelled in twos.

Example

The ages of children in a basketball club.

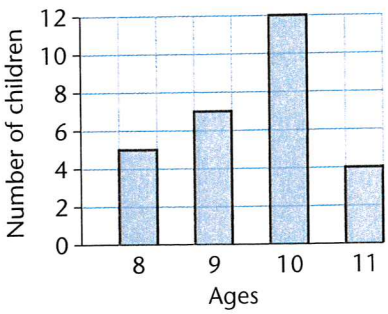
10 9 8 10 9 10 11
8 10 11 9 10 8 10
9 10 10 8 11 10 9
10 11 9 10 8 9 10



A frequency table showing the ages.

Ages	No. of children
8	5
9	7
10	12
11	4

The data in the frequency table can be displayed in a bar chart.

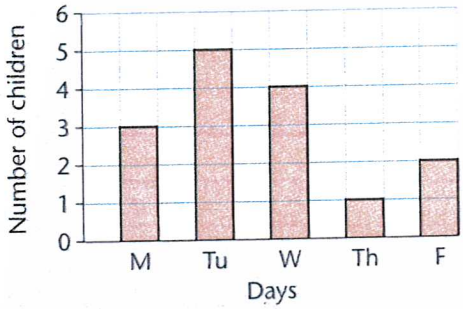


Notice:

- each axis is labelled
- the vertical axis goes up in 2s
- the bars do not touch
- the bars are of equal width.

A

This block graph shows the number of children absent from school each day in Year 3.



1. How many children were absent on Monday?
2. On which day were 4 children absent?
3. On which day were most children absent?
4. On which day were least children absent?
5. How many more children were absent on Wednesday than on Friday?
6. How many fewer children were absent on Monday than on Tuesday?
7. This frequency table shows how children in a class came to school on one day.

Travel Method	Number of Children
Bus	3
Bike	4
Car	5
Train	2
Walk	6

Draw a block graph to show the information.

I can partition (split) a number into hundreds, tens and ones.

Examples

369 The 3 has a value of 300.
The 6 has a value of 60.
The 9 has a value of 9 units.

517 The 5 has a value of 500.
The 1 has a value of 10.
The 7 has a value of 7 units.

Knowing the value of the digits means that you are able to partition numbers.

Examples

369 = 300 + 60 + 9

517 = 500 + 10 + 7

A

Copy and complete by filling in the boxes.

1. 26 = 20 + ☐
2. 57 = 50 + ☐
3. 48 = ☐ + 8
4. 63 = ☐ + 3
5. ☐ = 70 + 1
6. ☐ = 80 + 3
7. 35 = 30 + ☐
8. 14 = 10 + ☐
9. 72 = ☐ + 2
10. 15 = ☐ + 5
11. ☐ = 30 + 7
12. ☐ = 20 + 4
13. 43 = 40 + ☐
14. 92 = 90 + ☐
15. 34 = ☐ + 4
16. 91 = ☐ + 1
17. ☐ = 40 + 8
18. ☐ = 70 + 6
19. 52 = 50 + ☐
20. 65 = 60 + ☐

B

What is the value of the digit underlined?

1. 1<u>3</u>6
2. <u>2</u>40
3. 38<u>5</u>
4. <u>1</u>64
5. 51<u>2</u>
6. 8<u>7</u>9
7. 75<u>8</u>
8. 4<u>9</u>3
9. <u>6</u>21
10. 90<u>6</u>
11. <u>3</u>24
12. 5<u>8</u>7

Partition these numbers as in the example.

13. 497
14. 613
15. 154
16. 582
17. 731
18. 240
19. 925
20. 382
21. 601
22. 476
23. 859
24. 648
25. 354
26. 206
27. 915
28. 837
29. 476 = ☐ + 76
30. 859 = 850 + ☐
31. 648 = ☐ + 8
32. 915 = 900 + ☐

C

What is the value of the digit underlined?

1. 4<u>8</u>62
2. 135<u>4</u>
3. <u>2</u>739
4. 15<u>7</u>6
5. 3<u>1</u>90
6. <u>8</u>627
7. 548<u>3</u>
8. 79<u>0</u>1
9. 38<u>1</u>0
10. 624<u>8</u>
11. <u>4</u>063
12. 917<u>8</u>

Work out:

13. 1942 + 30
14. 3402 + 500
15. 3485 + 2000
16. 6856 + 70
17. 4327 + 4000
18. 8514 + 600
19. 1683 + 60
20. 7061 + 2000
21. 4735 + 700
22. 6912 + 3000
23. 6359 + 90
24. 5726 + 800

NUMBERS REVIEW

Write in words.

1. 57
2. 183
3. 340
4. 612
5. 725
6. 206
7. 494
8. 879

Give the value of the underlined digit.

9. 1<u>4</u>2
10. <u>6</u>38
11. 20<u>5</u>
12. 4<u>9</u>1
13. <u>7</u>26
14. 5<u>6</u>3
15. 91<u>7</u>
16. <u>3</u>89

Count on in 10s:

17. 50 from 136
18. 30 from 340
19. 60 from 508
20. 40 from 251.

Count back in 10s:

21. 40 from 273
22. 50 from 465
23. 70 from 592
24. 60 from 874.

Count on in 100s:

25. 300 from 634
26. 600 from 278
27. 500 from 122
28. 700 from 257.

Copy the sequence. Write the next three numbers.

29. 7 9 11 13
30. 25 22 19 16
31. 11 21 31 41
32. 35 30 25 20
33. 10 14 18 22
34. 25 28 31 34
35. 26 24 22 20
36. 12 17 22 27
37. 40 36 32 28
38. 50 100 150

Which number is smaller?

39. 213 or 231
40. 682 or 628
41. 735 or 753

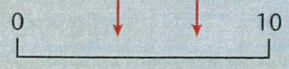
Write in order.
Start with largest.

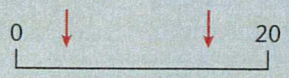
42. 275 572 752 257
43. 894 948 849 489
44. 136 361 163 316

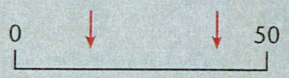
Round to the nearest:

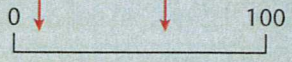
10	100
45. 23	49. 160
46. 57	50. 340
47. 72	51. 650
48. 45	52. 874.

Estimate the numbers shown by the arrows.

53. 

54. 

55. 

56. 

Write odd or even for each of these numbers.

57. 23
58. 16
59. 85
60. 14
61. 30
62. 49
63. 7
64. 72

Write the first four multiples of:

65. 3
66. 11
67. 20
68. 6.

30 28 21 20
27 15 50 35

Write the numbers in the box which are multiples of:

69. 2
70. 5
71. 3
72. 10.

I can use multiplication facts to find fractions of numbers.

Examples

$\frac{1}{3}$ of 18 = 18 ÷ 3 = 6

$\frac{1}{5}$ of 40p = 40p ÷ 5 = 8p

$\frac{1}{4}$ of 120 g = 120 g ÷ 4 = 30 g

A

Find one half of:

1. 8
2. 16
3. 10
4. 12
5. 6p
6. 14p
7. 20p
8. 18p

Find one fifth of:

9. 25
10. 45
11. 10
12. 30
13. 40 cm
14. 50 cm
15. 15 cm
16. 35 cm

Find one tenth of:

17. 20
18. 80
19. 40
20. 100
21. 60p
22. 90p
23. 70p
24. 50p

25. Ian buys five sweets for 20p. How much does one sweet cost?
26. There are 30 grapes on a bunch. One tenth are eaten. How many are left?

B

Find one third of:

1. 9
2. 15
3. 24
4. 18
5. 21 cm
6. 30 cm
7. 12 cm
8. 27 cm

Find one quarter of:

9. 8
10. 28
11. 16
12. 32
13. 36p
14. 20p
15. 40p
16. 12p

Find one sixth of:

17. 30
18. 54
19. 12
20. 36
21. 42 kg
22. 18 kg
23. 60 kg
24. 24 kg

25. Fatma's mother is 48. Fatma is one sixth her age. How old is Fatma?
26. There are 24 chocolates in a box. One quarter are eaten. How many are left?

C

Find

1. $\frac{1}{2}$ of 50p
2. $\frac{1}{7}$ of 21 days
3. $\frac{1}{3}$ of 60p
4. $\frac{1}{9}$ of £36
5. $\frac{1}{5}$ of 75 cm
6. $\frac{1}{8}$ of 40 kg
7. $\frac{1}{6}$ of 66 minutes
8. $\frac{1}{4}$ of 80 ml
9. $\frac{1}{3}$ of 42 hours
10. $\frac{1}{5}$ of 100 g
11. $\frac{1}{9}$ of 72 cm
12. $\frac{1}{4}$ of £160
13. $\frac{1}{7}$ of 49 years
14. $\frac{1}{6}$ of 90p
15. $\frac{1}{10}$ of 250 g
16. $\frac{1}{8}$ of 56 litres

17. There are 120 pages in David's book. He has read one sixth. What page has he reached?
18. There are 32 children in a class. One eighth are absent. How many are at school?

UNIT 1

Practising the first join.

un

Run, Mum. Run.

FOCUS

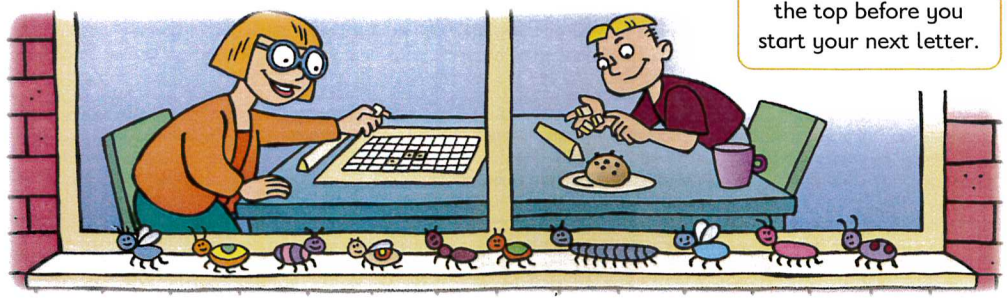
A Copy this pattern into your book.

uuu uuu uuu uuu

B Copy these letters into your book.

un un un un un

um um um um um



Be careful! Make sure you take your pencil back up to the top before you start your next letter.

EXTRA

Make these words. Copy them into your book.

b + un = bun bun bun

m + um = mum mum mum

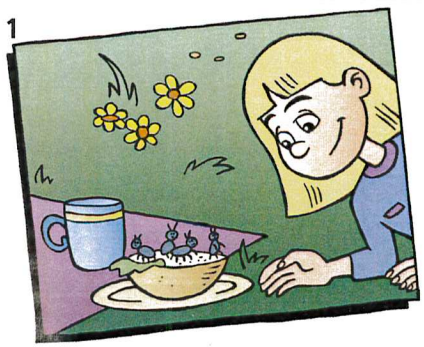
EXTENSION

Match a caption to each holiday snap and write them into your book.

Tip mum in.

Fun in a bun.

1



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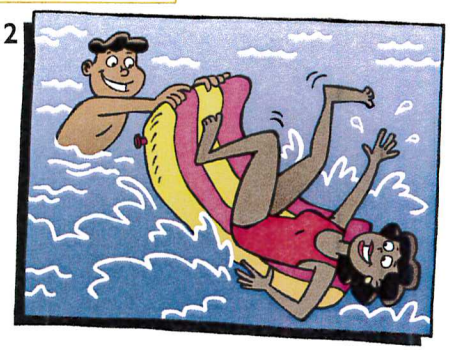
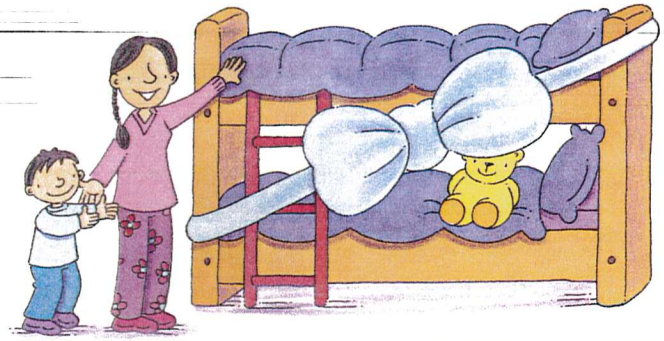


UNIT 3

Practising the first join.

ed



Jed has a bed.

FOCUS

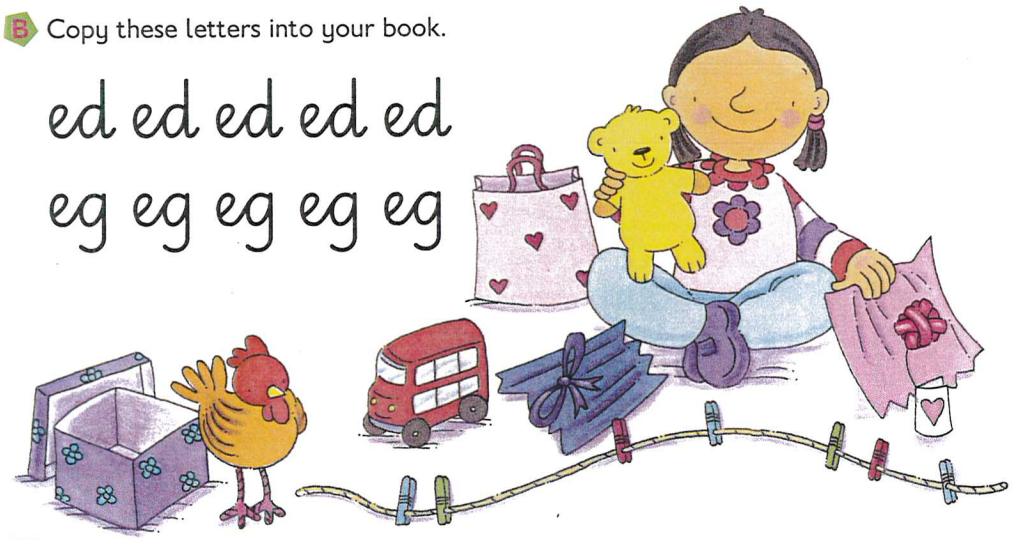
A Copy this pattern into your book.

eee eee eee eee

B Copy these letters into your book.

ed ed ed ed ed

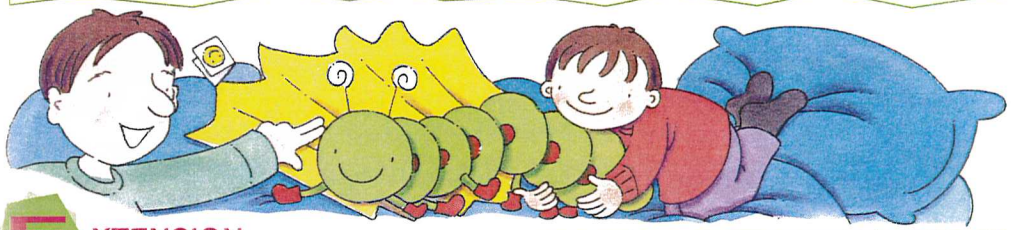
eg eg eg eg eg



EXTRA

Make these words. Copy them into your book.

b + ed =	bed	bed	bed
l + eg =	leg	leg	leg



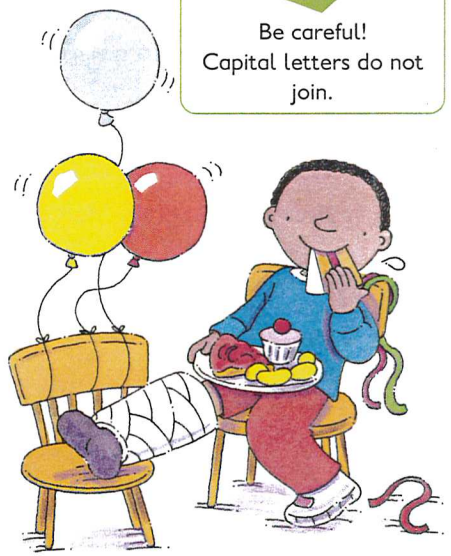
EXTENSION

Copy these sentences into your book.
Put in the missing capital letters and full stops.

1 ed has a new bed

2 ben has a bad leg

Be careful!
Capital letters do not join.



UNIT 5

Practising the first join.

ng

Sing, sing, sing.

FOCUS

A Copy this pattern into your book.

m m m m

B Copy these letters into your book.

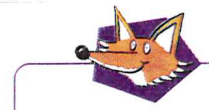
ing ing ing ing ing

ung ung ung ung ung

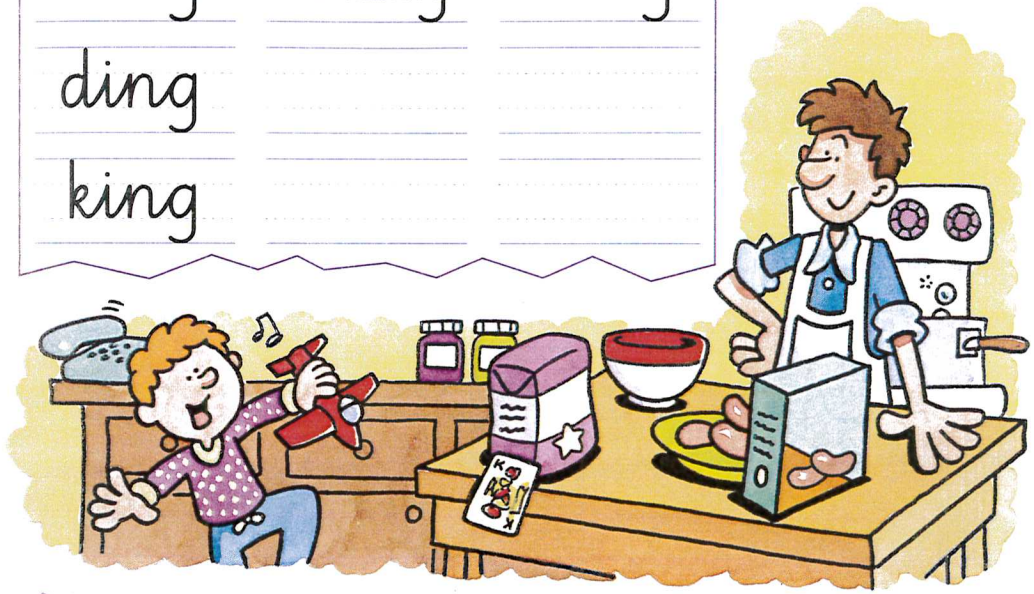
EXTRA

Copy the words below.
Write two words that rhyme.

ing	ung	ang
sing	hung	bang
ding		
king		



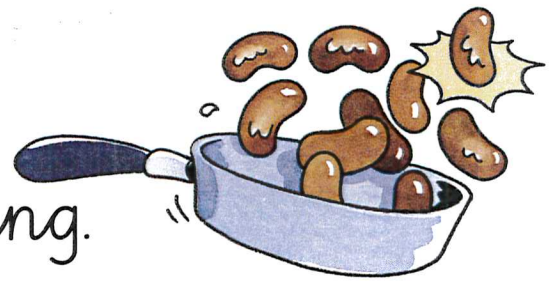
Be careful!
The letter g has a **descender**. Its tail goes below the line.



EXTENSION

Copy this sentence into your book.

Ten sausages
in a pan go bang.



UNIT 6

Practising the second join.

ch

ship and chips

FOCUS

A Copy this pattern into your book.

clcl clcl clcl clcl

B Copy these letters into your book.

ch ch ch ch ch

sh sh sh sh sh

EXTRA

Make these words. Copy them into your book.

ch + ip	=	chip	chip	chip
sh + ip	=	ship	ship	ship

EXTENSION

What would you choose to eat from the menu?
Write your order into your book.

The Ship and Chip Inn

Fish and chips	80p
Fish, chips and peas	95p
Chips and beans	65p
Chips in a bun in a big dish	60p

UNIT 7

Practising the second join.

th

The cub and the cat hid.

FOCUS

A Copy this pattern into your book.

uuu uuu uuu uuu

B Copy these letters into your book.

th th th th th

tl tl tl tl tl

EXTRA

Copy these words into your book.

the	the	the	the
them	them	them	them

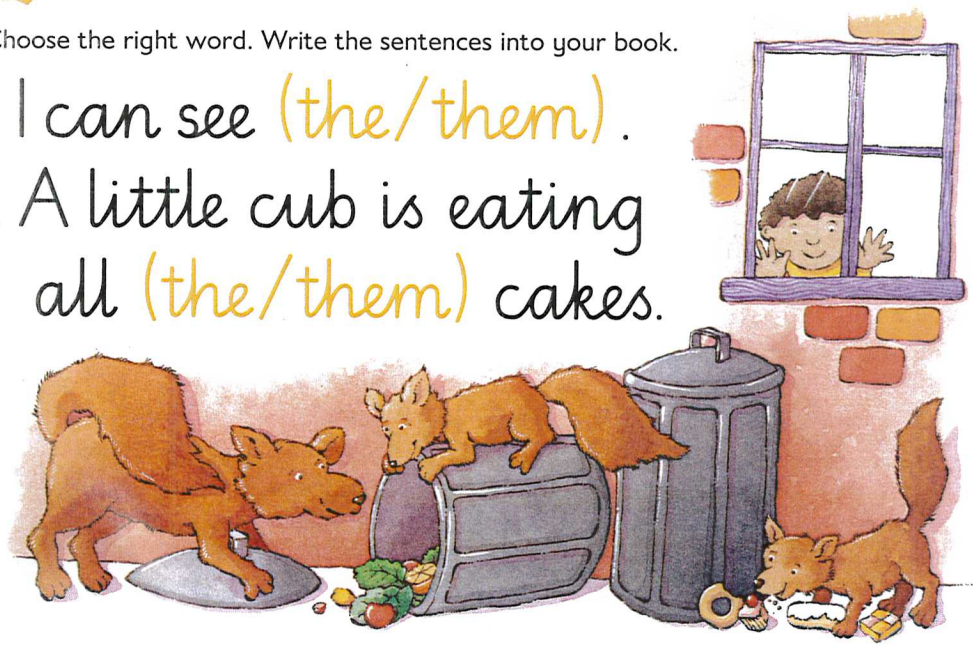
Be careful!
The letter t is not as tall as the letter h.

EXTENSION

Choose the right word. Write the sentences into your book.

1 I can see (the/them).

2 A little cub is eating all (the/them) cakes.



The Worst Witch

Jill Murphy

1 The smile faded from the headmistress's face and she sighed, as if with deep disappointment. Mildred felt about an inch high.

3 "*Really*, Mildred," Miss Cackle said in a tired voice, "I have run out of things to say to you.

5 "Week after week you come here, sent by every member of staff in the school, and my words just seem to go straight in one ear and out of the other. You will never get the Witches' Higher Certificate if this appalling conduct continues. You must be the worst witch in the entire school. Whenever there's any trouble you are nearly always to be found at the bottom of it, and it's just not good enough, my dear. Now, what have you to say for yourself *this* time?"

13 "I don't really know, Miss Cackle," Mildred said humbly. "Everything I do just seems to go wrong, that's all. I don't *mean* to do it."

18 "Well, that's no excuse, is it?" said Miss Cackle. "Everyone else manages to live without causing an uproar wherever they go. You must pull yourself together, Mildred. I don't want to hear *any* more bad reports about you, do you understand?"

Name: Class: Date:

1. Who is Miss Cackle?

2d 1 mark

2. How does Miss Cackle feel about Mildred at the beginning of this extract?

2d 1 mark

3. "*Mildred felt about an inch high*" (paragraph 1). An inch is about the length of your thumb. What do you think this sentence tells you about how Mildred is feeling?

2a 1 mark

4. Copy the words that show Miss Cackle doesn't think Mildred listens to her.

2g 1 mark

5. Write **two** ideas from the text that tell you Miss Cackle is tired of Mildred always getting into trouble.

2b 1 mark

6. "*if this appalling conduct continues*" (paragraph 2). Which of these means the same as the underlined words?

2a 1 mark

not listening ☐ being an inch high ☐ very bad behaviour ☐

7. Tick the sentence that summarises how Mildred feels.

She is angry that she is being blamed for something she didn't mean to do. ☐

She hates Miss Cackle and the school. ☐

She is upset that she is in trouble again. ☐

She is worried that she won't get her Witches' Higher Certificate ☐

2c 1 mark

8. (a) Write a word from the text that describes how someone spoke.

(b) Explain why you think the author chose that word.

2g 2 marks

9. This text is from the beginning of *The Worst Witch*. Do you think she stops getting into trouble after this? Explain your answer.

2e 1 mark

Coasts

Ruth Thomson

A coast is a place where the sea meets the land. In some places, the coast is a sloping beach. In other places, the land ends with high walls of rock. These are called cliffs.

Rock cliffs

Wind, rain and waves change the shape of the coast all the time. Crashing waves slowly make the bottom of rocky cliffs crumble. Waves wear away soft rock, making holes. These become caves or arches.

Sand and dunes

Over millions of years, waves wear soft rocks into tiny grains of sand. Some sandy beaches are made of crushed sea shells.

Some coasts are always windy. The wind dries the sand and blows it behind the beach. The sand piles up into soft hills called dunes. Marram grass is planted on sand dunes. Its long roots hold the sand in place.

Sea birds and animals

Many sea birds nest and rest together on the ledges of rocky cliffs. Here, they and their eggs are safe from hungry rats, snakes and larger birds.

Seals and turtles are both born on beaches. They swim out to sea soon after they are born. Seals come back on land to rest. They lie in groups on rocks and sandbanks.

Harbours and ports

Before there were aeroplanes, people travelled across seas by ship. They landed at harbours in deep, sheltered bays, where their ships were safe from rough waves.

Today, ships mainly carry heavy goods. These travel in metal containers. The containers are loaded and unloaded at big ports.

Protecting coasts

Some people use the sea as a dustbin. This is dangerous for sea life. The waste often washes up onto the shore. Most waste is plastic. It can float for thousands of miles before reaching land.

People must look after coasts, so that these are not spoiled forever.

1. Suggest a heading for the first paragraph of text.

2f
1 mark

2. Write the meaning this text gives for the word "*coast*".

2b
1 mark

3. Draw a simple diagram of a sand dune using information from the text. Label the sand dune and marram grass.

2c
2 marks

4. (a) Do you think wind or waves would be more likely to change the shape of the coast?

(b) Explain why.

2c
2 marks

5. "*waves wear soft rocks into tiny grains of sand.*"

What does "*wear*" suggest about the process? Tick one.

The rocks wear water, like clothes. ☐

Waves smash the rock. ☐

Waves slowly grind the rock. ☐

The rocks wear sand, like clothes. ☐

2a
1 mark

6. Complete this list of events explaining how a beach is formed using information from the text.

The wind dries the sand and blows it behind the beach.

The sand piles up into soft hills called dunes.

Marram grass is planted on sand dunes. Its long roots hold the sand in place.

2c
1 mark

7. Which reason is given in the text for the fact that ships today mainly carry heavy goods, rather than people?

2b
1 mark

8. "*Some people use the sea as a dustbin*" (paragraph 9).

Why do you think the writer used the word "*dustbin*"? Tick one.

Because the sea is full of rubbish. ☐

To show that some people don't think about what they throw away and the harm it does. ☐

To show that the sea is really a dustbin. ☐

To show that it's OK to throw rubbish into the sea. ☐

2g
1 mark

9. Which part of the text tells you about where people decided to build harbours?

2f
1 mark

Light and Shadow

Amazing Fact

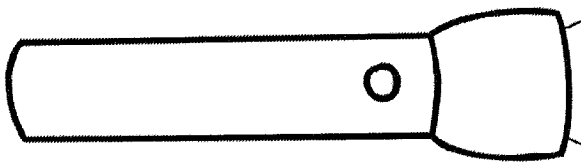
You can buy a torch which is 20 000 times brighter than a regular torch. It can be used to start fires, melt polystyrene and even fry eggs!

Do you know how light travels?
Select the missing words from the torch below and fill in the gaps.

Challenge 1

Do you know how light travels?
Select the missing words from the torch below and fill in the gaps.

Light travels in _____ lines from a _____ of light, which bounces off an object. We can see the object because the _____ enters our eyes. Wood and cardboard are _____ objects, which light cannot travel through. _____ is a _____ material which allows light to pass through. Tissue paper is _____which will let some light travel through. When an object blocks out the _____, a _____ is formed. Shadows are _____ at midday and _____ at the end of the day.



light
transparent
source
longest
light
shadow
straight
opaque
translucent
glass
shortest

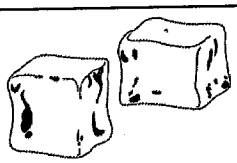
Light and Shadow

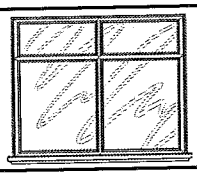
Challenge 2

Sort the materials into 3 groups: opaque, transparent and translucent.

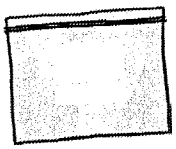
Transparent	Opaque	Translucent

paper 

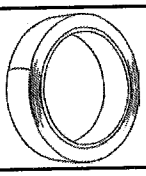
ice cubes 

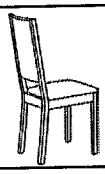
window 

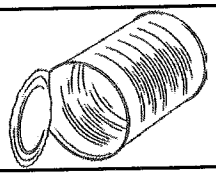
pencil 

sandwich bag 

glass bottle 

sticky tape 

chair 

tin can 

You could also try to find out:

- what the brightest light on Earth is;
- how far searchlights can cast their beams;
- how far your torch at home will shine;
- about the relationship between light and heat.