

Year 4 Learning from Home Schedule Week 10, Term 3

Monday	Tuesday	Wednesday	Thursday	Friday
<u>Reminder: Virtual Reward</u> <u>Time Via Zoom 11am</u>		<u>Reminder: Virtual Reward</u> <u>Time Via Zoom 11am</u>		
<u>Morning Routine</u> Focus: Deforestation Read the slides on 'Why are rainforests so important?' Task one: Copy the map on the 'Forest Fact' page and label it. Task two: In your own words, answer the question "Why are rainforests so important?"	<u>Morning Routine</u> Focus: Deforestation Read the slides on 'What is deforestation?' and 'Why are rainforest being cut down?' Task one: Write down the definition of deforestation in your own words. Task two: Write down the 'Did you know' fact and three more facts on deforestation of your own after watching the video. https://www.youtube.com/watch?v=lc-J6hcSKa8 Task three: Name two reasons why rainforests are being cut down.	<u>Morning Routine</u> Focus: Deforestation Read the slides 'What are the Effects of Deforestation?' and 'What can be done?' Task one: What are the effects of deforestation? Synthesis the information by using key words and the most important ideas. Task two: What can be done to combat deforestation? Research some of ways to stop deforestation. https://www.rainforest-alliance.org/everyday-actions/10-easy-ways-kids-can-help-save-rainforests/	<u>Morning Routine</u> Focus: Deforestation Use the 'Deforestation Debate: For and Against' sheet to colour in your view on deforestation. Are you for (agree) with deforestation, or against (disagree) with deforestation?	<u>Morning Routine</u> Focus: Deforestation Use the 'Point, Evidence and Explanation' sheet to create a short persuasive speech on your view on deforestation. You can either agree that rainforests should be cut down or disagree that rainforests should not be cut down. Remember to conduct some research first and include facts and statistics, as well as persuasive devices (emotive language, rhetorical questions, high modal words) in your speech.

<u>SOTD</u>	<u>SOTD</u>	<u>SOTD</u>	<u>SOTD</u>	<u>SOTD</u>
Sentence Type	Sentence Type	Sentence Type	Sentence Type	Sentence Type
Simple Sentence – Imperative Sentence	Simple Sentence – Imperative Sentence	Simple Sentence – Imperative Sentence	Simple Sentence – Imperative Sentence	Simple Sentence – Imperative Sentence
Linked to a ‘call to action.’	Linked to a ‘call to action.’	Linked to a ‘call to action.’	Linked to a ‘call to action.’	Linked to a ‘call to action.’
We are learning to write an imperative sentence.	We are learning to write an imperative sentence.	We are learning to write an imperative sentence.	We are learning to write an imperative sentence.	Assessment – Independently write imperative sentences (call to action).
<u>Watch the video on Edmodo ‘SOTD-Monday’ modelling an imperative sentence.</u>	I have:	I have:	I have:	We are learning to write an imperative sentence.
Draw the recipe for a simple sentence and label all the parts. Use the colour green for your box.	<ul style="list-style-type: none"> • a predicate • an imperative verb • correct beginning and end punctuation 	<ul style="list-style-type: none"> • a predicate • an imperative verb • correct beginning and end punctuation 	<ul style="list-style-type: none"> • a predicate • an imperative verb • correct beginning and end punctuation 	I have:
I have:	Modelled- Act now!	Modelled- Start now!	Joint- Do what is ...	<ul style="list-style-type: none"> • a predicate • an imperative verb • correct beginning and end punctuation
<ul style="list-style-type: none"> • a predicate • an imperative verb • correct beginning and end punctuation 	Copy down the modelled sentence, underline, and label the parts of a simple sentence. Use the colour green to underline or shade the parts of the sentence.	Copy down the modelled sentence, underline, and label the parts of a simple sentence. Use the colour green to underline or shade the parts of the sentence.	Copy and complete the joint sentence, underline, and label the parts of a simple sentence. Use the colour green to underline or shade the parts of the sentence.	Use the SOTD slip to help you with writing your sentences.
Modelled- Do your part!			Independent imperative sentence	
Copy down the modelled sentence, underline, and label the parts of a simple sentence. Use the colour green to underline or shade the parts of the sentence.			Key word: Today	
			Use the word above to write a simple sentence that is a call to action. Underline, and label the parts of a simple sentence. Use the colour green to underline or shade the parts of the sentence.	

<p><u>Writing</u></p> <p>Focus: Conclusion</p> <p><u>Watch the video on Edmodo titled 'Conclusion.'</u></p> <p>Task one: Write down a definition of the following and an example of each:</p> <ul style="list-style-type: none"> • A rhetorical question • A call to action • Restate the thesis statement • Link sentence <p>Task two: Annotate the conclusion using the symbols of the block planner.</p> <div data-bbox="129 842 470 896"> <div>C RQ? CTA RS</div> <div>① . ② . ③ .</div> <div>I. </div> </div>	<p><u>Writing</u></p> <p>Focus: Conclusion</p> <p><u>Watch the video on Edmodo titled 'Modelled Conclusion'</u></p> <p>Task one: Write your concluding paragraph using the structure of the block planner. You can use the blanks to help you!</p>	<p><u>Writing</u></p> <p>Focus: Remote Learning</p> <p>Unaided Writing</p> <p>Today, your job is to write a persuasive text to convince someone to do something you feel strongly about. Put a timer on- 10 minutes to plan, 40 minutes to write and 5 minutes to edit.</p> <div data-bbox="974 560 1330 834">  </div> <p><u>Remember to:</u></p> <ul style="list-style-type: none"> • Plan your writing using a block planner before you begin • Use paragraphs • Check your spelling and punctuation • Use a range of persuasive devices • Check and edit your writing when you are finished 	<p><u>Writing</u></p> <p>Focus: Publishing</p> <p>Use the publishing paper with the green border to publish your Unaided Writing from yesterday.</p> <p>Remember to write neatly, spell all words correctly and punctuate all sentences using correct beginning, middle and end punctuation.</p> <div data-bbox="1344 608 1691 842">  </div>	<p><u>Writing</u></p> <p>Focus: Read Aloud</p> <p>Record yourself reading your persuasive text and post it on Edmodo. Remember, the following when reading your text:</p> <ul style="list-style-type: none"> • Keep your goal in mind. <i>You are trying to persuade the audience to do or believe something. ...</i> • Use lots of examples and persuasive devices (rhetorical questions, exaggeration, statistics, emotive language, modality, repetition, facts, opinion, the rule of 3) • Remember to use lots of expression - <i>change the tone and volume of your voice</i> • Practice, practice, practice! <p>We can't wait to see all your amazing writing from this term! 😊</p>
--	--	---	---	--

<u>Guided Reading</u>	<u>Guided Reading</u>	<u>Guided Reading</u>	<u>Guided Reading</u>	<u>Guided Reading</u>
<p>Learning Intention: We are learning about sustainability.</p> <p>Success Criteria:</p> <p>We can:</p> <ul style="list-style-type: none"> • Synthesise information • Making text connections. <p>Read the ‘What Is the Effect of Deforestation on Plants and Animals?’ text.</p> <p>Use the following worksheet to synthesise this information and make links to self, links to text you have read before and links to the world.</p> <p>Read an e-book on ‘Literacy Pro’ and complete a quiz.</p>	<p>Learning Intention: We are learning about sustainability.</p> <p>Success Criteria:</p> <p>We can:</p> <ul style="list-style-type: none"> • Synthesising information • Making text connections. <p>Read the ‘Global Warming’ and ‘What Is the Effect of Deforestation on the Plants’ texts.</p> <p>Use the following worksheet to synthesise this information and make links to self, links to text you have read before and links to the world.</p> <p>Read an e-book on ‘Literacy Pro’ and complete a quiz.</p>	<p>Learning Intention: We are learning about sustainability.</p> <p>Success Criteria:</p> <p>We can:</p> <ul style="list-style-type: none"> • Synthesising information • Making text connections. <p>Read the ‘Deforestation’ texts.</p> <p>Use the following worksheet to synthesise this information and make links to self, links to text you have read before and links to the world.</p> <p>Read an e-book on ‘Literacy Pro’ and complete a quiz.</p>	<p>Learning Intention: We are learning about sustainability.</p> <p>Success Criteria:</p> <p>We can:</p> <ul style="list-style-type: none"> • Synthesising information • Making text connections. <p>Read the ‘What are the Effect of Deforestation?’ text.</p> <p>Use the following worksheet to synthesise this information and make links to self, links to text you have read before and links to the world.</p> <p>Read an e-book on ‘Literacy Pro’ and complete a quiz.</p>	<p>Learning Intention: We are learning about sustainability.</p> <p>Read the ‘Rainforest Deforestation’ text and complete the following comprehension questions.</p> <p>Read an e-book on ‘Literacy Pro’ and complete a quiz.</p>

<p align="center"><u>Mathematics</u></p> <p>Math Mentals- Day 1</p> <p>Revision- Addition and subtraction: bridging to 10, 20, 100, 1000, 10000.</p> <p>Surfaces, Lines on Three-dimensional Objects</p>	<p align="center"><u>Mathematics</u></p> <p>Math Mentals- Day 2</p> <p>Revision- Addition and subtraction: bridging to 10, 20, 100, 1000, 10000.</p> <p>Equivalent Fractions</p>	<p align="center"><u>Mathematics</u></p> <p>Math Mentals- Day 3</p> <p>Revision- Addition and subtraction: bridging to 10, 20, 100, 1000, 10000.</p> <p>Volume, Capacity – Liquid Units</p>	<p align="center"><u>Mathematics</u></p> <p>Math Mentals- Day 4</p> <p>Revision- Addition and subtraction: bridging to 10, 20, 100, 1000, 10000.</p> <p>Multiplying and Dividing</p>	<p align="center"><u>Maths</u></p> <p>Math Mentals- Day 5</p> <p>Revision- Addition and subtraction: bridging to 10, 20, 100, 1000, 10000.</p> <p>Multiplying and Dividing by 7 using Distributive Property</p> <p>*Upload a picture of your multiplication mosaic to Edmodo*</p>
<p align="center"><u>PDHPE</u></p> <p>Design a poster about being cyber safe.</p> <p>Include rules, examples and drawings.</p>	<p align="center"><u>PDHPE</u></p> <p>Complete the internet safety crossword puzzle.</p> <p>This activity will show how much you know and remember, and how much you still need to learn about being safe online.</p>	<p align="center"><u>PDHPE</u></p> <p>Before completing the 'Wellbeing Wednesday' activities, remember to check in with yourself today.</p> <p>Complete the 'Weekly Check In: My Emotions.'</p> <p>Refer to the 'Wellbeing Wednesday Bingo' in the Learning from Home Pack.</p>	<p align="center"><u>PDHPE</u></p> <p>Hip Hop Thursdays</p> <p>Students access the dance session via</p> <p>Zoom 10:50-11:30</p> <p>https://us06web.zoom.us/j/88486309655?pwd=L0NhNmJFUxE3ZHFtYWJlQktwYnVhUT09</p> <p>Meeting ID: 884 8630 9655 Passcode: 506086</p>	<p align="center"><u>PDHPE</u></p> <p>Fitness Fridays</p> <p>Students access the Fitness session via</p> <p>Zoom 11:05-11:45</p> <p>https://us06web.zoom.us/j/88486309655?pwd=L0NhNmJFUxE3ZHFtYWJlQktwYnVhUT09</p> <p>Meeting ID: 884 8630 9655 Passcode: 506086</p>

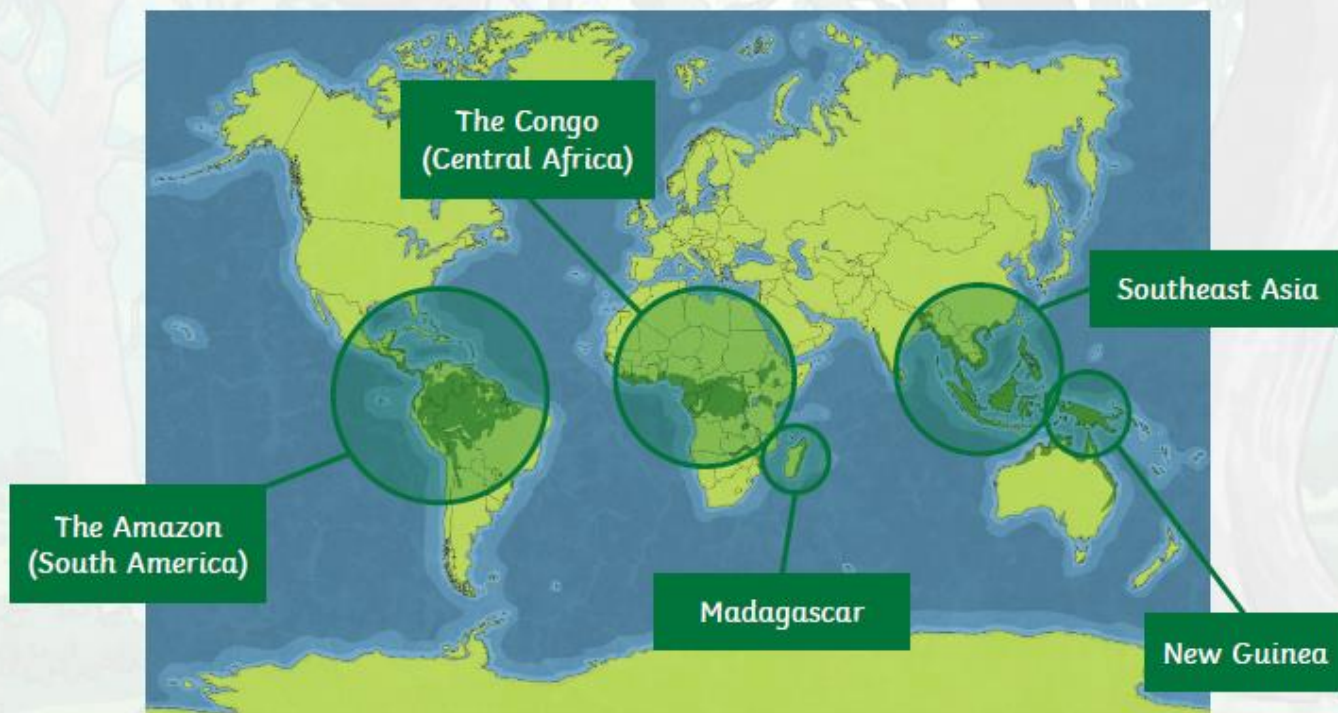
Other Key Learning Areas

<u>Handwriting</u>	<u>HSIE</u>	<u>Science</u>	<u>CAPA- Social, Emotional, and Family Activities</u>
<p>Complete the Week 10 Handwriting Activities.</p> <p>Students are to copy the text onto the handwriting paper.</p> <p>We are learning to consolidate cursive script.</p>	<p>Identify different aspects of the environment</p> <ul style="list-style-type: none"> - List ways in which Aboriginal and Torres Strait Islander Peoples protect their environment <p>Students can:</p> <p>Watch the video about traditional bush foods. Draw and label some of the bush tucker you saw. Go to the websites about bush tucker, scroll down and find two different foods that interest you. Fill in the fact trees about these foods.</p> <p>Inquisitive - Enjoy teaching Science, History and Geography</p> <p>Inquisitive - Enjoy teaching Science, History and Geography</p>	<p>Complete the activities which allow students to consider which materials they would use when creating a library bag.</p>	<p style="text-align: center;">Hip Hop Thursdays</p> <p>Students access the dance session via</p> <p style="text-align: center;">Zoom 10:50 – 11:30am</p> <p>https://us06web.zoom.us/j/88486309655?pwd=L0NhNmJFUkE3ZHFtbWJCQktwYnVhUT09</p> <p style="text-align: center;">Meeting ID: 884 8630 9655 Passcode: 506086</p>

Forest Fact

Monday

Around 30% of the Earth is covered by trees.



Monday

Why Are Rainforests So Important?

Rainforests cover only 6% of the Earth but they are home to 50% of all plant and animal species. You might find...

1,500 flowering plants



400 species of birds



750 species of trees



150 species of butterflies



...and much more!

Monday



Monday

Why Are Rainforests So Important?



Rainforests are often known as the 'lungs of the Earth'. The trees absorb harmful carbon dioxide and produce 20% of the oxygen in Earth's atmosphere.

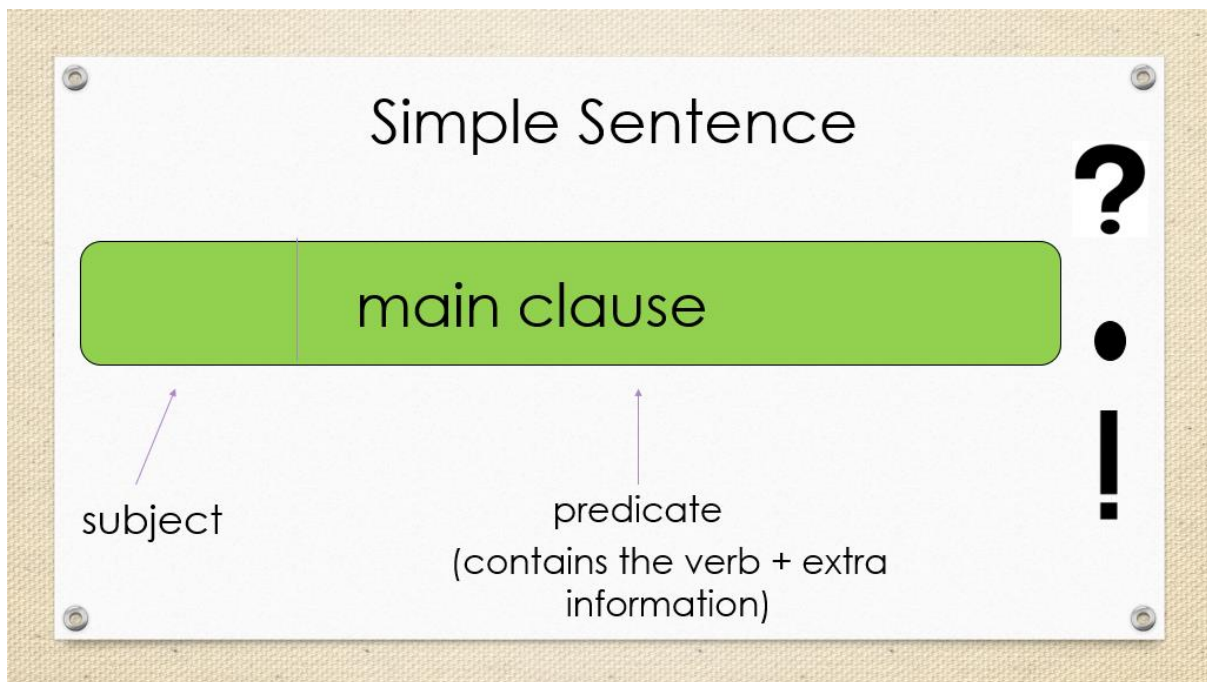
25% of medicines come from plants found in the rainforest.



Monday



Rainforests get their name from the heavy rains that fall almost every day. Trees soak up the water and help prevent erosion. Without them, the soil would wash away.



We are learning to write an imperative sentence.

I have:

- a predicate
- an imperative verb (a word or short phrase that gives an order or command)
- correct beginning and end punctuation

Modelled- Do your part!

Copy down the modelled sentence, underline, and label the parts of a simple sentence. Use the colour green to underline or shade the parts of the sentence.

Monday

Concluding Paragraph

Your concluding paragraph '**pulls it all together**'

It asks the audience rhetorical questions and a call for action.

It reinstates the 'Rule of Three' and thesis statement.

Links back to the title.

It's no place to bring up new ideas!



Monday

A rhetorical question is one that does not require an answer.

Examples:

- What are you waiting for?
- When are you going to start?
- Are you ready to help the environment?



Rhetorical Question

Monday

**A call
to action.**

Call to action is an invitation for a user to take some desired **action**.

Examples:

- Do your part!
- Act before it's too late!



Rule of 3

Monday

Reinstate!

REUSE
REDUCE
RECYCLE

Thesis Statement

Start your part today by reducing, reusing or recycling to keep our beaches pristine.

**RULE
OF 3**

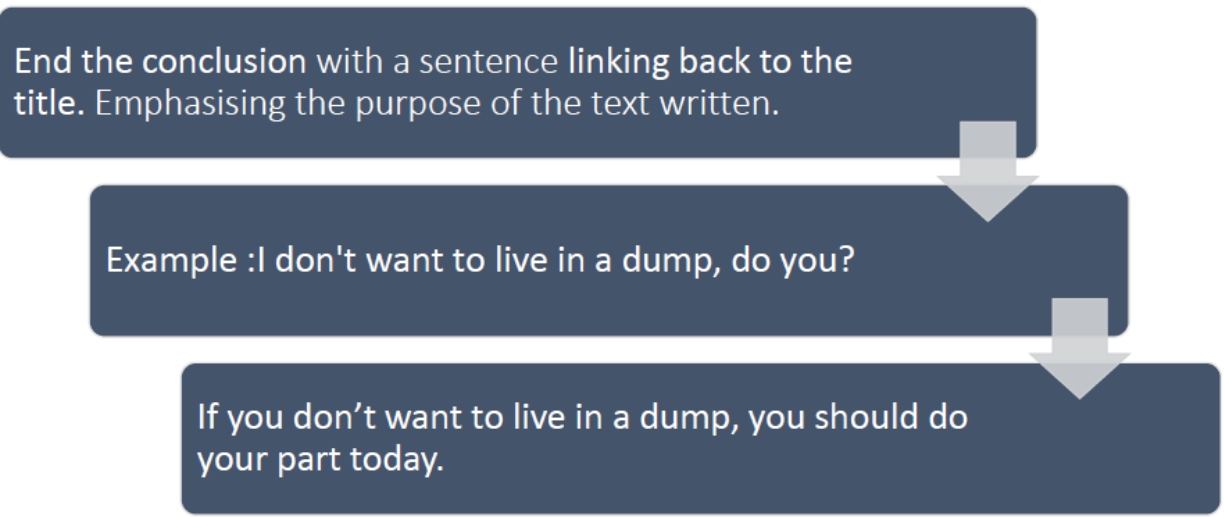


Link back to the title

End the conclusion with a sentence linking back to the title. Emphasising the purpose of the text written.

Example :I don't want to live in a dump, do you?

If you don't want to live in a dump, you should do your part today.



Monday

Learning Intention: We are learning about sustainability.



Success Criteria :



Synthesise information.



Making Text to Text connections.

What is Making Connections?

Text to Self

Text to Text

Text to World



Text to self Connections

How does this remind you of your own experience ?

How is this text similar to things you have experienced in your life?

How is this text different from other things you have experienced?

Text to Text Connections

What does this remind you of in another book you have read?

How is this text similar to other things you have read?

How is this text different from other things you have read?

Text to
world Connections

What does this remind you of the real world?

How is this text similar to things you have seen or heard in the real world?

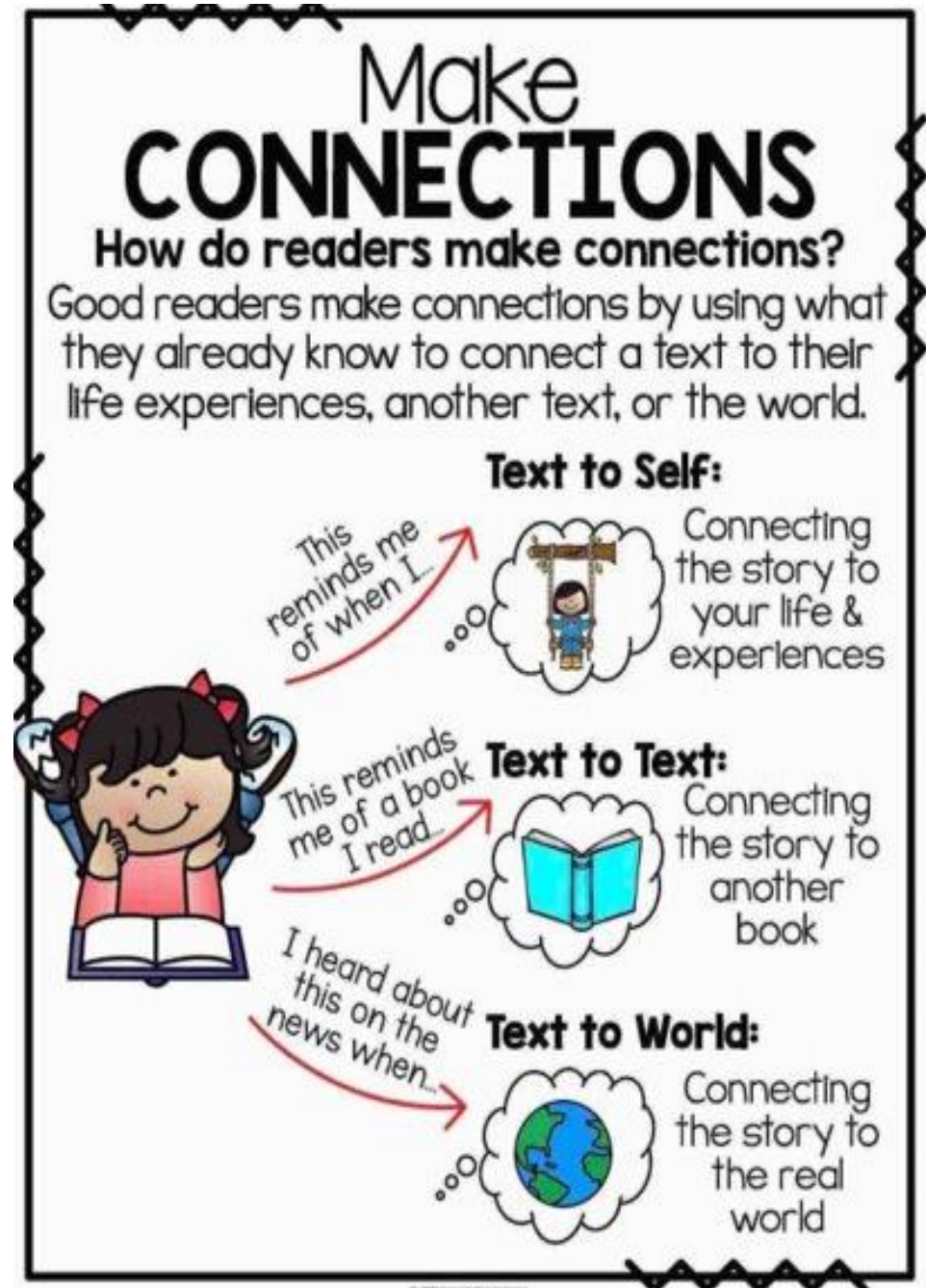
How is this text different from things you have seen or heard in the real world?

Making
Connections
Between
Factual Texts

Topic

Facts

Information



Monday




What Is the Effect of Deforestation on Plants and Animals?

Forests are more than just trees. Many different species of plants can only survive in certain forests, which means that when whole forests are lost, the biodiversity that lives there is also lost – some possibly forever.

Deforestation is causing a huge decline in the numbers of many animals as they lose their habitats and food sources. 80% of the world's animals and plants live in forests, along with 25% of the world's species of insects. More than two-thirds of earth's plant species come from rainforests. A single kilometre in a rainforest may be the habitat for over a thousand species.

1 million species are currently at risk of extinction globally, including hundreds of species of animals that live in forests.



Name: _____	Title: _____
	Text-to-Self
	Text-to-Text
	Text-to-World

Unit 23

Day 1

- 1 $43 + 46$
- 2 $72 + 25$
- 3 $86 + 81$
- 4 $55 + 53$
- 5 $145 + 601$
- 6 $723 + 236$
- 7 $384 + 403$
- 8 $545 + 234$
- 9 $618 + 720$

- 10 What is the total mass of two lemons weighing 132 grams and 134 grams each?

- 11 Write 3762 in words.

- 12 Expand 1815.

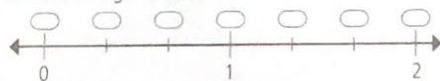
- 13 $10 \div 5 = \square$ $20 \div 5 = \square$ $30 \div 5 = \square$

- 14 15 balloons. How many each?

$$\square \div \square = \square$$



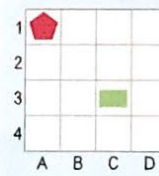
- 15 Where is $1\frac{1}{3}$ on this number line?



- 16 Show \$2 using 2 more coins.

\$1 +

- 17 Write the map reference for the pentagon.



- 18 1 litre of milk is:
☐ 1 mL ☐ 100 mL ☐ 1000 mL

- 19 Show the time 25 minutes before 3:15.



- 20 How much money does Chris have?

Chris's Coins



Day 2

- 1 $98 - 42$
- 2 $87 - 36$
- 3 $670 - 320$
- 4 $820 - 210$
- 5 $990 - 650$
- 6 $696 - 35$
- 7 $589 - 73$
- 8 $984 - 262$
- 9 $725 - 302$

- 10 An adult Bridge Climb costs \$99. How much less is a child's ticket at \$84?

- 11 Write 6508 in words.

- 12 Expand 6502.

- 13 $15 \div 5 = \square$ $25 \div 5 = \square$ $35 \div 5 = \square$

- 14 10 jellybeans. How many each?

$$\square \div \square = \square$$

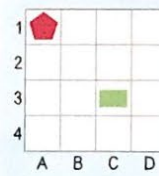


- 15 Where is $1\frac{1}{4}$ on this number line?



- 16 Show \$2 using 4 coins.

- 17 Write the map reference for the rectangle.



- 18 A 10 litre bucket holds:
☐ 10 mL ☐ 1000 mL ☐ 10 000 mL

- 19 Show the time half an hour before 8:10.



- 20 How much money does Jo have?

Jo's Coins

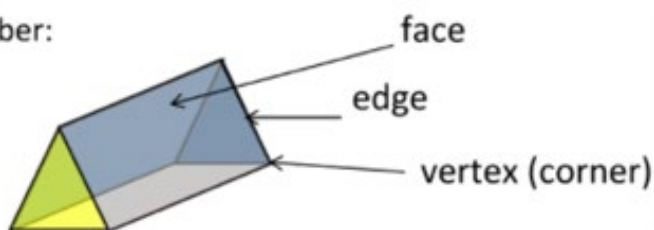


Surfaces, Lines on Three-dimensional Objects Revision

Properties of three-dimensional objects

For each shape, write down the number of faces, edges and vertices it has. Below is an example for you to have a look at.

Remember:

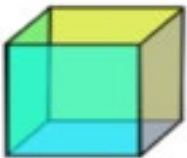
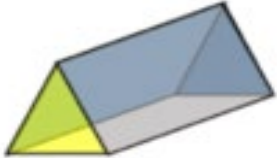

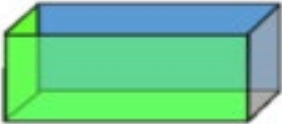

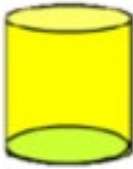




Name: triangular prism

Faces: 5

Edges: 9

Vertices: 6

Name: Faces: Edges: Vertices:		Name: Faces: Edges: Vertices:	
Name: Faces: Edges: Vertices:		Name: Faces: Edges: Vertices:	
Name: Faces: Edges: Vertices:		Name: Faces: Edges: Vertices:	
Name: Faces: Edges: Vertices:		Name: Faces: Edges: Vertices:	



cylinder square pyramid
cube sphere

triangular pyramid
triangular prism

cuboid
cone



How well do you know your three-dimension shapes?

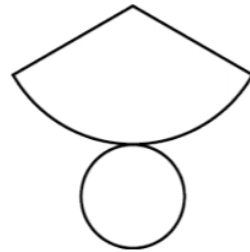
3D Shape Challenge

Can you unscramble the names of the 3D shapes and match them to the correct shape net?

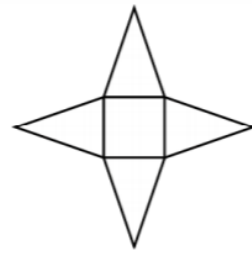
1. iyrneldC



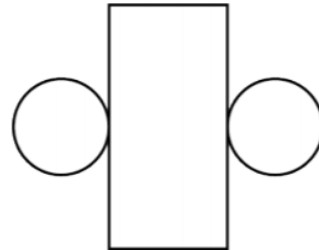
2. bueC



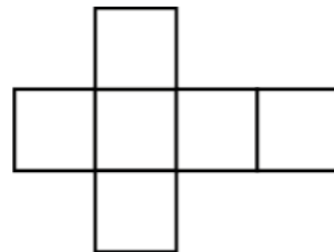
3. boCuid



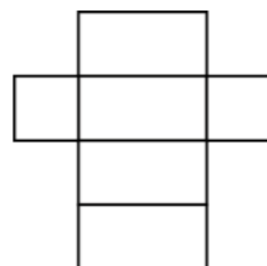
4. enoC



5. ymPrida

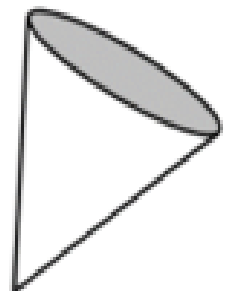
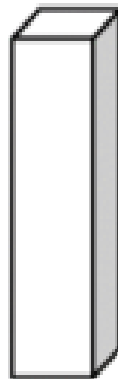
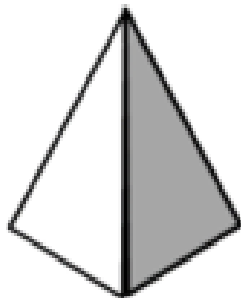
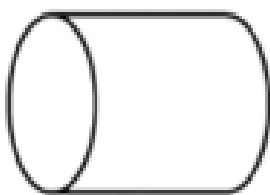
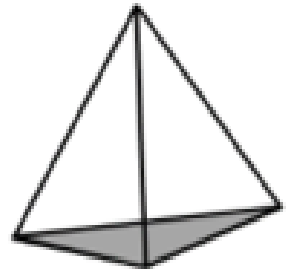
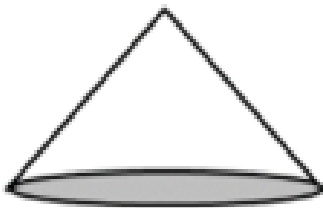
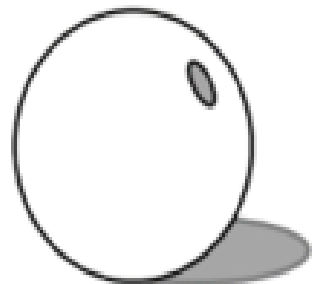
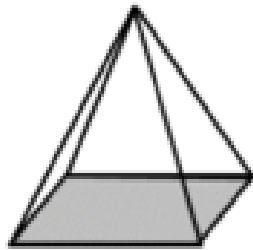
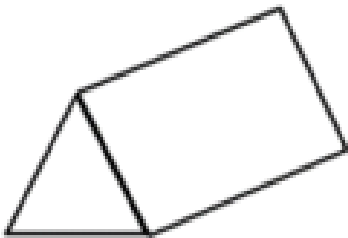
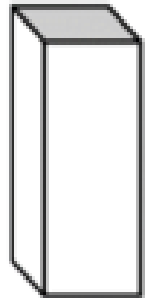
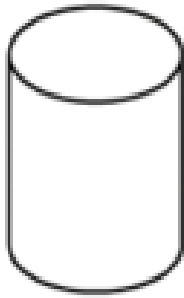
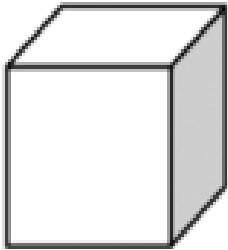


6. siPmr



Identifying Cones and Pyramids

Shade in all the cones red and all the pyramids in blue.



4 Cube Challenge

Use the isometric paper below to draw 4 more cubes of different sizes.



Use the frame below to design your own poster about internet safety.



DATE

Learning Intention: We are consolidating cursive script

Tankers are huge vessels that may be as heavy as several hundred thousand metric tonnes. They transport liquid cargo such as petroleum and natural gas to ports all over the world. They are not always constructed with reinforced hulls, so when accidents happen huge amounts of oil may be spilled into the sea.

DATE:

Learning Intention: We are consolidating cursive script

Tankers are huge vessels that may be as heavy as several hundred thousand metric tonnes. They transport liquid cargo such as petroleum and natural gas to ports all over the world. They are not always constructed with reinforced hulls, so when accidents happen huge amounts of oil may be spilled into the sea.



Tuesday

Forest Fact

The rainforests are disappearing.



Tuesday

What Is Deforestation?

Deforestation occurs when trees are cut down across a wide area. This land is then used for another purpose.



Did You Know...?

Every minute, an area of rainforest the size of a football pitch is cut down. If this rate continues, there will be no rainforests in 100 years.

What is deforestation?



Climate 101: Deforestation | National Geographic

<https://www.youtube.com/watch?v=Ic-J6hcSKa8>

Tuesday

A **prefix** is a part of a word or a word, within a word. It is put at the start of another word to make a different meaning. It has meaning on its own.

The prefix **de** means: down, away, opposite, reverse.



There are over 7 billion people on the planet. This number keeps growing and, by 2100, there could be 11.2 billion people. All of these people need food so land is cleared for farming. Forests are cleared permanently for animal grazing, which provides meat. Land is also used to grow crops, such as sugar cane and palm oil. Huge areas of forest are cut down to grow soya, which is used to feed cattle and pigs.

Tuesday

Why Are the Rainforests Being Cut Down?



Trees are useful and valuable. Among other things, they are used for paper, building and firewood.

Do you know what we use trees for?



The rainforest is home to a unique variety of tree species. Hardwoods, such as teak or mahogany, are strong and so are perfect for building and for making furniture. However, these trees are slow growing and are not easy to replace.



Tuesday

Subsistence Farming

Known as slash and burn, families cut down small parts of the forest and burn it to improve the soil and make room for cattle.

It is small scale and the forest can regenerate but with more people taking more land, this chance of recovery is slower. Up to 48% of all deforestation is caused by subsistence farming.



Commercial Farming

This is farming that happens on a large scale. It is led by companies who need to produce on a much bigger scale to provide food and products for the wider world.



"Oil palm plantation" by Martin is licensed under CC BY 2.0

Palm Oil

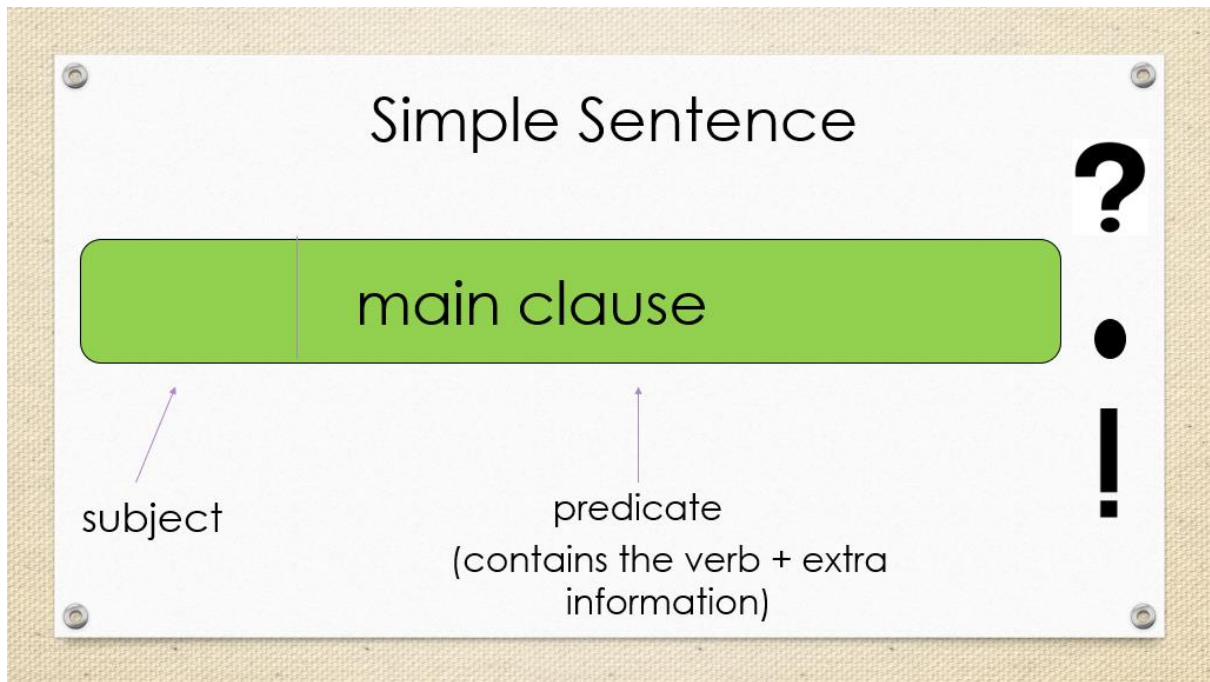
Tuesday

Palm oil comes from the fruit of oil palm trees. Palm oil is edible and is found in lots of food. It is used in a huge range of products, such as toothpaste, deodorant, make-up, shampoo and lipstick. Palm oil can also be used as animal feed and as a biofuel for machines.

Huge areas of rainforest are destroyed in order to grow oil palm trees. This means animals and other plants lose their natural habitats.



Fruit of the oil palm tree



We are learning to write an imperative sentence.

I have:


- a predicate
- an imperative verb (a word or short phrase that gives an order or command)
- correct beginning and end punctuation

Modelled- Act now!

Copy down the modelled sentence, underline, and label the parts of a simple sentence. Use the colour green to underline or shade the parts of the sentence.

I _____ (RQ?)

C
RQ?
CTA
RS



①, ②, ③,
L

What are you waiting for? Do your part! Start reducing, reusing and recycling today. That way, our beaches can be the way I remembered them. There is so much you can do with such little effort. I wouldn't want to live in a dump. Would you?

What _____? _____ protect
our planet! Start reducing, reusing _____!

Global Warming

Increasing levels of carbon dioxide in the atmosphere result in global warming, which in turn affects the climate.

Global warming means the overall temperature of the planet is increasing. In the last 50 years, the average global temperature has increased at its fastest rate ever recorded - and it is still on the rise.

This has a direct effect on the climate in the following ways:

- severe and frequent droughts and heatwaves;
- extreme flooding;
- powerful hurricanes;
- destructive tropical storms.



What Is the Effect of Deforestation on the Planet?


Carbon dioxide enters the atmosphere naturally when plants and animals decompose and when living things breathe out. However, carbon dioxide levels are now increasing as a direct result of human activity.

Coal, oil and natural gas are all fossil fuels. They are formed from the remains of dead plants and animals over millions of years. Vast amounts of fossil fuels are burnt to generate electricity. This releases a lot of carbon dioxide into the atmosphere.




Name: _____ Title: _____


Text CONNECTIONS



Text-to-Self



Text-to-Text



Text-to-World

Math- Tuesday

Equivalent Fractions Revision

Build your own equivalent fraction wall and answer the questions on the next page.

Equivalent Fractions Wall

										One Whole
										Halves
										Thirds
										Quarters
										Fifths
										Sixths
										Sevenths
										Eighths
										Ninths
										Tenths

Questions:

Use the above fraction lines to work out these equivalent fractions.

$$1) \frac{1}{2} = \frac{\quad}{6} \quad 2) \frac{1}{4} = \frac{\quad}{8} \quad 3) \frac{1}{3} = \frac{\quad}{6} \quad 4) \frac{1}{4} = \frac{\quad}{12}$$

$$5) \frac{1}{2} = \frac{\quad}{8} \quad 6) \frac{1}{3} = \frac{\quad}{12} \quad 7) \frac{6}{12} = \frac{\quad}{2} \quad 8) \frac{2}{3} = \frac{\quad}{6}$$

$$9) \frac{3}{4} = \frac{\quad}{12} \quad 10) \frac{6}{8} = \frac{\quad}{4} \quad 11) \frac{9}{12} = \frac{\quad}{4} \quad 12) \frac{6}{12} = \frac{\quad}{8}$$

$$13) \frac{4}{6} = \frac{\quad}{12} \quad 14) \frac{3}{6} = \frac{\quad}{4} \quad 15) \frac{10}{12} = \frac{\quad}{6} \quad 16) \frac{8}{12} = \frac{\quad}{3}$$

Use these fraction strips to help you find the equivalent fractions. Put the correct fraction into the box and fill in the answers below.

1)

$\frac{1}{2}$	$\frac{1}{2}$
$\frac{1}{4}$	$\frac{1}{4}$

 $\frac{1}{2} = \frac{\quad}{4}$

2)

$\frac{1}{2}$	$\frac{1}{2}$

 $\frac{1}{2} = \frac{\quad}{6}$

3)

$\frac{1}{3}$	$\frac{1}{3}$	$\frac{1}{3}$

 $\frac{1}{3} = \frac{\quad}{6}$

4)

$\frac{1}{4}$	$\frac{1}{4}$	$\frac{1}{4}$	$\frac{1}{4}$

 $\frac{1}{4} = \frac{\quad}{8}$

5)

$\frac{1}{5}$	$\frac{1}{5}$	$\frac{1}{5}$	$\frac{1}{5}$	$\frac{1}{5}$

 $\frac{1}{5} = \frac{\quad}{10}$

6)

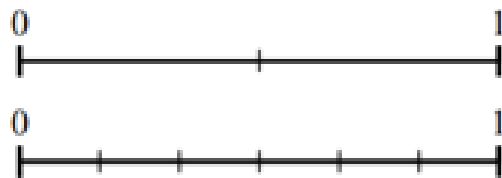
$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$

 $\frac{1}{6} = \frac{\quad}{12}$

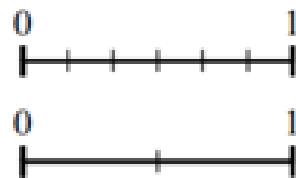
Equivalent Fractions on a Number Line

Use the number line to answer the questions below.

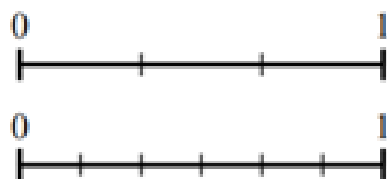
- 1) Using the number lines shown, what is the equivalent fraction to $\frac{1}{2}$?



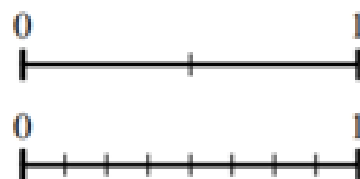
- 2) Using the number lines shown, what is the equivalent fraction to $\frac{1}{6}$?



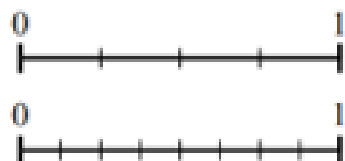
- 3) Using the number lines shown, what is the equivalent fraction to $\frac{3}{3}$?



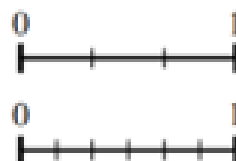
- 4) Using the number lines shown, what is the equivalent fraction to $\frac{2}{2}$?



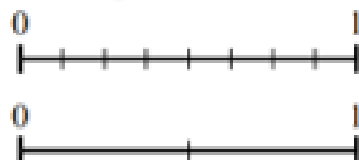
- 5) Using the number lines shown, what is the equivalent fraction to $\frac{1}{4}$?



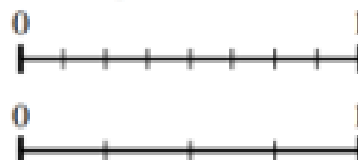
- 6) Using the number lines shown, what is the equivalent fraction to $\frac{1}{3}$?



- 7) Using the number lines shown, what is the equivalent fraction to $\frac{4}{8}$?

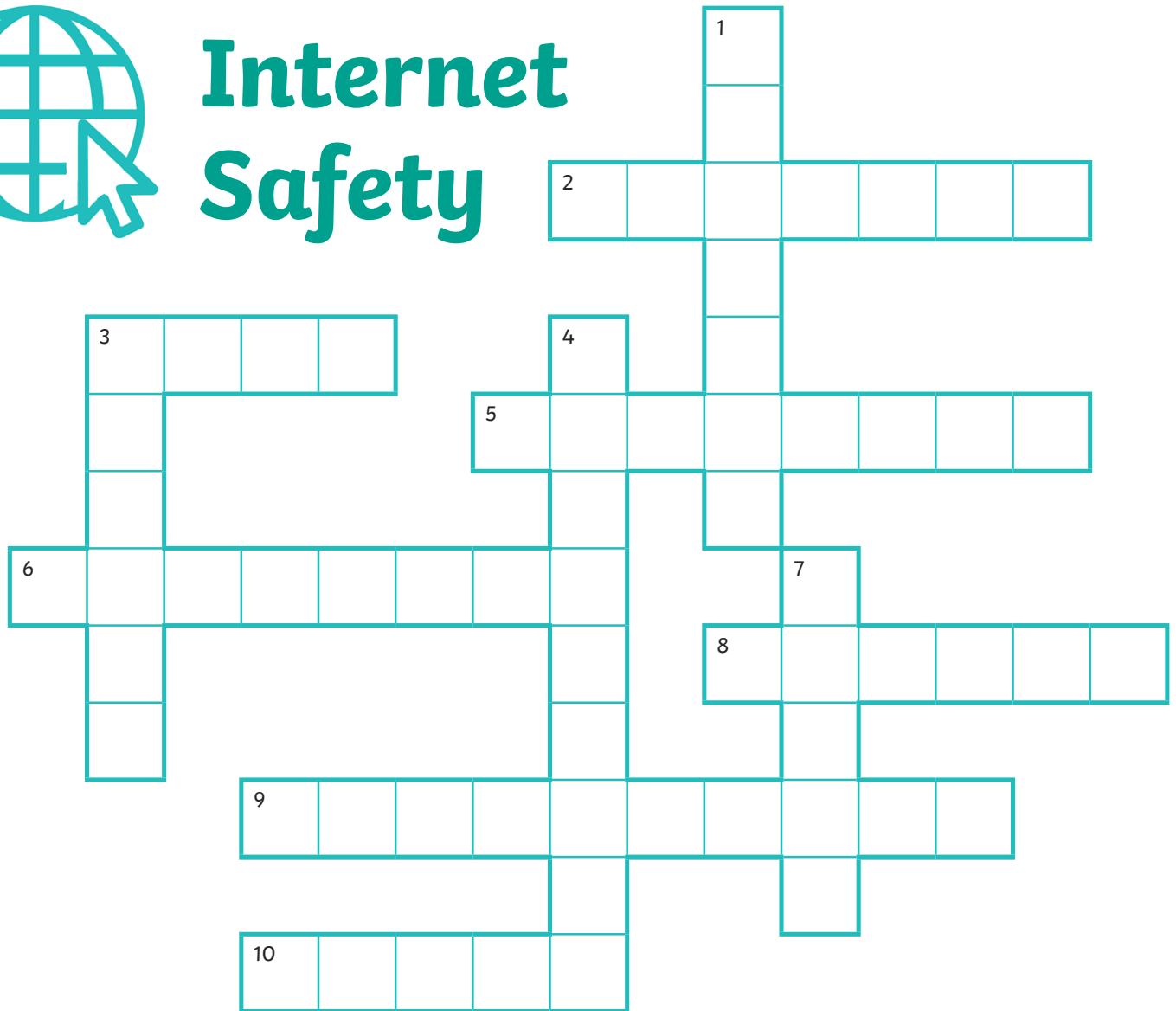


- 8) Using the number lines shown, what is the equivalent fraction to $\frac{6}{8}$?





Internet Safety



Across

2	So that strangers can't talk to me, I have my _____ settings restricted.
3	All of my _____ email goes into my junk mail.
5	I like to go on my _____ account to catch up with old friends.
6	I adjust my _____ to what I prefer.
8	My _____ and I keep in touch through Facebook.
9	I would call somebody a _____ who says horrible things online.
10	I constantly check my computer so I don't get a _____.

Down

1	I like to follow celebrities on my _____ account.
3	I have to be careful of my _____ when I am on the internet.
4	I have many different _____ just in case somebody finds one of them out.
7	A _____ hides behind the anonymity of the internet and winds people up.

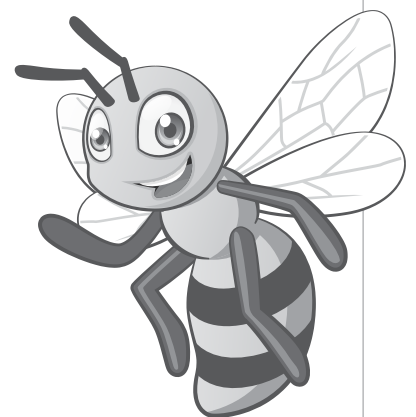
How do Aboriginal and Torres Strait Islander peoples use their environment sustainably?

Aboriginal and Torres Strait Islander peoples have a connection to the land, which is based on culture, traditions and laws. It is a custodial responsibility to care for Country.

The meaning of Country for Aboriginal people includes the land and all living things, people, plants and animals. Country is a place of belonging and a way of believing - culture, nature and land are all linked.

1

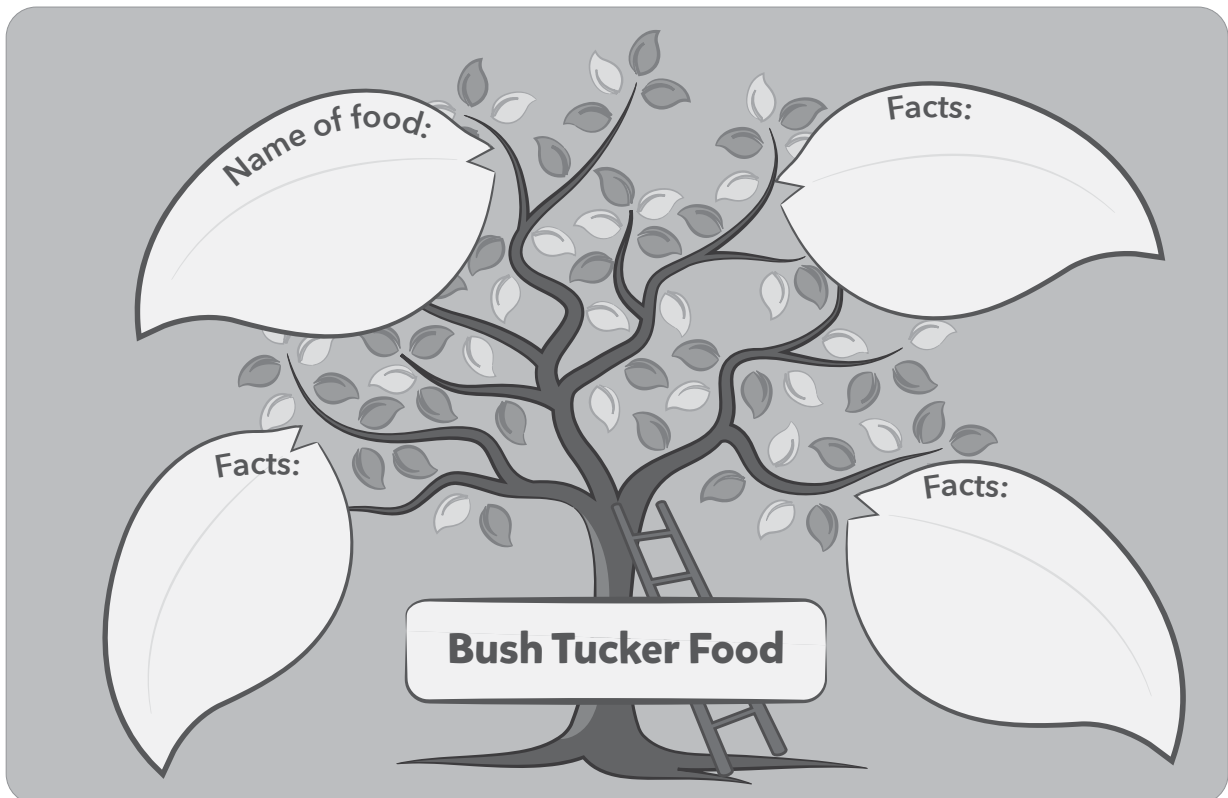
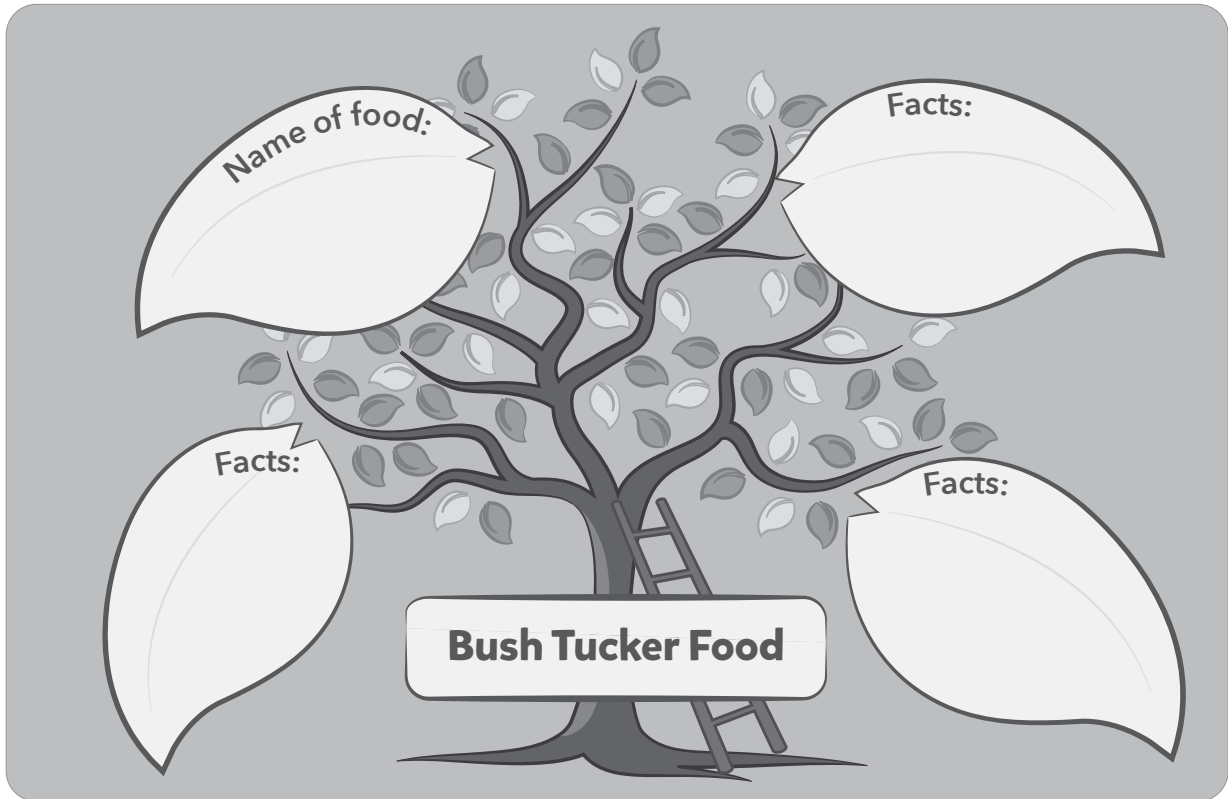
Watch the video about traditional bush foods. Draw and label some of the bush tucker you saw.



2

Go to the websites about bush tucker, scroll down and find two different foods that interest you.

Fill in the fact trees about these foods.



- 3 Look at this list of traditional bush foods. Place them where they belong in the three food groups.

wild turkey

kangaroo

snake

wild fig

finger lime

wild orange

wattle seed

macadamia nut

bush tomato

yam

fish

wattle seed

eel

Kakadu plum

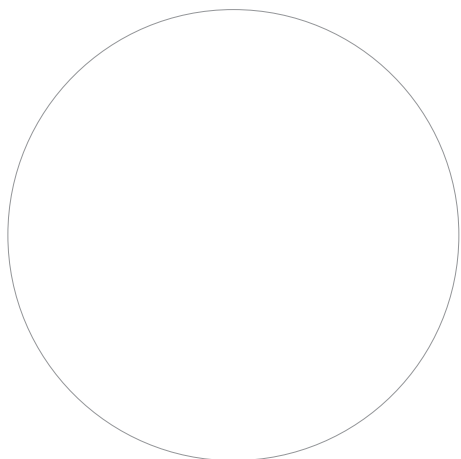
emu

wild passionfruit

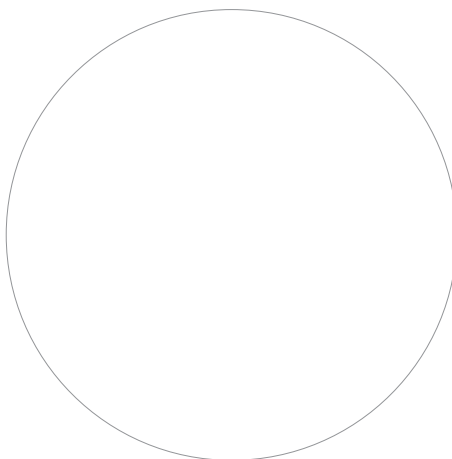
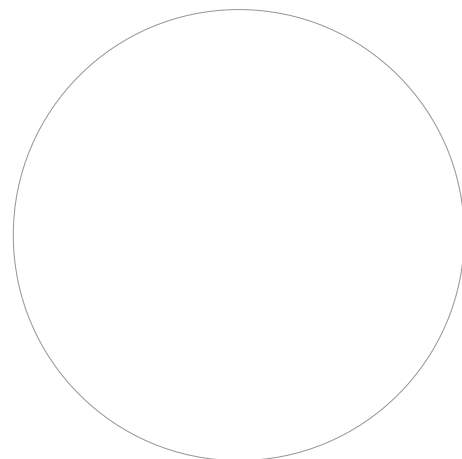
bush banana

witchetty grub

goanna



Fruit

Meat, fish, eggs,
nuts, seeds

Vegetables

- 4 Using traditional bush foods from the list in question 3 or the websites in question 2, create a new recipe below.

Recipe

Food

Serves

Ingredients

Method

Wednesday

What Are the Effects of Deforestation?



Soil erosion: Tree roots help hold the soil together and prevents it from being washed away. Without trees, the soil is washed into rivers and streams, blocking them, causing flooding and contaminated drinking water.

Droughts: Trees are an important part of the water cycle. Without them, there will be a lack of rain.

Habitat loss: Animals and plants lose their home so some may become endangered or extinct.

Wednesday

What Are the Effects of Deforestation?



Lack of biodiversity: The number of different species becomes smaller.

Climate change: Scientists believe deforestation has a worldwide impact on climate. Trees store carbon dioxide. When they are cut down, the gas is released and builds up in the atmosphere. Carbon dioxide is a known greenhouse gas and contributes to global warming.

Wednesday

What Are the Effects of Deforestation?

Land loss: Deforestation also means that **Indigenous** tribes are losing their homes.

Many of these groups are known as 'uncontacted tribes', which means they have had no contact with the outside world. They rely on the forest to hunt animals and gather food. Deforestation means they have less food and may have to move to other areas.



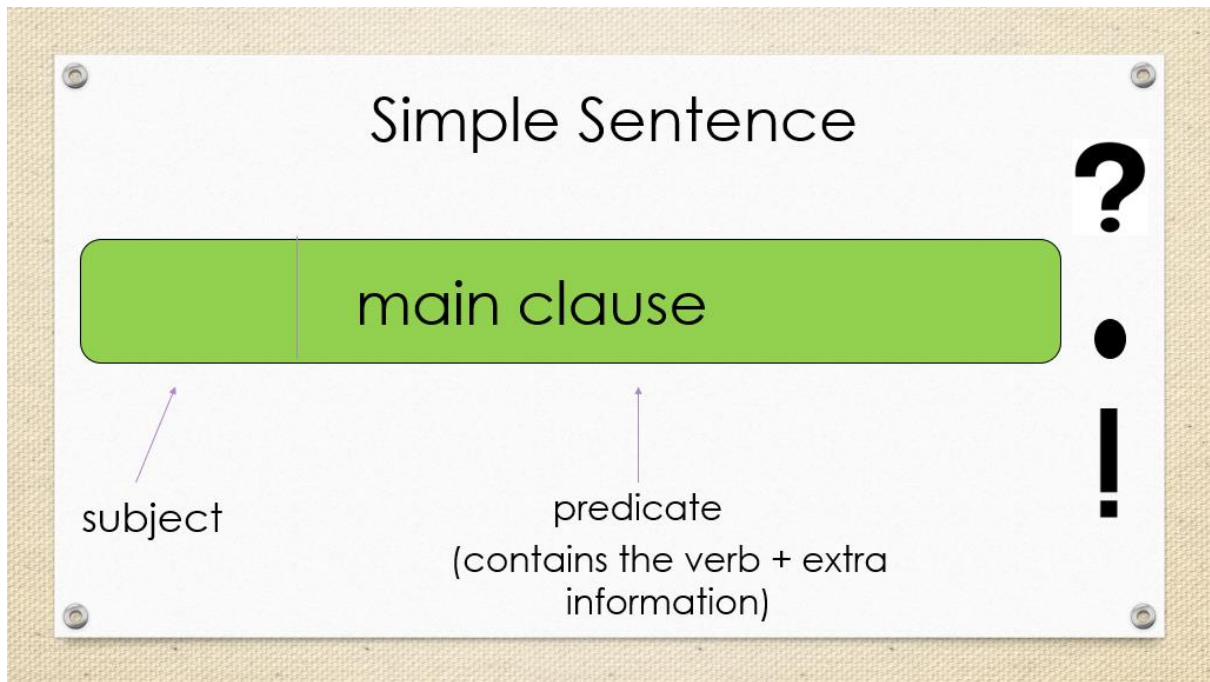
Indigenous – Original people from a certain area.

Wednesday

What Can Be Done?

There are many things that can be done to combat deforestation:

- Changing your diet by eating less meat and finding out where your food is coming from can be one of the best things you can do for our planet. By eating less meat and sourcing locally grown produce, you will be helping to cut down the need for mass agricultural farming and the transportation of food.
- Choosing paper and wood that come from a sustainable source. The Forest Stewardship Council (FSC) tick shows that items are made of materials from part of a forest management scheme or recycled sources.
- Many shops and supermarkets now label products that have palm oil in them, allowing customers to choose different products or select items that are made from sustainable palm oil.
- People can find out more by supporting organisations that combat deforestation. These groups include the World Wide Fund for Nature (WWF) and the Rainforest Trust.



We are learning to write an imperative sentence.

have:

- a predicate
- an imperative verb (a word or short phrase that gives an order or command)
- correct beginning and end punctuation

Joint- Start now!

Copy down the modelled sentence, underline, and label the parts of a simple sentence. Use the colour green to underline or shade the parts of the sentence.

WRITING TO PERSUADE

Unaided Writing: Year 4, Term 3, 2021

Your job is to write a persuasive text to convince someone to do something you feel strongly about.



You must include:

- ✓ **A title**
- ✓ **An opening statement with big ideas**
- ✓ **Supportive statements and examples**
- ✓ **A conclusion**

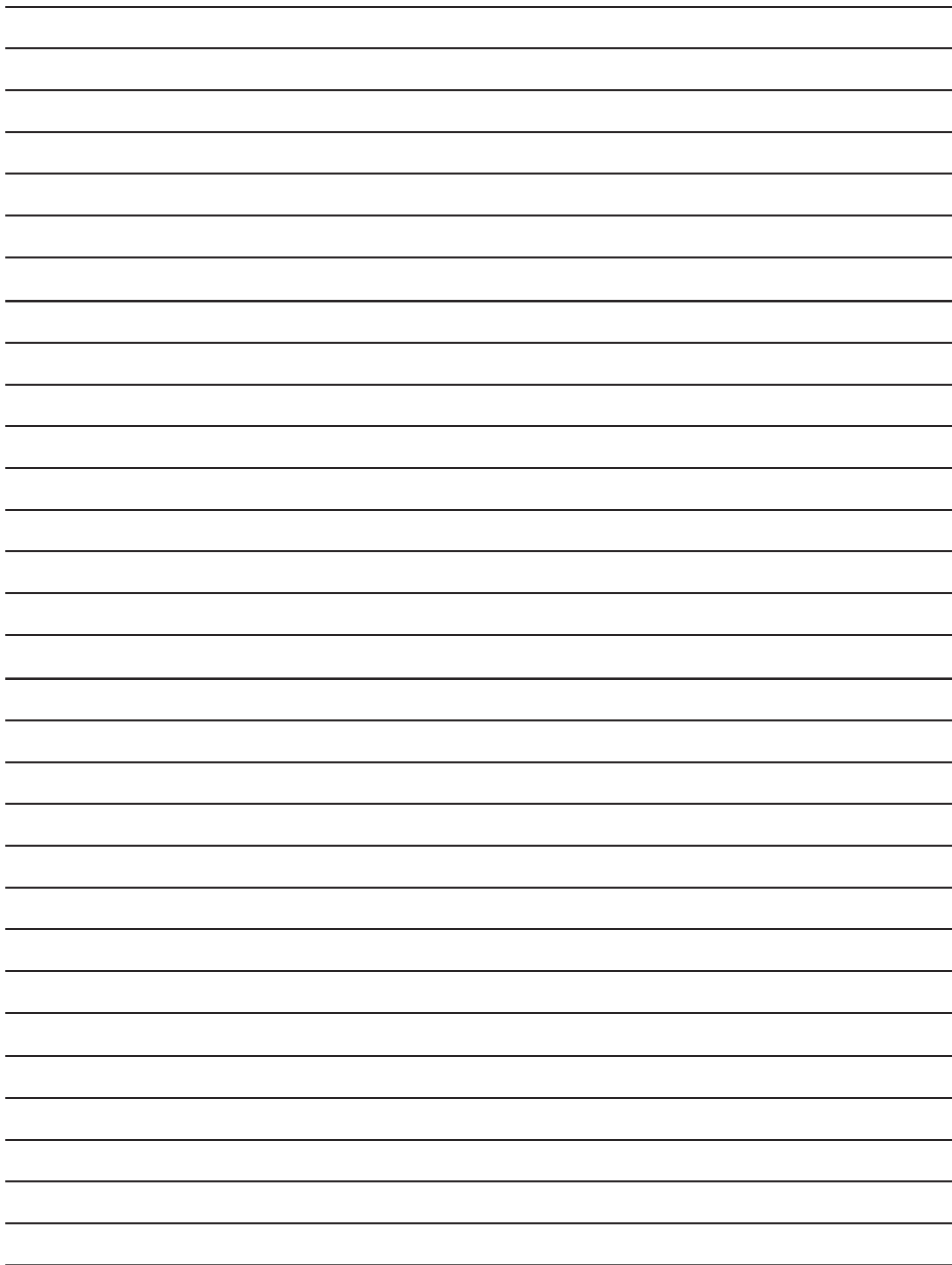
Remember to:

- **Plan your writing using a block planner before you begin**
- **Use paragraphs**
- **Check your spelling and punctuation**
- **Use persuasive devices, high modality words and connotation**
- **Check and edit your writing when you are finished**



--

[illegible]



Editing Tips:

1

Read

Read your paper silently, slowly and critically. Look for mistakes.

2

Read

Read your paper aloud. Listen for awkward repeated words.

3

Use

Use the marking code

4

Look

Look for beginning and ending punctuation.

5

Edit

While your writing, then edit a few sentences to edit your writing using the marking codes.

6

Rewrite

Rewrite your paragraphs with the corrections.

Thursday

Marking Codes

MT

Marked with an adult

T

Talk to an adult

sp

(underline the word)

Spelling mistake, write it in your dictionary

P

(circle the punctuation or space)

Check, add or change punctuation

g

grammatical error

c

Check this and change it

//

New line
(to indicate a new paragraph)

Deforestation

Why are they being destroyed?




The biggest reason for clearing the rainforests is to make space for producing food, including cattle to be farmed for cheap beef and also growing large crops, such as soya beans and palm oil. In addition, other causes of deforestation, which are also related to making money include: chopping down and using the wood from the forest; building roads for mining metals, gold or diamonds; flooding areas to make dams to generate electricity and also digging for oil.

How can they be saved?

You could help by raising money for a deforestation charity. Also, you could think about the reasons that the forests are being destroyed and how you could help. For example, the cheap beef farmed in the areas that used to be rainforest land is often used in fast food chains. Could you avoid eating fast food from these outlets? You could also check on your supermarket food labels - was it farmed in an area where deforestation is taking place? You could also use rainforest friendly wood so you know it is not a product of deforestation. Finally remember, paper comes from trees so any paper saving you can do, as well as recycling, will help the environment.



Logging is the process of removing trees and the cutting and preparing of timber.

Name _____	Title _____
	Text-to-Self
	Text-to-Text
	Text-to-World

Math Mentals- Wednesday

Math Mentals- Thursday

Day 3

1 2×30

2 6×70

3 3×80

4 60×5

5 30×50

6 90×40

7 30×90

8 4×400

9 7×300


- 10 All 4 team members ran 700 m in the relay race. How long was the race?

- 11 Write 1730 in words.

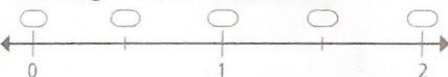
- 12 Expand 9320.

13 $5 \div 5 = \square$ $30 \div 5 = \square$ $40 \div 5 = \square$

- 14 How much will each person get?

\div = 

- 15 Where is $\frac{1}{2}$ on this number line?



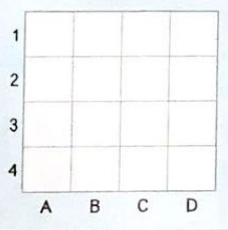
- 16 Show \$2 using 5 coins.

- 17 Draw a triangle in B2.

- 18 How many millilitres does a glass hold?
☐ 20 mL ☐ 200 mL ☐ 2000 mL

- 19 Write the time 20 minutes before 9:05.

- 20 How much money does Cathy have?



Day 4

1 $210 \div 3$

2 $360 \div 4$

3 $400 \div 5$

4 $360 \div 6$

5 $280 \div 7$

6 $1800 \div 3$

7 $2400 \div 4$

8 $1500 \div 5$

9 $1200 \div 6$


- 10 440 children in teams of 4 entered a relay event. How many teams were there?

- 11 Write 28 072 in words.

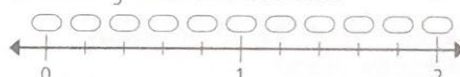
- 12 Expand 36 090.

13 $45 \div 5 = \square$ $55 \div 5 = \square$ $60 \div 5 = \square$

- 14 How much will each person get?

\div = 

- 15 Where is $\frac{10}{5}$ on this number line?



- 16 Show \$2 using 6 silver coins.

- 17 Draw a circle in D4.

- 18 Dan needs 3 litres of milk. How many of these should he buy?



- 19 Write the time an hour and a half before 3:20.

- 20 Cathy recently found 3 more coins, so she now has \$20. Which coins did she find?

Q1-10:

/10

11-20:

/10

My time:

Q1-10:

/10

11-20:

/10

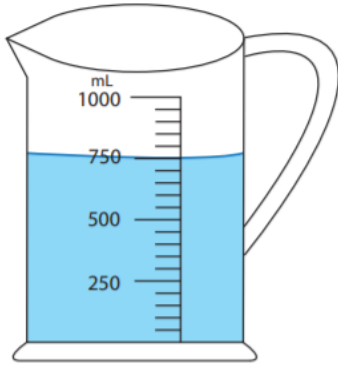
My time:

Math- Wednesday

Volume, Capacity – Liquid Units Revision

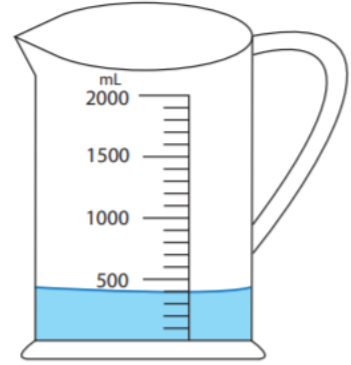
1) If you add 200 mL of water in each jug, what would be the new reading?

a)



_____ mL

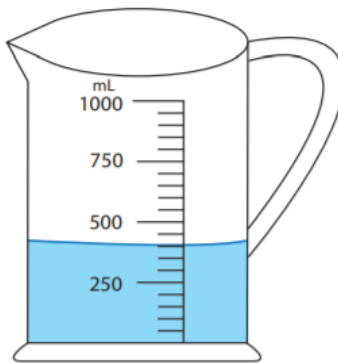
b)



_____ mL

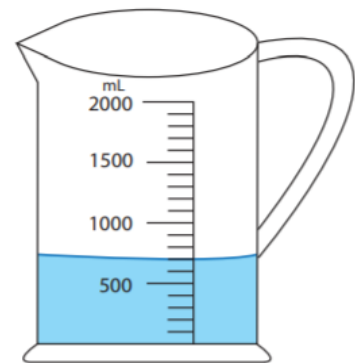
2) How much water required to fill each jug up to 800 mL?

a)



_____ mL

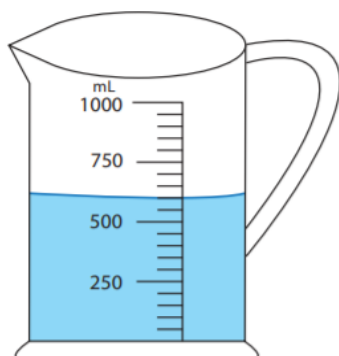
b)



_____ mL

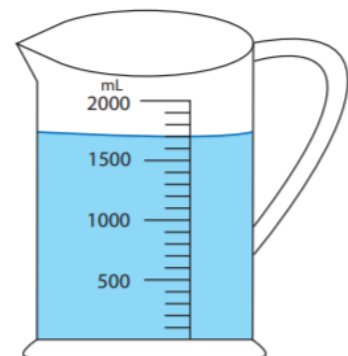
3) How much water should you pour out from each jug to drop down the water level to 300 mL?

a)



_____ mL

b)



_____ mL



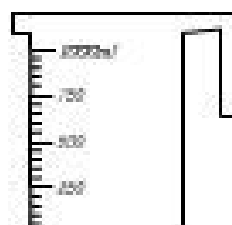
Volume & Capacity

Measuring capacity in millilitres.

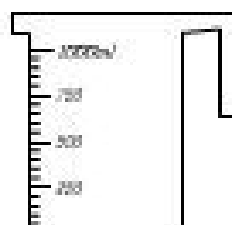
Print

Name: _____

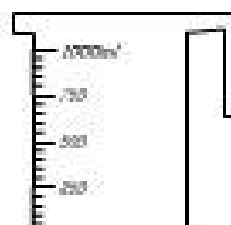
Colour to fill each measuring jug to the levels indicated below.



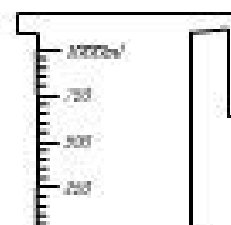
500ml



750ml

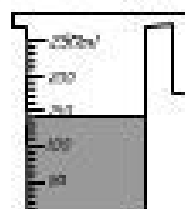


250ml



1000ml

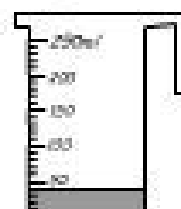
How many millilitres of liquid are in each of these measuring cups?



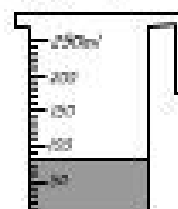
_____ ml



_____ ml

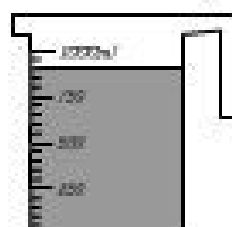


_____ ml



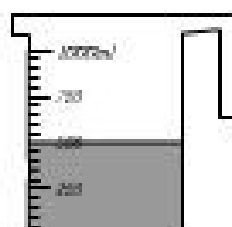
_____ ml

How much liquid is needed to fill each jug to 1 litre?



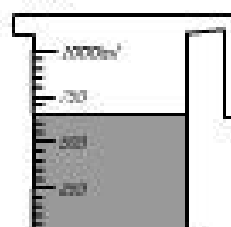
1000 ml -

_____ ml



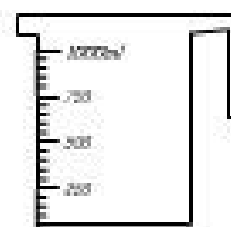
1000 ml -

_____ ml



1000 ml -

_____ ml

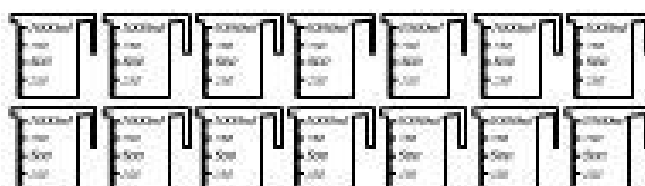


1000 ml -

_____ ml



Colour the amount needed to fill the bucket.



How many 250ml measuring cups would be needed to fill the bucket?

Score _____



Estimate the Capacity of each object

1)



- 2 L
- 200 mL
- 20 mL

2)



- 50 mL
- 50 L
- 5 L

3)



- 3.5 L
- 35 mL
- 350 mL

4)



- 100 mL
- 10 mL
- 10 L

5)



- 40 mL
- 4 L
- 400 mL

6)



- 15 mL
- 1.5 L
- 150 mL

7)



- 4 L
- 400 mL
- 40 L

8)



- 20 L
- 20 mL
- 200 mL

Problem Solving Questions

MG 45 (1a) Annie filled a measuring jug with water to 1 litre.

How many millilitres of water does Annie have?

Measure volumes, including displacement, in millilitres, litres, millilitres, and in halves or quarters of litres.

MG 45 (1b) Annie filled a measuring jug with water to $\frac{1}{2}$ litre.

How many millilitres of water does Annie have?

Measure volumes, including displacement, in millilitres, litres, millilitres, and in halves or quarters of litres.

MG 45 (1c) Annie filled a measuring jug with water to $\frac{1}{4}$ litre.

How many millilitres of water does Annie have?

Measure volumes, including displacement, in millilitres, litres, millilitres, and in halves or quarters of litres.

MG 45 (1d) Annie filled a container with water to 1 litre and 250 millilitres.

How many millilitres of water does Annie have?

Measure volumes, including displacement, in millilitres, litres, millilitres, and in halves or quarters of litres.

MG 45 (1e) Annie filled a measuring jug with water to $\frac{3}{4}$ litre.

She then poured 150 millilitres into a glass.

How many millilitres of water does Annie have left in the jug?

Measure volumes, including displacement, in millilitres, litres, millilitres, and in halves or quarters of litres.

MG 45 (5a)

The jug is filled to $\frac{1}{2}$ litre.

How many more millilitres do I need to fill the jug to 1 litre?

MG 45 (5b)

The jug is filled to $\frac{1}{4}$ litre.

How many more millilitres do I need to fill the jug to 1 litre?

MG 45 (5c)

The jug contains a volume of water.

I tipped $\frac{1}{4}$ litre of water out of the jug.

I now need 470 millilitres to fill the jug to 1 litre.

What volume of water did I start with?

MG 45 (8a)

Sam poured water into 2 containers.

He poured exactly 1 litre.

How much water might he have poured into each container?

MG 45 (8b)

Sam poured water into 3 containers.

He poured exactly 1 litre.

How much water might he have poured into each container?

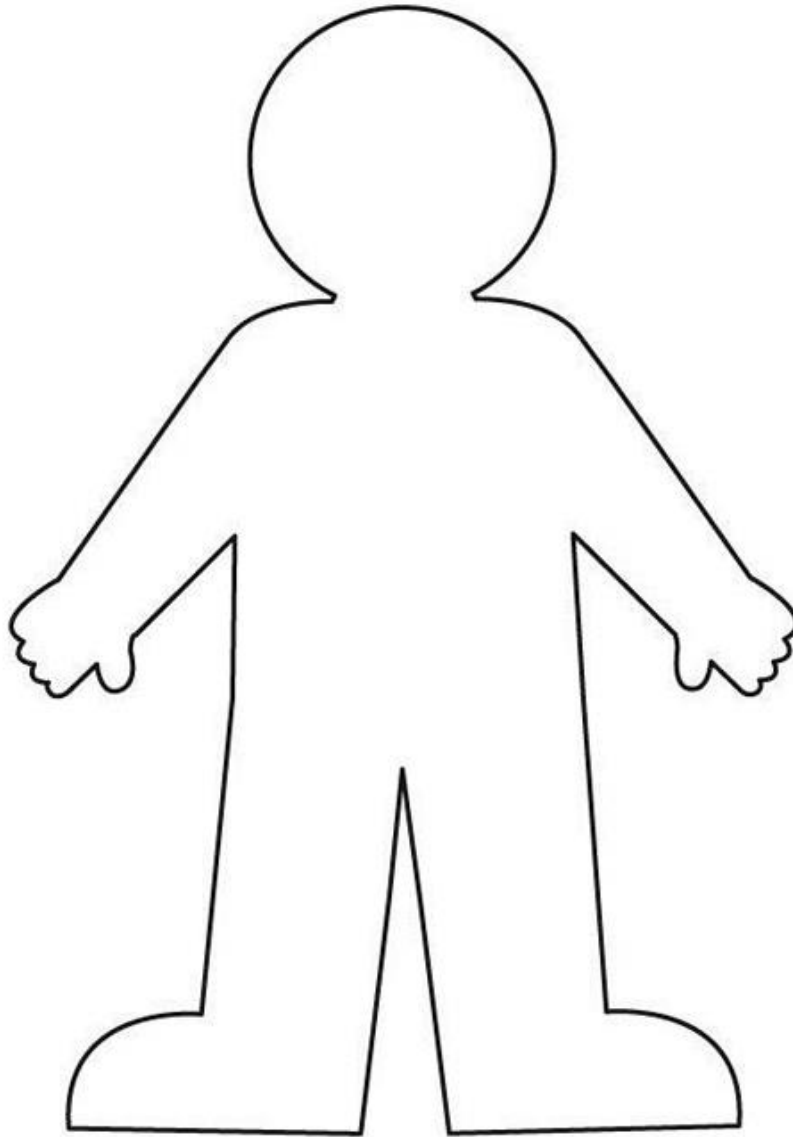
MG 45 (8c)

Sam poured water into 4 containers from a full 1 litre jug.

He had 250 millilitres of water left in the jug.

How much water might he have poured into each container?

Weekly Check In - My emotions ...



Colour key:

Wellbeing Bingo

Be well

Colour or tick a box in the grid as you complete an activity.
Try to make a connecting horizontal, vertical or diagonal line.
Can you complete a second line?

Lie on your back somewhere you can see the sky. Look for shapes in the clouds.	Munch and crunch on some nice, cold ice.	Create a feelings chart - draw a picture for happy, sad, excited and as many other feelings you can think of.	Draw a self-portrait and list three things you like about yourself.	Find your favourite space in your home or outside and spend 20 minutes reading or looking at a book.
Be a bunny breather - squat, hop, squat, hop - twitch your nose up and down as you take quick little bunny sniffs.	Do 20 minutes of exercise (outside if you can). It might be skipping, running, hopping, walking, jumping.	Make animal shapes with your hands.	Write a letter to a tree that you like. What would you say to that tree? Read it to the tree.	Tell someone why they are special to you.
Tell a joke to someone to cheer them up.	Sit down for 5 minutes, massage your temples, wriggle your toes, wriggle your fingers.	Write an electronic letter or make a card for a friend and send it.	Listen to your favourite fast-paced song. Jump, dance, twist, and twirl along to the music!	Look or go outside and notice the weather - make a chart and fill it out each day for a week.
Walk around slowly and touch 10 different objects like a table, stones, grass. How are they the same or different?	Create a dance routine to your favourite piece of music.	Drink a glass of water slowly. Take small sips. Notice the feeling as it goes down your throat.	Say the alphabet slowly. Can you say it backwards?	Spend some time observing a plant or animal and write a poem or short story.
March on the spot, count to 20 and then count backwards to 1.	Find somewhere quiet to sit and breathe in, hold your breath for 3 seconds, breathe out and hold for 3 seconds. Do this for 5 minutes.	Lay down and put a stuffed animal on your belly. Take deep breaths to move the stuffed animal up and down.	Do something to help someone in your family. Think of creative ways you can complement or thank people who have helped you.	Listen to your favourite slow-paced song. Sit or lie very still with your eyes closed. Listen to the words. Hear the instruments.

The Deforestation Debate: For and Against

Can you colour in the arguments **for** deforestation in one colour and those **against** in another colour?

Key

For	
Against	

Cutting down the rainforest provides fuel, wood, paper and land for farming, mining and cattle ranching.

Deforestation destroys the habitats of many animals.

With no trees to anchor it down, loose soil is being washed into rivers and polluting them with silt.

Wood is relied upon by many people for building things.

Many poorer countries depend on the money made by the logging industry.

We get a lot of our food from the rainforest, such as bananas, coffee, rice and potatoes.

There are protected areas of the rainforest where cutting down trees is not permitted.

The trees help to control the climate and water cycle.

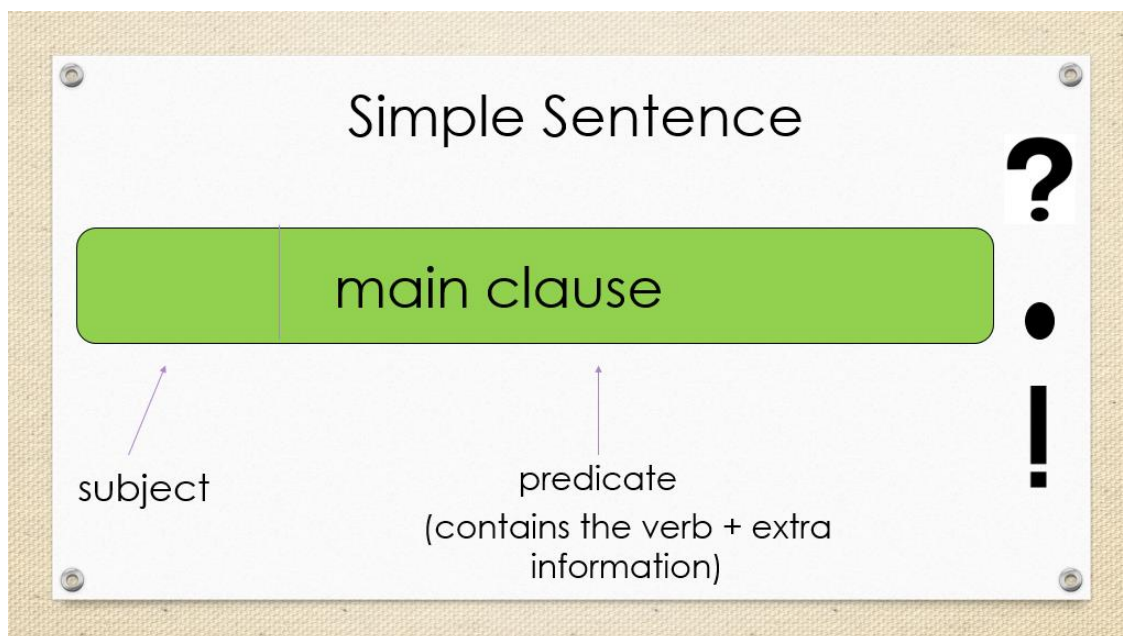
The machinery used in deforestation adds to carbon emissions.

Even if trees are replanted, they take years to grow back, especially hardwoods.

Industries that remove trees from the rainforest, such as farming or logging, can provide work for people.

Where trees have been cut down, new ones can be replanted.





We are learning to write an imperative sentence.

I have:

- a predicate
- an imperative verb (a word or short phrase that gives an order or command)
- correct beginning and end punctuation

Guided- Do what is ...

Copy and complete the joint sentence, underline, and label the parts of a simple sentence. Use the colour green to underline or shade the parts of the sentence.

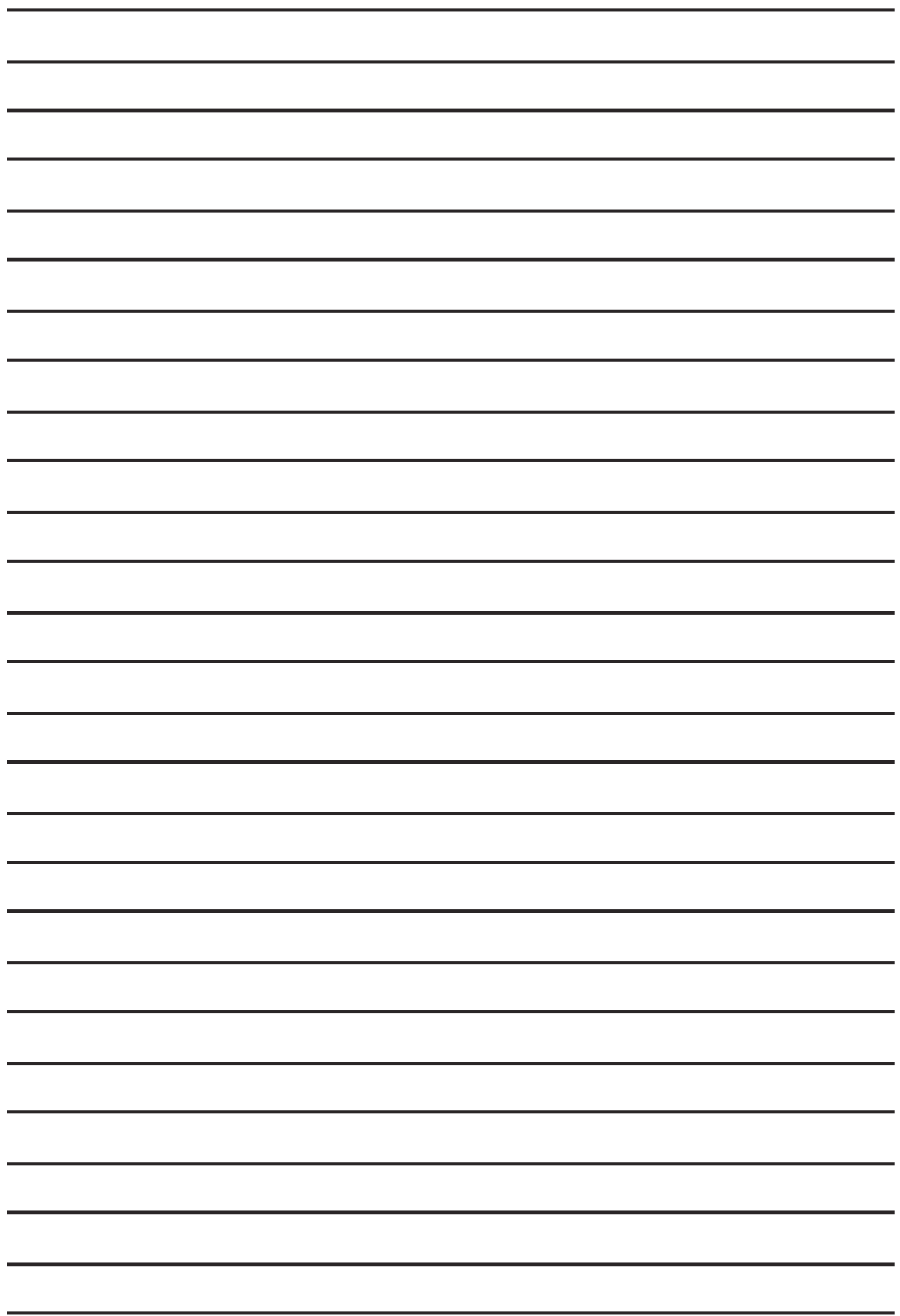
Independent simple sentence

Key word: Today

Use the word above to write a simple sentence that is a call to action. Underline, and label the parts of a simple sentence. Use the colour green to underline or shade the parts of the sentence.

The page features a lush green forest background with various leaves and ferns. A large white rectangular area is positioned at the top, intended for a title or heading.

Handwriting practice lines consisting of 20 horizontal lines.



What are the effects of deforestation?

What do you see when you look at these images?

What do you think happened to the animals, insects and plants that used to live here?

What has happened here is called 'deforestation'. There are a few different reasons for deforestation. Sometimes, trees are cut down to make paper for the rest of the world, or for wood for fires. The people who do this are called 'loggers'. Farmers also clear areas of land to make more space to plant crops or to keep their own animals. Areas of rainforest are also flattened for new roads to be built.

Deforestation is clearing an area of rainforest the size of a football field **every second**. If this does not stop, there will be no rainforests anywhere in the world in 100 years. There are **30 million** species of plants and animals living in rainforests all over the world. What will happen to them when the rainforests disappear?

Write to the loggers and plead with them to stop destroying the rainforests. You could research some of the different plants or animals that will lose their habitat, and share this with the loggers who are causing this problem.

You could also create some posters to be displayed around your school, telling everyone how important it is to recycle paper. If we recycle paper, we save trees, and if we save trees, we can help save rainforests.

If you have an Eco Group in your school, you could work with them to help encourage the rest of the school to recycle paper!



Name _____ Title _____

Text CONNECTIONS

Text-to-Self

Text-to-Text

Text-to-World

Math- Thursday

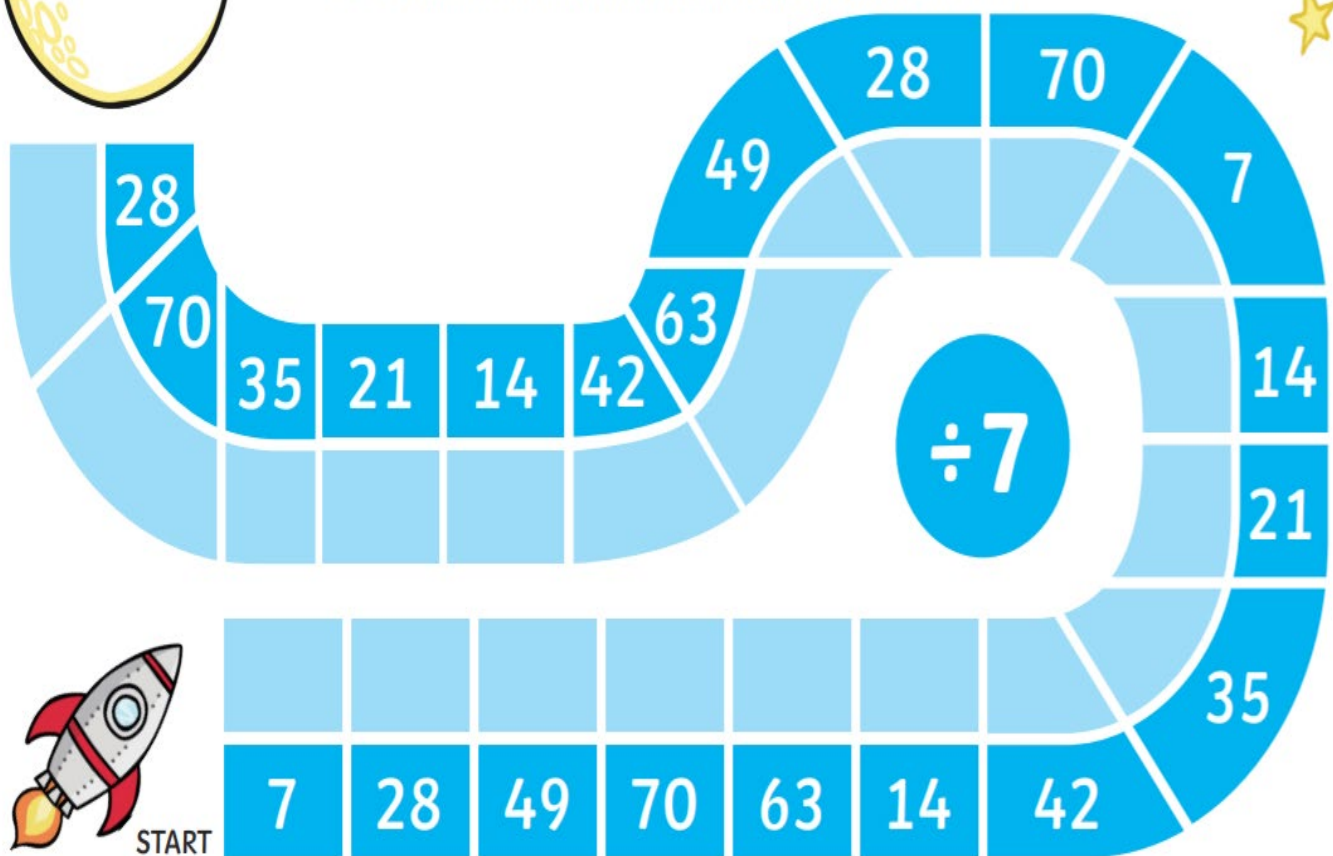
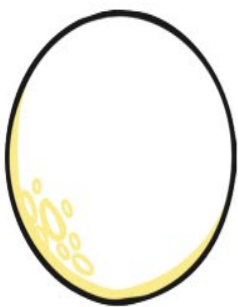
Multiplication and Division Revision

Complete the multiplication table.

X	4	2	8	1	5	9	3	10	6	7	0
7											

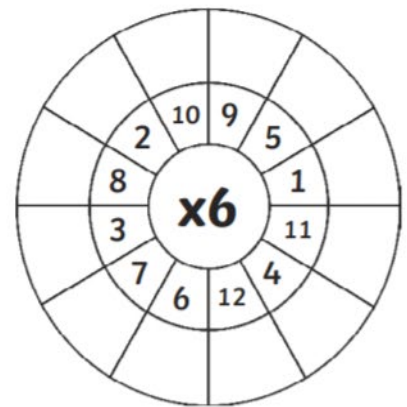
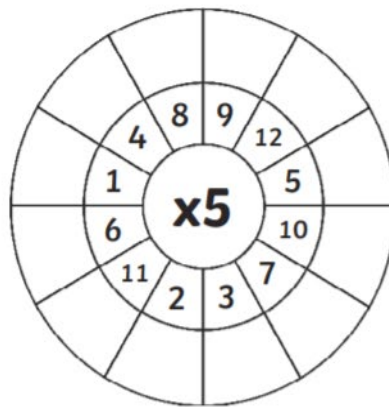
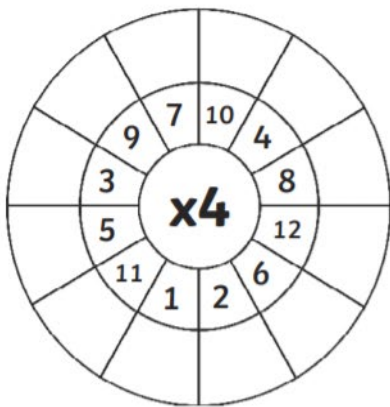
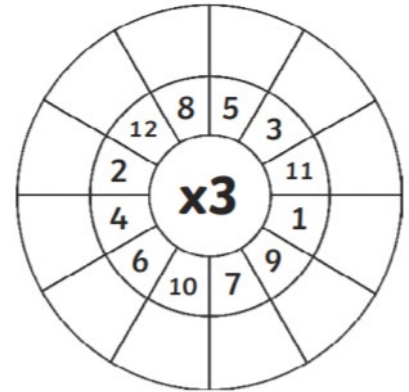
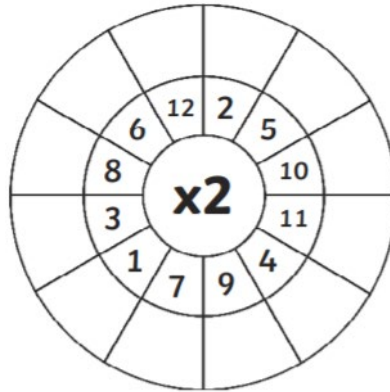
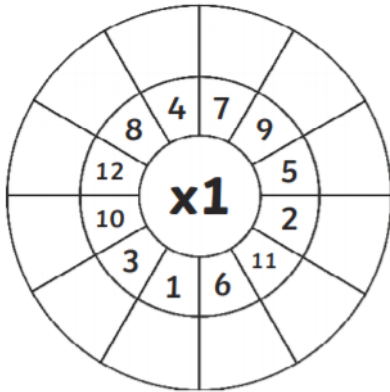
Dividing by 7 Space Race

Take the number in the circle below and divide the numbers on the track by it. Write your answers as you go. Use a timer to see how long it takes you to finish the race!

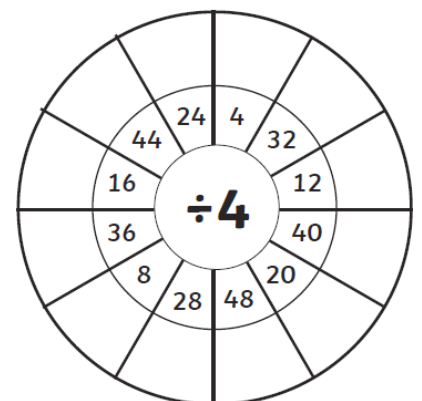
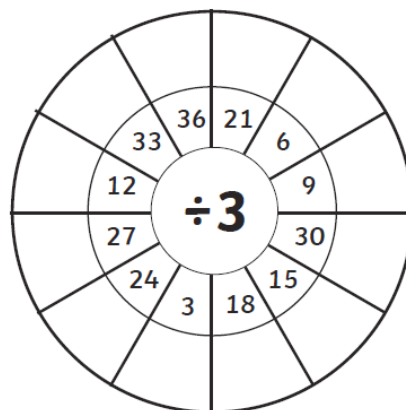
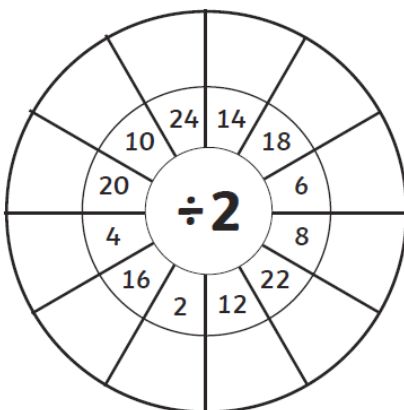


Multiplication and Division Wheels

Multiply the numbers by the middle number.



Divide the numbers by the middle number.



Problem Solving Questions

PROBLEM SOLVING

Multiplication and Division by 7

MD 17 PA 18 (2a)The school had 7 classes of 33 children.

How many children altogether?

Multiplication and Division by 7

MD 17 PA 18 (2b)The school had 7 classes of 27 children.

How many children altogether?

Multiplication and Division by 7

MD 17 PA 18 (2c)The school had 7 classes of 27 children.

1 child left the school.

How many children altogether?

Multiplication and Division by 7

PROBLEM SOLVING

Multiplication and Division by 7

MD 17 PA 18 (4a)A group of children paid \$7 each to see a show.

Altogether the group paid \$63

How many children were in the group?

Multiplication and Division by 7

MD 17 PA 18 (4b)A group of children paid \$7 each to see a show.

Altogether the group paid \$91

How many children were in the group?

Multiplication and Division by 7

MD 17 PA 18 (4c)A group of children paid \$7 each to see a show and 1 child paid \$5.

Altogether the group paid \$96.

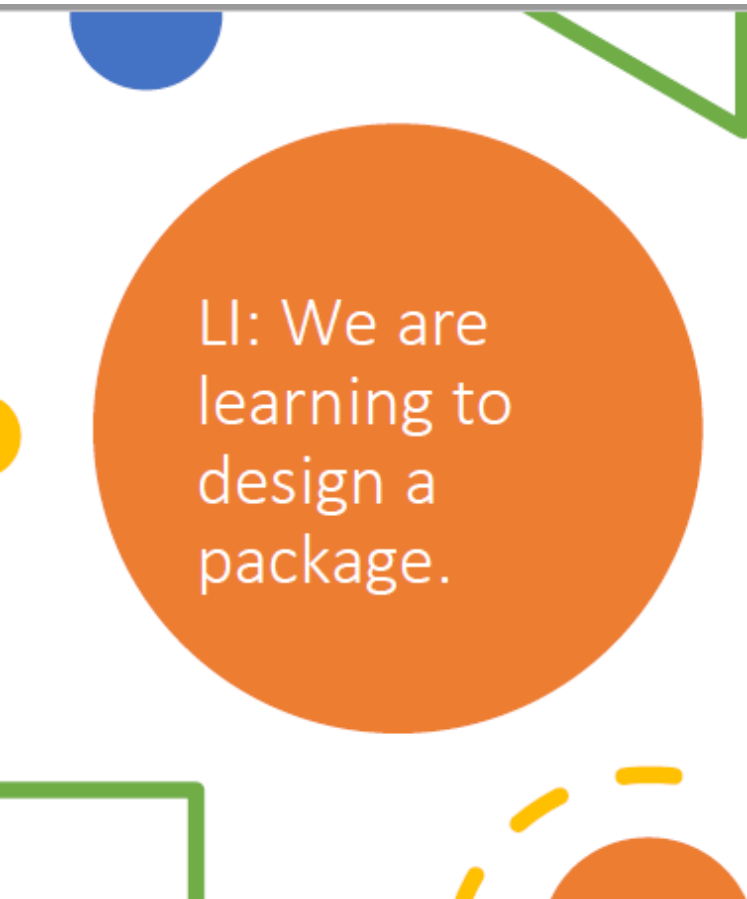
How many children were in the group?

Multiplication and Division by 7



Lesson 6 Session 1


Material World & Package It Better
Term 3, 2021



LI: We are
learning to
design a
package.

Success Criteria:

- Discuss the function of different materials in package design
- Explain how properties of materials influence their use
- Select appropriate materials for a specific purpose and give reasons for their selection
- Plan a design for a package that will protect library books



Design Brief:
Will the library
bags be safely
delivered
between school
and home?

Challenges with library bags and books:

- Example- If the books are too heavy and the bag material is weak, the bag might break.

LIBRARY BOOK PROBLEM

A Criteria Table

Criteria	Options and Ideas
Waterproof	
Able to be carried by a Kindergartener to Year 6 student	
Able to fit in a school bag?	
Able to protect the books	
Environmentally responsible	

Record your own ideas in a criteria table – add more criteria if necessary

Activity-

Draw the library bag you intend to make based on your criteria.
Add labels naming parts of the bag, including the materials used to make it.
Make sure to consider how the strong the bag will be and whether it is waterproof or not.

Update your word wall and glossary.

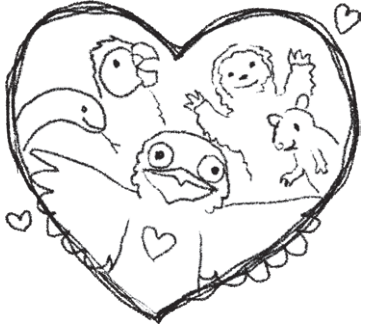


GLOSSARY

[illegible]

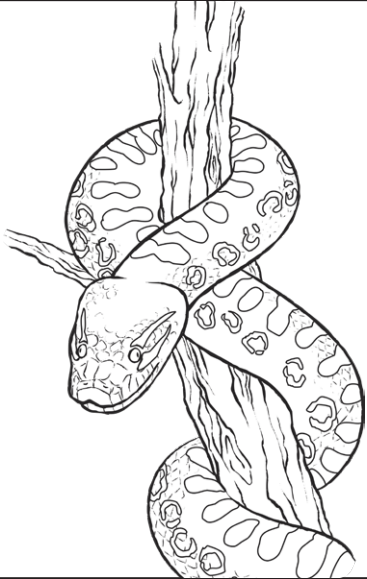


The Deforestation Debate: Point, Evidence and Explanation

Organise your notes into at least three points to use in the debate. For each point, include some evidence and an explanation of why this supports your take on the motion.

For example:

Point	<p>Deforestation destroys the habitats of many animals and plants.</p> 
Evidence	<p>10% of all animal species in the world live in the Amazon rainforest and at least 40,000 different plant species.</p> 
Explanation	<p>These animals rely on the trees to maintain their carefully balanced ecosystems. Removing even a small selection of the trees could shift the balance enough to wipe out many species forever.</p> 

The Deforestation Debate: Point, Evidence and Explanation

<p>Point</p>	<ol style="list-style-type: none"> 1. 2. 3. 
<p>Evidence</p>	<ol style="list-style-type: none"> 1. 2. 3. 
<p>Explanation</p>	<ol style="list-style-type: none"> 1. 2. 3. 

★ Week 10	Learning Intention	We are learning to write an imperative sentence.
	Success Criteria I have used:	<ul style="list-style-type: none"> • a predicate • an imperative verb • correct beginning and end punctuation.

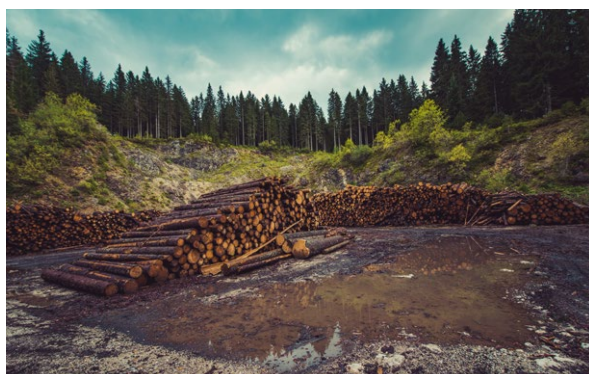
★ Week 10	Learning Intention	We are learning to write an imperative sentence.
	Success Criteria I have used:	<ul style="list-style-type: none"> • a predicate • an imperative verb • correct beginning and end punctuation.

Rainforest Deforestation

Rainforests are an essential part of our planet, providing oxygen, absorbing carbon dioxide and housing 50% of the animal and plant species of the planet. Not to mention, the medicines and cures that are made using plants only found in a rainforest environment.

Deforestation

Deforestation is the name given to the destruction of the rainforests and this is being done by burning them, chopping down the trees, or in some cases, flooding the areas. This is happening so fast that an area the size of one football pitch is being destroyed every minute! If the current rate of deforestation continues, it will take less than a hundred years to destroy all the rainforests on Earth.



Fact File in Numbers

- 20% of the world's oxygen is produced in the Amazon forest.
- 28,000 species of animals are expected to become extinct in the next 25 years due to deforestation.
- $\frac{1}{2}$ of the tropical rainforests that we had have already gone.

Why are they being destroyed?

The biggest reason rainforests are cleared is to make space for food, including cattle to be farmed for cheap beef and also growing large crops, such as soya beans and palm oil. In addition, other causes of deforestation, which are also related to making money include; chopping down and using the wood from the forest, building roads for mining metals, gold or diamonds, flooding areas to make dams to generate electricity and also digging for oil.

How can they be saved?

There are plenty of charities fighting against deforestation and people can always help by raising money for those charities. Also, think about the reasons that the forests are being destroyed and how some little changes in your everyday habits could help. For example, the cheap beef farmed in the areas that used to be rainforest land is often used in fast food chains. Could you avoid eating fast food from these outlets? You could also check on your supermarket food labels for the country of origin of any meat you buy. Was it farmed in an area where deforestation is taking place? You could also use rainforest-friendly wood so you know it is not a by-product of deforestation. Finally remember, paper comes from trees so any paper saving you can do, as well as recycling, will help the environment.

Questions about Rainforest Deforestation

1. Name a reason not to destroy rainforests given in the first paragraph.

2. Name two of the three ways given that a rainforest can be destroyed.

3. What percentage of the rainforests has already gone?

4. In the fact file, what does the author say will happen in the next quarter of a century?

5. Why does saving paper help the rainforests?

6. Why has the author used an exclamation mark in paragraph two?

7. What fraction of the earth's plant and animal species live in the rainforests?

8. List two main reasons why deforestation is occurring.

9. Which rainforest produces 20% of the world's oxygen?

10. What is your opinion about deforestation? What could you do to try and help stop it?

Math Mentals- Friday

Day 5

1 $76 + 92$

2 $325 + 461$

3 $870 - 540$

4 $587 - 106$

5 90×4

6 50×80

7 7×500

8 $300 \div 6$

9 $2400 \div 3$

10 A 3000 metre fun run is held over 5 laps.
How long is each lap?

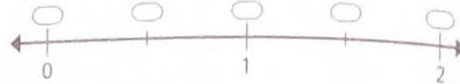
11 Write 15 900 in words.

12 Expand 24 876.

13 $35 \div 5 =$ $15 \div 5 =$ $25 \div 5 =$

14 Burgers are \$4 each. How many for \$16?

15 Where is $1\frac{1}{2}$ on this number line?



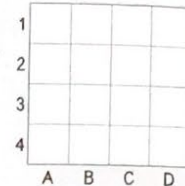
16 Show \$2 using 1 gold coin and 4 silver coins.

17 4 litres of ice-cream is equal to:

☐ 40 mL ☐ 400 mL ☐ 4000 mL

18 Write the time half an hour before 8:25.

19 Draw a square in D2.



20 Draw a picture graph to show \$2.65 using as few of these coins as possible.



Q1-10:

/10

Q11-20:

/10

My time:

Think Box

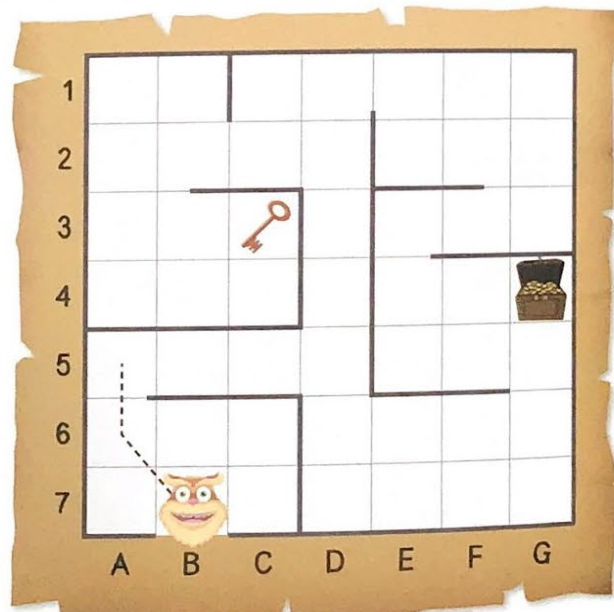
Treasure Chest

Buster is trying to get the key for the treasure chest, and then the treasure.

List all the map references Buster would use to get the key and then the treasure. He can move horizontally, vertically and diagonally to the centre of any square. He has to take the shortest way, but he cannot go over the walls.

The first three are done for you.

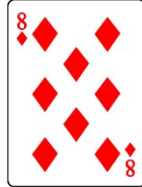
B7, A6, A5,



Math- Friday

Multiply by Single-digit Numbers – x 7

Select cards to make 2 numbers to multiply.



$$7 \times 8 =$$

/ \

Partition the number into numbers you know how to multiply.

$$5 + 3$$

Multiply the parts.

$$7 \times 5 = 35$$

$$7 \times 3 = 21$$

$$35 + 21 = 56$$

Add the products.

Learn the 'table' by remembering how you partitioned the number.

$$7 \times 8 = 56$$

Multiply by Single-digit Numbers-

Below are examples of differentiate levels. Choose your level:-

MD 10 Multiply by 2
Distributive property

$$2 \times 7 = 14$$

$$5 + 2$$

$$2 \times 5 = 10$$

$$2 \times 2 = 4$$

$$10 + 4 = 14$$



MD 11 Multiply by 4
Distributive property

$$4 \times 7 = 28$$

$$5 + 2$$

$$4 \times 5 = 20$$

$$4 \times 2 = 8$$

$$20 + 8 = 28$$



MD 12 Multiply by 3
Distributive property

$$3 \times 7 = 21$$

$$5 + 2$$

$$3 \times 5 = 15$$

$$3 \times 2 = 6$$

$$15 + 6 = 21$$



MD 13 Multiply by 5
Distributive property

$$5 \times 7 = 35$$

$$5 + 2$$

$$5 \times 5 = 25$$

$$5 \times 2 = 10$$

$$25 + 10 = 35$$

MD 14 Multiply by 9
Distributive property

$$9 \times 7 = 63$$

$$5 + 2$$

$$9 \times 5 = 45$$

$$9 \times 2 = 18$$

$$45 + 18 = 63$$

MD 15 Multiply by 6
Distributive property

$$6 \times 7 = 42$$

$$5 + 2$$

$$6 \times 5 = 30$$

$$6 \times 2 = 12$$

$$30 + 12 = 42$$

MD 16 Multiply by 8
Distributive property

$$8 \times 7 = 56$$

$$5 + 2$$

$$8 \times 5 = 40$$

$$8 \times 2 = 16$$

$$40 + 16 = 56$$

MD 17 Multiply by 7
Distributive property

$$7 \times 6 = 42$$

$$5 + 1$$

$$7 \times 5 = 35$$

$$7 \times 1 = 7$$

$$35 + 7 = 42$$

Divide by Single-digit Numbers - $\div 7$, no remainder

Select cards to make numbers to divide.



Record a division and a fraction number sentence.

Partition the number into numbers that you know are multiples.

$$\begin{array}{c} \diagup \quad \diagdown \\ 35 + 28 \end{array}$$

$$\begin{array}{c} \diagup \quad \diagdown \\ 35 + 28 \end{array}$$

Divide the parts.

$$35 \div 7 = 5$$

$$\frac{1}{7} \text{ of } 35 = 5$$

Find a fraction of the parts.

$$28 \div 7 = 4$$

$$\frac{1}{7} \text{ of } 28 = 4$$

Add the quotients.

$$63 \div 7 = \frac{1}{7} \text{ of } 63 = 5 + 4 = 9$$

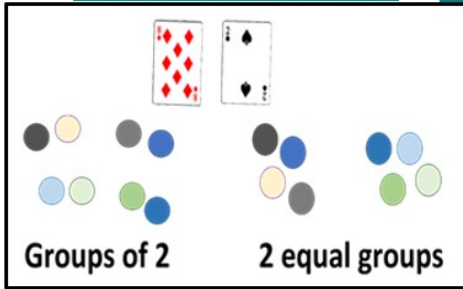
$$63 \div 7 = 9 \quad \frac{1}{7} \text{ of } 63 = 9$$

Below are examples of differentiate levels. Choose your level: -

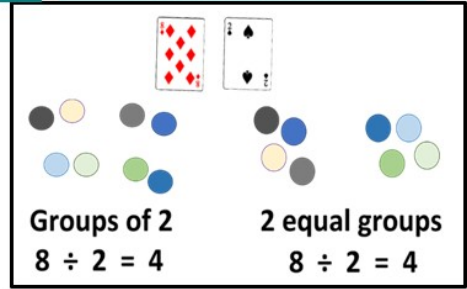
MD 1, 2 Divide in 2 ways – into 'groups of 2' and '2 equal groups'

MD 5 Divide into equal rows (array) describe using 2 division and 2 multiplication number sentences

MD 7, 8 Divide in 4 ways – into 'groups of 2' and '2 equal groups'

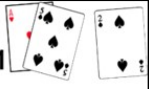


$12 \div 6 = 2$
 $12 \div 2 = 6$
 $2 \times 6 = 12$
 $6 \times 2 = 12$



MD 10 PA 17 Divide by 2
Related to halving

$15 \div 2 = 7 \text{ r}1$
 $10 + 5$
 $4 + 1$
 $10 \div 2 = 5$
 $4 \div 2 = 2$
 $5 + 2 = 7$



MD 10 Divide by 4
Related to quartering

$37 \div 4 = 9\text{r}1$
 $20 + 17$
 $16 + 1$
 $20 \div 4 = 5$
 $16 \div 4 = 4$
 $5 + 4 = 9$



MD 12 Divide by 3
Related to thirding

$16 \div 3 = 5 \text{ r}1$
 $9 + 7$
 $6 + 1$
 $9 \div 3 = 3$
 $6 \div 3 = 2$
 $3 + 2 = 5$

$\frac{1}{3}$ of $16 = 5 \text{ r}1$
 $9 + 7$
 $6 + 1$
 $\frac{1}{3}$ of $9 = 3$
 $\frac{1}{3}$ of $6 = 2$
 $3 + 2 = 5$



MD 13 Divide by 5
Related to fifthing

$$\begin{array}{r}
 37 \div 5 = 7r2 \\
 \swarrow \quad \searrow \\
 20 + 17 \\
 \swarrow \quad \searrow \\
 15 + 2 \\
 20 \div 5 = 4 \\
 15 \div 5 = 3 \\
 4 + 3 = 7
 \end{array}$$

MD 14 Divide by 9
Related to ninthing

$71 \div 9 = 7r8$
 $27 + 44$
 $36 + 8$
 $27 \div 9 = 3$
 $36 \div 9 = 4$
 $3 + 4 = 7$

$\frac{1}{9}$ of $71 = 7r8$
 $27 + 45$
 $36 + 8$
 $\frac{1}{9}$ of $27 = 3$
 $\frac{1}{9}$ of $36 = 4$
 $3 + 4 = 7$

MD 15 Divide by 6
Related to sixthing

$23 \div 6 = 3r5$
 $12 + 11$
 $6 + 5$
 $12 \div 6 = 2$
 $6 \div 6 = 1$
 $2 + 1 = 3$

$\frac{1}{6}$ of $23 = 3r5$
 $12 + 11$
 $6 + 5$
 $\frac{1}{6}$ of $12 = 2$
 $\frac{1}{6}$ of $6 = 1$
 $2 + 1 = 3$

MD 16 Divide by 8
Related to eighthing

$55 \div 8 = 6r7$
 $40 + 15$
 $8 + 7$
 $40 \div 8 = 5$
 $8 \div 8 = 1$
 $5 + 1 = 6$

MD 17 Divide by 7
Related to seventhing

$37 \div 7 = 5r2$
 $21 + 16$
 $14 + 7$
 $14 + 2$
 $21 \div 7 = 3$
 $14 \div 7 = 2$
 $3 + 2 = 5$

Under the Lights Multiplication Mosaic

Solve the multiplication problems to reveal the hidden picture. Each answer has a special colour.

0 - 10 = black

11 - 20 = red

21 - 30 = orange

31 - 40 = yellow

41 - 60 = green

61 - 80 = blue

81 - 100 = purple

>100 = pink

3×6	2×6	4×7	2×11	5×6	4×9	1×9	9×4	10×6	5×11	7×7
2×7	11×2	3×9	3×8	5×8	6×1	6×6	1×7	8×6	5×9	9×8
3×8	4×7	4×10	3×12	6×6	3×2	6×7	4×1	8×8	6×11	11×6
2×11	8×4	6×6	4×9	7×7	5×1	5×2	10×7	7×9	12×6	9×9
6×6	4×10	7×5	11×4	9×1	2×2	8×8	9×7	7×11	8×12	12×7
5×7	6×6	7×7	1×10	12×4	3×3	10×7	7×9	11×9	9×11	12×8
4×9	5×9	1×7	5×12	8×8	1×6	3×1	12×8	7×12	9×10	10×12
5×12	10×6	2×4	9×7	1×6	3×3	12×8	1×7	10×10	11×12	9×12
12×4	11×5	1×4	10×7	8×9	5×2	10×10	2×4	11×11	12×11	12×9
9×5	10×7	8×8	4×2	7×1	1×6	10×1	9×12	12×9	12×10	2×6
7×11	8×8	6×11	10×10	9×9	5×2	11×12	11×11	10×11	7×2	2×7
10×7	9×8	12×7	4×2	12×8	1×5	12×9	12×9	5×3	3×6	2×6
12×6	10×10	1×6	1×1	3×2	2×5	9×12	5×3	2×10	5×3	4×6
8×12	11×9	8×12	3×2	1×9	11×11	3×6	2×6	5×3	5×6	5×5

Year 4 Week 10 Specialised Learning - Writing

Remember: You don't need to finish everything in 1 day. You can do this at your own pace throughout the week.

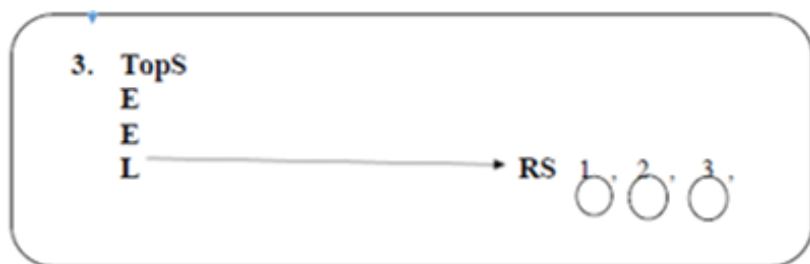
Once you have finished each square, colour in the 😊

Day 1:

Draw a TEEL Block Planner



Task: Draw **one** box below for your **third TEEL paragraph** in the block planner. This paragraph will have a **topic sentence**. It will include one **example (3rd argument)** and this example will be **elaborated** and expanded on. The last sentence of the paragraph will **link** to the topic sentence using a **synonym**. Below is the structure of the TEEL paragraph to help you.



Day 2:

What is recycling?



Recycling is when unwanted waste such as rubbish is turned into something new. Recycling makes sure that useful materials aren't thrown away. Materials like plastic, glass, metal and even food waste can be recycled. Recycling reduces the amount of rubbish ending up in landfill and helps reduce pollution.

Task: In your own words, write a complex sentence about recycling below.

Example: Recycling is important for our environment **because** it reduces pollution.

Day 3:

Word Stack – Sentences



Task: Unjumble the words stack to form a correct sentence on the line below. Remember to use capital letters and correct beginning, middle and end punctuation.

.	,	different	materials	many	recycled	can	be
.	include	food waste	these	paper	glass	and	

Day 4:

Why is recycling important?



Most of the rubbish that we throw into the bin ends up in landfills. Some rubbish can take up to 400 years to degrade and as they do, this can release dangerous chemicals and gases into the ground, water and air.

Task: In your own words **write 2 ways** you can recycle your rubbish and state why it is important to do so using a **subordinating conjunction** e.g., **because, since, unless, if**. Write the sentences below.

Example: I recycle my plastic water bottle **because** it takes up to 400 years to degrade.

1. _____

2. _____

Block Planner

Block Planner:

T _____ (RQ?)

TS _____ → ○ 1 , ○ 2 , ○ 3 ,

1. TopS
E
E
L → RS ○ 1 , ○ 2 , ○ 3 ,

2. TopS
E
E
L → RS ○ 1 , ○ 2 , ○ 3 ,

3. TopS
E
E
L → RS ○ 1 , ○ 2 , ○ 3 ,

C RQ? CTA RS
① , ② , ③ , L ○ ○

TEEL - THREE

Day 5:

TEEL paragraph – three



Now it is your turn to write a **TEEL paragraph** below. You need to include a **topic sentence**, **elaboration**, **example** and a **link**.

Remember you need to start with the **topic sentence**, which has to be about **recycling waste**. Then an **elaborative sentence** about recycling, **followed by an example**. The **link is the last sentence**, which **links back** to the topic sentence about **recycling**.

You can use the example text on the next page as a guide and the block planner on the left to help you.

Example Text

Who Wants to Protect Our Planet?


We are drowning in waste! Imagine going to the beach and seeing rubbish everywhere. How would you feel seeing litter all around your favourite beach? We must do our part by reducing, reusing and recycling.

We must reduce our waste. We can cut down on using plastic bags and use more environmentally friendly ones. Did you know helpless turtles eat plastic? Well done to all the supermarkets who are using single-use bags. Help save our turtles by reducing your waste!

Another great way to protect our planet is to reuse items. Instead of throwing things away and sending them to landfill, make something new. You can also donate it for other people to use. Reuse your items and help save our planet!


Recycle! Recycle! Recycle! Lots of rubbish can be remade into something new. Did you know a bottle can be made into a t-shirt? Use the right coloured bins, so items can be recycled. Let's not drown in our waste, recycle now!

What can you do? Act now and protect our planet! Start reducing, reusing and recycling today!



TEEL - THREE

Year 4 Week 10 Specialised Learning - Reading

Remember: You do not need to finish everything in 1 day. You can do this at your own pace throughout the week. Answer the questions and do the daily activities. Once you have finished each square, colour in the smiley face. 

Day 1: Read the first part on the life of Adam Goodes (1980 -) below.

There are **80 words**. Time how long it takes to read.

Underline all the **nouns** you can find.

Time:

Adam Goodes is a former champion Sydney Swans player in the Australian Football League (AFL). Goodes' mother was of Adnyamathanha and Narungga descent, (both in South Australia). She was one of the "stolen generation" of Aboriginal children who were forcibly removed from their families. His father was white, and during his childhood Goodes faced insults because of his mixed heritage. His parents split up when he was only age four, and his mother raised him and his two younger brothers.

How old was Adam Goodes when his parents separated?



Day 2: Read the 2nd part below.

There are **80 words**. Time yourself. Compare your time with yesterday's time.

Underline all the **adjectives** you can find.

Time:

Adam Goodes made his Sydney Swans debut in 1999 at age 19 and that year won the Rising Star Award. He won the prestigious Brownlow Medal in 2003 and 2006 for the best and fairest player in the AFL. He became the first indigenous Australian to have won this award twice. In 2005, he was named in the AFL's Indigenous Team of the Century. He played an important role in the Sydney Swans winning two premierships in 2005 and 2012.

What did Adam Goodes achieve before any other indigenous Australian?



Day 3: Read the 3rd part below.

There are **80 words**. Time yourself. Compare your time with Days 1 and 2.

Colour or **highlight** all the **verbs**.

Time:

Goodes has often spoken out about racism. During a match in 2013, a teenage girl in the crowd called him an "ape." Goodes complained and the girl was ejected. The girl later apologized and admitted that she hadn't understood the word's racist meaning. Goodes publicly accepted her apology. However, his anti-racism stance contributed to him being relentlessly booed during Swans matches. The constant booing sparked a national debate about racism and led to Goodes quitting the game he loved.

Why is it deeply offensive and racist to call someone an ape?



Day 4: Read the final paragraph below.

There are **80 words**. Time yourself. Which day has been your fastest? Circle all the **commas (,)** **full stops (.)** and **proper nouns (eg Friday, Adelaide, Bob)**.

Time:

In 2014, Goodes was named Australian of the Year for both his efforts to end racism and his work with indigenous youth programs, especially the Goodes /O'Loughlin (GO) Foundation, which he founded in 2009 with his cousin and former Swans teammate Michael O'Loughlin. The GO Foundation provides scholarships to Indigenous students from kindergarten through to university. Through a GO scholarship, students can access the resources and support they need to ensure their journey through school is as rewarding as possible.

Who is Goodes' co-partner in the GO Foundation?





Day 5: Match the **words** in the left side boxes with their **meanings** in the right side boxes.

- forcibly
- heritage
- debut
- prestigious
- ejected
- stance
- apology
- constant
- scholarship
- rewarding
- resources

- a person's first appearance or performance in a particular role
- position, attitude, stand up to something
- giving satisfaction, worthwhile
- to remove suddenly
- say sorry, to regretfully accept an offence or failure
- a way of living passed from generation to generation
- a grant or payment made to support a student's education
- using force or violence, against someone's will
- things needed to function effectively e.g., money, materials,
- respected, having high status or honour
- to keep occurring over a period of time

Year 4 Week 10 Specialised Learning - Mathematics

Every day - Use the **anchor charts** below and playing cards or your own numbers to solve the following:

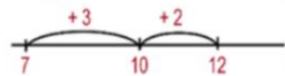
3 addition and 3 subtraction problems

Addition and Subtraction

AS 6 Add single-digit numbers bridging 10

$$7 + 5 =$$

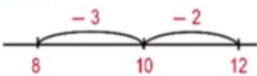
$$\begin{array}{r} 3 + 2 \end{array}$$



AS 7 Subtract single-digit numbers bridging 10

$$12 - 5 =$$

$$\begin{array}{r} 2 + 3 \end{array}$$



Addition (choose your level)

1) $6 + 7 =$
 $18 + 6 =$
 $70 + 70 =$

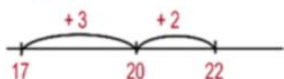
2) $9 + 8 =$
 $15 + 7 =$
 $50 + 80 =$

3) $7 + 4 =$
 $14 + 9 =$
 $90 + 30 =$

AS 8 Add single-digit numbers bridging 20

$$17 + 5 =$$

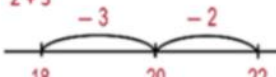
$$\begin{array}{r} 3 + 2 \end{array}$$



AS 8 Subtract single-digit numbers bridging 20

$$22 - 5 =$$

$$\begin{array}{r} 2 + 3 \end{array}$$



Subtraction (choose your level)

1) $12 - 5 =$
 $25 - 6 =$
 $130 - 40 =$

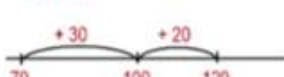
2) $17 - 9 =$
 $21 - 4 =$
 $160 - 80 =$

3) $13 - 6 =$
 $26 - 8 =$
 $120 - 50 =$

AS 14 Add tens numbers bridging 100

$$70 + 50 =$$

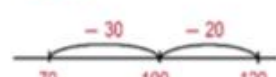
$$\begin{array}{r} 30 + 20 \end{array}$$



AS 14 Subtract tens numbers bridging 100

$$120 - 50 =$$

$$\begin{array}{r} 20 + 30 \end{array}$$



Every day - Use the **anchor charts** below and playing cards or your own numbers to solve the following:

3 multiplication and 3 division questions
(choose to multiply and divide by either 3, 4 and 5)

Multiplication

Division

Division

1) 3×6

1) $9 \div 3 =$

1) $\frac{1}{3}$ of 9 =

MD 12 Multiply by 3
Distributive property

MD 12 Divide by 3
Related to thirding

2
3

$3 \times 7 = 21$
 $5 + 2$
 $3 \times 5 = 15$
 $3 \times 2 = 6$
 $15 + 6 = 21$

$16 \div 3 = 5 \text{ r}1$
 $9 + 7$
 $6 + 1$
 $9 \div 3 = 3$
 $6 \div 3 = 2$

$\frac{1}{3}$ of 16 = 5 r1
 $9 + 7$
 $6 + 1$
 $\frac{1}{3}$ of 9 = 3
 $\frac{1}{3}$ of 6 = 2

MD 11 Multiply by 4
Distributive property

MD 10 Divide by 4
Related to quartering

$4 \times 7 = 28$
 $5 + 2$
 $4 \times 5 = 20$
 $4 \times 2 = 8$
 $20 + 8 = 28$

$37 \div 4 = 9 \text{ r}1$
 $20 + 17$
 $16 + 1$
 $20 \div 4 = 5$
 $16 \div 4 = 4$
 $5 + 4 = 9$

$\frac{1}{4}$ of 37 = 9 r1
 $20 + 17$
 $16 + 1$
 $\frac{1}{4}$ of 20 = 5
 $\frac{1}{4}$ of 16 = 4

2) 4×9

2) $16 \div 4 =$

2) $\frac{1}{4}$ of 16 =

MD 13 Multiply by 5
Distributive property

MD 13 Divide by 5
Related to fifthing

$5 \times 7 = 35$
 $5 + 2$
 $5 \times 5 = 25$
 $5 \times 2 = 10$
 $25 + 10 = 35$

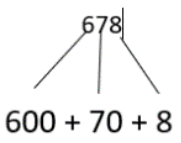

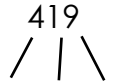

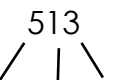


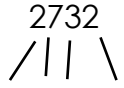

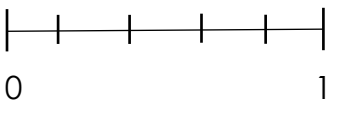
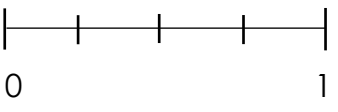

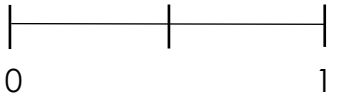
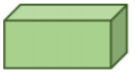



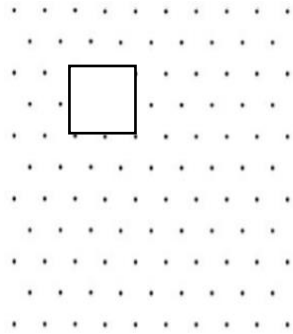
$37 \div 5 = 7 \text{ r}2$
 $20 + 17$
 $15 + 2$
 $20 \div 5 = 4$
 $15 \div 5 = 3$
 $4 + 3 = 7$

$\frac{1}{5}$ of 37 = 7 r2
 $20 + 17$
 $15 + 2$
 $\frac{1}{5}$ of 20 = 4
 $\frac{1}{5}$ of 15 = 3

3) 5×5

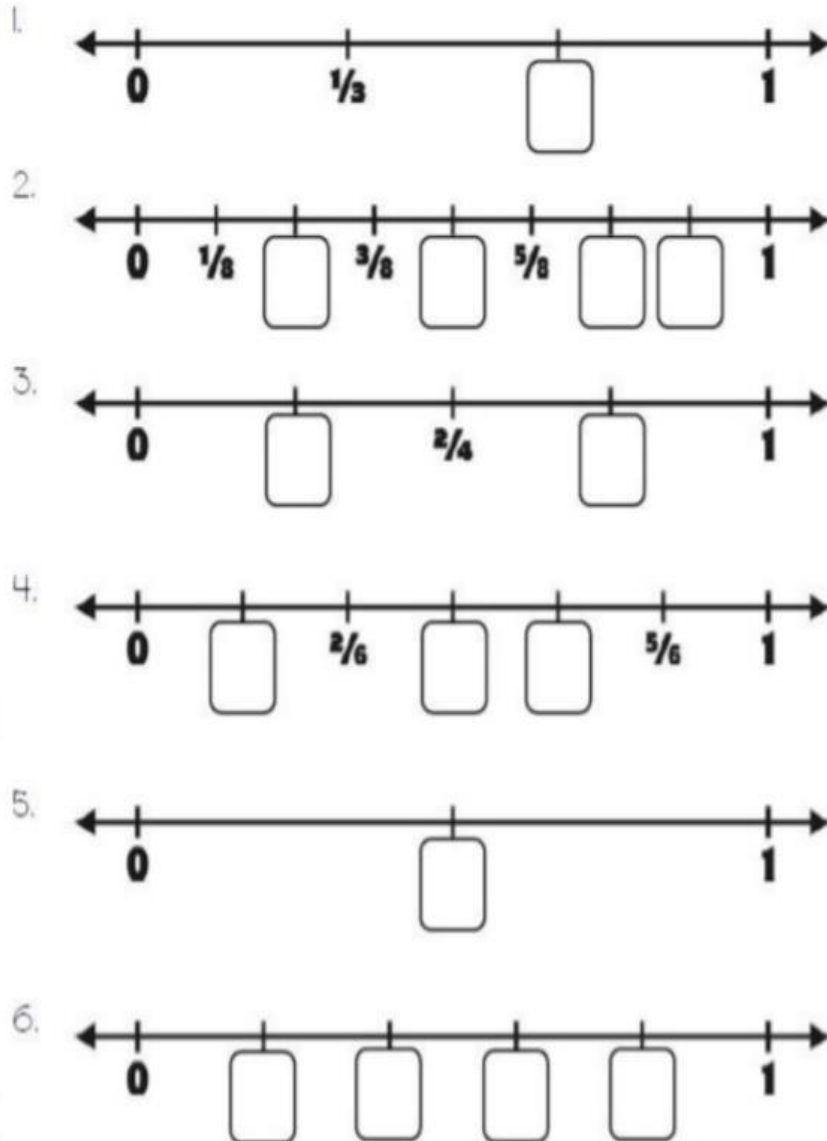
3) $10 \div 5 =$

3) $\frac{1}{5}$ of 10 =

Day 1- Partitioning	Day 2 – Ordering	Day 3 – Fractions and Decimals	Day 4 – 3D Objects	Day 5 - Problem solving
<p>Practise your partitioning skills with the following numbers. Eg.</p> <div style="text-align: center;">  <p>600 + 70 + 8</p> </div> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;">  <p>59</p> </div> <div style="text-align: center;">  <p>419</p> </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;">  <p>73</p> </div> <div style="text-align: center;">  <p>513</p> </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;">  <p>7832</p> </div> <div style="text-align: center;">  <p>12</p> </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;">  <p>2732</p> </div> <div style="text-align: center;">  <p>67</p> </div> </div>	<p>Order these numbers in ascending order (smallest to largest)</p> <p>842, 54, 3497, 76192, 2751.</p> <p>_____</p> <p>98, 438, 7615, 7614, 99</p> <p>_____</p> <p>Order these numbers in descending order (largest to smallest)</p> <p>423, 78954, 2906, 2907, 422.</p> <p>_____</p> <p>895, 95634, 4378, 4377, 894</p> <p>_____</p>	<p>1) Label the number lines. Count how many equal parts one whole has been divided in to.</p> <div style="text-align: center; margin-bottom: 20px;">  </div> <div style="text-align: center; margin-bottom: 20px;">  </div> <div style="text-align: center; margin-bottom: 20px;">  </div> <div style="text-align: center;">  </div> <p>Please continue activities on the next page.</p>	<p>Label the 3D Object.</p> <div style="text-align: center; margin-bottom: 20px;">  </div> <p>Name: Vertices: Faces:</p> <div style="text-align: center; margin-bottom: 20px;">  </div> <p>Name: Vertices: Faces</p> <div style="text-align: center; margin-bottom: 20px;">  </div> <p>Name: Vertices: Faces</p> <div style="text-align: center; margin-bottom: 20px;">  </div> <p>Name: Vertices: Faces:</p> <p>Please continue activities on the next page.</p>	<p>1. What am I? I have:</p> <ul style="list-style-type: none"> - 6 faces - 8 vertices - 12 edges <p>What am I? _____</p> <p>2. Harry's hamster is 6cm long. Sam says his hamster is $\frac{1}{2}$ as long. How long is Sam's hamster?</p> <p>3. Draw a cube.</p> <div style="text-align: center;">  </div>



Fractions on a Number Line

Label the missing fraction on the number line, with the fraction of the whole it represents.



Matching 3-D shapes to real objects

Circle the shape which best matches the real life object in the picture.

		
Cone / Cube / Cylinder	Cone / Sphere / Cylinder	Cylinder / Cone / Cube
		
Cone / Cube / Cylinder	Sphere / Cube / Cylinder	Cone / Sphere / Cylinder
		
Cone / Sphere / Cylinder	Cone / Cube / Cylinder	Sphere / Cone / Cube