

## Year 4 Learning from Home Schedule Week 2, Term 4

<p style="text-align: center;"><b>Monday</b></p> <p style="text-align: center;"><b><u>Reminder: Class Zoom</u></b></p> <p style="text-align: center;"><b><u>11am</u></b></p> <p style="text-align: center;"><b><u>Hip Hop Zoom 12:45pm</u></b></p>	<p style="text-align: center;"><b>Tuesday</b></p>	<p style="text-align: center;"><b>Wednesday</b></p> <p style="text-align: center;"><b><u>Reminder: Zoom 11am</u></b></p>	<p style="text-align: center;"><b>Thursday</b></p> <p>Second viewing of "Bigger, Better, Brighter" on <b>Thursday 14th of October 10:30am</b>  <a href="https://performlivestream.com/">https://performlivestream.com/</a>  <b>Your school password is: fmu5xBI (last letter is a lowercase L)</b></p>	<p style="text-align: center;"><b>Friday</b></p> <p style="text-align: center;"><b><u>Reminder: Fitness Friday</u></b></p> <p style="text-align: center;"><b><u>Zoom 1:30pm</u></b></p>
<p style="text-align: center;"><b><u>Morning Routine</u></b></p> <p><b>Focus:</b> White Water Rafting</p> <p><b>Task 1</b> Watch the video on White Water Rafting: What to Expect. Draw and colour a dinghy in your book.</p> <p><a href="https://www.youtube.com/watch?v=ARotaUPM2U8">https://www.youtube.com/watch?v=ARotaUPM2U8</a></p> <p><b>Task 2</b> Read the information on 'What is White Water Rafting' and the highlight keywords.</p> <p><b>Task 3</b> Using direct speech, indicate what the person in the raft is saying. Remember to use an exclamation mark. You must use different speech tags, and not the word 'said.'</p>	<p style="text-align: center;"><b><u>Morning Routine</u></b></p> <p><b>Focus:</b> White Water Rafting</p> <p><b>Task 1</b> Watch the video: White Water Rafting in Tone River and write down how you would feel if you were in this dinghy.</p> <p><a href="https://www.youtube.com/watch?v=YvDwPcTgM1s">https://www.youtube.com/watch?v=YvDwPcTgM1s</a></p> <p><b>Task 2</b> Read the information on 'What is White Water Rafting' and highlight the key words.</p> <p><b>Task 3</b> Using direct speech, indicate what the person in the raft is saying. Remember to use an exclamation mark. You must use different speech tags, and not the word 'said'.</p>	<p style="text-align: center;"><b><u>Morning Routine</u></b></p> <p><b>Focus:</b> White Water Rafting</p> <p><b>Task 1</b> Read the information on 'Who Can Go White Water Rafting' and highlight the key words.</p> <p><b>Task 2</b> Ask your family members and friends if they would like to go white water rafting with you and make a list.</p> <p><b>Task 3</b> Using direct speech, indicate what the person in the raft is saying. Remember to use an exclamation mark. You must use different speech tags, and not the word 'said'.</p>	<p style="text-align: center;"><b><u>Morning Routine</u></b></p> <p><b>Focus:</b> White Water Rafting</p> <p><b>Task 1</b> Read the information on 'What Equipment is Needed' and highlight the key equipment.</p> <p><b>Task 2</b> Using direct speech, indicate what a person could be saying as they get the equipment ready for their adventure. Remember to use an exclamation mark. You must use different speech tags, and not the word 'said'.</p> <p><b>Task 3</b> In the box, write down if you would need this item to go white water rafting and label the equipment.</p>	<p style="text-align: center;"><b><u>Morning Routine</u></b></p> <p><b>Focus:</b> White Water Rafting</p> <p><b>Task 1</b> Read the information on 'What You Need to Wear' and highlight the key clothing required for white water rafting.</p> <p><b>Task 2</b> Read the information on 'Why People Love White Water Rafting' and in the box below, write down some of your own reasons.</p>

<p style="text-align: center;"><b><u>SOTD</u></b></p> <p><b>Sentence Type:</b> A simple sentence writing a 'the more, the more' sentence.</p> <p>Watch the video on Edmodo 'SOTD - Monday' modelling a simple sentence with 'the more, the more' structure.</p> <p><b>We are learning to write a 'the more, the more' sentence.</b></p> <p>We are successful if we can include:</p> <ul style="list-style-type: none"> <li>✓ Capital letters to start sentences and for proper nouns</li> <li>✓ A comma</li> <li>✓ Past tense</li> <li>✓ End punctuation</li> </ul> <p><b>Modelled Sentence:</b> The more I panicked, the more my heart raced.</p> <p><b>Task 1:</b> Write the sentence below and underline and label the parts of the more, the more sentence using green.</p> <p><b>Task 2:</b> Read the information on onomatopoeia words.</p>	<p style="text-align: center;"><b><u>SOTD</u></b></p> <p><b>Sentence Type:</b> A simple sentence writing a 'the more, the more' sentence.</p> <p>Watch the video on Edmodo 'SOTD - Tuesday' modelling a simple sentence with 'the more, the more' structure.</p> <p><b>We are learning to write a 'the more, the more' sentence.</b></p> <p>We are successful if we can include:</p> <ul style="list-style-type: none"> <li>✓ Capital letters to start sentences and for proper nouns</li> <li>✓ A comma</li> <li>✓ Past tense</li> <li>✓ End punctuation</li> </ul> <p><b>Modelled Sentence:</b> The more I tried to move, the more my feet froze!</p> <p><b>Task 1:</b> Write the sentence below and underline, and label the parts of the more, the more sentence using green.</p> <p><b>Task 2:</b> Read the information on onomatopoeia words.</p>	<p style="text-align: center;"><b><u>SOTD</u></b></p> <p><b>Sentence Type:</b> A simple sentence writing a 'the more, the more' sentence.</p> <p><b>We are learning to write a 'the more, the more' sentence.</b></p> <p>We are successful if we can include:</p> <ul style="list-style-type: none"> <li>✓ Capital letters to start sentences and for proper nouns</li> <li>✓ A comma</li> <li>✓ Past tense</li> <li>✓ End punctuation</li> </ul> <p><b>Modelled Sentence:</b> The more the raft shook, the more my body began to tense.</p> <p><b>Task 1:</b> Write the sentence below and underline, and label the parts of the more, the more sentence using green.</p> <p><b>Task 2:</b> Complete the sentences by matching them to an onomatopoeia word.</p>	<p style="text-align: center;"><b><u>SOTD</u></b></p> <p><b>Sentence Type:</b> A simple sentence writing a 'the more, the more' sentence.</p> <p><b>We are learning to write a 'the more, the more' sentence.</b></p> <p>We are successful if we can include:</p> <ul style="list-style-type: none"> <li>✓ Capital letters to start sentences and for proper nouns</li> <li>✓ A comma</li> <li>✓ Past tense</li> <li>✓ End punctuation</li> </ul> <p><b>Task 1:</b> Match the onomatopoeia words to the thing they are most likely to describe.</p> <p><b>Task 2:</b> In your book, write three the more, the more sentences.</p> <p><b>Task 3:</b> In your book, write four onomatopoeia words to describe white water rafting.</p>	<p style="text-align: center;"><b><u>SOTD</u></b></p> <p><b>Sentence Type:</b> A simple sentence writing a 'the more, the more' sentence.</p> <p><b>Assessment –</b> Independently write a simple sentence using 'the more, the more' structure. Relate your sentences to white water rafting.</p> <p><b>We are learning to write a 'the more, the more' sentence.</b></p> <p>We are successful if we can include:</p> <ul style="list-style-type: none"> <li>✓ Capital letters to start sentences and for proper nouns</li> <li>✓ A comma</li> <li>✓ Past tense</li> <li>✓ End punctuation</li> </ul> <p><b>Task 1: Use the Sentence of the Day (SOTD) slip to help you with writing your sentence.</b></p>
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<p><b><u>Guided Reading</u></b></p> <p><b>Focus: Inferencing</b></p> <p><b>Learning Intention:</b> We are learning about inferencing.</p> <p><b>Success Criteria: We can:</b></p> <ul style="list-style-type: none"> <li>• Make inferences</li> <li>• Use background knowledge</li> </ul> <p><b>Task:</b> Students will read the text 'White Water!' and complete the worksheet.</p>	<p><b><u>Guided Reading</u></b></p> <p><b>Focus: Inferencing</b></p> <p><b>Learning Intention:</b> We are learning about inferencing.</p> <p><b>Success Criteria: We can:</b></p> <ul style="list-style-type: none"> <li>• Make inferences</li> <li>• Use background knowledge</li> </ul> <p><b>Task:</b> Students will read the text and make an inference as to what happens next in the story.</p>	<p><b><u>Guided Reading</u></b></p> <p><b>Focus: Vocabulary</b></p> <p><b>Task:</b> Students will complete the Frayer Model using this week's vocabulary words.</p> <ul style="list-style-type: none"> <li>• current</li> <li>• capsized</li> <li>• chute</li> <li>• rafter</li> <li>• anxious</li> </ul>	<p><b><u>Guided Reading</u></b></p> <p><b>Focus: Independent Reading</b></p> <p><b>Task:</b> Students will read a book on LiteracyPro and complete a quiz.</p>	<p><b><u>Guided Reading</u></b></p> <p><b>Focus: Comprehension</b></p> <p><b>Learning Intention:</b> We are learning about inferencing.</p> <p><b>Success Criteria: We can:</b></p> <ul style="list-style-type: none"> <li>• Make inferences</li> <li>• Use background knowledge</li> </ul> <p><b>Task:</b> Students will read the text 'Whitewater Classification Scale' and then answer the comprehension questions.</p>
<p><b><u>Writing</u></b></p> <p><b>Focus: Show, Don't Tell</b></p> <p>Read through the information in the Learning from Home Pack on 'Show, Don't Tell'.</p> <p><b>Task:</b> Use the Show, Don't Tell Matching Activity to find the emotion that fits with the characters' actions.</p>	<p><b><u>Writing</u></b></p> <p><b>Focus: Direct Speech and Alliteration</b></p> <p>Direct speech is punctuated with inverted commas which are sometimes called speech marks or quotation marks. <i>They are placed around direct speech to show the reader what a person says.</i></p> <p><b>Task one:</b> Complete the 'Comic Strip Speech' and 'Using Said Synonyms in Direct Speech' activities.</p> <p><b>Definition:</b> <b>Alliteration</b> is the repetition of the same phoneme (sound) at the beginning of words in a phrase or sentence.</p> <p><b>Task two:</b> Write <i>three</i> different titles (about extreme sports) using alliteration.</p>	<p><b><u>Writing</u></b></p> <p><b>Focus: Title and Opening</b></p> <p><b><u>Watch the video on Edmodo looking at annotating the title and opening.</u></b></p> <p><b>Task:</b> Use the symbols of the block planner to <b>annotate</b> the title and opening paragraph.</p> <p><b>Task:</b> write five examples of 'the more, the more sentence.' For example, the more upset she was, the more her tears flowed.</p>	<p><b><u>Writing</u></b></p> <p><b>Focus: Title and Opening</b></p> <p><b><u>Watch the video on Edmodo modelling the title and opening.</u></b></p> <p><b>Task:</b> Use the <b>blanks</b> to help you create a <i>title</i> and <i>opening</i> for your adventure tale.</p>	<p><b><u>Writing</u></b></p> <p><b>Focus: Title and Opening</b></p> <p><b>Task:</b> Draw the symbols of the title and opening paragraph. <b>Plan and write a title and opening paragraph for your adventure tale.</b> Remember to include:</p> <ul style="list-style-type: none"> <li>✓ <b>Title</b> including the name of the adventure using alliteration</li> <li>✓ <b>Opening</b> beginning with onomatopoeia, repeated speech, a rhetorical question and a description of the setting using your senses, and show, don't tell.</li> </ul>

<p align="center"><b><u>Mathematics</u></b></p> <p><b>Math Mentals- Day 1</b></p> <p><b>Revision-</b> Addition and subtraction: bridging to 10, 20, 100, 1000, 10000.</p> <p align="center"><b>Collecting and constructing data</b></p>	<p align="center"><b><u>Mathematics</u></b></p> <p><b>Math Mentals- Day 2</b></p> <p><b>Revision-</b> Addition and subtraction: bridging to 10, 20, 100, 1000, 10000.</p> <p align="center"><b>Collecting and constructing data</b></p>	<p align="center"><b><u>Mathematics</u></b></p> <p><b>Math Mentals- Day 3</b></p> <p><b>Revision-</b> Addition and subtraction: bridging to 10, 20, 100, 1000, 10000.</p> <p align="center"><b>Measure mass using scales in grams and kilograms</b></p>	<p align="center"><b><u>Mathematics</u></b></p> <p><b>Math Mentals- Day 4</b></p> <p><b>Revision-</b> Addition and subtraction: bridging to 10, 20, 100, 1000, 10000.</p> <p align="center"><b>Time using 'am' and 'pm'</b></p>	<p align="center"><b><u>Maths</u></b></p> <p><b>Math Mentals- Day 5</b></p> <p><b>Revision-</b> Addition and subtraction: bridging to 10, 20, 100, 1000, 10000.</p> <p align="center"><b>Multiplication and Division</b></p> <p align="center"><b><u>Watch the Video on Edmodo for your level.</u></b></p>
<p align="center"><b><u>PDHPE</u></b></p> <p align="center"><b>Focus: Fitness Hip Hop</b></p> <p>Students access the Fitness session via <b>Zoom at 12:45</b></p> <p><b><a href="https://us06web.zoom.us/j/86908836259?pwd=M2NXMnNhQ2lITUVqd00zUm92cEtJQT09">https://us06web.zoom.us/j/86908836259?pwd=M2NXMnNhQ2lITUVqd00zUm92cEtJQT09</a></b></p> <p><b>Meeting ID:</b> 869 0883 6259 <b>Passcode:</b> 228368</p>	<p align="center"><b><u>PDHPE</u></b></p> <p align="center"><b>Focus: Empathy</b></p> <p><b>LI:</b> To understand that our behaviours impact how others feel.</p> <p><b>SC:</b> I can describe behaviours that show empathy and respect for others.</p> <p><b>Task:</b> Read the slide about empathy before completing the activity. Give examples of how you can show empathy in different environments.</p>	<p align="center"><b><u>PDHPE</u></b></p> <p align="center"><b>Focus: Wellbeing</b></p> <p>Before completing the <b>'Wellbeing Wednesday'</b> activities, remember to check in with yourself today.</p> <p><b>Task:</b> Complete the <b>'Colourful Breathing'</b> activity.</p>	<p align="center"><b><u>PDHPE</u></b></p> <p align="center"><b>Focus: Empathy</b></p> <p><b>Task:</b> Complete the 'Empathy' worksheet.</p>	<p align="center"><b><u>PDHPE</u></b></p> <p align="center"><b>Focus: Fitness</b></p> <p align="center"><b>Fitness Fridays</b></p> <p>Students access the Fitness session via <b>Zoom 1:30 – 2:00</b></p> <p><b><a href="https://us06web.zoom.us/j/85329582592?pwd=djJaUjMyZWVhaG54R08yYUJDdGdmZ09">https://us06web.zoom.us/j/85329582592?pwd=djJaUjMyZWVhaG54R08yYUJDdGdmZ09</a></b></p> <p><b>Meeting ID:</b> 853 2958 2592 <b>Passcode:</b> 582814</p>



## Other Key Learning Areas

### Handwriting

**Focus: We are revising our cursive writing.**

Complete the Week 2 Handwriting Activity. Copy the text onto the handwriting paper.

### HSIE

**Focus:** How can farming be sustainable?

WALT develop an understanding of 'sustainability.' I am successful if I can:

- ✓ Define sustainability
- ✓ Identify ways in which we can live more sustainably in different environments
- ✓ Understand and explain how farming can be sustainable
- Watch the video about **sustainable cocoa farming**.  
<https://www.inquisitive.com/video/72-sustainable-cocoa-farming-nestle> Draw and label the steps for farming cocoa.
- Visit the website and watch the video or scroll down the page to learn about **Nestle Cocoa Plan**.  
<https://www.nestlecocoaplan.com/> Write down three things the plan is doing to help farmers be more sustainable.
- Watch 'Our Land' video  
<https://www.inquisitive.com/video/399-our-land> Write down the farmer's holistic goal and method to achieve their goal.
- Visit the '**Seasonal Food Guide**' website and scroll through it.  
<http://seasonalfoodguide.com/australia-general-seasonal-fresh-produce-guide-fruits-vegetables-in-season-availability.html> Label the images below with the reasons why eating seasonal food is good for the environment and for people.

### Science

**Focus:** Plants in Action

**Learning Intention:** We are learning about the life cycle of flowering plants.

**Watch the video about the Plant Life Cycle**

<https://www.youtube.com/watch?v=AcSgaUBwln4>

Read the '**Flowering Plant Life Cycle**' diagram.

Create your own plant life cycle using the precise vocabulary words: **roots, leaves, flowering, seed dispersal and germination.**

**Extension** – watch a time lapse video of plants beginning to flower.

<https://www.inquisitive.com/video/1488-flowering-plants>

Online quiz about plant reproduction. Scroll through the website

<https://www.bbc.co.uk/bitesize/topics/zxfrwmn/articles/z7jk8xs>

### CAPA- Social, Emotional, and Family Activities

**Focus:** Duration

Define the 4 elements of duration:

**1. Beat-**

**2. Rhythm-**

**3. Metre-**

**4. Tempo-**

Rhythm video: Watch the following video:

<https://www.youtube.com/watch?v=KUtEg8Qxuxk>

Work on your own composition and write the notation on a piece of paper.

Record your composition and upload on Edmodo.

**Monday**

Direct speech is **a sentence where the exact words that are spoken are written in speech marks, quotation marks. It tells the reader what someone has said.** There should be a full stop, question mark, or exclamation mark at the end of a piece of speech. This is placed inside the closing inverted commas.

**For example, "I am having so much fun!" screamed Sally.**

**Each day, using direct speech, indicate what the people in the photos on the following pages are saying.**

**You must use different speech tags, and not the word 'said'.**

Use these words instead of said:



<div>  <h2>Said is dead</h2> <p>...but <i>how</i> did they say it?</p>  </div>			
<u>Normally?</u>	<u>Happily?</u>	<u>Full of worry?</u>	<u>Bossily?</u>
stated	rejoiced	quaked	commanded
spoke	laughed	trembled	ordered
remarked	joked	stammered	dictated
reported	giggled	stuttered	insisted
added	sang	gulped	
<u>As a question?</u>		<u>Angrily?</u>	<u>Sadly?</u>
asked	cheered	demanded	cried
inquired	smirked	hissed	sobbed
requested	marveled	fumed	groaned
begged	chimed	thundered	bawled
<u>As an answer?</u>	<u>Loudly?</u>		whined
answered	shouted	snapped	<u>Quietly?</u>
replied	belted	sneered	mumbled
responded	yelled	barked	muttered
acknowledged	screamed	ranted	whispered
explained	exclaimed	grunted	<u>Silently?</u>
	boomed	roared	thought
	called	bellowed	wondered
			pondered

## What is white water rafting?

- Rafting is a **white-water sports activity** that has grown in popularity.
- While in the beginning, rafts were made of wood, the boats used today come in the form of a **rubber dinghy** and are used to traverse along white-water rivers and other bodies of water.
- Depending on the course of the river, white water **rapids** of varying degrees of difficulty are mastered along the way.
- Rafts are made of several layers of robust rubber to allow them to encounter stones and rocks without breaking. The size of the boats varies between 3 and 6 m, and, dependent on their length, they are suited for different group sizes. Typically, boats can hold between **2 and 20 people**.





# Onomatopoeia

## WHAT IS ONOMATOPOEIA?

Onomatopoeia: Words whose sound suggests its meaning.

### Onomatopoeia Examples:

The bees buzzed by flying back to their hive.

Click the button to take the picture.

The pig squealed when it saw the dog coming.



## onomatopoeia



Onomatopoeia: Words whose sound suggests its meaning.

Bam	Crash	Slap
Beep	Fizz	Snap
Boom	Gobble	Snort
Chomp	Honk	Splash
Chug	Pop	Squeak
Click	Quack	Squirt
Crack	Ring	Tick-Tock
Crackle	Roar	Whoosh

Monday

## Simple Sentence



subject

predicate  
(contains the verb + extra information)

?  
.  
!

**We are learning to write a ‘the more, the more’ sentence.**

We are successful if we can include:

- ✓ Capital letters to start sentences and for proper nouns
- ✓ A comma
- ✓ Past tense
- ✓ End punctuation

Modelled: The more I panicked, the more my heart raced.

Write the sentence below and underline, and label the parts of the more, the more sentence using green.

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## Monday

LI: we are learning to make an inference about a character's feelings.

SC

- ✓ Define making inferences in my own words
- ✓ Understand character traits through inferencing
- ✓ Activate my background knowledge

Comprehension Keys

- Inferencing
- Background Knowledge



Comprehension Keys



## Monday

**Read the following text and complete the activity on the next page.**

Todd had warned the team: Swimming is not an option. Normally, when a kayaker gets knocked out of his kayak, he swims. But on this river, that would be unwise. The current was too strong, and the rapids came one right after another, without a break. If anyone got knocked out of their boat, swimming would be hard. And Todd worried they'd be swept away before their teammates could help them.

Now, as Todd feverishly paddled, he saw a huge wave flip one of his teammates upside down. Kayakers are used to flipping. Todd knew his teammate would be skilled enough to flip himself upright without coming out of his kayak. Seconds passed before his teammate rolled up to the surface and started paddling again.

As the kayakers hurdled down the river, the river continued to change. At points, it was as wide as a football field. In other places, it narrowed. Lines of white quartz in the dark rock flashed by the kayakers like lightning.

Using clues found in the text and your background knowledge, make inferences to determine the type of person who would go white water rafting.

Inference  $TC + BK = I$

Text Clues	Background Knowledge	Inference



# Show, Don't Tell

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## Show, Don't Tell

**Instructions:** Match the emotion subheading cards with the character action cards. There are two character action cards that match each emotion subheading card.

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### Tired



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### Shocked



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### Cold



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### Nervous



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### Happy



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### Excited



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**Angry**



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**Embarrassed**



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**Hot**



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**Shy**



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**Afraid**



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**Sad**



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Hugh grinned from ear to ear and began to giggle as he bounced joyfully into the yard.

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Bella stomped out of the room with her lips tightly pursed together and her hands sternly placed on her hips.

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Tears began to flow down Alina's cheeks as she dropped to her knees in disbelief.

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Lucy started to shiver. She rubbed her hands together to keep warm.

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The next day, everyone commented on the redness of Hamish's eyes. His eyelids felt like they weighed a ton, but he knew it was all worth it to protect his family during the night.

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My stomach felt as though there were a whole kaleidoscope of butterflies fluttering around.

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Blood quickly flushed my face. I tried not to make eye contact as I made a quick escape.

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Even though the final half had just taken all their energy, Vincenzo and his team began giving each other high-fives and jumping up and down hysterically.

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Noah's face began to turn red and sweat started dripping from his forehead, but he was determined to keep going.

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Hayden tried to ignore his dry mouth, cracked lips and sweaty palms as he searched for water.

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Connor's tummy started to churn, and he was beginning to break out into a cold sweat.

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I could feel my heart racing faster than a jet plane, but my feet were frozen still as though they were caught in a snowstorm.

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Thenuka's eyes lit up as a huge smile appeared on his face.

twinkl.com

My cheeks began to feel warmer. I wondered if they looked as red to everyone else as they felt to me.

twinkl.com

As Hiwan waited for her turn she felt a lump begin to form in her throat. She couldn't stop fidgeting with her thumbs.

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Diego fought with every fibre in his body to keep his eyes from closing but the yawns just kept coming.

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Luna shivered frantically as goosebumps began to form on her arms. With every breath, a white cloud of air appeared.

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Alex blushed and looked down to the ground.

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Sophie's face turned bright red and she started to clench her fists.

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Emily suddenly jumped backwards and gasped for air as she felt something crawl up her leg.

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The little girl wept uncontrollably into her hands as her mother hugged her.

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Josef sprinted towards his dad with his mouth wide open. He jumped straight into his dad's arms with a huge grin.

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Tiana's jaw dropped to the ground and her eyes began to widen as her Mum walked through the door with an unexpected present.

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When Anna did say something, she spoke with a soft voice, avoided eye contact and often hid her face behind her hands.

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twinkl.com

twinkl.com

twinkl.com

## Day 1

- 1  $240 + 80$
- 2  $\$527 + \$36$
- 3  $458 + 8$
- 4  $290 + 74$
- 5  $\$482 + \$25$
- 6  $360 + 90$
- 7  $50 + 780$
- 8  $494 + 48$
- 9  $\$196 + \$79$

- 10 What is the total length of 2 pieces of timber, 360 cm and 95 cm long?

- 11 Write the numeral shown on this number expander.



- 12 Round to 10 to estimate  $94 - 23$ .

(estimate)

- 13  $? - 6 = 8$   $\rightarrow 8 + \text{ } = \text{ }$

- 14  $3 \times 3 = \text{ }$   $8 \times 3 = \text{ }$   $10 \times 3 = \text{ }$

- 15 What is the total cost for 2 adults to climb the Sydney Harbour Bridge at \$198 per person?

- 16 Which coin is needed to make this 80c?



- 17 1 metre =  centimetres

- 18 Write quarter to four in digital form.  :

- 19 Write in order from longest to shortest.  
1 day 12 hours 25 hours

- 20 Use dotted lines to mark all the reflection lines on this shape.



Revision

## Day 2

- 1  $100 \text{ m} - 45 \text{ m}$
- 2  $\$450 - \$85$
- 3  $280 - 52$
- 4  $90 \text{ min} - 55 \text{ min}$
- 5  $500 - 35$
- 6  $\$100 - \$29$
- 7  $650 - 75$
- 8  $470 - 46$
- 9  $500 - 220$

- 10 Dee got \$63 change from a \$100 note. How much did she spend?

- 11 Write the numeral shown on this number expander.



- 12 Round to 10 to estimate  $87 - 28$ .

(estimate)

- 13  $? - 9 = 11$   $\rightarrow \text{ } + \text{ } = \text{ }$

- 14  $7 \times 3 = \text{ }$   $9 \times 3 = \text{ }$   $2 \times 3 = \text{ }$

- 15 What is the total cost for 2 adults to climb the Story Bridge in Brisbane at \$99 per person?

- 16 Which coin is needed to make this \$4?



- 17 10 millimetres =  centimetre

- 18 Write 5 to 1 in digital form.  :

- 19 Write in order from longest to shortest.  
 $\frac{1}{4} \text{ h}$  20 min 30 s

- 20 Use dotted lines to mark all the reflection lines on this shape.



Revision

Collecting and Constructing Data

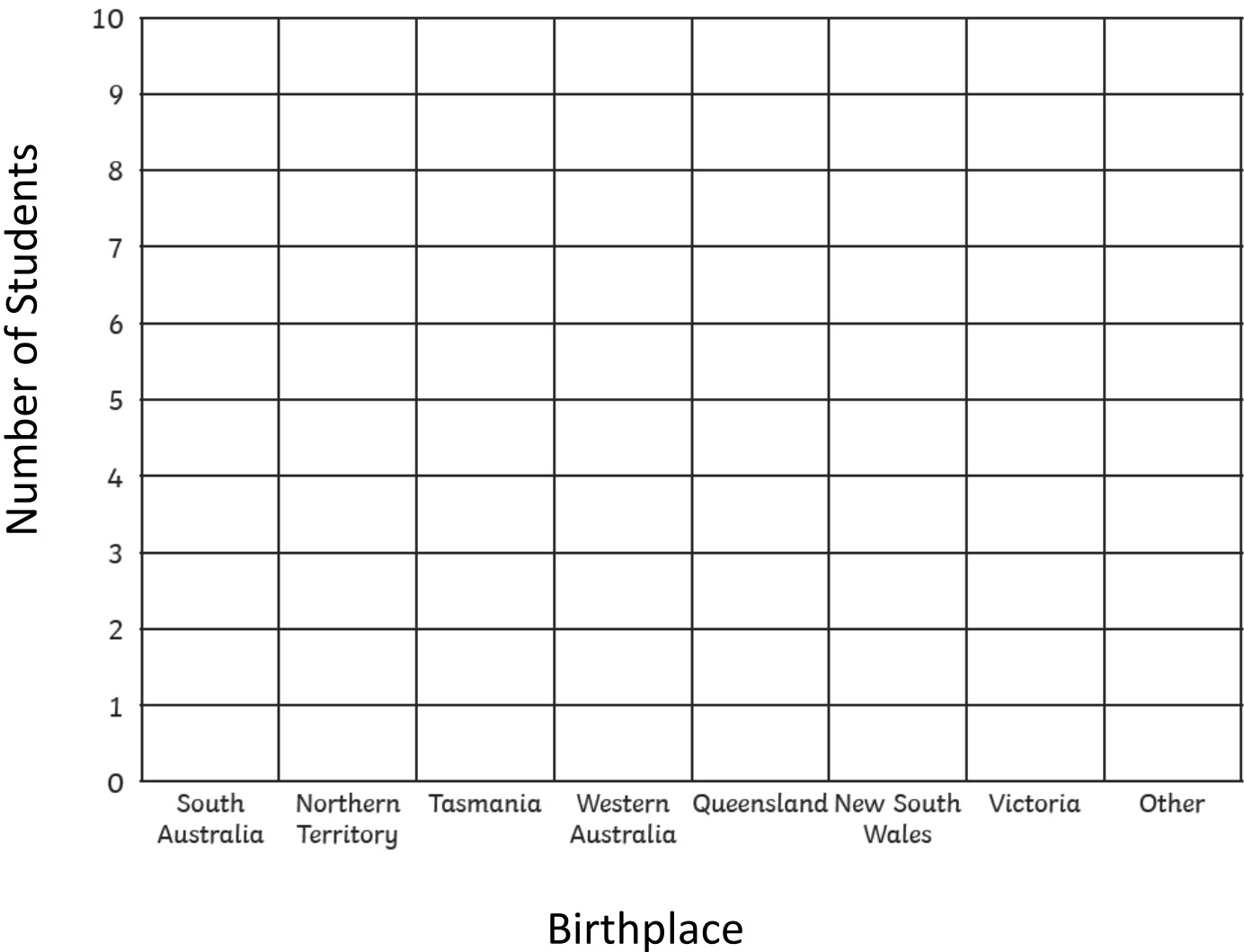
Australian Birthplace Data Investigation

A class of school students completed a survey to see where everyone was born. Complete the tally chart and bar graph, then answer the questions.

Tally Results:

Birth Place	South Australia	Northern Territory	Tasmania	Western Australia	Queensland	New South Wales	Victoria	Other
Tally	+++							
Total		1		0	3		9	

Australian Birthplace





## Questions:

Where were the majority of students born?

---

How many people were born there?

---

Which state/territory has the smallest number of people born there?

---

How many people were born there?

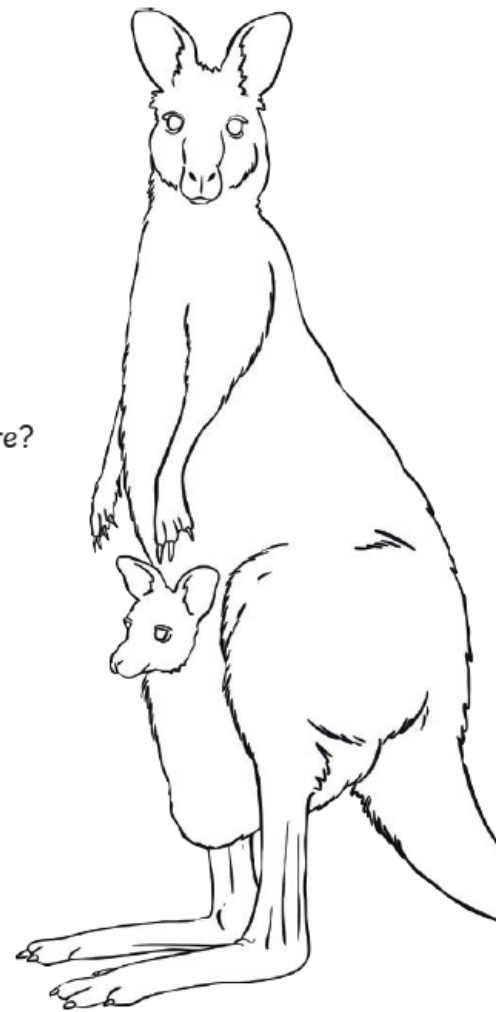
---

How many people were surveyed?

---

Which state do you think this survey was completed in? Why?

---



Use the data to write 2 questions of your own.

1. \_\_\_\_\_

2. \_\_\_\_\_



# Week 2

## Lesson 1: Revision of cursive writing

DATE: Monday 11<sup>th</sup> October, 2021

Learning Intention: We are revising our cursive writing.

The deep ocean is a cold, dark place.

The animals living there have adapted to these conditions.

Some of these animals emit light from their bodies to lure prey or scare predators.





## What is white water rafting?

- The participants of the white- water rafting tour steer the boat using **single-bladed paddles**, while **experienced and certified rafting guides** accompany them and offer support where needed.
- Rafting is indeed a sociable outdoor activity that combines **fun, action and sports** all in one, with the bonus of it taking place in striking natural landscapes. Roaring white-water rivers, picturesque mountain panoramas and thrilling rapids turn every rafting tour into a true adventure.



# Onomatopoeia

## Why Use It?

Using onomatopoeia can add meaning or dramatic effect to your writing. For example, think about the different image you get in your head for the following sentences:

The car hit the wall with a **bump**.

The car hit the wall with a **crunch**.

The car hit the wall with a **bang**.

The car hit the wall with a **whack**.

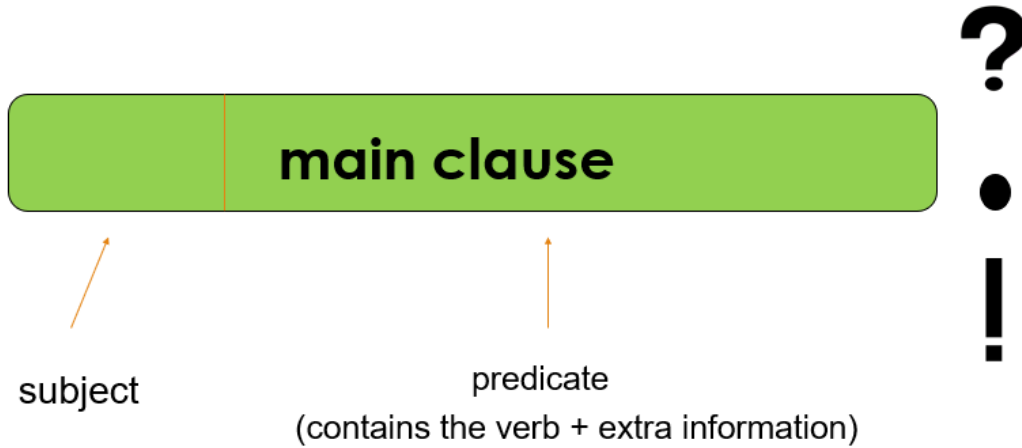
The same action happens every time but the use of onomatopoeia makes some sentences sound like the crash was more severe. You can almost hear the sound made by the car in each example.

## Common Onomatopoeia

Onomatopoeic words are often seen when they are describing the noises made by:



## Simple Sentence



**We are learning to write a ‘the more, the more’ sentence.**

We are successful if we can include:

- ✓ Capital letters to start sentences and for proper nouns
- ✓ A comma
- ✓ Past tense
- ✓ End punctuation

Modelled: The more I tried to move, the more my feet froze!

Write the sentence below and underline, and label the parts of the more, the more sentence using green.

---

---



## TUESDAY

Read the following text and continue the story below.

The raft teetered over the opening to the chute, and then plummeted down. All Robyn and Sunshine could do was hold on. The boat sped through the rapid and collided with a huge boulder. The impact was so strong, Robyn thought the boat had flipped over. It hadn't, but that hardly mattered. What mattered was that the raft hit with such force that it pushed Robyn and Sunshine out.

Use information from the text and your inferencing skills to write the next part of the story.

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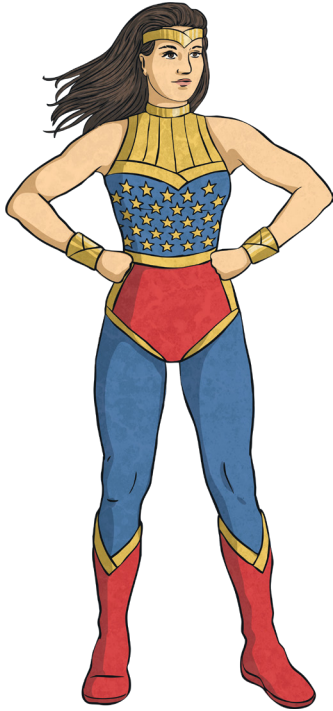
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---

# Comic Strip Speech

## Using Inverted Commas to Show Direct Speech

Look at the comic strip speech bubbles below. Change each speech bubble into a speech sentence with inverted commas. The first has been done for you.



**Hold on tight! I'll save you!**

The superhero flew through the air and shouted,  
"Hold on tight! I'll save you!"

**Hold on tight! I'll save you!  
I will protect the castle  
from the dragon!**




---

---

---

---

**I wonder how I solve this problem.**



---

---

---

---

**Take out your books and write the date please.**



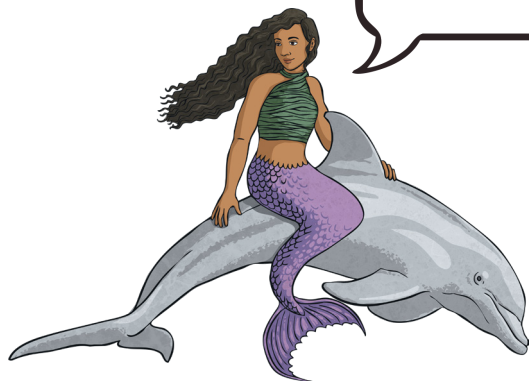
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**I wonder what treasures I'll find in the sunken ship?**



---

---

---

---

# RIP

## 'said' is dead

complained

exclaimed

called

screamed

squealed

laughed

spoke

observed

answered

hollered

asked

thought

howled

yelled

expressed

cried

told

instructed

wailed

sighed

peeped

grinned

shouted

squawked

whispered

replied



# Said is Dead

## Using 'Said' Synonyms in Direct Speech

Use the 'said is dead' gravestone on the following page to help you improve the following sentences. The first has been done for you.

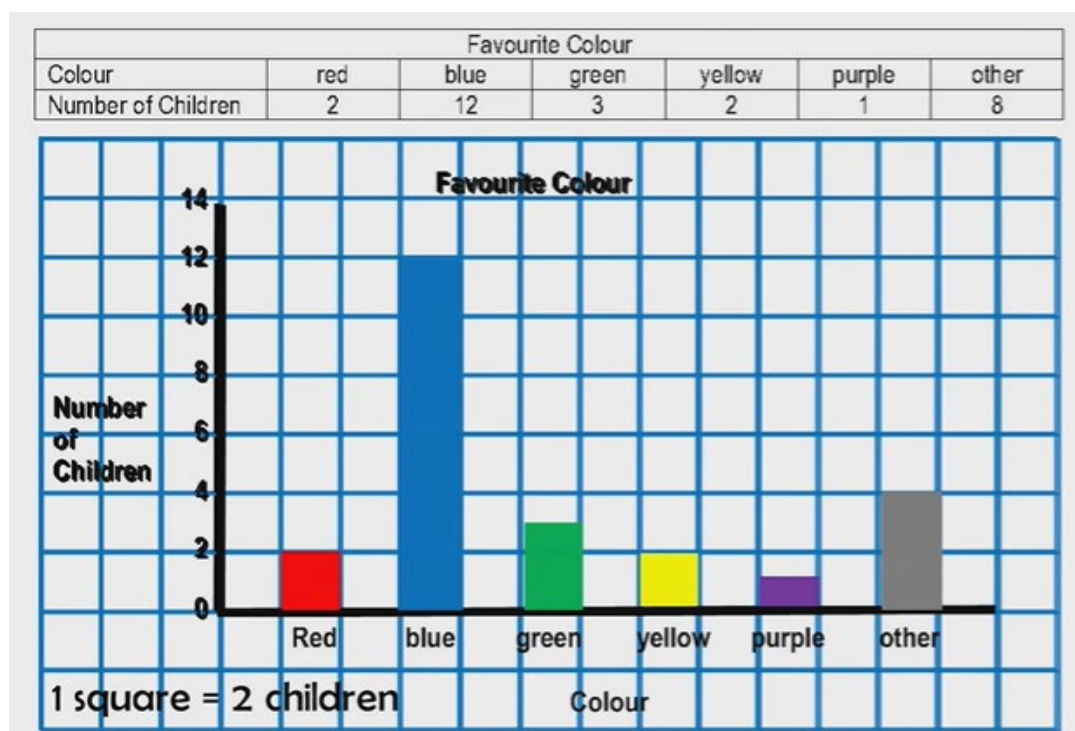
1. "What a terrible day!" said Michael.  
"What a terrible day!" exclaimed Michael.
2. "Can we go to Disney World?" the children excitedly said.  
\_\_\_\_\_
3. The teacher said, "Use your best handwriting."  
\_\_\_\_\_
4. The instructor said, "First place your harness over your shoulder like this."  
\_\_\_\_\_
5. "I wonder what's on at the cinema?" Lucy said.  
\_\_\_\_\_
6. "GET OUT!" said a ghostly voice.  
\_\_\_\_\_
7. After being woken up, Jordan stretched and said, "I'm... I'm... still tired!"  
\_\_\_\_\_
8. "A tiger!" said the little girl in shock whilst at the zoo.  
\_\_\_\_\_

Challenge: Well done for replacing said with a said synonym in each sentence. Now write two of your own speech sentences using the 'said is dead' sheet.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

## Collecting and Constructing Data

This is an example of collecting data and representing it on a column graph.



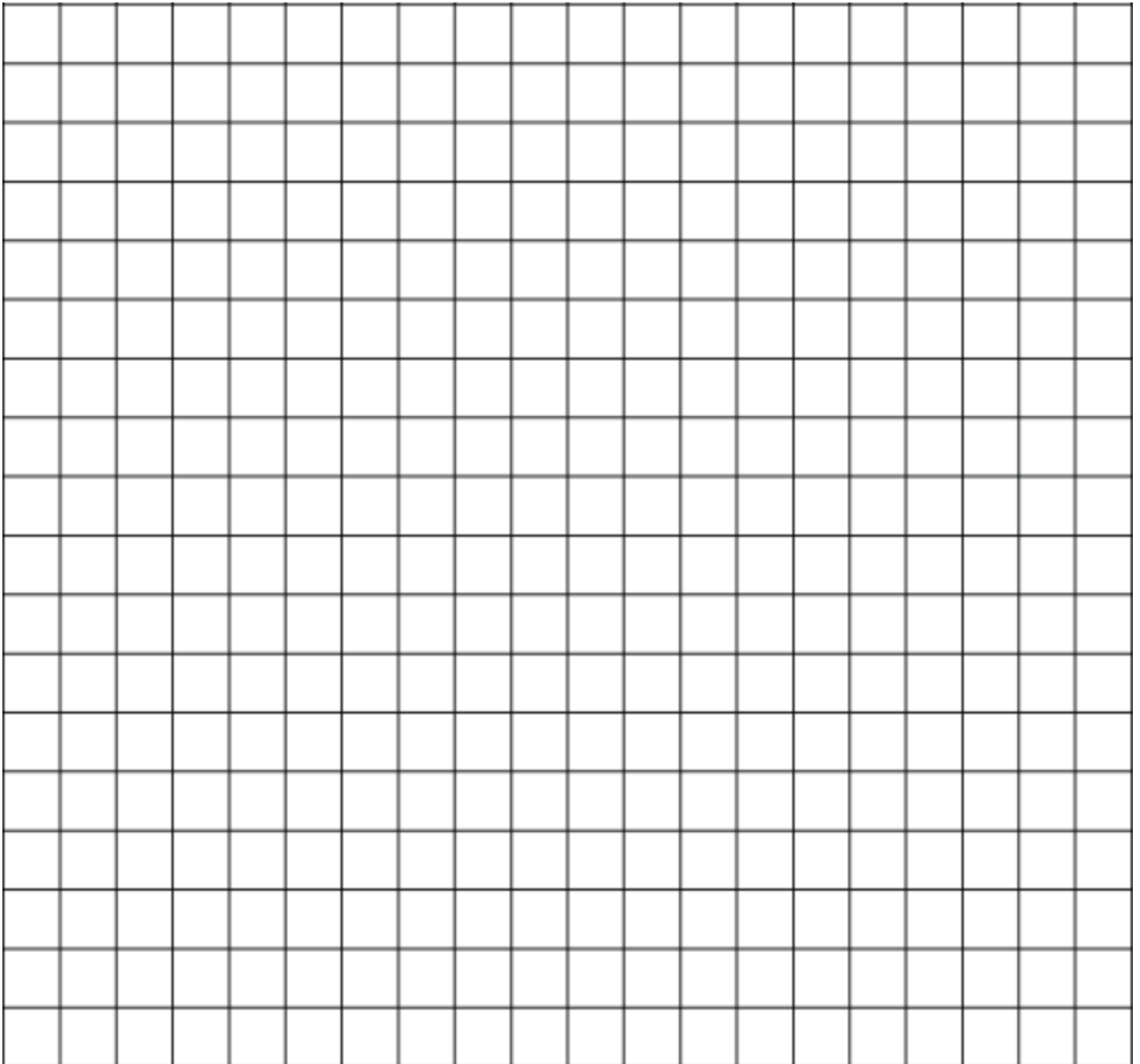
Today you will be surveying members in your family to collect data. Use the table below to record your data using tally marks.

Favourite Colour						
Colour	red	blue	green	yellow	purple	other
Number of people						
Total						

## ***It's time to record your data in a column graph!***

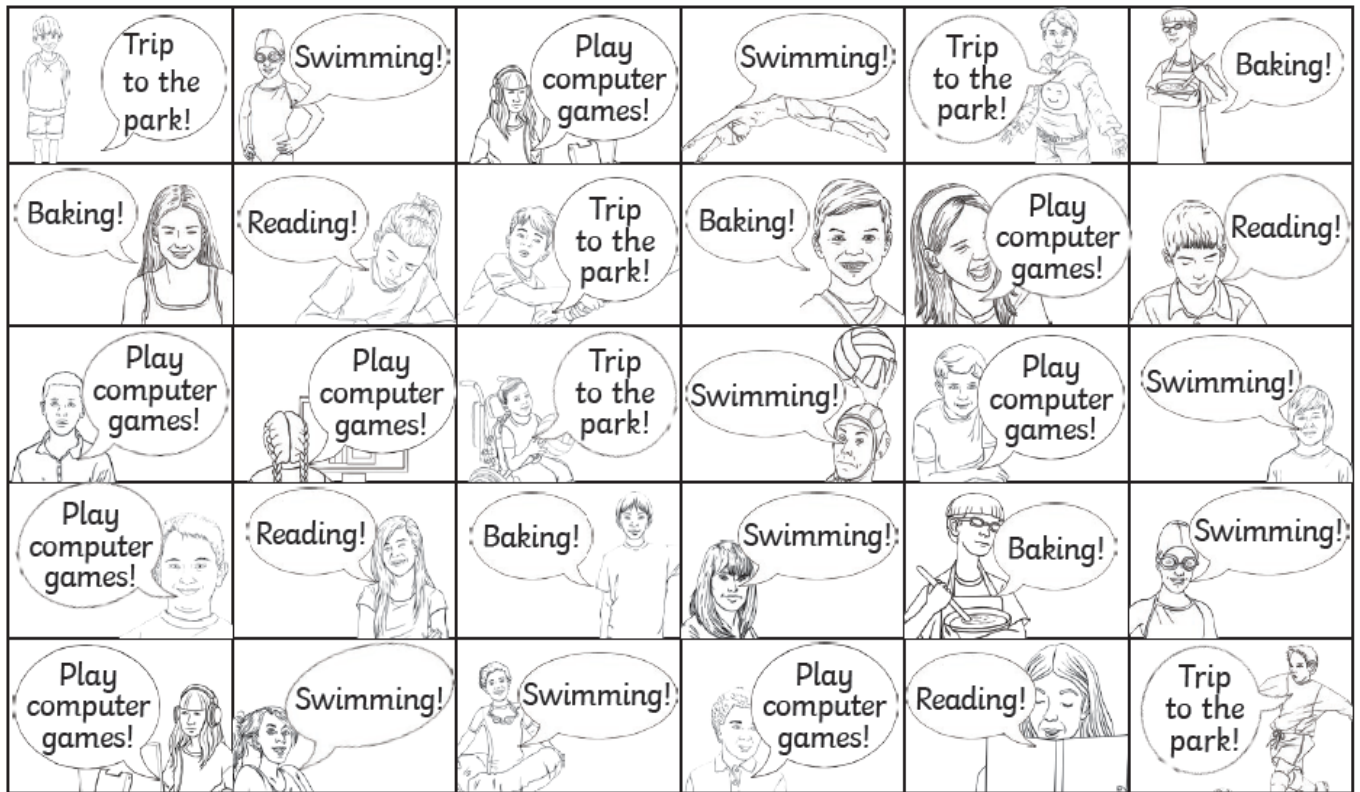
Tick the boxes below to ensure you have added all the components to your column graph.

- ☐ Add a title for your column graph
- ☐ Decide on how many squares represents 1 response  
(for example 1 response= 2 squares)
- ☐ Label the vertical axis 'Number of people'
- ☐ Label the horizontal axis 'Colour'



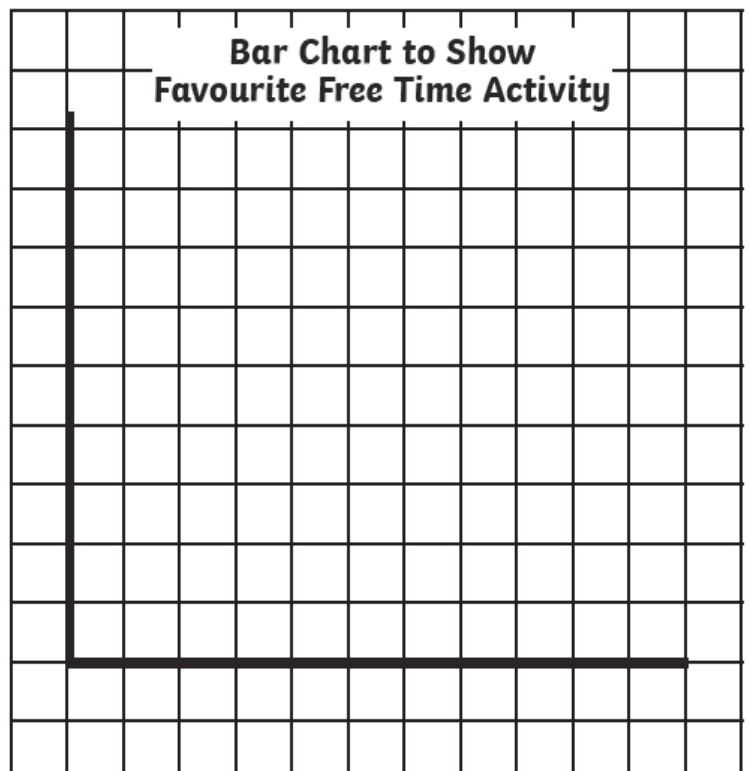
# Collecting and Presenting Data

30 children were asked to choose what their favourite activity for a free afternoon at home would be. Here are their answers.



1. Fill in the tally chart and then calculate the total of each response.
2. Draw a bar chart to present your data.

Activity	Tally	Total
Swimming		
Trip to the park		
Play computer games		
Baking		
Reading		



## Lesson 2

---

LI: To understand our behaviours impact how others feel

SC: I can describe behaviours that show empathy and respect for others



## What is empathy

---

**Empathy** is the ability to understand another person's condition from their perspective. We often hear about “putting ourselves in their shoes.” It is a key element of emotional intelligence, and a skill that helps us build and maintain relationships.

**Empathy** is the base of tolerance and compassion and kindness



# Showing Empathy

Showing empathy can look different for different people. Can you think of at least two different ways you could show empathy in the following situations?

**Showing empathy to a sibling.**

**Showing empathy to a friend at school.**



**Showing empathy to someone hurt at sports training.**

**Showing empathy to someone in need.**



If you were in need of a kind word or a helpful hand,  
how would you like someone to show empathy to you?

---

---

---

---

## How can farming be sustainable?

Sustainable agriculture is the growing of food, plants or animal products using farming methods that protect the local environment. Two of the main aims of sustainable farming are protecting the environment and supporting the people so that farming can continue to be done for ever.

- 1 Watch the video about sustainable cocoa farming.

- 2 Draw and label the steps for farming cocoa.


- 3 Go to the website and watch the video or scroll down the page to learn about the Nestle Cocoa Plan. What are three things the plan is doing to help local farmers be more sustainable?


- 4 Watch the video: Our land.

- 5 What did farmer Norm Smith say their holistic goal was?


- 6 Record some of the things they are doing to achieve this goal.


- 7 Watch the video again and play geography bingo. Cross off each of the geographical words when you hear them.

slopes	tablelands	mixed farming
grazier	farm	holistic
manage	native	grasses
rainfall	landscape	creek
slate rock	animals	diversity

- 8 Find and record a definition for perennial.


- 9 Why might perennial plants be good for Glenwood and other farms?


- 10 Some of the regenerated plants and grasses growing at Glenwood are Kangaroo Grass, Native Millet, Tussock Grass and Purple wiregrass. Research what these look like and sketch a picture of a paddock at Glenwood with these grasses growing.

--

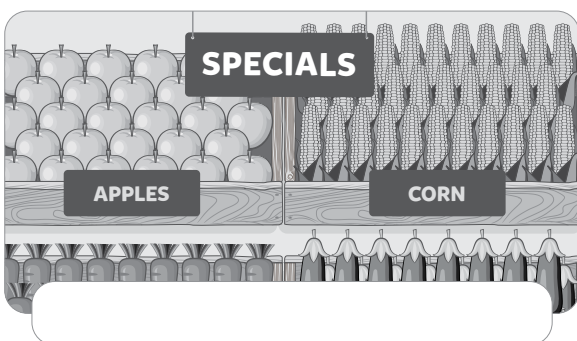


Eating food when it's in season is good for the environment and more nutritious. When people eat food that's in season, farmers can use more sustainable methods when they grow it.

11

Label the images below with the reasons why eating seasonal food is good for the environment and for people.

Plenty available. Less chemicals are needed. Cheaper. No long-distance transport. Less refrigeration. Sun ripened tastes better. More nutritious.





**Wednesday**

## Who can go White Water Rafting?

- Those who are seeking a white-water rafting adventure **by themselves or in pairs** will also find the right offer with most providers. Beside offers for entire groups, most rafting centers typically offer **open tours** as well, which, depending on the size of the boat, different numbers of people can take part in. Most white-water rafting tours start with a **minimum of 4 participants**.



- Rafting is a **perfect group activity** – the longest rafts can hold up to 20 people, making it easy for large groups of friends to plunge into their white-water rafting adventure together. One of the things that makes white water rafting so much fun is the fact that it really requires people to **work together**. As such, the sport has, over the years, become a popular choice for **team building events for pupils and for work colleagues**. The challenge of white water rafting really binds people together, allowing them to make unique and unforgettable memories of their drills through wild rapids together.



**Wednesday**

Ask your family members and friends if they would like to go white water rafting with you and make a list below.

Remember you can only have a maximum of 20 people in one dinghy.



## Onomatopoeia Matching

Complete the sentences by matching them to an onomatopoeic word. How many different words would make sense? How do the different words change the impact and meaning of the sentence?

Wednesday

I hit the floor with a

\_\_\_\_\_.

bubble

The plate landed with a

\_\_\_\_\_.

groan

The window broke with a  
great \_\_\_\_\_.

clatter

She heard the children

\_\_\_\_\_.

smash

The waves \_\_\_\_\_  
on the shore.

flutter

The leaves \_\_\_\_\_ with  
a breeze.

swish

The loud animals

\_\_\_\_\_.

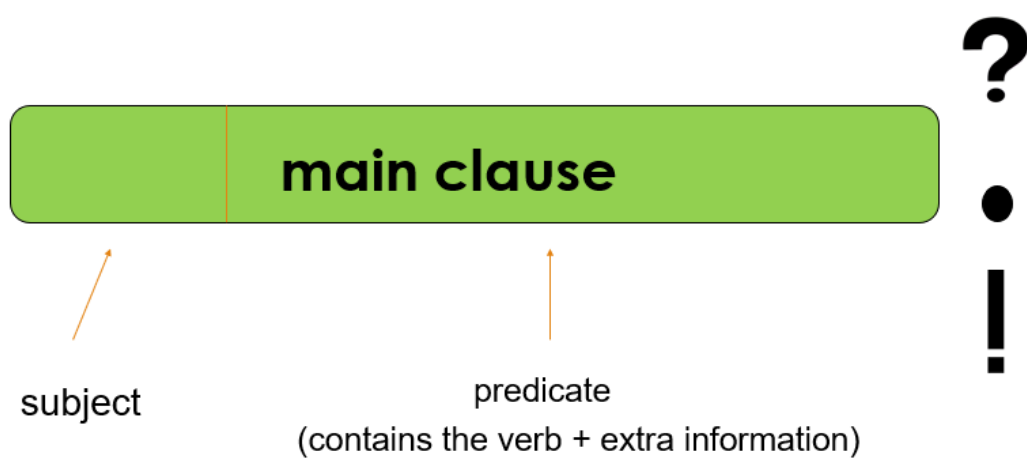
clink

We heard the cauldron

\_\_\_\_\_.

roar

# Simple Sentence



**We are learning to write a 'the more, the more' sentence.**

We are successful if we can include:

- ✓ Capital letters to start sentences and for proper nouns
- ✓ A comma
- ✓ Past tense
- ✓ End punctuation

Modelled: The more the raft shook, the more my body began to tense.

Write the sentence below and underline, and label the parts of the more, the more sentence using green.

---

---

WEDNESDAY

**Complete the Frayer Model using the following words.**

- current
- capsize
- chute
- rafter
- anxious

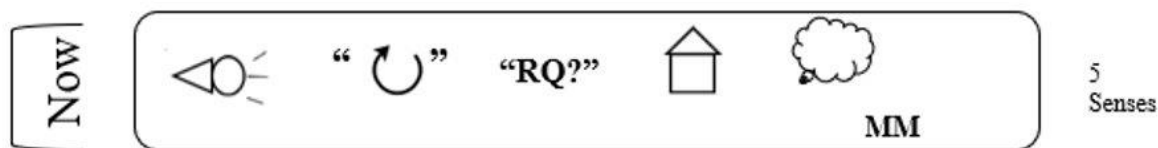
- current
- capsize
- chute
- rafter
- anxious

[illegible]



T  / A

## Wild White Water Rafting



“Woaaaaaaaaah!” “Get me off! Get me off! “What was I thinking signing up for this?” I thought panicking as the constant spray of water from the Tone River was coming directly towards my face. My blurry vision added to my angst. The raft was moving rapidly down the white water in a chaotic path, hurtling between rocks and spinning in every direction. The more the raft rocked, the more my body began to tense. The roar of the water made me speechless and the five of us hung on grimly as we watched our lives flash before our eyes...

*The more, the more sentences*

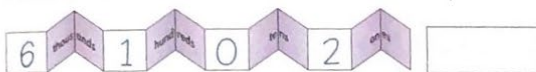
## Day 3

- 1  $61 \times 2$
- 2  $13 \text{ kg} \times 2$
- 3  $36 \times 2$
- 4  $92 \text{ m} \times 2$
- 5  $\$47 \times 2$
- 6  $29 \text{ cm} \times 2$
- 7  $18 \times 2$
- 8  $35 \text{ g} \times 2$
- 9  $54 \times 2$


Revision

- 10 What is the total number of days in July and August?

- 11 Write the numeral shown on this number expander.



- 12 Round to 10 to estimate  $48 - 29$ .

(estimate)

- 13  $? - 15 = 5$   +  =

- 14  $3 \times 6 =$    $4 \times 3 =$    $3 \times 5 =$

- 15 What is the total cost for 2 children to climb the Sydney Harbour Bridge at \$148 each?

- 16 Which coin is needed to make this \$5?



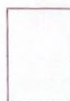
- 17  $\frac{1}{2}$  metre =  centimetres

- 18 Write twenty to seven in digital form.  :

- 19 Write in order from longest to shortest.  
40 s  $\frac{1}{4}$  h  $\frac{1}{2}$  min

--

- 20 Use dotted lines to mark all the reflection lines on this shape.



## Day 4

- 1  $26 \div 2$
- 2  $44 \div 2$
- 3  $\$70 \div 2$
- 4  $600 \text{ mL} \div 2$
- 5  $68 \div 2$
- 6  $140 \text{ cm} \div 2$
- 7  $1000 \text{ g} \div 2$
- 8  $430 \div 2$
- 9  $360 \div 2$


Revision

- 10 Dave cut a 1200 mm length of timber into 2 equal pieces. How long is each piece?

- 11 Write the numeral shown on this number expander.



- 12 Round to 100 to estimate  $932 - 697$ .

(estimate)

- 13  $? - 16 = 35$   +  =

- 14  $90 \times 3 =$    $60 \times 3 =$    
 $80 \times 3 =$

- 15 What is the total cost to climb the Story Bridge in Brisbane for 2 adults at \$99 each and 2 children at \$84 each?

- 16 Which coin is needed to make this \$11?



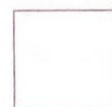
- 17 2.5 metres =  centimetres

- 18  $1\frac{1}{2}$  hours before 1:05 the time was  :

- 19 Write in order from longest to shortest.  
240 s 5 min  $\frac{1}{2}$  h

--

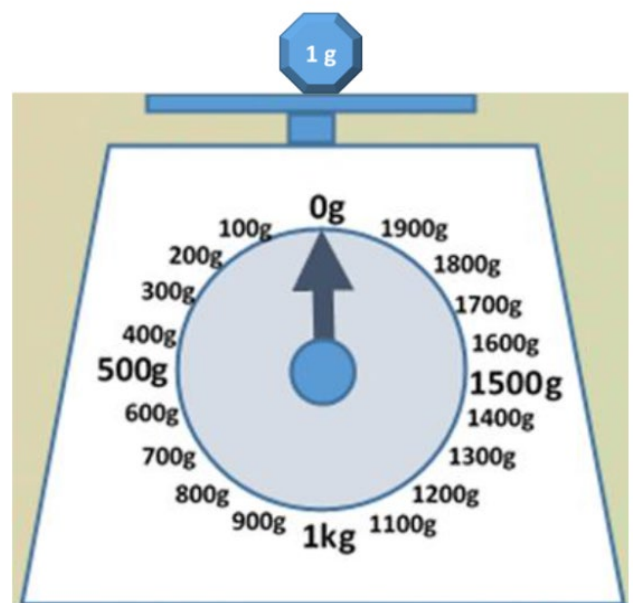
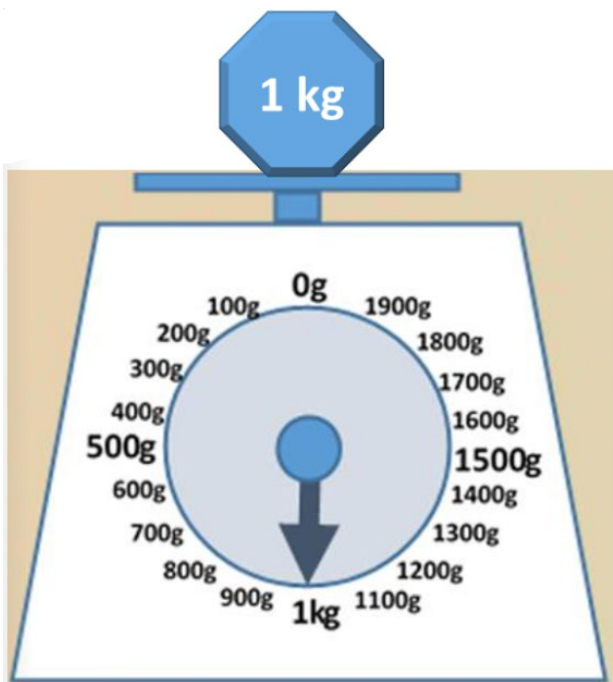
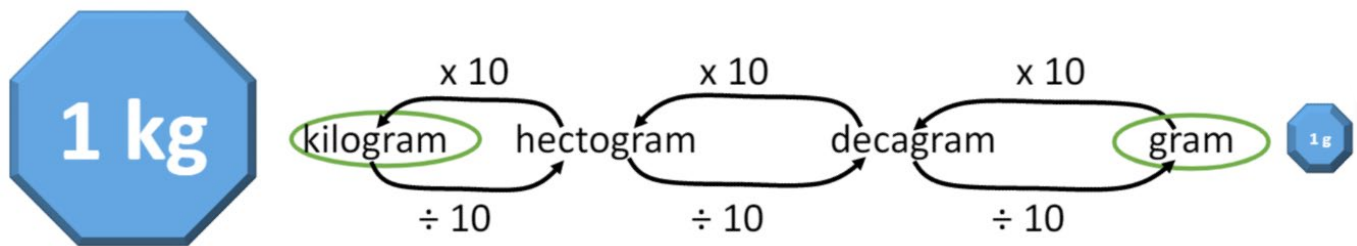
- 20 Use dotted lines to mark all the reflection lines on this shape.



Q1-10: /10 11-20: /10 My time:

Q1-10: /10 11-20: /10 My time:

## Measure Mass Using Scales in Grams and Kilograms



Mass is how heavy or light an object is.

Lighter objects are measured in grams and heavier objects are measured in kilograms.



A paperclip is about 1 gram



A large book is about 1 kilogram

**Mass of box of staples = 500 grams**

1 kilogram = 1000 grams

kilo means thousand

kilogram means thousand grams

$$500 = \frac{1}{2} \text{ of } 1000$$

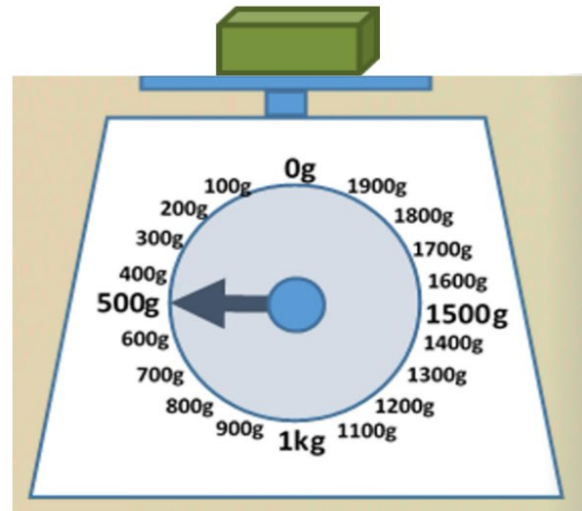
$$500 \text{ grams} = \frac{1}{2} \text{ kilogram}$$

1 kilogram = 1000 grams

$$1 \text{ gram} = \frac{1}{1000} \text{ kilogram}$$

$$500 \text{ grams} = \frac{500}{1000} \text{ kilogram} = \frac{1}{2} \text{ kilogram}$$

**Mass of box of staples =  $\frac{1}{2}$  kilogram**



**Mass of container of rice = 250 grams**

1 kilogram = 1000 grams

kilo means thousand

kilogram means thousand grams

$$250 = \frac{1}{4} \text{ of } 1000$$

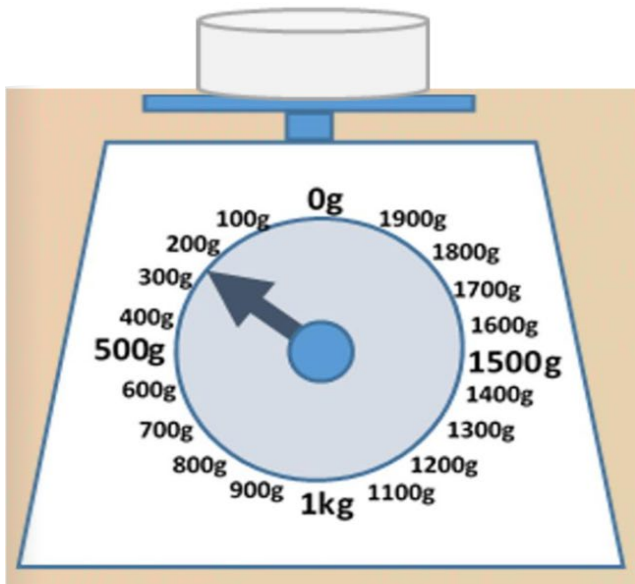
$$250 \text{ grams} = \frac{1}{4} \text{ kilogram}$$

1 kilogram = 1000 grams

$$1 \text{ gram} = \frac{1}{1000} \text{ kilogram}$$

$$250 \text{ grams} = \frac{250}{1000} \text{ kilogram} = \frac{1}{4} \text{ kilogram}$$

**Mass of container of rice =  $\frac{1}{4}$  kilogram**



**Mass of large container of rice = 1250 grams**

1 kilogram = 1000 grams

kilo means thousand

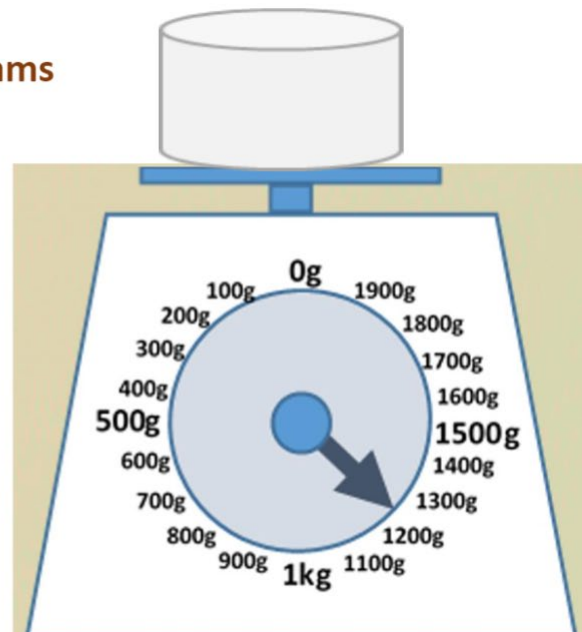
kilogram means thousand grams

$$250 = \frac{1}{4} \text{ of } 1000$$

$$250 \text{ grams} = \frac{1}{4} \text{ kilogram}$$

$$250 \text{ grams} = \frac{250}{1000} \text{ kilogram} = \frac{1}{4} \text{ kilogram}$$

**Mass of container of rice =  $1 \frac{1}{4}$  kilograms**

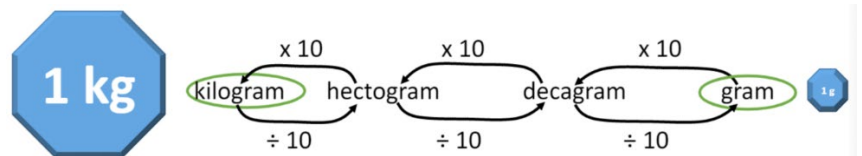
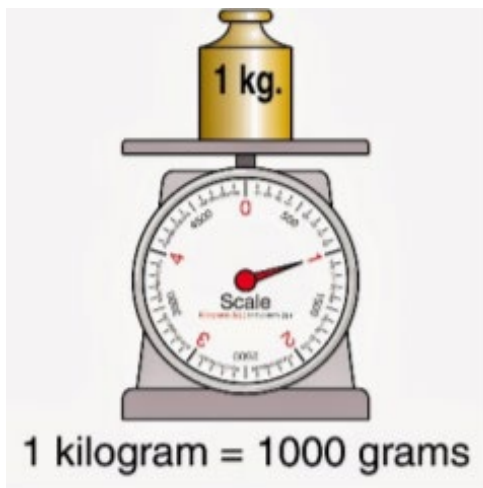




# Converting Between Kilograms and Grams

One grocer only has a scales labelled in kilograms and another only has scales labelled in grams.

Complete the tables below help the grocers by converting grams into kilograms and kilograms into grams.



1.

Kilograms	Grams
0.252	
0.633	
0.191	
0.721	
0.725	
0.71	
0.583	
0.595	
0.625	
0.244	

2.

Kilograms	Grams
6.371	
5.079	
3.213	
7.418	
4.402	
5.781	
3.897	
2.446	
5.861	
6.963	

3.

Kilograms	Grams
	266
	69
	231
	985
	867
	333
	967
	620
	459
	371

# WEDNESDAY

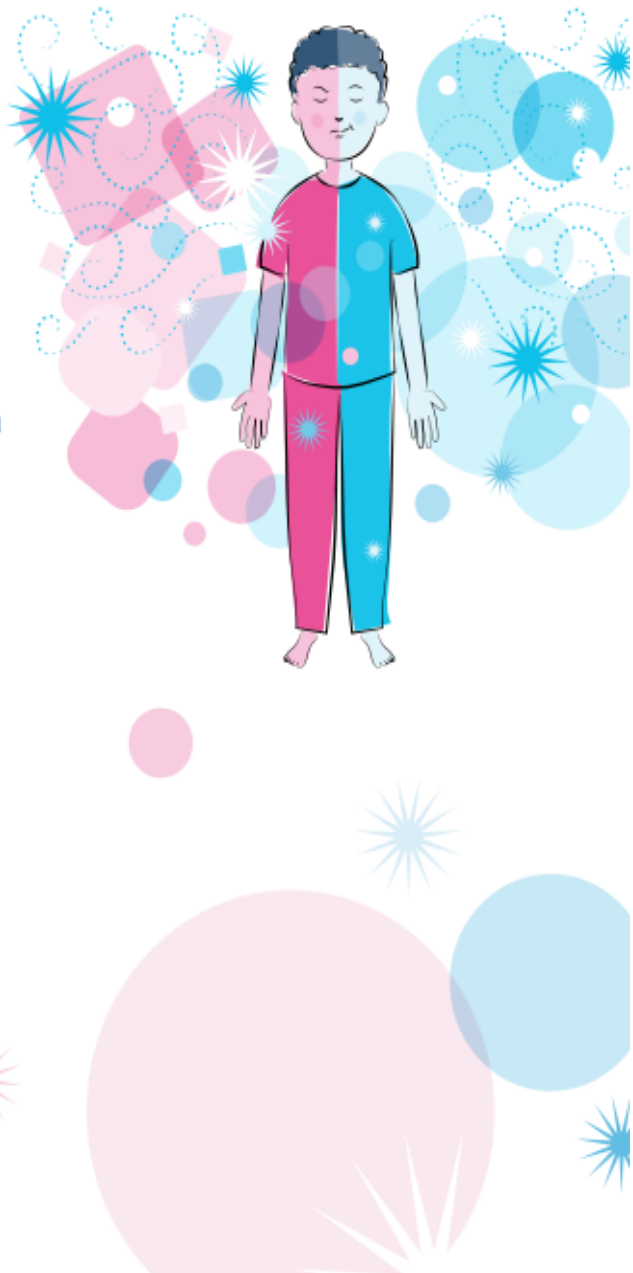
## Colourful breathing



Colour breathing is a simple stress reducing activity that can be learned quickly. It involves picturing a colour in your mind that represents how you want to feel.

**Tip:** this works best in a quiet and comfortable place. Young children will need a parent to guide them while older children may do this independently.

1. Sit or stand so that your body is straight.
2. Close your eyes.
3. Think of a colour that makes you feel relaxed or happy.
4. Imagine that colour is all around you.
5. Now think of a colour that makes you feel sad or angry.
6. Slowly breathe in and imagine the relaxing or happy colour filling your lungs.
7. As you breathe out imagine the colour that makes you feel sad or angry mixing with the colour that makes you feel relaxed or happy.
8. Watch as the sad or angry colour mixes with the relaxed or happy colour and it disappears.
9. Each time you breathe in, imagine more of your relaxing colour filling your body – your whole body is filling with that colour and you are feeling relaxed.
10. Each time you breathe out, see the sad or angry colour leaving your body – your worries and sadness are being let out and going far away.
11. Keep going until you stop breathing out your sad or angry colour – now there is none of that colour left and only the relaxing colour is in your body.

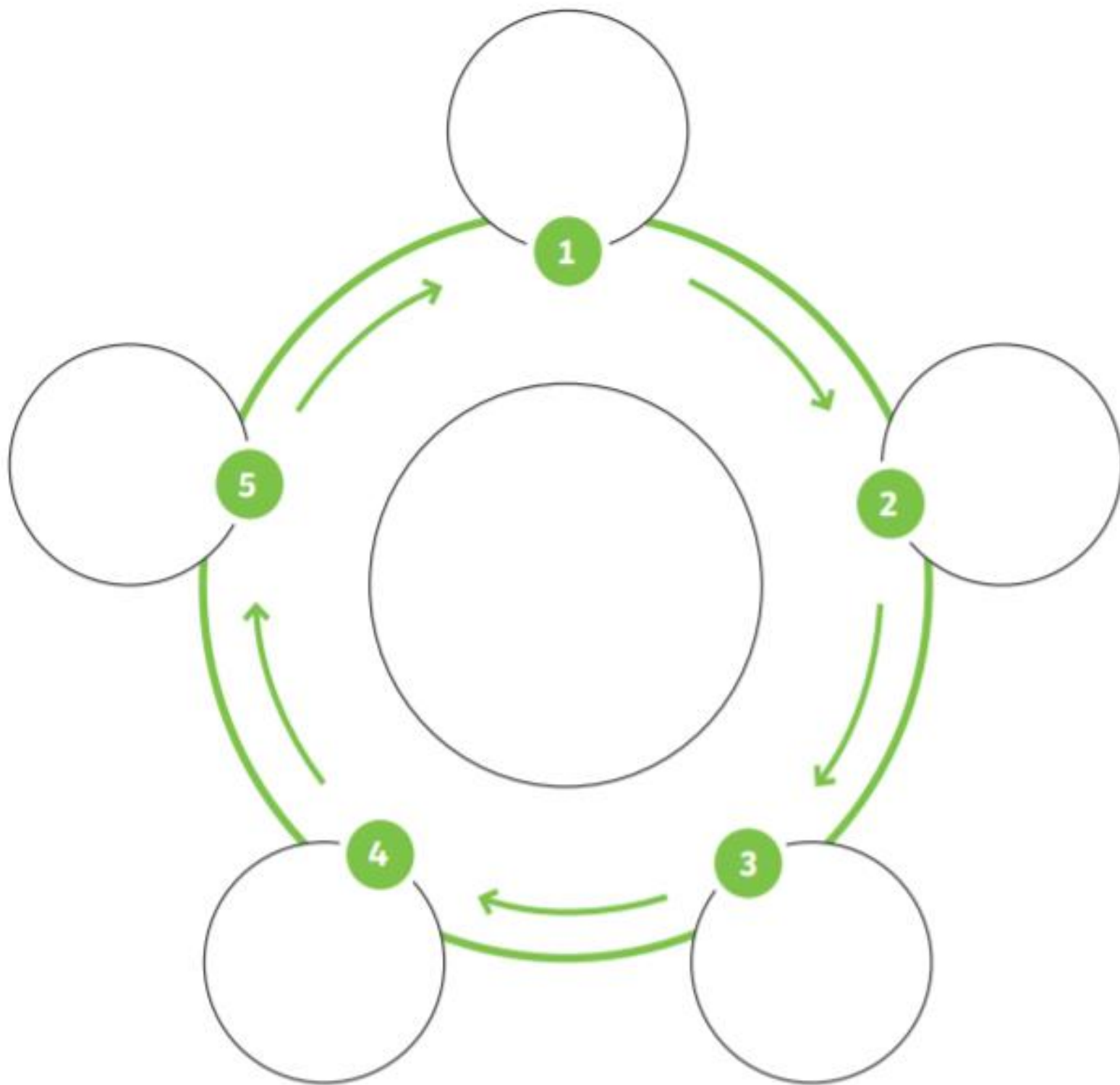


# The Flowering Plant Life Cycle



# The Flowering Plant Life Cycle

Complete by drawing a picture and writing a title and explanation for each stage.





## What equipment is needed?

- The **rubber dinghies** and the **paddles**, providers have all the necessary equipment on site, including **wetsuits**, neoprene socks, **life jackets** and **helmets**, so that participants don't need to worry about bringing anything. The equipment is serviced and cleaned regularly to ensure it is always in good condition.





Thursday



## Match the Onomatopoeia

Match these onomatopoeic words to the thing they are most likely to describe.

water

animals

voices

purr

splash

baa

grumble

babble

neigh

dribble


Are there any words that could have gone in more than one category?

## Activity


Thursday

In your book write 3 the more, the more sentences.


In your book write 4 onomatopoeia sounds to describe white water rafting.

<p>★</p> <p>Week</p> <p></p> <p>2</p>	Learning Intention	We are learning to write a 'the more, the more sentence'.
	Success Criteria	<ul style="list-style-type: none"> <li>• A capital letter</li> <li>• Comma</li> <li>• Past tense</li> <li>• End punctuation</li> </ul>
	I have used:	






Friday

<p>★</p> <p>Week</p> <p></p> <p>2</p>	Learning Intention	We are learning to write a 'the more, the more sentence'.
	Success Criteria	<ul style="list-style-type: none"> <li>• A capital letter</li> <li>• Comma</li> <li>• Past tense</li> <li>• End punctuation</li> </ul>
	I have used:	

T  / A



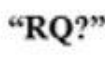


Title	
	✓ Name of setting OR
A	✓ Name of the adventure using alliteration

Now

MM

5 Senses

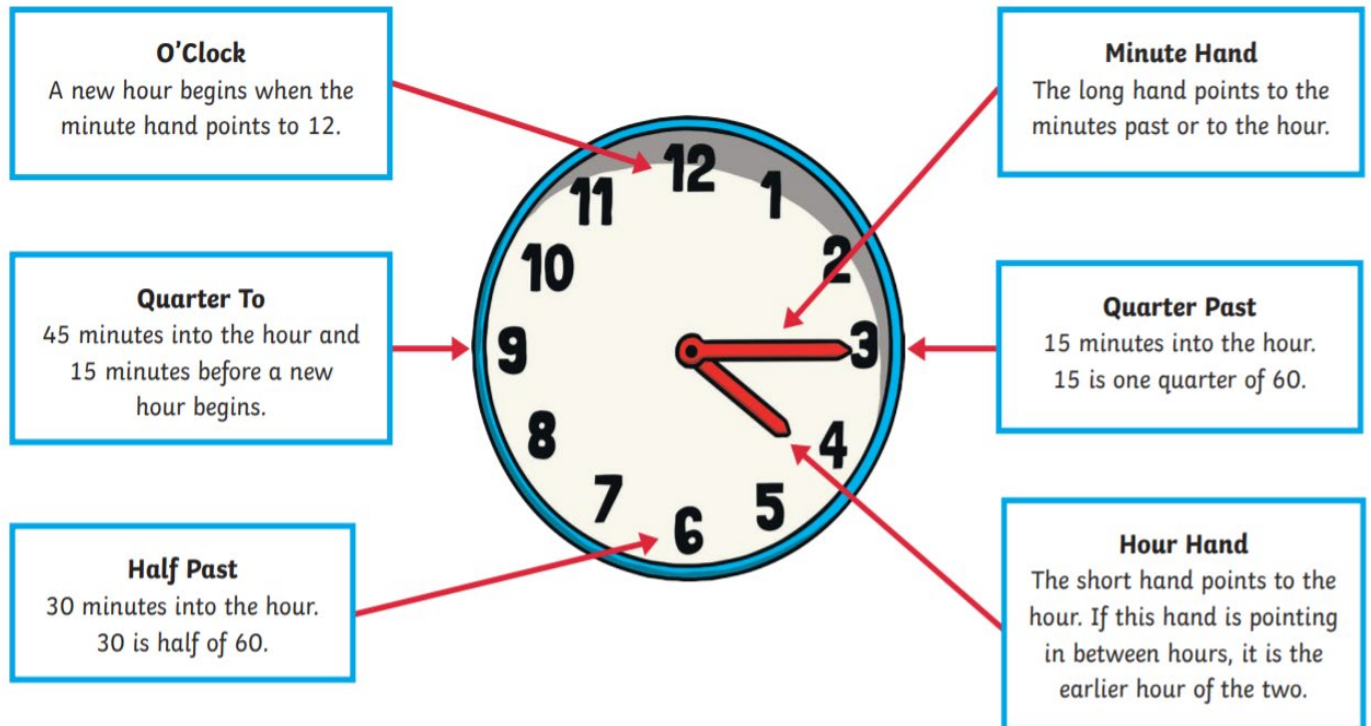
Introduction	
    	<ul style="list-style-type: none"> <li>✓ Use figurative language (onomatopoeia) as a 'hook' to engage the audience</li> <li>✓ Use quotation marks as dialogue from the main character</li> <li>✓ Use a variety of hooks such as figurative language devices, repeated dialogue, and rhetorical questions to engage the reader.</li> <li>✓ Describe setting incorporating the five senses</li> <li>✓ Describe how the character was feeling incorporating the five sense and show, don't tell</li> </ul>

W\_\_\_\_\_ White Water Rafting

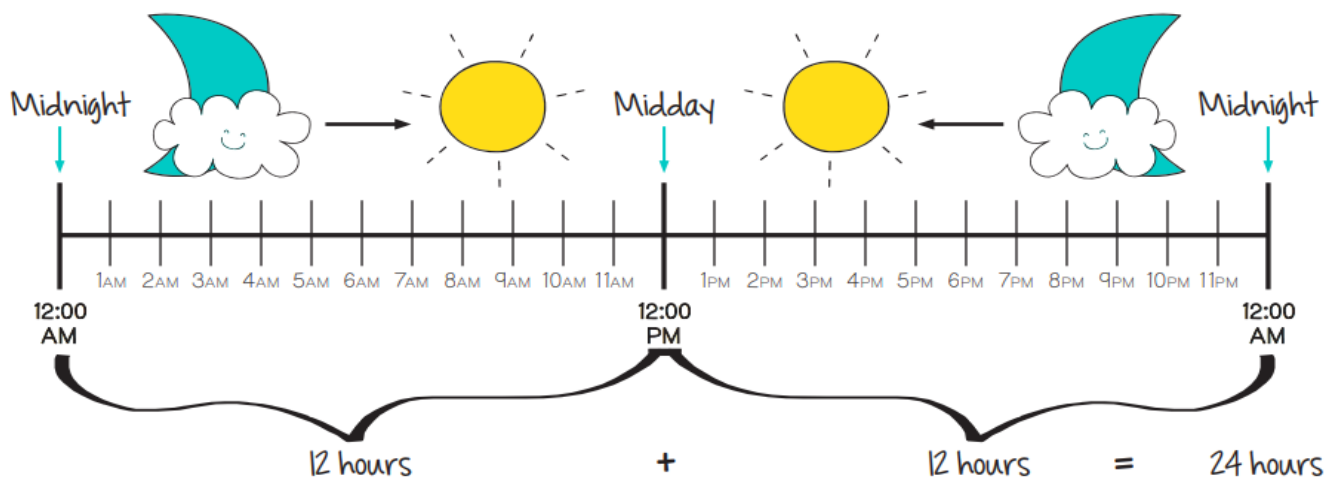
\_\_\_\_\_ "help me, \_\_\_\_\_" What was I  
 \_\_\_\_\_? I thought \_\_\_\_\_ing. The spray of w\_\_\_\_\_  
 coming from the \_\_\_\_\_ River was \_\_\_\_\_.  
 The more the r\_\_\_\_\_ rocked, the more \_\_\_\_\_.

## Time

### Hours and Minutes



# A.M. and P.M.

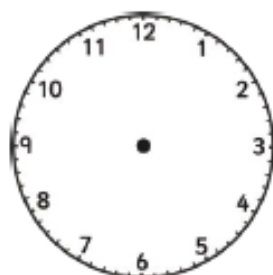
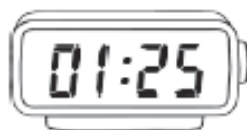
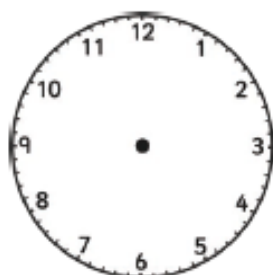
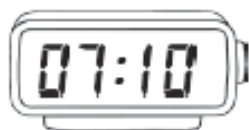
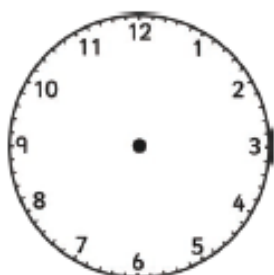
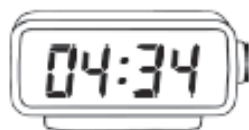
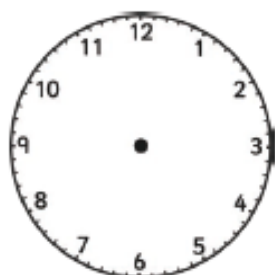
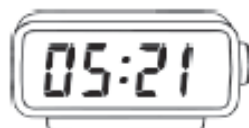
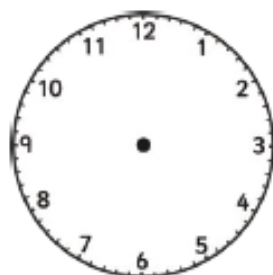
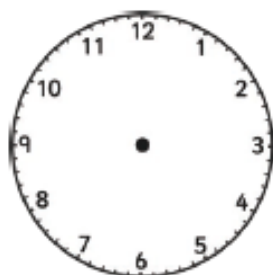
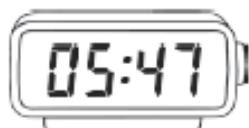
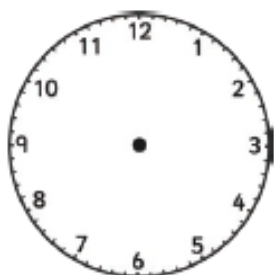
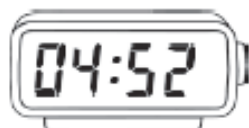
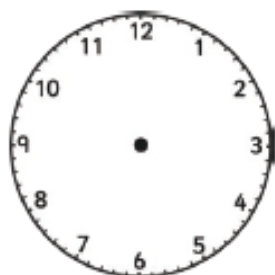
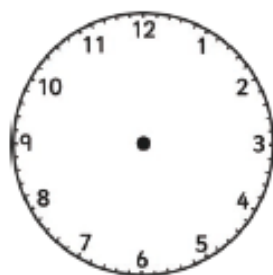
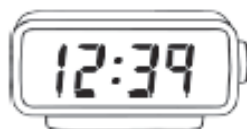
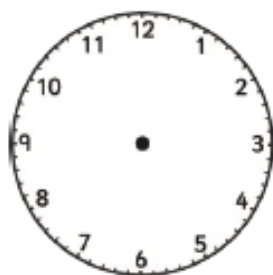
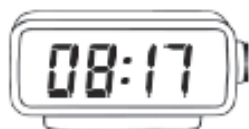
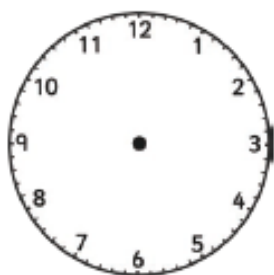
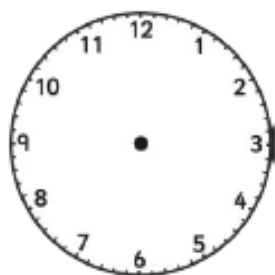


60 SECONDS = 1 MINUTE

60 MINUTES = 1 HOUR

24 HOURS = 1 DAY

**Draw the time on the analogue clock**





Write the time shown on these analogue clocks.

Morning



\_\_\_\_\_

Morning



\_\_\_\_\_

Evening



\_\_\_\_\_

Evening



\_\_\_\_\_

Morning



\_\_\_\_\_

Evening



\_\_\_\_\_

Morning



\_\_\_\_\_

Evening



\_\_\_\_\_

Evening



\_\_\_\_\_

Match the analogue to the digit by drawing a line between the clocks with the same time.



# THURSDAY

## Empathy

Write the definition of empathy.

Use the word empathy in a sentence.

Draw a picture showing empathy.

## What do you need to wear?

All anyone must bring along to a rafting tour in terms of clothing is the **swimwear** they wish to wear underneath their wetsuit as well as a pair of trainers they don't mind getting wet. In addition, people are advised to bring along towels, shower utensils, sun cream, and a spare change of clothes. Since the neoprene socks that come with the wetsuit are quite thick, it's a good idea to bring along loose-fitting shoes to go white water rafting.



## Reasons to love water rafting

- Exercise
- The outdoors
- Adrenaline
- Time with loved ones
- Unique experience
- Wildlife
- Vegetation
- Learning facts
- Enjoyment



enjoyment



What might be some other reasons people love white water rafting?

# FRIDAY

Read the Whitewater Classification Scale and answer the questions on the following page.

## Whitewater Classification Scale: The Basics

Rivers are rated on a class scale that ranges from I to VI, with I being the calmest and VI being the most difficult to traverse. Here's a brief description of each level.

### Class I

Class I describes a river with little-to-no waves and a current that pulls the raft along at a calm, relaxing clip. If you've been on a scenic float tour, that's about the same pace you can expect from Class I waters.

### Class II

Class II waters are essentially easy rapids—waves may be up to three feet tall, but they're easily spotted and channels are wide enough to discover without the need for scouting.

### Class III

If you're looking for a thrill without too much of a risk, Class III is for you. Sections of river that are Class III have waves that are up to four feet high and narrow passages. Expect to get wet!

### Class IV

Now we're onto the classes that require a bit more experience to navigate. Class IV has difficult rapids in addition to narrow passages. There's turbulent water and the stretches of rapids are long.

### Class V

Class V waters have large waves, complex rapids, and you can expect your raft to spin and twist as you make your way downriver.

### Class VI

These are expert-level stretches of river that include extreme rapids that are essentially unrunnable and even the occasional waterfall. You won't find any outfitters organizing trips here—they're strictly for the most experienced daredevil adventurers.



## Questions

1. Why are rivers put into classes?

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2. Which class would you like to raft in? why?

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3. What are some possible risks of rafting in a 'Class VI' river?

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4. Choose a class and draw a picture of what you think it would look like.

**TIP-** Include things such as rapids, mountains, waves and a raft!



WALT - Write to entertain.

T  / A

Block Planner:

Now



“RQ?”



MM

5  
Senses

## Day 5

- 1  $\$460 + \$75$
- 2  $294 + 87$
- 3  $\$100 - \$72$
- 4  $600 - 130$
- 5  $39 \times 2$
- 6  $56 \times 2$
- 7  $64 \div 2$
- 8  $260 \div 2$
- 9  $570 + 44$

- 10 What is the total mass of potato chips in two 250 gram packets?

- 11 Write the numeral shown on this number expander.



- 12 Round to 100 to estimate  $720 - 625$ .  
 (estimate)

- 13  $? - 28 = 11$   +  =

- 14  $3 \times 50 =$    $3 \times 30 =$    
 $3 \times 70 =$

- 15 What is the total cost for 3 children to climb the Story Bridge at \$84 per child?

- 16 Which coin is needed to make this 75c?

- 17 2 centimetres =  millimetres

- 18 Write ten to four in digital form.

- 19 Write in order from longest to shortest.  
 $\frac{1}{2}$  d 15 h 90 min

- 20 Use dotted lines to mark all the reflection lines on this shape.



Assessment

Q1-10: /10

Q11-20: /10

My time:

## Think Box

### Number Fact Grid

Work through the steps one at a time to complete this challenge.

- 1 Complete the Basic Facts table.
- 2 Cross out the Basic Facts answers in the grid. The first one has been done for you.
- 3 Add the two numbers in the grid that have not been crossed out:  
 +  =
- 4 The answer to step 3 is equal to the sum of numbers in one of the rows in the grid (1-6). Which row?



Basic Facts			
$1 + 3 = 4$	$5 \times 5 =$	$1 \times 9 =$	$8 - 7 =$
$2 \times 9 =$	$9 - 4 =$	$17 + 9 =$	$6 \times 2 =$
$7 - 7 =$	$5 \times 8 =$	$16 - 6 =$	$7 - 4 =$
$4 \times 8 =$	$18 - 1 =$	$6 + 7 =$	$5 \times 3 =$
$11 - 4 =$	$4 \times 4 =$	$7 \times 4 =$	$7 \times 5 =$
$5 + 6 =$	$8 - 2 =$	$9 \times 4 =$	$28 - 6 =$
$7 \times 2 =$	$8 \times 1 =$	$23 - 4 =$	$2 \times 1 =$

1	5	35	16	40	28
2	32	20	13	25	26
3	<del>4</del>	8	2	12	7
4	22	9	30	36	0
5	10	14	17	3	6
6	15	1	19	11	18
	A	B	C	D	E

## Math- Friday

### Multiply by Single-digit Numbers – x 8

Select cards to make 2 numbers to multiply.



$$8 \times 7 =$$
A diagram showing the number 7 being partitioned into 5 and 2. A diagonal line goes from the top-left of the 7 down to the bottom-left, and another diagonal line goes from the top-right of the 7 down to the bottom-right.

Partition the number into numbers you know how to multiply.

$$5 + 2$$

Multiply the parts.

$$8 \times 5 = 40$$

$$8 \times 2 = 16$$

$$40 + 16 = 56$$

Add the products.

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

$$8 \times 7 = 56$$

# 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

$$7 \times 6 = 42$$

$$5 + 1$$

$$7 \times 5 = 35$$

$$7 \times 1 = 7$$

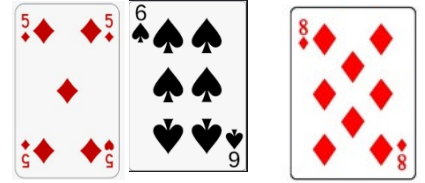
$$35 + 7 = 42$$



## Divide by Single-digit Numbers - $\div 8$ , no remainder

Select cards to make numbers to divide.

Record a division and a fraction number sentence.



$$56 \div 8 = \frac{1}{8} \text{ of } 56$$

$\swarrow \quad \searrow$

$$40 + 16$$

Partition the number into numbers that you know are multiples.

Divide the parts.

$$40 \div 8 = 5$$

$$\frac{1}{8} \text{ of } 40 = 5$$
  

$$16 \div 8 = 2$$

$$\frac{1}{8} \text{ of } 16 = 2$$

Find a fraction of the parts.

Add the quotients.

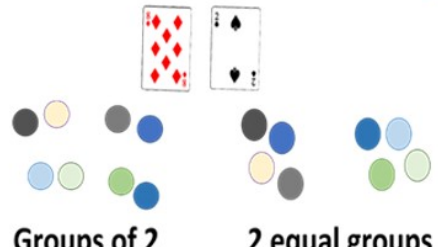
$$5 + 2 = 7$$

$$56 \div 8 = 7$$

$$\frac{1}{8} \text{ of } 56 = 7$$


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

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



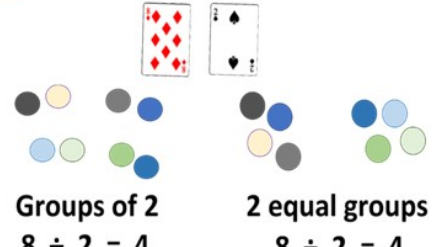
Groups of 2      2 equal groups

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



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


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



Groups of 2      2 equal groups


$8 \div 2 = 4$   
 $8 \div 2 = 4$

MD 10 PA 17 Divide by 2  
Related to halving




$15 \div 2 = 7 \text{ r}1$   
 $\frac{1}{2}$  of 15 = 7 r1  
 $10 + 5$   
 $4 + 1$   
 $10 \div 2 = 5$   
 $4 \div 2 = 2$   
 $5 + 2 = 7$

MD 10 Divide by 4  
Related to quartering



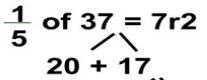
$37 \div 4 = 9 \text{ r}1$   
 $\frac{1}{4}$  of 37 = 9 r1  
 $20 + 17$   
 $16 + 1$   
 $20 \div 4 = 5$   
 $16 \div 4 = 4$   
 $5 + 4 = 9$

MD 12 Divide by 3  
Related to thirding



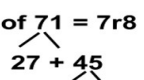
$16 \div 3 = 5 \text{ r}1$   
 $\frac{1}{3}$  of 16 = 5 r1  
 $9 + 7$   
 $6 + 1$   
 $9 \div 3 = 3$   
 $6 \div 3 = 2$   
 $3 + 2 = 5$

MD 13 Divide by 5  
Related to fifthing



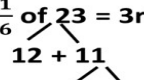
$37 \div 5 = 7 \text{ r}2$   
 $\frac{1}{5}$  of 37 = 7 r2  
 $20 + 17$   
 $15 + 2$   
 $20 \div 5 = 4$   
 $15 \div 5 = 3$   
 $4 + 3 = 7$

MD 14 Divide by 9  
Related to ninthing



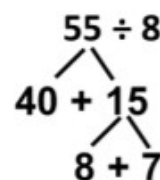
$71 \div 9 = 7 \text{ r}8$   
 $\frac{1}{9}$  of 71 = 7 r8  
 $27 + 44$   
 $36 + 8$   
 $27 \div 9 = 3$   
 $36 \div 9 = 4$   
 $3 + 4 = 7$

MD 15 Divide by 6  
Related to sixthing



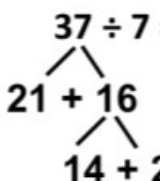
$23 \div 6 = 3 \text{ r}5$   
 $\frac{1}{6}$  of 23 = 3 r5  
 $12 + 11$   
 $6 + 5$   
 $12 \div 6 = 2$   
 $6 \div 6 = 1$   
 $2 + 1 = 3$

MD 16 Divide by 8  
Related to eighthing



$55 \div 8 = 6 \text{ r}7$   
 $\frac{1}{8}$  of 55 = 6 r7  
 $40 + 15$   
 $8 + 7$   
 $40 \div 8 = 5$   
 $8 \div 8 = 1$   
 $5 + 1 = 6$

MD 17 Divide by 7  
Related to seventhing



$37 \div 7 = 5 \text{ r}2$   
 $\frac{1}{7}$  of 37 = 5 r2  
 $21 + 16$   
 $14 + 2$   
 $21 \div 7 = 3$   
 $14 \div 7 = 2$   
 $3 + 2 = 5$

## Learn It!

### Mindsets

Ask your parents or guardians if you can watch the following clip: 'Growth Mindset for students - Episode 1/5' (2:35).



Look at the images below. What do you think they each mean?



**FIXED  
MINDSET**

**VS.**

**GROWTH  
MINDSET**

Sometimes our thinking stops us from achieving things. If we are using a fixed mindset, we have a tendency to be closed to developing new skills or experiencing new things. However, adopting a growth mindset means we can take safe risks, try new things, accept challenges, achieve goals and grow our brains.

### What kind of statements are these?

- I can't play that song yet.
- I don't understand multiplication because I'm not good at Maths.
- I can't paint pictures.
- I believe mistakes help me learn.
- If I make a mistake, I'm going to give up.

Answers: Growth, Fixed, Growth, Fixed, Fixed, Growth, Fixed

## Read It!

Will Rosie develop a growth mindset?  
'Rosie Revere, Engineer' by Andrea Beaty.



## Quotable Quote

*'The only true failure can come if you quit.'*

– Rosie Revere, Engineer; Andrea Beaty –

## Get Crafty!

Use paper, coloured pencils or markers and scissors to make a cool bookmark!



## Music Time

'High Higs'

by Open Season



## Mindful Moment

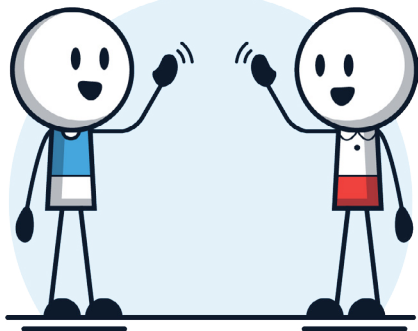
Go Noodle:  
Think About It  
'Let It Go'



## Move It!

Use your 'growth mindset' to master this dance!  
Go Noodle:  
'Get Funky'





## Stay Connected!

It's important to stay connected socially, even though we're separated physically. Try the ideas below:

- Skype/Zoom someone while eating lunch
- Video call a friend to teach them a new skill, e.g. a recipe or a TikTok dance
- Use the Netflix party function to watch a favourite movie with friends
- Play a boardgame with family at home



## Cover Your Cough!

Dabbing might be so 2016...  
but in 2020 covering your  
coughs with your elbow  
is totally lit.

## Three Good Things That Happened This Week:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## Sleep Tracker

How many hours of sleep did you get?

--	--	--	--	--	--	--

Sun Mon Tue Wed Thu Fri Sat

## Reflection: My Week



## Thumb Challenge

Energy: Low  
Equipment: None  
Duration: 1 minute

Students stand and watch the teacher demonstrate the dexterous thumb-pointing challenge.

Students then attempt the challenge, having multiple turns and trying to improve their speed and coordination.

To perform the thumb pointing challenge – with one hand, simply clench your fist and give a 'thumbs up' sign. With your other hand, keep your thumb tucked in and point your pointer finger directly at the raised thumb.

On 'switch', simply reverse positions, with the opposite hand now pointing at the opposite raised thumb. Simply alternate between these two positions and you are doing the thumb challenge!

## Retrieval Practice Challenge Grid Week 2

Draw and label two equivalent fractions for $\frac{1}{2}$ .	Who can go white water rafting?	What are two major structural systems in a plant?	List 3 ways we can show 'empathy.'
Name all Australian states.	What is 'empathy?' Why is it important?	Draw 2 three-dimensional objects.	Define onomatopoeia. List five that you can use in your writing.
What are the two ways you can create a title?	Who are Bininj/Mungguy people? What is their connection to the land?	Write two examples of a 'the more, the more' sentence.	 <p>What is the rule for this number pattern?</p>
What is beat?	How many faces does a square pyramid have?	What is rhythm?	<p>Label the parts of a broad bean seed.</p> 

<b>Literacy</b>	<b>Maths</b>	<b>Geography/Science</b>	<b>PDH/Creative Arts</b>
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## Year 4 Week 2 Term 4 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 White Water Rafting – ‘Safety Precautions’ below.

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

Colour or highlight the rhetorical question.

Time:

White water rafting is a fun and invigorating adventure sport and like all adventure sports there can be some risk of danger. That's what makes it fun and exciting! However, by following some safety rules it can be a relatively safe activity. Firstly, always wear a helmet no matter what level of rafting you are participating in. Let's face it, you shouldn't ride your bike without a helmet, why go white water rafting without one? It just makes good sense.



**What could happen if you went white water rafting without a helmet?**

### Day 2: Read the 2nd part below.

There are **80 words**. Time yourself. Can you beat yesterday's time?

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

Time:

Another important safety tip is always wear a life jacket or personal floatation device (PFD). If you get bumped and fall out of the raft, it might just save your life! It must be worn correctly. All the buckles must be clipped and the jacket should be fitted snugly to your body. The trick here is to have the jacket fitted so you can breathe easily, yet the jacket should not be able to be pulled up over your head.



**Why can't the life jacket be worn loosely?**

### Day 3: Read the 3rd part below.

There are **80 words**. Time yourself. Try to beat yesterday's time.

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

Time:



Holding the paddle properly can be a huge safety concern. One hand should be at the base of the paddle on the shaft. The other hand should always be on the end of the shaft over the "T" grip. The "T" grip is made of hard plastic and could give you a black eye or knock out your teeth. Keeping your hand over the "T" grip will keep control of the paddle and cushion the blow if it should happen.



**How could the "T" grip part of the handle injure your face?**

### Day 4: Read the final paragraph below.

There are **80 words**. Time yourself. Which day has been your fastest?

Colour or highlight all the verbs you can find.

Time:

In early Spring, the water may be chilly. Wearing a splash jacket and waterproof shoes can make the trip much more comfortable, allowing you to enjoy the thrill without the chill. On the other hand, be prepared for clear, sunny days. It helps to come dressed in quick drying clothing like polyester or nylon and wearing sunscreen and sunglasses with UV protection. Remember sunburn can happen fast at higher elevation and can be severe. Sunburn or hypothermia are no fun.



**Why is it smart to dress in quick drying clothes?**



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

- invigorating
- relatively
- participating
- floatation
- snugly
- shaft
- cushion (verb)
- polyester
- elevation
- severe
- hypothermia

- the action of floating in a liquid or gas
- the long narrow part forming the handle
- making one feel strong, healthy and full of energy
- height above a given level, especially sea level
- take part in, get involved
- protect from the effects of a fall or hit
- having abnormally or dangerously low body temperature
- in relation to, compared with something else
- in a comfortable, warm or well protected manner
- a synthetic fabric made from polymer fibre eg, swimwear
- something very bad or undesirable, intense, serious

# Year 4 Week 2 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 😊

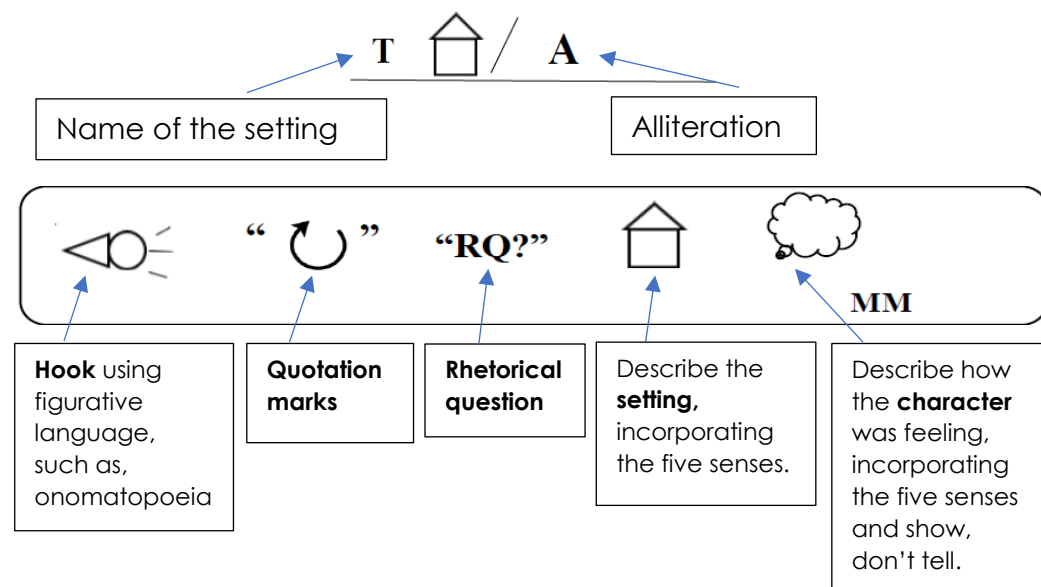
## Day 1: Draw the title and introduction block planner



**Task:** Draw **one** box below for the **title and introduction** in the block planner. The title could include either the **name of the setting** or the **name of an adventure using alliteration**.

The opening paragraph will need to have:

- an onomatopoeia
- a **hook** including repeated speech and a rhetorical question.
- the **setting**, which describes the five senses (hear, smell, taste, sight and feel).
- how the character is feeling, using 'the more, the more' sentence.



## Day 2: Figurative language: Onomatopoeia



**Onomatopoeia** is a sound device where the words sound like their meaning or mimic sounds. They add a level of fun and reality to writing.

**For example -** "Achoo" is the onomatopoeia for when someone sneezes.

**Task:** Look at the pictures **below and write** the onomatopoeia (sound) below each image. The onomatopoeia words are in the word bank below. The first one is done for you.



buzz



**Word Bank**

splash   achoo   woof   meow   buzz   jingle

### Day 3:

### Senses – white water raft setting



The five senses are **seeing, hearing, smelling, tasting and touching**; this helps you notice the world around you. You use your **eyes** to see, your **ears** to hear, your **nose** to smell, your **tongue** to taste, and your **skin** to feel.

**Task:** Look at the picture below and write a simple sentence for each of the five senses you would use if you were in the raft.

**Example:** I **feel** the water splashing on my **skin**.



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

### Day 4:

### How the character is feeling



**First-person pronouns are:** I, me, my and mine.

**Direct speech:** repeats **or quotes, the exact words spoken**.

**Feelings:** afraid, calm, furious, anxious, fearful and delighted.

**Task:** Write 3 simple sentences about how the character is feeling from the white-water raft adventure. The sentences must include first-person pronouns and direct speech.

**For example:** I shouted, "I am afraid of water!" before jumping into the white-water raft.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

# Block Planner

T / A

Title and introduction

Block Planner:

“ ”
“RQ?”

5 Senses  
MM

Back in time

Fig L  
-PERS  
-HYP  
-SIM  
-IDIOM

Back in time

Back in time

3xed , ,

Now

M ...

## Day 5:

## Title and Introduction



**Task:** Write your title and introduction using the blank below. The title and introduction paragraph must include:

- Onomatopoeia
- 5 senses
- The characters feelings
- Personal pronouns
- Direct speech

**Remember** to use the block planner and example on the next page as a guide.

W\_\_\_\_\_ White Water Rafting

\_\_\_\_\_ “help me,  
 \_\_\_\_\_” What was I \_\_\_\_\_  
 \_\_\_\_\_? I thought \_\_\_\_\_ing. The spray of  
 w\_\_\_\_\_ coming from the \_\_\_\_\_ River was  
 \_\_\_\_\_. The more the r\_\_\_\_\_ rocked,  
 the more \_\_\_\_\_.



## Example text

Wild White Water Rafting

Title

"Woaaaaaaaaah!" "Get me off! Get me off! "What was I thinking signing up for this?" I thought panicking as the constant spray of water from the Tone River was coming directly towards my face. My blurry vision added to my angst. The raft was moving rapidly down the white water in a chaotic path, hurtling between rocks and spinning in every direction. The more the raft rocked, the more my body began to tense. The roar of the water made me speechless and the five of us hung on grimly as we watched our lives flash before our eyes...

Introduction

It was mid-May and time for our annual family holiday. Each year, as a family, we choose an exhilarating experience to tick off our bucket list. I remember reading an article about extreme water sports, specifically water rafting in Japan. "Make sure you pack your wetsuits, sunscreen and hat" Mum yelled as we scoffed down our breakfast. As I looked up and gazed out the window of our hotel, I admired the beautiful cherry blossom petals falling and being carried by the breeze, looking like snowflakes.

Beep, beep! The tour bus arrived just before dawn. Welcome! "Yokoso!" the tour guide shouted, as he ushered us to our seats. I could hear the excitement from the other tourists as they were enchanted by the beauty of the Kanto region on our way to the Tone River. The cool breeze brushed against my face as we drove across the busy streets of Japan. As I looked around, the scenery reminded me of the pictures from the article; it was breathtaking!

"Hi and welcome to the experience of water rafting in The Tone River. Remember to follow our instructional safety guidelines if you find yourself in danger." The guide stated as we put on our gear. We grabbed our oars, and in unison, we placed our oars together to begin our exciting experience. Helmets on and personal flotation devices snug, we pushed off. I felt my shoe drag in the cold water and soaked my sock. Within moments, as we were passed into the wild and scenic part of the river, one of the rafters in a ducky lost control and flipped into the river. Our raft rocked violently as we crashed into the raging current and lone rocks. We paddled as hard as we could to keep our raft from smashing into the jagged rocks along the shore waiting to devour us like a great white shark. Excited, worried and panicked, I was shaking out of my skin. My adrenaline was pumping!

There I was looking at the cloudless blue sky, praying to get to the other side in one piece... "Hurry up the bus will be here soon!" Mum yelled as I closed the extreme sports magazine. Wish me luck...

## Extension

**Task:** Write a title and introduction below. The title and introduction paragraph must include onomatopoeia, 5 senses, the characters feelings, personal pronouns and direct speech.

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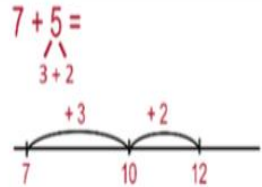
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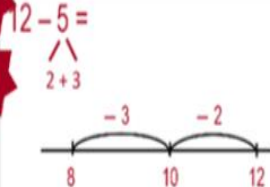
## Year 4 Week 2 Specialised Learning - Mathematics

Use the **anchor charts** below to solve the following **addition and subtraction problems**. Try and complete as many questions as you can each day.

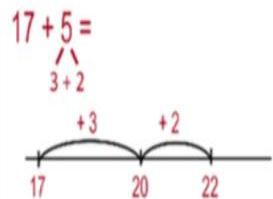
AS 6 Add single-digit numbers bridging 10



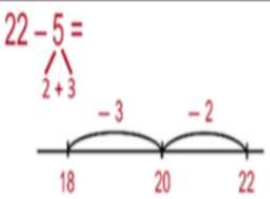
AS 7 Subtract single-digit numbers bridging 10



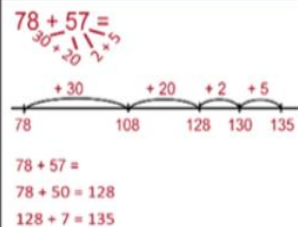
AS 8 Add single-digit numbers bridging 20



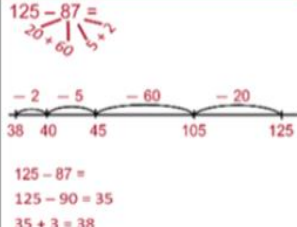
AS 8 Subtract single-digit numbers bridging 20



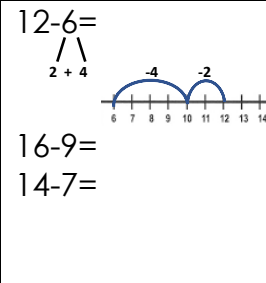
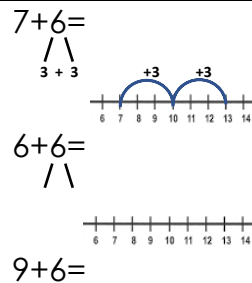
AS 17 Add 2-digit numbers bridging 100 and 10s



AS 17 Subtract 2-digit numbers bridging 100 and 10s



### Monday



### Tuesday

$6 + 9 =$

$9 + 8 =$

$3 + 9 =$

$14 - 7 =$

$18 - 9 =$

$15 - 8 =$

### Wednesday

$4 + 9 =$

$5 + 7 =$

$4 + 9 =$

$14 + 9 =$

$17 + 5 =$

$13 + 8 =$

$21 - 5 =$

$22 - 7 =$

$24 - 5 =$

$16 + 9 =$

$13 + 8 =$

$17 + 8 =$

$27 - 9 =$

$23 - 8 =$

$25 - 6 =$

$16 + 7 =$

$17 + 6 =$

$19 + 5 =$

$68 + 98 =$

$67 + 87 =$

$45 + 77 =$

$123 - 35 =$

$114 - 46 =$

$143 - 79 =$

$34 + 95 =$

$43 + 77 =$

$67 + 97 =$

$138 - 65 =$

$134 - 46 =$

$154 - 69 =$

$67 + 55 =$

$43 + 97 =$

$58 + 67 =$

### Wednesday

$15 - 8 =$

$18 - 9 =$

$14 - 8 =$

### Thursday

$9 + 7 =$

$7 + 7 =$

$7 + 6 =$

$13 - 5 =$

$13 - 5 =$

$14 - 6 =$

### Friday

$8 + 8 =$

$7 + 9 =$

$6 + 7 =$

$15 - 9 =$

$14 - 5 =$

$16 - 9 =$

$21 - 3 =$

$24 - 6 =$

$27 - 8 =$

$14 + 8 =$

$17 + 9 =$

$15 + 9 =$

$25 - 8 =$

$24 - 7 =$

$22 - 6 =$

$17 + 8 =$

$16 + 9 =$

$18 + 5 =$

$24 - 8 =$

$23 - 4 =$

$25 - 7 =$

$132 - 56 =$

$112 - 65 =$

$111 - 45 =$

$44 + 68 =$

$77 + 47 =$

$35 + 87 =$

$121 - 56 =$

$132 - 45 =$

$111 - 65 =$

$68 + 98 =$

$67 + 87 =$

$45 + 77 =$

$166 - 96 =$

$132 - 75 =$

$111 - 25 =$

## Multiplication and Division

$$\begin{array}{r} 2 \times 7 = 14 \\ 5 + 2 \\ 2 \times 5 = 10 \\ 2 \times 2 = 4 \\ 10 + 4 = 14 \end{array}$$

$$\begin{array}{r} 16 \div 2 = 8 \\ 10 + 6 \\ 10 \div 2 = 5 \\ 6 \div 2 = 3 \\ 5 + 3 = 8 \end{array} \quad \begin{array}{r} \frac{1}{2} \text{ of } 16 = 8 \\ 10 + 6 \\ \frac{1}{2} \text{ of } 10 = 5 \\ \frac{1}{2} \text{ of } 6 = 3 \end{array}$$

$$\begin{array}{r} 15 \div 2 = 7 \text{ r } 1 \\ 10 + 5 \\ 4 + 1 \\ 10 \div 2 = 5 \\ 4 \div 2 = 2 \\ 5 + 2 = 7 \end{array} \quad \begin{array}{r} \frac{1}{2} \text{ of } 15 = 7 \text{ r } 1 \\ 10 + 5 \\ 4 + 1 \\ \frac{1}{2} \text{ of } 10 = 5 \\ \frac{1}{2} \text{ of } 4 = 2 \end{array}$$

MD 12 Multiply by 3  
Distributive property

MD 12 Divide by 3  
Related to thirding

$$\begin{array}{r} 3 \times 7 = 21 \\ 5 + 2 \\ 3 \times 5 = 15 \\ 3 \times 2 = 6 \\ 15 + 6 = 21 \end{array} \quad \begin{array}{r} 16 \div 3 = 5 \text{ r } 1 \\ 9 + 7 \\ 6 + 1 \\ 9 \div 3 = 3 \\ 6 \div 3 = 2 \\ 3 + 2 = 5 \end{array} \quad \begin{array}{r} \frac{1}{3} \text{ of } 16 = 5 \text{ r } 1 \\ 9 + 7 \\ 6 + 1 \\ \frac{1}{3} \text{ of } 9 = 3 \\ \frac{1}{3} \text{ of } 6 = 2 \end{array}$$

MD 11 Multiply by 4  
Distributive property

MD 10 Divide by 4  
Related to quartering

$$\begin{array}{r} 4 \times 7 = 28 \\ 5 + 2 \\ 4 \times 5 = 20 \\ 4 \times 2 = 8 \\ 20 + 8 = 28 \end{array} \quad \begin{array}{r} 37 \div 4 = 9 \text{ r } 1 \\ 20 + 17 \\ 16 + 1 \\ 20 \div 4 = 5 \\ 16 \div 4 = 4 \\ 5 + 4 = 9 \end{array} \quad \begin{array}{r} \frac{1}{4} \text{ of } 37 = 9 \text{ r } 1 \\ 20 + 17 \\ 16 + 1 \\ \frac{1}{4} \text{ of } 20 = 5 \\ \frac{1}{4} \text{ of } 16 = 4 \end{array}$$

**Monday**  $12 \div 3 =$   $\frac{1}{3}$  of  $12 =$   
 $3 \times 9 =$

**Tuesday**  $24 \div 4 =$   $\frac{1}{4}$  of  $24 =$   
 $4 \times 6 =$

**Wednesday**  $24 \div 2 =$   $\frac{1}{2}$  of  $24 =$   
 $2 \times 8 =$

**Thursday**  $15 \div 3 =$   $\frac{1}{3}$  of  $15 =$   
 $3 \times 8 =$

**Friday**  $18 \div 2 =$   $\frac{1}{2}$  of  $18 =$   
 $2 \times 6 =$

## Monday

**Partitioning** - Practise your partitioning skills with the following numbers.  
Eg.

$$\begin{array}{r} 678 \\ 600 + 70 + 8 \end{array}$$

$$\begin{array}{r} 48 \\ 40 + 8 \end{array}$$

$$\begin{array}{r} 584 \\ 500 + 80 + 4 \end{array}$$

$$\begin{array}{r} 18 \\ 10 + 8 \end{array}$$

$$\begin{array}{r} 262 \\ 200 + 60 + 2 \end{array}$$

$$\begin{array}{r} 19 \\ 10 + 9 \end{array}$$

$$\begin{array}{r} 56 \\ 50 + 6 \end{array}$$

$$\begin{array}{r} 7682 \\ 7000 + 600 + 80 + 2 \end{array}$$

$$\begin{array}{r} 6892 \\ 6000 + 800 + 90 + 2 \end{array}$$

## Tuesday

Order these numbers in **ascending** order (smallest to largest)

983, 23, 7892, 56432, 7843

\_\_\_\_\_

12, 876, 7615, 7614, 875

\_\_\_\_\_

Order these numbers in **descending** order (largest to smallest)

543, 76512, 7890, 7891, 542

\_\_\_\_\_

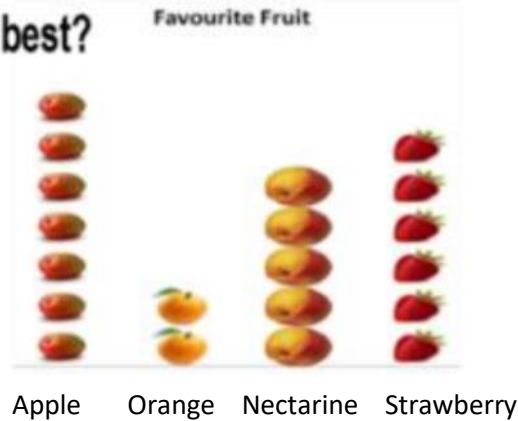
999, 1000, 6523, 8721, 998

\_\_\_\_\_

### Wednesday

Which fruit do like best?

Mango  
Orange  
Nectarine  
Strawberry



Which fruit is most popular?

Which fruit is the least popular?

Which column is the shortest?

Which fruit is more popular than strawberries?

Which fruit is less popular than nectarines?

### Thursday

Use the calendar to answer the questions.

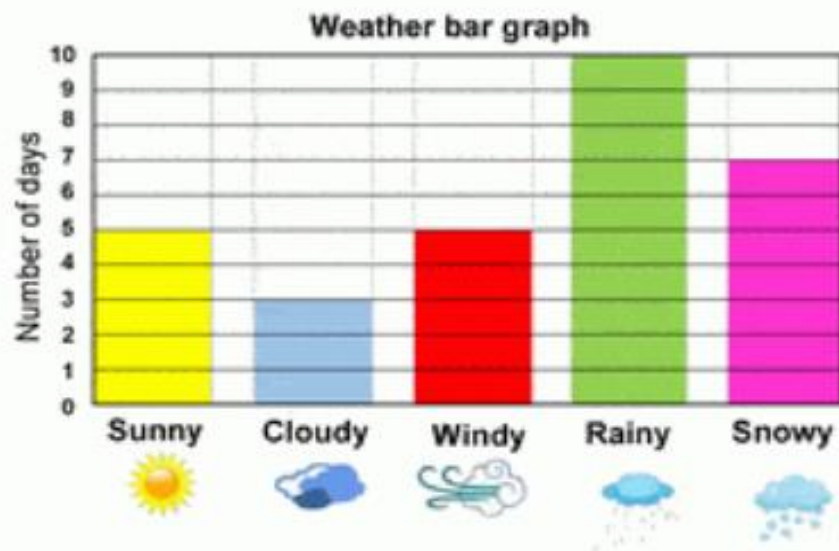
JANUARY						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

- How many days are in January? \_\_\_\_\_
- What day of the week is January 17? \_\_\_\_\_
- What day of the week is January 29? \_\_\_\_\_
- How many Mondays are in January? \_\_\_\_\_
- How many Wednesdays are in January? \_\_\_\_\_
- Colour the numbers on the calendar **blue for weekends** and **yellow for the weekdays**.

## Weather bar graph

Data and Graphing Worksheet

Look at the bar graph and answer the questions.



- How many days were sunny?  
a. 3      b. 5      c. 7
- How many days were rainy?  
a. 8      b. 9      c. 10
- How many more snowy days were there than cloudy days?  
a. 4      b. 5      c. 7
- How many less windy days were there than rainy days?  
a. 5      b. 8      c. 10
- How many days were sunny and snowy?  
a. 8      b. 12      c. 15

Friday

April 2014						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

- Looking at the calendar above.
  - What day does the 8<sup>th</sup> fall on? \_\_\_\_\_
  - What day is the last day of April? \_\_\_\_\_
  - What is the date of the 2<sup>nd</sup> Sunday of April? \_\_\_\_\_
- Michael had 50 crayons. How many more crayons does Michael need to make 100?
- If I had 120 ice blocks. 40 of those ice blocks melted. How many do I have left?
- If I had 14 cars and I wanted to share them equally with a friend. How many cars do we get each?