

**Year 4 Learning from Home Schedule Week 5, Term 3**

Monday	Tuesday	Wednesday	Thursday	Friday
<p align="center"><b>Morning Routine</b> <b>Focus: Sustainability</b></p> <p>Read the Morning Routine Slides for Monday '<b>Facts About Turtles/Sustainability</b>'.</p> <p>Task one: Write down three facts about turtles.</p> <p>Task two: Brainstorm as many words as you can that end in the morphograph 'ability'.</p> <p><b>Vocabulary-</b> Every day choose a spelling list from the table in the Learning from Home (LfH) Pack. Write out the words each day and find a definition for each word.</p>	<p align="center"><b>Morning Routine</b> <b>Focus: Sustainability</b></p> <p>Read the Morning Routine Slides for Tuesday '<b>Climate Change Around the World</b>'.</p> <p>Task one: Research the question "What does climate change mean and how is it affecting species around the world?"</p> <p>Task two: Research the question "What are the effects of climate change and how are human activities are the main cause?"</p> <p>Task three: Answer the question "How are sea turtles affected by temperatures warming or temperatures dropping?"</p>	<p align="center"><b>Morning Routine</b> <b>Focus: Sustainability</b></p> <p>Read the Morning Routine Slides for Wednesday '<b>Polar Bears and Global Warming/Plastic in our Oceans</b>'.</p> <p>Task one: How is global warming affecting polar bears? Can you think of any other animals who may also be affected?</p> <p>Task two: Answer the question "how is plastic killing our sea animals? What can we do to prevent this?"</p> <p><b>Vocabulary-</b> Every day choose a spelling list from the table in the Learning from Home (LfH) Pack. Write out the words each day and write related words (words that are similar or the same as the word).</p>	<p align="center"><b>Morning Routine</b> <b>Focus: Sustainability</b></p> <p>Read the Morning Routine Slides for Thursday '<b>6 Ways to Help Clean up the Oceans</b>'.</p> <p>Task one: Write down 6 ways to help clean up the ocean by visiting this website:</p> <p><a href="https://www.superyachtcrew.agency.com/blog/6-ways-to-help-clean-up-the-ocean/14476">https://www.superyachtcrew.agency.com/blog/6-ways-to-help-clean-up-the-ocean/14476</a></p> <p>Task two: Answer the question "How does plastic affect animals in our oceans?"</p> <p><b>Vocabulary-</b> Every day choose a spelling list from the table in the Learning from Home (LfH) pack. Write out</p>	<p align="center"><b>Morning Routine</b> <b>Focus: Sustainability</b></p> <p>Read the Morning Routine Slides for Friday '<b>9 Tips for Living with Less Plastic</b>'.</p> <p>Task one: Answer the question "What can we do to use less plastic? How will this help clean up our oceans?"</p> <p><b>Vocabulary-</b> Every day choose a spelling list from the table in the Learning from Home (LfH) pack. Write out the words each day and write a sentence using each word.</p>

**9:15am – Year 3 and Year 4 Book Week Performance - "Bigger, Better, Brighter"**

To access your livestream event via the web portal:

- Go to the secure web portal <https://performlivestream.com/>
- On the homepage, enter your password.
- Your school password is: **fmA6oBI**
- Wait on the next screen and your school livestream event will start soon!

	<b>Vocabulary-</b> Every day choose a spelling list from the table in the Learning from Home (LfH) Pack. Write out the words each day and find a definition for each word.		the words each day and draw a picture that illustrates each word.	
<p align="center"><b>SOTD</b></p> <p><b>Sentence Type:</b></p> <p>Simple Sentence using high modality words.</p> <p>Read <b>'What are High Modality Words'</b> and the examples below.</p> <p><b>Read the instructions and complete the two worksheets on high modal words below.</b></p> <p>Practice writing your own sentences that include <b>high modality</b> words.</p> <p>We are learning to use high modality words in a simple sentence.</p> <p>I have:</p> <ul style="list-style-type: none"> <li>• a capital letter</li> <li>• a subject</li> <li>• a predicate</li> <li>• end punctuation</li> <li>• modal verbs</li> </ul>	<p align="center"><b>SOTD</b></p> <p><b>Sentence Type:</b></p> <p>Simple Sentence using high modality words.</p> <p><b>Read 'Affirmation Adverbs?'</b></p> <p>We are learning to use high modality words in a simple sentence.</p> <p>I have:</p> <ul style="list-style-type: none"> <li>• a capital letter</li> <li>• a subject</li> <li>• a predicate</li> <li>• end punctuation</li> <li>• modal verbs</li> <li>• affirmation adverbs</li> </ul> <p><b>Modelled-</b> We <b>can certainly</b> prevent excess waste from occurring by reducing, reusing and recycling.</p> <p>Read and copy the sentence below. Underline the parts of a simple sentence using green, highlight the modal word</p>	<p align="center"><b>SOTD</b></p> <p><b>Sentence Type:</b></p> <p>Simple Sentence using high modality words.</p> <p><b>Read the instructions and complete the worksheet on high modal words.</b></p> <p>We are learning to use high modality words in a simple sentence.</p> <p>I have:</p> <ul style="list-style-type: none"> <li>• a capital letter</li> <li>• a subject</li> <li>• a predicate</li> <li>• end punctuation</li> <li>• modal verbs</li> <li>• affirmation adverbs</li> </ul> <p><b>Modelled-</b> We <b>must definitely</b> solve the issue of pollution in this place we call home.</p> <p>Read and copy the sentence below. Underline the parts of a simple sentence using green,</p>	<p align="center"><b>SOTD</b></p> <p><b>Sentence Type:</b></p> <p>Simple Sentence using high modality words.</p> <p>We are learning to use high modality words in a simple sentence.</p> <p>I have:</p> <ul style="list-style-type: none"> <li>• a capital letter</li> <li>• a subject</li> <li>• a predicate</li> <li>• end punctuation</li> <li>• modal verbs</li> <li>• affirmation adverbs</li> </ul> <p><b>Modelled-</b> We <b>will indeed</b> address this problem by changing our habits.</p> <p>Read and copy the sentence below. Underline the parts of a simple sentence using green, highlight the modal word and circle the affirmation adverb.</p>	<p align="center"><b>SOTD</b></p> <p><b>Sentence Type:</b></p> <p>Simple Sentence using high modality words.</p> <p><b>Assessment</b> – Independently write simple sentences using high modality words.</p> <p>We are learning to use high modality words in a simple sentence.</p> <p>I have:</p> <ul style="list-style-type: none"> <li>• a capital letter</li> <li>• a subject</li> <li>• a predicate</li> <li>• end punctuation</li> <li>• modal verbs</li> <li>• affirmation adverbs</li> </ul> <p><b>Use the SOTD slip to help you with writing your sentences.</b></p>

	and circle the affirmation adverb.	highlight the modal word and circle the affirmation adverb.	<b>Joint-</b> You <b>must</b> <b>definitely</b> ... Copy and complete the rest of the rest of the simple sentence. Try and make it about sustainability.	
<p align="center"><b><u>Writing</u></b></p> <p align="center"><b>Pre-Assessment</b></p> <p>Your job is to write a persuasive text to convince someone to do something you feel strongly about.</p>	<p align="center"><b><u>Writing</u></b></p> <p align="center"><b>Purpose of Persuasive Text</b></p> <p>Read through the 'Purpose of a Persuasive Text,' 'Structure of a Persuasive Text' and 'What does our Persuasive Text need? Copy the information on each slide.</p>	<p align="center"><b><u>Writing</u></b></p> <p align="center"><b>Persuasive Words/Phrases and Connectives</b></p> <p>Read through the Wednesday slides for Writing.</p> <ul style="list-style-type: none"> <li>•In your book, write three (3) sentences using <b>precise vocabulary</b>.</li> <li>•In your book, write three (3) sentences that include <b>connective</b> that you might use in a persuasive text.</li> </ul>	<p align="center"><b><u>Writing</u></b></p> <p align="center"><b>Proper Nouns and High Modality Verbs</b></p> <p>Read through the Thursday slides for Writing.</p> <ul style="list-style-type: none"> <li>•In your book, write two (2) sentences that use a <b>proper noun</b>.</li> <li>•In writing book, write two (2) sentences that use <b>high modality verbs</b>.</li> </ul>	<p align="center"><b><u>Writing</u></b></p> <p align="center"><b>Persuasive sentence starters and persuasive language sort</b></p> <p>Use the sentence starters above to write 5 sentences about why it is important to clean up our planet.</p> <p>Use the list of words to sort them into the correct heading: opinion words, sequence words, modality words.</p>
<p align="center"><b>Guided Reading</b></p> <p>Read '<b>Cause and Effect Human Threats to Sea Turtles</b>' text. Work on the comprehension activity below by identifying the <u>cause</u> of human threats and <u>effects</u> on the sea turtles.</p> <p>Read an e-book on '<b>Literacy Pro</b>' and complete a quiz.</p> <p>Read a Premier's Reading Challenge book and add it to your PRC list. Refer to the</p>	<p align="center"><b>Guided Reading</b></p> <p>Read the '<b>Keep Australia Beautiful</b>' text and answer the comprehension questions on the following worksheet.</p> <p>Read an e-book on '<b>Literacy Pro</b>' and complete a quiz.</p> <p>Read a Premier's Reading Challenge book and add it to your PRC list. Refer to the instructions in the LfH pack on how to log PRC books.</p>	<p align="center"><b>Guided Reading</b></p> <p>Read the '<b>Rubbish on the School Playground</b>' text and answer the comprehension questions on the following worksheet.</p> <p>Read an e-book on '<b>Literacy Pro</b>' and complete a quiz.</p> <p>Read a Premier's Reading Challenge book and add it to your PRC list. Refer to the instructions in the LfH pack on how to log PRC books.</p>	<p align="center"><b>Guided Reading</b></p> <p>Read '<b>Coasts and Oceans.</b>' Work on the comprehension activity below by making connections. Text-to-self, Text-to-text and text – to world connections.</p> <p>Read an e-book on '<b>Literacy Pro</b>' and complete a quiz</p> <p>Read a Premier's Reading Challenge book and add it to your PRC list. Refer to the</p>	<p align="center"><b>Guided Reading</b></p> <p>Read the '<b>Skimming and Scanning: Plastic Pollution</b>' text. Tick each word from the box you come across when reading the text.</p> <p>Use a dictionary to write down the meaning of the words from the box.</p> <p>Read an e-book on '<b>Literacy Pro</b>' and complete a quiz</p> <p>Read a Premier's Reading Challenge book and add it</p>

<p>instructions in the LfH pack on how to log PRC books.</p> <p>You can find some terrific books on 'Epic' by following a few simple steps:</p> <ul style="list-style-type: none"> <li>Go to <a href="https://www.getepic.com/students">https://www.getepic.com/students</a></li> <li>Mrs Abed Ali has created a class and you can join using her class code <b>aez4121</b></li> </ul>	<p>You can find some terrific books on 'Epic' by following a few simple steps:</p> <ul style="list-style-type: none"> <li>Go to <a href="https://www.getepic.com/students">https://www.getepic.com/students</a></li> <li>Mrs Abed Ali has created a class and you can join using her class code <b>aez4121</b></li> </ul>	<p>You can find some terrific books on 'Epic' by following a few simple steps:</p> <ul style="list-style-type: none"> <li>Go to <a href="https://www.getepic.com/students">https://www.getepic.com/students</a></li> <li>Mrs Abed Ali has created a class and you can join using her class code <b>aez4121</b></li> </ul>	<p>instructions in the LfH pack on how to log PRC books.</p> <p>You can find some terrific books on 'Epic' by following a few simple steps:</p> <ul style="list-style-type: none"> <li>Go to <a href="https://www.getepic.com/students">https://www.getepic.com/students</a></li> <li>Mrs Abed Ali has created a class and you can join using her class code <b>aez4121</b></li> </ul>	<p>to your PRC list. Refer to the instructions in the LfH pack on how to log PRC books.</p> <p>You can find some terrific books on 'Epic' by following a few simple steps:</p> <ul style="list-style-type: none"> <li>Go to <a href="https://www.getepic.com/students">https://www.getepic.com/students</a></li> <li>Mrs Abed Ali has created a class and you can join using her class code <b>aez4121</b></li> </ul>
<p><b>Maths</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><b>Equivalent Fractions</b></p>	<p><b>Maths</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><b>Multiplying and Dividing by 8 using Distributive Property</b></p>	<p><b>Maths</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><b>Equivalent Fractions on a Number Line</b></p>	<p><b>Maths</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><b>Equivalent Fractions on a Number Line</b></p>	<p><b>Maths</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><b>Multiplying and Dividing by 7 using Distributive Property</b></p>
<p><b>PDHPE</b></p> <p>Follow the link below and try to complete the Mascot Physical Challenge. <a href="https://youtu.be/dm7kV0VfHAc">https://youtu.be/dm7kV0VfHAc</a></p>	<p><b>PDHPE</b></p> <p>Complete a journal activity for the day or compile a list of things you are grateful for.</p>	<p><b>PDHPE</b></p> <p>1.Read the sheet "How do I keep my personal information safe online?"</p> <p>2.Design your own 'Picture Wise' poster.</p>	<p><b>PDHPE</b></p> <p>Follow the link to participate in some easy stretches. <a href="https://youtu.be/f2sxUWJOAJc">https://youtu.be/f2sxUWJOAJc</a></p>	<p><b>PDHPE</b></p> <p>Learn a new skill such as juggling, cooking, breakdancing, knitting or playing recorder.</p>



## Other Key Learning Areas

### Handwriting

Complete the Week 5 handwriting activities. Students are to copy the text onto the handwriting paper. We are learning to revise diagonal joins.

We are revising diagonal joins to head and body letters.

### HSIE

Read the article about places that are reducing their use of cars. Choose two of the cities and record what they are doing to decrease the number of cars on the roads.

<https://www.businessinsider.com/cities-going-car-free-2017-2?r=AU&IR=T>

Frankfurt in Germany and Copenhagen in Denmark have been named as two of the most sustainable cities in the world. Choose one of these cities and use the listed websites to conduct research and complete the KWL chart below

<https://www.visitcopenhagen.com/copenhagen/activities/green-sustainability-guide>

<https://yourstory.com/2016/09/10-most-sustainable-cities/amp>

<https://www.adb.org/about/annual-meetings/event-sustainability/frankfurt-2016>

Read the eBook: Sustainability Cartoons and Memes in the Learning from Home Pack. Discuss with a partner what you think each image on the cover means.

### Science

Complete the worksheet 'Material World & Package it Better'.

Make sure to read the questions carefully and complete all pages.

### CAPA- Social, emotional and family activities

#### Music activities

#### Make your own simple guitar

- Using tissue boxes, shoe boxes without the lids or fruit punnets you can create a string-type instrument.
- Use the box for the base of the instrument and take four to six rubber bands. Wrap the rubber bands around the base, the long way, and make sure there is space between the rubber bands.
- Experiment with ways of making sounds with the bands.



#### Additional activity- body percussion

Body percussion uses your body to create sounds (e.g. clicking fingers, clapping hands, stomping feet).

Create your own 8 second body percussion piece and present it to a family member.

# How students can access Zoom meetings in NSW public schools

## Sign into Zoom with a desktop browser



Chrome

Edge

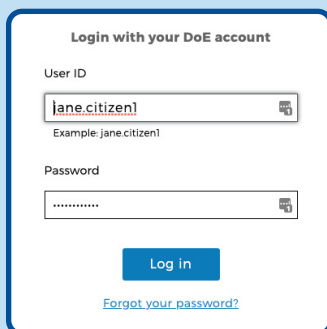
Firefox

Safari

1. Use a **modern browser** in Windows, MacOS or Linux.
2. Browse to the NSW DoE Zoom console at: <https://nsweducation.zoom.us>



3. Select **Sign in** at the bottom.
4. Login with your **department credentials**.



5. For first time users, **download and install** the Zoom desktop client when prompted.
6. Once signed in, **Zoom** will be ready for use!

## Accessing Zoom using mobile apps

1. Download the **Zoom** app for your specific mobile device.

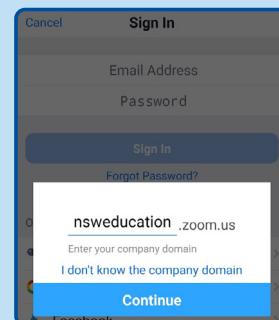


iOS  
[Download](#)

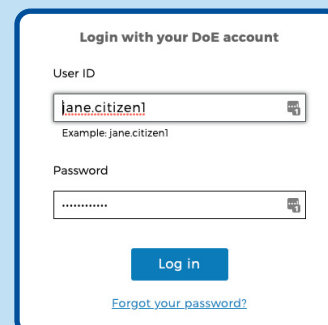


Android  
[Download](#)

2. Once installed, open **Zoom**, tap **Sign In** then tap **SSO**.
3. Type **nsweducation** and tap **Continue**.



4. The **DoE log on screen** will appear. Sign in with your normal department credentials.



5. Once signed in, **Zoom** will be ready for use!

## More information

- [How to join a Zoom meeting](#)
- [Participating in a meeting](#)

# Morning Routine

Yellow	Blue	Green
reduce	should	reducing
reuse	practice	reusing
recycle	resources	recycling
	plastic	

## Vocabulary

Every day- choose a spelling list from the coloured table below. Write out the words each day and find a definition for each word.

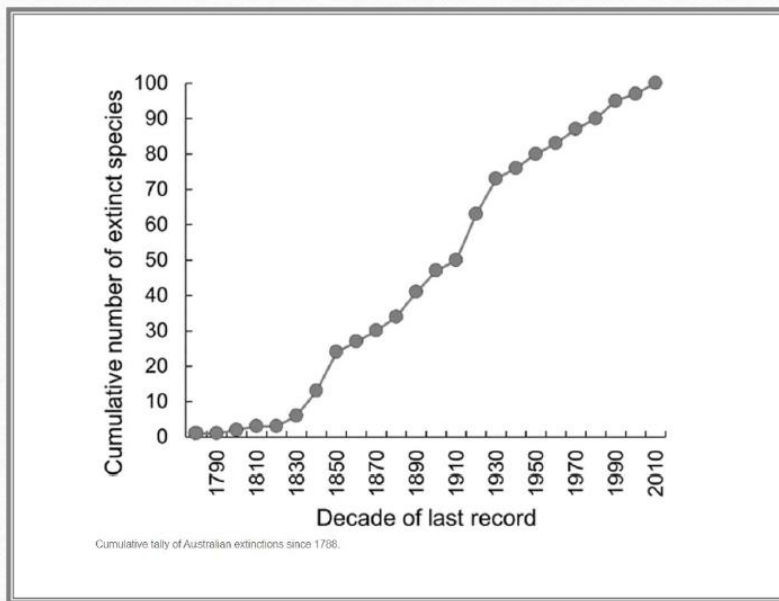
## Monday

### Sustainability

- A **suffix** is a few letters put at the end of a word to change its meaning.
- The suffix **ability** is used to form nouns **meaning** "the fact of having the quality mentioned".
- **Sustain** means being maintained. **Ability** means able to.







## Extinct Australian Species in a Decade.

Exactly 100 plant and animal species are listed as having become extinct in the 230 years since Europeans colonised Australia:

- 38 plants, such as the [magnificent spider-orchid](#)
- 1 seaweed species
- 34 mammals including the [thylacine](#) and pig-footed bandicoot
- 10 invertebrates including a funnel-web spider, beetles and snails
- 9 birds, such as the [paradise parrot](#)
- 4 frogs, including two species of the bizarre [gastric-brooding frog](#) which used its stomach as a womb
- 3 reptiles including the Christmas Island forest skink
- 1 fish, the Pedder galaxias.

Our estimation of extinction dates reveals a largely continuous rate of loss – averaging about four species per decade (every ten years).

## Sustainability

- Sustainability is not just about adopting the latest energy-efficient technologies or turning to renewable sources of power. Sustainability is the responsibility of every individual every day. It is about changing our behaviour and mindset to reduce power and water consumption, thereby helping to control emissions and pollution levels.



**Task:** brainstorm as many words as you can that end in the morphograph 'ability'

## What are High Modality Words ?



Modality refers to how certain you are about something.



High modality words usually show a high degree of certainty about something and means expressing you are certain about something.



Modality words are usually demonstrated through the use of verbs, adverbs, adjectives and nouns.

### Examples of High Modality words:

## Modal Verbs

Low Modality	Medium Modality	High Modality
may	would	must
can	wouldn't	mustn't
could	should	ought to
possibly	shouldn't	have to
perhaps	probably	will

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Low and High Modality Words

Write the modality words below under the correct headings.

Low Modality	High Modality

may	certain
will	might
could	has to
must	would
sometimes	might not
never	absolutely



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Modality Words

Modality words are used to indicate the degree to which something is likely to happen. High modality words are more persuasive.

1. Read the following sentences. Write (H) in the box for high modality words and (L) in the box for low modality words.

- |   |                          |
|---|--------------------------|
| a) I might go swimming on the weekend.                        | <input type="checkbox"/> |
| b) Dad says he might take us to the beach one day.            | <input type="checkbox"/> |
| c) We must leave before it gets too dark.                     | <input type="checkbox"/> |
| d) To improve your health, you must eat fruit and vegetables. | <input type="checkbox"/> |
| e) You must remember to bring your homework home.             | <input type="checkbox"/> |

2. Change these sentences from low modality to high modality.

- a) I could go to football practice this afternoon.

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- b) I sometimes do my homework.

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- c) I might see you at school tomorrow.

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- d) It is possible that it may rain this afternoon.

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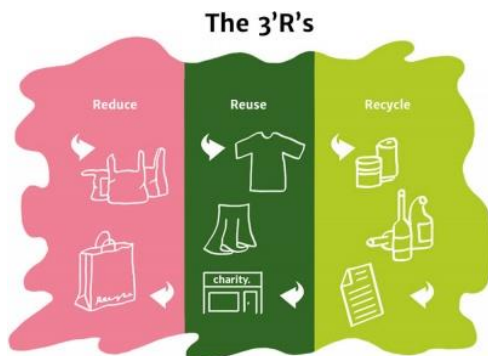


# WRITING TO PERSUADE

**Monday**

Pre-Assessment: 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**
- **Use paragraphs**
- **Check your spelling and punctuation**
- **Use persuasive devices, high modality words and connotation**
- **Check and edit your writing when you are finished**

Human Threats to Sea Turtles

Sea turtles are in danger. Many of the threats are caused by humans.

Sometimes, turtles get stuck in old fishing nets. When a turtle becomes tangled in one of these nets, they cannot swim. This means that they may drown.

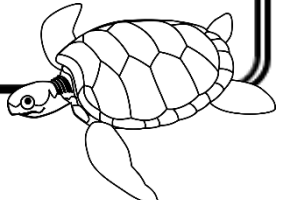
Another threat to sea turtles is plastic bags that have been thrown in the water. Turtles think that these plastic bags are jellyfish and so they try to eat them. This makes the turtle sick and they often die.

Water pollution poisons sea animals and other sea life, such as seagrass.

Seagrass is important food for turtles. This can mean that there is not enough food for the turtles to live.

Sometimes, sea turtles are hurt or killed when a boat hits them. The propeller cuts into the turtle.

cause	→	effect
cause	→	effect
cause	→	effect
cause	→	effect



# Math Mentals- Monday



Division  
Strategy

## Split and Divide

Split into friendly parts, then divide each part separately.



- 1 Make friendly numbers.**  
Split into friendly parts.

$$\begin{aligned} & \boxed{39} \div 3 \\ & = (30 \div 3) + (9 \div 3) \\ & = \underline{10} + \underline{3} \\ & = 13 \end{aligned}$$

- 2 Calculate.**

### Other Examples

$$\begin{aligned} & \boxed{612} \div 6 \\ & = (600 \div 6) + (12 \div 6) \\ & = \underline{100} + \underline{2} \\ & = 102 \end{aligned}$$

$$\begin{aligned} & \boxed{525} \div 5 \\ & = (500 \div 5) + (25 \div 5) \\ & = \underline{100} + \underline{5} \\ & = 105 \end{aligned}$$

### Day 1

1  $33 \div 3$

2  $36 \div 3$

3  $69 \div 3$

4  $99 \div 3$

5  $312 \div 3$

6  $318 \div 3$

7  $324 \div 3$

8  $606 \div 6$

9  $648 \div 6$

- 10 Sandy Bay Rugby Club bought 3 rugby balls for \$327. What is the cost per ball?

11  $624 \div 6$

12  $642 \div 6$

13  $630 \div 6$

14  $505 \div 5$

15  $520 \div 5$

16  $535 \div 5$

17  $555 \div 5$

18  $560 \div 5$

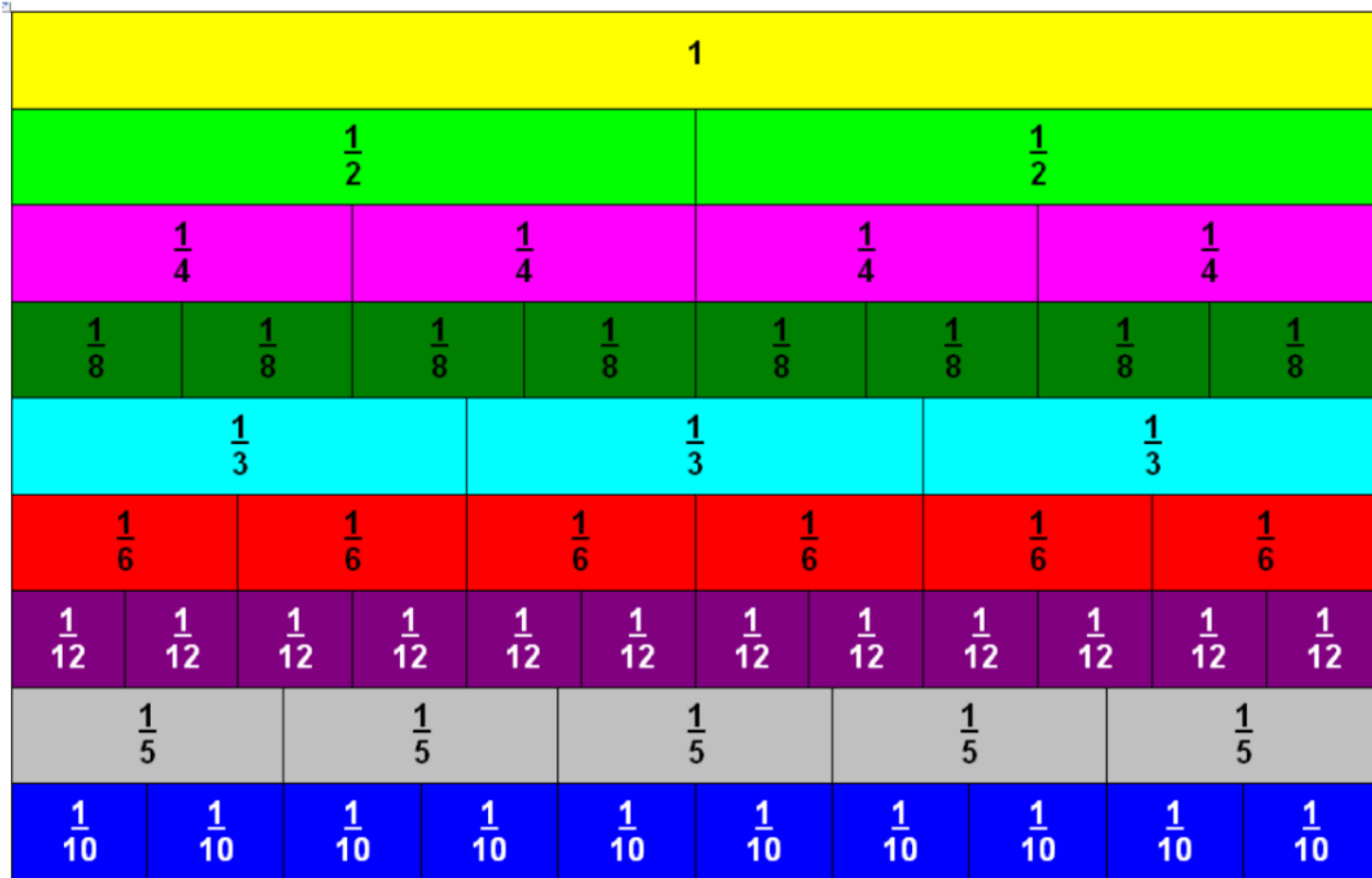
19  $575 \div 5$

- 20 Jo bought a pack of 6 highlighters for \$6.60. What is the cost per highlighter?

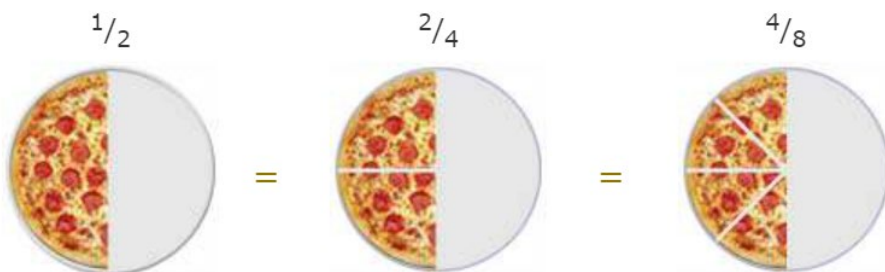
Practice

## Math- Monday

### Equivalent Fractions



**Equivalent Fractions** have the same value, even though they may look different.



These fractions are really the same:

$$\frac{1}{2} = \frac{2}{4} = \frac{4}{8}$$

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:

- ① Use a red pencil to colour in one half of the 'halves' row.  
Use the fraction wall to find the fractions that are the same size as one half.  
Colour them red, then record them in the blank spaces below.

one half = \_\_\_\_\_ quarters = \_\_\_\_\_ sixths = \_\_\_\_\_ eighths = \_\_\_\_\_ tenths

- 
- ② Use a green pencil to colour in one third of the 'thirds' row.  
Use the fraction wall to find the fractions that are the same size as one third.  
Colour them green, then record them in the blank spaces below.

one third = \_\_\_\_\_ sixths = \_\_\_\_\_ ninths

- 
- ③ Use a blue pencil to colour in one quarter of the 'quarters' row.  
Use the fraction wall to find the fraction that is the same size as one quarter.  
Colour it blue, then record it in the blank space below.

one quarter = \_\_\_\_\_ eighths

- 
- ④ Use a yellow pencil to colour in one fifth of the 'fifths' row.  
Use the fraction wall to find the fraction that is the same size as one fifth.  
Colour it yellow, then record it in the blank space below.

one fifth = \_\_\_\_\_ tenths



- ⑤ Use the fraction wall to order these fractions from smallest to largest.

$\frac{2}{10}$	$\frac{1}{2}$	$\frac{6}{6}$	$\frac{3}{7}$	$\frac{1}{9}$	$\frac{3}{4}$

- ⑥ Use the fraction wall to compare the following pairs of fractions.  
Use the less than (<) or greater than (>) signs to make each statement true.

a)  $\frac{2}{3}$    $\frac{1}{2}$

b)  $\frac{6}{7}$    $\frac{5}{6}$

c)  $\frac{8}{9}$    $\frac{10}{10}$

- ⑦ Choose two rows from the fraction wall that contain equivalent fractions.  
Divide each of the rows below into the correct number of boxes.  
Colour and label one equivalent fraction.




Copy the following words below on the handwriting sheet . LI: We are revising diagonal joins.

DATE

Learning Intention: We are revising diagonal joins.

an cr dr em ev hi in kn li mi nu qu tr tu un zi

any drip hip ink mine knew lunch nut quit zip under

creep empty tug every keep enemy hymn mind chimney

DATE

Learning Intention: We are revising diagonal joints to head and body letters.

ab at ch ck nl nk dl dh hl ht lb ll th ub kl kh

mb ml eb et ik it nt nh it Yellow butter melts in

the heat. Is there salt in the salad? In my book I

will be doing quite a lot of writing to practice

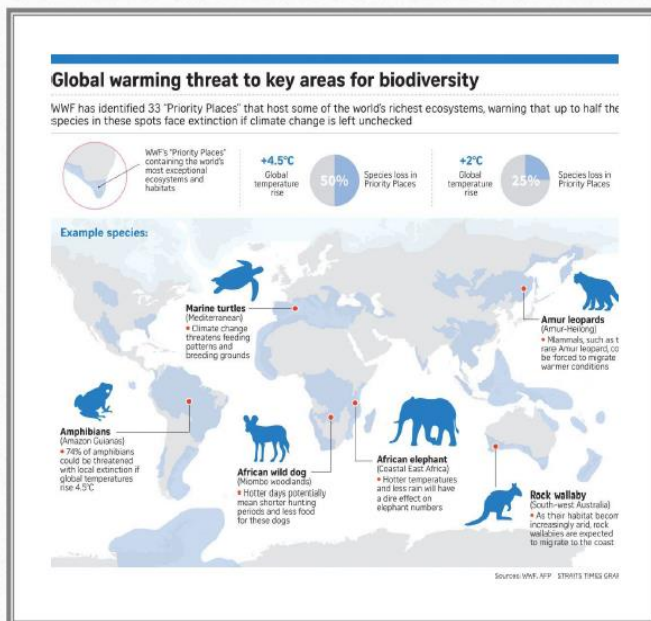
cursive script, using correct entries, exits and joints.



# Climate Change Around the world

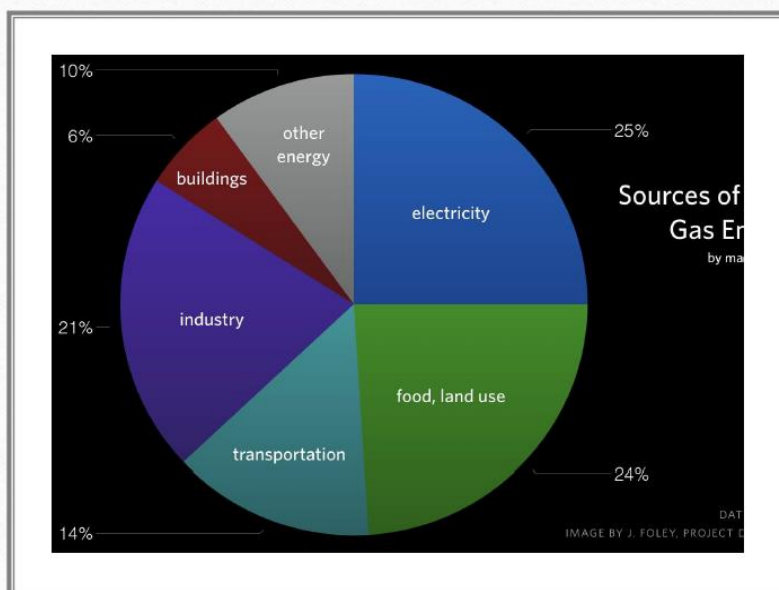
Climate change describes a change in the average conditions — such as temperature and rainfall — in a region over a long period of time. Scientists have observed Earth's surface is warming, and many of the warmest years on record have happened in the past 20 years.

Task: research the question “what does climate change mean and how is it affecting species around the world.”

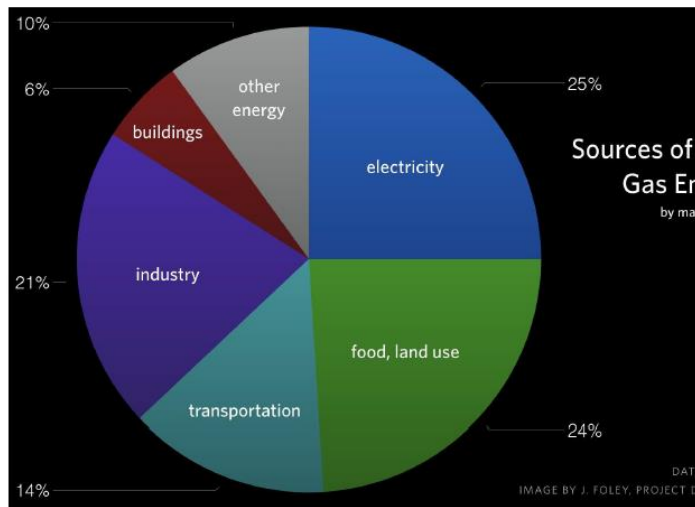


# Causes of Climate Change

- There are lots of factors that contribute to Earth's climate. However, scientists agree that Earth has been getting warmer in the past 50 to 100 years due to human activities.
- Certain gases in Earth's atmosphere block heat from escaping. This is called the greenhouse effect.







## Causes of Climate Change

The greenhouse effect is a process that occurs when gases in Earth's atmosphere trap the Sun's heat. This process makes Earth much warmer than it would be without an atmosphere. The greenhouse effect is one of the things that makes Earth a comfortable place to live.

**Task: Research the question “What are the effects of climate change and how are human activities are the main cause?”**



## Climate and Sea Turtles

- The effects of global warming are having enormous impacts on sea turtles and other wildlife. The rate of global warming far exceeds the abilities of animals to adapt naturally to such dramatic environmental changes. Sea level rise from the melting of polar ice is already contributing to the loss of beach and sea turtle nesting habitat. Weather extremes, also linked to climate change, mean more frequent and severe storms which alter nesting beaches, cause beach erosion, and inundate, or flood sea turtle nests. Climate change can be temperature warming or temperature dropping.

**Task: answer the question “how are sea turtles are affected by temperatures warming or temperatures dropping?”**

## Affirmation Adverbs

Adverbs of affirmation show that the speaker is sure something will go the way they say it will.

Some examples are :

- by all means
- certainly
- surely
- verily
- definitely
- indeed
- absolutely
- truly

## Simple Sentence

main clause

subject

predicate  
(contains the verb + extra  
information)

?  
.  
!

**What is a sentence?**

---

## Draw the recipe of a simple sentence.

We are learning to use high modality words in a simple sentence.  
I have:

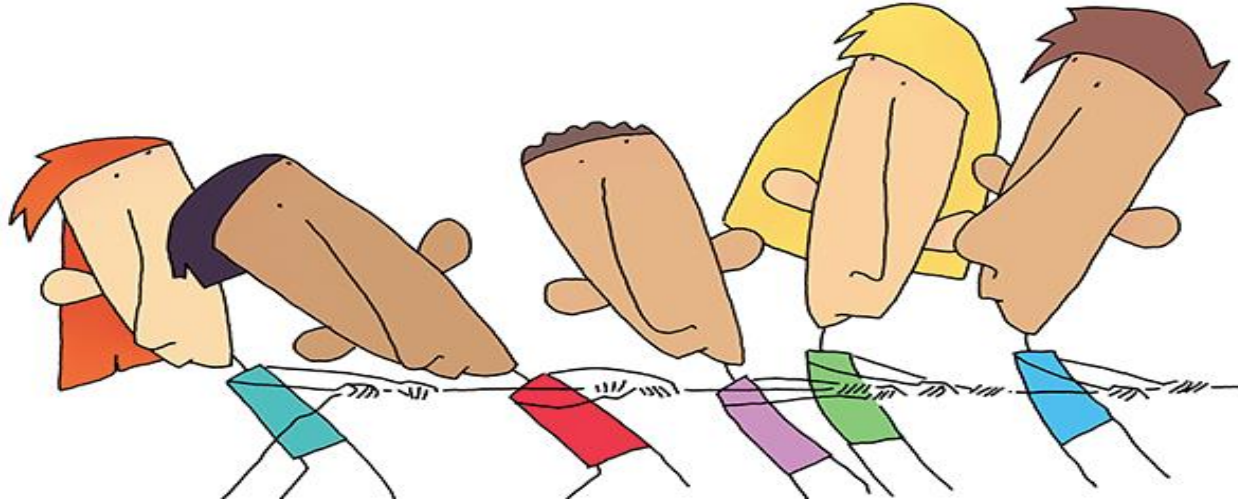
- a capital letter
- a subject
- a predicate
- end punctuation
- modal verbs
- affirmation adverbs

**Modelled-** We **can** **certainly** prevent excess waste from occurring by reducing, reusing and recycling.

**Read and copy the sentence below. Underline the parts of a simple sentence using green, highlight the modal word and circle the affirmation adverb.**



# Purpose of a Persuasive Text:



**Persuasive writing** is writing that tries to **convince** a reader to believe what **you believe** about a certain topic.

It takes a position *for* or *against* something.

**Task: write out the information on this slide.**



# Structure of Persuasive Writing:

***INTRODUCTION*** with a “hook” and thesis statement

***BODY***

3 Arguments that are explained and elaborated on

***CONCLUSION***

Where main points are summarised and reviewed and the reader is left with something to think about.

**Task: write out the information on this slide.**

# What will our persuasive text need?



Precise Vocabulary



Proper nouns



High modality verbs



Connectives

**Task: write out the information on this slide.**

# Keep Australia Beautiful

Keep Australia Beautiful Week is a week to build community awareness about the importance of looking after our natural environments and reducing litter. It is everyone's responsibility to ensure each other's litter is placed in the bin.

Litter is any waste, such as paper, cans and plastics, left on the ground. Litter comes in a variety of shapes and sizes ranging from lolly wrappers to containers used for food packaging. It is estimated that seven billion cigarette butts are discarded in Australia every year. This type of litter does not belong in any natural environments.

## Here are the most commonly discarded items of litter:

- |                    |                                |
|--------------------|--------------------------------|
| 1. Cigarette butts | 6. Plastic chip and lolly bags |
| 2. Glass bottles   | 7. Plastic bottle tops         |
| 3. Plastic bottles | 8. Metal bottle tops           |
| 4. Aluminium cans  | 9. Small pieces of paper       |
| 5. Plastic bags    | 10. Foil lolly wrapper         |

Litter can be extremely harmful to the environment. When left on busy highways, discarded litter can lead to animals straying from their habitat in a dangerous attempt to retrieve remnants of food. Not only can it be hazardous for wildlife, it can also diminish the beauty of natural environments.

Aquatic animals are equally affected by discarded waste. 95% of litter on our beaches and in the ocean, comes from urbanised areas. Litter can have an adverse effect on the ocean as it can release chemicals into the water reducing its quality. This discarded waste also leads to sea creatures becoming entangled as they can mistake it for food. Animals can become trapped in plastic bags and other litter in their habitat. It is extremely important to reduce the amount of litter that is discarded.

One of the aims of Keep Australia Beautiful Week is to reduce the amount of rubbish people throw away. A further aim is to teach people about the simple ways they can look after the environment. Often, schools and community groups work together to clean up neighbourhoods, parks and beaches to



**Keep Australia Beautiful**

make these communal areas safe to use. Keep Australia Beautiful Week is an important time to raise awareness about the importance of a clean and safe environment for animals and people alike.

**What can you do to keep Australia beautiful?**

- Make sure you put your rubbish in the bin.
- Say no to plastic bags. Plastic bags often end up in the ocean and animals can be killed or seriously injured.
- Have a rubbish-free lunch as often as possible.
- Reuse and recycle things you no longer need.
- Don't put rubbish or leaves down the drain as they end up in the ocean.
- Pick up rubbish if it is safe to do so.



# Questions

1. What is Keep Australia Beautiful Week?

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2. What items in the 'most commonly discarded items of litter' could be recycled?

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3. How can litter in the water be hazardous to an animal like a sea turtle?

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4. 'Litter can be extremely harmful to the environment.' Why has the author chosen to use the word 'extremely'? Can you think of two synonyms and antonyms?

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5. How do you imagine that litter from the urbanised areas ends up on our beaches and in our oceans?

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6. List two ways people can keep Australian beautiful.

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7. Why do you think people litter?

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8. How do you help to reduce litter?

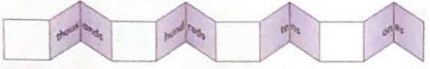




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# Math Mentals- Tuesday

# Math Mentals- Wednesday

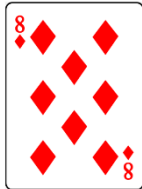
Day 2		
1	$63 \div 3$	<input type="text"/>
2	$309 \div 3$	<input type="text"/>
3	$327 \div 3$	<input type="text"/>
4	$618 \div 6$	<input type="text"/>
5	$510 \div 5$	<input type="text"/>
		Practice
6	$\$99 \times 4$	<input type="text"/>
7	$5 \times 29$	<input type="text"/>
8	$69 + 16$	<input type="text"/>
9	$49 + 45$	<input type="text"/>
		Revision
10	What is the cost of entry to a theme park for 3 children at \$79 each? <input type="text"/>	
11	Show 4862 on this number expander.	
		
12	Use rounding to estimate $71 + 22$ . <input type="text"/> (estimate)	
13	$8 \times 5 = \text{ } \quad 5 \times 3 = \text{ } \quad 5 \times 6 = \text{ }$	
14	What is the cost of 4 kg of tomatoes at \$6 per kilogram? <input type="text"/>	
15	List the notes and coins needed to buy this ice-cream sundae. Use as few as possible. <input type="text"/>	
		
16	Complete this number pattern and the rule. 36, 41, 46, <input type="text"/> , <input type="text"/> (+ <input type="text"/> )	
17	What time is shown on this clock? <input type="radio"/> 6:08 <input type="radio"/> 7:40 <input type="radio"/> 6:40	
		
18	Order from longest to shortest. <input type="text"/> 1 week <input type="text"/> 24 hours <input type="text"/> 9 days	
19	How many faces on a triangular pyramid are triangular? <input type="text"/>	
		
20	Use dotted lines to mark all the reflection lines on this letter.	
		

Day 3		
1	$96 \div 3$	<input type="text"/>
2	$315 \div 3$	<input type="text"/>
3	$306 \div 3$	<input type="text"/>
4	$660 \div 6$	<input type="text"/>
5	$530 \div 5$	<input type="text"/>
		Practice
6	$96 - 19$	<input type="text"/>
7	$85 - 49$	<input type="text"/>
8	$235 + 58$	<input type="text"/>
9	$\$2.95 + \$0.95$	<input type="text"/>
		Revision
10	How much more is an unlimited pass for \$110 than a day ticket for \$79? <input type="text"/>	
11	Show 6013 on this number expander.	
		
12	Use rounding to estimate $93 - 64$ . <input type="text"/> (estimate)	
13	$9 \times 10 = \text{ } \quad 10 \times 3 = \text{ } \quad 6 \times 10 = \text{ }$	
14	What is the cost of 2 bags of potatoes at \$5 per bag? <input type="text"/>	
15	List the notes and coins needed to buy this slice of cake. Use as few as possible. <input type="text"/>	
		
16	Complete this number pattern and the rule. 423, 433, 443, <input type="text"/> , <input type="text"/> (+ <input type="text"/> )	
17	What time is shown on this clock? <input type="radio"/> 12:55 <input type="radio"/> 1:55 <input type="radio"/> 1:11	
		
18	Order from longest to shortest. <input type="text"/> 25 hours <input type="text"/> 12 hours <input type="text"/> 1 day	
19	How many faces on a triangular prism are triangular? <input type="text"/>	
		
20	Use dotted lines to mark all the reflection lines on this letter.	
		

## Math- Tuesday

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

Select cards to make 2 numbers to multiply.



$$8 \times 7 =$$

Partition the number into numbers you know how to multiply.

$$\begin{array}{c} \diagup \quad \diagdown \\ 5 + 2 \end{array}$$

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

$$\begin{array}{l} 2 \times 7 = 14 \\ \swarrow \quad \searrow \\ 5 + 2 \\ 2 \times 5 = 10 \\ 2 \times 2 = 4 \\ 10 + 4 = 14 \end{array}$$


MD 11 Multiply by 4  
Distributive property

$$\begin{array}{l} 4 \times 7 = 28 \\ \swarrow \quad \searrow \\ 5 + 2 \\ 4 \times 5 = 20 \\ 4 \times 2 = 8 \\ 20 + 8 = 28 \end{array}$$


MD 12 Multiply by 3  
Distributive property

$$\begin{array}{l} 3 \times 7 = 21 \\ \swarrow \quad \searrow \\ 5 + 2 \\ 3 \times 5 = 15 \\ 3 \times 2 = 6 \\ 15 + 6 = 21 \end{array}$$


MD 13 Multiply by 5  
Distributive property

$$\begin{array}{l} 5 \times 7 = 35 \\ \swarrow \quad \searrow \\ 5 + 2 \\ 5 \times 5 = 25 \\ 5 \times 2 = 10 \\ 25 + 10 = 35 \end{array}$$

MD 14 Multiply by 9  
Distributive property

$$\begin{array}{l} 9 \times 7 = 63 \\ \swarrow \quad \searrow \\ 5 + 2 \\ 9 \times 5 = 45 \\ 9 \times 2 = 18 \\ 45 + 18 = 63 \end{array}$$

MD 15 Multiply by 6  
Distributive property

$$\begin{array}{l} 6 \times 7 = 42 \\ \swarrow \quad \searrow \\ 5 + 2 \\ 6 \times 5 = 30 \\ 6 \times 2 = 12 \\ 30 + 12 = 42 \end{array}$$

MD 16 Multiply by 8  
Distributive property

$$\begin{array}{l} 8 \times 7 = 56 \\ \swarrow \quad \searrow \\ 5 + 2 \\ 8 \times 5 = 40 \\ 8 \times 2 = 16 \\ 40 + 16 = 56 \end{array}$$

MD 17 Multiply by 7  
Distributive property

$$\begin{array}{l} 7 \times 6 = 42 \\ \swarrow \quad \searrow \\ 5 + 1 \\ 7 \times 5 = 35 \\ 7 \times 1 = 7 \\ 35 + 7 = 42 \end{array}$$

## Divide by Single-digit Numbers - $\div 8$ , 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.

$$\begin{array}{r} 64 \div 8 = \\ \swarrow \searrow \\ 40 + 24 \end{array}$$

$$\begin{array}{r} \frac{1}{8} \text{ of } 64 = \\ \swarrow \searrow \\ 40 + 24 \end{array}$$

Divide the parts.

$$40 \div 8 = 5$$

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

Find a fraction of the parts.

$$24 \div 8 = 3$$

$$\frac{1}{8} \text{ of } 24 = 3$$

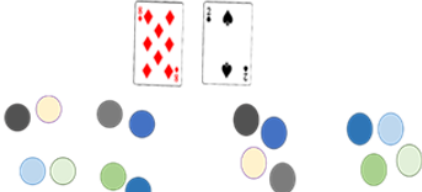
Add the quotients.

$$5 + 3 = 8$$

$$64 \div 8 = 8 \qquad \frac{1}{8} \text{ of } 64 = 8$$


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

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



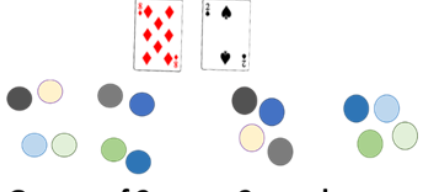
Groups of 2      2 equal groups

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




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

MD 10 Divide by 4  
Related to quartering



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

MD 12 Divide by 3  
Related to thirding



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

MD 13 Divide by 5  
Related to fifthing

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

MD 14 Divide by 9  
Related to ninthing

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

MD 15 Divide by 6  
Related to sixthing

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

MD 16 Divide by 8  
Related to eighthing

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

MD 17 Divide by 7  
Related to seventhing

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

5

Read the article about places that are reducing their use of cars. Choose two of the cities and record what they are doing to decrease the number of cars on the roads.

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6

Frankfurt in Germany and Copenhagen in Denmark have been named as two of the most sustainable cities in the world. Choose one of these cities and use the listed websites to conduct research and complete the KWHL chart below.

What do I know?	What do I want to know?
How will I find out?	What have I learnt?



**7** Other places around the world have come up with their own ways of being sustainable. Match the following cities with their unique sustainable ideas.

Iceland

Only uses renewable energy

Bristol, England

Has a bus that runs on poop

Bangladesh

First country to ban plastic bags in 2002

Germany

Country that uses the most solar energy

Oslo, Norway

All cars will be banned from 2019

Vancouver, Canada

Greenpeace was started there in 1971

Sweden

Imports rubbish and burns it to make fuel

**8**

**a** What is renewable energy?

---

---

---

**b** Draw a diagram showing one form of renewable energy.

9

Read the eBook: Sustainability Cartoons and Memes. Discuss with a partner what you think each image on the cover means. Which cartoon is your favourite? Why is it your favourite and what is its message?

10

Create your own sustainability cartoon or meme below.

## How Plastic is Killing our Sea Animals



- For those living on the coasts, a mere walk on the beach can give anyone insight into [how staggering our addiction to plastic](#) has become as bottles, cans, bags, lids and straws (just to name a few) are ever-present.
- Marine life can become entangled in a variety of ocean debris including fishing nets, lines, and lures. Still, there are a number of seals and sea lions that become entangled in plastic bags or plastic packing bands leading to injury and death.
- In fact, plastic packing bands and rubber bands continue to deeply impact the [Steller Sea Lion](#) population. An eight-year study in Southeast Alaska and British Columbia [documented 388 sea lions](#) entangled in plastic debris. These plastic packing bands and rubber bands can become so embedded in the animal that it can lead to severe infection and death.



Task: answer the question “how is plastic killing our sea animals? What can we do to prevent this?”

# Complete the Sentences with Modal Verbs

In some sentences, there are multiple modal verbs which could be used. In the right hand column of the table below, write down all of the modal verbs which could fit each sentence. Cover the word list to provide an extra challenge!

can

might

will

should

would

can't

may

must

shouldn't

couldn't

1. Pasha _____ do her homework.	
2. He was so tired he _____ keep his eyes open.	
3. Tom is a great soccer player. He _____ even play in goal!	
4. If she keeps trying hard, she _____ just have a chance.	
5. He is still learning. He _____ do his shoe laces up just yet.	
6. You _____ hurt people or steal things.	
7. When you have finished, you _____ leave the table.	
8. It has been ordered, so when they get there, they _____ find it waiting for them.	
9. The bitter cold makes is certain there _____ be icy roads tomorrow.	
10. I _____ happily swap places with a millionaire.	



Wednesday

## Persuasive Words and Phrases

I am writing to...

I have heard a rumour that...

We can do without this...

How unfair!

Now...

Obviously...

We can solve this by...

I believe that...

This will cause...

A friend of mine says...

If these plans go ahead...

Do you really think.....

Is it really worth...

I am speaking to you today because...

This needs to be dealt with

It will ruin our quality of life.

No-one but a complete idiot will believe that...

Surely...

Of course...

Local people feel that...

This will mean that...

Another thing...

Just think about...

How could you (we) possibly...

What would happen if...

Do you want to be part of...



**Using precise words or phrases will help you write in a forceful manner so people will agree with you.**

## Connectives

Connectives in persuasive texts allow the reader to see how ideas are connected. Using connectives effectively allows the reader to easily navigate the text that increases the chance of them being persuaded.

# Connectives

First

Secondly

Next

Then

because

Connectives can be used to link ideas and move from one point to the next.

until

while

but

however

even though

consequently

besides

despite

Finally

At last



# Activity

- In your book, write three (3) sentences using precise vocabulary.
- E.g. I am absolutely certain nobody wants to live in a dump!
- In your book, write three (3) sentences that include connective that you might use in a persuasive text.
- E.g. **Another way of recycling** is to reuse materials instead of throwing them away.

# Rubbish on the School Playground

Everybody agrees that our school playground has too much litter on it. I believe it comes down to laziness, and not having the right amount of accessible bins in place.

To begin, a possible reason for rubbish on the playground is because of negligence. I believe that students are too lazy to walk to a bin and, therefore, throw their rubbish on the ground. When students go outside to play, they do not want to waste this time trying to find a bin to put their litter in, so they decide to throw it on the playground. As a result of this, valuable class learning time is cut short because waste needs to be collected. I firmly believe that time should be taken from playtime if there is a considerable amount of rubbish found on the school playground.

Furthermore, I believe there is too much rubbish on the school playground because there are few accessible bins. Having more bins in places where students can see them would be beneficial. The bins would then decrease the amount of rubbish in the school playground significantly. Teachers could also reward students with stickers and tokens when they find that they are doing the right thing and placing their waste in the bin. They also may look out for students who pick up litter that is not theirs and give them more rewards. I think students would definitely respond well to this positive approach, and as a result, the amount of rubbish on the school playground will decrease.



To sum up, action needs to be taken to tackle the amount of litter on the school playground. There is a need for more accessible bins, and teachers need to find ways to reward students who do the right thing for the environment.



# Rubbish on the School Playground

## Questions

1. What is the topic of this text? \_\_\_\_\_

2. Is the author for or against this topic? How do you know?

---

---

3. What reasons does the author give to support their opinion?

---

---

4. Who could the author be writing this text to?

---

---

5. What emotive words or phrases does the author use to persuade the reader?

---

---

6. What connectives (words or phrases) has the author used to sequence the text?

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7. List two reasons that support the author's first argument that there is too much rubbish on the playground because of laziness.

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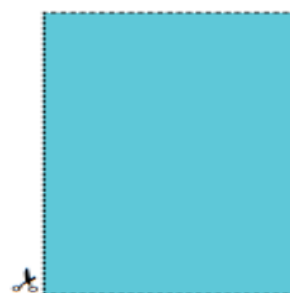
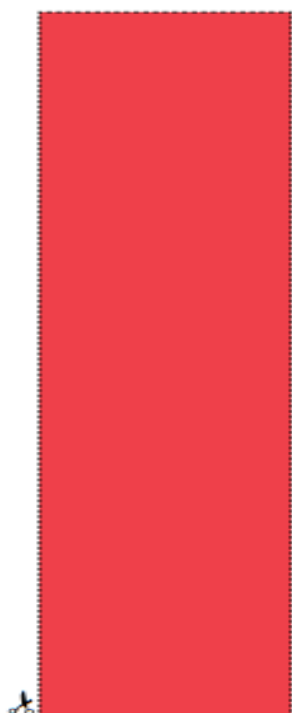
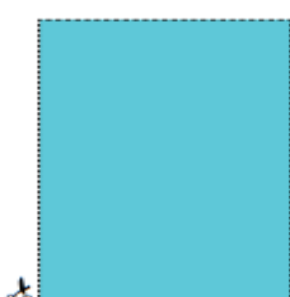
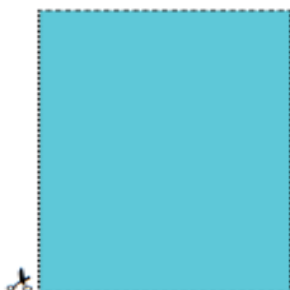
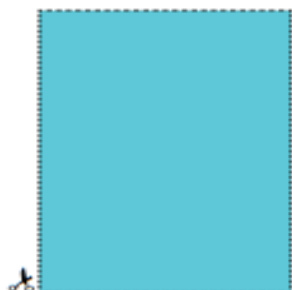
8. Do you think there is too much rubbish on your school's playground? Why or why not?

---

---

## Equivalent Fractions on a Number Line

Cut out each of the segments below. On the next page, paste the red segment along one bar, the green segment along one bar, and so on.



1.

Each section  
of this bar is



2.

Each section  
of this bar is



3.

Each section  
of this bar is

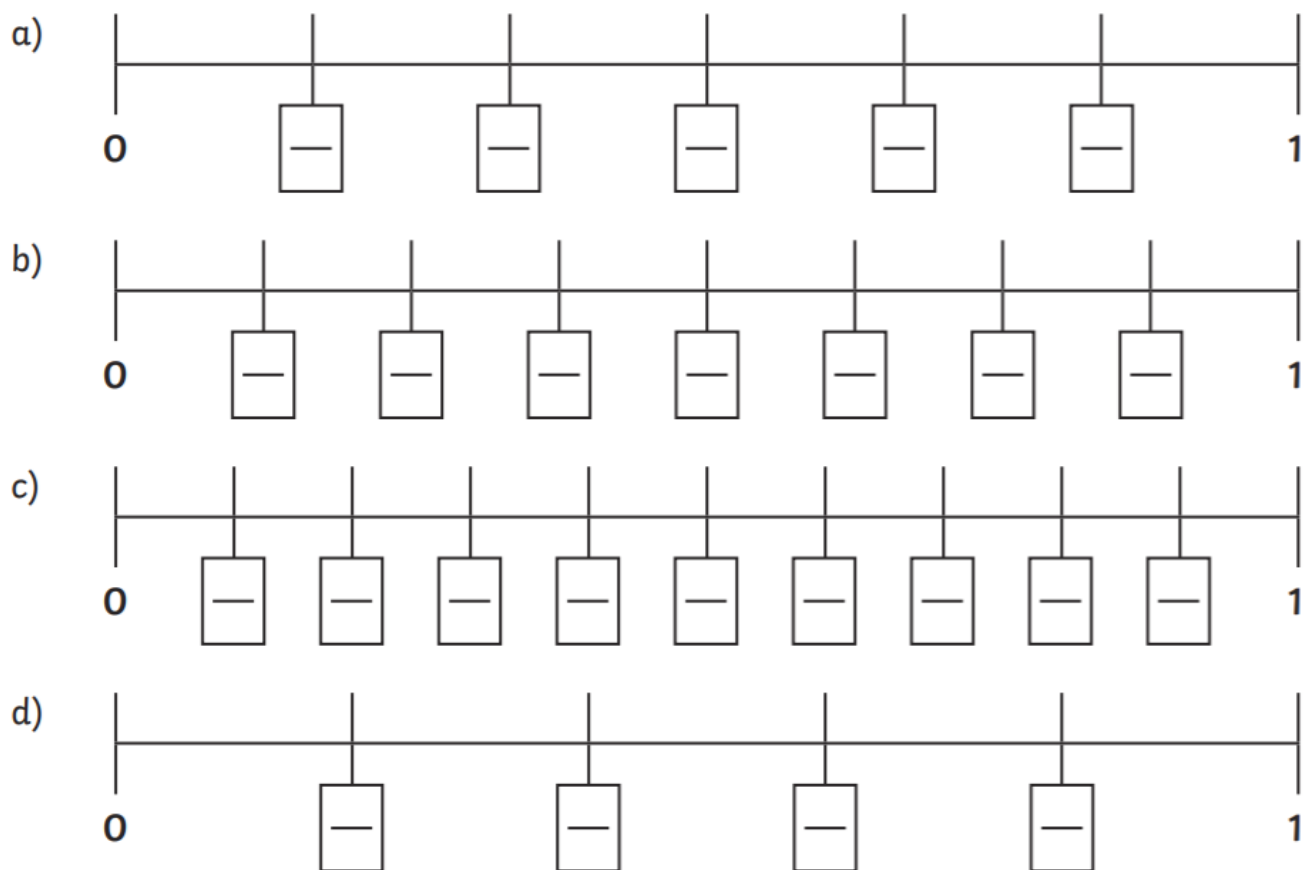


4.

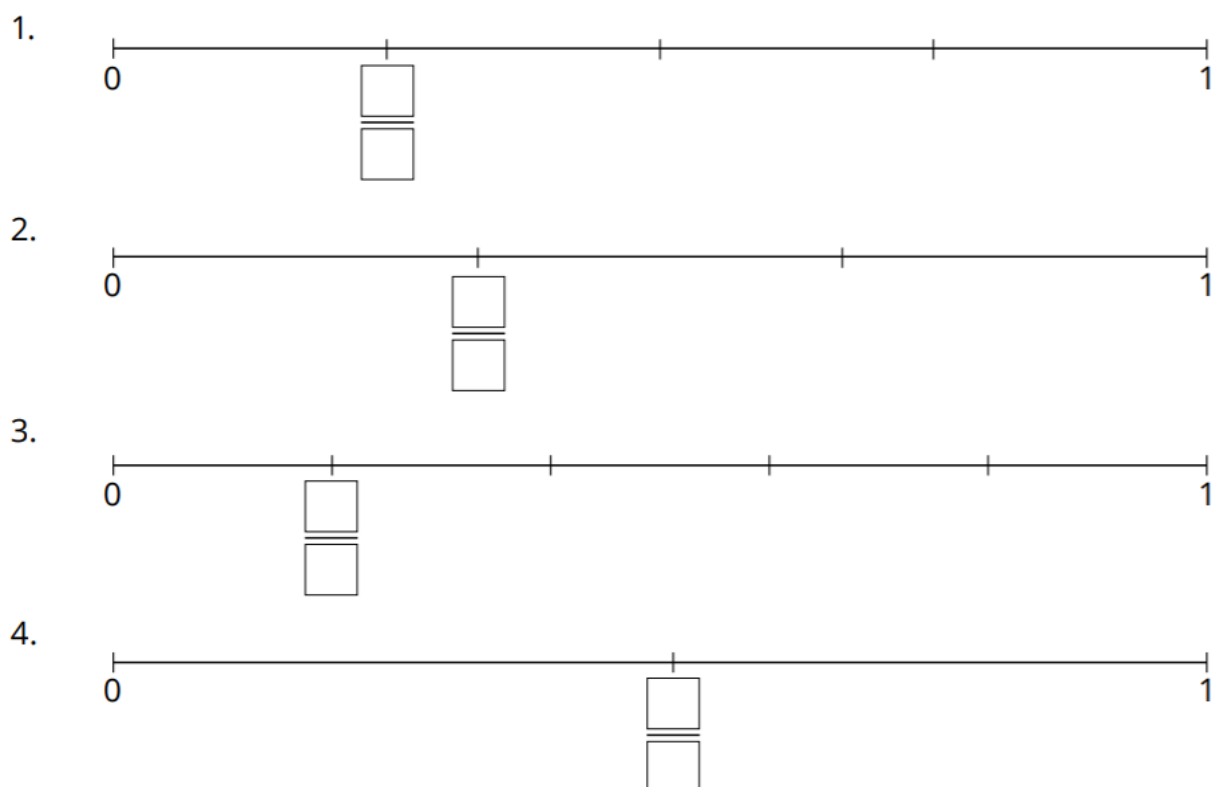
Each section  
of this bar is



Label the fractions on the number lines below.



A fraction of each of the number lines below has been marked. In each example, write the fraction below the notch.



# How can I keep my personal information safe online?

## LESSON 2

### Picture wise safety tips :

- Once a photo is posted online it can be copied, pasted and sent on to others.
- Photos can be altered digitally to ridicule or embarrass others.
- A photo shared in a public forum online can be downloaded and viewed or used by anyone in the world.
- Photos may be “geotagged” meaning that the exact location of the photo will be recorded and could be shared with others.
- Photos are often “captioned” by the person who took the photo. Other people – friends, family and strangers, may also be able to comment about the photo or the caption.
- Never reveal anything personal or private about yourself in the photo or in the caption that accompanies it.
- Photos can be “tagged” on social networks. The “tag” identifies the name and identity of the person in the photo. It is good Cyber Ethics to always ask permission before “tagging” another person in a photo.
- In the future face recognition software may be capable of searching out photos of individuals from many websites. This means that photos we post now may be accessible in the years to come. What we may consider funny or cute now may be embarrassing to us when we are older and applying for jobs etc.



Design a 'Picture wise' safety poster.

Here are some examples.



Thursday



## 6 Ways To Help Clean Up The Ocean

Task: write down 6 ways to help clean up the Ocean by visiting this website

<https://www.superyachtcrewagency.com/blog/6-ways-to-help-clean-up-the-ocean/14476>

Thursday



8 million+ tons of plastic  
are dumped into our oceans every year.



Task: Answer the question "How does plastic affect animals in our oceans?"





# HOW LONG UNTIL IT'S GONE? Thursday

Estimated decomposition rates of common marine debris items



# Proper Noun

People's names, countries, cities, towns, events, titles, special places.

Proper  
Nouns



Harry Potter



Australia



Christmas

# Proper Noun Examples

Thursday

A **proper noun** is a **noun** that references a specific person, place, thing, animal or idea.

- Clean Up Australia Day
- Dr Mohammad Zreika
- Saturday
- Cumberland City Council





## Activity

- In your book, write two (2) sentences that use a proper noun.
- E.g. Everybody should make an effort to take part in Clean Up Australia Day!

In writing book, write two (2) sentences that use high modality verbs.

E.g. We must walk more and drive less to reduce our carbon footprints.

verbs	can, could, have to, must, might, should, would, ought to, couldn't, might not, had better, may, shall, seem, believe, think, appear
-------	--

low modality

high modality

might go → could possibly go → should go → will go → will definitely go

It could be hot outside. → It is probably hot outside. → It is hot outside.

**Can you think of any other high modality verbs?**

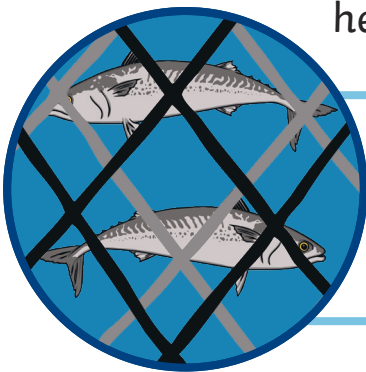
# Coasts and Oceans

Oceans and seas cover over 70% of the Earth's surface and are home to a diverse range of plants like kelp and coral, and animals including fish, turtles and whales. They help create oxygen for us to breathe and are a wonderful place for people to visit. The oceans and seas are being filled with plastic and are becoming too warm. This is harmful to the plants and animals that call the ocean home.

Collecting rubbish from our beaches and areas close to the ocean can stop unwanted rubbish entering oceans, keeping them clean and healthy. Many animals such as birds and turtles think rubbish like plastic bags are food. They can become tangled in this rubbish, causing them to become injured or die.

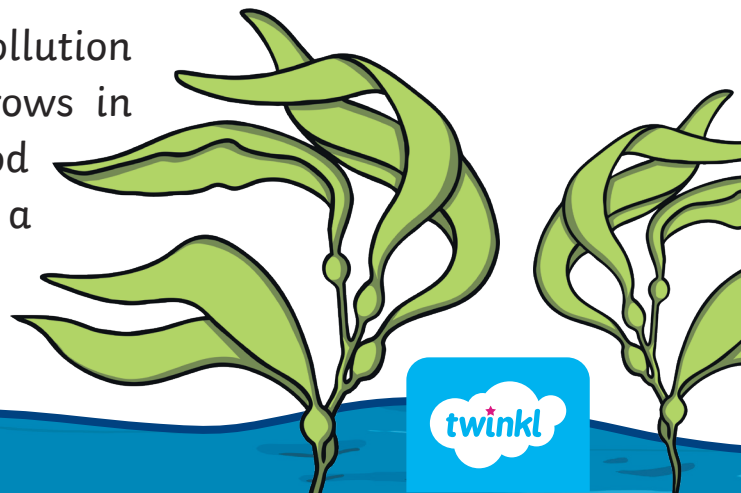


Recycling plastic such as bottles, bags and containers can stop them from entering the ocean and help them be safely reused in other ways. Choosing items from the shops that are not wrapped in plastic or reusing plastic items more than once can help our environment.



Taking only what we need when fishing can help keep enough fish in the ocean for other animals that need them for food. This also helps to keep fish numbers stable.

Keeping oceans clean and preventing pollution can help protect seagrass (kelp) that grows in shallow water. Kelp is an important food source for turtles and fish and is also a home to other animals like seals.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

# I'm making connections with \_\_\_\_\_

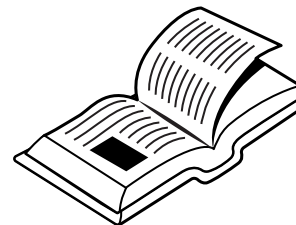
## Text-to-Self

How does it relate to something in your life?



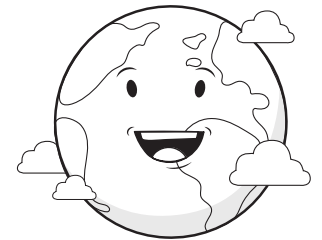
## Text-to-Text

How does it relate to something you've read in another book?



## Text-to-World

How does it relate to something that has happened in the real world?



# Math Mentals- Thursday

# Math Mentals- Friday

**Day 4**

**Practice**

- $66 \div 3$
- $321 \div 3$
- $330 \div 3$
- $654 \div 6$
- $540 \div 5$

**Revision**

- $9 \times 29$
- $\$199 \times 3$
- $750 - 94$
- $307 - 150$

10 Theme park tickets are \$198 for 2 adults and \$207 for 3 children. How much in total?

11 Show 2009 on this number expander.

12 Use rounding to estimate  $817 + 105$ .  
(estimate)

13 What is the total value of seven 50c coins?

14 What is the total cost of 2 kg of red grapes at \$2 per kilogram and 3 kg of green grapes at \$4 per kilogram?

15 List the notes and coins needed to buy 3 glasses of lemon squash. Use as few as possible.

16 Complete this number pattern and write the rule.  
80, , 98, ( )

17 What time is shown on this clock?  
☐ 8:07 ☐ 8:35 ☐ 9:35

18 Order from longest to shortest.  
☐ 2 weeks ☐ 6 months ☐ 1 year

19 Which of these have some rectangular faces?  
☐ triangular prism ☐ triangular pyramid  
☐ rectangular prism ☐ cylinder

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

**Day 5**

**Assessment**

- $93 \div 3$
- $636 \div 6$
- $515 \div 5$
- $990 \text{ mm} \div 3$
- $65 \div 5$
- $396 \div 3$
- $666 \div 6$
- $525 \div 5$
- $906 \div 3$

10 Dan's family of 5 spent \$540 on airfares. What was the cost per person?

11 Show 5706 on this number expander.

12 Use rounding to estimate  $825 - 430$ .  
(estimate)

13 What is the total value of five 20c coins?

14 What is the cost of a 6 kg pumpkin at \$3 per kilogram?

15 Which is the smallest note needed to buy 2 cupcakes?

16 Complete this number pattern and write the rule.  
49, , 82, 93 ( )

17 What time is shown on this clock?  
☐ 10 to 11 ☐ 10 to 12 ☐ 10 to 1

18 Order from longest to shortest.  
☐ 10 months ☐ 10 days ☐ 1 year

19 How many faces of a square pyramid are triangular?

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

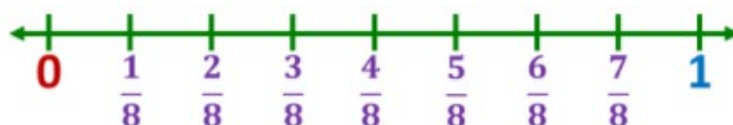
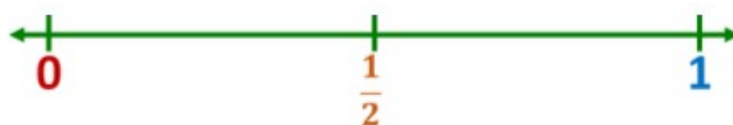
## Math- Thursday

### Equivalent Fractions on a Number Line

The **denominator** of a fraction tells about the number of equal parts that a number line should be divided into. 😊

The **numerator** tells about the parts we're talking about.

Here are some of the fractions marked on a number line.



These three fractions are equivalent.

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

$$\frac{4}{8}$$

$$\frac{3}{6}$$

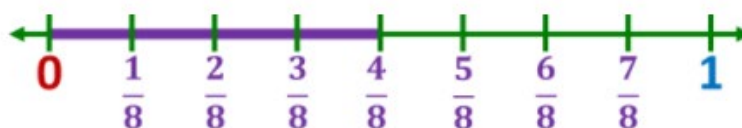


Do you want to know why? 😞

First, look at the number line model for  $\frac{2}{4}$ .



Next, look at the number line model for  $\frac{4}{8}$ .

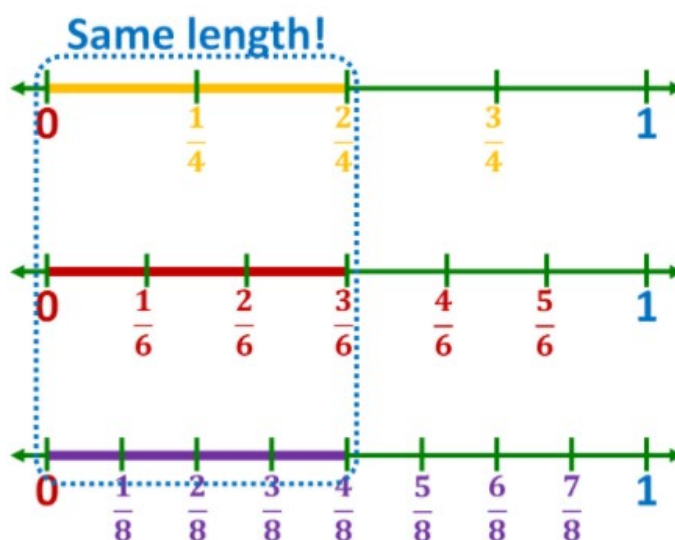


Then, look at the number line model for  $\frac{3}{6}$ .



🧐 Did you notice something about their lengths?

They're all the **same length**!



It's easy to **recognize equivalent fractions using number lines** - just check if their lengths are the same.

# Let's investigate!!

Answer the following questions in your exercise book or on a blank sheet of paper.

Draw a number line between zero and 1.

Place halves, quarters and eighths on the number line.

What fractions are in the same place on the number line?

1. How can you explain how you know these fractions are equivalent using:

- a fraction wall,
- the relationship between the numerator and denominator, and
- their common place on the number line?

Reflection: Why are equivalent fractions in the same place on a number line?

Draw a number line between zero and 1.

Place fifths and tenths and halves on the number line.

What fractions are in the same place on the number line?

2. How can you explain how you know these fractions are equivalent using:

- a fraction wall,
- the relationship between the numerator and denominator, and
- their common place on the number line?

Reflection: Why are equivalent fractions in the same place on a number line?

# Science

## Material World & Package it Better



Work out what each glove might be used for and describe the properties e.g. 'An oven glove is big and looks like a mitten. It is made of thick fabric'.

Answer the following questions for each glove in the glove box above;

- What might this glove be used for?
- What is the glove made of?
- Do you think that material is natural? Why or why not?
- Why do you think it is made of that material?
- What else could the glove be used for?

## Word wall and glossary

Write down a list of materials that can be used to make gloves. Add a short definition for each material.

## GLOSSARY

[illegible]

Name:

Date:

### Glove guide

Draw a glove on the hand and annotate ( add notes) the drawing.



Type of glove:



Type of glove:



Type of glove:

Images © Australian Academy of Science



Task: Answer the question “what can we do to use less plastic? How will this help clean up our oceans?”



★  Week  5	Learning Intention	We are learning to use high modality words in a simple sentence.
	Success Criteria I have used:	<ul style="list-style-type: none"> <li>-a capital letter</li> <li>- a subject</li> <li>-a predicate</li> <li>- end punctuation</li> <li>- modal verbs</li> <li>-affirmation adverbs</li> </ul>

—

—

—

# Persuasive sentence starters

Cut out these sentence starters and give to children to use as practice in persuasive arguments.

I believe that...

In my opinion...

It is vital that...

I have to say that...

I really feel that...

I'm sure...

I know...

Others must agree that...

It is clear that...

Clearly...

I'm absolutely certain...

It has to be time that...

Without doubt...

The time has come to...

It seems to me that...

Everyone knows that...

I agree that...

Of course...

The fact is...

In truth...

Surely...

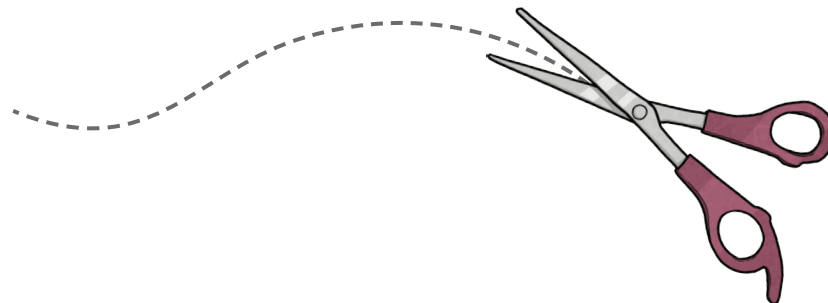
**Task: use the sentence starters above to write 5 sentences about why it is important to clean up our planet.**

## Persuasive Language Sort

Opinion Words	Sequence Words	Modality Words
Opinion words and phrases let the reader know your point of view.	Sequence words and phrases are used to begin each argument.	High modality words and phrases help to convince the reader.

# Friday

My point of view is	Secondly	totally
obviously	To begin with	I am sure that
I personally think	My opinion is	Furthermore
firmly	Thirdly	strongly
I believe that	It is clear that	Firstly
certainly	unquestionably	In addition
I think that	absolutely	Again
I am sure	I personally believe	Another reason
Finally	Additionally	definitely
The next reason	clearly	It is obvious that
undoubtedly	It is my opinion that	surely





# Skimming and Scanning: Plastic Pollution

Skimming and scanning is a useful skill for finding important information in a text quickly. Skim and scan this passage of text to find the words in the box below.

Tick each word off once you have found it in the text.

- |                                 |                                    |  |
|---------------------------------|------------------------------------|--|
| <input type="radio"/> flexible  | <input type="radio"/> consequences | <input type="radio"/> impact           |
| <input type="radio"/> syringes  | <input type="radio"/> entangled    | <input type="radio"/> takeaway cups    |
| <input type="radio"/> chemicals | <input type="radio"/> contaminated | <input type="radio"/> recycling centre |

Now use a dictionary to write down the meaning of the words above.

Plastic pollution is increasing and is damaging the world's environment. Tons of plastic rubbish is thrown away every year and this ends up polluting both land and oceans.

## History of Plastic

Plastic is a useful resource. It is lightweight, flexible and can be moulded into any shape. Look around you and you will see plastic products being used every day. Plastic is used to make food containers, bins, toys, syringes and hundreds of other items. Plastic bags were first used in supermarkets in the 1960s and are used worldwide by many supermarkets and shops.

## Dangers of Plastic

Plastic however, can be dangerous. Plastic is made of oil and other chemicals which help it keep its shape. Plastics that are left in landfills or in our oceans give out these harmful chemicals which then poison the surrounding environment. This can have deadly consequences for wildlife that lives in these affected areas.

Animals and marine creatures can become entangled in plastic objects which then make it hard (and sometimes impossible) for them to move, eat or even breathe.

Human health is also affected by plastic pollution. Plastic chemicals are finding their way into our drinking water and the fish that we eat may also be contaminated. Scientists do not yet fully understand how plastic pollution affects humans but evidence suggests that it does have a negative impact on our health.



## Skimming and Scanning: Plastic Pollution

### Reduce. Reuse. Recycle

We all need to act now to help reduce plastic pollution and there are lots of things that we can do to help.

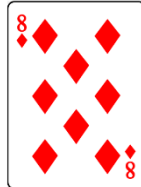
We need to reduce the amount of plastic that we use. Avoid using straws and plastic takeaway cups and say no to plastic bags at supermarkets. Take a fabric bag instead. We need to reuse plastic items that we already have. Wash plastic bottles and refill them. Use a lunch box instead of wrapping food in clingfilm. And finally, recycle plastic instead of throwing it in the normal bin. Use recycling boxes or take your plastic to a recycling centre so that it doesn't end up in a landfill site or in the ocean.



## 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.

$$\begin{array}{c} \diagup \quad \diagdown \\ 5 + 3 \end{array}$$

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.

$$\begin{array}{r} 63 \div 7 = \\ \swarrow \quad \searrow \\ 35 + 28 \end{array}$$

$$\begin{array}{r} \frac{1}{7} \text{ of } 63 = \\ \swarrow \quad \searrow \\ 35 + 28 \end{array}$$

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.

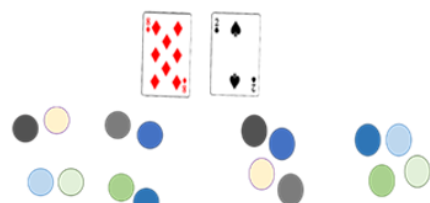
$$5 + 4 = 9$$

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



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


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



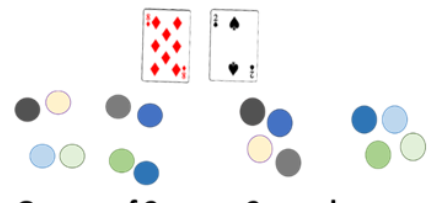
Groups of 2      2 equal groups

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

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

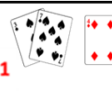
MD 10 PA 17 Divide by 2  
Related to halving

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




MD 10 Divide by 4  
Related to quartering

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



MD 12 Divide by 3  
Related to thirding

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



MD 13 Divide by 5  
Related to fifthing

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

MD 14 Divide by 9  
Related to ninthing

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

MD 15 Divide by 6  
Related to sixthing

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

MD 16 Divide by 8  
Related to eighthing

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

MD 17 Divide by 7  
Related to seventhing

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

## Year 4 Week 5 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 happy face 😊

### **Day 1:** Compound sentences.

Add '**and**' or '**yet**' to the correct sentences to make compound sentences.

1. I like chocolate, \_\_\_\_\_ I like cake.
2. It rained, \_\_\_\_\_ I was still hot.
3. I love my mum, \_\_\_\_\_ I love my dad.
4. I running fast, \_\_\_\_\_ I came last place.



**EXT:** Write these sentences in your book or on paper and draw a picture to go with each sentence.

### **Day 2:** Complex sentences.

Turn these simple sentences into complex sentences, using subordinate conjunctions. **For example: My dog is cute whenever he sleeps on the bed.**

**Use these subordinate conjunctions:** after, whenever, because. You can use the same conjunction twice.



1. I am smart
2. I like to watch TV
3. I am nice to others
4. I went to the zoo

### **Day 3:** Persuasive Device: Modality words

Circle the modality words in the text below. Modality words are used to indicate when something is certain, possible or improbable.

**For example:** I am certain that it would rain today.



It is impossible to be happy when there is so much happening in the world. I am certain that we would not go to school soon, as home learning has been extended. I think it is possible to go to school before Term 4, but I am worried that I would not see my friends before that.

### **Day 4:** Rhetorical Questions.

Write down four (4) ways that we can look after our ocean. Remember a rhetorical question should not be answered by the reader, it is to emphasise the point.



**For example: Don't you want to be part of the solution?**

1.

2.

3.

4.

### **Day 5:** Persuasive sentence starters.

Choose one of the sentence starters and write a persuasive paragraph below or on a piece of paper.

Remember to use the **two (2) persuasive devices** that you have learnt.

**They are: opinion and modality words.**



1. Homework should be banned....
2. Chocolate is important to eat for dinner...
3. Sleeping all day on Sunday is important...

**Look, cover, write and check** in the columns below. Try and do this each day.

Spelling words	Monday	Tuesday	Wednesday	Thursday
another				
live				
because				
four				
down				
love				
where				
house				

Friday: Choose 3 words and write a simple sentence for each word below:

1.

2.

3.

## Year 4 Week 5 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 Pemulwuy (1750-1802) below.

There are **70 words**. Time how long it takes to read.

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

Time:

Pemulwuy was an indigenous hero and freedom fighter. He belonged to the Euro tribe whose traditional land we know today as the Botany Bay area. As a young man, he was well known for his skill with a spear and his running ability. Later, Pemulwuy's foot was deliberately injured with a club in an important ritual. This marked him as *carradhy* or 'clever man' – that is, someone with supernatural powers.



**Which tribe (nation) did Pemulwuy belong to?**

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

There are **70 words**. Time yourself. Compare your time with yesterday's time.

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

Time:

Pemulwuy was middle aged when the First Fleet arrived. At first, he traded meat he had hunted with the settlers in exchange for goods. However, his attitude soon changed as he noticed that new diseases such as smallpox were killing many indigenous people and the British were taking the land and using it for farming and settlements. In 1790, Pemulwuy began his twelve year war of resistance against the colonists.



**What made Pemulwuy decide to wage war on the settlers?**

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

There are **70 words**. Time yourself. Compare your time with Days 1 and 2.

Circle all the **full stops (.)**, **exclamation marks (!)** and **commas (,)**.

Time:

Pemulwuy persuaded the tribes of the Sydney area to work together to fight the British. He led a successful resistance, killing livestock, attacking travellers and burning crops. In 1795, about 100 warriors attacked the settlement of Parramatta and Pemulwuy was badly injured. However, he survived and continued fighting the colonists. He showed no fear as guns fired and rumours spread that he was bullet proof and could not be killed.



**What event occurred in 1795?**

### Day 4: Read the final paragraph of the warning tale below.

There are **70 words**. Time yourself. Which day has been your fastest?

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

Time:

In 1802, Pemulwuy's luck finally ran out. The Governor offered a bounty for anyone who could kill or capture Pemulwuy. Chasing rich rewards, a British sailor called Henry Hacking shot and killed Pemulwuy. He will forever be remembered as a great Aboriginal hero and resistance fighter. He inspired others, fought hard and died for his land and his people. A new suburb in Western Sydney is named in his honour.



**Who offered a reward for capturing or killing Pemulwuy?**



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

- deliberately
- ritual
- exchange
- livestock

- rumour
- bounty
- traditional
- resistance

- long established
- animals kept on a farm
- gossip that might be true or false
- done on purpose

- giving and receiving
- opposed to, defiant
- religious or cultural ceremony
- reward for capture or killing

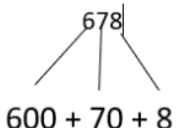


## Year 4 Week 5 Specialised Learning - Mathematics

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

**3 addition and 3 subtraction problems**

**3 multiplication and 3 division, by 2 problems.**

<p><b>Day 1- Partitioning</b></p> <p>Practise your partitioning skills with the following numbers.  <b>423, 75, 1498, 7218 and 34819.</b></p> <p>Look at the example.</p> 	<p><b>Day 2 – Ordering</b></p> <p>Order these numbers in <b>ascending</b> order (smallest to largest)              28, 449, 9, 459, 27.</p> <p>Order these numbers in <b>descending</b> order (largest to smallest)              285, 9, 935, 23, 11, 38.</p>	<p><b>Day 3 - Friends of 10 and 20</b></p> <p>Write down all your friends of 10 and 20.</p>	<p><b>Day 4 - Counting</b></p> <p>Count by 2s, 4s, 3s, 5s and 10s. Start from any number.</p>	<p><b>Day 5 - Problem solving</b></p> <ol style="list-style-type: none"> <li>1. A car park has 20 spaces. 8 of those spaces were used. How many spaces are left?</li> <li>2. Michael has 42 lollies. He partitioned them equally in 2 boxes. How many lollies are in each box?</li> <li>3. The teacher made 2 teams of 16 children. How many children are there altogether?</li> </ol>
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### Multiplication and Division by 2

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

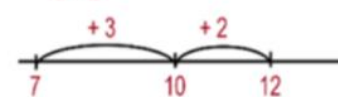
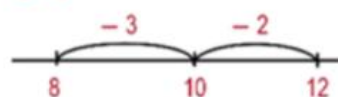

$$\begin{array}{r}
 16 \div 2 = 8 \\
 \swarrow \searrow \\
 10 + 6 \\
 10 \div 2 = 5 \\
 6 \div 2 = 3 \\
 5 + 3 = 8
 \end{array}$$

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

$$\begin{array}{r}
 15 \div 2 = 7r1 \\
 \swarrow \searrow \\
 10 + 5 \\
 \swarrow \searrow \\
 4 + 1 \\
 10 \div 2 = 5 \\
 4 \div 2 = 2 \\
 5 + 2 = 7
 \end{array}$$

$$\begin{array}{r}
 \frac{1}{2} \text{ of } 15 = 7r1 \\
 \swarrow \searrow \\
 10 + 5 \\
 \swarrow \searrow \\
 4 + 1 \\
 \frac{1}{2} \text{ of } 10 = 5 \\
 \frac{1}{2} \text{ of } 4 = 2
 \end{array}$$

### Addition and Subtraction

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
$7 + 5 =$ $\swarrow \searrow$ $3 + 2$ 	$12 - 5 =$ $\swarrow \searrow$ $2 + 3$ 	$17 + 5 =$ $\swarrow \searrow$ $3 + 2$ 	$22 - 5 =$ $\swarrow \searrow$ $2 + 3$ 