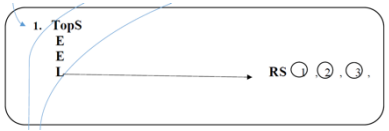
Year 4 Learning from Home Schedule Week 7, Term 3				
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Morning Routine **Focus: Reducing Waste** Read the information slides titled '*Reduce.*' **Task one:** Write down the meaning of the words 'reduce' and 'conservation.' **Task two:** Write down *three* ways you can reduce your waste impact during COVID-19 times. **Vocabulary-** Every day choose a spelling list from the table in the Learning from Home Pack. Write out the words each day and find a definition for each word.	**Morning Routine** **Focus: Reducing Waste** Read the information on the slides 'What to buy and how to use it?' **Task one:** Answer the question: Why is it important to only buy what you need? **Task two:** Answer the question: Why is it important to buy products with less packaging? **Task three:** Look at the image 'simple ways to reduce plastic' and explore the website below. Write down *three simple ways to reduce plastic.* **https://www.treehugger.com/easy-ways-reduce-your-plastic-waste-today-4858814** **Vocabulary-** Every day choose a spelling list from the table in the Learning from Home Pack. Write out the words each day and write your own definition for each word.	**Morning Routine** **Focus: Reducing Waste** Read the information on the slides 'Think before you throw.' **Task one:** Explore the website below and write down *three* ways to reduce waste at home. **https://www.budgetdumpster.com/blog/how-to-reduce-waste-at-home/** **Vocabulary-** Every day choose a spelling list from the table in the Learning from Home Pack. Write out the words each day and write related words (words that are similar or the same as the word).	**Morning Routine** **Focus: Reducing Waste** Read the information 'Tips to reduce your food waste.' **Task one:** Explore the website below and write down *five* tips to reduce your food waste. **https://www.eufic.org/en/food-safety/article/reducing-food-waste-yes-we-can-qa** **Task two:** Tick off each time you try one of the 16 ways to reduce food waste. See how many become part of your routine! **Vocabulary** Every day choose a spelling list from the table in the Learning from Home Pack. Write out the words each day and draw a picture that illustrates each word.	**Morning Routine** **Focus: Reducing Waste** Complete the 'Waste Wise' poster. ***Task one:*** Design a poster promoting waste wise ideas. **Task two:** Choose *one* of the 'Design Ideas- Sustainability' activities and complete it. ***Amazing Fact:*** *Almost half of the world's food is thrown away!*

SOTD	SOTD	SOTD	SOTD	SOTD
Sentence Type: Sentence Variety: simple, compound and complex sentences. Linked to TEEL (Topic Sentence, Explanation, Evidence, Link) Paragraphs. **Watch the video on Edmodo 'SOTD-Monday' modelling a simple sentence.** Define 'What is a simple sentence?' **We are learning to write a simple, compound and complex sentence.** **I have:** • at least one main clause • a conjunction (coordinating or subordinate) • a subordinate clause (complex sentences) • a comma (if needed) • correct beginning and end punctuation **Modelled (Simple)** – Plastic bags can be defined as the most damaging form of environmental pollution. Read and copy the sentence. Underline the parts of a simple sentence using green.	**Sentence Type:** Sentence Variety: simple, compound and complex sentences. Linked to TEEL Paragraphs. **Watch the video on Edmodo 'SOTD-Tuesday,' modeling a compound sentence.** **We are learning to write a simple, compound and complex sentence.** **I have:** • at least one main clause • a conjunction (coordinating or subordinate) • a subordinate clause (complex sentences) • a comma (if needed) • correct beginning and end punctuation **Modelled (Compound)** – Plastic has one of the most negative impacts on the environment, yet individuals still use it in their everyday lives. Read and copy the sentence. Underline the parts of a compound sentence using green and highlight the coordination conjunction in yellow.	**Sentence Type:** Sentence Variety: simple, compound and complex sentences. Linked to TEEL Paragraphs. **Watch the video on Edmodo 'SOTD-Wednesday, modelling a complex sentence.** Draw the recipe for a complex sentence and label all the parts. Use the colour green for your main clause, red for subordinating clause and purple for subordinating conjunctions. **We are learning to write a simple, compound, and complex sentence.** **I have:** • at least one main clause • a conjunction (coordinating or subordinate) • a subordinate clause (complex sentences) • a comma (if needed) • correct beginning and end punctuation **Modelled (Complex)** – Although plastic bags appear to be fragile and light, their negative environmental effect is devastating. Read and copy the sentence. Underline the parts of a compound sentence using green, circle the subordinating conjunction in red and underline the subordinating clause.	**Sentence Type:** Sentence Variety: simple, compound and complex sentences. Linked to TEEL Paragraphs. **We are learning to write a simple, compound and complex sentence.** **I have:** • at least one main clause • a conjunction (coordinating or subordinate) • a subordinate clause (complex sentences) • a comma (if needed) • correct beginning and end punctuation **Joint –** Given the amount of plastic waste we generate… Copy and complete the following sentence. Remember to complete the sentence as a **compound or complex** sentence. **Independent complex sentence-** Subordinate conjunction: **Before** Use the subordinating conjunction above to start your own complex sentence about reducing waste.	**Sentence Type:** Sentence Variety: simple, compound and complex sentences. Linked to TEEL Paragraphs. **Assessment** – Independently write a simple, compound and complex sentence. Relate your sentences to reducing waste. **We are learning to write a simple, compound and complex sentence.** **I have:** • at least one main clause • a conjunction (coordinating or subordinate) • a subordinate clause (complex sentences) • a comma (if needed) • correct beginning and end punctuation Use the **Sentence of the Day (SOTD)** slip to help you with writing your compound sentences.

Writing **Focus: TEEL Paragraph One:** **Reducing Waste**	**Writing** **Focus: TEEL Paragraph One:** **Reducing Waste**	**Writing** **Focus: TEEL Paragraph One:** **Reducing Waste**	**Writing** **Focus: TEEL Paragraph One:** **Reducing Waste**	**Writing** **Focus: TEEL Paragraph One:** **Reducing Waste**
Task one: Read through the information in Learning from Home Pack on 'TEEL Paragraph One.' **Task two: <u>Watch the video on Edmodo titled 'Introduction to TEEL paragraphs.'</u>** **Task three:** Answer the following questions using the information on the slides. • What is a paragraph? • What does 'TEEL' stand for? • Write down the definition of a topic sentence. • What does the word 'elaborate' mean? • Write down the two ways that we can use a linking sentence.	**Task one:** Draw the whole block planner and explain it to a family member. Circle the *first TEEL paragraph* as that is our focus. **Task two: <u>Watch the video on Edmodo titled 'Annotating TEEL Paragraph One: Reducing.'</u>** **Task three:** Label the first TEEL paragraph using the symbols of the block planner.  	**Task one:** Read through the information on 'End Plastic Pollution' and 'Plastic Pollution Descriptive Words.' **Task two:** Read through the 'Waste Week' facts and choose one that you would like to include in your paragraph. **Task three:** Use the 'vocabulary' suitcase and the 'ideas' sheet to record the information you have learnt today.	***Task one: <u>Watch the video on Edmodo titled 'Modelled TEEL paragraph one.'</u>*** **Task two:** Draw the first TEEL paragraph using the symbols of the block planner. **Plan** your paragraph using key words for your topic sentence, example (fact), elaboration and link. Remember to include: • **A statistic** • **Rhetorical question + a comment** • **High modal words** • **Emotive language** Also, remember to include the information you have learnt from yesterday's activities on 'Ending Plastic Pollution.'	**Task one:** Using your plan from yesterday, create your first TEEL paragraph. Remember one paragraph means **one** idea. Your idea is **reducing waste.** Remember to include: • **A statistic** • **Rhetorical question + a comment** • **High modal words** • **Emotive language** E.g., **80% of rubbish on land ends up in our oceans! Can you believe that? How concerning! We must stop this and think about our poor, innocent marine life.** ***Don't forget to check and edit your writing carefully. You are editing for you 5 MUST elements of writing:*** 1. ***Paragraphing*** 2. ***Cohesion*** 3. ***Spelling*** 4. ***Punctuation*** 5. ***Sentence Structure***

Guided Reading	Guided Reading	Guided Reading	Guided Reading	Guided Reading
Learning Intention: We are learning about sustainability. **Success Criteria:** We can: • Determine important information • Ask critical questions about the information. Read **'What are Critical Questions,' 'Why do we ask Critical Questions,'** and **'Examples of Critical Questions'** to understand the focus for this week. After reading '**Facts About Plastic Bags in the Ocean'** fill out the Critical Questions worksheet. Determine important information by asking yourself critical questions will allow you to have a deeper understanding about plastic bags in the ocean.	**Learning Intention:** We are learning about sustainability. **Success Criteria:** We can: • Determine important information • Ask critical questions about the information. Visit the website below. Watch the videos and read through the facts about plastic bags and plastic pollution. https://blog.padi.com/7-facts-plastic-bags-will-change-way-use/ Use the Critical Questions worksheet to determine important information by asking critical questions about what you have watched.	**Learning Intention:** We are learning about sustainability. Watch and listen to '**A Place for Plastic'** story book below: https://www.youtube.com/watch?v=PsFAPoqi7J4 **Task:** Work on the '**A Place for Plastic: Write the Words of the Story'** worksheet. Use figurative language to write your own version of the words which might tell a story about what is happening.	**Learning Intention:** We are learning about sustainability. Find the **'All About Food Waste**' Power Point on Edmodo. Read and determine important information. **TASK:** Read and answer the questions on the **'Waste Not, Want Not!'** worksheet.	**Learning Intention:** We are learning about sustainability. **Success Criteria:** We can: • Determine important information • Ask critical questions about the information. **TASK:** Read the '**16 Ways to Reduce Food Waste'** worksheet and complete the activity. Use the Critical Questions worksheet to determine important information by asking critical questions about what you have read. Tick of any **reducing** practices you have been putting in place this week.

Maths	**Maths**	**Maths**	**Maths**	**Maths**
Math Mentals- Day 1 **Revision**- addition and subtraction: bridging to 10, 20, 100, 1000, 10000 **Fractions on a Number Line**	**Math Mentals- Day 2** **Revision**- addition and subtraction: bridging to 10, 20, 100, 1000, 10000 **Number Patterns with Fractions** **Watch the video on Edmodo**	**Math Mentals- Day 3** **Revision**- addition and subtraction: bridging to 10, 20, 100, 1000, 10000 **Number Patterns Rules using Multiplication** **Watch the video on Edmodo**	**Math Mentals- Day 4** **Revision**- addition and subtraction: bridging to 10, 20, 100, 1000, 10000 **Problem Solving- Number Patterns Rules using Multiplication**	**Math Mentals- Day 5** **Revision**- addition and subtraction: bridging to 10, 20, 100, 1000, 10000 **Multiplying and Dividing by 7 using Distributive Property**
PDHPE What is bullying? Read the information about bullying and complete the brainstorm (worksheet).	**PDHPE** What is cyberbullying? Read the information and complete the 'Spot Bullying' worksheet.	**PDHPE** Complete a mindfulness guided meditation. You can choose your own or follow the link below. https://www.youtube.com/watch?v=VZ_wdeog5Ek	**PDHPE** Hip Hop Thursdays Students access the dance session via Zoom **9.50 - 10.30am** https://us06web.zoom.us/j/88486309655?pwd=L0NhNmJFUXE3ZHFtbWJCQktwYnVhUT09 **Meeting ID: 884 8630 9655** **Passcode: 506086**	**PDHPE** Fitness Fridays Students access the Fitness session via Zoom **11.10 - 11:50am** https://us06web.zoom.us/j/88486309655?pwd=L0NhNmJFUXE3ZHFtbWJCQktwYnVhUT09 **Meeting ID: 884 8630 9655** **Passcode: 506086**

Other Key Learning Areas			
Handwriting Complete the Week 7 handwriting activities. Students are to copy the text onto the handwriting paper. We are learning to revise spaces between words. We are consolidating joining s.	**HSIE** • Go to the listed websites to see some interesting things being done to manage and reduce waste around the world. Record some of the ideas you found in the boxes below. • It is thought that the North Pacific Gyre bigger than the state of Texas. Find Texas on a map and draw it in the space below. Find out how many kilometres squared this space is and then draw a section of Australia that is about the same size. Label both pictures. Inquisitive - Enjoy teaching Science, History and Geography	**Science** Read and complete the worksheets on the absorbency of materials.	**CAPA- Social, emotional and family activities** Hip Hop Thursdays Students access the dance session via zoom **9.50-10.30am** **https://us06web.zoom.us/j/88486309655?pwd=L0NhNmJFUXE3ZHFtbWJCQktwYnVhUT09** **Meeting ID: 884 8630 9655** **Passcode: 506086**

Morning Routine

Sustainability – Week 7

Reducing Waste

Every day

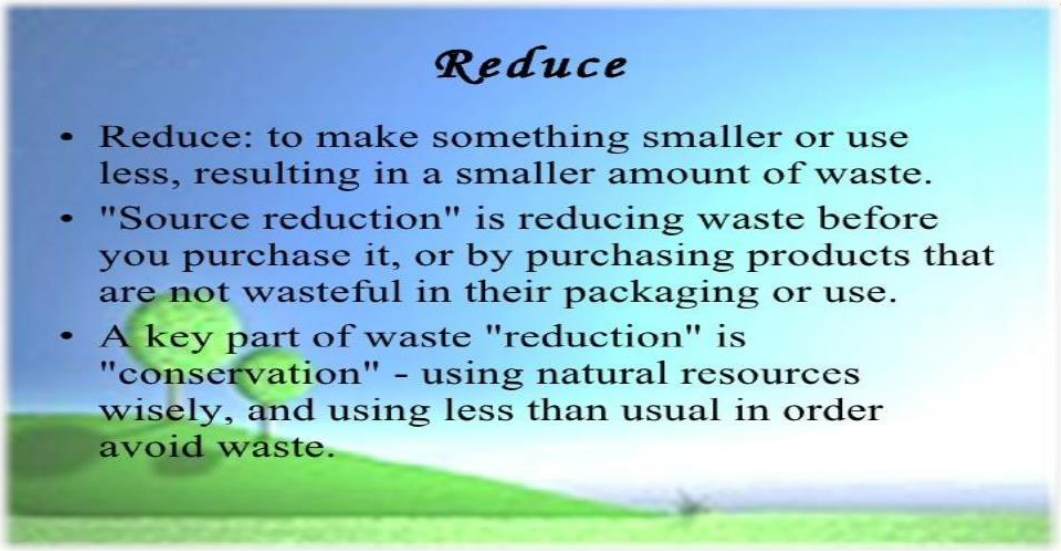
Vocabulary

Yellow	Blue	Green
supermarket	conserve	environmentally
turtle	environment	scattered
friendly	natural	pristine
	reduce	

Choose a spelling list from the table. Complete the vocabulary activity each day in the Learning from Home pack.

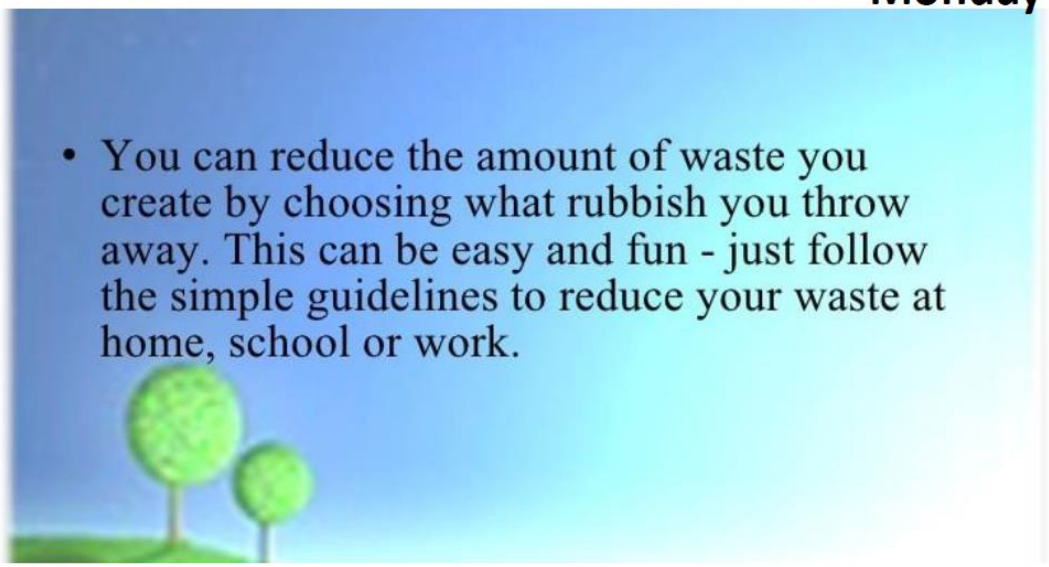
Morning Routine

Monday



Task one: write down the meaning of the word 'reduce' and 'conservation.'

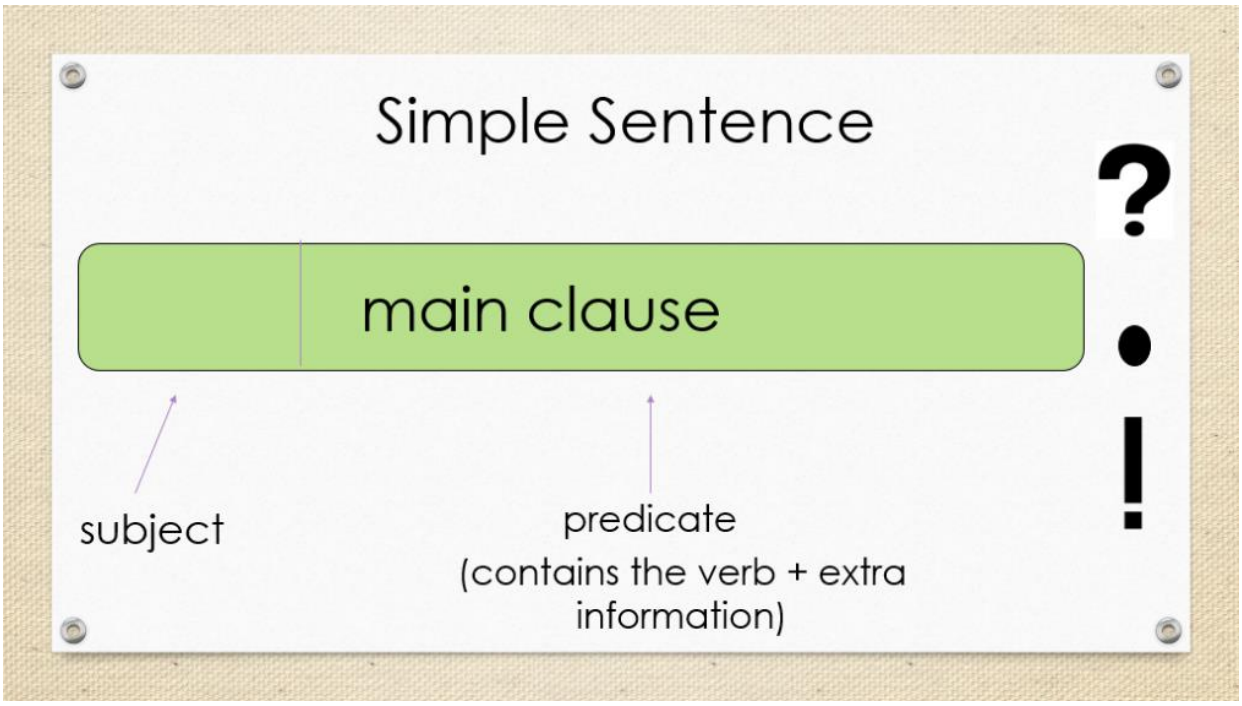
Monday



How to reduce your waste impact during COVID-19 times

Monday

Task two: write down *three* ways you can reduce your waste impact during COVID-19 times.



What is a simple sentence? _____

_____

We are learning to write a simple, compound and complex sentence.

I have:

- at least one main clause
- a conjunction (coordinating or subordinate)
- a subordinate clause (complex sentences)
- a comma (if needed)
- correct beginning and end punctuation

Modelled (Simple) – Plastic bags can be defined as the most damaging form of environmental pollution.

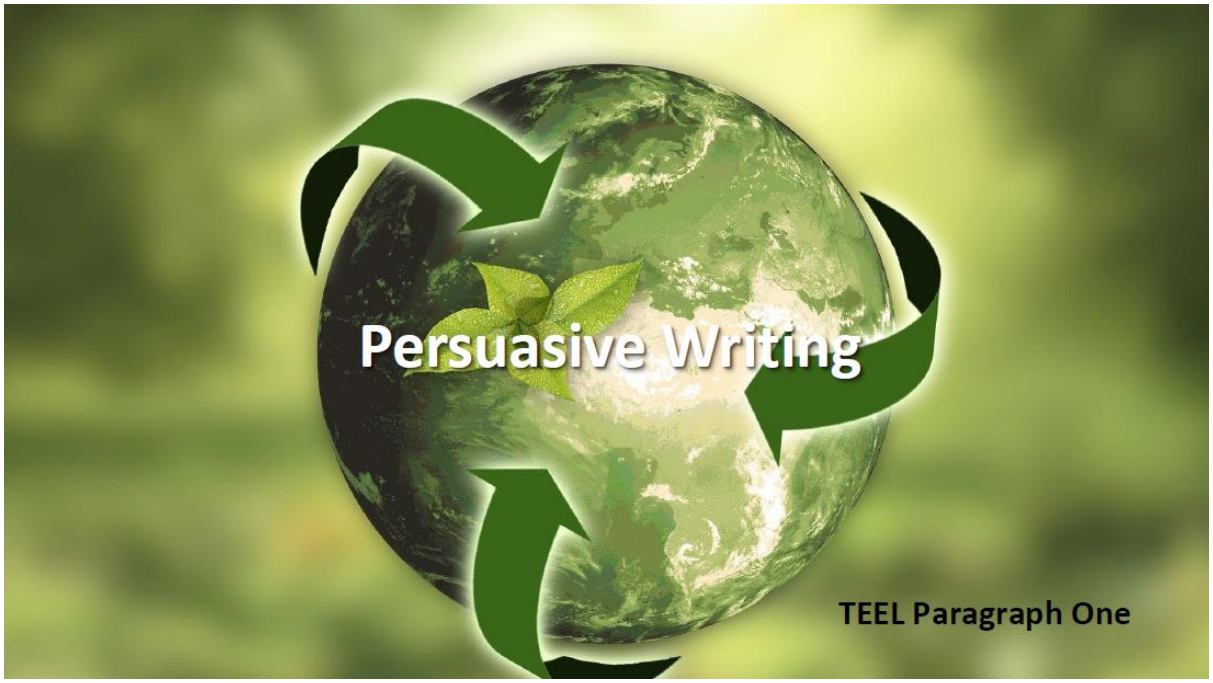
Read and copy the sentence below. Underline the parts of a simple sentence using green.

_____

_____

_____

_____



Monday

Draw the Block Planner

Monday

What is a paragraph?

A **section** of a piece of writing. Usually dealing with **a single theme.** Indicated by a **new line.**

Monday

TEEL

- T - topic sentence
- E - elaborate
- E - example
- L - link

TEEL Paragraph

Monday

Topic Sentence

- Introduces what the paragraph will be about.

Elaboration

- the addition of more information to or an explanation of something

Example

- Used to support your argument.

Link (Rule of three)

- Referring to the main argument.

Topic sentences

Monday

A **topic sentence** introduces what the paragraph will be about.

Example:

First and foremost, buy and use less.

TEEL Paragraph

Monday

Topic Sentence

- Introduces what the paragraph will be about.

Elaboration

- the addition of more information to or an explanation of something

Example

- Used to support your argument.

Link (Rule of three)

- Referring to the main argument.

Monday

Elaboration

The addition of more information to or an explanation of something (ARGUMENT/EXAMPLE).

A key part of waste reduction is 'conservation'.

Conservation is when you use natural resources wisely and using less than usual to avoid waste.

TEEL Paragraph

Monday

Topic Sentence

- Introduces what the paragraph will be about.

Elaboration

- the addition of more information to or an explanation of something

Example

- Used to support your argument.

Link (Rule of three)

- Referring to the main argument.

Examples

Monday

Examples are used to support your argument.

Example:

You could use paper bags or boxes which are more environmentally friendly.

TEEL Paragraph

Monday

Topic Sentence

- Introduces what the paragraph will be about.

Elaboration

- the addition of more information to or an explanation of something

Example

- Used to support your argument.

Link (Rule of three)

- Referring to the main argument.

Monday

Link (Rule of 3)

Refer to the main argument (Rule of three)

Example:

All supermarkets need to do their part and follow the big guys by reducing, reusing a recycling.

Monday

Link (to the topic sentence)

Refer to the topic sentence.

You must reduce your waste!

Example:

What are you waiting for? Do your part and limit your waste today!

Learning Intention:

We are learning about sustainability.

Success Criteria:

We can:

- Determine important information.
- Ask critical questions about the information.

What is synthesising?

- Reading
- Understanding
- Creating something new
- Determining the important information

What are Critical Questions?

Critical questioning involves evaluation, critiquing, and a depth of knowledge that surpasses the subject itself and expands outward. It requires problem-solving, creativity, rationalisation, and a refusal to accept things at face value.

Why Do We Ask Critical Questions?

Asking questions helps you to motivate curiosity about the topic and helps you assess your understanding of the topic.

Examples of Critical Questions

- What would it be like if ... ?
- What could happen if ... ?
- What other outcomes might have happened?
- What **questions** would you have asked?
- What would you ask the author about ... ?
- What was the point of ... ?
- What should have happened instead?
- What is that character's motive?

Facts about plastic bags in oceans

They can take up to 1,000 years to decompose in the **ocean**. **Plastic bags** are made from high-density polyethylene (HDPE). They can take between 10 and 100 years to decompose. Drinking straws, bottle caps, nappies and yoghurt pots are made from PP (polypropylene), which takes 100-500 years to decompose.

- Up to 80 percent of **ocean plastic** pollution enters the **ocean** from land. At least 267 different species have been affected by **plastic** pollution in the **ocean**.
  100,000 **marine** animals are killed by **plastic bags** annually.
  One in three leatherback **sea** turtles have been found with **plastic** in their stomachs.

Critical Questions worksheet

MONDAY

Title: _____ Author: _____

Questions I have	Answers to my questions
Example: How long does a plastic bag take to decompose?	

Learning Intention: We are learning to ask questions whilst reading to improve our comprehension.
Success Criteria: I can ask and answer questions.

Did I meet my target?

Math Mentals- Monday

Math Mentals- Tuesday

Day 1

1 230 + 70 ☐

2 450 + 80 ☐

3 620 + 90 ☐

4 380 + 80 ☐

5 $870 + $39 ☐

6 $260 + $45 ☐

7 $580 + $22 ☐

8 195 + 47 ☐

9 798 + 65 ☐

10 What is the total cost to fly to New Zealand for $290 and return for $470? ☐

Revision

11 Write the next five even numbers after 70.

☐

12 3000 + 100 + 60 + 9 = ☐

13 2 x 7 = ☐ 4 x 2 = ☐ 2 x 9 = ☐

14 Find friendly pairs to calculate the answer.

1 + 6 + 9 + 4 + 1 = ☐

15 How much money is this? ☐

16 Complete this number pattern and the rule.

5, 8, 7, 10, 9, ☐, ☐ (+☐, –☐)

17 Which is closest to the height of an adult emu?

○ 2 cm ○ 20 cm ○ 2 m

18 In 10 minutes the time will be ☐.

19 Order from shortest to longest.

☐ 2 weeks ☐ 1 year ☐ 6 months

20 Which number has the best chance of the arrow landing on it? ☐

Q1–10: /10 11–20: /10 My time:

Day 2

1 100 – 36 ☐

2 150 – 75 ☐

3 850 – 75 ☐

4 480 – 42 ☐

5 960 – 34 ☐

6 100 – 49 ☐

7 650 – 95 ☐

8 760 – 85 ☐

9 600 – 180 ☐

10 How much should I cut off a 900 mm piece of timber to make it 787 mm? ☐

Revision

11 Write the next five odd numbers after 35.

☐

12 7000 + 800 + 10 = ☐

13 8 x 2 = ☐ 2 x 3 = ☐ 5 x 2 = ☐

14 Find friendly pairs to calculate the answer.

7 + 5 + 3 + 8 + 2 = ☐

15 How much money is this? ☐

16 Complete this number pattern and write the rule.

1, 2, 4, 8, 16, ☐, ☐ (☐)

17 Which is closest to a crocodile's length?

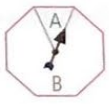
○ 3 m ○ 30 cm ○ 30 m

18 In 10 minutes the time will be ☐.

19 Order from shortest to longest.

☐ 30 days ☐ 2 months ☐ 4 weeks

20 Which letter has the best chance of the arrow landing on it? ☐



Q1–10: /10 11–20: /10 My time:

978 1 74135 339 6

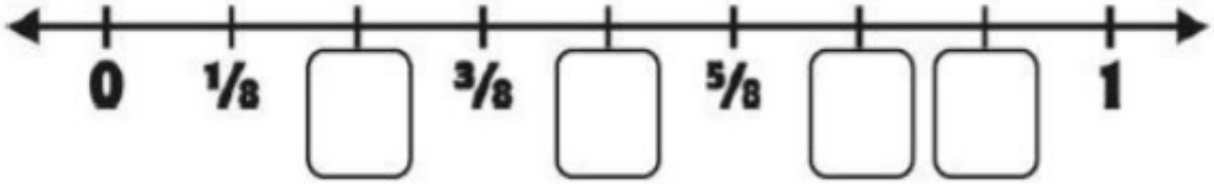
Math- Monday

Fractions on a Number Line

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

1.

2.



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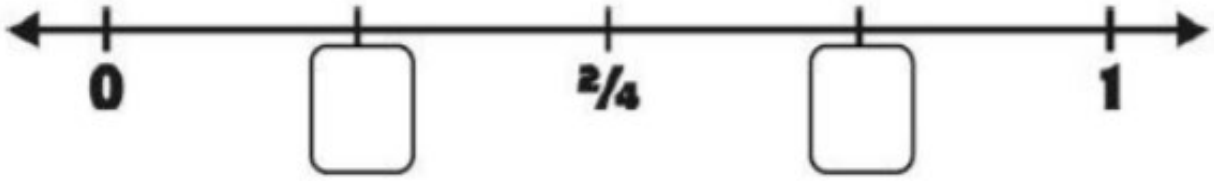

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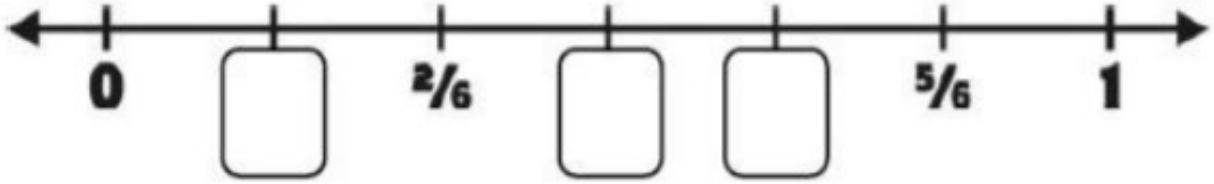

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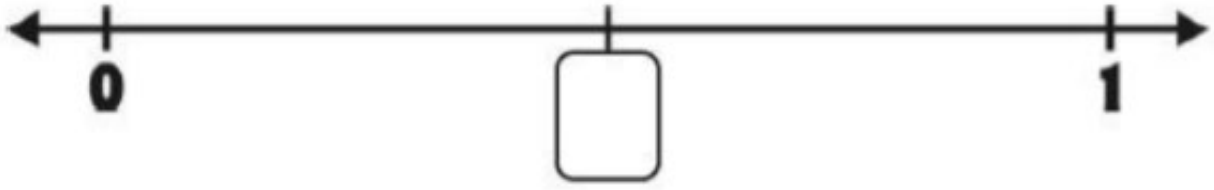
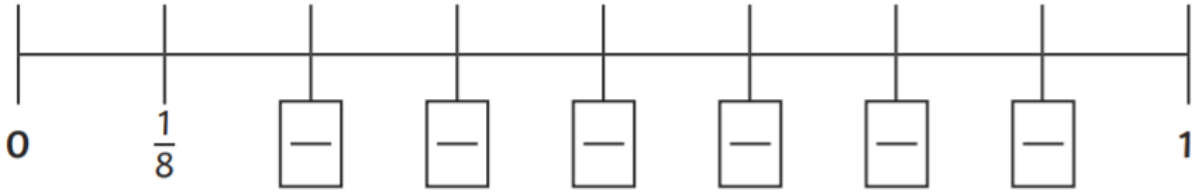


6.

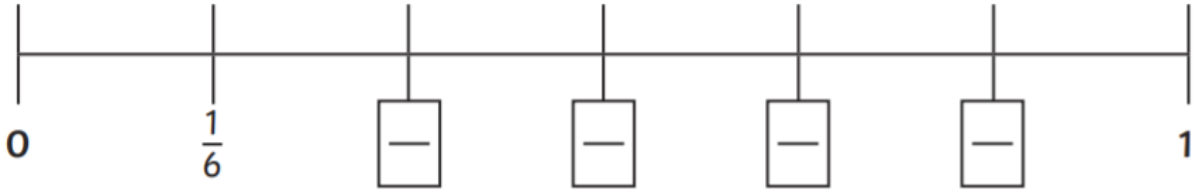
Fractions on a Number Line

1. Label the number lines. The first fraction has been given.

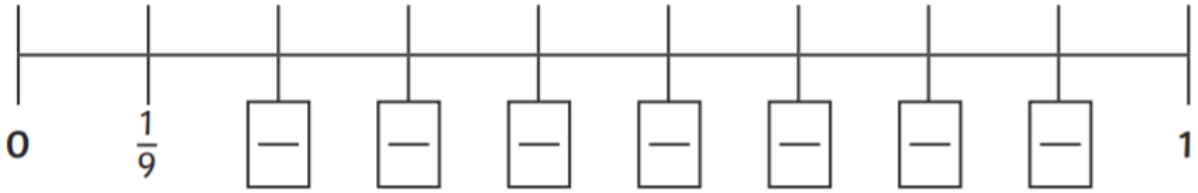
a)



b)



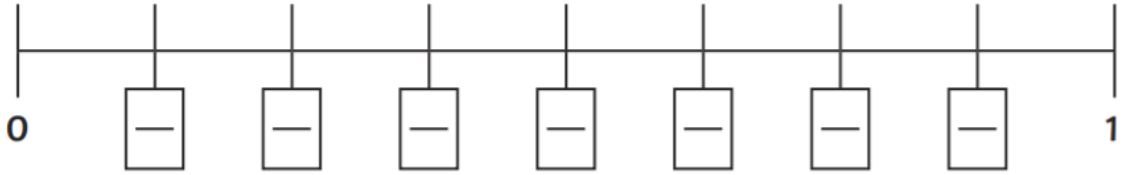
c)



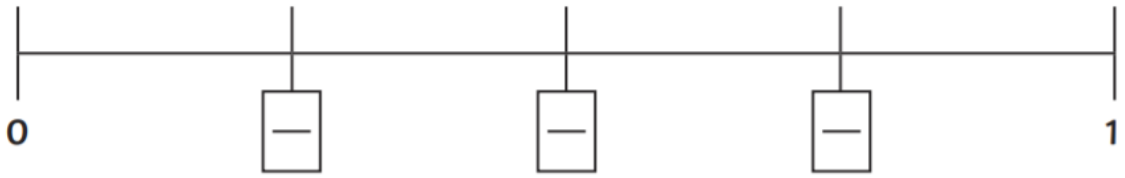
2. Label the number lines. Count how many equal parts the whole has been divided into.

a)

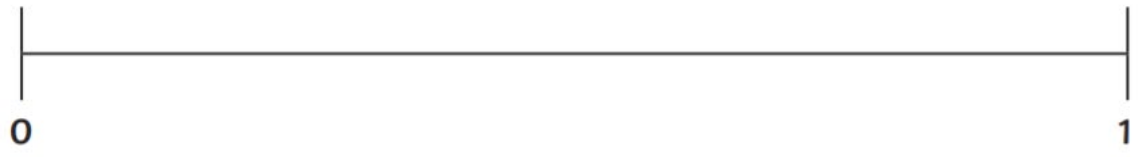
b)



c)

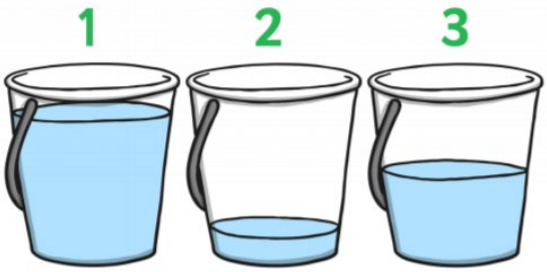


3. Draw an arrow to show approximately where $\frac{2}{3}$ is on the number line. Divide the whole into 3 equal parts.

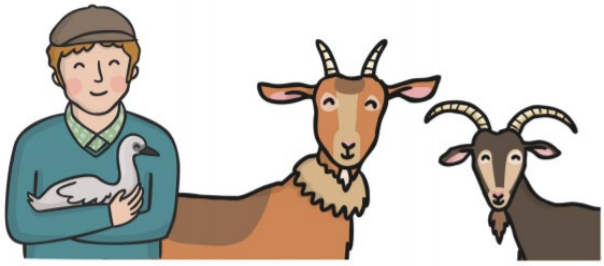


Fraction Worded Problems

Which bucket is less than ½ full? Which bucket is full? What would you say about bucket number 3?

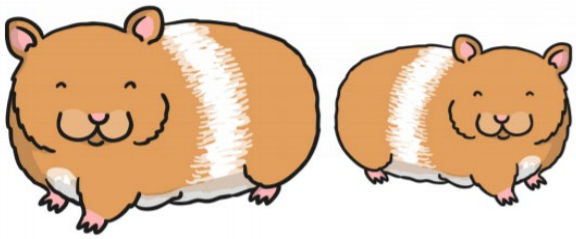


A farmer has 12 animals. ¼ of them are goats. How many goats does he have?

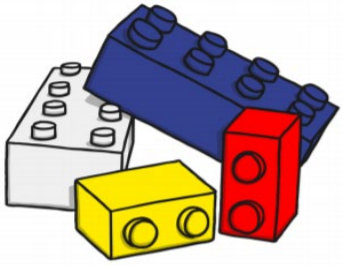


I have 20 toy cars. ¼ of them are red. How many red cars do I have?

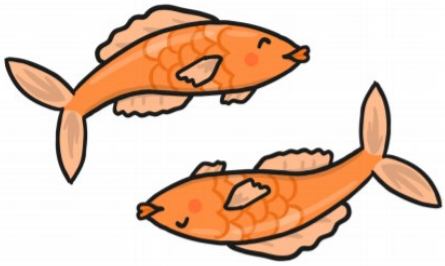
Harry's hamster is 14cm long. Theo says his hamster is ½ as long. How long is Theo's hamster?



Frances builds a house out of bricks. She uses 16 bricks. ¼ of the bricks are red. How many red bricks does she use?

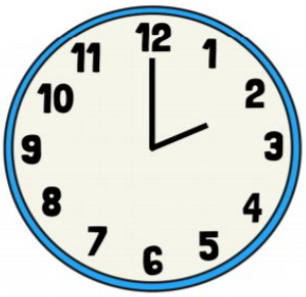


¼ of the fish in my tank are orange. I have 2 orange fish. How many fish are in my tank?



Has the chocolate been shared fairly? If not, how would you make it fair?

It's 2 o'clock. What time will it be in ½ an hour?



#Challenge

Let's compare and order fractions with appropriate denominators and position them on the number line.

Put these fractions in the correct position on the number line.

1. $\frac{1}{2}$ $\frac{3}{4}$ $\frac{1}{4}$

2. $\frac{5}{8}$ $\frac{1}{8}$ $\frac{4}{8}$ $\frac{3}{8}$

3. $\frac{9}{10}$ $\frac{2}{10}$ $\frac{7}{10}$ $\frac{6}{10}$

4. $\frac{3}{4}$ $\frac{1}{10}$ $\frac{2}{8}$ $\frac{6}{10}$ $\frac{1}{2}$

#

How can I spot bullying and deal with face to face and online bullying?

LESSON 3

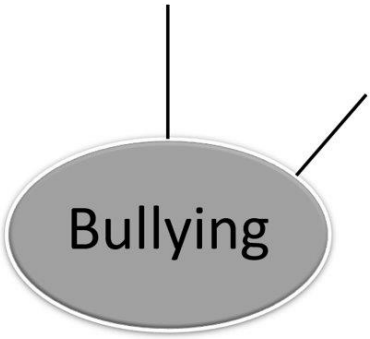
What is Bullying?

It's more than just a fight or disliking someone.

It's being mean to someone repeatedly.

Bullying is an **ongoing** or **repeated** misuse of power in relationships, with the intention to cause **deliberate** (on purpose) **psychological harm**. Bullying behaviours can be verbal, physical, or social.

Brainstorm what you think bullying is and what it feels like.



Cyberbullying is the use of the internet, mobile phone or other technology to repeatedly bully another person. Cyberbullying can include:

- Repeatedly sending rude or abusive texts or emails, posting hurtful or nasty comments on social networking sites
- Using technology to send embarrassing photos or images
- Manipulating photos and images to ridicule a person
- Excluding people online in social media or chat groups
- Web sites or pages set up to ridicule or humiliate others (also known as hate sites).

DATE

Learning Intention: We are revising spaces between words.

Make the space between words as even in size as you

When words are too close together or too far apart, it makes the writing difficult to read. When words are spaced evenly, writing is much easier to read.

DATE

Learning Intention: We are consolidating joins to s

Squid, cuttlefish, octopi and nautiluses all belong to the group of animals called "cephalopods". Except for the nautilus, all cephalopods have either an internal shell or one that is missing altogether. They are found in shallow reefs, the deep sea, and all depths in between.

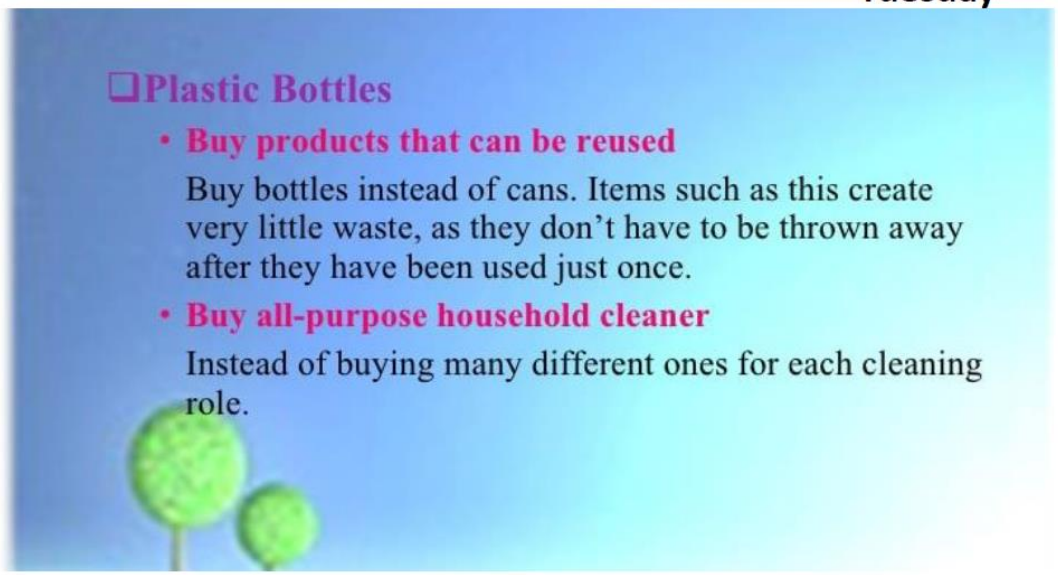
All cephalopods, except the nautilus, have eight arms with

Morning Routine

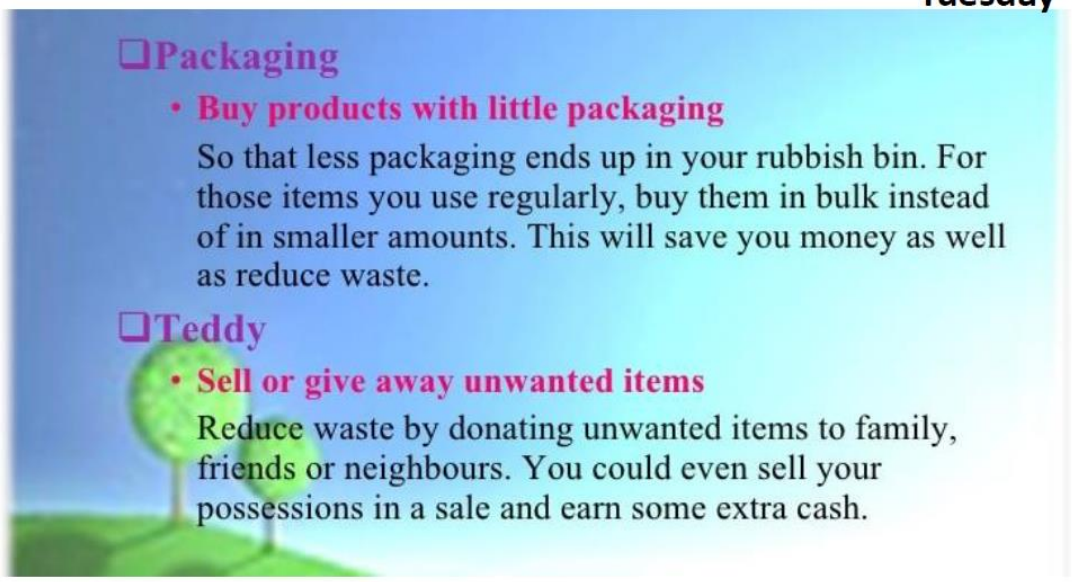
Tuesday

Task one: why is it important to only buy what you need?

Tuesday



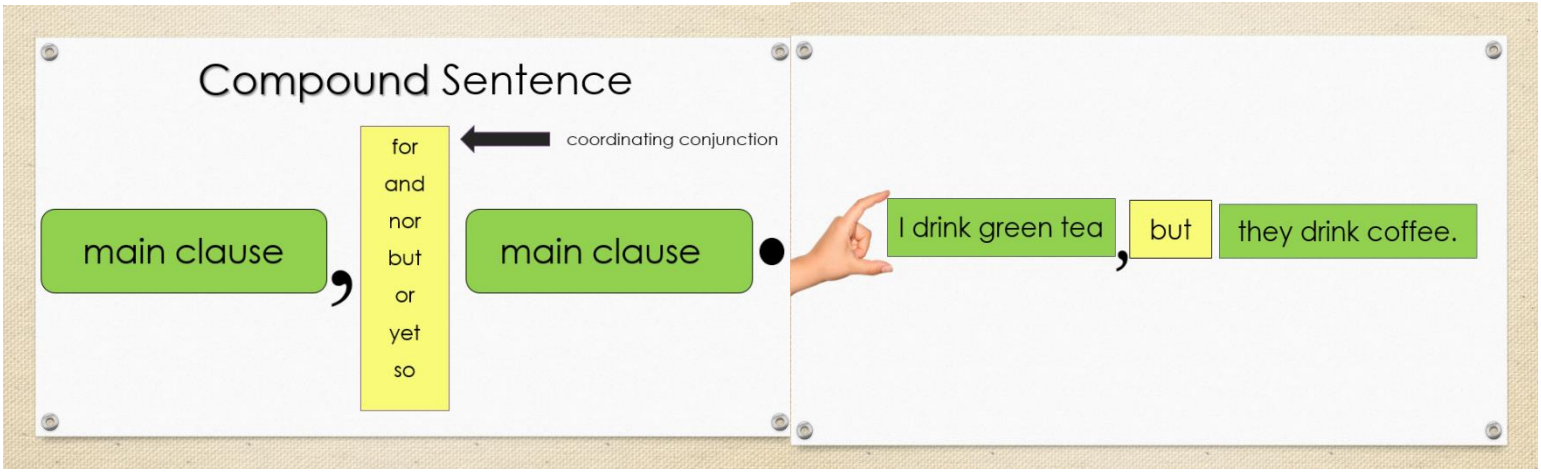
Tuesday



Task two: why is it important to buy products with less packaging?

Tuesday

Task three: explore the website
https://www.treehugger.com/easy-ways-reduce-your-plastic-waste-today-4858814
Write down *three simple ways to reduce plastic.*



What is a compound sentence?_____

We are learning to write a simple, compound and complex sentence.

I have:

- at least one main clause
- a conjunction (coordinating or subordinate)
- a subordinate clause (complex sentences)
- a comma (if needed)
- correct beginning and end punctuation

Modelled (Compound)– Plastic has one of the most negative impacts on the environment, yet individuals still use it in their everyday lives.

Read and copy the sentence. Underline the parts of a compound sentence using green and highlight the coordination conjunction in yellow.

Tuesday

Draw the Block Planner and circle TEEL paragraph one as that is our focus.

Tuesday

Task:

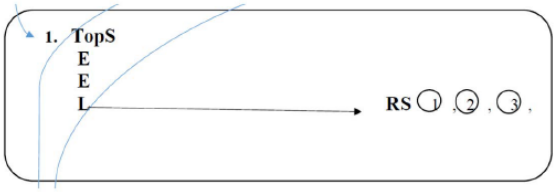
Watch the video on Edmodo about TEEL Paragraph 1: Reduce

Tuesday

Example TEEL Paragraph 1

Task: label the first TEEL paragraph using the symbols of the block planner.

First and foremost, buy and use less. A key part of waste reduction is 'conservation'. Conservation is when you use natural resources wisely and using less than usual to avoid waste. Secondly, cut down on using plastic bags for everything. Instead, you could use paper bags or boxes which are more environmentally friendly. Remember only to buy what you need.



Critical Questions worksheet

TUESDAY

Title: _____ Author: _____

Questions I have	Answers to my questions
Example: How are marine animals affected by plastic bags?	

Learning Intention: We are learning to ask questions whilst reading to improve our comprehension.
Success Criteria: I can ask and answer questions.

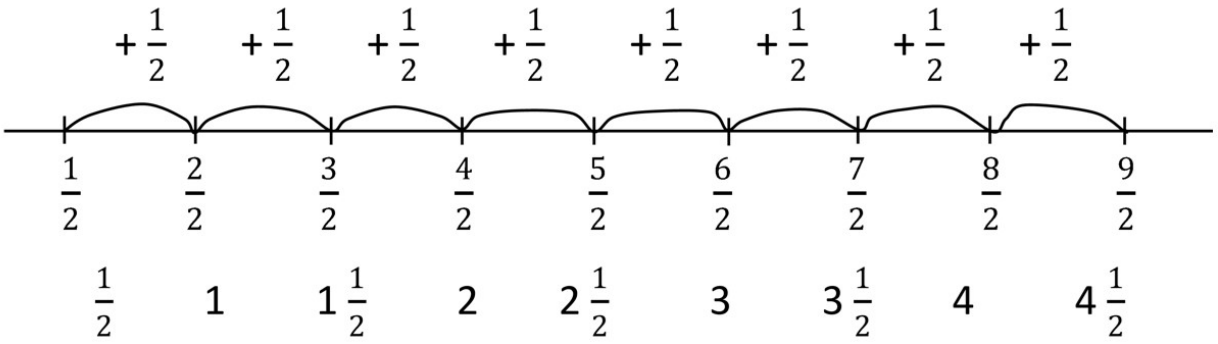
Did I meet my target?

Math- Tuesday

Number Patterns with Fractions

Today you are going to investigate number patterns and describe the way they repeat.

This is an example of a number pattern that increases by repeatedly adding a $\frac{1}{2}$.

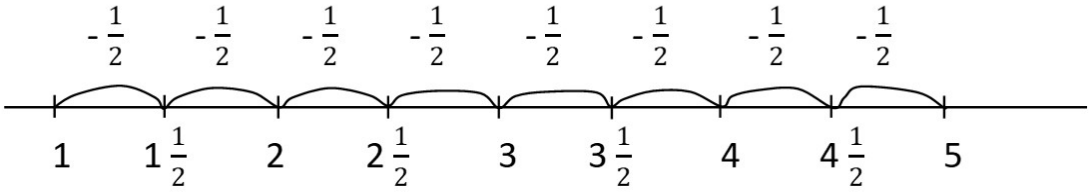


Rule: Repeats by adding $\frac{1}{2}$

Rule: Start at $\frac{1}{2}$ and repeatedly add $\frac{1}{2}$

Rule: multiples of $\frac{1}{2}$

This is an example of a number pattern that starts at 5, and decreases by repeatedly subtracting a $\frac{1}{2}$.

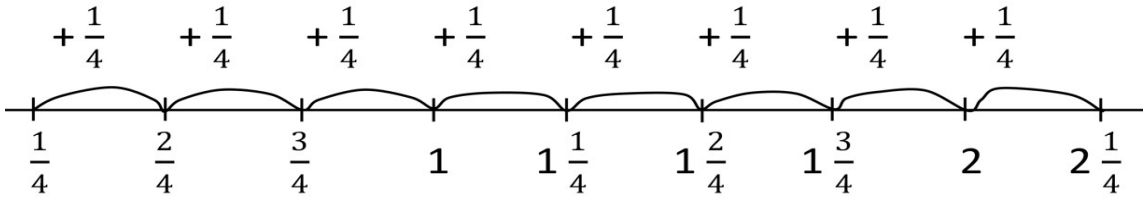


$$5,\ 4\frac{1}{2},\ 4,\ 3\frac{1}{2},\ 3,\ 2\frac{1}{2},\ 2,\ 1\frac{1}{2},\ 1,\ \ldots$$

Rule: Starts from 5 and repeats by subtracting $\frac{1}{2}$

Rule: Multiples of $\frac{1}{2}$ backwards from 5

This is another example of a number pattern that increases by repeatedly adding a $\frac{1}{4}$.



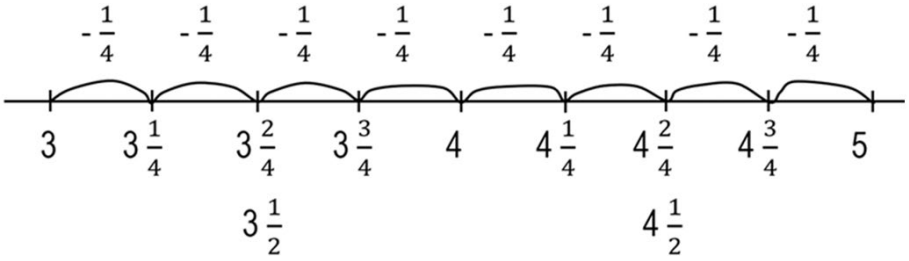
$$\frac{1}{4}, \frac{2}{4}, \frac{3}{4}, 1, 1\frac{1}{4}, 1\frac{2}{4}, 1\frac{3}{4}, 2, 2\frac{1}{4} \ldots$$

Rule: Repeats by adding $\frac{1}{4}$

Rule: Start at $\frac{1}{4}$ and repeatedly add $\frac{1}{4}$

Rule: Multiples of $\frac{1}{4}$

This is another example of a number pattern that starts at 5, and decreases by repeatedly subtracting a $\frac{1}{4}$.



$$5, 4\frac{3}{4}, 4\frac{2}{4}, 4\frac{1}{4}, 4, 3\frac{3}{4}, 3\frac{2}{4}, 3\frac{1}{4}, 3, \ldots$$

Rule: Starts from 5 and repeats by subtracting $\frac{1}{4}$

Rule: Multiples of $\frac{1}{4}$ backwards from 5

Let's investigate! Extend your understanding of patterns that increase or decrease by adding or subtracting fractions to create patterns. Do this on a blank sheet of paper or an exercise book.

Problem Solving Questions

The number pattern shows the height of a plant measured every 5 days.
$2\frac{1}{2}$ cm, 3 cm, $3\frac{1}{2}$ cm, 4 cm, $4\frac{1}{2}$ cm, …
How much does the plant grow each 5 days?
What will be the height of the plant if it grows at the same rate for 5 more days?

The number pattern shows the height of a plant measured every 5 days.
$2\frac{2}{3}$ cm, 3 cm, $3\frac{1}{3}$ cm, $3\frac{2}{3}$ cm, …
How much does the plant grow each 5 days?
What will be the height of the plant if it grows at the same rate for 5 more days?

The number pattern shows the height of a plant measured every 5 days.
$2\frac{2}{3}$ cm, 3 cm, $3\frac{1}{3}$ cm, $3\frac{2}{3}$ cm, …
How much does the plant grow each 5 days?
What will be the height of the plant if it grows at the same rate for 15 more days?

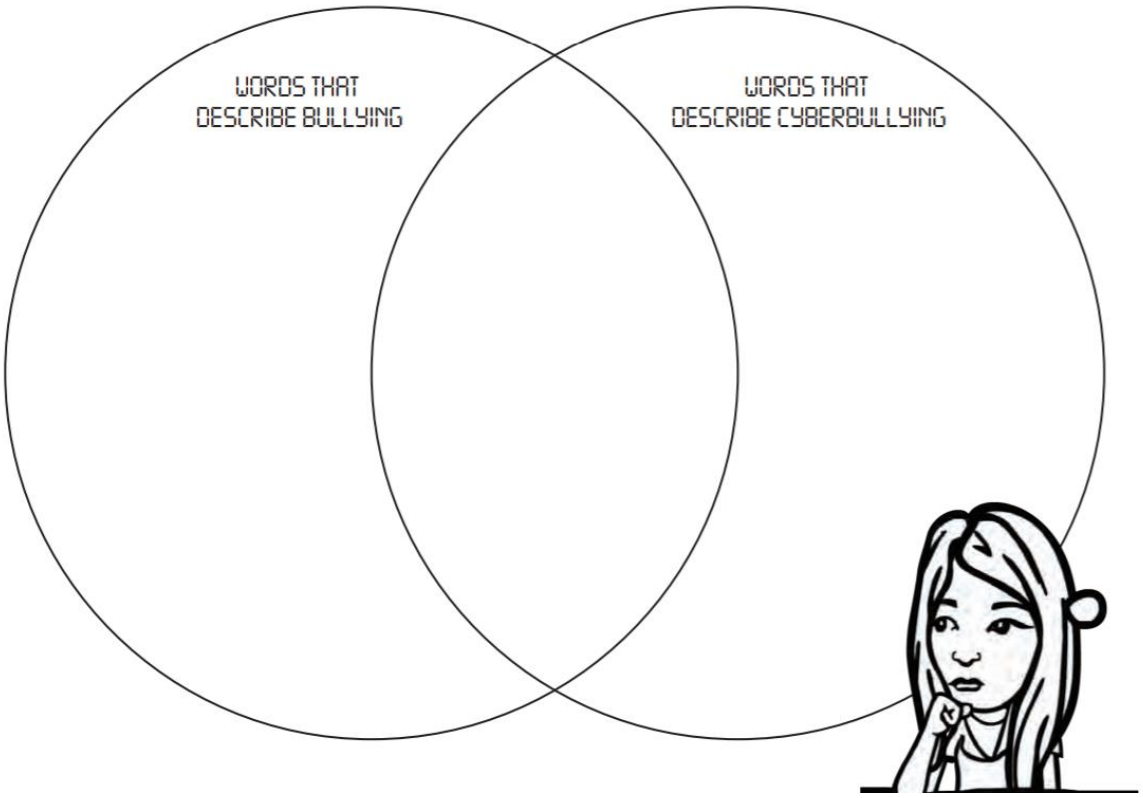
The number pattern shows the height of a burning candle measured every 5 minutes. $5\frac{1}{4}$ cm, 5 cm, $4\frac{3}{4}$ cm, $4\frac{1}{2}$ cm, $4\frac{1}{4}$ cm, …
How far does the candle burn each 5 minutes?
What will be the height of the candle if it burns 5 more minutes?

The number shows the height of a burning candle measured every 5 minutes. $9\frac{2}{3}$ cm, $9\frac{1}{3}$ cm, 9 cm, $8\frac{2}{3}$ cm, …
How far does the candle burn each 5 minutes?
What will be the height of the candle if it burns 5 more minutes?

The number shows the height of a burning candle measured every 5 minutes. $9\frac{2}{3}$ cm, $9\frac{1}{3}$ cm, 9 cm, $8\frac{2}{3}$ cm, …
How far does the candle burn each 5 minutes?
What will be the height of the candle if it burns 15 more minutes?

SPOT BULLYING

1. In each of the circles write words that describe or define bullying and cyber bullying.
2. In the centre space record the similarities between bullying and cyber bullying.



What are the differences between bullying and cyberbullying?

What are the similarities between bullying and cyberbullying?

Rubbish, garbage, waste. These are all words that mean: something that humans have created and no longer want. Rubbish is either recycled and used again, thrown away to go into landfill or the ocean or it is composted. Landfill, also called garbage dumps or tips, already takes up a lot of space on the earth and the rotting rubbish produces greenhouse gases which contribute to climate change. Managing the waste on earth in a sustainable way is a growing problem.

5 Look at these items of rubbish and draw arrows to which place they should go.

6 Go to the listed websites to see some interesting things being done to manage and reduce waste around the world. Record some of the ideas you found in the boxes below.

IDEAS

IDEAS

IDEAS

IDEAS

7

a How is rubbish managed at your home?

b How do you think it could be done more sustainably?

8 It is thought that the North Pacific Gyre bigger than the state of Texas. Find Texas on a map and draw it in the space below. Find out how many kilometres squared this space is and then draw a section of Australia that is about the same size. Label both pictures.

9 There are currently five trillion pieces of rubbish in the ocean. How much is five trillion? What else could there be five trillion of in the world?

Morning Routine

Wednesday

Think Before You Throw

- **Crush Throwing**
  - Many of the items that you would normally consider as rubbish could be used for other purposes. So instead of throwing items away, reduce waste by using them for other roles.

❑ **Mail**

- **Papers and envelopes**

Can used as scrap paper in making notes.

Wednesday

❑ **Cardboard Box**

- **Cardboard, Newspaper and Bubble Wrap**

Can be used as packing materials. Packaging products, such as foil and egg cartons, can be used for art projects in schools and nurseries.

❑ **Jars and Pots**

Can be used as small containers to store odds and ends.

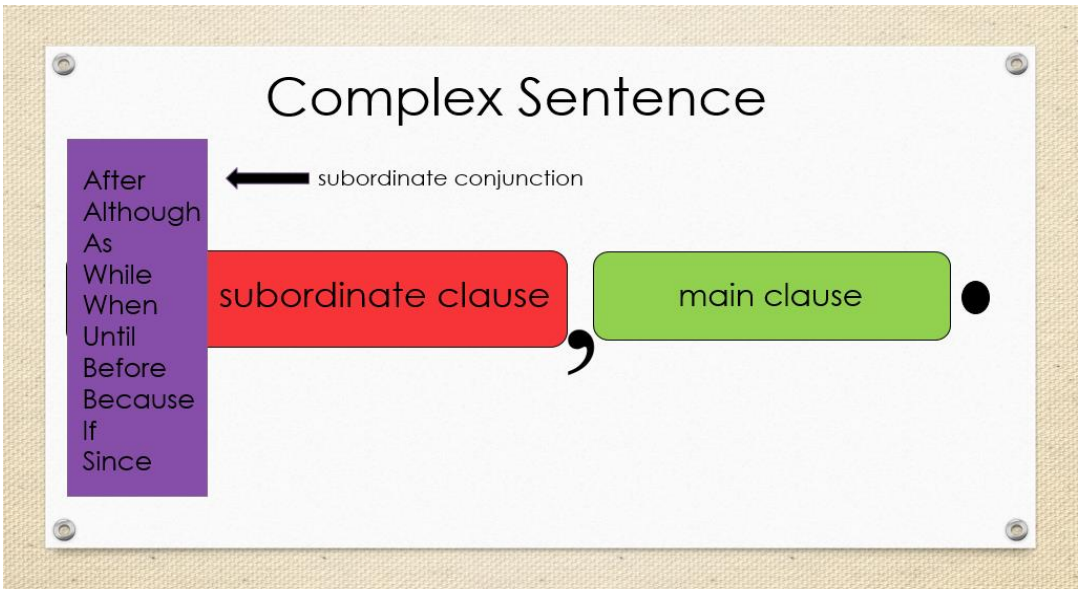
❑ **Plastic and Paper Bags**

Can be reused in the shops, used as bin bags around the house or as wrapping paper.

Wednesday

Task one: explore the website and write down *three* ways to reduce waste at home
https://www.budgetdumpster.com/blog/how-to-reduce-waste-at-home/

Complex sentences beginning with a subordinating conjunction.



Example:

We are learning to write a simple, compound and complex sentence.

I have:

- at least one main clause
- a conjunction (coordinating or subordinate)
- a subordinate clause (complex sentences)
- a comma (if needed)
- correct beginning and end punctuation

Modelled (Complex) – Although plastic bags appear to be fragile and light, their negative environmental effect is devastating.

Read and copy the sentence. Underline the parts of a compound sentence using green, circle the subordinating conjunction in red and underline the Subordinating clause.

End Plastic Pollution

Our Planet

Our planet is very special and we must look after it. Everyone has an important role in making sure we keep it clean and safe. We also have a responsibility to look after everything that lives in it including people, plants and animals. However, one huge problem that we have is plastic pollution which is damaging our planet and many animals living on it.

What Is Plastic Pollution?

Plastic pollution is when plastic that has been thrown away ends up in oceans and rivers, on beaches and in the countryside.

Many things we use every day are made of plastic. Plastic is very cheap and strong so when it is thrown away it lasts a long time and is hard to get rid of.

Lots of plastic ends up in oceans where it traps and harms fish and other sea animals.

What You Can Do

There are lots of things we can all do to help end plastic pollution.

- Reuse a water bottle instead of buying a new one.
- Don't use plastic straws for drinks.
- Carry shopping in fabric bags, not plastic bags.
- Talk to your family about buying things that are made of other materials, not plastic.
- Talk to your head teacher or school council about how your school can use less plastic.

Did You Know...?

- The amount of plastic that humans use every year weighs the same as 30 million elephants!
- By the year 2050, there could be more plastic in the world's oceans than fish!

Plastic Pollution

Wednesday

Descriptive Words

How Can We Describe Plastic Pollution?

damaging, destroying harmful, littering, messy, spoiling, ugly, unhealthy, upsetting, worrying

How Can People Help Stop Plastic Pollution?

donate, reclaim, recycle, recover, reduce, reuse, support, think, tidy, upcycle

Why Is Plastic Useful?

bendy, cheap, colourful, flexible, glittery, shaped, stretchy, strong, waterproof

How Are Animals Affected by Plastic Pollution?

blocking, catching, choking, hurting, tangling, toxic, trapping, unsafe

What Can People Use Instead of Plastic?

cardboard, eco-friendly, fabric, glass, metal, paper, reusable, recyclable

Wednesday

Waste Week

This year, the focus for Waste Week is looking at how we can reduce plastic waste within our environment. We are being challenged to think differently about plastic waste.

What plastic items have you used lately that you could have replaced with something environmentally friendly?

Waste Week

Did You Know...?

A plastic bottle can last for 450 years in the marine environment, slowly fragmenting into smaller and smaller pieces which eventually end up microscopic but never truly go away.

Waste Week

Did You Know...?

Approximately 8 million pieces of plastic end up in the ocean every day.

What plastic items could you refuse and replace to help reduce this pollution?

Waste Week

Did You Know...?

Plastic drink bottles are the most common type of plastic waste, with about 480 billion plastic bottles being sold globally.

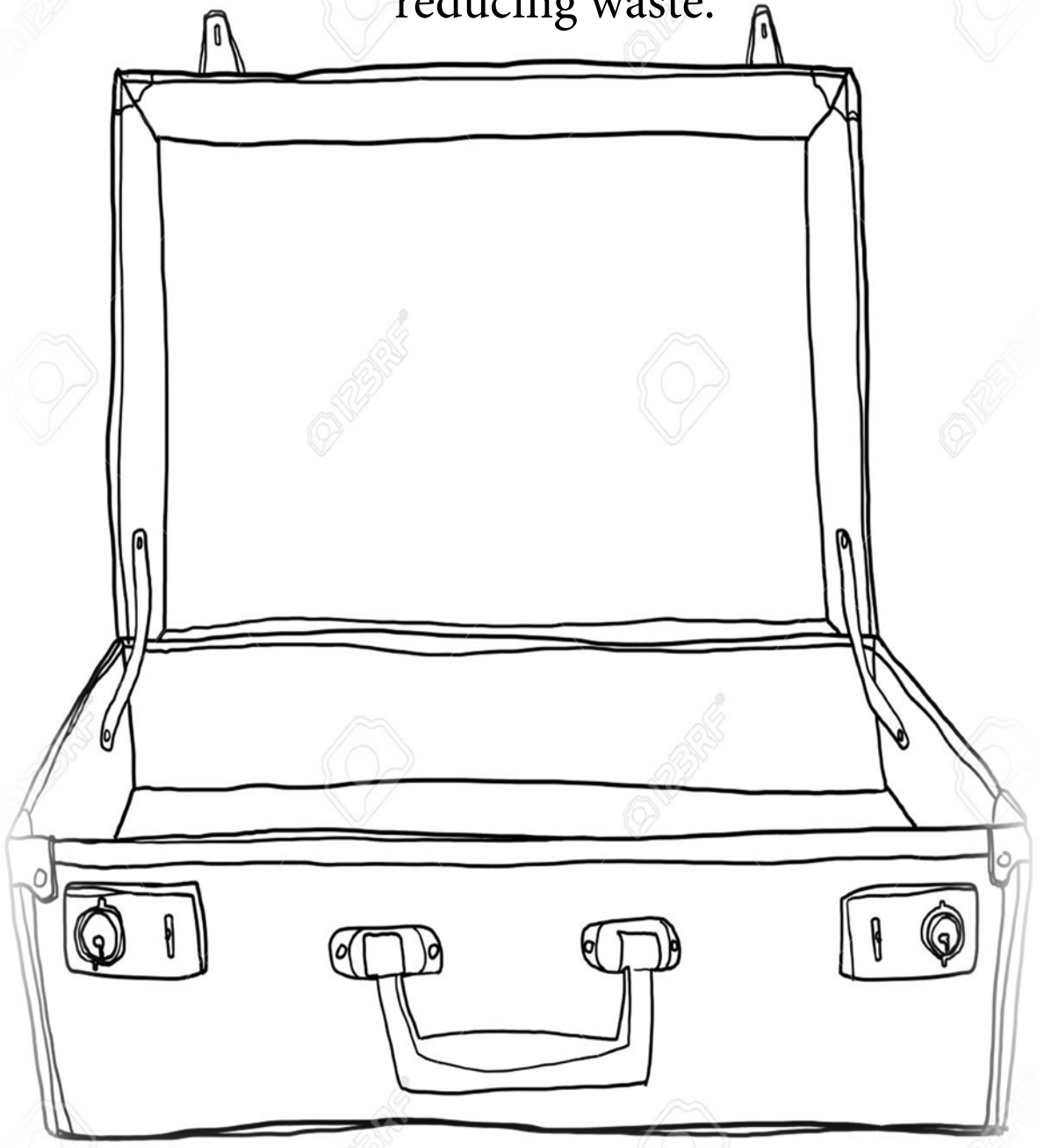
Think about how you could use a stainless steel, glass or other reusable drink bottles that don't need to be thrown away.

1. TopS
   E
   E
   L → RS (1), (2), (3),

Wednesday

Vocabulary

Task: add as many words as you can that will help you create your paragraph on reducing waste.



Ideas

Wednesday

My **BIG** ideas on reducing plastic:

1.

2.

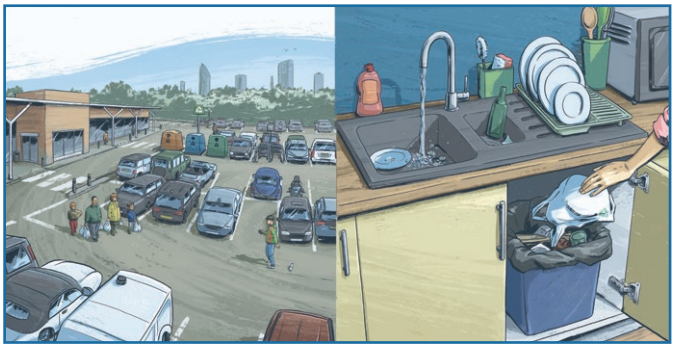
3.

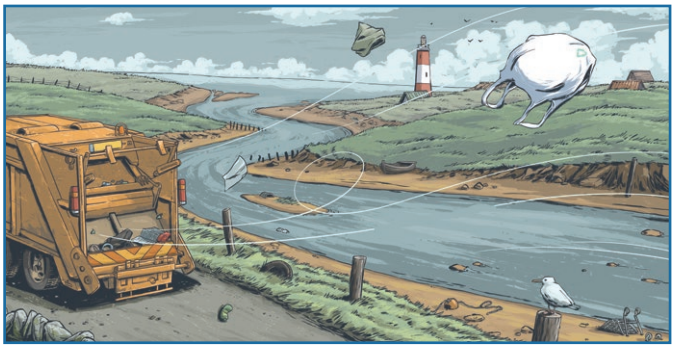
Facts/ Statistics on reducing plastic:

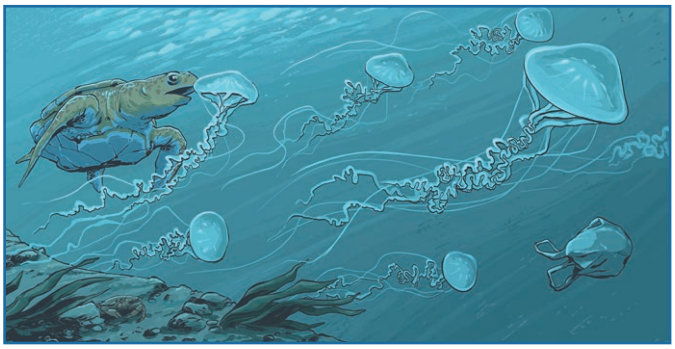
A Place for Plastic: Write the Words of the Story

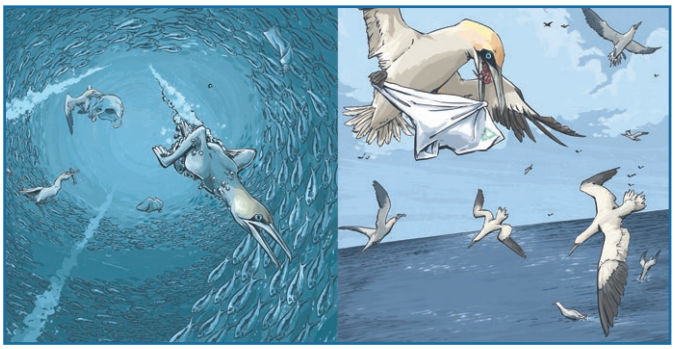
Look at the illustrations from the picture book 'A Place for Plastic'. Next to each small illustration, write your own version of the words which might tell a story about what is happening.

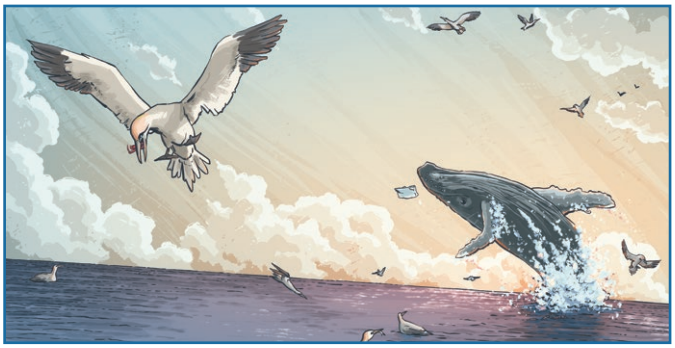
You could use first person (from the perspective of the plastic bag) or third person (as a narrator of the events). You could try to find rhyming words, or use **figurative language.**

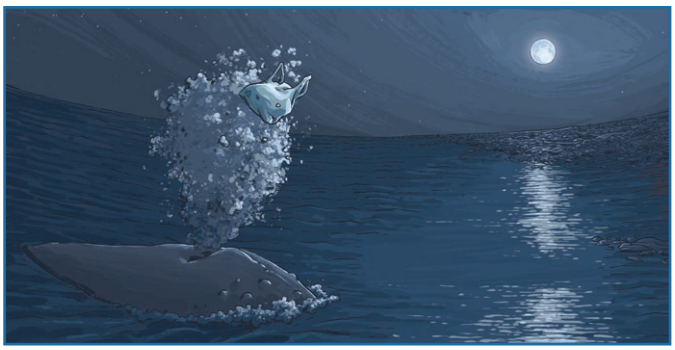


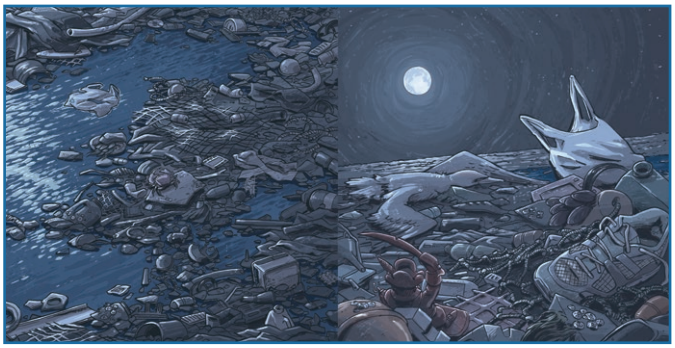


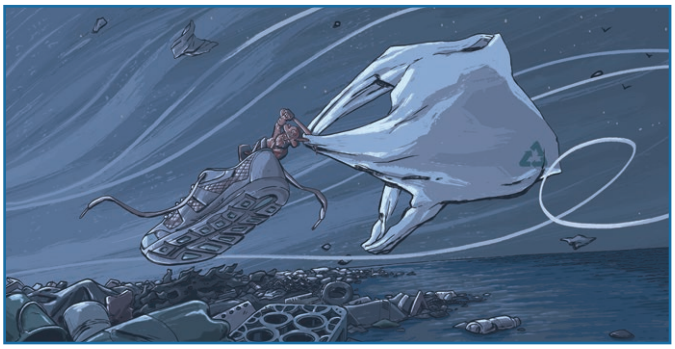


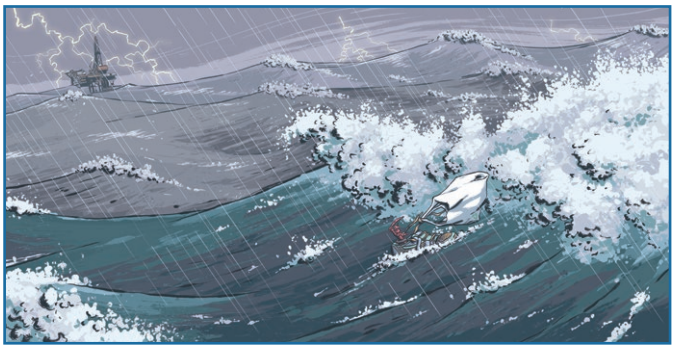


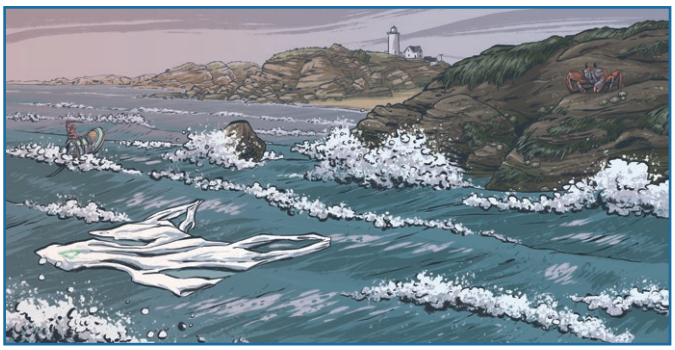












Math Mentals- Wednesday

Math Mentals- Thursday

Day 3

1 22 x 2 =

2 54 x 2 =

3 23 x 2 =

4 72 x 2 =

5 63 x 2 =

6 82 x 2 =

7 55 x 2 =

8 48 x 2 =

9 87 x 2 =

10 What is the cost of 2 family passes to the museum at $38 each?

11 Write the next five even numbers after 95.

12 5000 + 20 + 6 =

13 2 x 10 = 2 x 2 = 6 x 2 =

14 9 + 2 + 6 + 8 + 1 + 4 =

15 How much money is this? 5 5 10 10

16 Complete this number pattern and the rule.
3, 13, 12, 22, 21, , , (+ , −)

17 Which is closest to the width of the classroom door?
1 m 10 cm 100 m

18 In 10 minutes the time will be .

19 Order from shortest to longest.
1 month 1 fortnight 3 weeks

20 Which number has the best chance of the arrow landing on it?

Q1–10: /10 11–20: /10 My time:

Day 4

1 16 ÷ 2 =

2 $20 ÷ 2 =

3 42 ÷ 2 =

4 84 ÷ 2 =

5 400 ÷ 2 =

6 1000 m ÷ 2 =

7 220 ÷ 2 =

8 640 ÷ 2 =

9 310 ÷ 2 =

10 One lap of the course is 900 metres. How far is half a lap?

11 Write the next five odd numbers after 1395.

12 10 000 + 8000 + 2 =

13 2 x 50 = 2 x 80 = 2 x 90 =

14 18 + 4 + 13 + 6 + 7 =

15 How much money does Alana have if she has 2 of each Australian coin?

16 Complete this number pattern and write the rule.
240, 120, 116, 58, 54, , , (,)

17 Which is closest to the height of an Airbus A380 plane?
2.4 m 24 m 240 m

18 In 10 minutes the time will be .

19 Order from shortest to longest.
51 weeks 6 months 365 days

20 Number this spinner so that the arrow is most likely to land on number 3.

Q1–10: /10 11–20: /10 My time:

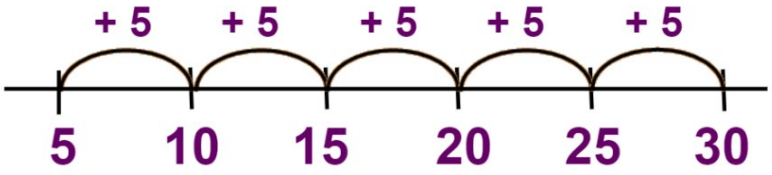
ISBN 978 1 74135 339

Math- Wednesday

Number Pattens Rules using Multiplication

Today we're going to investigate how we can use multiplication to identify the rule and terms in a pattern.

This is an example of a number pattern that increases.



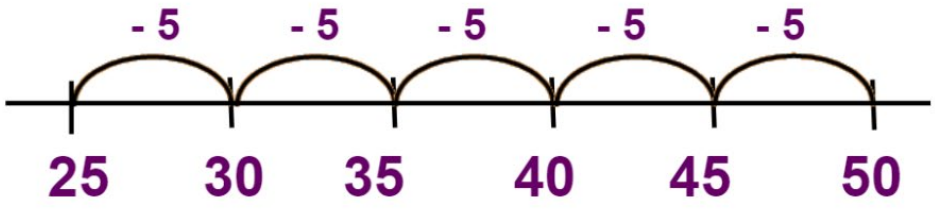
5, 10, 15, 20, 25, 30, ...

Rule: multiply term by 5

Term 1: 1 x 5 = 5
Term 2: 2 x 5 = 10
Term 3: 3 x 5 = 15

10th Term: 10 x 5 = 50

This is an example of a number pattern that decreases.



50, 45, 40, 35, 30, 25, ...

Rule: multiply term by 5, then subtract from 55

Term 1: 1 x 5 = 5 **55 - 5 = 50**
Term 2: 2 x 5 = 10 **55 - 10 = 45**
Term 3: 3 x 5 = 15 **55 - 15 = 40**

10th Term: 10 x 5 = 50 **55 - 50 = 5**

Answer the following questions.

Question 1:

Use the multiplication rule to identify Term 5, Term 6, Term 7, Term 8, Term 9 and Term 10. Display the terms on a number line.

Rule: multiply term by 4
Term 1: 1 x 4 = 4
Term 2: 2 x 4 = 8
Term 3: 3 x 4 = 12
Term 4: 4 x 4 = 16

4, 8, 12, 16, ...

Question 2:

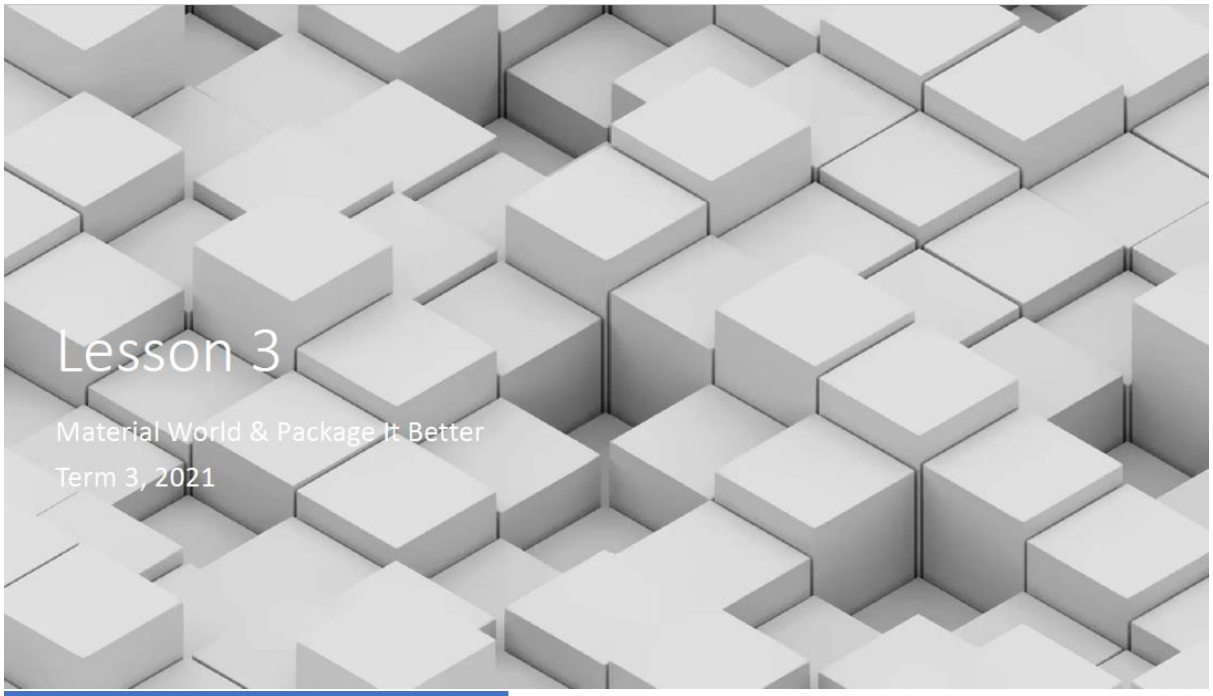
Use the multiplication rule to identify Term 5, Term 6, Term 7, Term 8, Term 9 and Term 10. Display the terms on a number line.

Rule: multiply term by 4, then subtract from 42
Term 1: 1 x 4 = 4 42 - 4 = 38
Term 2: 2 x 4 = 8 42 - 8 = 34
Term 3: 3 x 4 = 12 42 - 12 = 30
Term 4: 4 x 4 = 16 42 - 16 = 26

38, 34, 30, 26, ...

Let's investigate! Extend your understanding of patterns that increase or decrease by using multiplication and identify the rule and terms in the pattern. Do this on a blank sheet of paper or an exercise book.

Wednesday



LI: We are learning that natural and processed materials have a range of physical properties; these properties can influence their use.

Success Criteria: I can

- Describe the elements of a fair test
- Make predictions about the absorbency of materials
- Plan and conduct a test of the absorbency of materials
- Interpret results by identifying uses for materials

What material would be best for these situations?

Swimming.

Library Bag during the rain.

Cleaning up a spill

Investigation: Which type of material soaks up the most water?

- What do you think these materials are?
- What do you think these materials might be used for?
- What is the same?
- What is different?

leak soak repel

accidentally lose or admit contents, especially liquid or gas, through a hole or crack.

make or allow (something) to become thoroughly wet by immersing it in liquid.

back or away.

1)What are swimmers made of? Why not wool?
2)When wiping up a spilt glass of water, what kind of
3)material would you want the cloth to be made of?
4)What kind of material would you want your library bag to be made of if it were raining?

Variable Table

Change	The material tested
Measure/observe	Whether or not the object/material tested is able to soak up water.
Keep the same	

What makes a test fair?

Which variables will we keep the same? (controlled)

Investigation

Place the following materials/objects into water (if you have them) and answer the questions below based on your results.

- Cotton
- foil
- washcloths
- rubber
- tissue
- paper towels
- Rubber
- plastic toys
- Pencils
- Sponge

- Which materials soaked up a lot of water? What happened to the water?
- Which materials didn't soak up any water? What happened to the water?
- Which materials soaked up a little water then leaked? What happened to the water?
- Which material soaked up the most water?

Absorb

take in or soak up (energy or a liquid or other substance) by chemical or physical action.

Waterproof

something that keeps water out. A plastic raincoat is an example of something that is **waterproof**.

GLOSSARY

Word	Definition

What have you learned about how materials are affected by water?

How this might affect the way the material is used?

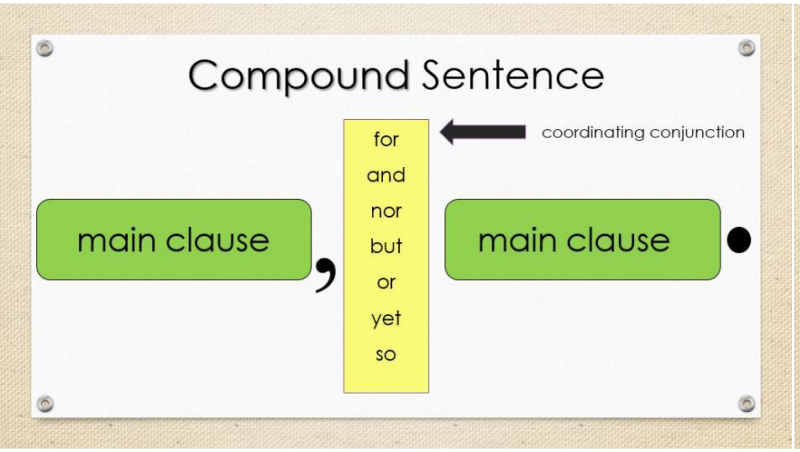
Morning Routine

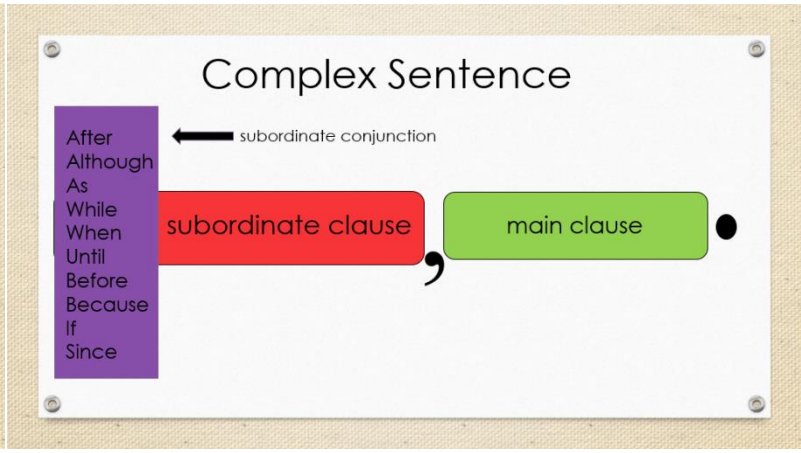
Thursday

Task one: explore the website and write down five tips to reduce your food waste
https://www.eufic.org/en/food-safety/article/reducing-food-waste-yes-we-can-qa

Thursday

Task two: Tick off each time you try one of the 16 ways to reduce food waste. See how many become part of your routine!





We are learning to write a simple, compound and complex sentence.

I have:

- at least one main clause
- a conjunction (coordinating or subordinate)
- a subordinate clause (complex sentences)
- a comma (if needed)
- correct beginning and end punctuation

Joint– Given the amount of plastic waste we generate…

Copy and complete the following sentence. Remember to complete the sentence as a **compound or complex** sentence.

Independent complex sentence

Subordinate conjunction: **Before**

Use the subordinating conjunction above to start your own complex sentence about reducing waste.

Waste Not, Want Not!

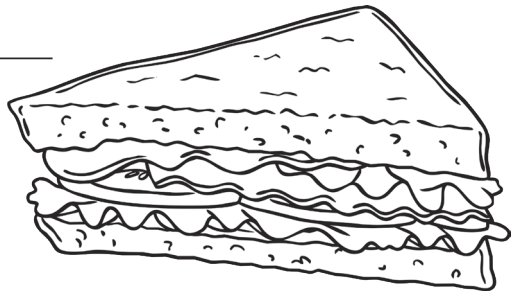
Amazing Fact

Almost half of the world's food is thrown away.

Challenge

Describe ten different ways food wastage could be reduced in your home. You may wish to talk to your friends, read non-fiction books or use the Internet to help. The first one has been done for you.

1. Use leftovers to make other meals.
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____



Can you think of any ways food wastage in school could be reduced?

Then, design a poster which explains and demonstrates how food wastage can be reduced.

Use your fantastic ideas above!

You could also try to find out:

- which countries have laws about food waste;
- about restaurants which use food that would otherwise be wasted;
- how sell by dates are calculated;
- how shops lengthen the shelf life of food.

Math- Thursday

Number Pattern Rules using Multiplication

Problem Solving Questions

MD 18 PA 24 (1a) Mary recorded this number pattern. 2, 4, 6, 8, …

What rule using multiplication describes the pattern?

a. Multiply the term by 2 b. Multiply the term by 3

c. Multiply the term by 4 d. Multiply the term by 5

Number Patterns using Multiplication

MD 18 PA 24 (1b) Mary recorded this number pattern. 4, 8, 12, 16, …

What rule using multiplication describes the pattern?

a. Multiply the term by 2 b. Multiply the term by 3

c. Multiply the term by 4 d. Multiply the term by 5

Number Patterns using Multiplication

MD 18 PA 24 (2a) Mary recorded this number pattern. 50, 48, 46, 44, …

What rule using multiplication describes the pattern?

a. Multiply the term by 2

b. Multiply the term by 2, then subtract from 50

c. Multiply the term by 2, then subtract from 52

Number Patterns using Multiplication

MD 18 PA 24 (2b) Mary recorded this number pattern. 54, 50, 46, 42, …

What rule using multiplication describes the pattern?

a. Multiply the term by 4

b. Multiply the term by 4, then subtract from 54

c. Multiply the term by 4, then subtract from 58

Number Patterns using Multiplication

MD 18 PA 24 (3a) Mary described this rule using multiplication. Multiply the term by 2.

Which number pattern is Mary's?

a. 2, 6, 10, 14, ...

b. 2, 4, 6, 8, ...

c. 2, 5, 8, 11, ...

d. 2, 4, 8, 16, ...

Number Patterns using Multiplication

MD 18 PA 24 (3b) Mary described this rule using multiplication. Multiply the term by 4.

Which number pattern is Mary's?

a. 4, 6, 8, 10, ...

b. 2, 4, 6, 8, ...

c. 4, 8, 12, 16, ...

d. 2, 4, 8, 16, ...

Number Patterns using Multiplication

MD 18 PA 24 (4a) Mary described this rule using multiplication.

Multiply the term by 2, then subtract from 24.

Which number pattern is Mary's?

a. 24, 22, 21, 20, ...

b. 24, 22, 20, 18, ...

c. 22, 20, 18, 16, ...

d. 26, 25, 24, 23, ...

Number Patterns using Multiplication

MD 18 PA 24 (4b) Mary described this rule using multiplication.

Multiply the term by 4, then subtract from 44.

Which number pattern is Mary's?

a. 44, 40, 36, 32, ...

b. 44, 42, 40, 38, ...

c. 40, 36, 32, 28, ...

d. 40, 38, 36, 34, ...

Number Patterns using Multiplication

Waste Wise

Friday

Design a poster promoting waste wise ideas to a particular target audience of your choice.

Design Ideas - Sustainability

Friday

Design a sustainable garden patch for your school. Think about how to provide shade and to recycle resources at school to maintain the garden. Consider a watering and mulching system that will keep the garden growing in the school holidays when no one is at school.

Design a poster to encourage people to reduce, reuse and recycle in their homes.

Design a recycled artwork or sculpture. It will be displayed in your school to encourage students and their families to reduce, reuse and recycle.

Sort various items into reduce, reuse and recycle groups. Find alternative uses in the classroom for items in the reuse pile.

Design an environmentally friendly playground that provides a safe play place. Make sure it has adequate shade and uses recycled equipment/parts to create an interesting and engaging space. Consider using natural materials as well.

Use play dough and recycled materials to create a water saving system that runs from a house to the garden to reuse waste or 'grey water'.

Research solar energy and its benefits as a sustainable resource in the Australian community. Using a suitable app or computer program, create an advertisement explaining the benefits of using a sustainable energy source such as solar energy panels.

✶ **Week** **7**	**Learning Intention**	**We are learning to write a simple, compound and complex sentence.**
	Success Criteria **I have used:**	• at least one main clause • a conjunction (coordinating or subordinate) • a subordinate clause (complex sentences) • a comma (if needed) • correct beginning and end punctuation.

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	Success Criteria **I have used:**	• at least one main clause • a conjunction (coordinating or subordinate) • a subordinate clause (complex sentences) • a comma (if needed) • correct beginning and end punctuation.

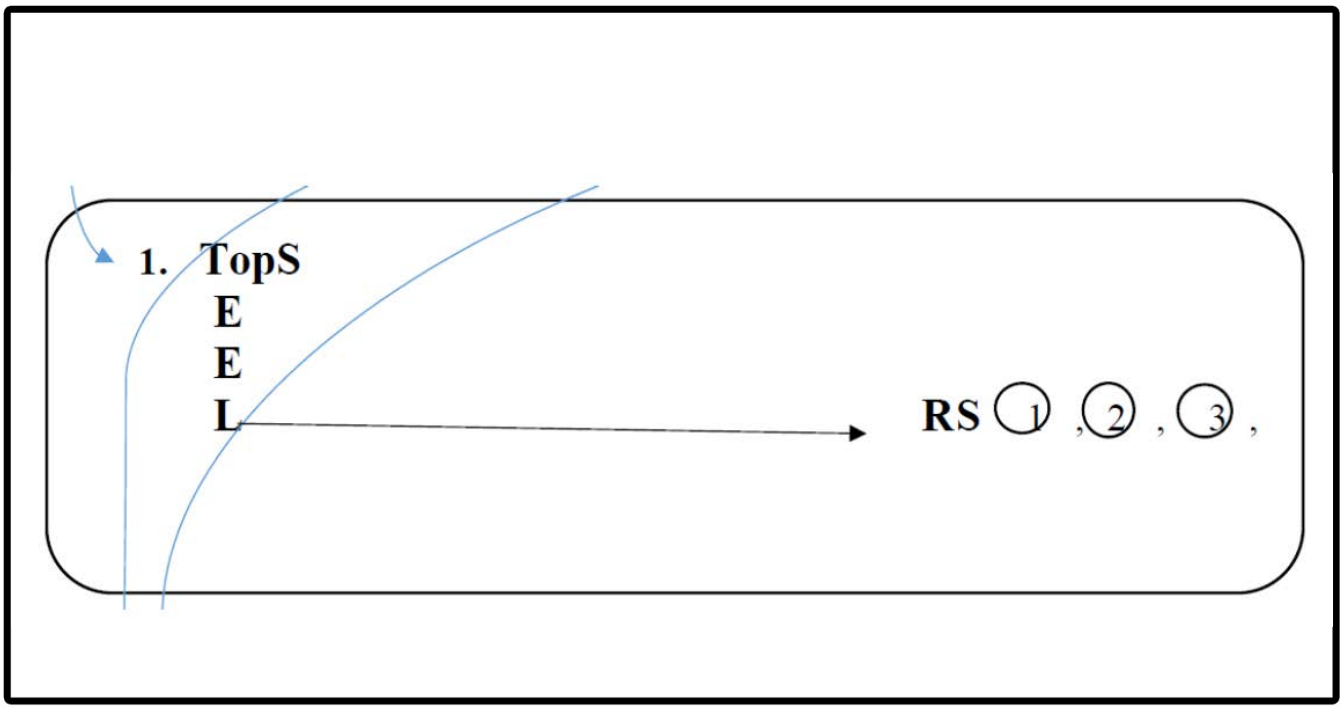
Friday

We are learning to write a TEEL Paragraph

We can:-

- Write a topic sentence
- Include one example
- Elaborate and expand on the rule of three
- Link the last sentence to the topic sentence

Friday

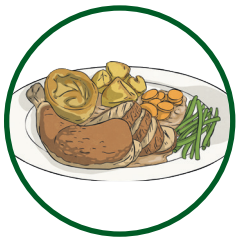


16 Ways to Reduce Food Waste

1. Plan your menus on a weekly basis and take a shopping list to the supermarket so that you only buy what you need.

2. Think about how you store food, making sure that you are keeping it as fresh as possible; for example, by using airtight containers to store crackers or biscuits.

3. When you've had a roast chicken, make stock with the bones.



4. Make soup with vegetables and salad leaves that are looking a little tired.

5. Follow the 'FIFO' principle – 'first in, first out'. When you're putting away the shopping, put newer stuff at the back and move older stuff to the front. This reduces the chance that food will pass its 'use by' date and have to be thrown away.

6. Think about portion size. Research how much of different foods is considered a portion for men, women and children, and serve accordingly. This could benefit your health too.

7. Monitor the food you throw away for a week. Notice if there is anything you throw away a lot of, such as bread or fruit, and use this information to change your shopping or cooking habits.

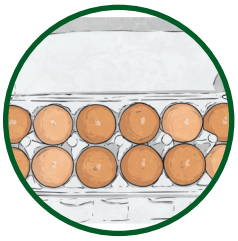
16 Ways to Reduce Food Waste

8 Know the difference between 'use by' and 'best before'. 'Use by' means you should discard anything that is past the date and should not be consumed. 'Best before' is a recommendation; trust your judgement - if it looks and smells OK, it is OK!

9 Compost your fruit and vegetable waste. Many local authorities will provide you with a compost bin. You can also add grass clippings, garden waste and even shredded paper.

10 If you have bananas that are getting a little too ripe, make them into a banana cake. You can also freeze overripe bananas and use them when you have time to bake.

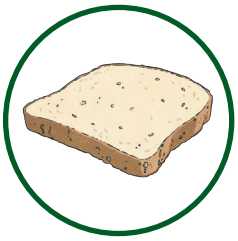
11 Bake eggshells in the oven until crumbly. Break them up and add to your compost. Alternatively, place crushed eggshells around the base of plants in your garden – slugs and snails hate them and will stay away.



12 Use as much of a fruit or vegetable as possible. Leave the skins on potatoes, cucumber, carrots and apples, and use the stems as well as the florets when cooking with broccoli or cauliflower. Bonus: this means you are getting more nutrients as well.

13 Dogs will happily eat leftover cooked vegetables, such as carrots, sweet potatoes, spinach, green beans and sprouts. They can also try fruits such as apples and melon. You should not give them onions, garlic, mushrooms, avocado, grapes, raisins or rhubarb, however, as these can be toxic.

14 If you often find yourself with mouldy bread, try freezing half the loaf and taking it out when you need it. You can also successfully freeze cheese and milk.



15

Freeze leftovers, such as casseroles and pasta sauces. There may not be enough left for the whole family, so have a 'freezer tapas' night every so often. Take out and reheat all the leftovers, serve along with accompaniments, such as bread, pasta or potatoes, and let people help themselves to a bit of everything.

16

Feed the birds in your garden with leftover foods. Try grated cheese, finely chopped bacon, fat from unsalted cuts of meat, cooked rice, dry cereal, breadcrumbs, leftover pastry, cake crumbs, cooked potato, dried fruit or cut up apples and pears. Do not give garden birds leftover cooking fat, cooked porridge or food that is mouldy.

Critical Question worksheet

Title: _____ Author: _____

Questions I have	Answers to my questions

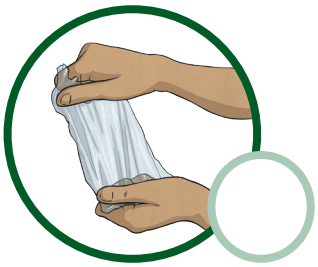
Learning Intention: We are learning to ask questions whilst reading to improve our comprehension.
Success Criteria: I can ask and answer questions.

Did I meet my target?

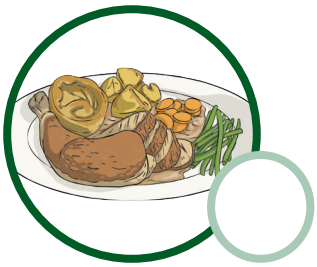
16 Ways to Reduce Food Waste

Tick off or stamp each time you try one of these ideas. See how many become part of your routine.

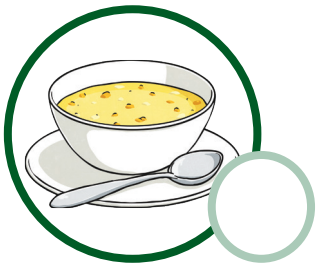
Weekly Meal Plan



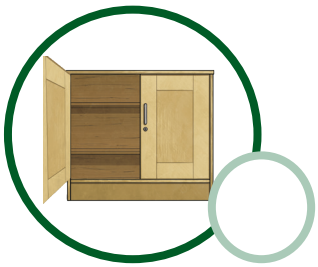
Store Your Food



Home-Made Stock

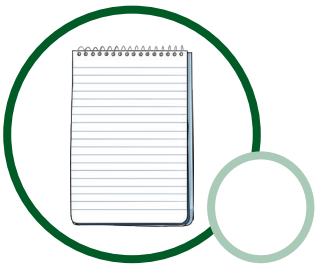


Leftover Vegetable Soup

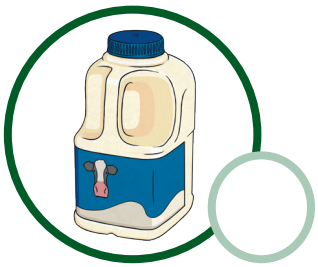


First In, First Out

Portion Size



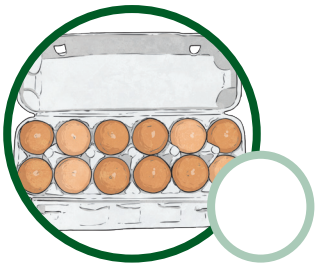
Monitor Your Food Waste



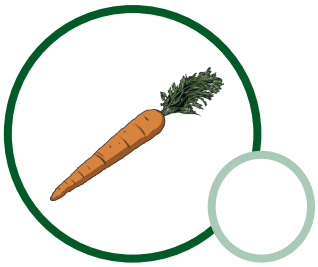
Use By or Best Before

Compost Bin

Overripe Banana Muffins

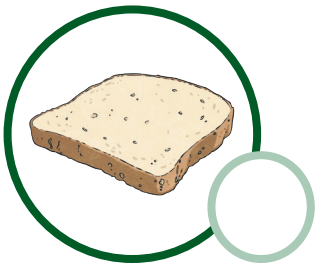


Gardening with Eggshells



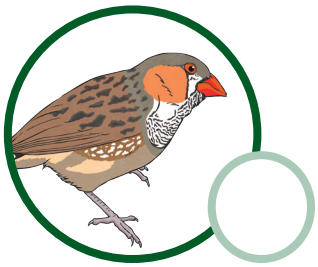
Skin on Vegetables

Doggie Leftovers



Freeze Your Bread

Freezer Tapas



Feed the Birds Leftovers

Math Mentals- Friday

Day 5

1 570 + 60 = ☐

2 397 + 84 = ☐

3 $100 – $27 = ☐

4 790 – 54 = ☐

5 32 x 2 = ☐

6 81 x 2 = ☐

7 28 ÷ 2 = ☐

8 300 mL ÷ 2 = ☐

9 860 ÷ 2 = ☐

10 How much is saved by paying $290 for a flight instead of $470? ☐

11 Write the next five even numbers after 590.
☐

12 10 000 + 700 + 60 + 5 = ☐

13 70 x 2 = ☐ 40 x 2 = ☐
60 x 2 = ☐

14 15 + 2 + 5 + 9 + 18 = ☐

15 How much money is this? ☐

16 Complete this number pattern and the rule.
44, 22, 20, 10, 8, ☐, ☐ (☐, ☐)

17 Which is closest to the wingspan of an Airbus A380 plane?
○ 80 cm ○ 8 m ○ 80 m

18 In 10 minutes the time will be ☐.

19 Order from shortest to longest.
☐ 90 days ☐ 9 months ☐ $\frac{1}{2}$ year

20 Which number has the best chance of the arrow landing on it? ☐

Assessment

Q1–10:	/10	Q11–20:	/10	My time:

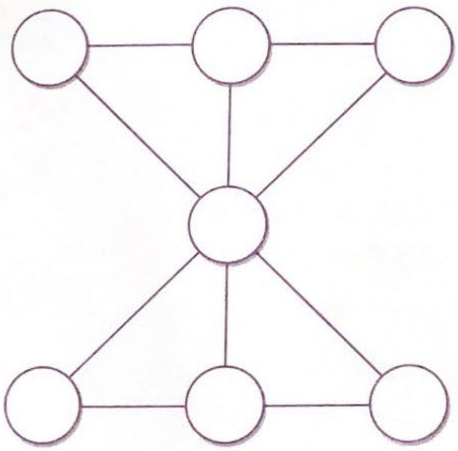
Think Box

Number Up

Copy the digits from the blue boxes into the circles. The total of each line of three needs to add to 12 or 18. Use each number once.

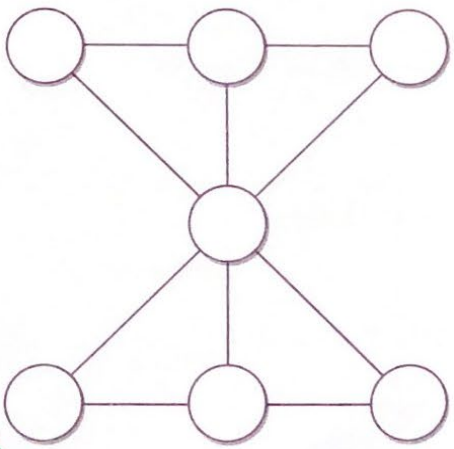
Each line must total 12

1 2
3 4
5 6
7



Each line must total 18

3 4
5 6
7 8
9



Math- Friday

Multiply by Single-digit Numbers – x 7

Select cards to make 2 numbers to multiply.

7 x 8 =

Partition the number into numbers you know how to multiply.

5 + 3

Multiply the parts.

7 x 5 = 35

7 x 3 = 21

35 + 21 = 56

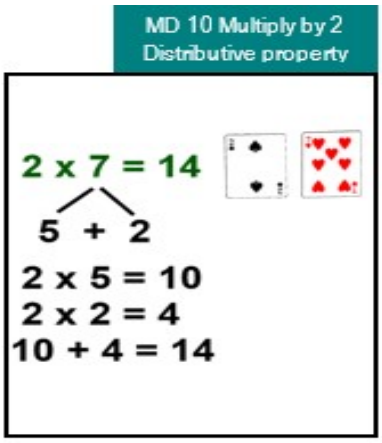
Add the products.

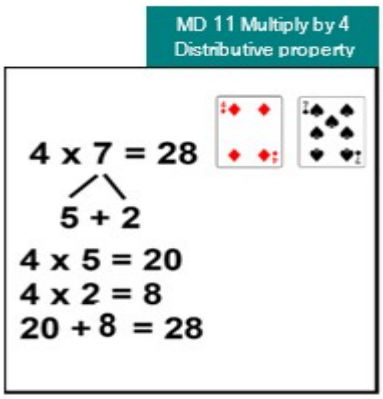
Learn the ‘table’ by remembering how you partitioned the number.

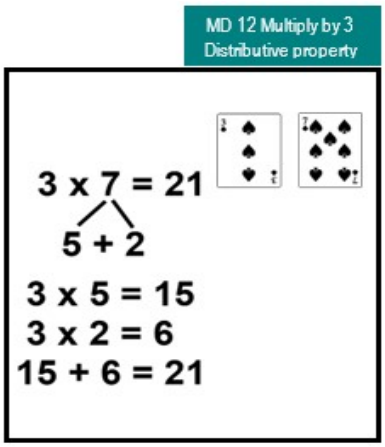
7 x 8 = 56

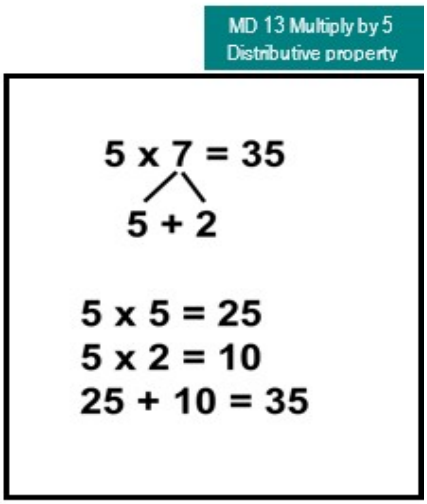
Multiply by Single-digit Numbers-

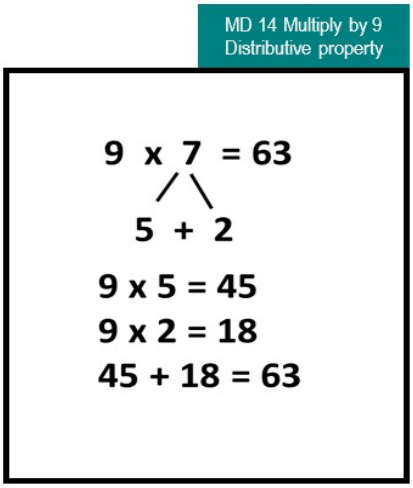
Below are examples of differentiate levels. Choose your level:-

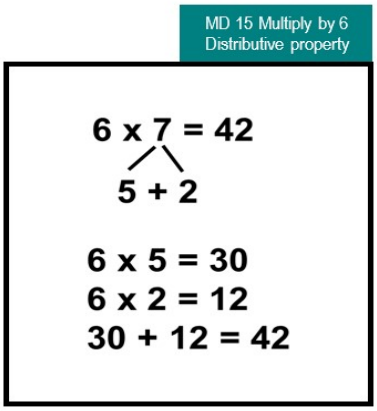


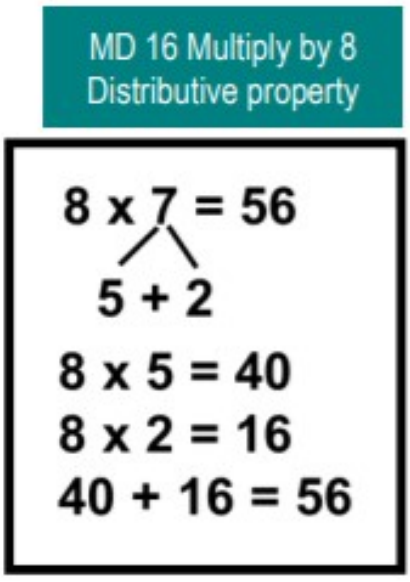


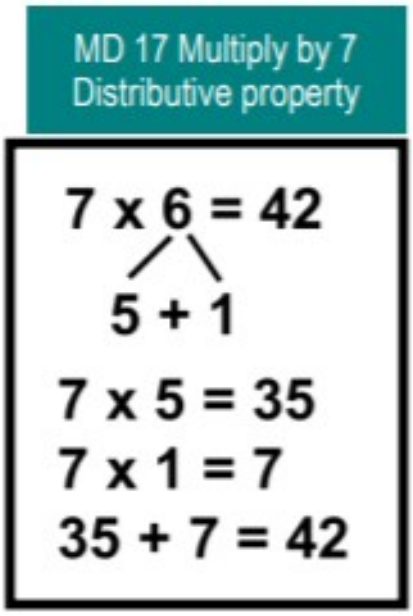






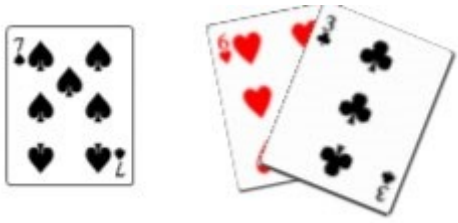






Divide by Single-digit Numbers - ÷ 7, no remainder

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.

35 + 28

35 + 28

Divide the parts.

35 ÷ 7 = 5

$\frac{11}{77}$ of 35 = 5

Find a fraction of the parts.

27 ÷ 7 = 4

$\frac{11}{77}$ of 28 = 4

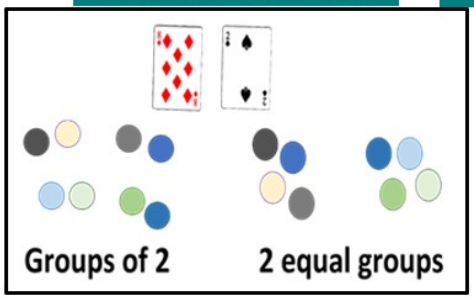
Add the quotients.

63 ÷ 7 = $\frac{11}{77}$ of 63 = 5 + 4 = 9

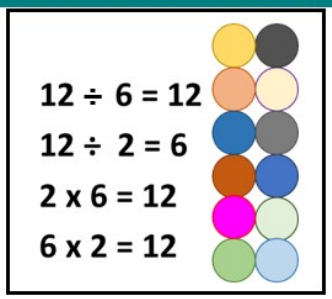
63 ÷ 7 = 9 $\frac{11}{77}$ of 63 = 9

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

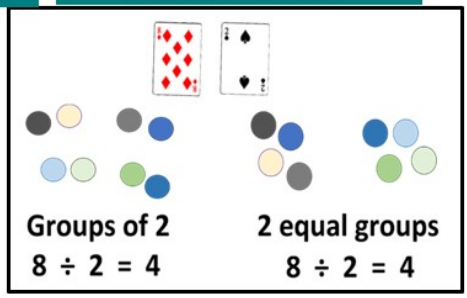
MD 1, 2 Divide in 2 ways – into 'groups of 2' and '2 equal groups'



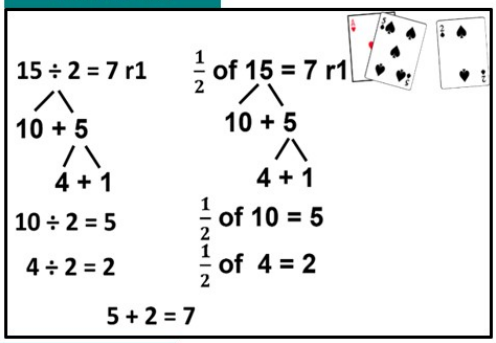
MD 5 Divide into equal rows (array) describe using 2 division and 2 multiplication number sentences



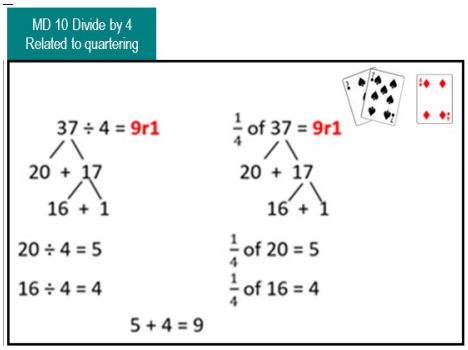
MD 7, 8 Divide in 4 ways – into 'groups of 2' and '2 equal groups'



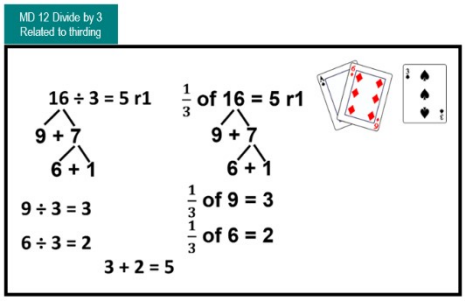
MD 10 PA 17 Divide by 2 Related to halving



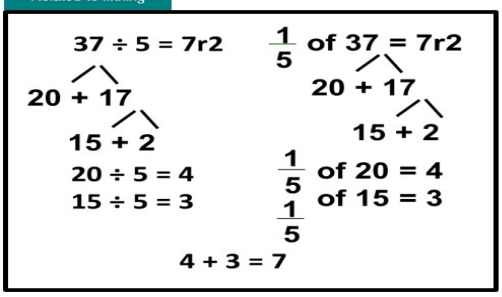
MD 10 Divide by 4 Related to quartering



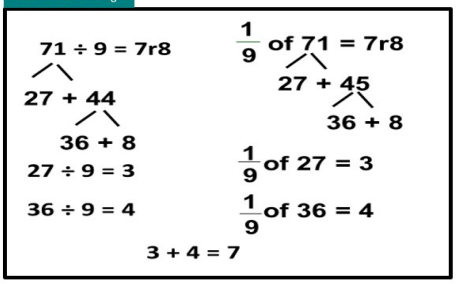
MD 12 Divide by 3 Related to thirding



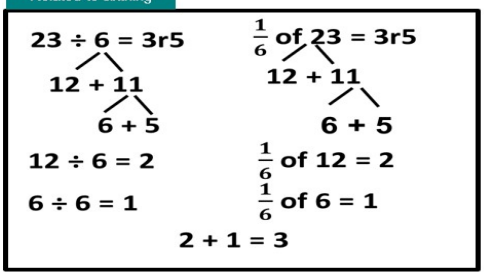
MD 13 Divide by 5 Related to fifthing



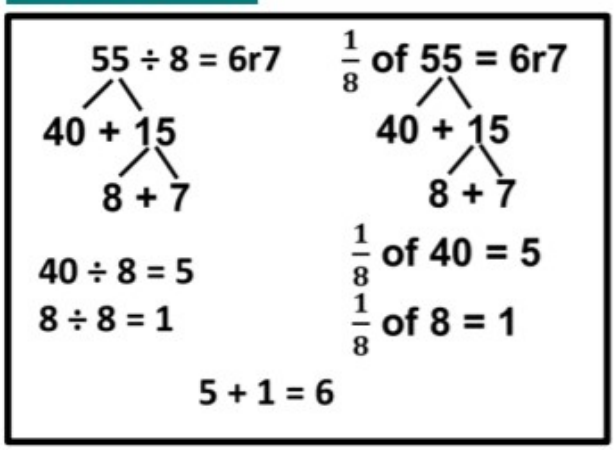
MD 14 Divide by 9 Related to ninthing



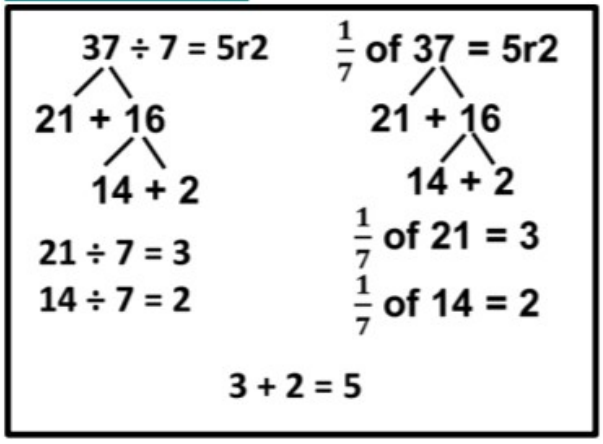
MD 15 Divide by 6 Related to sixthing



MD 16 Divide by 8 Related to eighthing



MD 17 Divide by 7 Related to seventhing



Year 4 Week 7 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 smiley face ☺

Day 1: Choosing the correct title

Year 4, we have been learning about **Sustainability** and **persuasive text** for the past couple of weeks. Today **you** are going to write an appropriate **title** for your **persuasive text** about **sustainability.**
Remember: A title is an important element in writing, to assist the audience in knowing what they are reading.
For example, cats are the best animals.
Write your title below.

1. **Who?**

Day 2: Hook the audience

In an **introduction**, you need to hook the reader. In a persuasive text, you need to use a **persuasive device**. This includes a **rhetorical question** (to create a dramatic effect or to make a point rather than to get an answer) and **emotive language** (word choices to evoke an emotional response from a reader).
For example: Don't you want to help the poor defenceless animals?
Now it is your turn to **write an interesting hook** for your **persuasive text** about **sustainability**. Write **1 sentence below** using a **rhetorical question** and **emotive language.**

We _____ **! Imagine** _____ .

How would _____ ?

Day 3: Thesis Statement

Thesis statements **outline** the **three things** you are going to discuss in your persuasive text. This is the **rule of three** (three things that come in three.

For example, we must do our part by reducing, reusing and recycling.
Circle the thesis statement in the paragraph below.

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

Day 4: Thesis Statement

Write your **own** thesis statement using the rule of three. Remember your thesis statement is **what you are going to talk about**. This has to relate to sustainability. Write your thesis statement below. One to two sentences are suitable for a thesis statement.

We must _____ **by,** _____ **,** _____

Day 5: Introductory paragraph

It is your turn now to write an introductory persuasive paragraph below. You need to include your **hook**, which has a **rhetorical question** and **emotive language**; and a **thesis statement** that includes the three things you are going to talk about. Don't forget to include a catchy title at the top of your page. The **introductory paragraph** has to have **two to three sentences about sustainability.** You can use the example text and the block planner on the next page as a guide.

Example text

Who Wants to Protect Our Planet?

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

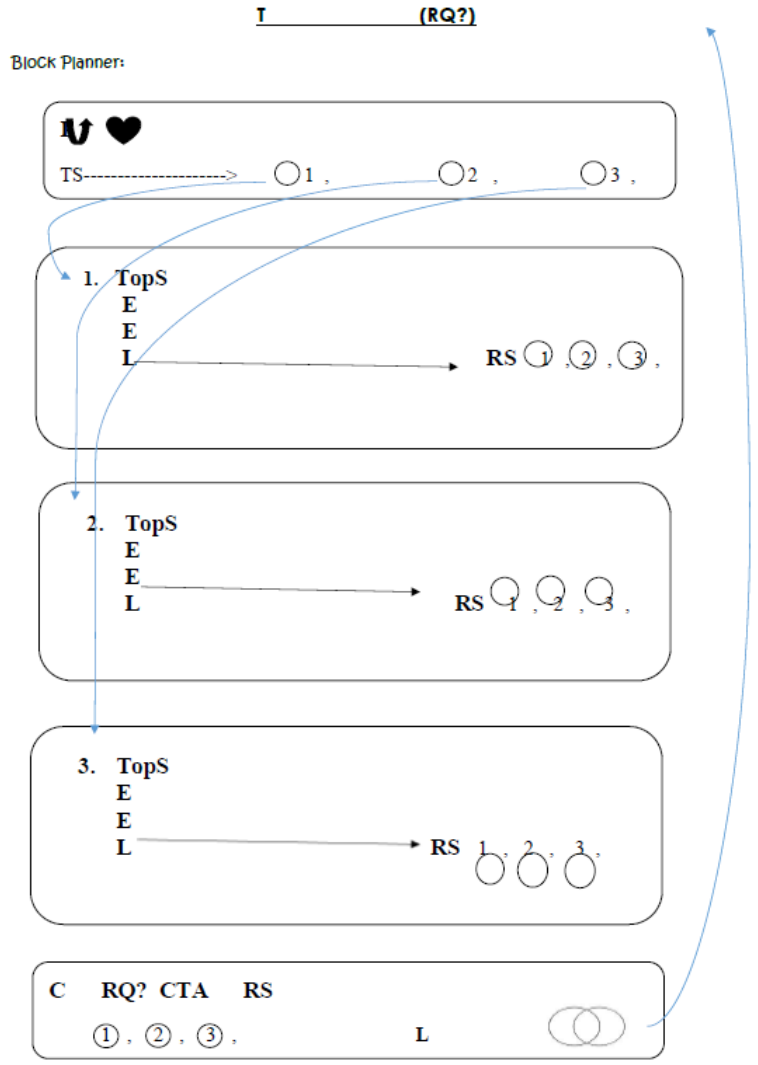
We must reduce our waste. We can cut down on using plastic bags and use more environmentally friendly ones. Did you know helpless turtles eat plastic? Well done to all the supermarkets who are using single-use bags. Help save our turtles by reducing your waste!

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

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

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

Block Planner



Year 4 Week 7 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 Albert Namatjira (1902-1959) below. There are **70 words**.
Time how long it takes to read.
Underline all the **nouns** you can find.

Time:

Albert Namatjira was a great Australian indigenous artist. His landscape paintings – different to traditional Aboriginal art, made him famous. Namatjira was one of the stolen generation, separated from his parents and growing up on a mission in the Northern Territory. At age 13, he experienced the important Aboriginal ritual of initiation. He lived in the bush with his Arrente tribe for 6 months and was taught traditional laws and customs.

What does it mean to be one of the stolen generation?

Day 2: Read the 2nd part below.
There are **70 words.** Time yourself.
Compare your time with yesterday's time.
Underline all the **verbs** you can find.

Time:

In 1934, two Melbourne artists visited the mission to exhibit their paintings. This inspired Namatjira to paint seriously. He showed them some landscapes to paint in the outback and in exchange he was taught how to paint using watercolours. He was naturally gifted and learnt quickly. His first exhibition in Melbourne in 1938 sold out. His work attracted similar enthusiasm in Sydney and Melbourne. Soon his work received international acclaim.

In what cities was Nanatjira's paintings displayed?

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 (.)**, **commas (,)**, and **proper nouns (**eg. **T**uesday, **G**ranville, **S**am**)**

Time:

Namatjira became a celebrity and success brought money. He wanted to lease a cattle station, but Aborigines were not allowed. Next, he tried to build a house in Alice Springs. Once again, the law prevented him, just because he was Aboriginal. He was not permitted to own land in his own country! Public outrage at this injustice pushed the government to grant him and his wife full citizenship in 1957.

Why did the government give Australian citizenship to Namatjira?

Day 4: Read the final paragraph of Bennelong's life below.
There are **70 words.** Time yourself.
Which day has been your fastest?
Colour or highlight all the **adjectives**.

Time:

It took a further 10 years for citizenship rights to be granted to the rest of the indigenous population. Namatjira's life and work inspired other Indigenous people to paint, including his grandson Vincent, who has won the Archibald Prize! Namatjira captured Australia's heartland in artwork and was praised around the world. His life showed white Australians the injustice of racist laws, and contributed to long overdue changes fo indigenous people.

Who has won the Archibald Prize?

 **<u>Day 5:</u> Match** the **words** in the left side boxes with their **meanings** in the right side boxes.	
- generation	• a keen interest in a subject or activity
- mission	• the most respected annual Australian award for portrait painting
- initiation	• give praise, to commend publicly
- seriously	• people born or living at about the same time
- enthusiasm	• strong anger, shock
- acclaim	• the actions a person must take to become a member of a group
- celebrity	• not fair, unjust, wrong
- Archibald Prize	• not taken lightly, carefully considered
- outrage	• a famous person, especially in entertainment or sport
- injustice	• a school in the colonial era used to 'westernise' local people

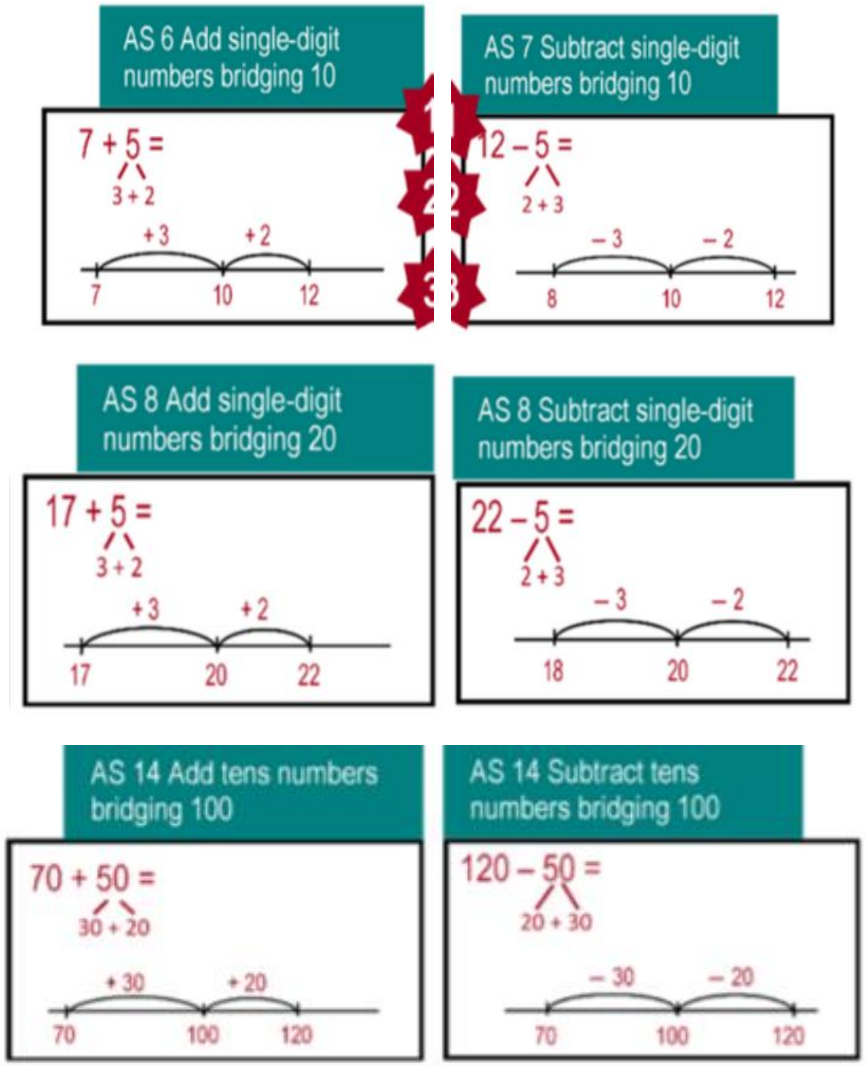
Year 4 Week 7 Specialised Learning – Mathematics

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

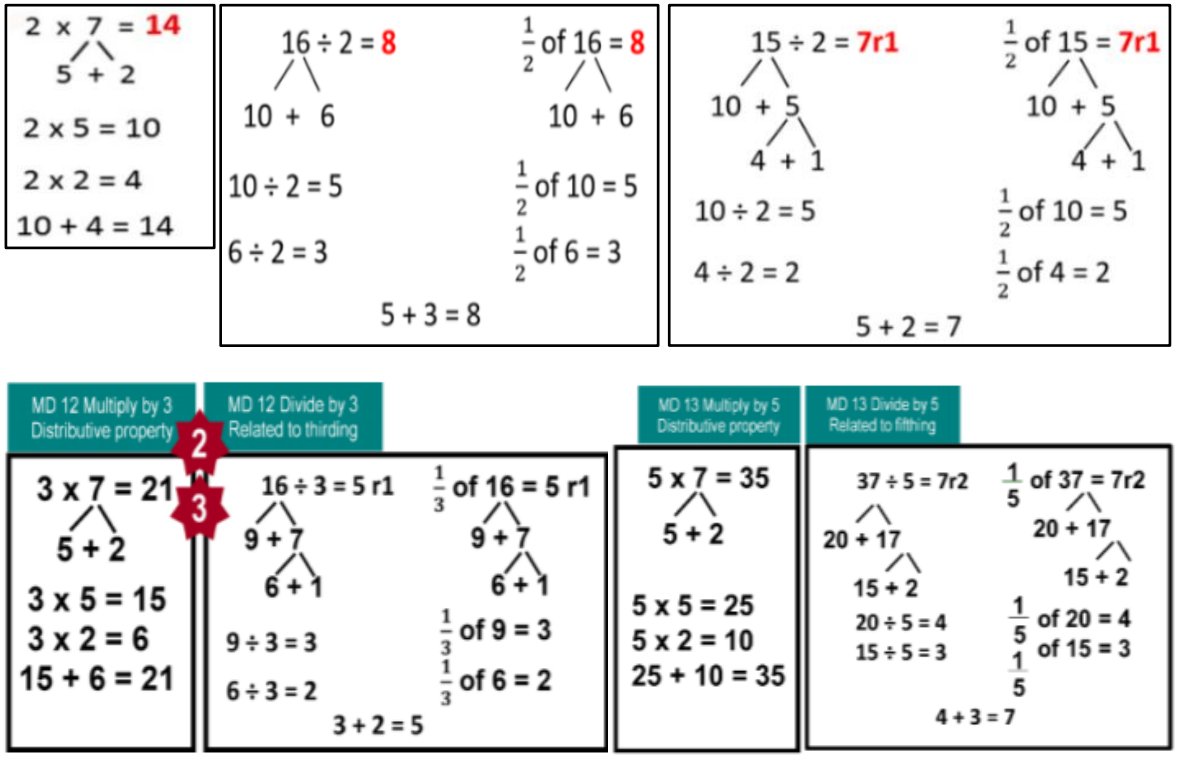
3 addition and **3 subtraction problems**

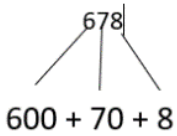
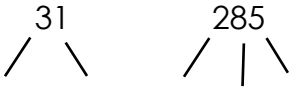
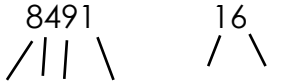
3 multiplication and 3 **division questions**
(choose to multiply and divide by either 2, 3 or 5)

Addition and Subtraction



Multiplication and Division by 2, 3 and 5



Day 1- **Partitioning**	Day 2 – **Ordering**	Day 3 – **Fractions and Decimals**	Day 4 – **Fractions and Decimals**	Day 5 - **Problem solving**
Practise your partitioning skills with the following numbers. Eg.     .	Order these numbers in **ascending** order (smallest to largest) **358, 9, 5625, 43976, 2894.** ____,____,_____,_____,____ Order these numbers in **descending** order (largest to smallest) **319, 23498, 3193, 1857, 237.** ____,____,_____,_____,____	**1.** Draw a circle and shade one half (1/2). **2.** Draw a rectangle and shade two halves (2/2). **3.** Draw a rectangle and shade one quarter (1/4).	**1.** Draw a rectangle and shade one eighth (1/8). **2.** Draw a square and shade three eighths (3/8). **3.** Draw a rectangle and shade seven eighths (7/8).	**1.** Michael had 80 crayons. How many more crayons does Michael need to make 100? **2.** Sam ate half of a full packet of biscuits. There are 4 biscuits left in the packet. How many biscuits were there in the full packet? **3.** Becky made 8 pizzas. She puts a quarter of the pizzas on each tray. How many trays does she need for her pizzas? How many pizzas are on each tray?
Extension: Try to partition using non-standard place value. E.g 678 = 500 + 170 + 8	**Extension:** Create two of your own examples. Order these numbers in ascending and descending order.	**Extension:** Can you draw different shapes and divide them into halves and quarters?	**Extension:** Can you draw different shapes and divide them into eighths?	**Extension:** Create your own problem solving questions and answer them.