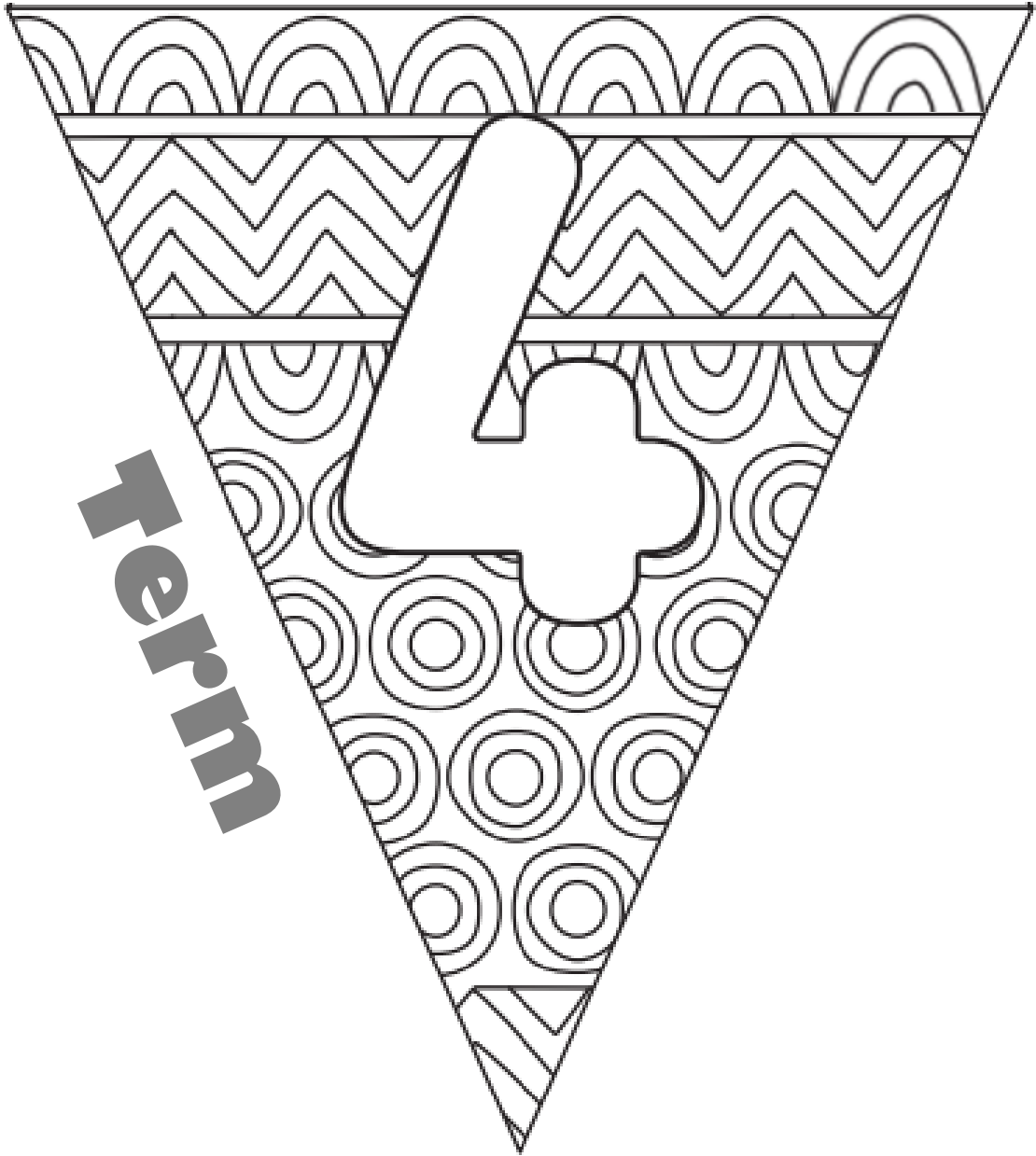


Year 4









**Term**

Week 1

## Year 4 Home Learning Grid Term 4 Week 1

Please note that answers are provided at the back of the booklet. Students are to check in to Google Classroom daily, watch the teacher video and answer the question.


		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
ENGLISH	<b>PUBLIC</b>		<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Lexia and EPIC 20 minutes each</li> </ul> <p><b>Comprehension</b></p> <p>Reading Quiz – <u>Eddie Wing</u> Complete the Quiz in Google Classroom or on a hardcopy and send it to your teacher. Next read through the Super 6 Reading Strategies.</p> <p><b>Writing</b></p> <p><u>Information Report</u> 1. Read the page on, 'What is an Information Report', and look at the example on 'Turtles'. 2. Read the informative text on 'The Great Wise Owl'. Then complete the worksheet 'The Great Wise Owl'.</p> <p><b>Grammar /Sentence A Day</b></p> <p><u>Subject-Verb-Object</u> Play the Subject Game <a href="https://au.ixl.com/english/year-3/identify-the-complete-subject-of-a-sentence">https://au.ixl.com/english/year-3/identify-the-complete-subject-of-a-sentence</a> Next complete the Subject-Verb-Object Revision Sheet</p> <p><b>Spelling</b></p> <p>Look at your new spelling words for the next 2 weeks (level 1, 2 or 3). Look, cover, write and check all of your spelling words.</p> <p><b>Speech</b></p> <p>Practice your speech. Your teachers will tell you when you will be presenting them. All students are expected to give a speech.</p>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Lexia and EPIC 20 minutes each</li> </ul> <p><b>Comprehension</b></p> <p>Select a PM levelled reader from the <u>Reading Box</u>. Write the title of the book then read the text and complete Wednesday's tasks: <u>Make a Connection</u> and <u>Prediction</u>.</p> <p><b>Writing</b></p> <p><u>Information Report</u> The purpose of an information report is to provide information about a particular topic using facts. Watch the <a href="#">Fact or Opinion for Kids</a> video on YouTube then complete the worksheet. <a href="#">Fact or Opinion for Kids - YouTube</a></p>  <p><b>Grammar /Sentence A Day</b></p> <p>The Subject and Verb in sentences must agree in our sentences. Play the <u>Subject Verb Agreement</u> Game to test your understanding then complete the worksheet: <a href="https://www.abcya.com/games/later_gator">https://www.abcya.com/games/later_gator</a></p>  <p><b>Spelling</b></p> <p>Write your words in colour. Use a red pencil for any vowels and a blue pencil for any consonants.</p> <p style="text-align: center; color: red;">s</p> <p style="text-align: center; color: blue;">p e l l i n g</p> <p><b>Speech</b></p> <p>Practice your speech. Your teachers will tell you when you will be presenting them. All students are expected to give a speech.</p>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Lexia and EPIC 20 minutes each</li> </ul> <p><b>Comprehension</b></p> <p>Using the PM Reader from <u>yesterday</u> read the text then complete Thursday's tasks: <u>Question</u> and <u>Monitor</u>.</p> <p><b>Writing</b></p> <p><u>Information Report - Structure</u> Watch the video 'Information writing for kids' on YouTube. <a href="#">Informational Writing for Kids- Episode 1: What Is It? - YouTube</a></p>  <p>Complete the sequencing activity worksheet on 'T- Rex'.</p> <p><b>Grammar /Sentence A Day</b></p> <p><u>Subject Pronouns</u> -Using pronouns correctly can make our sentences more interesting to read. Watch the clip about Subject Pronouns then complete the worksheet <a href="https://video.link/w/ENN8c">https://video.link/w/ENN8c</a></p>  <p><b>Spelling</b></p> <p>Write your spelling words one letter at a time, so that they look like a staircase. You can make patterns with colours if you like. e.g.</p> <p style="text-align: center;">s st sta star</p> <p><b>Speech</b></p> <p>Practice your speech. Your teachers will tell you when you will be presenting them. All students are expected to give a speech.</p>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Lexia and EPIC 20 minutes each</li> </ul> <p><b>Comprehension</b></p> <p>Using the PM Reader from <u>yesterday</u>, read the text then complete Friday's tasks: <u>Visualise</u> and <u>Summarise</u>.</p> <p><b>Handwriting</b></p> <p>Complete the worksheet.</p> <p><b>Writing</b></p> <p><u>Information Report - Language features of an information report.</u> 1. Read the sheet on Information Report- Language Features and Examples. 2. Next complete the 'Informative Language on Cactus' paragraph sheet.</p> <p><b>Grammar /Sentence A Day</b></p> <p><u>Object Pronouns</u> Play the Pronoun Game <a href="https://www.softschools.com/language_arts/grammar/pronoun/balloon_game/">https://www.softschools.com/language_arts/grammar/pronoun/balloon_game/</a></p>  <p>Next complete the Pronouns-Object Activity Sheet</p> <p><b>Spelling</b></p> <p>Write three sentences with as many of your spelling words as you can. Try to write one simple, one compound and one complex sentence with correct punctuation!</p> <p><b>Speech</b></p> <p>Practice your speech. Your teachers will tell you when you will be presenting them. All students are expected to give a speech.</p>
	<b>HOLIDAY</b>					

**PUBLIC**

**HOLIDAY**

**Addition & Subtraction**  
Complete the addition and subtraction questions.

**Time**  
Watch the video 'Convert Units':  
<https://vimeo.com/557016687/2661e8d6cf>



Complete Tuesday's Converting Time sheet.


**Mentals**  
Complete Tuesday's Mentals questions.

**General**  
Complete 20 mins on Prodigy.

**History**  
Read and complete - 'What was the impact of the early British colony on the Aboriginal Eora People?' worksheet.


**PE**  
JUGGLING -Try Juggling – this is best done outside.  
WHAT YOU NEED: tennis / ping pong balls with similar size and weight  
WHAT TO DO: tossing one ball up and catch it. If this is too easy, try two by tossing one with each hand. Once you can consistently do this, try with 3 balls. Watch the balls closely with your eyes. Can you throw a ball up and turn around before catching it?

**Bounce Back**  
Watch the video and then complete the 'Tuesday Worksheet'.



**Problem Solving**  
Complete the "Problem Solving" worksheet.

**Measurement & Geometry**  
Watch the video and then complete the 'Compass Points' worksheet.  
<https://vimeo.com/599966170/114090eb0f>

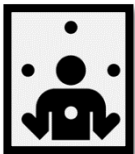


**Mentals**  
Complete Wednesday's Mentals questions.

**General**  
Complete 20 mins on Prodigy.

**Visual Arts**  
Doodling on Tin Foil - See the attached sheet for instructions.

**PE**  
JUGGLING – this is best done outside  
Continue to practise your juggling skills from yesterday. Try to work your way up to using 3 balls.



**Well-Being - Mindfulness**  
Complete the 'Wednesday Well Being Task'.

**Multiplication & Division**  
Watch the video and then complete the '6x Tables Distributive Strategy' worksheet.  
<https://vimeo.com/575203017/c714ee20fb>



**Time**  
Watch the video 'Convert Units':  
<https://vimeo.com/557016687/2661e8d6cf>



Complete Thursday's Converting Time sheet.


**Mentals-** Complete Thursday's Mentals questions.

**General -** Complete 20 mins on Prodigy.


**PD**  
This term we will be investigating Personal Health Choices. Today we are looking at 'healthy habits'. There are lots of different things we need to do to look after ourselves. How do you look after yourself with healthy habits? Create a poster which demonstrates all the healthy habits you can do. Make sure you include a minimum of 5 healthy habits in your poster. If you need inspiration, watch this video:  
<https://www.youtube.com/watch?v=dhpCdqOtuj0>

**PE**  
JUGGLING – this is best done outside. Continue to practise your juggling skills. Try adding another ball or use scarves.


**Bounce Back**  
Watch the video and then complete the 'Thursday Worksheet'.



**Money and Financial Mathematics**  
Watch the video and then complete the 'Rounding of decimals' Worksheet'.  
<https://vimeo.com/574274492/0d8c612cfa>



**Measurement & Geometry**  
Watch the video and then complete the 'Compass Directions' worksheet.  
<https://vimeo.com/599966106/be210e0b6e>




**Mentals -** Complete Friday's Mentals questions.

**General -** Complete 20 mins on Prodigy.

**PE**  
JUGGLING - this is best done outside. Continue to practise your juggling skills. You should be getting pretty good by now. Try using different things to juggle with – **nothing breakable** – use stuffed toys, oranges, socks rolled up into balls

**Music**  
Body percussion is when you use your body to make music. Scan the QR code below (or visit <https://www.youtube.com/watch?v=kqof84WR1s>). Can you keep up with the body percussion moves?



**Well-Being - Mindfulness**  
Complete the 'Friday Well Being Task'.

Eddie Wing Reading Quiz – Complete the quiz in Google Classroom or on a hardcopy and email it to your teacher. This quiz contains questions about texts that you will need to read. The texts cover a range of topics and some will be easier to read than others. The questions will help show you and your teacher what strategies you are currently using when reading texts you have not read or studied before.

**Instructions:** Read the text 'Eddie Wing' and then answer questions 1 to 6.

# Eddie Wing

Eddie Wing could barely sleep the night before Old Chan announced this year's challenge. When he closed his eyes he saw coloured shapes drifting in his small room above the flower stall. All night long the snap of kite tails filled his ears.

Finally morning came, and as he always did, Old Chan announced his challenge.

'This year,' he said, 'the prize will not be for the fastest kite. It will not be for the biggest kite, or the one with the longest tail. This year the prize can only go to the kite that is smaller than any other.' Then Chan sat back down to enjoy the sun and to doze. Before he slept, he made up a secret poem about tiny flying things. Unwritten, it drifted about in his sleepy head before floating away forever.

Extract from *The Tiny Kite of Eddie Wing* copyright 1995 by Maxine Trottier and Al Van Mill.  
© Stoddart Publishing Co. Ltd, Toronto.  
All efforts to contact Stoddart Publishers were unsuccessful.



**Eddie Wing Quiz**

Q1: (1774) What did Eddie dream about?

- A. ears
- B. kites
- C. rooms
- D. poems

Q2: (1747) Chan's prize was going to be for...

- A. the fastest kite
- B. the biggest kite
- C. the smallest kite
- D. the longest kite tail

Q3: (1747) When did Chan make up a secret poem?

- A. before he slept
- B. while he slept
- C. after he slept

Q4: (1767) What is this text mainly about?

- A. Chan's dream
- B. a secret poem
- C. a kite challenge
- D. coloured flowers

Q5: (1774) Eddie could barely sleep the night before the kite challenge because:

- A. He wasn't feeling tired.
- B. The kites were too noisy and keeping him up.
- C. There were coloured shapes drifting in his bedroom.
- D. He was excited about what was happening the next day.

Q6: (1774) What happened to Old Chan's secret poem?

- A. It was forgotten.
- B. It was written down.
- C. Old Chan announced it.
- D. Old Chan remembered it.

# Super 6



## Reading Strategies

### Monitor & Clarify-

Monitor your reading so you know if things are making sense.



### Visualize-

You visualize when you make pictures in your mind of what you are reading.

**Make Connections-**  
Make connections to what you already know to better understand an article.



### Ask Questions-

Ask questions to help you think about what you're reading or to clarify what you don't understand.

### Infer & Predict-

Use clues to figure out something that the author doesn't directly tell you. Make "best guesses" about what will happen next based on what you read in the text.



### Summarize-

You summarize an article so that you can better understand and remember the most important information.

## What is an Information Report?

Information reports are generally used to organise and store factual information. This information describes an entire class of living or non-living things.

### Informative Texts - Structure

<b>Title</b>	This is the <b>main idea</b> of the text.
<b>Introduction</b>	This is a <b>general statement</b> about the subject of the text. It may also classify the subject as a part of a particular group.
<b>Description</b>	This is a series of <b>factual paragraphs</b> about the subject. These should describe the subject’s characteristics.
<b>Conclusion</b>	This is a <b>concluding statement</b> about the subject of the text. It may also summarise the key features of the subject.

#### Introduction

Turtles are reptiles. They are cold-blooded, so they need sunlight to keep them warm and active.

#### Description

Turtles have a hard shell on their back. This protects them from their enemies. Some turtles can even hide their heads inside their shells if they are being attacked!



Turtles lay their eggs on land. Some turtles lay their eggs in sand, then leave the eggs to hatch on their own. When they hatch, the baby turtles scramble down into the water. They have to be quick so that they don’t get eaten by larger animals.

Most turtles eat plants that grow in the water. Some turtles also like to eat meat. These turtles eat small insects, snails and worms.

#### Conclusion

Many species of turtles are endangered, which means they are at risk of extinction. Humans must work to protect these beautiful creatures.

Find the Main Idea

## The Great Wise Owl

Owls are known as the bird of prey. They are nocturnal, which means they sleep during the day and hunt for their prey at night.

Owls have forward-facing eyes and a hooded beak. As they do not have teeth, they use their sharp beak to help them tear apart their food. They also have powerful claws which help them to catch their prey. The colour of an owl's feathers can be brown, grey, white and black. The mix of colours provides a nice camouflage for the owl in their environment.

There are more than 200 species of owls that live in deserts, mountain areas, open grasslands and forests. Owls are carnivores, which means they eat meat. They hunt insects, small mammals and other small birds during the night.

Owls most commonly lay between three and four eggs. They are white and round. The eggs do not hatch at the same time. The life span of an owl is approximately twenty years.





## The Great Wise Owl

1. What is the main idea of this text?

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2. What are three details that support the main idea?

Detail 1: \_\_\_\_\_

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Detail 2: \_\_\_\_\_

---

Detail 3: \_\_\_\_\_

---

3. Carefully read the text.

Underline any words which are repeated, or seem important. Write them down.

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4. Another good title for this text could be

- a) My Pet Owl.
- b) All about the Owl.
- c) Oliver the Owl.
- d) The Story of the Very Wise Owl.



Week 1 Tuesday

### SUBJECT-VERB-OBJECT REVISION

This year we have learned that sentences have subjects, verbs and objects (SVO).

Subjects and verbs must agree for sentences to make sense.

The **subject of a sentence** is the person or thing doing the action or being described.

The **object of a sentence** is the person or thing that receives the action of the verb. It is the who or what that the subject does something to.

Subject	Verb	Object
Sue	eats	fish.
Gill	plays	tennis.
Fred	drives	the car.

Find the subjects in these sentences and write them on the line next to the sentence:

- |  | subjects |
|--|----------|
| The birds ate some seeds.                | _____    |
| Sam likes basketball.                    | _____    |
| The man fell over.                       | _____    |
| The cat chased a mouse.                  | _____    |
| Sophie scored the winning goal.          | _____    |
| The rancher lassoed the cow.             | _____    |
| She sent me an email.                    | _____    |
| The vase is very old and valuable.       | _____    |
| You will be visiting me in the holidays. | _____    |

## TUESDAY – Spelling

2021 T4, W1-2	
<b><u>YEAR 3 words</u></b> Choose a level that is not too easy or too hard.	<b><u>YEAR 4 words</u></b> Choose a level that is not too easy or too hard.
<b>Level 1</b> any only special always sure trim swim limit brim slim	<b>Level 1</b> there they're their recent buy going flying talking walking singing
<b>Level 2</b> any only special always sure himself impress simple claim image	<b>Level 2</b> there they're their recent buy resting burying chanting limping mending
<b>Level 3</b> himself impressive simplicity claimant imagery estimate criminal decimal imagination immaculate	<b>Level 3</b> haunting annoying reporting ravishing maddening sweetening christening considering engineering misunderstanding



**Converting Time**

Watch the video ‘Convert Units’.

Use the labels to complete the following statements.

1 minute	1 hour	1 day	1 year
----------	--------	-------	--------

1. 52 weeks = \_\_\_\_\_

2. 60 seconds = \_\_\_\_\_

3. 24 hours = \_\_\_\_\_

4. 60 minutes = \_\_\_\_\_



Use the distributive property strategy to find:

1. How many hours = 3 days?

$$\begin{array}{r} 24 \times 3 = \underline{\hspace{2cm}} \\ / \quad \backslash \end{array}$$

\_\_\_\_\_

\_\_\_\_\_  $\times 3 =$  \_\_\_\_\_

\_\_\_\_\_  $\times 3 =$  \_\_\_\_\_

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

3. How many days = 48 hours?

$$\begin{array}{r} 48 \div 24 = \underline{\hspace{2cm}} \\ / \quad \backslash \end{array}$$

\_\_\_\_\_

\_\_\_\_\_  $\div 24 =$  \_\_\_\_\_

\_\_\_\_\_  $\div 24 =$  \_\_\_\_\_

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

2. How many hours = 8 days?

$$\begin{array}{r} 24 \times 8 = \underline{\hspace{2cm}} \\ / \quad \backslash \end{array}$$

\_\_\_\_\_

\_\_\_\_\_  $\times 8 =$  \_\_\_\_\_

\_\_\_\_\_  $\times 8 =$  \_\_\_\_\_

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

4. How many days = 96 hours?

$$\begin{array}{r} 96 \div 24 = \underline{\hspace{2cm}} \\ / \quad \backslash \end{array}$$

\_\_\_\_\_

\_\_\_\_\_  $\div 24 =$  \_\_\_\_\_

\_\_\_\_\_  $\div 24 =$  \_\_\_\_\_

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

Can you use distributive property to solve the following problems?

1. Lisa is going on holiday and will be staying in a hotel. She will pay for the number of hours she stays there. If she is planning to stay at the hotel for 6 days, how many hours will she need to pay for?

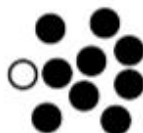
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2. Harry is sailing from Australia to New Zealand on a cruise. The cruise is scheduled take 9 days. How many hours will the cruise take? \_\_\_\_\_

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Tuesday

1.  $70 + 40 =$  \_\_\_\_\_
2.  $44 - 4 =$  \_\_\_\_\_
3.  $11 + 54 =$  \_\_\_\_\_
4.  $18 \div 9 =$  \_\_\_\_\_
5.  $1 \times 6 =$  \_\_\_\_\_
6. What is the value of the number in the hundreds place in 2101? \_\_\_\_\_
7. Complete this counting pattern:  
81, 90, 99, 108, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
8. What is the sum of 27 and 94? \_\_\_\_\_
9. Share 21 apricots between 7 children. \_\_\_\_\_
10.  $5 \text{ cents} + 20 \text{ cents} + \$1.00 =$  \_\_\_\_\_
11.  $20 \text{ cents} + \$2.00 + 50 \text{ cents} =$  \_\_\_\_\_
12. How many minutes is 180 seconds? \_\_\_\_\_
13. If it was 9:32 in the morning, would you write am or pm? \_\_\_\_\_
14. How many faces does a square-based pyramid have? \_\_\_\_\_
15. Which circle has the highest chance of being selected? Black or white? \_\_\_\_\_



Wednesday

1.  $94 - 3 =$  \_\_\_\_\_
2.  $46 + 56 =$  \_\_\_\_\_
3.  $64 - 2 =$  \_\_\_\_\_
4.  $5 \times 3 =$  \_\_\_\_\_
5.  $60 \div 10 =$  \_\_\_\_\_
6. Write the numeral for seven thousand, three hundred and forty-nine: \_\_\_\_\_
7. Complete this counting pattern:  
78, 80, 82, 84, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
8. 14 minus 9 equals: \_\_\_\_\_
9. Share \$55 between 5 children. \_\_\_\_\_
10.  $50 \text{ cents} + \$2.00 + 20 \text{ cents} =$  \_\_\_\_\_
11.  $50 \text{ cents} + 10 \text{ cents} + 5 \text{ cents} =$  \_\_\_\_\_
12. How many minutes from 8 am to 7 pm? \_\_\_\_\_
13. How many days are in January? \_\_\_\_\_
14. How many faces does a square-based pyramid have? \_\_\_\_\_
15. Which star has the lowest chance of being selected? Black or white? \_\_\_\_\_



# What was the impact of the early British colony on the Aboriginal Eora People?

The arrival of the first colonists had a big impact on the Aboriginal Eora People. Loss of land (when the colonists cleared the land for buildings, roads, farms and dams to collect water) and contact with new diseases were two things which had significant effect on the lives of the Eora.

The Eora lived on the New South Wales coast, where Sydney is today. About twenty-nine clans made up the Eora nation, including the Gadigal, Bidjigal and Camergal clans. Descendants of the Eora still live in and around Sydney.

## IMPACT

When the First Fleet arrived, the colonists brought with them many new things, including animals, tools and food. However, the deadliest thing they introduced was invisible. Many of the convicts, soldiers and settlers suffered from contagious (spreading) diseases, diseases that had never existed before in Eora Country. One disease that had a devastating effect was smallpox.

### Diseases carried by the colonists Included:

#### Measles

- skin rash
- fever
- contagious

#### Small pox

- red sores
- deadly
- contagious

#### Influenza (the flu)

- affects the airways
- contagious

#### Chicken pox

- red sores
- contagious

In the 1700s, there was no immunisation to stop people from catching diseases or good medicine to treat them.

The Eora had never been exposed to the new diseases from Europe. Unlike the colonists, their bodies could not protect them from the effects of the illnesses.

Deadly diseases spread quickly, with devastating effect.

Within a year of the First Fleet landing, it is believed that more than half of the Eora had died from one of these new diseases.

**1** Using the information found on '*What was the impact of the early British colony on the Aboriginal Eora People?*' answer the following questions:

a. Which new diseases were the Eora exposed to when the colonists arrived?

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b. What was the same about all these diseases?

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c. Why were the Eora so badly affected by these new diseases?

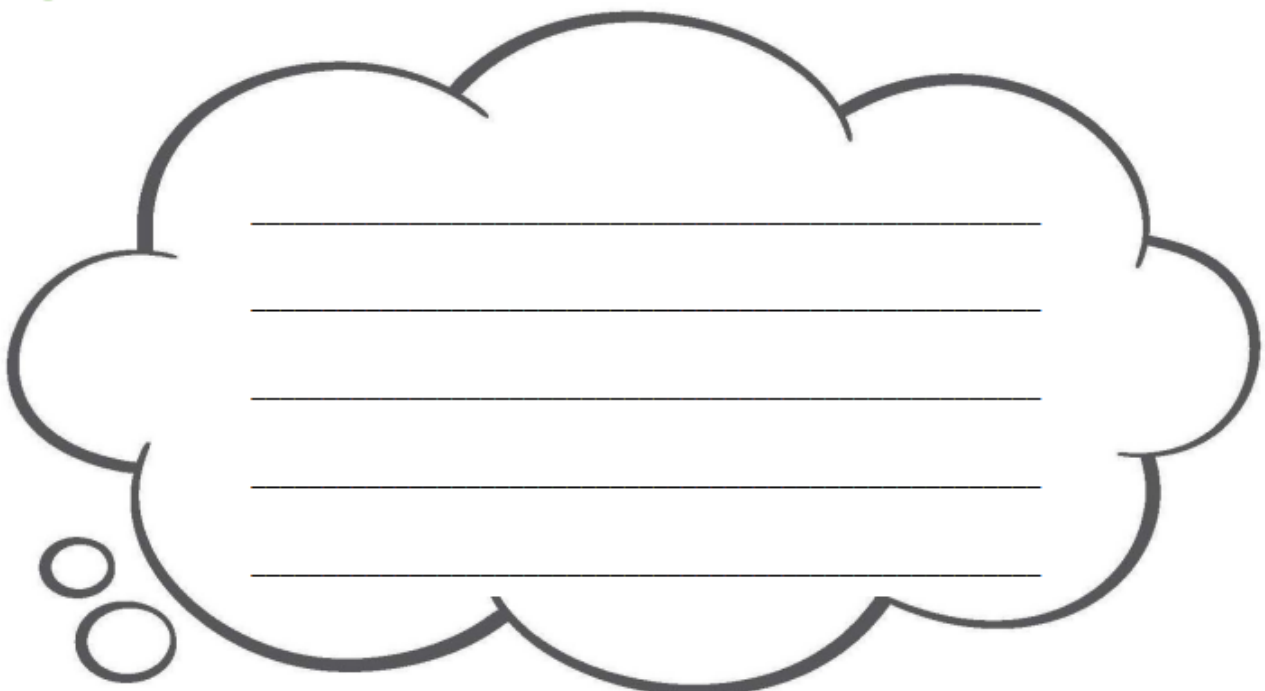
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**2** How do you feel about the impact the colonists had on the Eora?



A large, stylized thought bubble graphic with a thick grey outline. Inside the bubble, there are five horizontal lines for writing. To the bottom left of the bubble, there are three smaller circles of varying sizes, also with thick grey outlines, suggesting a thought or feeling.





**Watch the story 'Bounce Back' read by Mr Brown.  
Then answer the following questions:**

**What does it mean to think about your problem in a new way? Tell about a time that you tried that?**

.....

.....

.....

.....

**What does it mean to find the good in what happens?**

.....

.....

.....

.....

**Draw a picture of a time when you 'bounced back'.**

## WEDNESDAY – Comprehension

**MAKE A CONNECTION:** After reading, draw a picture and write a sentence about a time when something similar happened to you...

Book Title: \_\_\_\_\_

*Me too!*

**PREDICTION:** After reading, draw a picture and write a sentence about the next adventure you think the main character might have...

*What next?*

# Fact and Opinion Sort

Cut and paste the following facts and opinions under the correct headings.

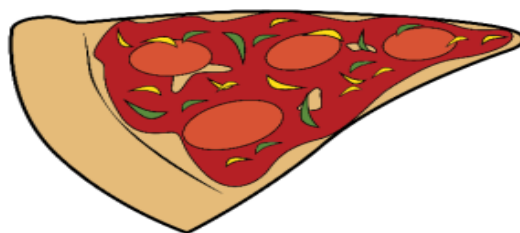
A butterfly's lifecycle is made up of four parts; egg, larva, pupa and adult.	Swimming at the beach is the best.
Apples taste better than bananas.	Football is great exercise.
Pizzas come with many different toppings.	I like to play football with my friends.
Spiders are scary.	Butterflies are beautiful to look at.
Dogs make better pets than cats.	Spiders are arachnids, not insects.
It is important to drink lots of water to stay hydrated.	Ham and cheese pizza is the best kind of pizza.
Fruit and vegetables are important foods to eat.	The giraffe is the tallest mammal in the world.

PAGE  
INTENTIONALLY  
LEFT  
BLANK

Cut out the facts and opinions from the previous page and glue them either onto the ‘Fact’ column or the ‘Opinion’ column.

## Fact and Opinion Table

Fact	Opinion





# Subject-Verb Agreement



The verb of a sentence must agree with the subject of a sentence in number.

(is the subject singular or plural?)

**Instructions:**

1. Read the sentence.
2. Choose the verb that best completes the sentences.
3. Write it on the line.

**Verbs**

The teachers  the papers.

(marks / mark)

The dog  at the postwoman.

(growls / growl)

The clothes  wet.

(feels / feel)

My mom  a cake yesterday.

(bakes / baked)

The flower  to wilt.

(start / starts)

Our friends  a lot of pizza.

(eat / eats)

The children  a movie in the school.

(watch / watches)

The two friends  on the fort.

(plays / play)

Ben  footsteps on the stairs.

(hear / hears)

Mark  to a party tomorrow.

(go / will go)

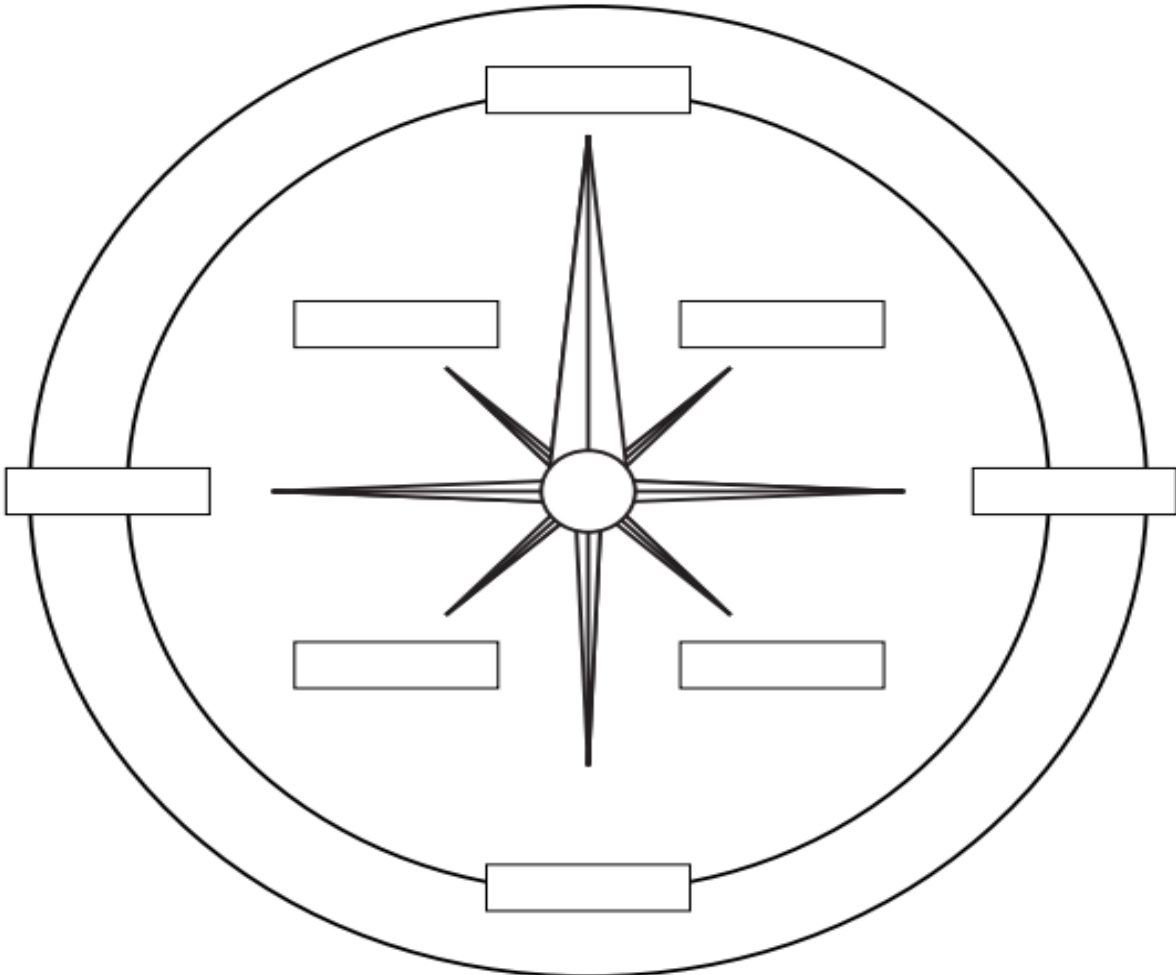
## Year 4 Daily Maths Problems

- ① Steven read 9 books each month. He read the same number of books each month for six months. How many books did Steven read in total?
- ② Noah and his dad are visiting an amusement park. The entry fee for Noah is \$34.95. The entry fee for his dad is \$41.95. How much change would they receive from \$100?
- ③ Sue chose a box of chocolates that had 6 rows of 3. Ben chose a box of chocolates that had 8 rows of 2. Who had more chocolates?
- ④ There are 12 koi fish swimming in a pond. These fish make up  $\frac{1}{4}$  of all the fish in the pond. How many fish are in the pond altogether?

## Compass Points

Label the compass points on the compass below, using the words from the word bank.

<b>east</b>	<b>south east</b>	<b>south west</b>	<b>south</b>
<b>north east</b>	<b>north</b>	<b>west</b>	<b>north west</b>





# Doodling On Tin Foil

Abstract drawings using Sharpies or markers on tin foil (or white paper).

1. Pull out a sheet of tin foil (or paper) and carefully flatten it on to a piece of cardboard or matboard.
2. Tape the sheet on using tape along the edges or fold it carefully under the board. Use the side of your fingernail to carefully smooth any bumps and wrinkles. Try not to tear the foil.
3. Using a black marker, carefully doodle a loopy line around your paper, overlapping and swirling it around the page. Do not scribble but make a controlled wavy line. Move your marker slowly so you don't rip the foil. Feel free to add flowers or other doodle-y designs.
4. After the black marker dries, use colourful permanent markers to colour in sections.
5. At the very end, you can add puffy paint patterns and lines for a finishing touch. Use whatever you have at home to decorate the design - fabric paints, puffy paint, glitter glue, stick on jewels / diamantes / sequins etc.





## Mindful eating

Eating is something that is rarely done mindfully by young people or adults. Mindful eating is a valuable task for children to slow down the mind and become more focused on the present.

**Tip:** choose a food you love to eat! Maybe a piece of your favourite fruit or a muffin. Young children will need a parent to guide them while older children may do this independently.

1. Sit somewhere comfortable and quiet.
2. Close your eyes and hold the food you have chosen in your hand.
  - a. What shape is the food?
  - b. Is it heavy or light?
3. Slowly breathe in through your nose and count 1, 2, 3 in your head.
4. Hold the breath for 1, 2, 3.
5. Slowly breathe out through your mouth and count 1, 2, 3 in your head.
6. Hold the food up to your nose and take a deep breath in and count 1, 2, 3 in your head.
  - a. What does the food smell like?
  - b. How does the food make you feel?
7. Take a small bite and keep the food on your tongue for a moment.
  - a. What does the food feel like on your tongue?
  - b. What can you taste?
8. Swallow the food.
  - a. What did the food taste like? Was it sweet or salty or bitter?
  - b. What did the food feel like as it went down your throat?
9. Try these steps again with bigger or smaller bites and ask the same questions.
10. Keep going until you finish the food.



**QUESTION:** After reading, draw a picture and ask a question about something which still puzzles you...

*My question is...*

**MONITOR:** After reading, write down three new words which you learned how to read today. Draw a picture to go with each new word.

*My 3 new words today*

# TYRANNOSAURUS REX

Tyrannosaurus Rex (also known as T-Rex) was one of the largest dinosaurs that ever walked the earth. It lived around 66 million years ago in an area now known as North America.

Tyrannosaurus Rex was the size of a modern-day bus. It had a large head with strong, sharp teeth. It had a long tail which helped it to balance on its back legs. The arms of the T-Rex were quite small, ending in hands with only two fingers.

Tyrannosaurus Rex was a carnivore, which means it was a meat-eating dinosaur. T-Rex gripped its food with its giant, clawed feet. It also ripped flesh apart with its strong jaws. Scientists think that the tyrannosaurus rex may also have stolen food from smaller dinosaurs.

Tyrannosaurus Rex walked upright on its two back legs. Scientists can only guess how fast it moved, based on footprints and tracks which are millions and millions of years old. Their best estimate is somewhere between 17-40 km/h (11-43 m/h).

Tyrannosaurus Rex was one of the most dangerous and ferocious dinosaurs of all time. No wonder scientists are fascinated by these amazing creatures!



# Tyrannosaurus Rex – Sequencing Task

Cut out the sentences from the table below.

Glue the text in the correct order on the next page.

It lived around 66 million years ago in North America.

Scientists continue to be fascinated by these amazing creatures.

Tyrannosaurus Rex was the size of a modern-day bus.

It gripped its food with its feet and ripped flesh apart with its jaws.

The T-Rex was one of the largest dinosaurs that ever walked the earth.

T-Rex was one of the most dangerous dinosaurs of all time.

Tyrannosaurus Rex walked upright on its two back legs.

Tyrannosaurus Rex was a meat-eating dinosaur.

It travelled at a speed somewhere between 17-40 km/h (11-43 m/h).

It had a large head, a long tail, strong back legs and small arms.

PAGE  
INTENTIONALLY  
LEFT  
BLANK

# Tyrannosaurus Rex – Sequencing Task

<b>Classification</b> (introduces the topic)	
<b>Description</b> (what it looks like)	
<b>Description</b> (what it eats)	
<b>Description</b> (how it moves)	
<b>Conclusion</b> (sums up the topic)	

## PRONOUNS SUBJECT

When we are writing more than one sentence about a subject, we need to use pronouns so that our sentences are not repetitive or boring.

*Eg: Sue eats fish. Sue cleans her plate then Sue watches television.*

To make our sentences interesting we need to use subject and object pronouns.

Subject pronouns tell us who is performing the action in a sentence. They are the 'who' pronouns **I, you, he, she, we, it, they.**

In English grammar the subject comes before the verb in a sentence (except in questions).

*Eg: I make cookies every Sunday for my co-workers.*

In this sentence, "I" is the subject pronoun performing the action of making (verb).

**Underline the subject pronouns in these simple sentences:**

1. I like London.
2. You have eaten the pizza.
3. He plays football.
4. She hates mushrooms.
5. It was cold.
6. We are Australian.
7. They are going home.





Watch the video and then complete the 4 questions at your level. Scan the QR CODE or you can find the link on Google Classroom.

## **Multiplication– Distributive Strategy – Level 1**

6, 12, 18, 24, 30, 36, 42, 48, 54, 60, 66, 72, 78, 84, 90

$$\begin{array}{r} 6 \times 17 = 102 \\ \swarrow \quad \searrow \\ 10 \quad + \quad 7 \\ \hline 6 \times 10 = 60 \\ 6 \times 7 = 42 \\ \hline 60 + 42 = 102 \end{array}$$



$6 \times 8 =$	$6 \times 13 =$
$6 \times 15 =$	$6 \times 18 =$

**Multiplication – Distributive Strategy – Level 2**

6, 12, 18, 24, 30, 36, 42, 48, 54, 60, 66, 72, 78, 84, 90

$$\begin{array}{l} 6 \times 47 = 282 \\ \quad \swarrow \quad \searrow \\ \quad 40 + 7 \\ 6 \times 40 = 240 \quad 6 \times 4 \times 10 = 24 \times 10 = 240 \\ 6 \times 7 = 42 \\ 240 + 42 = 282 \end{array}$$

$6 \times 53 =$

$6 \times 67 =$

$6 \times 75 =$

$6 \times 97 =$

**Multiplication – Distributive Strategy – Level 3**

6, 12, 18, 24, 30, 36, 42, 48, 54, 60, 66, 72, 78, 84, 90

$6 \times 47 = 282$ $\begin{array}{l} / \quad \backslash \\ 40 + 7 \end{array}$ $6 \times 40 = 240 \quad 6 \times 4 \times 10 = 24 \times 10 = 240$ $6 \times 7 = 42$ $240 + 42 = 282$
--

$6 \times 124 =$	$6 \times 321 =$
$6 \times 432 =$	$6 \times 521 =$

## THURSDAY – Time

Watch the video 'Convert Units'.

Use less than (<) and greater than (>) symbols to make these sentences true.



- 8 days is \_\_\_\_\_ 1 week
- 10 days is \_\_\_\_\_ 2 weeks
- 30 minutes is \_\_\_\_\_ 1 hour
- 12 hours is \_\_\_\_\_ 1 day
- 65 seconds is \_\_\_\_\_ 1 minute
- 90 minutes is \_\_\_\_\_ 1 hour

Use the distributive property strategy to find:

1. How many seconds = 12 minutes?

$$\begin{array}{r} 12 \times 60 = \underline{\quad\quad} \\ \diagdown \quad \diagup \\ \underline{\quad\quad} \quad \underline{\quad\quad} \end{array}$$

$$\underline{\quad\quad} \times 60 = \underline{\quad\quad}$$

$$\underline{\quad\quad} \times 60 = \underline{\quad\quad}$$

$$\underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad}$$

3. How many minutes = 360 seconds?

$$\begin{array}{r} 360 \div 60 = \underline{\quad\quad} \\ \diagdown \quad \diagup \\ \underline{\quad\quad} \quad \underline{\quad\quad} \end{array}$$

$$\underline{\quad\quad} \div 60 = \underline{\quad\quad}$$

$$\underline{\quad\quad} \div 60 = \underline{\quad\quad}$$

$$\underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad}$$

2. How many minutes = 24 hours?

$$\begin{array}{r} 24 \times 60 = \underline{\quad\quad} \\ \diagdown \quad \diagup \\ \underline{\quad\quad} \quad \underline{\quad\quad} \end{array}$$

$$\underline{\quad\quad} \times 60 = \underline{\quad\quad}$$

$$\underline{\quad\quad} \times 60 = \underline{\quad\quad}$$

$$\underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad}$$

4. How many hours = 720 minutes?

$$\begin{array}{r} 720 \div 60 = \underline{\quad\quad} \\ \diagdown \quad \diagup \\ \underline{\quad\quad} \quad \underline{\quad\quad} \end{array}$$

$$\underline{\quad\quad} \div 60 = \underline{\quad\quad}$$

$$\underline{\quad\quad} \div 60 = \underline{\quad\quad}$$

$$\underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad}$$

Can you use distributive property to solve the following problems?

- Sally decides to watch all of the Season 1 episodes of her favourite TV show, one after the other! There are 8 episodes in the season, and each one goes for 60 minutes. How many minutes will her TV marathon take? \_\_\_\_\_
- Nigel's mum is having trouble boiling the perfect egg. She knows that she should cook it for 3 minutes, but her timer is measured in seconds. How many seconds should Nigel's mum set her timer for? \_\_\_\_\_

Thursday

1.  $80 - 9 =$  \_\_\_\_\_

2.  $77 + 12 =$  \_\_\_\_\_

3.  $21 - 8 =$  \_\_\_\_\_

4.  $10 \div 5 =$  \_\_\_\_\_

5.  $6 \times 9 =$  \_\_\_\_\_

6. Write these numbers in ascending order: 8162, 9290, 4748, 6515, 4279, 2634.

\_\_\_\_\_

7. Complete this counting pattern:

18, 25, 32, 39, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

8. What is the sum of 28 and 89? \_\_\_\_\_

9. Divide 16 by 2. \_\_\_\_\_

10.  $\$2.00 + 10 \text{ cents} + 20 \text{ cents} =$  \_\_\_\_\_

11.  $5 \text{ cents} + \$1.00 + 20 \text{ cents} =$  \_\_\_\_\_

12. How many minutes is 360 seconds? \_\_\_\_\_

13. 5 hours = \_\_\_\_\_ minutes

14. What is the name of this 3D object?

\_\_\_\_\_



15. Which star has the highest chance of being selected? Black or white? \_\_\_\_\_



Friday

1.  $47 - 7 =$  \_\_\_\_\_

2.  $45 + 20 =$  \_\_\_\_\_

3.  $85 + 7 =$  \_\_\_\_\_

4.  $72 \div 6 =$  \_\_\_\_\_

5.  $4 \times 3 =$  \_\_\_\_\_

6. 4370 is an odd number. True or false? \_\_\_\_\_

7. Complete this counting pattern:

94, 100, 106, 112, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

8. If there were 134 fans at a badminton game, 53 were wearing yellow and the rest were wearing gold, how many were wearing gold? \_\_\_\_\_

9. Share \$42 between 6 children. \_\_\_\_\_

10.  $\$2.00 + 20 \text{ cents} + \$1.00 =$  \_\_\_\_\_

11.  $\$2.00 + \$1.00 + 50 \text{ cents} =$  \_\_\_\_\_

12. How many minutes is 180 seconds? \_\_\_\_\_

13. How many hours is 180 minutes? \_\_\_\_\_

14. What is the name of this 3D object?

\_\_\_\_\_



15. Which star has the lowest chance of being selected? Black or white? \_\_\_\_\_



***Bright Side Vs Down Side Thinking***

***Watch the video (or just read the passage below) and then answer the questions.***



Jack is your age and started a new school this year. He was worried about making friends. By the end of first term, he still had no good friends. He thinks no one will ever like him so he glares at everyone. He won't play games or work with other kids in class. He says he did not want to leave his old school and he hates his new school. By term two Jack is sad and has no one to play with.

Ryan is your age and started a new school this year. He was worried about making friends at his new school. By the end of first term he has no good friends. He feels sad about not making new friends. He remembers his cousin found it hard to make friends when he started a new school. Ryan has made new friends in his street. He thinks about what he can do to make friends at school. So he takes his soccer ball to school one day and finds some boys to play with. He also smiles and talks to other kids. He works well with other kids in class. By term two Ryan has some new friends at school.

***What could Jack have done differently in this situation?***

.....  
.....

***What positive things did Ryan do in this situation?***

.....  
.....

***VISUALISE:** After reading, draw the most exciting scene from the story OR your favourite scene OR favourite character. Then write a sentence explaining their picture.*

*Take a look*

***SUMMARISE:** After reading, draw a story map and write a sentence about what the story was about...*

*What's it all about?*

Tricky joins – Joining to s

To make your writing faster, s can be joined from top finishing letters using a horizontal join.

Go right across the top of the s, then retrace the top of the s before heading down.

os <sup>retrace</sup>

Trace, then copy.

os os os os os os os os os os

Trace then copy these words.

first hose claws verse huffs

s can be joined to other letters using a diagonal join. Later on you'll learn a tricky new way to join s diagonally. But practise this one for now.

as <sup>retrace</sup>

Trace, then copy.

as as as es is ks ls ms ns ls

Trace then copy these words.

ask hands cakes isn't music



# Informative Texts – Language

Informative texts use factual, subject-specific language.

Here are some examples of the language and grammatical features you might find in an informative text:

- subject-specific, technical vocabulary
- group and/or category words
- adjectives and adverbs
- connectives of time
- phrases showing cause and effect
- comparative language.



## Informative Language – Examples

### Subject-specific vocabulary

E.g. Polar bears are **warm-blooded**.

### Groups and/or categories

E.g. Polar bears are **mammals**.

### Adjectives and adverbs

E.g. Polar bears have **strong** paws.



## Informative Language – Examples

### Connectives of time

E.g. **After** the mother leaves her cubs, siblings sometimes stay together.

### Cause and effect

E.g. **Because** of the cold climate they live in, polar bears are covered in fur.

### Language of comparison

E.g. Polar bears are **even larger** than grizzly (brown) bears.

# Informative Language – Review

Read this informative paragraph. In your workbook, make a list of the **subject-specific vocabulary**, **adjectives** and **cause and effect phrases**.

A cactus is an unusual plant called a succulent. Succulents are usually found in hot, dry climates. Because rain is so infrequent, cacti have a thick, fleshy body to store water. They also have sharp spines that collect moisture from the air. To make water collection easier, cacti have a widespread root system.



**Subject- specific vocabulary –**

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**Adjectives –**

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**Cause and effect phrases –**

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Week 1 Friday

## PRONOUNS - OBJECT

Object pronouns are the pronouns that receive the action in a sentence. They are the 'whom' pronouns **me, you, him, her, us, them.**

Any noun receiving an action in the sentence, like these pronouns, is an object. In English grammar objects usually follow the verb in a sentence.

***Eg: I give **them** cookies every week.***

In this sentence, "I" is the subject pronoun performing the action of making (verb). "Them" is the noun receiving the giving; it is the object. You wouldn't ever use a subject pronoun after "give" here. Eg: *I give she cookies every week.* – as this does not make sense.

**Underline the object pronouns in these simple sentences:**

1. John knows me.
2. Amanda kissed you.
3. The dog licked him.
4. David hugged her.
5. The children love us.
6. Luke helped them.



**Rounding: Nearest Dollar**

Sheet 1

Round each amount to the nearest dollar.

1) \$58.42 \_\_\_\_\_

2) \$3.76 \_\_\_\_\_

3) \$73.91 \_\_\_\_\_

4) \$14.85 \_\_\_\_\_

5) \$24.84 \_\_\_\_\_

6) \$8.50 \_\_\_\_\_

7) \$7.59 \_\_\_\_\_

8) \$43.29 \_\_\_\_\_

9) \$99.47 \_\_\_\_\_

10) \$1.63 \_\_\_\_\_

11) \$4.65 \_\_\_\_\_

12) \$6.12 \_\_\_\_\_

- 13) Tim bought a smart phone for his friend for \$55.96. When his friend enquires him about the price, he tells him the amount rounded to the nearest dollar. What is the rounded amount?

\_\_\_\_\_

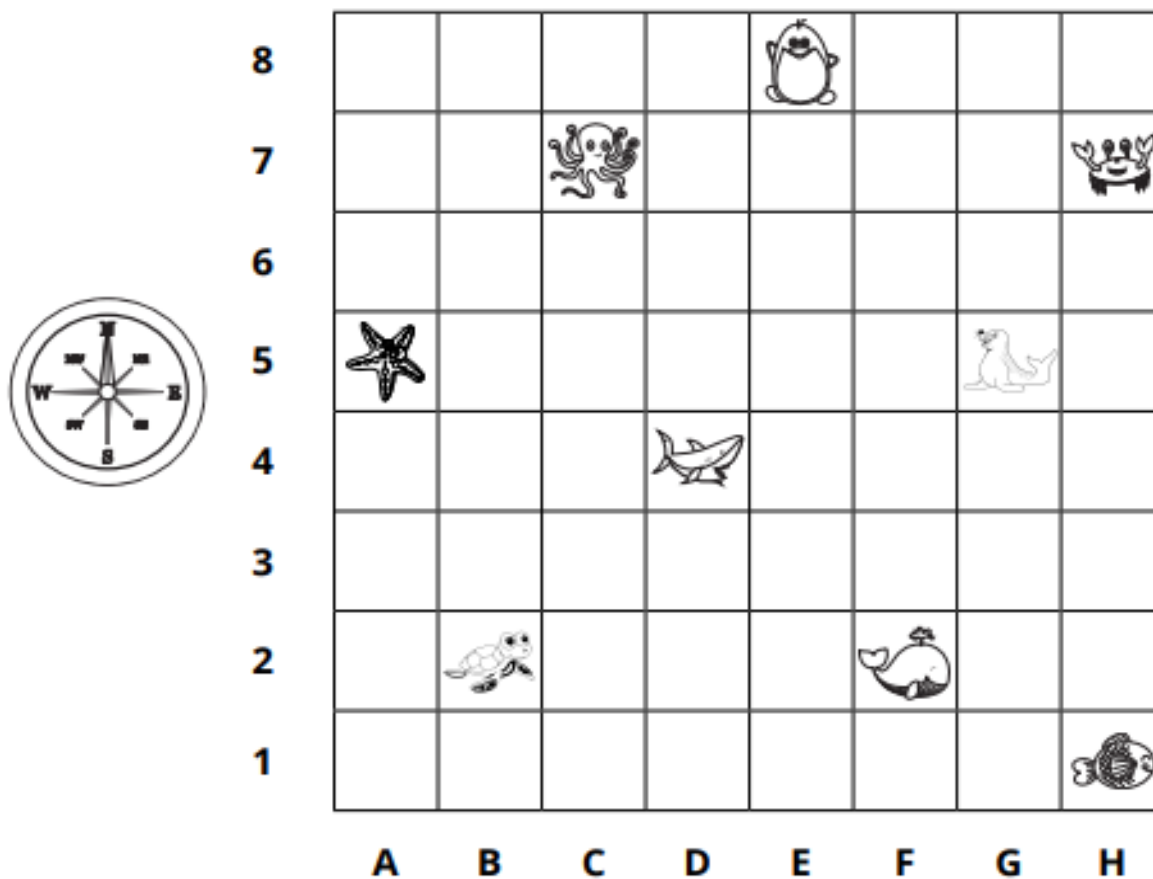


- 14) Mary sells toys. The selling price of each toy is \$10.06. She rounds the cost of each toy to the nearest dollar for her customers. To what amount does she round the price?

\_\_\_\_\_



## Compass Directions



- Follow the compass directions and write what can be found at each location.
  - Start at B1. Move 4 squares north, 4 squares east and 2 squares north east. \_\_\_\_\_
  - Start at G8. Move 3 squares south west, 3 squares south and 2 squares east. \_\_\_\_\_
  - Start at H4. Move 3 squares north west, 4 squares west and 2 squares south. \_\_\_\_\_
  - Start at E5. Move 4 squares south, 3 squares north east and 3 squares south. \_\_\_\_\_
  - Start at E6. Move 2 squares south, 2 squares south west and 3 squares east. \_\_\_\_\_
- Write compass directions from:
  - the turtle to the penguin  
\_\_\_\_\_
  - the octopus to the whale  
\_\_\_\_\_
  - the fish to the starfish  
\_\_\_\_\_

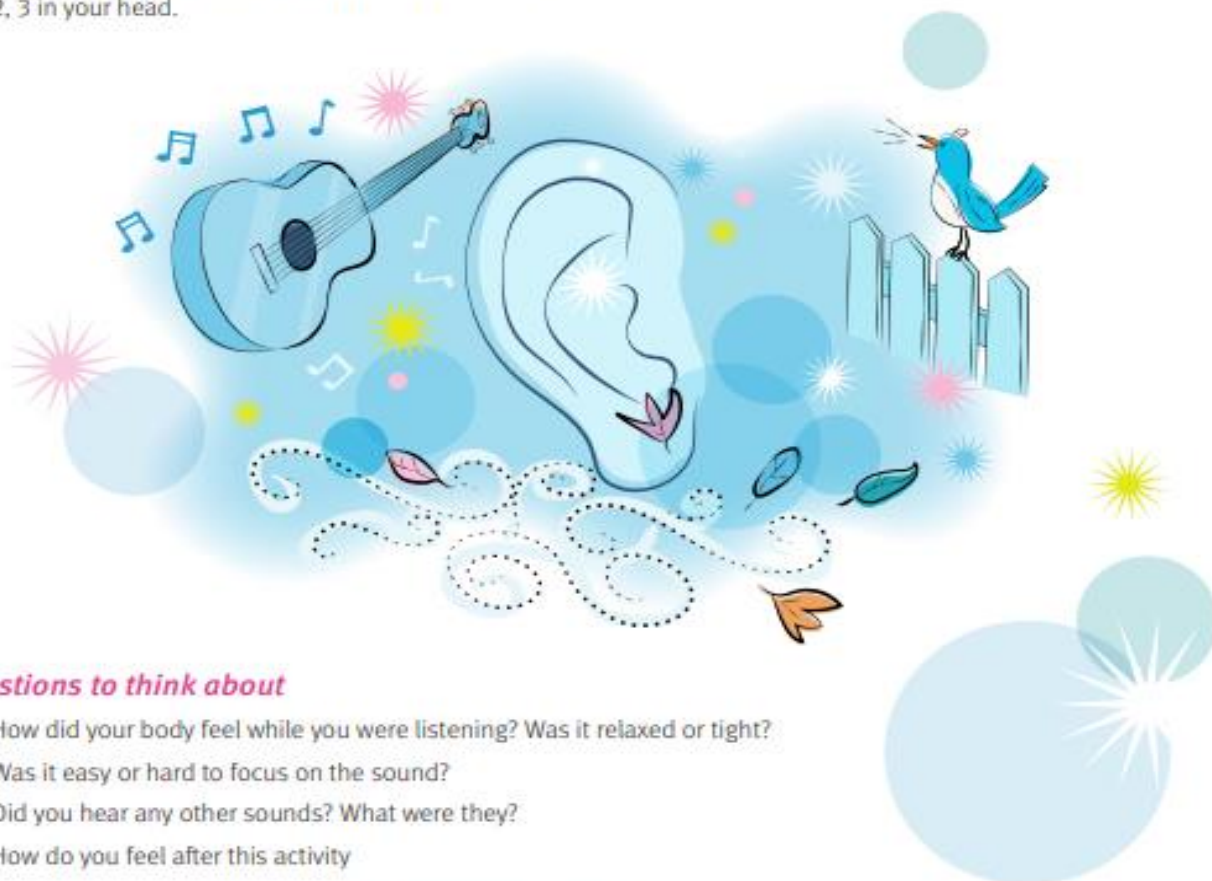


## Mindful listening

Practicing mindful listening may help children to improve the way they interact with others by allowing them to actively listen to what they have to say.

**Tip:** you can listen to sounds you find around the house or in the classroom, or play a recording of sounds that you might hear in nature or other calming music. Young children will need a parent to guide them while older children may do this independently.

1. Find a place where you will hear the chosen sound without too many other sounds getting in the way.
2. Sit somewhere comfortable.
3. Sit up straight.
4. Gently close your eyes.
5. Slowly breathe in through your nose and count 1, 2, 3 in your head.
6. Hold the breath for 1, 2, 3.
7. Slowly breathe out through your mouth and count 1, 2, 3 in your head.
8. Focus on the sound that you have chosen.
9. If you feel like you start to think of other things, try to change your attention back to the sound.
10. Keep slowly breathing in and out and counting 1, 2, 3 in your head.
11. Keep your focus on the sound until it stops.
12. When the sound has finished consider the questions below.



### Questions to think about

- How did your body feel while you were listening? Was it relaxed or tight?
- Was it easy or hard to focus on the sound?
- Did you hear any other sounds? What were they?
- How do you feel after this activity?

# ANSWER BOOKLET

## TUESDAY- Comprehension / Reading Quiz

Q1: (1774) What did Eddie dream about?

B. kites

Q2: (1747) Chan's prize was going to be for...

C. the smallest kite

Q3: (1747) When did Chan make up a secret poem?

A. before he slept

Q4: (1767) What is this text mainly about?

C. a kite challenge

Q5: (1774) Eddie could barely sleep the night before the kite challenge because:

D. He was excited about what was happening the next day.

Q6: (1774) What happened to Old Chan's secret poem?

A. It was forgotten.

## TUESDAY- Writing

### Find the Main Idea — Answers

#### The Great Wise Owl

1. The main idea of this text is owls; what they look like, where they live, what they eat and how they reproduce.
2. Three details may include:
  - the body features of an owl
  - the habitat of owls.
  - the reproduction of owls.
3. Important words include: owls, nocturnal, sharp beak, powerful claws, feathers, camouflage, different habitats, carnivore, lay eggs.
4. Another good title for this text could be
  - b) All about the Owl.

## TUESDAY - Grammar/SAD

### Subjects

The subjects are:

1. The birds
2. Sam
3. The man
4. The cat
5. Sophie
6. The rancher
7. She
8. The vase
9. You



TUESDAY- Addition and Subtraction Answers

Level 2	Level 3	Level 4	Level 5
1. $48+39=$ $A= 87$	1. $456+378=$ $A= 834$	1. $3729+3642$ $A= 7371$	1. $83627+38272=$ $A= 121 899$
2. $76-49=$ $A= 27$	2. $847-374=$ $A= 473$	2. $7263-2347=$ $A= 4916$	2. $63874-37263=$ $A= 26611$

TUESDAY - Time

1. 1 year
2. 1 minute
3. 1 day
4. 1 hour

1. How many hours = 3 days?

$$\begin{array}{r}
 24 \times 3 = \underline{72} \\
 \swarrow \quad \searrow \\
 \underline{20} \quad \underline{4} \\
 \\
 \underline{20} \times 3 = \underline{60} \\
 \underline{4} \times 3 = \underline{12} \\
 \\
 \underline{60} + \underline{12} = \underline{72}
 \end{array}$$

2. How many hours = 8 days?

$$\begin{array}{r}
 24 \times 8 = \underline{192} \\
 \swarrow \quad \searrow \\
 \underline{20} \quad \underline{4} \\
 \\
 \underline{20} \times 8 = \underline{160} \\
 \underline{4} \times 8 = \underline{32} \\
 \\
 \underline{160} + \underline{32} = \underline{192}
 \end{array}$$

3. How many days = 48 hours?

$$\begin{array}{r}
 48 \div 24 = \underline{2} \\
 \swarrow \quad \searrow \\
 \underline{24} \quad \underline{24} \\
 \\
 \underline{24} \div 24 = \underline{1} \\
 \underline{24} \div 24 = \underline{1} \\
 \\
 \underline{1} + \underline{1} = \underline{2}
 \end{array}$$

4. How many days = 96 hours?

$$\begin{array}{r}
 96 \div 24 = \underline{4} \\
 \swarrow \quad \searrow \\
 \underline{48} \quad \underline{48} \\
 \\
 \underline{48} \div 24 = \underline{2} \\
 \underline{48} \div 24 = \underline{2} \\
 \\
 \underline{2} + \underline{2} = \underline{4}
 \end{array}$$

1. 144 hours
2. 216 hours

TUESDAY & WEDNESDAY - Mentals

1. 110

2. 40

3. 65

4. 2

5. 6

6. 2101: The value of the number in the hundreds place is 100.

7. 81, 90, 99, 108, 117, 126, 135

8. 121

9. 3 apricots each.

10. \$1.25

11. \$2.70

12. 3 minutes.

13. Am

14. 5 faces

15. Black

1. 91

2. 102

3. 62

4. 15

5. 6

6. 7349

7. 78, 80, 82, 84, 86, 88, 90

8. 5

9. \$11 each.

10. \$2.70

11. 65 cents

12. 660 minutes

13. 31 days

14. 5 faces

15. Black

**Answer Sheet**

**1** Using the information found on 'What was the impact of the early British colony on the Aboriginal Eora People?' answer the following questions:

a. **Which new diseases were the Eora exposed to when the colonists arrived?**

The Eora were exposed to measles, small pox, influenza and chicken pox.

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b. **What was the same about all these diseases?**

All of the diseases (measles, small pox, influenza and chicken pox) were contagious.

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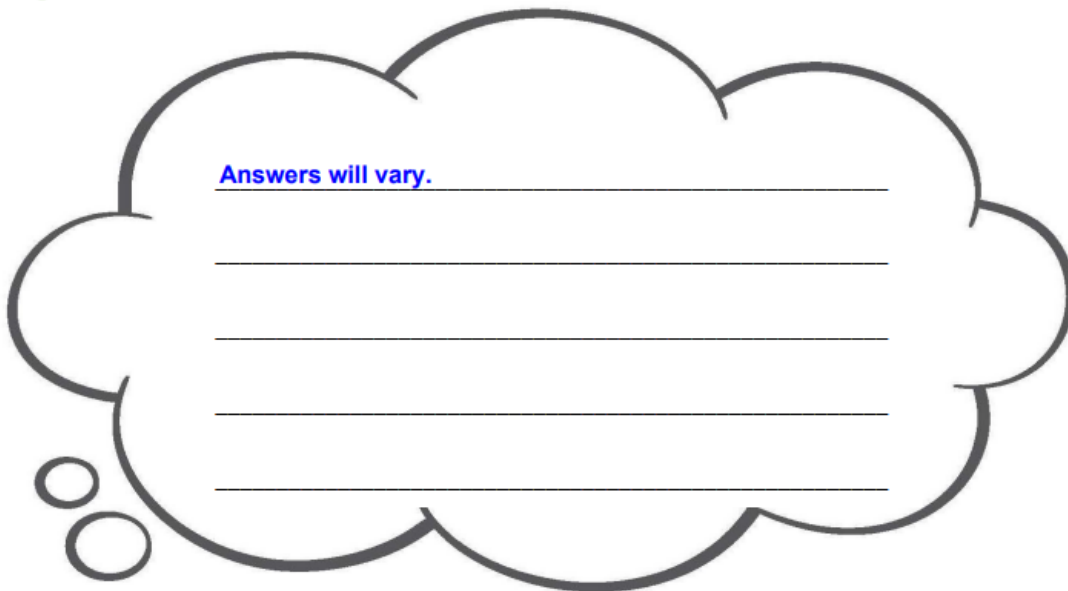
c. **Why were the Eora so badly affected by these new diseases?**

The Eora had never been exposed to these new diseases from Europe. Their bodies could not protect them from the effects of the illnesses.

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**2** How do you feel about the impact the colonists had on the Eora?



Answers will vary.

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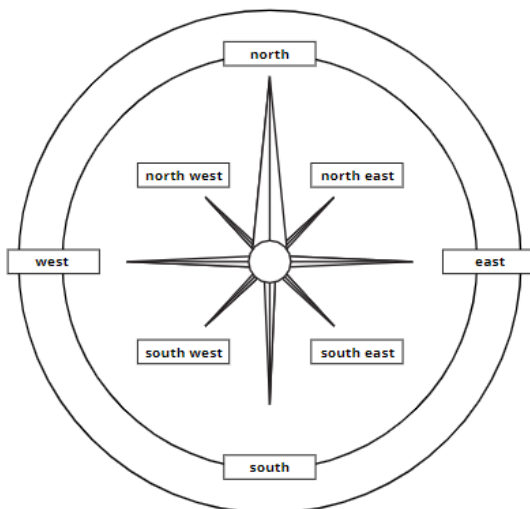
## Fact and Opinion Answers

Fact	Opinion
A butterfly's lifecycle is made up of four parts; egg, larva, pupa and adult.	Apples taste better than bananas.
Pizzas come with many different toppings.	Spiders are scary.
It is important to drink lots of water to stay hydrated.	Dogs make better pets than cats.
Fruit and vegetables are important foods to eat.	Swimming at the beach is the best.
Football is great exercise.	I like to play football with my friends.
Spiders are arachnids, not insects.	Butterflies are beautiful to look at.
The giraffe is the tallest mammal in the world.	Ham and cheese pizza is the best kind of pizza.

### Subject-Verb Agreement

1. Mark
2. Grows
3. Feel
4. Baked
5. Starts
6. Eat
7. Watch
8. Play
9. Hears
10. Will go

Answers



### Year 4 Daily Maths Problems

1. Steven read 45 books in total.
2. Noah and his dad would receive \$23.10 change.
3. With 18 chocolates, Sue has 2 more chocolates than Ben.
4. There are 48 fish in the pond altogether.

## Tyrannosaurus Rex – Answers

<b>Classification</b> (introduces the topic)	The T-Rex was one of the largest dinosaurs that ever walked the earth. It lived around 66 million years ago in North America.
<b>Description</b> (what it looks like)	Tyrannosaurus Rex was the size of a modern-day bus. It had a large head, a long tail, strong back legs and small arms.
<b>Description</b> (what it eats)	Tyrannosaurus Rex was a meat-eating dinosaur. It gripped its food with its feet and ripped flesh apart with its jaws.
<b>Description</b> (how it moves)	Tyrannosaurus Rex walked upright on its two back legs. It travelled at a speed somewhere between 17-40 km/h (11-43 m/h).
<b>Conclusion</b> (sums up the topic)	T-Rex was one of the most dangerous dinosaurs of all time. Scientists continue to be fascinated by these amazing creatures.

## Subject Pronouns

The subject pronouns are:

1. I like London.
2. You have eaten the pizza.
3. He plays football.
4. She hates mushrooms.
5. It was cold.
6. We are Australian.
7. They are going home.

**Thursday- Distributive Strategy ANSWERS**

**Level 1**

$6 \times 8 = 48$	$6 \times 13 = 78$
$6 \times 15 = 90$	$6 \times 18 = 108$

**Level 2**

$6 \times 53 = 318$	$6 \times 67 = 402$
$6 \times 75 = 450$	$6 \times 97 = 582$

**Level 3**

$6 \times 124 = 744$	$6 \times 321 = 1926$
$6 \times 432 = 2592$	$6 \times 521 = 3126$

THURSDAY- Time

- 8 days is  $>$  1 week
- 10 days is  $<$  2 weeks
- 30 minutes is  $<$  1 hour
- 12 hours is  $<$  1 day
- 65 seconds is  $>$  1 minute
- 90 minutes is  $>$  1 hour

1. How many seconds = 12 minutes?

$$\begin{array}{r} 12 \times 60 = \underline{720} \\ \swarrow \quad \searrow \\ \underline{10} \quad \underline{2} \end{array}$$

$$\begin{array}{r} \underline{10} \times 60 = \underline{600} \\ \underline{2} \times 60 = \underline{120} \\ \underline{600} + \underline{120} = \underline{720} \end{array}$$

2. How many minutes = 24 hours?

$$\begin{array}{r} 24 \times 60 = \underline{1440} \\ \swarrow \quad \searrow \\ \underline{20} \quad \underline{4} \end{array}$$

$$\begin{array}{r} \underline{20} \times 60 = \underline{1200} \\ \underline{4} \times 60 = \underline{240} \\ \underline{1200} + \underline{240} = \underline{1440} \end{array}$$

3. How many minutes = 360 seconds?

$$\begin{array}{r} 360 \div 60 = \underline{6} \\ \swarrow \quad \searrow \\ \underline{300} \quad \underline{60} \end{array}$$

$$\begin{array}{r} \underline{300} \div 60 = \underline{5} \\ \underline{60} \div 60 = \underline{1} \\ \underline{5} + \underline{1} = \underline{6} \end{array}$$

4. How many hours = 720 minutes?

$$\begin{array}{r} 720 \div 60 = \underline{12} \\ \swarrow \quad \searrow \\ \underline{360} \quad \underline{360} \end{array}$$

$$\begin{array}{r} \underline{360} \div 60 = \underline{6} \\ \underline{360} \div 60 = \underline{6} \\ \underline{6} + \underline{6} = \underline{12} \end{array}$$

- 480 minutes
- 180 seconds

THURSDAY & FRIDAY - Mentals

- |                                       |                                     |
|---------------------------------------|-------------------------------------|
| 1. 71                                 | 1. 40                               |
| 2. 89                                 | 2. 65                               |
| 3. 13                                 | 3. 92                               |
| 4. 2                                  | 4. 12                               |
| 5. 54                                 | 5. 12                               |
| 6. 2634, 4279, 4748, 6515, 8162, 9290 | 6. False                            |
| 7. 18, 25, 32, 39, 46, 53, 60         | 7. 94, 100, 106, 112, 118, 124, 130 |
| 8. 117                                | 8. 81 fans were gold.               |
| 9. 8                                  | 9. \$7 each.                        |
| 10. \$2.30                            | 10. \$3.20                          |
| 11. \$1.25                            | 11. \$3.50                          |
| 12. 6 minutes.                        | 12. 3 minutes.                      |
| 13. 300 minutes.                      | 13. 3 hours.                        |
| 14. Triangle-based pyramid            | 14. Rectangular prism               |
| 15. White                             | 15. Black                           |

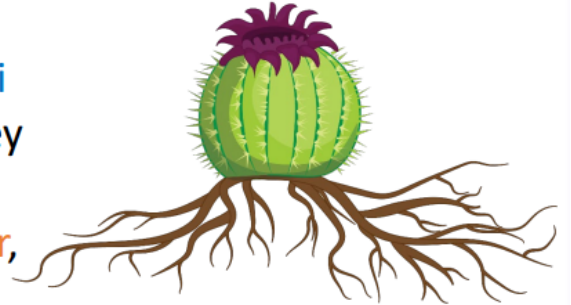
THURSDAY - Bounce Back

Answers may vary. Please discuss answers with your family.

## Review – Suggested Answers

Did you manage to find the **subject-specific vocabulary**, **adjectives** and **cause and effect phrases**?

A **cactus** is an **unusual** plant called a **succulent**. **Succulents** are usually found in **hot, dry** climates. **Because rain is so infrequent**, **cacti** have a **thick, fleshy** body to store water. They also have **sharp spines** that collect moisture from the air. **To make water collection easier**, **cacti** have a **widespread root system**.



## Object Pronouns

The object pronouns are:

1. John knows me.
2. Amanda kissed you
3. The dog licked him.
4. David hugged her.
5. The children love us.
6. Luke helped them.



**Rounding: Nearest Dollar**

Round each amount to the nearest dollar.

- |            |             |            |             |
|------------|-------------|------------|-------------|
| 1) \$58.42 | <u>\$58</u> | 2) \$3.76  | <u>\$4</u>  |
| 3) \$73.91 | <u>\$74</u> | 4) \$14.85 | <u>\$15</u> |
| 5) \$24.84 | <u>\$25</u> | 6) \$8.50  | <u>\$9</u>  |
| 7) \$7.59  | <u>\$8</u>  | 8) \$43.29 | <u>\$43</u> |
| 9) \$99.47 | <u>\$99</u> | 10) \$1.63 | <u>\$2</u>  |
| 11) \$4.65 | <u>\$5</u>  | 12) \$6.12 | <u>\$6</u>  |

13) Tim bought a smart phone for his friend for \$55.96. When his friend enquires him about the price, he tells him the amount rounded to the nearest dollar. What is the rounded amount?

\$56



14) Mary sells toys. The selling price of each toy is \$10.06. She rounds the cost of each toy to the nearest dollar for her customers. To what amount does she round the price?

\$10



**Compass Directions — Answers**

**Answers**

- Follow the compass directions and write what can be found at each location.
 

a) Start at B1. Move 4 squares north, 4 squares east and 2 squares north east.	<b>crab</b>
b) Start at G8. Move 3 squares south west, 3 squares south and 2 squares east.	<b>whale</b>
c) Start at H4. Move 3 squares north west, 4 squares west and 2 squares south.	<b>starfish</b>
d) Start at E5. Move 4 squares south, 3 squares north east and 3 squares south.	<b>fish</b>
e) Start at E6. Move 2 squares south, 2 squares south west and 3 squares east.	<b>whale</b>