




Year 4



Week 3

Year 4 Home Learning Grid Term 4 Week 3

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	WELL-BEING WEDNESDAY	THURSDAY	FRIDAY																																																				
ENGLISH	<p>Reading</p> <ul style="list-style-type: none"> Lexia and EPIC 20 minutes each <p>Comprehension Select a PM levelled reader from the <u>Reading Box</u>. Read the book then complete the <u>Connections</u> sheet.</p> <p>Writing <u>Information Report</u> Read the informative text on 'Echidna'. Then complete the worksheet 'Find the Main Idea - 'Echidna'.</p> <p>Grammar/ Sentence A Day Compound Sentences - Play a dice game to create compound sentences:</p>  <p>Next practice using coordinating conjunctions using this link: https://au.ixl.com/english/year-3/use-coordinating-conjunctions</p> <p>Spelling 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>Speech Practice for your scheduled speech</p>	<p>Reading</p> <ul style="list-style-type: none"> Lexia and EPIC 20 minutes each <p>Comprehension Using the PM Reader from yesterday complete Tuesday's task: <u>Predicting and Inferring</u>.</p> <p>Writing <u>Information Report – Constructing a paragraph</u> Complete the worksheet 'Informative Paragraph Planning Template'. Use the 'Echidna' informative text from Monday as a guide. You can also look at other sources about echidnas e.g. books, internet.</p> <p>Grammar/ Sentence A Day Nouns, Verbs and Adjectives Use the word bank for Nouns, verbs and adjectives and write at least 5 compound sentences.</p> <table border="1" style="font-size: small; width: 100%;"> <thead> <tr> <th>Noun</th> <th>Adjective</th> <th>Noun</th> <th>Verb</th> </tr> </thead> <tbody> <tr><td>spoon</td><td>enormous</td><td>house</td><td>eating</td></tr> <tr><td>spoon</td><td>friendly</td><td>market</td><td>talking</td></tr> <tr><td>spoon</td><td>creative</td><td>garden</td><td>walking</td></tr> <tr><td>spoon</td><td>large</td><td>shops</td><td>running</td></tr> <tr><td>spoon</td><td>small</td><td>zoo</td><td>swimming</td></tr> <tr><td>spoon</td><td>tiny</td><td>school</td><td>swimming</td></tr> <tr><td>spoon</td><td>happy</td><td>America</td><td>travelling</td></tr> <tr><td>spoon</td><td>cheerful</td><td>North Pole</td><td>falling</td></tr> <tr><td>spoon</td><td>sad</td><td>boat</td><td>flying</td></tr> <tr><td>spoon</td><td>miserable</td><td>island</td><td>crawling</td></tr> <tr><td>spoon</td><td>hungry</td><td>sports field</td><td>tip-toeing</td></tr> <tr><td>spoon</td><td>naughty</td><td>Op. shop</td><td>burying</td></tr> </tbody> </table> <p>Spelling Use a container of water and a paintbrush to spell your words on a brick wall or footpath.</p> <p>Speech Presenting speeches in Zoom.</p>	Noun	Adjective	Noun	Verb	spoon	enormous	house	eating	spoon	friendly	market	talking	spoon	creative	garden	walking	spoon	large	shops	running	spoon	small	zoo	swimming	spoon	tiny	school	swimming	spoon	happy	America	travelling	spoon	cheerful	North Pole	falling	spoon	sad	boat	flying	spoon	miserable	island	crawling	spoon	hungry	sports field	tip-toeing	spoon	naughty	Op. shop	burying	 <p>Here are some ideas for your family's Well-Being Wednesday:</p> <ul style="list-style-type: none"> SLEEP IN! Enjoy a special breakfast with your family have a picnic lunch in the back yard go for a walk (wearing a mask) listen to your favourite music have a dance off with your family play a board game or ball game together watch a movie and eat popcorn do some baking and make a yummy cake 	<p>Reading</p> <ul style="list-style-type: none"> Lexia and EPIC 20 minutes each <p>Comprehension Using the PM Reader from Tuesday complete Thursday's task: <u>Questioning Vocabulary "I'm a Word Detective"</u></p> <p>Writing <u>Information Report – Independent</u> Write an information report on echidnas using Tuesday's 'Paragraph Planning Template' as a guide. Write in full sentences.</p> <p>Grammar/ Sentence A Day Complex Sentences - Connect the ovals on the Complex Sentences Worksheet 1 to create complex sentences that make sense. Next check your understanding of Simple, Compound and Complex Sentences by taking the Quiz in Google Classroom or filling out the quiz in a hardcopy of the Home Learning Package.</p> <p>Spelling Try to write all of your spelling words cross-word/Scrabble style. e.g.</p> <p style="text-align: center;">c o o l r w o r d s s s</p> <p>Speech Presenting speeches in Zoom.</p>	<p>Reading</p> <ul style="list-style-type: none"> Lexia and EPIC 20 minutes each <p>Comprehension Using the PM Reader from yesterday complete Friday's task: <u>Summarising Story Map</u></p> <p>Handwriting Complete the handwriting sheet.</p> <p>Writing <u>Information Report - Proofreading and editing</u> Proofread and edit your writing. Use this checklist when proofreading and editing your information report. The checklist covers informative structure, language and features.</p> <p>Grammar/ Sentence A Day Singular v Plural Nouns - Read the Singular v Plural Nouns activity sheet to learn about plural rules. Then complete the activities. Next play the Singular/Plural Flippers Noun Game https://www.turtlediary.com/game/singular-plural-flippers.html</p>  <p>Spelling Use a dictionary to find the meaning of five of your words.</p> <p>Speech Practice for your scheduled speech</p>
Noun	Adjective	Noun	Verb																																																						
spoon	enormous	house	eating																																																						
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Place Value

Complete the Place Value worksheet demonstrating standard and non-standard partitioning at your level.

M&G - Mass

Watch the video on Scales: <https://vimeo.com/603742535/20e8278e10>



Complete the worksheet Mass – Using Different Weights. If you don't have weights at your house then use some items from the pantry that are close to 100g, 250g, 500g and 1000g.

Mentals

Complete Monday's Mentals questions.

General

Complete 20 mins on Prodigy.

Addition & Subtraction

Complete the Addition & Subtraction worksheet demonstrating the Jump, Split, and Algorithm strategies for two questions at your level.

M&G - Mass

Select a few unopened items from your pantry at home. Using a set of scales, measure the mass (weight) of items and record them in grams (and possibly kilograms). Complete the worksheet Mass – Kilograms and Grams.

Mentals

Complete Tuesday's Mentals questions.

General

Complete 20 mins on Prodigy.



- have an afternoon nap
- play with your favourite toy
- do some drawing or colouring in
- play with the dog and teach it a new trick
- make a bowling alley - set up a bowling "lane" with some chalk or tape and use plastic bottles or cups for pins. Use any type of ball to bowl, attempting to knock down as many pins as possible. Keep track of the score, or simply aim to knock them all down in one turn.
- play a card game or build a card tower
- play with Lego or other construction blocks/materials



Multiplication & Division

Complete the Multiplication & Division worksheet with your 8x Tables and Distributive Property strategy at your level.

M&G - Temperature

Watch the video: Temperature <https://vimeo.com/600870151/25ddcefb5a>



Complete the Thermometer Reading worksheet.

Mentals

Complete Thursday's Mentals questions.

General

Complete 20 mins on Prodigy.

M&G - Temperature

Watch the video: How to read a thermometer <https://www.youtube.com/watch?v=XZTx4jAKEvA>



Money and Financial Mathematics

Complete the Money & Financial Maths worksheet and round the money amounts to their nearest dollar amount.

Look at the worksheet Cut & Paste Thermometer. Cut the labels (water freezes, water boils, room temperature, etc) and attach to the thermometer illustration.

Mentals

Complete Friday's Mentals questions.

General

Complete 20 mins on Prodigy.

History

Complete 'What was the nature of contact between Pemulwuy and the early British colonists?' worksheet.

Dance

This clip will teach you a new dance. It takes about 23 mins so you can learn a little bit each day or learn the whole dance to practice each day.

**Bounce Back**

Carefully watch the story 'The Tenth Good Thing About Barney'.

<https://www.youtube.com/watch?v=yxqU61g27V8&t=167s>



Then discuss these questions with a family member:

What does positive mean to you?

How was the character in the story positive?

How have you been positive in the past?

Visual Arts

Finish the picture drawings. Look at the attached sheet for instructions and examples.

Dance

Continue watching this clip from yesterday. It takes about 23 mins so you can learn a little bit each day or if you learnt the whole dance yesterday, forward the clip to the 19 minute mark and dance away. Have a great dance session.

**Bounce Back**

Watch the video below with Mr Brown. Then complete the 'Positive Tracker Worksheet'. Discuss your answers with your family.

<https://www.youtube.com/watch?v=eMTiVUc8pOA>



- play 'Keep it Up!' with your family – in this game keep a balloon, beach ball or other ball from hitting the ground without holding onto it. See how long you can keep the balloon/ball up. Make sure you have plenty of room to move around
- have a warm shower or bubble bath and snuggle under a blanket in your pj's and sip hot chocolate

**PD**

Complete the worksheet "Lesson 3: Personal Safety."

Dance

Continue watching this clip from Tuesday. It takes about 23 mins so you can learn a little bit each day or if you learnt the whole dance, forward the clip to the 19 minute mark and dance away. Have a great dance session

**Well-Being**

Complete the 'Worry Jar Activity' in your booklet.

Science

Year 4 – Explore the effect of different-sized forces by completing the Smooth Moves investigation and recording your findings on the storyboard.

Music

Ready for a challenge? Try out your body percussion skills with this song 'Better When I'm dancing'.



URL: <https://video.link/w/FJ2Cc>

Well-Being

Complete the 'Ways to feel Better Activity' in your booklet.

TEXT CONNECTIONS



«« TEXT TO SELF »»

- THOUGHTS
- EXPERIENCES
- TRAVELS
- FAMILY
- FRIENDS
- SCHOOL

reminds me of _____

because _____

«« TEXT TO TEXT »»

- OTHER BOOKS
- CHARACTERS
- POEMS
- ARTICLES
- WEBSITES
- BLOGS

_____ is similar to _____

because _____

«« TEXT TO WORLD »»

- TELEVISION
- MOVIES
- CURRENT EVENTS
- GAMES
- NEWS
- POP-CULTURE

_____ makes me think of _____

because _____

ECHIDNA



Echidna, is a type of mammal that has sharp spines and lays eggs. Along with the platypus, echidnas are the only surviving *monotremes*. Monotremes are mammals that lay eggs. All other mammals give birth to live young. There are four *species* (kinds) of echidna. Three species of long-beaked echidna live in New Guinea and the Indonesian island of Salawati. There is one species of short-beaked echidna. It lives in both New Guinea and Australia, including Tasmania and a number of offshore islands. Echidnas live in a wide range of habitats such as tropical forests, snowy alpine areas, and hot, dry deserts.

Echidnas have sharp spines on their back and sides that protect them from predators. They have light brown to black fur. Echidnas from cold areas have more fur and fewer spines than echidnas from warmer environments. Echidnas have exceptionally strong claws. They use their claws to bury themselves into the ground for protection against predators. Echidnas sometimes dig burrows to sleep in. They may also sleep in hollow logs or rocky crevices.

The echidna digs into the soil and termite mounds to find food. An echidna's nostrils and mouth are at the end of a long, thin snout. It has no teeth. It crushes its food with horny plates at the base of the tongue and on the roof of the mouth. The echidna has a long tongue and produces sticky saliva that it uses to lick up *invertebrates* (animals without backbones) such as ants and termites. The echidna measures over 12 inches (30 centimeters) long and weighs from 4 to 35 pounds (2 to 16 kilograms).

Female echidnas lay one egg a year. The egg has a tough, leathery shell. It hatches after about 10 days in a pouch that forms on the female's belly. The young echidna remains in the pouch for several weeks and feeds on the mother's milk. When the young begins to develop spines, the mother deposits it in a burrow until it is about six or seven months old, when it can feed on its own. Echidnas have a low body temperature and use little energy. During winter, echidnas enter hibernation. They become cold and remain inactive for days to months. They can also become inactive when their environment is disturbed and food is hard to find, such as after a bushfire. Echidnas may live up to 45 years in the wild and longer in captivity.

Find the Main Idea

Name: _____

Echidna

1. What is the main idea of this text?

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

Detail 1: _____

Detail 2: _____

Detail 3: _____

3. Carefully read the text. Underline any keywords which are repeated or seem important. Write them down.

SENTENCE A DAY – Compound Sentences

Using a dice, roll and write a compound sentence using a conjunction:

	Write a sentence with: because
	Write a sentence with: and
	Write a sentence with: with
	Write a sentence with: so
	Write a sentence with: if
	Write a sentence with: when

1.
2.
3.
4.
5.
6.
7.
8.

MONDAY – Spelling

2021 T4, W3-4	
<u>YEAR 3 words</u>	<u>YEAR 4 words</u>
Choose a level that is not too easy or too hard.	Choose a level that is not too easy or too hard.
Level 1	Level 1
went where early late talk rest best test forest digest	dessert desert know friend whole doors chairs bricks trees parents
Level 2	Level 2
went where early late talk contest harvest question destroy establish	dessert desert know friend whole teachers students parents brothers sisters
Level 3	Level 3
contestant harvester questionable destroyed establishment intestines investment investigation restrictions restaurant	teachers students grandparents cousins stickers envelopes antidotes warehouses conditioners concreters

MONDAY – Place Value

Choose a level from the boxes below and answer the Place Value questions.

Level 1	Level 2	Level 3	Level 4
Write 76 in a <u>place value chart</u>	Write 648 in a <u>place value chart</u>	Write 5293 in a <u>place value chart</u>	Write 36024 in a <u>place value chart</u>
Partition 76 using <u>Standard Place Value</u>	Partition 648 using <u>Standard Place Value</u>	Partition 5293 using <u>Standard Place Value</u>	Partition 36024 using <u>Standard Place Value</u>
Partition 76 using <u>Non-Standard Place Value</u>	Partition 648 two ways using <u>Non-Standard Place Value</u>	Partition 5293 three ways using <u>Non-Standard Place Value</u>	Partition 36024 three ways using <u>Non-Standard Place Value</u>

Mass – using different weights

For this page, you will need the following weights:



- 1 Play a guessing game with your partner. Place one of the weights in your partner's hand, then they must guess which weight it is. Take turns.

- 2 Write the total for each of these combinations of weights:

a $500\text{ g} + 250\text{ g} + 100\text{ g} + 100\text{ g} =$

b $100\text{ g} + 500\text{ g} + 1\text{ kg} + 100\text{ g} =$

c $250\text{ g} + 100\text{ g} + 250\text{ g} =$

d $250\text{ g} + 100\text{ g} + 500\text{ g} + 1\text{ kg} =$

- 3 Gather these objects and weigh them using a set of kitchen scales. Complete the table and put a ring around the combination of weights that each object is closest to.



Object	Mass of object	Combination of weights closest to
a A brick		1 kg 500 g 250 g 100 g
b A bottle of tomato sauce		1 kg 500 g 250 g 100 g
c A can of baked beans		1 kg 500 g 250 g 100 g
d A shoe		1 kg 500 g 250 g 100 g
e Two large potatoes		1 kg 500 g 250 g 100 g

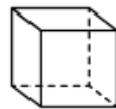
Week 3 – Questions

Monday

1. $86 - 6 =$ _____
2. $56 + 14 =$ _____
3. $47 + 91 =$ _____
4. $88 \div 8 =$ _____
5. $6 \times 8 =$ _____
6. Write these numbers in ascending order: 3596, 8336, 7768, 1058, 2914, 5555.

7. Complete this counting pattern:
94, 101, 108, 115, _____, _____, _____
8. What is the difference between 83 and 52? _____
9. Share 50 pieces of watermelon between 10 children.

10. $\$1.00 + 50 \text{ cents} + \$2.00 =$ _____
11. $10 \text{ cents} + \$1.00 + 5 \text{ cents} =$ _____
12. How many hours is 360 minutes? _____
13. How many days are in June? _____
14. How many faces does a cube have?



15. Which circle has the highest chance of being selected? Black or white? _____



Tuesday

1. $18 - 4 =$ _____
2. $42 + 39 =$ _____
3. $99 + 21 =$ _____
4. $9 \div 3 =$ _____
5. $5 \times 4 =$ _____
6. Write the largest number you can using: 5, 2, 7, 4.

7. Complete this counting pattern:
59, 61, 63, 65, _____, _____, _____
8. In a group of 70 students, 23 would like to play table tennis and the rest want to play cricket. How many want to play cricket? _____
9. What is the product of 8 and 7? _____
10. $\$2.00 + \$1.00 + 50 \text{ cents} =$ _____
11. $10 \text{ cents} + 50 \text{ cents} + 50 \text{ cents} =$ _____
12. How many hours from 1 am to 2 pm? _____
13. If it was 10:15 in the night, would you write am or pm?

14. How many faces does a triangle-based pyramid have? _____



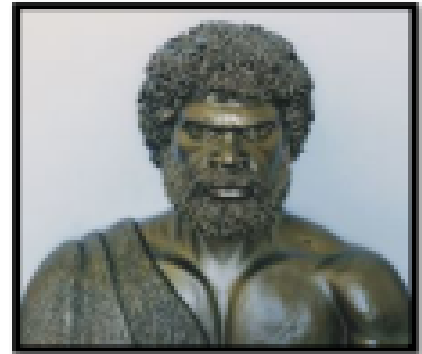
15. Which circle has the lowest chance of being selected? Black or white? _____



Name: _____ / Class: _____ / Date: _____

Information Sheet: Pemulwuy

Pemulwuy was an Aboriginal warrior who fought against the European settlers in Australia. He was a middle-aged Aboriginal man when the First Fleet arrived in 1788. His name means 'earth: man of earth' in the Dhurag language.



A statue of Pemulwuy

When was Pemulwuy born?

- Pemulwuy was born in 1750. He was born near Botany Bay, on the northern side of the Georges River, New South Wales.

What clan did Pemulwuy belong to?

- Pemulwuy was a warrior who belonged to the Bidjigal clan of the Eora people.

Was Pemulwuy interested in building friendships with the British colonists?

- No, he saw the damage done to Aboriginal society by the colonists and did not want to befriend them like **Bennelong**, had done.

Why did Pemulwuy fight the British Colonists?

- Pemulwuy had become increasingly concerned about the new diseases that were killing many of his people and how the British were taking his people's tradition lands.

Who did Pemulwuy attack with a spear?

- On 10 December 1790, Pemulwuy attacked John McIntyre, Governor Phillip's gamekeeper with a spear. He later died of his wounds in January 1791.

How did Pemulwuy retaliate against the British?

- Pemulwuy retaliated against the British by spearing cattle, burning huts, destroying crops and attacking settlers.

What towns did Pemulwuy lead raids on?

- From 1792, Pemulwuy led raids on Prospect, Toongabbie, Georges River, Parramatta, Brickfield Hill and the Hawkesbury River.

When was Pemulwuy injured?

- During the battle of Parramatta in March 1797, Pemulwuy was severely wounded when he was shot and was taken to hospital with wounds to both his head and body. He later recovered from his wounds and escaped from the hospital wearing leg irons.

How and when did Pemulwuy die?

- The Governor offered a bounty for anyone who could kill or capture Pemulwuy. Chasing the reward, a British sailor named Henry Hacking shot and killed Pemulwuy on about 1 June 1802.

Name: _____ / Class: _____ / Date: _____

What was the nature of contact between Pemulwuy and the early British colonists?

In an earlier lesson, we learned about what life was like in the new colony for the First Fleeters. But what was it like for the Aboriginal People – The Eora? Today we are going to look at the life of Eora man, Pemulwuy.

Use the information sheet on Pemulwuy to help you answer the following questions:

When and where was Pemulwuy born?

/ What clan did he belong to?

Was Pemulwuy interested in building relationships with the British?

How did Pemulwuy retaliate?

Why did Pemulwuy fight the British colonists?

Who did Pemulwuy attack with a spear and when did it happen?

How and when did Pemulwuy die?

How do you think Pemulwuy felt about his people's traditional lands being taken?

Predicting and Inferring

Directions: Before you read, look through the text at the text features. Look at:

Table of Contents

Titles / Subtitles

Charts / Graphs

Maps

Illustrations / Photographs

Special Print (**bold**, *italics*, underlined words)

Captions / Labels



I predict I will learn about...

because...

Informative Writing — Worksheet

Name _____

Date _____

Informative Paragraph — Planning Template

Introductory sentence: Introduce the subject using a clear topic sentence.

--

Description: State facts about the subject in a logical order.

Fact 1	Fact 2	Fact 3
---------------	---------------	---------------

Concluding sentence: Conclude with a statement about the subject.

--

NOUNS, VERBS, ADJECTIVES – Writing Compound Sentences

Use the word bank for nouns, verbs and adjectives and write at least 5 compound sentences. Don't forget to look back at the F-A-N-B-O-Y-S resources.

Noun	Adjective	Noun	Verb
kitten	enormous	house	eating
koala	friendly	market	talking
echidna	creative	garden	walking
spider	large	shops	running
ant	small	zoo	swimming
fox	tiny	school	scurrying
mouse	happy	America	trotting
gorilla	cheerful	North Pole	falling
monkey	sad	boat	flying
horse	miserable	island	crawling
rat	hungry	sports field	tip-toeing
guinea pig	naughty	Op. shop	buying

1. Our tiny friendly kitten was eating in the garden while I was playing at school.
2.
3.
4.
5.

Mass – kilograms and grams

We measure mass in kilograms and grams. We use grams to measure smaller units of mass and kilograms for larger items.

$$1\ 000\ \text{grams} = 1\ \text{kilogram}$$

$$1\ 000\ \text{g} = 1\ \text{kg}$$

Sometimes, mass can be in both kg and g. These bananas weigh more than 1 kg. They weigh 1 300 g or 1 kg and 300 g.



1 Write the mass of each of the following in kilograms and grams.

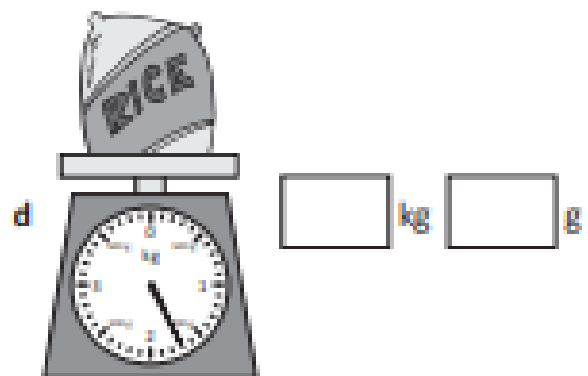
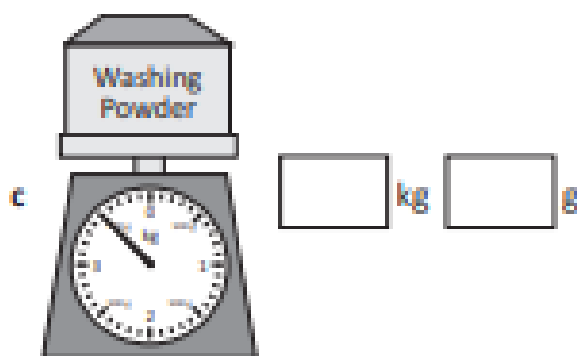
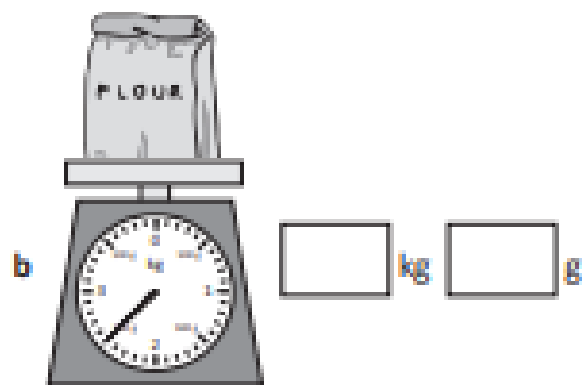
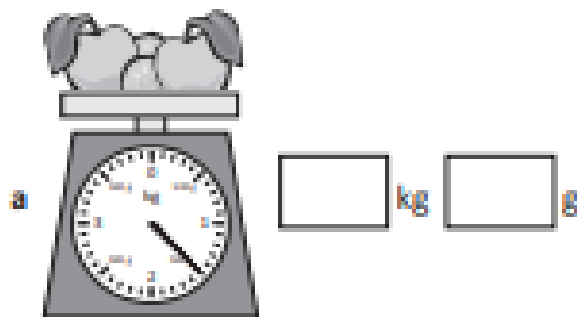
a 1 500 grams = kg g

b 2 100 grams = kg g

c 1 600 grams = kg g

d 3 250 grams = kg g

2 These items weigh more than 1 kg. Write the mass of each in kilograms and grams:



Mass – kilograms and grams

When measuring smaller items, we can record their measurements as grams or as part of a kilogram. We do this by writing the amounts as decimals.

You should learn these mass facts:

1 kg =	1 000 g
0.5 kg =	500 g
0.25 kg =	250 g
0.1 kg =	100 g

3 Write each mass in kilograms. Use decimal notation when it is less than 1 kg.

a 3 000 g = kg

b 6 000 g = kg

c 250 g = kg

d 500 g = kg

e 100 g = kg

f 300 g = kg

4 Write each mass in grams:

a 45 kg = g

b 70 kg = g

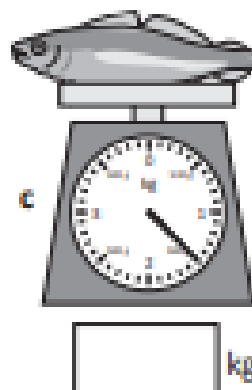
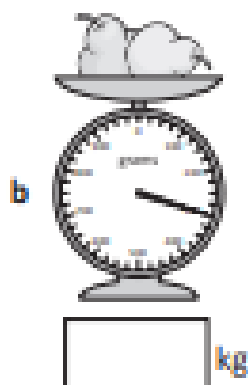
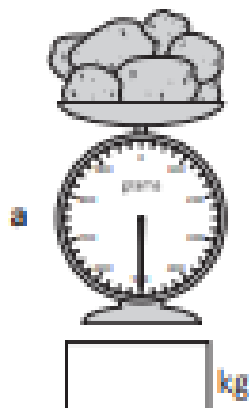
c 0.25 kg = g

d 5.5 kg = g

e 12.25 kg = g

f 50.75 kg = g

5 Read the scales carefully and label the mass of each item in kg. Use decimals.



TUESDAY – Visual Arts

Finish the Picture Drawings

1. Look through magazines, newspapers or google images (with your parent's permission to use the internet) to find a picture that inspires you.
2. Cut or print it out.
3. Choose a section of the picture and cut it out.
4. Paste in on a piece of paper.
5. Your job is to finish the picture by adding an interesting background. You can look at the rest of the picture and try to copy it or create your own background to finish the picture.

Look at some of the examples to give you an idea and gain some inspiration.

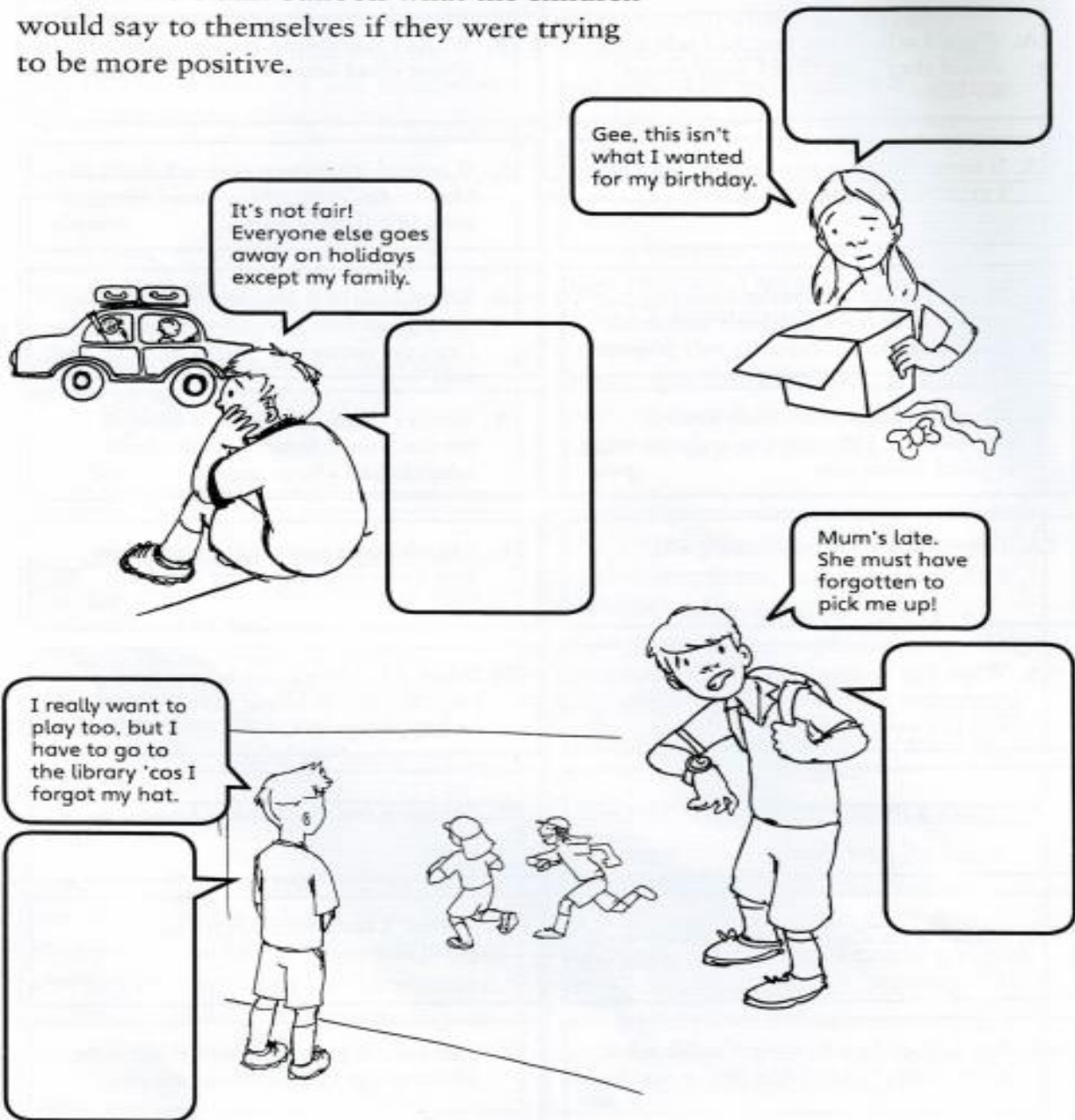




What Would a Positive Tracker Think Here?

Name: _____

Write in the blank balloon what the children would say to themselves if they were trying to be more positive.





I'm a word detective!

Mystery Word	Inferred Meaning	Clue	My Sentence



THURSDAY – Writing

Title: _____

Introduction/Classification (what is it)

Fact 1 (example Appearance)

Fact 2 (example Habitat)

Fact 3 (example Food/Diet)

Concluding Sentence

SENTENCE A DAY – Complex Sentences 1

Directions: Connect three ovals to make complete complex sentences. The first one is done for you.

The student	with the red handle	fell, but did not break.
The guitar	who likes math	finished early.
The tree	that is barking	should be avoided.
The dog	where he lives	is getting ready for winter.
The house	with the yellow leaves	is the one with the large yard.
The book	with the definitions	is a dictionary.

Grammar Quiz

Thursday Check In Quiz – Do it here or click on the link in Google Classroom

Simple, Compound, and Complex



Tip: **FANBOYS**

For, and, nor, but, or, yet, so



Tip: **AAAWWUBBIS** words

As, Although, After, While, When,
Unless, Because, Before, If, Since

Select simple, compound, or complex for each sentence below.

1. Do you want to go to the park?

2. While Max was at recess, he fell and hurt his knee.

3. Do you have a dog, or do you have a cat?

4. My mom packed me an apple for lunch.

5. My favorite subject is reading because I love good books.

6. Maria wanted to go to school, but she was sick.

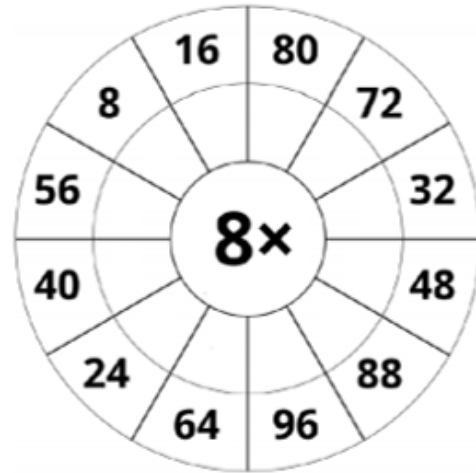
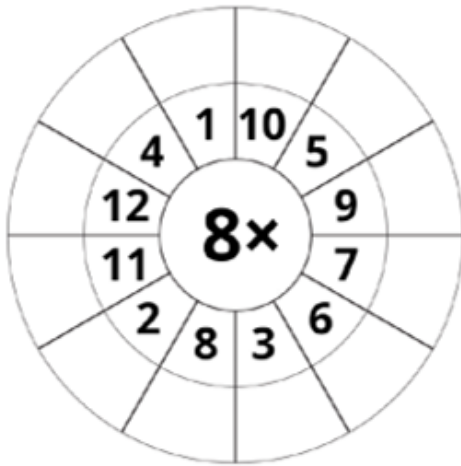
7. I hope I do well on my test!

8. I feed my dog before I leave.

9. I woke up early, and I am dressed for school.

THURSDAY – Multiplication & Division

Practise writing out your multiplication and division facts by 8. Use the distributive property strategy to answer the questions at ONE level below. Show your working clearly.



Level 1	Level 2
$16 \times 8 =$	$127 \times 8 =$
$24 \times 8 =$	$234 \times 8 =$
$105 \div 8 =$	$150 \div 8 =$
$124 \div 8 =$	$186 \div 8 =$

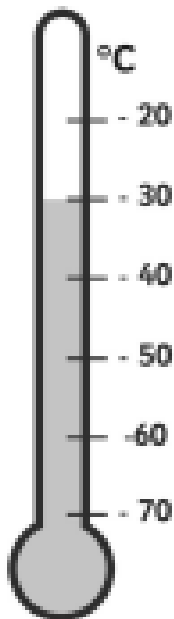


Reading Thermometers

Name: Date:

For each of the thermometers write:

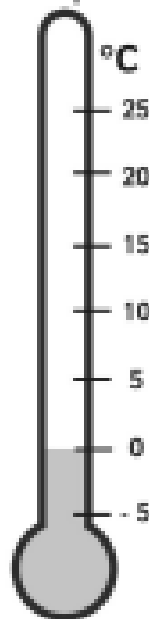
1. the highest temperature
2. the current temperature
3. the lowest temperature



highest temperature

current temperature

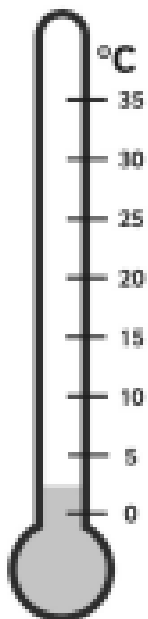
lowest temperature



highest temperature

current temperature

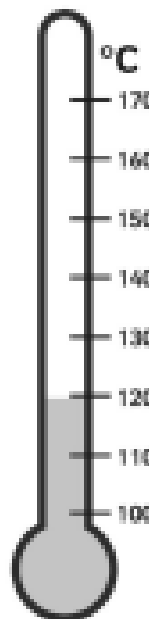
lowest temperature



highest temperature

current temperature

lowest temperature





highest temperature

current temperature



lowest temperature

Week 3 – Questions

Thursday

1. $80 + 81 =$ _____
2. $67 - 4 =$ _____
3. $82 - 5 =$ _____
4. $60 \div 10 =$ _____
5. $2 \times 3 =$ _____
6. What is the value of the number in the thousands place in 5777? _____
7. Complete this counting pattern:
74, 84, 94, 104, _____, _____, _____
8. What is the difference between 80 and 36? _____
9. Divide 3 by 3. _____
10. 20 cents + 5 cents + \$1.00 = _____
11. \$1.00 + \$1.00 + 50 cents = _____
12. 240 minutes = _____ hours
13. How many minutes is 540 seconds? _____
14. What is the name of this 3D object?
_____ 
15. Which circle has the highest chance of being selected? Black or white? _____ 

Friday

1. $17 + 6 =$ _____
2. $74 - 6 =$ _____
3. $52 - 7 =$ _____
4. $6 \div 6 =$ _____
5. $9 \times 4 =$ _____
6. Write 7073 in words: _____
7. Complete this counting pattern:
15, 19, 23, 27, _____, _____, _____
8. What is the sum of 72 and 13? _____
9. What is the product of 5 and 6? _____
10. \$1.00 + 50 cents + \$1.00 = _____
11. \$2.00 + 5 cents + 20 cents = _____
12. How many minutes is 480 seconds? _____
13. How many hours is 540 minutes? _____
14. How many faces does a triangular-based prism have? _____ 
15. Which star has the lowest chance of being selected? Black or white? _____ 

Personal safety depends on the environment and the behaviour of yourself and others. Students need to take personal responsibility for their own safety and recognise situations where they need to follow rules. Accidents can happen but many are preventable.

1. Draw pictures to show the correct behaviour to make sure you are safe.

At school	Riding a bike	In the backyard
At the pool	In the car	At the park
In the classroom	At the shops	Near the road

2. Write three safety rules that your parents or guardians always tell you to follow.

CHALLENGE: Think of an accident that happened to you (or someone else).

On a separate paper:

- Describe what happened.
- Describe how the accident could have been prevented.



You will need



Your child may be worrying about a lot of things right now. Health, school, friends, family and more. They might ask you about their worries.

A Worry Jar is a place for your child to put their worries so they don't have to think about them all the time.

Find a jar or any container, and decorate it if you like. If you haven't got a spare jar, you can write or draw on the picture on the following page.

Help your child write their worries on pieces of paper. Fold them up and put them in the jar, and close the jar.

Choose 10-15 minutes a day (but not right before bed) for 'Worry Time'. Children can open the Worry Jar, look inside and worry as much as they want. They can read all the worries or focus on one or two. Have a timer to show that Worry Time is over. Close the jar to put their worries away.

At some point, your child may tell you that they've stopped worrying about something they've put in the jar, and they can tear up that worry and throw it away. Enjoy these times together!

Remember to discuss coping strategies with your child for the worries using the Golden Rules. You can use the 'Ways to Feel Better' sheet for ideas.

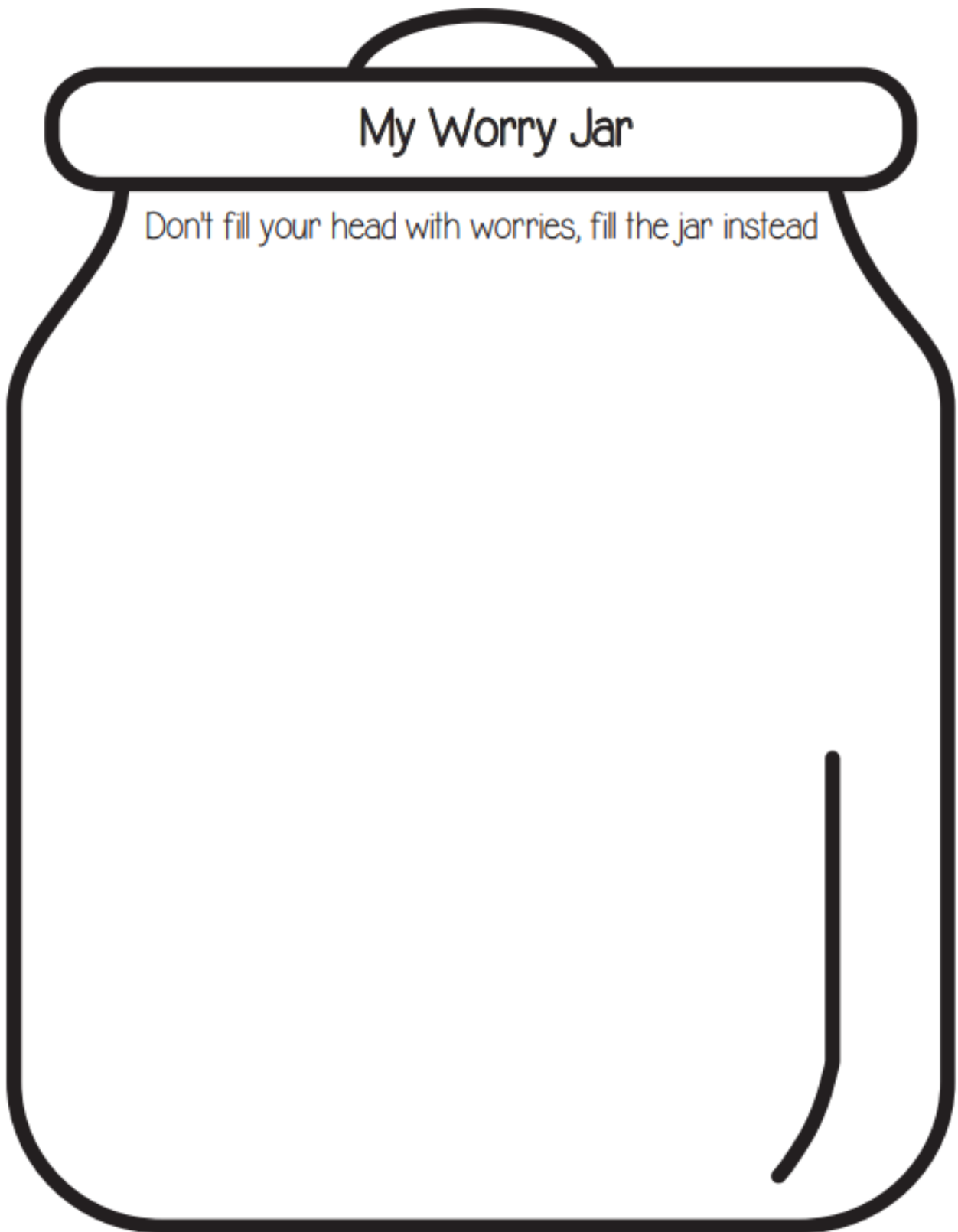
Golden Rules for Choosing a Good Solution

It makes me feel better



It doesn't hurt me or anyone else







Story Map

Characters

--

Setting

--

End

--

Middle

--

Beginning

--

Tricky joins – Horizontal join to e



So far these letter combinations have not been joined.

oe re ve
we xe



They can be joined with a horizontal join. The horizontal join has a bigger dip than usual.

oe re ve we xe

bigger dip
we

Trace then copy to practise these joins to e.

oe re ve we xe oe re ve we

Trace and copy these words.

goes whoever doesn't volcanoes

before careless forehead lyrebird

deceive believe receive sieve

allowed weather exempt axes

Name: _____

Date: _____

Informative Text Checklist

Structure

- My informative text begins with a general statement which introduces and classifies the subject.
- My informative text contains a series of factual paragraphs which describe the characteristics of the subject.
- My informative text ends with a concluding statement which sums up the information presented about the subject.





Language and Features

- I have tried to sound like an expert on the topic.
- I have used subject-specific, technical vocabulary.
- I have used present tense.
- I have used nouns and noun categories.

Week 3 Friday Singular vs Plural Nouns

A **singular noun** refers to one person, thing or group.
 A **plural noun** refers to more than one person, thing or group.

Rules for plurals:

<p>Add s:</p>  <p>For most nouns simply add s.</p> <p>Examples: ball – balls, cat – cats.</p>	<p>Add es:</p>  <p>For most nouns that end in ch, sh, s, ss, x, z, o add es.</p> <p>Examples: fox – foxes, dish – dishes.</p>	<p>Add ies:</p>  <p>For most nouns that end in a consonant + y drop the y and add ies.</p> <p>Examples: fly – flies, baby – babies.</p>	<p>Add ves:</p>  <p>For most nouns that end in f or fe add ves.</p> <p>Examples: knife – knives, leaf – leaves.</p>
--	--	---	--

Use different colours to match each singular noun to its plural.

See if you can work out which rule they are following. If they don't follow a rule, they are irregular.

mouse	box	scissors	witches
wife	scissors	lollies	feet
foot	handcuff	wives	mice
witch	lolly	boxes	handcuffs

Make this set of singular nouns plural.

Underline any irregular plurals you can find (Hint: there are 6).

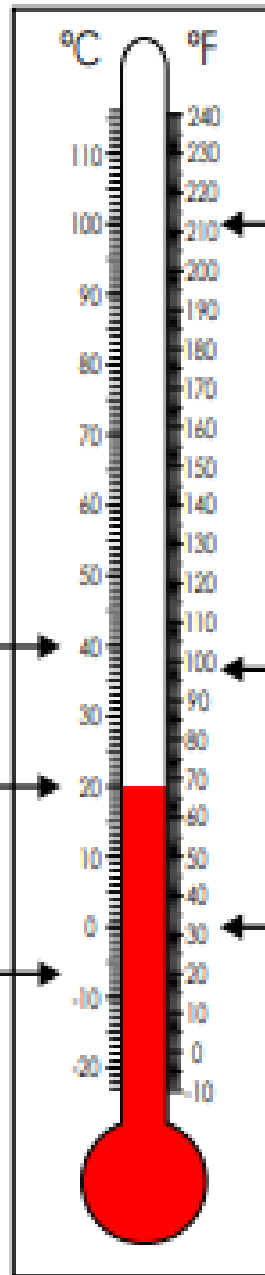
- | | | | |
|--------|-------|--------|-------|
| person | _____ | elf | _____ |
| church | _____ | tomato | _____ |
| chair | _____ | bed | _____ |
| phone | _____ | goose | _____ |
| life | _____ | daisy | _____ |
| sheep | _____ | boat | _____ |
| tooth | _____ | child | _____ |
| candy | _____ | toy | _____ |
| fish | _____ | garden | _____ |
| domino | _____ | class | _____ |

FRIDAY – Temperature

Name: _____

Cut the choices from the bottom of the page and glue them in the correct boxes.

<div style="border-bottom: 1px dashed black; height: 50px;"></div>	→
<div style="border-bottom: 1px dashed black; height: 50px;"></div>	→
<div style="border-bottom: 1px dashed black; height: 50px;"></div>	→

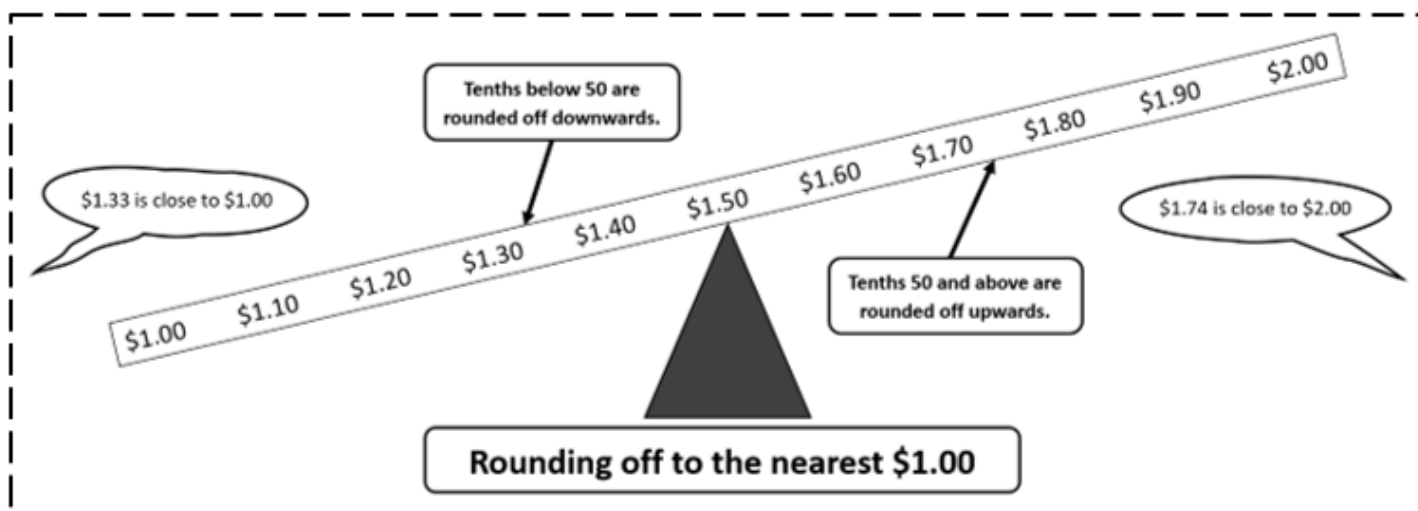


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<div style="border-bottom: 1px dashed black; height: 50px;"></div>	←
<div style="border-bottom: 1px dashed black; height: 50px;"></div>	←

Human Body Temperature	Snowy Day Temperature	Indoor Room Temperature	Water Freezing Temperature
104° F	32° F	98.6° F	212° F
40° C	0° C	37° C	100° C
Water Boiling Temperature	68° F	Bath Water Temperature	20° F
	20° C		-7° C

PAGE
INTENTIONALLY
LEFT
BLANK

FRIDAY – Money



Round off these money amounts to the nearest whole dollar amount.

(Hint: Look carefully at the number in the tenths place!)

- | | | | |
|------------------|------------------|------------------|------------------|
| 1. \$1.27 _____ | 2. \$3.86 _____ | 3. \$5.35 _____ | 4. \$4.79 _____ |
| 5. \$2.16 _____ | 6. \$7.94 _____ | 7. \$8.90 _____ | 8. \$6.07 _____ |
| 9. \$1.73 _____ | 10. \$4.56 _____ | 11. \$3.75 _____ | 12. \$9.28 _____ |
| 13. \$4.09 _____ | 14. \$2.49 _____ | 15. \$6.52 _____ | 16. \$5.80 _____ |

Circle the money amounts that round off to \$2.00.

\$2.64 \$1.63 \$2.96 \$2.20 \$1.86 \$2.17 \$2.37 \$1.25 \$1.43 \$2.05

Circle the money amounts that round off to \$5.00.

\$5.69 \$4.67 \$4.16 \$4.56 \$5.75 \$4.83 \$5.90 \$5.32 \$4.39 \$5.21

Answer 'true' or 'false' for each statement.

- | | |
|--|--|
| 1. \$1.86 is rounded off to \$1.00 _____ | 2. \$3.92 is rounded off to \$4.00 _____ |
| 3. \$5.29 is rounded off to \$5.00 _____ | 4. \$6.13 is rounded off to \$6.00 _____ |
| 5. \$4.35 is rounded off to \$4.00 _____ | 6. \$2.64 is rounded off to \$2.00 _____ |
| 7. \$7.56 is rounded off to \$7.00 _____ | 8. \$3.48 is rounded off to \$4.00 _____ |

Making Moves

Learning intentions:

- explore the effect of different-sized forces
- investigate and represent different-sized forces on rolling cans
- use arrows and storyboards to represent findings

Equipment:

- Space to run/walk
- 2 full tin cans of the same weight (eg. 300g tinned tomato cans)
- table or flat surface
- Storyboard



Background information:

If an object is moving, it is also said to have 'momentum'. The more momentum an object has the harder it is to stop. Just as an object requires a large force to make it travel quickly, a fast moving object will require a large force to stop it moving. For example, when we run, we have more momentum than when we walk, hence a bigger force is needed to make us stop.

The same is true for cars; it is easier to stop a car when it is moving slowly than when it is moving fast. This is why slower speed limits are in place around areas where there might be lots of people, such as schools, hospitals and shopping centres. Objects with more mass require a larger initial force to move at the same speed as objects with less mass.

Similarly, a more massive object will require a larger force to stop it moving than an object with less mass travelling at the same speed. For example, at a given speed, stopping a bicycle requires less force than stopping a car, and both require less force than stopping a truck. Friction between the object and the surface it moves over also makes a difference to how hard or easy it is for an object to stop. For example, it is easier to stop running on a tarred road than to stop sliding on ice.

Activities:

1. In an open/outdoor space:

- run over a distance and stop suddenly
- walk the same distance and stop suddenly

Think about the difference between stopping suddenly when running compared to when walking. Ask yourself:

What did you feel when you were running/walking?

Was it easier to stop running or walking?

Why do you think this is?

2. Organise a table or flat surface to roll tin cans:

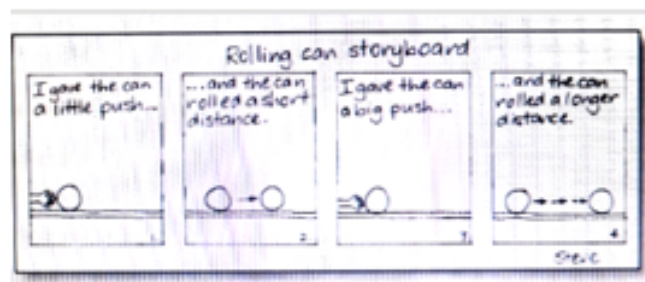
- using the cans, you are going to explore how different-sized pushes affect objects. You need to use different sized pushes to roll two cans on a flat surface and compare how easy it is to stop them. Ask yourself:

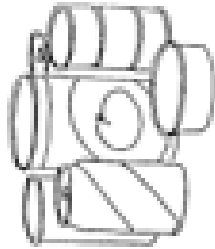
What happened to each can after different-sized pushes were used to make it move?

What conclusions can you draw about different-sized pushes and their effect on objects?

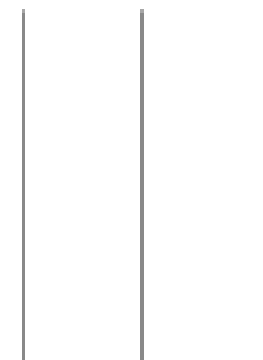
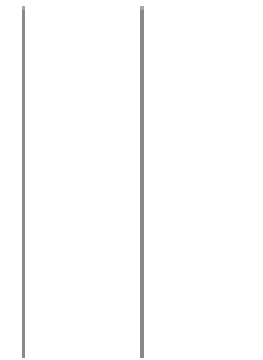
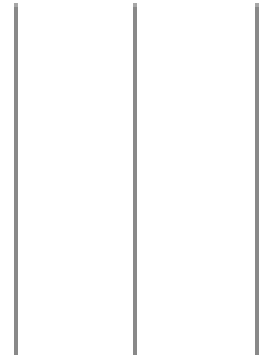
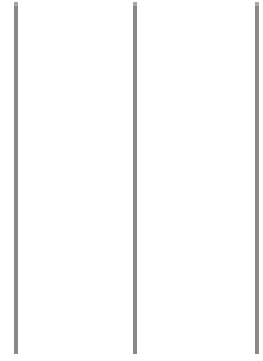
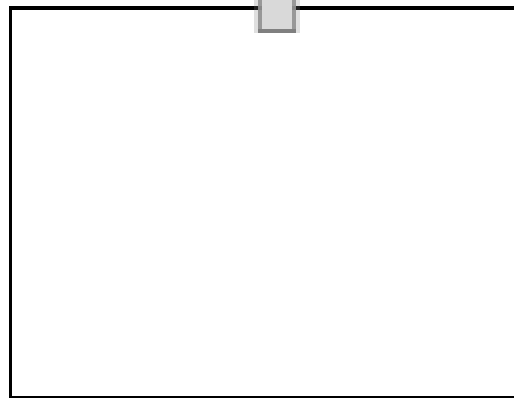
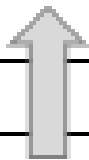
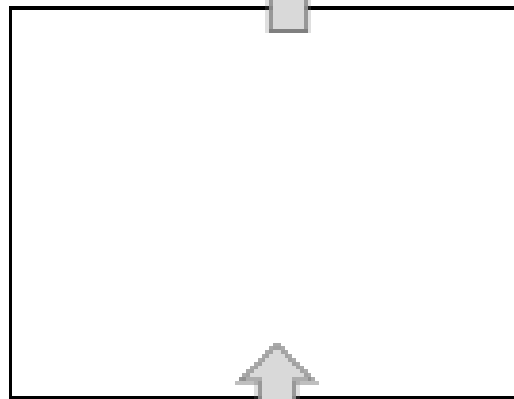
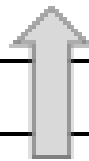
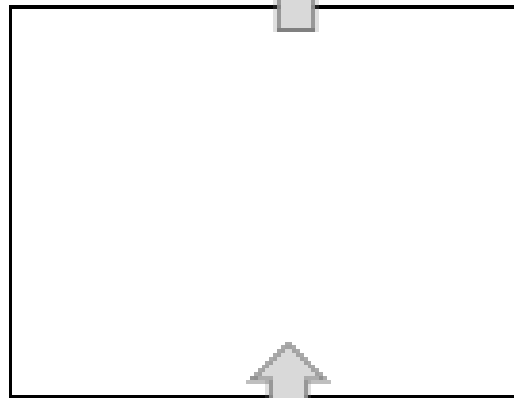
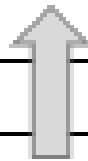
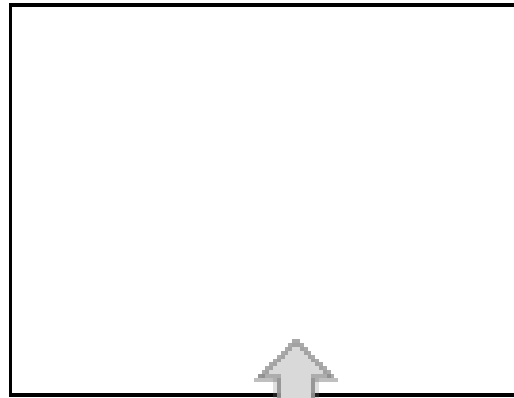
3. Create a storyboard using digital format or the sheet provided to represent the size of the push used to move each can and show what happened to each can after the push.

4. Explain your findings/conclusions about the effect of different-sized forces on the movement of objects to a family member.





Rolling Cans Storyboard



Ways to feel better

Use this sheet to help your child to come up with ideas to feel better when they have difficult feelings.

Talk about a time when your child has had a difficult feeling – sad, angry, annoyed, jealous or scared. Discuss different things they do to help themselves feel better using the suggestions below as a prompt.

Ask children to choose their top three strategies, perhaps drawing or writing one we haven't thought of!

Keep this on display at home so when children have a difficult feeling they can help themselves to feel better.

 <p>Dance to your favourite song</p>	 <p>Have a drink of water</p>	 <p>Do some colouring</p>	 <p>Smell your favourite smell</p>	 <p>Hug a toy</p>
 <p>Think of a happy memory of your friends/family</p>	 <p>Think of the three best moments of the day</p>	 <p>Do five star jumps</p>	 <p>Ask for help</p>	 <p>Take some deep breaths</p>
 <p>Talk to a friend online</p>	 <p>Write down how you are feeling</p>	 <p>Think of a happy time</p>	 <p>Watch television</p>	 <p>Imagine your favourite place</p>
 <p>Think of three solutions for your problem</p>	 <p>Have a nap</p>	 <p>Say you're sorry</p>	 <p>Make a list of things you are good at</p>	 <p>Do a full body stretch</p>

ANSWER BOOKLET

MONDAY - Comprehension

Answers will vary.

MONDAY - Writing

Find the Main Idea - ANSWERS

Echidna

1. What is the main idea of this text?

The main idea of this text is echidnas – classification (what they are), where they live (habitat), what they eat (diet), what they look like (appearance)

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

The three details **may** include:

- The habitat of echidnas
- The diet of echidnas
- The appearance of echidnas

3. Keywords / important words include: monotreme, mammal, echidna, habitat, predator, food, invertebrates, hibernation, inactive, captivity

MONDAY - Grammar/SAD

Answers will vary.

MONDAY - Place value

Level 1	Level 2	Level 3	Level 4																												
Write 76 in a <u>place value chart</u> <table border="1"><tr><td>T</td><td>O</td></tr><tr><td>7</td><td>6</td></tr></table>	T	O	7	6	Write 648 in a <u>place value chart</u> <table border="1"><tr><td>H</td><td>T</td><td>O</td></tr><tr><td>6</td><td>4</td><td>8</td></tr></table>	H	T	O	6	4	8	Write 5293 in a <u>place value chart</u> <table border="1"><tr><td>Th</td><td>H</td><td>T</td><td>O</td></tr><tr><td>5</td><td>2</td><td>9</td><td>3</td></tr></table>	Th	H	T	O	5	2	9	3	Write 36024 in a <u>place value chart</u> <table border="1"><tr><td>TTh</td><td>Th</td><td>H</td><td>T</td><td>O</td></tr><tr><td>3</td><td>6</td><td>0</td><td>2</td><td>4</td></tr></table>	TTh	Th	H	T	O	3	6	0	2	4
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7	6																														
H	T	O																													
6	4	8																													
Th	H	T	O																												
5	2	9	3																												
TTh	Th	H	T	O																											
3	6	0	2	4																											
<u>Standard Place Value</u> 7 tens + 6 ones	<u>Standard Place Value</u> 6 hundreds + 4 tens + 8 ones	<u>Standard Place Value</u> 5 thousands + 2 hundreds + 9 tens + 3 ones	<u>Standard Place Value</u> 3 ten thousands + 6 thousands + 0 hundreds + 2 tens + 4 ones																												
<u>Non-Standard Place Value</u> 76 ones	<u>Non-Standard Place Value</u> 6 hundreds + 48 ones 64 tens + 8 ones	<u>Non-Standard Place Value</u> 52 hundreds + 93 ones 52 hundreds + 9 tens + 3 ones 5 thousands + 29 tens + 3 ones	<u>Non-Standard Place Value</u> 36 thousands + 24 ones 3 ten thousands + 602 tens + 4 ones 20 tens + 36004 ones																												

Mass – using different weights

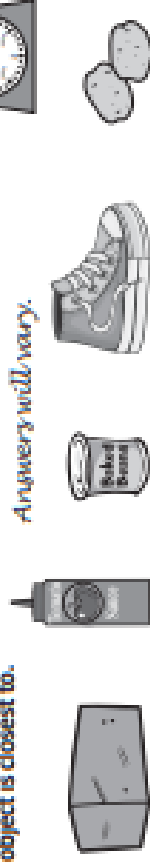
For this page, you will need the following weights:

1 Play a guessing game with your partner. Place one of the weights in your partner's hand, then they must guess which weight it is. Take turns.

2 Write the total for each of these combinations of weights:

- a $500\text{ g} + 250\text{ g} + 100\text{ g} + 100\text{ g} =$
- b $100\text{ g} + 500\text{ g} + 1\text{ kg} + 100\text{ g} =$
- c $250\text{ g} + 100\text{ g} + 250\text{ g} =$
- d $250\text{ g} + 100\text{ g} + 500\text{ g} + 1\text{ kg} =$

3 Gather these objects and weigh them using a set of kitchen scales. Complete the table and put a ring around the combination of weights that each object is closest to.



Answers will vary.

Object	Mass of object	Combination of weights closest to
a A brick		1 kg 500 g 250 g 100 g
b A bottle of tomato sauce		1 kg 500 g 250 g 100 g
c A can of baked beans		1 kg 500 g 250 g 100 g
d A shoe		1 kg 500 g 250 g 100 g
e Two large potatoes		1 kg 500 g 250 g 100 g

Monday

- 1. 80
- 2. 70
- 3. 138
- 4. 11
- 5. 48
- 6. 1058, 2114, 3516, 5555, 7768, 8336
- 7. 94, 101, 108, 115, 122, 129, 136
- 8. 31
- 9. 5 pieces of watermelon each.
- 10. \$3.50
- 11. \$1.15
- 12. 6 hours.
- 13. 30 days
- 14. 6 faces
- 15. Black

Name: _____ / Class: _____ / Date: _____

What was the nature of contact between Pemulwuy and the early British colonists?

In an earlier lesson, we learned about what life was like in the new colony for the First Fleeters. But what was it like for the Aboriginal People – The Eora? Today we are going to look at the life of Eora man, Pemulwuy.

Use the information sheet on Pemulwuy to help you answer the following questions:

When and where was Pemulwuy born?

/ What clan did he belong to?

Pemulwuy was born in 1750 near Botany Bay in New South Wales. He belonged to the Bidjigal clan.

Was Pemulwuy interested in building relationships with the British?

No. Pemulwuy saw the damage being done to Aboriginal society by the colonists and did not want to befriend them.

How did Pemulwuy retaliate?

Pemulwuy retaliated against the British by spearing cattle, burning huts, destroying crops and attacking settlers.

Why did Pemulwuy fight the British colonists?

Pemulwuy was concerned about the new diseases killing his people and the loss of their traditional lands.

Who did Pemulwuy attack with a spear and when did it happen?

Pemulwuy attacked John McIntyre with a spear 10 December 1790.

How and when did Pemulwuy die?

The Governor offered a bounty for anyone who could kill or capture Pemulwuy. Chasing the reward, a British sailor named Henry Hacking shot and killed Pemulwuy on or about 1 June 1802.

How do you think Pemulwuy felt about his people's traditional lands being taken?

Answers will vary.

TUESDAY - Comprehension

Answers will vary.

TUESDAY - Writing

Answers will vary. Please discuss answers with your parents/carers.

TUESDAY - Grammar/SAD

Answers will vary.

TUESDAY - Addition & Subtraction

Level 1	$15 + 12 = 27$
Level 2	$375 + 163 = 538$
Level 3	$4714 + 1474 = 6188$
Level 4	$50472 + 27515 = 77987$
Level 5	$679436 + 250384 = 929820$

Level 1	$48 - 12 = 36$
Level 2	$675 - 428 = 247$
Level 3	$3158 - 2436 = 722$
Level 4	$37062 - 26416 = 10646$
Level 5	$902731 - 560428 = 342303$

TUESDAY - Mass

Mass – kilograms and grams



We measure mass in kilograms and grams. We use grams to measure smaller units of mass and kilograms for larger items.

1 000 grams = 1 kilogram
1 000 g = 1 kg

Sometimes, mass can be in both kg and g. These bananas weigh more than 1 kg. They weigh 1 300 g or 1 kg and 300 g.

1 Write the mass of each of the following in kilograms and grams.

- a 1 500 grams = kg g
- b 2 100 grams = kg g
- c 1 600 grams = kg g
- d 3 250 grams = kg g

2 These items weigh more than 1 kg. Write the mass of each in kilograms and grams:

 a	 b
 c	 d

Mass – kilograms and grams

When measuring smaller items, we can record their measurements as grams or as part of a kilogram. We do this by writing the amounts as decimals.

You should learn these mass facts:

$$1 \text{ kg} = 1\,000 \text{ g}$$

$$0.5 \text{ kg} = 500 \text{ g}$$

$$0.25 \text{ kg} = 250 \text{ g}$$

$$0.1 \text{ kg} = 100 \text{ g}$$

3 Write each mass in kilograms. Use decimal notation when it is less than 1 kg.

a $3\,000 \text{ g} =$ kg

b $6\,000 \text{ g} =$ kg

c $250 \text{ g} =$ kg

d $500 \text{ g} =$ kg

e $100 \text{ g} =$ kg

f $300 \text{ g} =$ kg

4 Write each mass in grams:

a $45 \text{ kg} =$ g

b $70 \text{ kg} =$ g

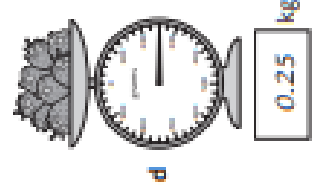
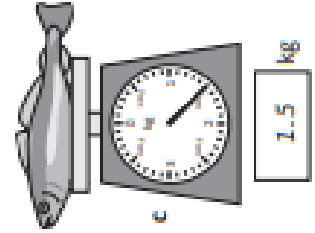
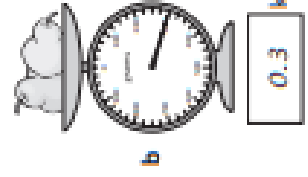
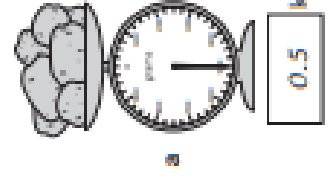
c $0.25 \text{ kg} =$ g

d $5.5 \text{ kg} =$ g

e $12.25 \text{ kg} =$ g

f $50.75 \text{ kg} =$ g

5 Read the scales carefully and label the mass of each item in kg. Use decimals.



TUESDAY- Mentals

Tuesday

1. 14

2. 81

3. 120

4. 3

5. 20

6. 7542

7. 59, 61, 63, 65, 67, 69, 71

8. 47 students want to play cricket.

9. 56

10. \$3.50

11. \$110

12. 13 hours

13. Pm

14. 4 faces

15. Black

Tuesday – Bounce Back Answers

Answers may vary. Please discuss answers with your family.

THURSDAY - Comprehension

Answers will vary.

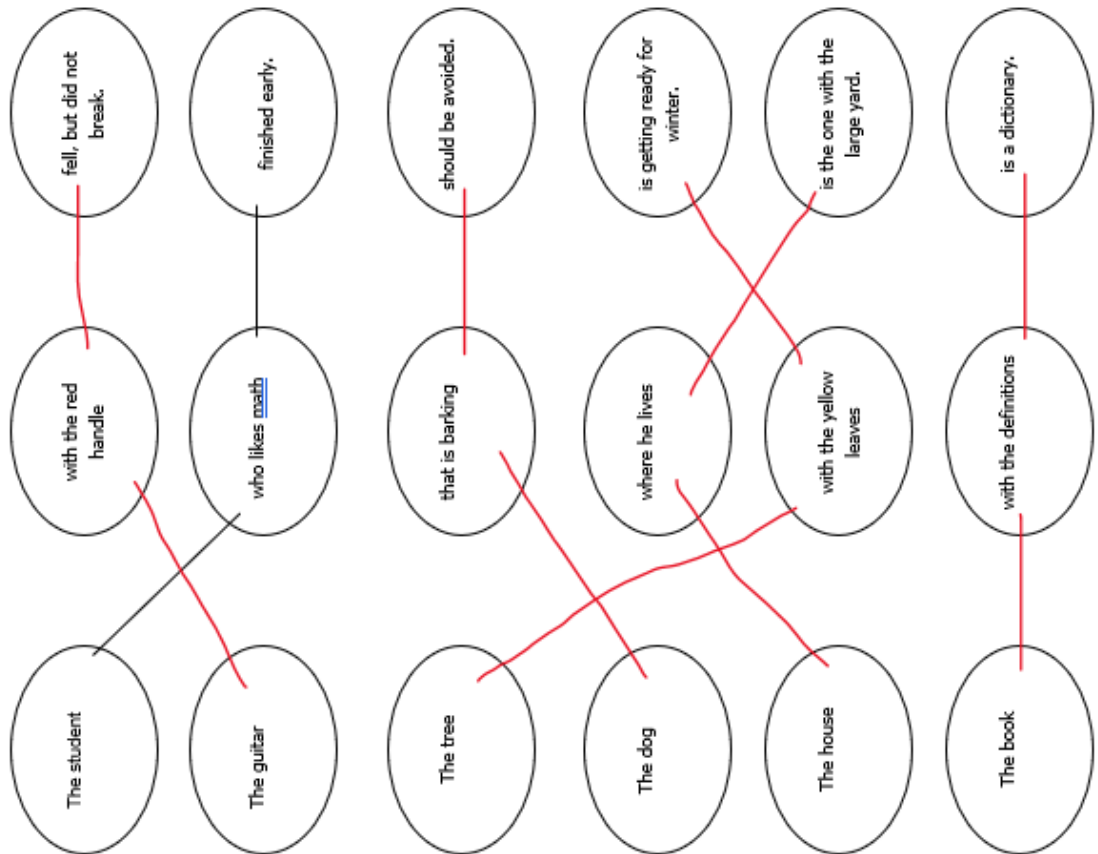
THURSDAY - Writing

Answers will vary. Please discuss answers with your parents/carers.

THURSDAY - Grammar/ SAD

SENTENCE A DAY - Complex Sentences 1

Directions: Connect three ovals to make complete complex sentences. The first one is done for you.



Grammar Quiz

1. Simple
2. Complex
3. Compound
4. Simple
5. Complex
6. Compound
7. Simple
8. Complex
9. Compound

THURSDAY - Multiplication & Division

$8 \times 10 = 80$	$8 \times 10 = 80$
$8 \times 5 = 40$	$8 \times 9 = 72$
$8 \times 9 = 72$	$8 \times 4 = 32$
$8 \times 7 = 56$	$8 \times 6 = 48$
$8 \times 6 = 48$	$8 \times 11 = 88$
$8 \times 3 = 24$	$8 \times 12 = 96$
$8 \times 8 = 64$	$8 \times 8 = 64$
$8 \times 2 = 16$	$8 \times 4 = 24$
$8 \times 11 = 88$	$8 \times 10 = 40$
$8 \times 12 = 96$	$8 \times 7 = 56$
$8 \times 4 = 32$	$8 \times 1 = 8$
$8 \times 1 = 8$	$8 \times 2 = 16$

Level 1	$16 \times 8 = 128$ $24 \times 8 = 192$ $105 \div 8 = 13 \text{ r } 1$ $124 \div 8 = 15 \text{ r } 4$
Level 2	$127 \times 8 = 1016$ $234 \times 8 = 1872$ $150 \div 8 = 18 \text{ r } 6$ $186 \div 8 = 23 \text{ r } 2$

THURSDAY - Temperature

Reading Thermometers - Answers

A	B	C	D
1. Highest -20oC	1. Highest 25oC	1. Highest 35oC	1. Highest 170oC
2. Current -30oC	2. Current 0oC	2. Current 2.5oC	2. Current 120oC
3. Lowest -70oC	3. Lowest -5oC	3. Lowest 0oC	3. Lowest 100oC

THURSDAY - Mentals

Thursday

1. 161
2. 63
3. 77
4. 6
5. 6
6. 5777: The value of the number in the thousands place is 5000.
7. 74, 84, 94, 104, 114, 124, 134
8. 44
9. 1
10. \$1.25
11. \$2.50
12. 4 hours.
13. 9 minutes.
14. Cylinder
15. Black

FRIDAY - Comprehension

Answers will vary.

FRIDAY - Writing

Answers will vary. Please discuss answers with your parents/carers.

FRIDAY - Grammar/ SAD

Use different colours to match each singular noun to its plural.

mouse → mice	box → boxes
wife → wives	scissors → scissors
foot → feet	handcuff → handcuffs
witch → witches	lolly → lollies

Make this set of singular nouns plural:

person	<u>people</u>	elf	<u>elves</u>
church	<u>churches</u>	tomato	<u>tomatoes</u>
chair	<u>chairs</u>	bed	<u>beds</u>
phone	<u>phones</u>	goose	<u>geese</u>
life	<u>lives</u>	daisy	<u>daisies</u>
sheep	<u>sheep</u>	boat	<u>boats</u>
tooth	<u>teeth</u>	child	<u>children</u>
candy	<u>candies</u>	toy	<u>toys</u>
fish	<u>fish</u>	garden	<u>gardens</u>
domino	<u>dominoes</u>	class	<u>classes</u>

FRIDAY - Money

Round off these money amounts to the nearest whole dollar amount.

- | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. \$1.27 <u>\$1.00</u> | 2. \$3.86 <u>\$4.00</u> | 3. \$5.35 <u>\$5.00</u> | 4. \$4.79 <u>\$5.00</u> |
| 5. \$2.16 <u>\$2.00</u> | 6. \$7.94 <u>\$8.00</u> | 7. \$8.90 <u>\$9.00</u> | 8. \$6.07 <u>\$6.00</u> |
| 9. \$1.73 <u>\$2.00</u> | 10. \$4.56 <u>\$5.00</u> | 11. \$3.75 <u>\$4.00</u> | 12. \$9.28 <u>\$9.00</u> |
| 13. \$4.09 <u>\$4.00</u> | 14. \$2.49 <u>\$2.00</u> | 15. \$6.52 <u>\$7.00</u> | 16. \$5.80 <u>\$6.00</u> |

Circle the money amounts that round off to \$2.00.

\$2.64 \$1.63 \$2.96 \$2.20 \$1.86 \$2.17 \$2.37 \$1.25 \$1.43 \$2.05

Circle the money amounts that round off to \$5.00.

\$5.69 \$4.67 \$4.16 \$4.56 \$5.75 \$4.83 \$5.90 \$5.32 \$4.39 \$5.21

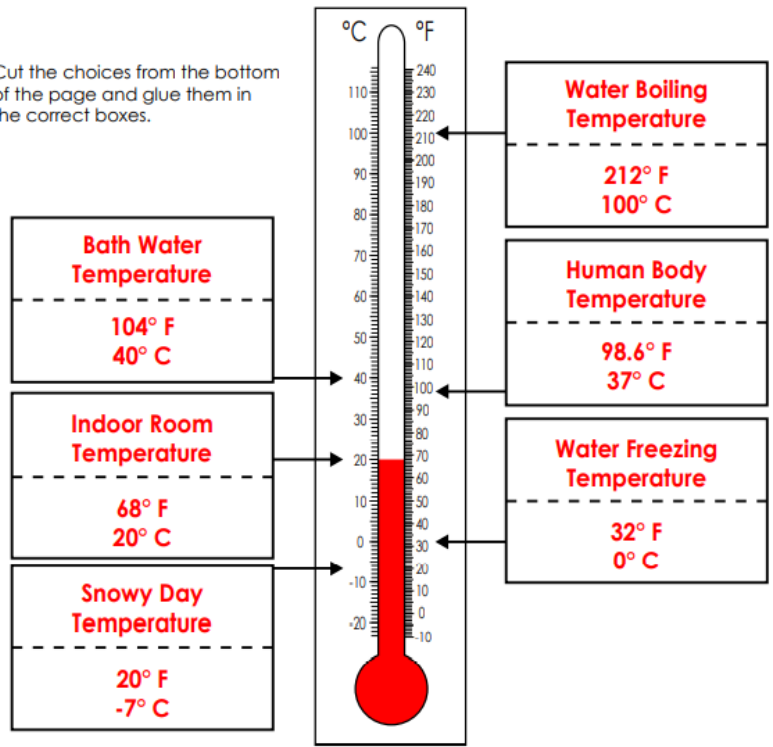
Answer 'true' or 'false' for each statement.

- | | |
|---|---|
| 1. \$1.86 is rounded off to \$1.00 <u>False</u> | 2. \$3.92 is rounded off to \$4.00 <u>True</u> |
| 3. \$5.29 is rounded off to \$5.00 <u>True</u> | 4. \$6.13 is rounded off to \$6.00 <u>True</u> |
| 5. \$4.35 is rounded off to \$4.00 <u>True</u> | 6. \$2.64 is rounded off to \$2.00 <u>False</u> |
| 7. \$7.56 is rounded off to \$7.00 <u>False</u> | 8. \$3.48 is rounded off to \$4.00 <u>False</u> |

FRIDAY - Temperature

ANSWER KEY

Cut the choices from the bottom of the page and glue them in the correct boxes.



FRIDAY - Mentals

Friday

1. 23
2. 68
3. 45
4. 1
5. 36
6. Seven thousand and seventy-three
7. 15, 19, 23, 27, 31, 35, 39
8. 85
9. 30
10. \$2.50
11. \$2.25
12. 8 minutes.
13. 9 hours.
14. 5 faces
15. White

FRIDAY - Science

