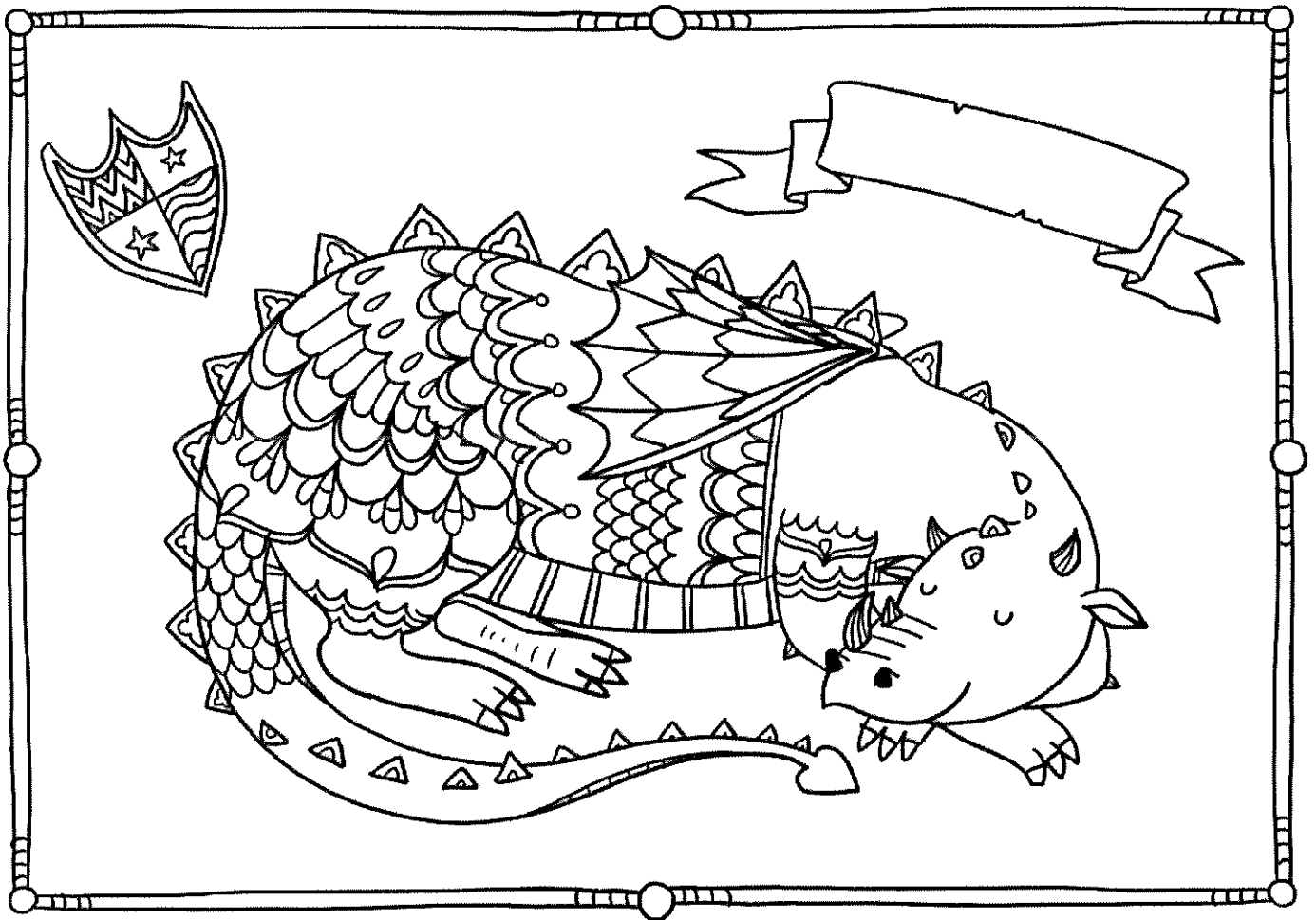


Year 4

Workbook

Week 3, Term 4



Name : _____

Class: _____



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Year Four

Continuity of Learning – Working at Home Program, Term 4 – Week 3

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	Task: Make your bed, tidy your room and brush your teeth! Everyday! (10 mins)	Task: Help hang out the washing.	Task: Set the table for breakfast.	Task: Wash up the dishes after breakfast.	Task: Help with some gardening.



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English
Task 1: Spelling
 Write your weekly spelling list (look, cover, write, check)
Task 2: Complete Activity-
 Write 10 of your tricky spelling words in sentences.
Task 3: Reading
 Complete the comprehension in the workbook.
Task 4: Writing - Fractured Fairy Tales
 * Students name as many characters as possible they can from known fairy tales
 * Students watch video about witches from fairy tales
[Describing Witches](#)
 * Students choose a witch from a known fairy tale, or make it up, and complete the table describing what the witch looks like (appearance) and acts like (personality).
 * Students then use this brainstorm to write a character description of their chosen witch
 * Student can draw a picture of their witch

English
Task 1: Spelling
 Write your weekly spelling list (look, cover, write, check)
Task 2: Complete Activity-
 Bubble writing- Write your list out in bubble writing.

Task 3: Reading
 Complete the comprehension in the workbook.
Task 4: Writing - Fractured Fairy Tales
 * Students list as many mythical creatures they can think of from known fairy tales.
 * Students watch clip about describing dragons
[DRAGONS](#)
 * Students choose a dragon from a known fairy tale, or

English
Task 1: Spelling
 Write your weekly spelling list (look, cover, write, check)
Task 2: Complete Activity-
 Write your list words in alphabetical order. A to Z
Task 3: Reading
 Read a book from your home library or watch a book reading from Storyline Online.

Task 4: Reading
 Complete the comprehension in the workbook.
Task 5: Grammar Homophones and homographs
 Watch the clip: [Homophones & Homographs](#)
 A homophone is a word that sounds the same as another word but has a different spelling and meaning. A homograph is a word that is

English
Task 1: Spelling
 Write your weekly spelling list (look, cover, write, check)
Task 2: Complete Activity-
 Make your own find-a- word for 15 (or more) of your spelling words. Ask a sibling or grown up to find the words. Mark their work!
Task 3: Writing - Fractured Fairy Tales
 * Students watch clip about characters in fairy tales
[VIDEO ABOUT CHARACTERS](#)
 * Students choose a character from a known fairy tale, or make it up, and complete the table describing what the character looks like (appearance) and acts like (personality).
 * Students then use this brainstorm to write a character description of their chosen character
 * Student can draw a picture of their character.
Task 4: Reading
 Complete the comprehension in the workbook.

English
Task 1: Spelling
 Write your weekly spelling list (look, cover, write, check)
Task 2: Complete Activity-
 Choose your two favourite colours. Write out your spelling words with the two colours- one for vowels (a,e,i,o,u) and one for consonants. E.g. **ROWN**
Task 3: Reading
 Read a book from your home library or log in to Get Epic.

Task 4: Journal Writing
 Use the sentence recipe to write some sentences or a short story based on the prompt picture.




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<p>Task 5: Complete Reading Eggs</p> 	<p>make it up, and complete the table describing what the dragon looks like (appearance) and acts like (personality). * Students then use this brainstorm to write a character description of their chosen dragon * Student can draw a picture of their dragon</p> <p>Task 5: Complete Reading Eggs</p> 	<p>spelled the same as another word but has a different meaning. Complete the exercises on homophones and homographs in the workbook.</p> <p>Task 6: Complete Reading Eggs</p> 	<p>Task 5: Complete Reading Eggs</p> 	<p>SENTENCE RECIPE: Character, what they are doing what is around them. EXAMPLE: The friendly dragon laid in front of the tree fairy, on a warm summer's afternoon.</p> <p>Task 5: Reading Complete the comprehension in the workbook.</p> 
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Break	Movement and Fruit Break Game of catch	Movement and Fruit Break Bounce a tennis ball on a tennis racket.	Movement and Fruit Break Use a Hula Hoop.	Movement and Fruit Break Put out some buckets as markers and run around them. Time yourself.	Movement and Fruit Break Complete laps around your backyard. Time yourself.
Middle	<p>Speaking and Listening Listen to the podcast of the latest News Time presentation. Retell the news item to someone in your family.</p> 	<p>Speaking and Listening Choose an article from this website. Read the article or listen to the audio (scroll down to find). Retell the news item to someone in your family.</p> 	<p>Speaking and Listening Listen to the weekly podcast of Noisy By Nature. Retell the news items to someone in your family.</p> 	<p>Speaking and Listening Listen to the daily podcast of Squizkids. Retell the news items to someone in your family.</p> 	<p>Speaking and Listening Watch this week's episode of BTN. Retell the news items to someone in your family.</p> 
	<p>Mathematics Task 1 - Addition If you can, watch the video by clicking the link below. Addition with Carrying - Bing video Addition Activity Sheet Complete the addition activity sheets.</p> <p>Task 2 - Mass If you can, watch the video by clicking the link below.</p>	<p>Mathematics Task 1 - Subtraction If you can, watch the video by clicking the link below. 5 Digit Subtraction with Borrowing and Regrouping - Bing video Subtraction Activity Sheet Complete the subtraction activity sheets.</p> <p>Task 2 - Mass If you can, watch the videos by clicking the link below.</p>	<p>Mathematics Task 1 - Multiplication If you can, watch the video by clicking the link below. Multiplying: 3 digits times 1 digit (with carrying) Arithmetic Khan Academy - Bing video Multiplication Activity Sheet Complete the multiplication activity sheets.</p> <p>Task 2 - Time If you can, watch the videos by clicking the link below.</p>	<p>Mathematics Task 1 - Division If you can, watch the video by clicking the link below. Short Division with Remainders - Bing video Division Activity sheet Complete the division activity sheets.</p> <p>Task 2- Timetables If you can, watch the video by clicking the link below. How to Read Timetables Maths Education EasyTeaching - Bing video</p>	<p>Mathematics Task 1 - Maths Problems Complete the activity sheet to work on your problems.</p> <p>Task 2- Timetables Complete the activity sheet on timetables.</p> <p>Task 3 Complete your Mathematics activities for today.</p>



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What is mass? | Math | Grade-3,4,5 | TutWay | - Bing video

Complete the activity sheets on mass. You will need various items and a set of kitchen scales

Task 3

Complete your Mathematics activities for today.



Task 4- Optional

Complete the Number of the Day activity on paper or in a book.

Number of the Day -

MathsStarters

Today's number is **299**.

Converting Grams to Kilograms - Bing video

Converting Kilograms to Grams - Bing video

Complete the activity sheet on converting kg to and g to kg and the mass challenge.

Task 3

Complete your Mathematics activities for today.



Task 4- Optional

Complete the Number of the Day activity on paper or in a book.

Number of the Day -

MathsStarters

Today's number is **502**.

PE- Hopping

Last week you practiced the hopping skill. This week, see if there is anything you can improve on by practicing the

Time Facts for kids! - Bing video

Calendars for Kids - Months and Days - Bing video

Complete the activity sheets on time and calendars.

Task 3

Complete your Mathematics activities for today.



Task 4- Optional

Complete the Number of the Day activity on paper or in a book.

Number of the Day -

MathsStarters

Today's number is **1020**.

Complete the activity sheet on timetables.

Task 3

Complete your Mathematics activities for today.



Task 4- Optional

Complete the Number of the Day activity on paper or in a book.

Number of the Day -

MathsStarters

Today's number is **876**.



Task 4- Optional

Complete the Number of the Day activity on paper or in a book.

Number of the Day -

MathsStarters

Today's number is **2000**.

CAPA - Music

1. Read the information in your booklet about how instruments make sound and about Aboriginal and Torres Strait Islander instruments.
2. Watch the BTN video about music in the Tiwi Islands.

[https://www.abc.net.au/btn/classroom/tiwi-](https://www.abc.net.au/btn/classroom/tiwi-music/10536664)

[music/10536664](https://www.abc.net.au/btn/music/10536664)

3. Listen to the song *Tribal Voice* composed by Yothu Yindi on YouTube and answer the questions in your booklet!



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		<p>skill again using this checklist under the picture.</p> <ol style="list-style-type: none"> 1- Support leg bends on landing, then straightens to push off. 2- Land and push off the ball of the foot. 3- Non-support leg bent and swings in rhythm with the support leg. 4- Head stable, eyes focused forward throughout the jump. 5- Arms bent and swing forward as support leg pushes off. <p>If you can, watch this video to make a Hula Hoop Relay in your backyard.</p> <p>https://www.youtube.com/watch?v=O4F3nB3HV50</p> <p>Set this up outside on the grass using the hopping skill. If you don't have Hula Hoops, use any items from the backyard to make a maze. You might like to ask a sibling or your family to play too.</p>			<p>https://www.youtube-nocookie.com/embed/BUjDGYSiRMg?autoplay=1&iv_load_policy=3&loop=1&modestbranding=1&playlist=BUjDGYSiRMg</p>
Break	Lunch Teach yourself to juggle in the backyard.	Lunch Kick a soccer ball against a wall. Count by 4's for each bounce.	Lunch Jump on a trampoline or skip using a rope.	Lunch Play a game of handball against a wall.	Lunch Eat outside in the fresh air and look up at the clouds.



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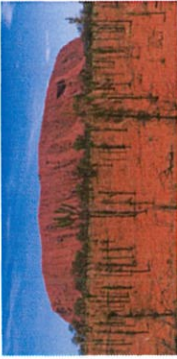



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<p>Afternoon</p>	<p>Geography: Lesson 2</p> <p>Perception and Protection of Environments</p> <p>Focus Question How and why do Aboriginal and Torres Strait Islander Peoples value their environment?</p>  <p>Students will research how Aboriginal and Torres Strait Islander Peoples feel connected to and value their environment.</p> <p>Students look closely at the Tiwi Islands Seasons and Plants and Animals calendars.</p> <p>Students colour the Aboriginal and Torres Strait Islander flags in their correct colours. They discover what</p>	<p>Science: Lesson 3: Processed Materials</p> <p>Focus Question: What are processed materials used for? In this lesson you will be focusing on processed materials and their purpose. You will explore the evolution of processed and how they are used. You will identify and describe the different ways humans use processed materials.</p>  <p>Read and complete the worksheets provided.</p> 	<p>PD/Health - CPR and First Aid</p> <p>CPR If you can, watch the video by clicking the link below. How to perform CPR - Bing video</p> <p>Complete the activity sheet on CPR and calling for an ambulance.</p> <p>First Aid If you can, watch the video by clicking the link below. First aid - Bites and stings - Bing video</p> <p>How do you treat a snake bite? What other injuries can you treat in the same way?</p> <p>Complete the activity about treating burns.</p>	<p>Visual Arts - A Big Bad Wolf - Collage</p> <p>Many Fairy Tales include a wolf who, is always the villain, except in 'Fractured Fairy Tales' maybe.</p>  <p>You are going to create your own Wolf picture by tearing paper then gluing to an outlined shape of its head. After you have glued the 'newspaper' or similar then add eyes and teeth.</p> <p>Bring this to school when we go back so we can display them in our classrooms.</p>	<p>PE- Dance</p> <p>This week we are learning how dance can be different to Aerobic exercise.</p> <p>Task 1: Choose some upbeat music as you do some warm up stretches:</p> <ol style="list-style-type: none"> 1- Run on the spot 2- Jog on the spot 3- Do 10 star jumps 4- Do 5 burpees 5- Run laps around your space <p>Task 2: If you can, watch the Sports in Schools Aerobic lesson by clicking on the link. Copy the routine and practice it. You might like to perform it to your family. https://www.youtube.com/watch?v=zM3GZ9RjumU</p> <p>Task 3: Complete the Aerobics worksheet.</p>
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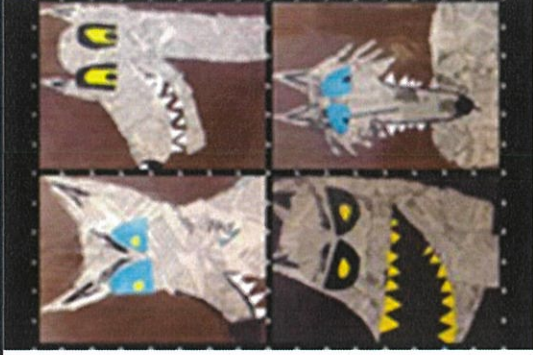
LEARNING

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the colours and symbols mean on the flags and write down which parts show Aboriginal and Torres Strait Islanders connections to the environment for both flags.



Read and complete the worksheets provided.



Spelling List Week 3 Term 4



ought	purchase	legitimate	sister	part
fought	information	leisurely	mother	treat
bought	exclaim	lieutenant	father	graph
thought	frighten	luncheon	brother	history
brought	popular	luxurious	silver	multiply
5	20	35	expert	
part	intention		sharper	
treat	extension		smarter	
graph	suspension		shorter	
history	comprehension			
10	25			
multiply	expansion			
intend	functionality			
extend	aesthetic			
suspend	performance			
comprehend	flexibility			
expand	relationship			
15	30			

Spelling Rule: If a verb ends in 'nd', change the 'nd' to an 's' or a 't' before adding 'ion'.

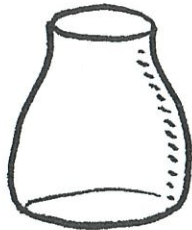
Reading - Monday

Decorating bottles

You've probably seen those brightly painted bottles filled with lollies or nuts in the shops at Christmas time.

Well, they're easy to make.

- 1 Buy different coloured craft paints — iridescent colours look good.



- 2 Choose a nicely shaped jar or bottle — with lid — any size.



- 4 Sticky tape your drawing inside your bottle. Position it just where you would like it to be painted. Make sure the drawing is facing outwards.



- 6 Remove your paper from inside your bottle. Allow to dry. Repeat on the other side of bottle or use another design.



- 3 Draw or trace a picture of flowers, fruit, animals or any other idea, on a piece of paper that will fit into your bottle.



- 5 Now, using your drawing as your guide, paint your picture on your bottle.

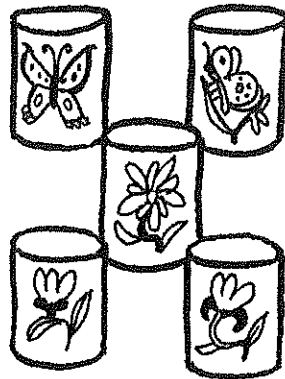


- 7 When the paint on your bottle has dried, cover with clear lacquer. When the lacquer is dry, fill your bottle with goodies.

Other ideas



- Paint a tall bottle — one with no lid — for a vase.



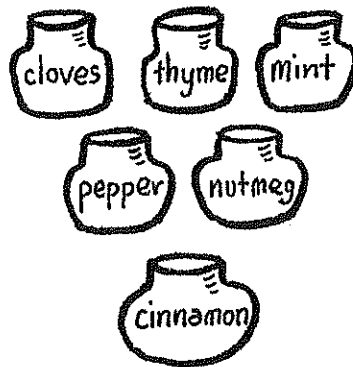
- Paint a set of glasses (not to go in the dishwasher).



- Paint an extra large bottle for a biscuit jar.



- Paint a money jar for Mum or Dad's spare change.



- Paint baby food bottles for herbs and spices.



- Cut out a round piece of material, using pinking shears. Cut it 2 or 3 cm larger than your lid and use it to decorate your bottle.



- Paint a tall jar for toothbrushes and toothpaste.

Reading - Tuesday

What Makes Lightning and Thunder?

We see lightning and hear thunder in a thunderstorm.

A thunderstorm happens when the weather is hot. Warm air goes up into the sky, taking water with it. As the air rises higher and higher, the water forms into clouds.

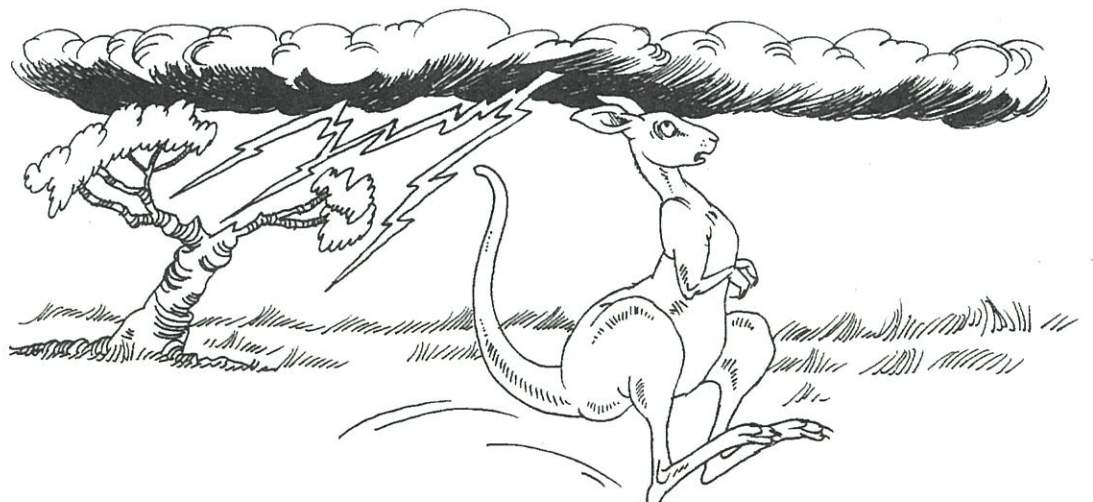
These clouds are thick and flat at the bottom. The tops are shaped like mushrooms.


Drops of water in these clouds are tossed about and rub together. They become charged with electricity. The electric charge in one part of a cloud shoots over to another cloud. This is a giant spark or flash of lightning.

When lightning flashes, it causes air to swell quickly and make a loud noise. This noise we hear is thunder.

Lightning between clouds is not dangerous. Lightning between clouds and the ground can be dangerous. If you are caught outside, keep away from water, iron railings or single trees.

You will always see the lightning before you hear the clap of thunder. Light travels faster than sound.



- 
- 1 Does warm air tend to rise or fall? _____
 - 2 Do drops of water in clouds form electricity? _____
 - 3 Which travels faster, sound or light? _____
 - 4 Is it safe to swim in a pool during a thunderstorm? _____



- 5 Which word also means the same as 'thrown'? _____
- 6 Which word means the opposite of 'safe'? _____
- 7 Verbs are doing, being or having words. Every sentence must have one. The first sentence in the story has two doing words. Write them.

- 8 The last sentence has one verb. Write it. _____
- 9 Write your own verb and one adjective to complete the sentence below.

Rain _____ from _____ clouds in a thunderstorm.

- 10 Do the same in the next sentence.

Do not _____ under a _____ when lightning is flashing.

- 11 Write a long sentence about a thunderstorm. Use a joining word (called a 'conjunction'). See if you can use one or two adjectives to make your sentence interesting.

Is a White Ant an Ant?

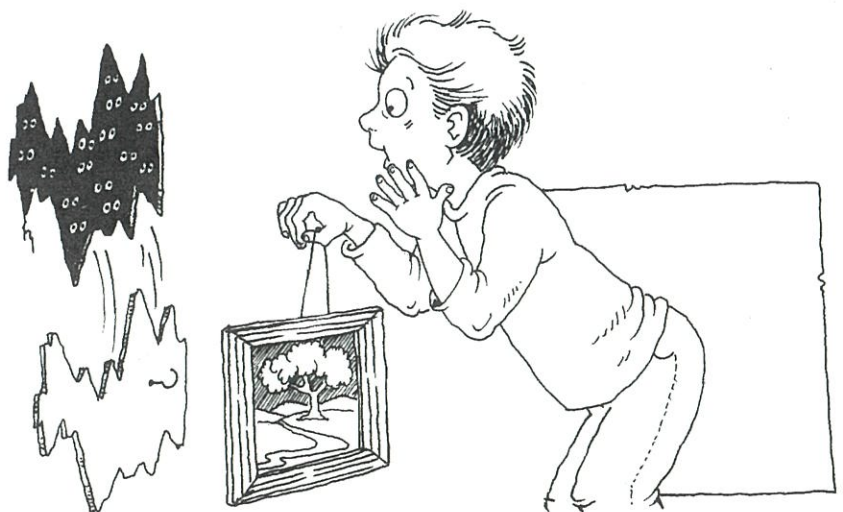
White ants are not ants at all. They are really termites, but they do have the same habits as ants.

Termites live like ants in large colonies. There is always a queen who does nothing but lay eggs in their thousands. Workers carry the eggs away to the nursery. After hatching, the grub is fed by its nurses on saliva and chewed wood.

The grub grows and may become a prince or queen with wings. Most likely it will become a worker without wings or eyes, but with legs to enable it to move.

Before houses were built, termites were useful because they ate dead trees that had fallen down. Now they are pests because they love to eat wood. They often nest under houses and eat their way up any wooden supports into the frame and roof timbers.

As they work in the dark, they like to eat the inside of a piece of wood. They leave the outside like a shell. So the first time the owner of a house finds termites is when he or she puts a finger clean through a piece of their house!



- 1 Do white ants live in colonies? _____
- 2 Would a termite eat an iron bar? _____
- 3 What do you think termites eat in forests? d_____ t_____
- 4 Is a termite likely to be found where it is sunny or where it is dark?
where it is _____



- 5 Which word also means the same as
'coming out from an egg'? _____
- 6 Which word means 'a place where babies can be
fed and looked after'? _____
- 7 You have learnt that verbs are doing, being or having words. The first
sentence in the story has a 'being' word. Write it below.

- 8 The second sentence is a long one made of two parts.
Write the joining word (conjunction). _____
- 9 Write the first sentence in the second paragraph. Change the order of
the words. The next word after 'live' must be 'in'.

10 Look at the first sentence in the third paragraph and write:

- a the first common noun _____
- b the first verb _____
- c the conjunction _____

11 Write a sentence saying what a termite would like to eat.

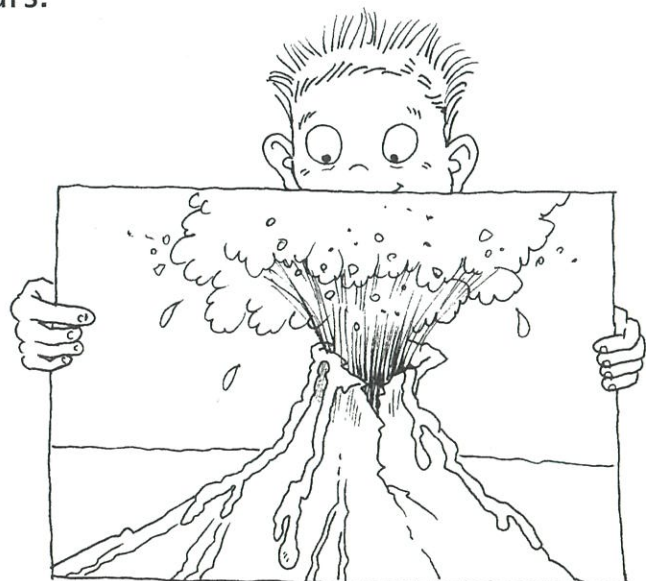
How Is a Volcano Formed?

There is only one way a volcano can be born. It must be made by part of the Earth which lies below its crust. Here the rocks are not solid, but liquid, like syrup. Great heat has made them this way.

The melted rocks sometimes are pushed and pressed from below until they find their way to the Earth's surface. This forms a volcano. Volcanoes always appear where the crust is weakest.

We call the melted rock 'lava'. When it comes to the surface it is very hot with a temperature over 1 000 degrees Celsius. As the lava cools, it hardens and becomes solid rock. The solid rock grows and forms a mountain. That is why most volcanoes are shaped like mountains.

Luckily, we can tell when a volcano is about to erupt. The temperature rises and gas begins to pour out. People who live near volcanoes can move away when this happens. But almost 200 000 people have been killed by volcanoes over the last 600 years.



1 Are rocks below the Earth's crust liquid or solid?

2 What is the name of the rock that pours out of volcanoes?

3 Are volcanoes made out of rock from below the Earth's crust?

4 What pours from a volcano as a warning that it is going to erupt?



5 The second sentence has two parts. A conjunction joins the parts. Write this word.

6 Which word in the first paragraph means the opposite of 'above'?

7 Which word means 'burst' or 'force out'?

8 The number two hundred thousand appears in the story. Write this in numerals.

9 Use the words below to make a sentence. Begin with the word written with a capital letter. Make the last word of your sentence 'town'.

Italy buried once in A volcano town

10 Write a sentence of your own about the picture on the page opposite. Give the sentence two parts. Join the two parts with the word 'when'.

Writing

T4W3

MONDAY

Characters

Characters

The **characters** are the people, animals, or things that take part in the action of the story.



Task 1: Name as many characters as you can from some well-known fairy tales. You can use the picture above to help you.

**

Task 2: Watch this clip about how describing witches and their well-know appearance and traits:

[Describing Witches](#)

Task 3: Think about all the stories that you know has a witch in it.

We are going to create a character profile of a witch. You can use this picture as a prompt, choose your own witch or make the witch up. Are they a good character or an evil character?

Fill in this table to describe what they look like (their appearance) and act like (their personality). **This character trait picture might help you.**



SMART
intelligent
clever
bright
sharp
brainy
keen



FUNNY
amusing
witty
comical
humorous
uproarious



ANNOYING
silly
pesky
irritating
bothersome
irksome
immature

BRAVE
courageous
heroic
bold
fearless
daring
valiant



BAD
naughty
terrible
wicked
mischievous
disobedient
sneaky



TRICKY
sly
sneaky
crafty
evasive
cunning
clever

HARD-WORKING
responsible
Diligent
dependable
busy
energetic



INDEPENDENT
Self-sufficient
Free
sovereign
liberated
ambitious



CREATIVE
original
imaginative
inspired
inventive
artistic
resourceful
innovative

WHAT THE WITCH LOOKS LIKE (appearance)	WHAT THE WITCH ACTS LIKE (personality)

Task 4: Now use your ideas from this table to write a paragraph describing this your witch character. Write about their appearance and their personality. Remember to use full sentences, correct sentence punctuation and lots of adjectives (describing words).

**

Task 5: Draw a picture of your witch and upload it into the Class Notebook.

TUESDAY

Characters

Many well-known fairy tales have mythical creatures, creatures that are made up. These can include fairies, trolls etc.

Task 1: Think of some mythical creatures seen in fairy tales and list them below.



**

Some fairy tales include mythical creatures, such as dragons, in them. Today we will be focusing on describing dragons and their common features.



Task 2: Watch this clip all about dragons:

DRAGONS

Task 3: Think of a dragon out of a fairy tale or make one up. Describe their appearance and their features. What is their personality like? Why are they the way they are? Have they been banished to the mountain? Have they been trapped?

Fill in this table to describe what they look like (their appearance) and act like (their personality). This character trait picture might help you.

Character: Dragon

Size	Colour	Attributes	Personality
large	emerald green	scaly	fire-breathing
enormous	golden	sharp	monstrous
huge	ruby red	revolting	troublesome
gigantic	charcoal grey	rotting	vicious
massive	coal black	mouldy	defiant
colossal		shiny	vile
		horrifying	freakish
		stinking	dreadful
			wicked
			revolting



WHAT THE DRAGON LOOKS LIKE (appearance)	WHAT THE DRAGON ACTS LIKE (personality)

Task 4: Now use your ideas from this table to write a paragraph describing this your dragon character. Write about their appearance and their personality. Remember to use full sentences, correct sentence punctuation and lots of adjectives (describing words).

**

Task 5: Draw a picture of your dragon and upload it into the Class Notebook.

THURSDAY

Characters

Task 1: Watch this clip all about characters in fairy tales:

VIDEO ABOUT CHARACTERS

Task 2: Choose one of your favourite characters from a well-know fairy tale. Describe this character's traits, remembering if they are a good character or an evil character. This character trait picture might help you.



SMART
intelligent
clever
bright
sharp
brainy
keen



FUNNY
amusing
witty
comical
humorous
uproarious




ANNOYING
silly
pesky
irritating
bothersome
irksome
immature

BRAVE
courageous
heroic
bold
fearless
daring
vallant




BAD
naughty
terrible
wicked
mischievous
disobedient
sneaky



TRICKY
sly
sneaky
crafty
evasive
cunning
clever

HARD-WORKING
responsible
Diligent
dependable
busy
energetic



INDEPENDENT
Self-sufficient
free
sovereign
liberated
ambitious



CREATIVE
original
imaginative
inspired
inventive
artistic
resourceful
innovative

Character's Name: **	Character's traits: **
-------------------------	---------------------------

--	--

Task 3: Write a character description of your chose character. Describe their personality (character traits) and also describe what they look like. Remember to use lots of adjectives (describing words).

<p>Character's Name: **</p> <p>Character Description: **</p>

Task 4: Draw a picture of your character and upload it into the Class Notebook.

Wednesday

Grammar – Homophones and Homographs

Homophones

A homophone is a word that sounds the same as another word but has a different meaning and different spelling.

1. Use a word from the box to complete each sentence.

poor wood tail hear pour would tale here

- Our teacher told us a _____ about a dinosaur.
- Did you _____ the roar of the lions at the zoo?
- We cut some _____ to make a campfire.
- I asked Leith to _____ the water in the bottle.
- The dog spun around and tried to bite its own _____.
- I asked her to leave the books right _____.
- He was too _____ to buy even a hamburger for lunch.
- He said he _____ come if he was allowed to.

2. Circle the correct word in brackets.

- It is rude to (stair stare) at people.
- The old ship was (towed toad) out to sea and sunk.
- Did you (meet meat) our new teacher.
- I brushed the horse's (main mane).
- This car is made of special (steel steal).
- She was too (weak weak) to leave hospital.

Homographs

A homograph is a word that is spelled the same as another word but has a different meaning.

1. Use a word from the box to complete each sentence. You will need to use each word twice.

bark

rock

bank

- a. The dog began to _____ at the stranger.
- b. The _____ of the river is quite steep there.
- c. The silly boy threw a _____ at the window.
- d. I save my money in the _____.
- e. The huge waves began to _____ the boat.
- f. She made me a canoe from the _____ of the tree.

2. Write two sentences for each word. Make sure that each sentence gives the word a different meaning.

post

- a. _____
- b. _____

well

- a. _____
- b. _____

bat

- a. _____
- b. _____

Friday

Name: Spelling Test

Term 4, Week 3

1.	21.
2.	22.
3.	23.
4.	24.
5.	25.
6.	26.
7.	27.
8.	28.
9.	29.
10.	30.
11.	31.
12.	32.
13.	33.
14.	34.
15.	35.
16.	Score ____ / ____
17.	
18.	
19.	
20.	



Adding 4-digit numbers in columns

Grade 4 Addition Worksheet

Find the sum.

$$\begin{array}{r} 1. \quad 3,276 \\ + 6,185 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 4,080 \\ + 7,726 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 2,808 \\ + 1,084 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 7,903 \\ + 1,148 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 1,965 \\ + 5,007 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 7,985 \\ + \quad 8 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 7. \quad 2,949 \\ + 3,090 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad 2,151 \\ + 3,482 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 9. \quad 981 \\ + 3,924 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 10. \quad 277 \\ + 7,388 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 11. \quad 9,229 \\ + 8,580 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 12. \quad 1,590 \\ + 6,921 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 13. \quad 3,824 \\ + \quad 148 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 14. \quad 5,792 \\ + 9,951 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 15. \quad 6,291 \\ + 4,341 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 16. \quad 4,960 \\ + 8,884 \\ \hline \\ \hline \end{array}$$



Adding 5 & 6 digit numbers in columns

Grade 4 Addition Worksheet

Find the sum.

$$\begin{array}{r} 1. \quad 227,780 \\ + 357,359 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 402,516 \\ + 322,255 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 867,076 \\ + 88,183 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 570,554 \\ + 887,528 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 996,996 \\ + 122,307 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 520,849 \\ + 988,886 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 7. \quad 403,991 \\ + 255,691 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad 494,724 \\ + 759,834 \\ \hline \\ \hline \end{array}$$

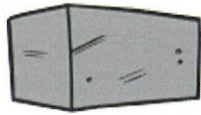
$$\begin{array}{r} 9. \quad 90,467 \\ + 524,810 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 10. \quad 201,962 \\ + 928,162 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 11. \quad 30,316 \\ + 612,433 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 12. \quad 596,907 \\ + 780,427 \\ \hline \\ \hline \end{array}$$

- 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.



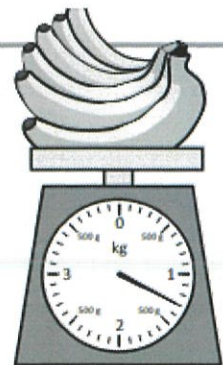
	Object	Mass of object	Combination of weights closest to			
a	A brick		1 kg	500 g	250 g	100 g
b	A bottle of tomato sauce		1 kg	500 g	250 g	100 g
c	A can of baked beans		1 kg	500 g	250 g	100 g
d	A shoe		1 kg	500 g	250 g	100 g
e	Two large potatoes		1 kg	500 g	250 g	100 g

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.



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

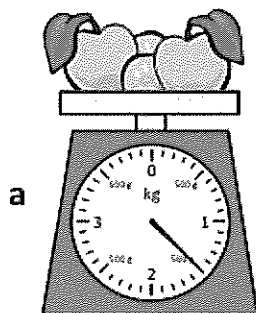
a 1 500 grams = kg g

b 2 100 grams = kg g

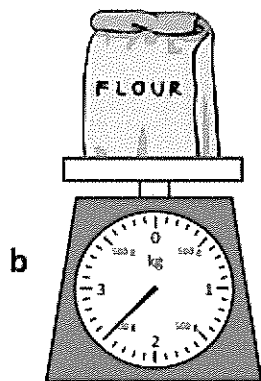
c 1 600 grams = kg g

d 3 250 grams = kg g

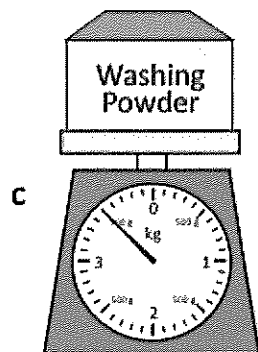
These items weigh more than 1 kg. Write the mass of each in kilograms and grams:



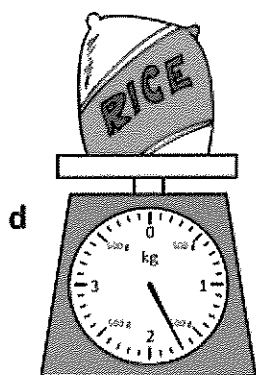
Kg	g
----	---



Kg	g
----	---



Kg	g
----	---



Kg	g
----	---



Subtracting 4-digit numbers, with regrouping

Grade 4 Subtraction Worksheet

Find the difference.

$$\begin{array}{r} 1. \quad 5,518 \\ - 4,514 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 3,235 \\ - 2,037 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 9,965 \\ - 8,282 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 7,033 \\ - 1,089 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 5,020 \\ - 2,407 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 9,240 \\ - 8,164 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 7. \quad 3,780 \\ - 2,165 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad 6,941 \\ - 3,294 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 9. \quad 2,067 \\ - 1,898 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 10. \quad 4,460 \\ - 3,223 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 11. \quad 4,517 \\ - 2,328 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 12. \quad 3,488 \\ - 2,040 \\ \hline \\ \hline \end{array}$$



Subtracting 5 & 6 digit numbers

Grade 4 Subtraction Worksheet

Find the difference.

$$\begin{array}{r} 1. \quad 702,822 \\ - \quad 47,426 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 866,595 \\ - \quad 44,449 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 83,944 \\ - \quad 10,751 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 603,502 \\ - \quad 26,235 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 808,040 \\ - \quad 66,215 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 87,713 \\ - \quad 35,946 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 7. \quad 797,867 \\ - \quad 566,897 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad 371,440 \\ - \quad 51,370 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 9. \quad 847,227 \\ - \quad 12,374 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 10. \quad 150,963 \\ - \quad 81,954 \\ \hline \\ \hline \end{array}$$

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

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

A 3 000 g = kg

B 250 g = kg

C 100 g = kg

D 6 000 g = kg

E 500 g = kg

F 300 g = kg

Write each mass in grams:

A 45 kg = g

B 0.25 kg = g

C 12.25 kg = g

D 70 kg = g

E 5.5 kg = g

F 50.75 kg = g

Getting
ready**Find the mass of each cat by using each clue:**

- a Felix is half the weight of Ambrose.
- b Ambrose is 2 kg more than Mosley.
- c Mosley is half the weight of Roy-Brown.
- d Roy-Brown is 6 kg.



Felix



Ambrose



Mosley



Roy-Brown



Multiplication Tables - 2 to 12 practice

Grade 4 Multiplication Worksheet

Find the product.

1. $10 \times 9 =$ _____ 2. $11 \times 9 =$ _____ 3. $11 \times 12 =$ _____

4. $3 \times 2 =$ _____ 5. $8 \times 5 =$ _____ 6. $9 \times 6 =$ _____

7. $8 \times 6 =$ _____ 8. $12 \times 6 =$ _____ 9. $12 \times 8 =$ _____

10. $7 \times 10 =$ _____ 11. $7 \times 3 =$ _____ 12. $6 \times 9 =$ _____

13. $10 \times 4 =$ _____ 14. $10 \times 6 =$ _____ 15. $10 \times 5 =$ _____

16. $2 \times 8 =$ _____ 17. $7 \times 5 =$ _____ 18. $9 \times 10 =$ _____

19. $7 \times 11 =$ _____ 20. $10 \times 11 =$ _____ 21. $5 \times 3 =$ _____

22. $6 \times 3 =$ _____ 23. $7 \times 7 =$ _____ 24. $12 \times 3 =$ _____

25. $3 \times 8 =$ _____ 26. $11 \times 10 =$ _____ 27. $6 \times 10 =$ _____



Multiply in columns - 1 digit by 4 digit

Grade 4 Multiplication Worksheet

Find the product.

$$\begin{array}{r} 1. \quad 1,542 \\ \times \quad 3 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 4,717 \\ \times \quad 4 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 2,426 \\ \times \quad 7 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 8,779 \\ \times \quad 4 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 6,025 \\ \times \quad 6 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 5,563 \\ \times \quad 7 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 7. \quad 2,261 \\ \times \quad 9 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad 8,683 \\ \times \quad 1 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 9. \quad 2,487 \\ \times \quad 6 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 10. \quad 1,894 \\ \times \quad 5 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 11. \quad 8,645 \\ \times \quad 6 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 12. \quad 1,043 \\ \times \quad 5 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 13. \quad 4,220 \\ \times \quad 8 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 14. \quad 4,267 \\ \times \quad 4 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 15. \quad 2,088 \\ \times \quad 4 \\ \hline \\ \hline \end{array}$$

Connect each clock to its time label with a line.



15 past 4

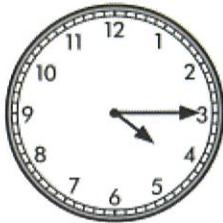
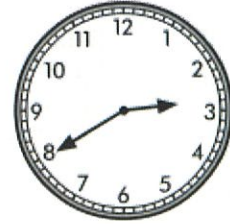
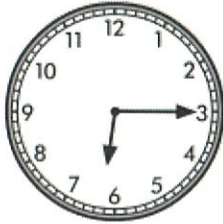
20 to 3

10 to 4

5 past 7

15 to 9

15 past 6



It is important to learn these time facts:

60 seconds = 1 minute

52 weeks = 1 year

60 minutes = 1 hour

12 months = 1 year

24 hours = 1 day

365 days = 1 year

7 days = 1 week

366 days = 1 leap year

14 days = 1 fortnight

How many days are there in:

A 2 weeks = ____ days

B 1 leap year = ____ days

C 48 hours = ____ days

Calculate the number of hours in

A 120 minutes = _____ hours

B 180 minutes = _____ hours

C 2 days = _____ hours

D 1 week = _____ hours

Write these minutes as hours and minutes:

A 120 minutes = ____ hours ____ minutes

B 200 minutes = ____ hours ____ minutes

C 150 minutes = ____ hours ____ minutes

C 85 minutes = ____ hours ____ minutes

Measuring time – calendars

30 days has September, April, June and November. All the rest have 31 days, except February alone which has 28 days clear and 29 days in each leap year.

1 Fill in the missing dates on this calendar:

January 2010						
M	T	W	T	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February 2010						
M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	

March 2010						
M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21

April 2010						
M	T	W	T	F	S	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20					

May 2010						
M	T	W	T	F	S	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20			

June 2010						
M	T	W	T	F	S	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20

Write the day for each question below.

A 11th April _____

B 2 weeks after 15th January _____

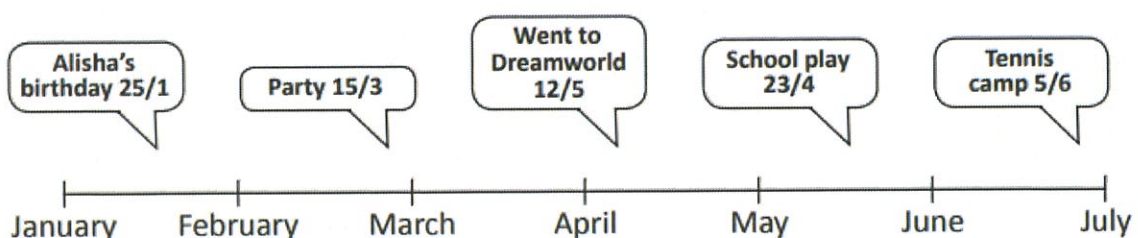
C 1 week and 4 days after 7th May _____

D 23rd June _____

E 3 weeks after 6th February _____

F 9 days after 30th January _____

3 Connect each date with a line to the timeline below:





Division Facts: Dividing by 1 - 12

Grade 4 Division Worksheet

Find the quotient.

1. $81 \div 9 =$ _____ 2. $25 \div 5 =$ _____ 3. $72 \div 12 =$ _____

4. $16 \div 2 =$ _____ 5. $80 \div 10 =$ _____ 6. $9 \div 9 =$ _____

7. $24 \div 3 =$ _____ 8. $24 \div 6 =$ _____ 9. $1 \div 1 =$ _____

10. $14 \div 7 =$ _____ 11. $55 \div 11 =$ _____ 12. $24 \div 8 =$ _____

13. $60 \div 10 =$ _____ 14. $15 \div 3 =$ _____ 15. $36 \div 12 =$ _____

16. $40 \div 4 =$ _____ 17. $56 \div 7 =$ _____ 18. $22 \div 11 =$ _____

19. $48 \div 8 =$ _____ 20. $36 \div 6 =$ _____ 21. $63 \div 9 =$ _____

22. $20 \div 2 =$ _____ 23. $18 \div 3 =$ _____ 24. $6 \div 3 =$ _____

25. $72 \div 8 =$ _____ 26. $36 \div 4 =$ _____ 27. $50 \div 5 =$ _____



Long Division with remainders within 1-1,000

Grade 4 Division Worksheet

Find the quotient with remainder.

1. $3 \overline{)436}$

2. $6 \overline{)407}$

3. $2 \overline{)592}$

4. $6 \overline{)634}$

5. $5 \overline{)854}$

6. $5 \overline{)141}$

7. $6 \overline{)110}$

8. $3 \overline{)795}$

9. $5 \overline{)266}$

Measuring time – timetables

Timetables are often used to schedule public transport.

1 Use the timetable to answer the questions below:

Station	Time				
Burwood	5:20	5:27	5:50	7:17	8:26
Croydon	-	-	6:00	7:27	8:36
Ashfield	5:35	5:42	6:05	7:32	8:41
Summer Hill	-	6:12	7:39	8:48	8:53
Lewisham	5:48	5:55	6:18	7:45	8:54

A What time does the 10 to 6 train from Burwood arrive at Ashfield?

B I have just missed the 5:35 train from Ashfield. How long do I have to wait until the next train?

C I live in Croydon and I want to get to Lewisham by 6:30. Which train should I get?

2 Answer the questions below about this TV guide:

Time	7:00–8:00 pm	8:00–9:00 pm		9:00–10:00 pm	10:00–11:00 pm
Channel 1	News	Current Affairs		Soccer Finals	Late News
Channel 2	Days of Us	Fashion Watch	TV Bloopers	Movie: Ghost Busters	Movie Reviews
Channel 3	News	History of Gold		The Car Show	Late Night Movie

A What time does Current Affairs on Channel 1 start?

B How long is the History of Gold on Channel 3?

C How long do the Soccer Finals go for?

D What time does TV Bloopers start?

E Alicia watches too much TV. If she watched Fashion Watch, TV Bloopers and then the movie Ghost Busters, how long was she in front of the box for?

Mass & weight Problem Solving

1. One pencil crayon weighs 9 g. What is the weight of a box of 8 pencil crayons?
2. 8 pieces of cardboard weigh 48 g. What is the weight of 1 piece of cardboard?
3. A glue stick weighs 57 grams, and a stapler weighs 126 grams heavier than the glue stick. What is the weight of a stapler?
4. Ashley's backpack weighs 2.2 kg and Jack's backpack weighs 2,405 g. Whose backpack is lighter?
5. What is the difference in the weight of Ashley's and Jack's backpacks?
6. The weight of a chapter book is 400 grams. The weight of a dictionary is 1.8 kg. Are four-chapter books heavier than a dictionary?

Reading a Timetable

Use the timetable below to answer the questions.



Morning Service		Montville to Clapham				
Monday to Friday						
Montville		0524	0554	0624	0654	0724
Burleigh		0546	0616	0646	0716	0724
Green Lake		0553	0623	0653	0723	0753
Charlie St		0602	0632	0702	0732	0802
Woodford		0608	0638	0708	0738	0808
Newark		0620	0650	0720	0750	0820
Dover St		0627	0657	0727	0757	0827
Clapham		0645	0715	0745	0815	0845

Afternoon Service		Montville to Clapham			
Monday to Friday					
Montville		1432	1502	1532	1602
Burleigh		1454	1524	1554	1624
Green Lake		1501	1531	1601	1631
Charlie St		1510	---	1610	1640
Woodford		1516	1544	1616	1646
Newark		1528	1556	---	1658
Dover St		1535	1603	1633	1705
Clapham		1553	1621	1651	1723

1. What time does the last train of the morning leave Montville?
2. Lisa needs to get from Green Lake to Woodford in the morning. How long will the journey take?
3. Dan needs to get to Clapham as early as he can. What time is the earliest time he can get there by train?
4. Mary lives in Burleigh and has a meeting in Newark at 7:45am. Which train should she get?
5. Graham catches the 1502 train from Montville and gets off at Dover St. How many stops does the train make along the way?
6. The trip between which two stations is longest? How long is it in minutes?
7. Why do two of the afternoon trains have a shorter journey time than the other two?

Sample HSP Timetable

		Monday	Tuesday	Wednesday	Thursday	Friday
Form	8.45-8.55					
Session 1	8.55-9.30	Mathematics	Integrated Skills	Integrated Skills	Integrated Skills	Literature
	9.30-10.05	Mathematics	Literature	Integrated Skills	Integrated Skills	Literature
Session 2	10.05-10.40	Science	Integrated Skills	Sport	Mathematics	SoSE/ICT
	10.40-11.15	Science	Integrated Skills	Sport	Integrated Skills	SoSE/ICT
Morning Tea	11.15-11.35					
Session 3	11.35-12.10	Integrated Skills	Integrated Skills	SoSE/ICT	Integrated Skills	Integrated Skills
	12.10-12.45	Integrated Skills	Integrated Skills	SoSE/ICT	Integrated Skills	Integrated Skills
Lunch	12.50-1.45					
Session 4	1.45-2.20	Integrated Skills	Science	Integrated Skills	SoSE/ICT	Electives
	2.20-2.55	Integrated Skills	Integrated Skills	Integrated Skills	SoSE/ICT	

Create 3 of your own questions about the timetable above and ask a family member to solve.

1.

2.

3.

How and why do Aboriginal and Torres Strait Islander Peoples value their environment?

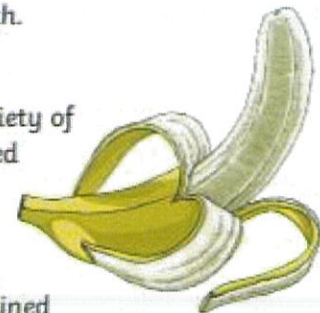
Aboriginal and Torres Strait Islander Peoples Sustainability

Traditional Aboriginal and Torres Strait Islander Peoples have one of the most sustainable cultures in existence. Their food and land supply relies on their unique food gathering tools and skills. Due to being extremely knowledgeable about the land, the Aboriginal and Torres Strait Islander Peoples are skilled at making sure that none of their food sources will ever be depleted. Some of the traditional Aboriginal and Torres Strait Islander Peoples methods of practising sustainability are leaving enough seeds to make sure new plants would grow, not hunting any young animals because they grow into adults and could be hunted later, leaving eggs behind in a nest so they could hatch and be used during the following season, and lastly, not taking more than they needed; for example, leaving enough honey for the bees to work with.



Harvesting Plants

Aboriginal and Torres Strait Islander Peoples used a variety of ways to hunt the many species of animals that they needed for food and other purposes and farmed plants such as bananas, coconuts and taros. They clear and burn any plants or vegetation that remained after harvest,



to ensure the soil remained fertile for many seasons to come.

Hunting Animals

When hunting animals, birds and fish, Aboriginal and Torres Strait Islander Peoples had clever techniques. Sticky sap from plants is placed onto branches of trees in order to trap birds so they cannot fly away. They also catch birds by placing seeds on top of nets and trapping them. Fish and other marine life are caught using a spear or a hook made out of shell and bark fishing lines. Special traps are made to catch more difficult animals, like eels.



Aboriginal and Torres Strait Islander Peoples Sustainability

Western Influence

Aboriginal and Torres Strait Islander Peoples have a vast knowledge of how to live sustainably. However, formal education systems have disrupted the practical everyday life aspects of Indigenous knowledge and ways of learning. They have been replaced with academic and unsustainable ways of using Australian land. Today, there is a grave risk that most of the Indigenous Australian sustainability knowledge and practice is being lost and, along with it, valuable knowledge about ways of living sustainably.

The Importance of Sustainability

Aboriginal and Torres Strait Islander Peoples used their extensive knowledge of the Australian land in order to use methods to hunt and gather food in a way which will not deplete the vegetation or animal species. These sustainable practices ensure there was always enough food and resources for everyone in the community, both in the present and future.



Questions

1. What were the Aboriginal and Torres Strait Islander Peoples knowledgeable about?

2. Describe three ways in which the Aboriginal and Torres Strait Islander Peoples practised sustainability.

3. Which plants did the Aboriginal and Torres Strait Islander Peoples people harvest?

4. How did Aboriginal and Torres Strait Islander Peoples hunt birds?

5. What does 'sustainability' mean?

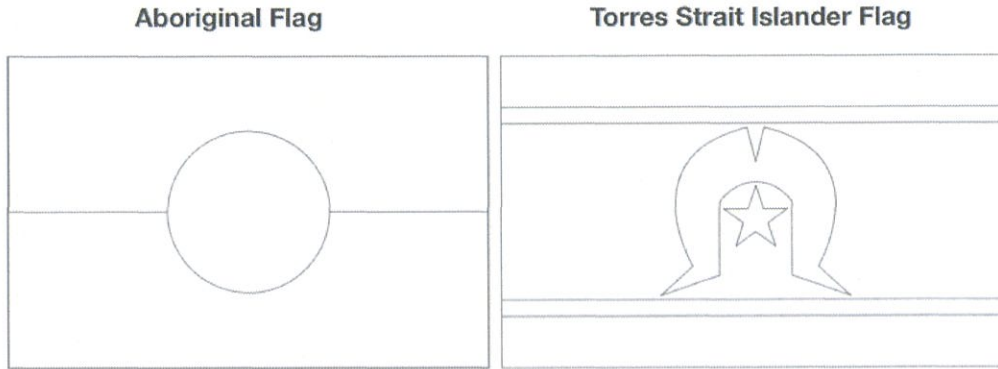
6. Why was sustainability important to the Aboriginal and Torres Strait Islander Peoples?

7. Define the word 'depleted'.

8. How has western settlement affected the sustainability of Australian land?

9. How can you be more sustainable in your daily life?

10. Flags use colours and symbols to represent important parts of a culture. Colour the Aboriginal and Torres Strait Islander flags in their correct colours.



11. Read the information about what the colours and symbols on the flag mean and write down which parts show connections to the environment:

Aboriginal Flag	Torres Strait Islanders Flag

Symbols

The Torres Strait Islander flag features three horizontal panels. The top and bottom panels are green, and the centre panel is blue. They are divided by thick black borders:

- The centre of the flag features a white Dhari (traditional headdress) and a five pointed star.
- Green represents the land.
- Blue represents the water.
- Black represents the Indigenous people.
- White represents peace.
- The Dhari represents the Torres Strait Islander people.
- The star represents the five island groups of the Torres Strait.
- The star is also an important navigation symbol for seafaring people.



Symbols

The Australian Aboriginal flag features three different parts. First, the flag is divided up into two horizontal halves. The top half of the flag is black and the bottom half of the flag is red. Then, there is a yellow circle placed directly in the centre of the flag.

- The black colour represents the Aboriginal people of Australia.
- The yellow circle represents the Sun. The Sun is the giver of life and protector of the people and their land.
- The red colour represents the earth. The red ochre (crumbly red rock) is used in ceremonies and is the Aboriginal people's spiritual relation to the land.



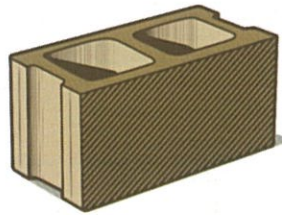
What are processed materials used for?

Processed Materials

All materials are made of matter. Processed materials are made from matter which has been altered and changed by humans. This means the matter cannot occur naturally in any way. It is different from any material formed through natural processes. Some examples of processed materials are:



Plastic



Concrete



Nylon

Humans as Producers

From the beginning of human history, people have looked to the world around them for ways to simplify repeated tasks. When they realised that natural materials were limited by their physical properties (too brittle, wear out quickly) they began to manufacture new materials by processing them.

Developing Processed Materials

The field of material science has come a long way from the early days of alchemy and attempting to turn lead into gold. Developments in fibres, building materials, medicines and moulding have led to a brand-new era for humans.

Humans now have a longer life expectancy, high rise communities, extravagant wardrobes and disposable objects of any imaginable form. We now live in an age where nothing seems impossible for materials.

Will processed materials last forever?

Humans kept producing and processing. For a time, it was good. If we needed something new, we acquired it - casting aside the broken, used, outdated and unfashionable objects no longer needed. It was a throw-away society of overconsumption which eventually put us in a troublesome situation. We are dealing with the consequences today.

Suitability of Materials for a Purpose

When you are making something, it is important to think about the properties of different materials, so that you can choose the best ones for the job. Teapots are often made from clay because, when fired, clay becomes a hard, durable (long lasting) and heat-resistant material. Look at the materials below and record why it has been chosen for the product.

gumboots



Made from: _____

Why? _____

a window pane



Made from: _____

Why? _____

walls of this house



Made from: _____

Why? _____

a towel



Made from: _____

Why? _____

Repurposing

Sometimes materials get a new job after their old one finishes. They are used for a new purpose. We call this repurposing. This helps minimise waste from processed materials.

For example, repurposing old gumboots into pot plants. Using the images 2 and 3, list their original purpose and their new purpose. The first one has been done for you.



Image 1



Image 2

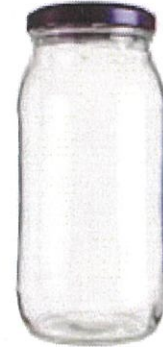


Image 3

	Main Material	Old purpose	New purpose	Properties of the material which make it suitable for the new purpose
Image 1	glass	a bottle to hold liquids	a photo frame	Glass is transparent and waterproof.
Image 2				
Image 3				

Repurposing Design Purpose

Choose one of the products and use of knowledge about the properties of materials to create a new purpose for the product. Draw and label your design. Explain why the material you chose is suitable for its new purpose.



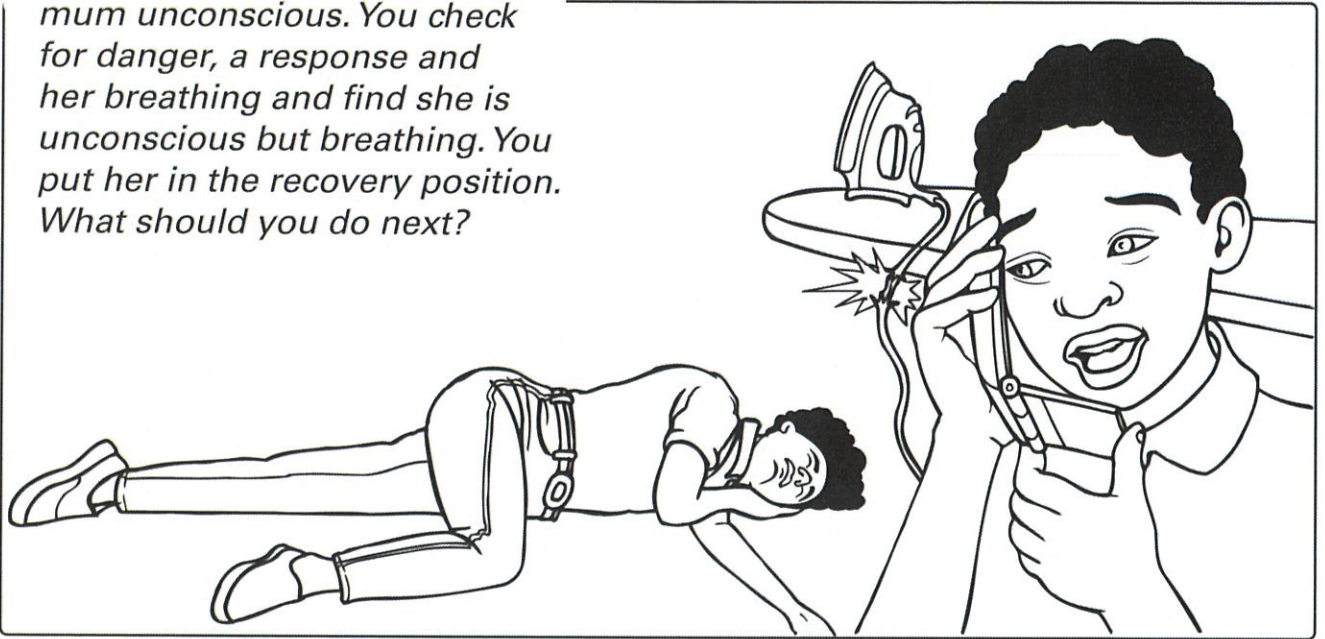
My new product

Why is this material suitable for its new purpose?

Calling for an Ambulance



Imagine you arrive home from school and find your mum unconscious. You check for danger, a response and her breathing and find she is unconscious but breathing. You put her in the recovery position. What should you do next?



1. Colour the correct answer.

a) Pick up the phone and dial

911

000

999

b) Ask for

the police

an ambulance

the fire service

c) After answering the communications operator's questions, you should:

hang up

stay on the line

leave the casualty

2. Fill in your own responses to the operator's questions.

- 'What's your address?' _____

- 'What is the nearest cross street?' _____

- 'What is the telephone number you are calling from?' _____

- 'What's your name?' _____

- 'What is the name of the casualty?' _____

- 'What is the casualty's problem?' _____

- 'What is your relationship to the casualty?' _____

DRSABCD



IN AN EMERGENCY CALL **TRIPLE ZERO (000)** FOR AN AMBULANCE

D	Dangers? Check for danger to yourself, bystanders and the patient.	
R	Responsive? Check for a response: ask name, squeeze shoulders. No response? Send for help. Response? Make comfortable, monitor breathing and response.	
S	Send for help Call triple zero (000) for an ambulance or ask a bystander to make the call. Stay on the line.	
A	Open Airway Open the mouth and check the airway for foreign material. Foreign material? Place in the recovery position and clear the airway. No foreign material? Leave in position. Open the airway by tilting the head back with a chin lift.	
B	Normal Breathing? Check for breathing: look, listen, feel for 10 seconds. Not normal breathing? Ensure an ambulance has been called and start CPR. Normal breathing? Place in the recovery position and monitor breathing.	
C	Start CPR 30 chest compressions : 2 breaths. Continue CPR until help arrives or the patient starts breathing.	
D	Attach defibrillator and follow the voice prompts.	

Learn first aid | 1300 ST JOHN | www.stjohn.org.au

THIS INFORMATION IS NOT A SUBSTITUTE FOR FIRST AID TRAINING. FORMAL INSTRUCTION IS ESSENTIAL. © St John Ambulance Australia Inc 2017

Fill in the table below. What do you do at each step?

D	
R	
S	
A	
B	
C	
D	

Why is it important to learn CPR?

Preventing and Treating Burns



The best way to prevent getting burnt is to **stay safe.**

To stay safe, we need to **know the dangers.**

Even though we may be careful, **accidents can still happen.**


If they do, we need to know **how to deal with them.**



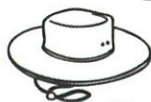
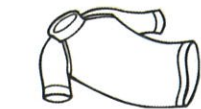
1. Unjumble the letters to find things that can cause burns.

- | | |
|--------------------|-------------------|
| (a) taeotwhr _____ | (b) tmesa _____ |
| (c) etehar _____ | (d) rosttae _____ |
| (e) vnoe _____ | (f) ekorco _____ |
| (g) rnio _____ | (h) teelkt _____ |

2. How can we treat a burn? Add artwork to the poster.

 <p>Cool</p> <p><i>Hold affected area under running water for up to 20 minutes.</i></p>	<p>and</p>	<p>Cover</p> <p><i>Use a clean, damp cloth.</i></p>
Large empty box for drawing		

3. How can we stay safe from the sun? Write a command for each picture.



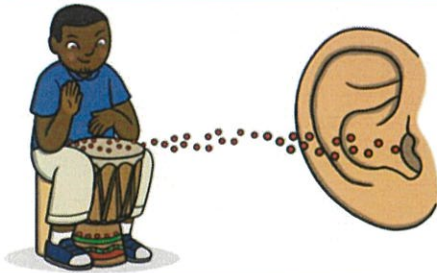
Stage Two Music – Week 3

1. Read the information below!

How Do Instruments Make Sound?

All musical instruments make sound by causing matter to move very quickly. This is called **vibration**.

The vibration creates **sound waves** and this is what we hear when musical instruments are played.



Clapsticks

Clap Sticks are an **idiophone**. When they are struck together the whole instrument vibrates causing their unique sound.

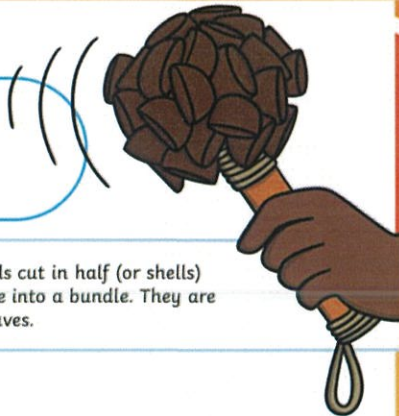


The musician plays the clap sticks by striking them together.

Seed Rattles

Seed rattles are an **idiophone**. The seeds, shells or other materials used strike together as the instrument is shaken by the musician creating sound waves.

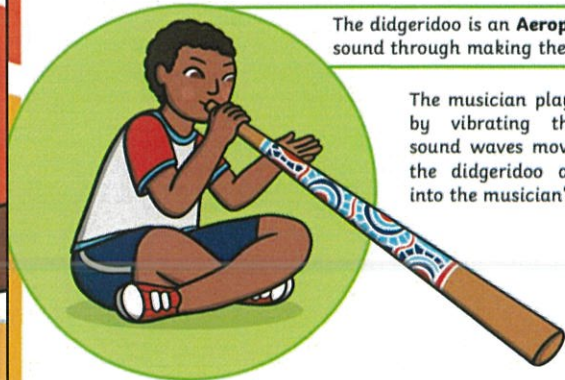
A seed rattle is made from seeds cut in half (or shells) and strung together with twine into a bundle. They are then shaken to create soundwaves.



Didgeridoo

The didgeridoo is an **Aerophone**. It creates sound through making the air vibrate.

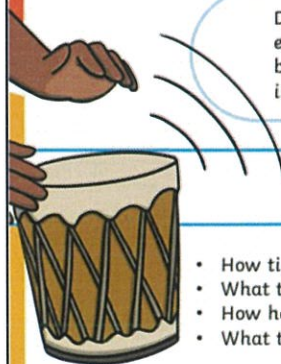
The musician plays a didgeridoo by vibrating their lips. The sound waves move forward into the didgeridoo and backwards into the musician's mouth.



Drums

Drums are created by stretching animal skins over the end of a hollow base. A drum is a **membranophone** because the sound waves are created when the drum is hit causing the skin to vibrate.

The sound a drum makes depends on a few different things:



- How tight the skin is stretched over the base of the drum.
- What the base of the drum is made from.
- How hard or soft the drum is struck by the musician.
- What the drum is struck with, a hand or something else.

2. **Watch the video on BTN about music in the Tiwi Islands!**

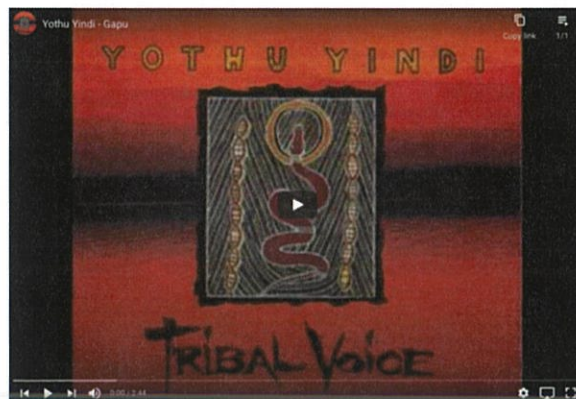
- Watch the video via this link >

<https://www.abc.net.au/btn/classroom/tiwi-music/10536664>



3. **Listen to the song *Tribal Voice* composed by Yothu Yindi and answer the questions below!**

- Listen to the song via this link > https://www.youtube-nocookie.com/embed/BUiDGYSiRMg?autoplay=1&iv_load_policy=3&loop=1&modestbranding=1&playlist=BUiDGYSiRMg



- What types of instruments can you hear in this music piece?

- How would you describe the tempo in this music piece? Is it fast or slow?

FRIDAY - PE
Dance



Lesson 1 – Aerobics

After participating in the online video lesson, visit the following website links to research information and answer the questions below about aerobic exercise.

<https://kidshealth.org/en/teens/exercise-wise.html?WT.ac=ctg#catexercise>

<https://kidshealth.org/en/teens/heart.html#catexercise>

1. What is aerobic exercise and what benefit is there to participating in this form of exercise regularly?

2. When participating in the online video lesson, which movements do you think made your circulatory system work harder and why?

3. There are many ways you can participate in aerobic exercise. Fill in the table below by listing different individual and group sports or activities that involve aerobic exercise.

Individual Aerobic Exercises	Group Aerobic Exercises
<ul style="list-style-type: none">•	<ul style="list-style-type: none">•
<ul style="list-style-type: none">•	<ul style="list-style-type: none">•
<ul style="list-style-type: none">•	<ul style="list-style-type: none">•