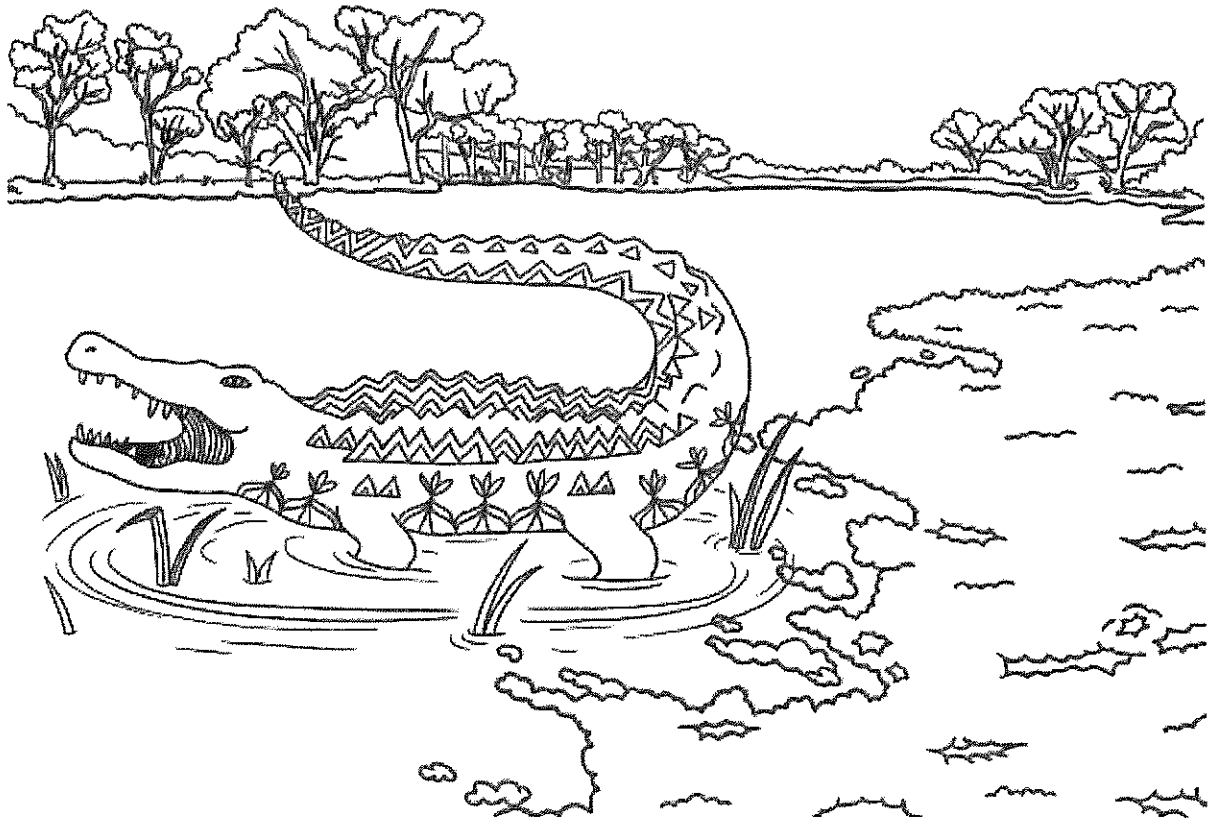


# Year 4

# Workbook

Week 8, Term 3



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

Class: \_\_\_\_\_



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## Year Four

### Continuity of Learning - Learning at Home Program, Term 3 – Week 8

|   | Monday   | Tuesday  | Wednesday   | Thursday   | Friday   |
|---|--|--|---|--|--|
| <b>Morning</b>  | <p><b>Task:</b> Make your bed, tidy your room and brush your teeth! Everyday! (10 mins)</p> <p><b>English</b><br/> <b>Task 1: Spelling</b><br/>           Write your weekly spelling list (look, cover, write, check)<br/> <b>Task 2: Complete activity-</b><br/>           Magazine Words - use a magazine or newspaper to cut out the letters for spelling your words. Stick them into a book or on a piece of paper.<br/> <b>Task 3: Reading</b><br/>           Read a book from your home library or log in to Get Epic.</p>  <p><b>Task 4: Reading</b></p> | <p><b>Task:</b> Help hang out the washing.</p> <p><b>English</b><br/> <b>Task 1: Spelling</b><br/>           Write your weekly spelling list (look, cover, write, check)<br/> <b>Task 2: Complete Activity-</b><br/>           Rainbow words- Write your list out in rainbow colours.<br/> <b>Task 3: Reading</b><br/>           Read a book from your home library or watch a book reading from Storyline Online.</p>  <p><b>Task 4: Reading</b></p> | <p><b>Task:</b> Set the table for breakfast.</p> <p><b>English</b><br/> <b>Task 1: Spelling</b><br/>           Write your weekly spelling list (look, cover, write, check)<br/> <b>Task 2: Complete Activity-</b><br/>           Rhyming Words- write as many words as you can that rhyme with each of your spelling words.<br/> <b>Task 3: Reading</b><br/>           Watch <a href="#">Fearless</a> read aloud on YouTube and then answer the questions in the booklet.<br/> <b>Task 4: Complete Reading Eggs</b></p> | <p><b>Task:</b> Wash up the dishes after breakfast.</p> <p><b>English</b><br/> <b>Task 1: Spelling</b><br/>           Write your weekly spelling list (look, cover, write, check)<br/> <b>Task 2: Complete Activity-</b><br/>           Sentence writing. Put each of your words in a sentence. Use a dictionary if needed.<br/> <b>Task 3: Reading</b><br/>           Read a book from your home library or watch a book reading from Storyline Online.</p>  <p><b>Task 4: Reading</b></p> | <p><b>Task:</b> Help with some gardening.</p> <p><b>English</b><br/> <b>Task 1: Spelling</b><br/>           Write your weekly spelling list (look, cover, write, check)<br/> <b>Task 2: Complete Activity-</b><br/>           Tongue Twisters- Write a tongue twister for each of your spelling words.<br/> <b>Task 3: Reading</b><br/>           Read a book from your home library or log in to Get Epic.</p>  <p><b>Task 4: Reading</b><br/>           Complete the comprehension in the workbook.</p> |
| <p><b>Click on the picture to go to the website</b></p> |  |  |   |  |  |





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Click on the picture to go to the website

Write up to 3 sentences about this picture in your workbook. Use the sentence recipe to make your sentences more interesting.  
SENTENCE RECIPE:

**Character, what they are doing, what is around them.**

**EXAMPLE: Mr. Clause ran enthusiastically along the quiet beach.**

**Mathematics**

**Task 1 – Addition**

If you can, watch the video by clicking the link below.

[Year 4 addition](#)

**Addition Activity sheet**

Make sure you complete the first two columns. Feel up for



Write up to 3 sentences about this picture in your workbook. Use the sentence recipe to make your sentences more interesting.  
SENTENCE RECIPE:

**Character, what they are doing, what is around them.**  
**EXAMPLE: Gary flew through the air towards the water.**

**Mathematics**

**Task 1- Subtraction**

If you can, watch the video by clicking the link below.

[Subtraction With Trading - Bing video](#)

**Subtraction Activity sheet**

Make sure you complete the first two columns. Feel up for a challenge? Give the third column a go.

Apostrophes are used when letters are missing out of words. An example is when the words 'do' and 'not' are joined, and the second 'o' is left out. The apostrophe replaces the missing letter, and it becomes 'don't.'

**Task 1** - Replace the underlined words in your workbook with contractions by removing letters and substituting an apostrophe.

**Task 2** - Write the contraction of the underlined words from your workbook.

**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**

Make sure you complete the first two columns. Feel up for a challenge? Give the third column a go.

**Task 2 – Patterns**



Write up to 3 sentences about this picture in your workbook. Use the sentence recipe to make your sentences more interesting.  
SENTENCE RECIPE:

**Character, what they are doing, what is around them.**

**EXAMPLE: Janine stared through the fence at the strange village.**

**Mathematics**

**Task 1 – Division**

**Division Activity sheet**

Make sure you complete the first two columns. Feel up for a challenge? Give the third column a go.

**Task 2- Chance**

If you can, watch the video by clicking the link below.

[Year 4 - Chance](#)

**Chance Activity Sheet**



Write up to 3 sentences about this picture in your workbook. Use the sentence recipe to make your sentences more interesting.  
SENTENCE RECIPE:

**Character, what they are doing, what is around them.**

**EXAMPLE: The chimpanzee lapped up the melted ice-cream off the gravel.**

**Mathematics**

**Task 1 - Fractions**

**Fraction Activity sheet**

Make sure you complete the first two columns. Feel up for a challenge? Give the third column a go.

**Task 2 - 2D Shapes**

If you can watch the video by clicking the link below.



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a challenge? Give the third column a go.

### Task 2 - Length

If you can, watch the video by clicking the link below.

[Converting Lengths \(Centimetres and Meters\)](#) - YouTube

### Length Activity Sheet

Complete the converting lengths activity sheet.

### Task 3

Complete your Mathematics activities for today.



### Task 4- Optional

Complete the Number of the Day.

Today's number is **185**.

**Subtraction Poem**

|                |                |                |
|----------------|----------------|----------------|
| 59<br>-5<br>54 | 29<br>-8<br>21 | 59<br>-8<br>51 |
|----------------|----------------|----------------|

More on top? No need to stop!

More on the floor? Go next door... and get 10 more!

Numbers the same? Zero's the game!

### Task 2 - Area

If you can, watch the video by clicking the link below.

[Area using Square Tiles](#)

### Area Activity Sheet

Complete the area activity sheet.

### Task 3

Complete your Mathematics activities for today.



### Task 4- Optional

If you can, watch the video by clicking the link below.

[Practice finding patterns in numbers | 3rd grade | Khan Academy](#)

### Patterns Activity Sheet

Complete the patterns activity sheet.

### Task 3

Complete your Mathematics activities for today.



### Task 4- Optional

Complete the multiplication grid.

Complete the chance activity sheet.

### Task 3

Complete your Mathematics activities for today.



### Task 4- Optional

Complete the Number of the Day.

Today's number is **425**

[Transformations in](#)

[Geometry: Translations,](#)

[Reflections, and Rotations](#)

### Task 3

Complete your Mathematics activities for today.



### Task 4- Optional

Complete the Number of the Day.

Today's number is **1000**



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|  |  |   |  |  |  |
|--|--|---|--|--|--|
|  |  | <p>Complete the Number of the Day.<br/>Today's number is <b>250</b>.</p> <p><b>PE- Leaping</b><br/>Watch:<br/><a href="https://www.youtube.com/watch?v=M9RtdlcOdxE">https://www.youtube.com/watch?v=M9RtdlcOdxE</a><br/>Have a go at practising the skill yourself.<br/>Make sure you are in a space where there is enough room to jump around.</p> <p><b>WARM UP</b><br/>10 x side gallops<br/>10 x squats<br/>10 x vertical jumps<br/>10 x star jumps</p> <p><b>ACTIVITY</b><br/>To practice your new skill, go outside and do 10 practice leaps.<br/>Once you are feeling confident, do 5 more leaps.<br/>Record and measure the distance of your leaps.</p> <p><b>COOL DOWN</b><br/>Take a nice walk or jog around your backyard.<br/>Choose a nice spot to stretch</p> |  |  |  |
|--|--|---|--|--|--|



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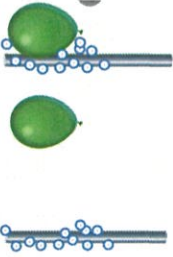



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|                     |   |   |  |  |  |
|---------------------|---|---|--|--|--|
| <p><b>Break</b></p> | <p><b>Lunch</b><br/>Teach yourself to juggle in the backyard.</p> <p><b>Speaking and Listening</b><br/>Choose an article from this website. Read the article or listen to the audio (scroll down to find). Retell the news item to someone in your family.</p> <p><br/><b>KIDSNEWS</b></p> <p><b>Geography</b><br/><b>Significance of Environment</b></p> <p>How do people rely on the environment to survive?</p> | <p>your arms, legs, neck, and hands.</p> <p><b>Lunch</b><br/>Kick a soccer ball against a wall. Count by 4's for each bounce.</p> <p><b>Speaking and Listening</b><br/>Listen to the daily podcast of Squizkids. Retell the news items to someone in your family.</p> <p><br/><b>THE SQUIZ KIDS</b></p> <p><b>Science</b><br/>Electrostatics is the study of positive and negative charges and the forces that exist between them.</p> <p></p> <p>Objects may become charged when forces cause electrons within the object to move.</p> | <p><b>Lunch</b><br/>Jump on a trampoline or skip using a rope.</p> <p><b>Speaking and Listening</b><br/>Speaking and Listening<br/>Watch this week's episode of BTN. Retell the news items to someone in your family.</p> <p><br/><b>btn</b></p> <p><b>PD/Health-<br/>Helmet Safety</b><br/><u>Keep yourself safe helmet safety</u><br/>What are you trying to protect by wearing a bicycle helmet?</p> <p><b>Activity 1- Egg Experiment</b><br/>An egg is fragile like our head. Our skull protects the brain</p> | <p><b>Lunch</b><br/>Play a game of handball against a wall.</p> <p><b>Speaking and Listening</b><br/>Listen to the daily podcast of Squizkids. Retell the news items to someone in your family.</p> <p><br/><b>THE SQUIZ KIDS</b></p> <p><b>Visual Arts Season Trees</b><br/><b>Observe:</b> Go outside and study the trees in and around your home. We are getting close to Spring so you will see that there are new leaves and flowers on many trees.</p> <p><b>Watch:</b></p> | <p><b>Lunch</b><br/>Eat outside in the fresh air and look up at the clouds.</p> <p><b>Speaking and Listening</b><br/>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><br/><b>KIDSNEWS</b></p> <p><b>PE- Leaping WARM UP</b><br/>10 x side gallops<br/>10 x squats<br/>10 x vertical jumps<br/>10 x star jumps</p> <p><b>ACTIVITY</b><br/><b>LEAP OBSTACLE COURSE:</b><br/>To master you leaping skills, your challenge is to create an obstacle course in your backyard. You are to use different objects of different</p> |
|---------------------|---|---|--|--|--|



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The earth is full of resources that come from the natural environment. Some of them are needed for people to survive, others make life easier or more comfortable. People have become very good at finding these resources and using them every day.



In this lesson, you will be studying what people need to survive. You will be looking in detail at water, how it is used and how it is sourced from the natural environment.

This charge creates an invisible electric field around the object.  
Most materials have a neutral charge when at rest. This is because a balance of positive and negative charges exists in the material. Adding or removing electrons from a neutrally charged material changes the material's charge. Adding them makes a material negatively charged. Removing them makes it positively charged. Electrostatics is a force that can affect objects without needing to physically touch them. When a charged object moves close to another object, it can either attract or repel it. Each object has the opposite charge to attract or the same charge to repel.

**Task**  
Design an experiment using a balloon to demonstrate electrostatics (if you don't have a balloon, use a plastic comb and tissue or bits of paper).

and the shell protects the yolk of an egg.

Complete the egg experiment and questions to show how a helmet can help protect the head.

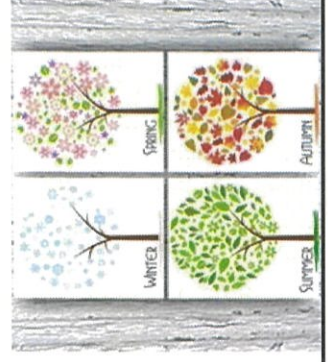
**Activity 2- A Cycling Helmet**

**Activity Sheet**

Draw arrows to match the statements with where it is located on the helmet.

[Tree Changes throughout the seasons year 1 - YouTube](#) ([youtube-nocookie.com](https://www.youtube.com/watch?v=nocookie.com))

**Create:** Fold a piece of paper into quarters. Draw a tree that has a lot of branches that will stretch out towards the edge of the quarter section of the paper. Use some paint and press your finger into it then transfer to the branches. You could also crumble some paper to dip in paint and press onto the branches. If you don't have paint, you can use your coloured pencils. You can create Summer, Autumn, Winter and Spring trees.



heights and lengths to practice your leap skills. You will need at least 10 obstacles.

**COOL DOWN**

Jog around your backyard gradually slowing down from a jog to a walk to a slow walk to standing. Stretch your arms up high, bring them down and reach forward, bring them down and reach for the floor.





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|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  | <p>Please complete the worksheets.</p> | <p>You need to think how you would charge a balloon and what materials you would test it with.</p>  |  |  |  |
|--|--|--|--|--|--|

# Spelling List Week 8 Term 3



town  
clown  
frown  
drown  
shower

5

storm  
pretty  
herself  
final  
east

10

audio  
audition  
audience  
audible  
audiogram

15

sewer  
check  
auction  
cheque  
describe

20

auditorium  
audiology  
audiograph  
audibility  
audacious

25

synthetic  
natural  
renewable  
biological  
practice

30

parachute  
paralysis  
parliament  
perseverance  
pneumonia

35

us  
use  
cut  
cute  
tube  
tube  
cub  
cube  
storm  
pretty  
herself  
final  
east

Spelling Rule: The prefix 'aud' means to hear or listen.

Monday

Unit 16

# 'The Indian in the Cupboard'

CLOZE

It was Omri's birthday. His best friend gave him a plastic Indian. His brother gave him an old bathroom cupboard. He put the Indian in the cupboard and locked it. The next morning strange noises were coming from inside the cupboard. This story tells you what happened next. Some of the naming words or nouns have been omitted and written below. Read the story carefully. Then find the right word to fit each space.

In the morning there was no doubt about it. The noise actually woke him. He lay perfectly still in the dawn \_\_\_\_\_ staring at the cupboard, from which was now coming a most extraordinary series of \_\_\_\_\_.

A pattering, a tapping, a scrabbling, and — surely? — a high pitched noise like — well, almost like a tiny \_\_\_\_\_.

To be truthful, Omri was petrified. Who wouldn't be? Undoubtedly there was something alive in that cupboard. At last, he put out his \_\_\_\_\_ and touched it. He pulled very carefully, the \_\_\_\_\_ was tight shut. But as he pulled the \_\_\_\_\_ moved, just slightly. The noise from inside instantly stopped.

He lay still for a long time, wondering. Had he imagined it? The \_\_\_\_\_ did not start again. At last he cautiously turned the \_\_\_\_\_ and opened the cupboard door. The Indian was gone.

Omri sat up sharply in bed and peered into the dark \_\_\_\_\_. Suddenly he saw him. But he wasn't on the shelf any more, he was in the \_\_\_\_\_ of the cupboard. And he wasn't standing upright. He was crouching in the darkest corner, half hidden by the front of the cupboard. And he was alive.

## Nouns to use

corners hand  
light sounds  
cupboard key  
voice door  
noise bottom

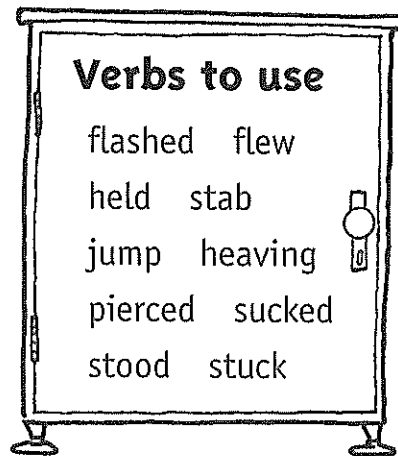
by Lynne Reid Banks

When you've checked that the last part of the story makes sense with the words you've used, read on. Use the *doing words* or *verbs* written below to complete this part of the story.

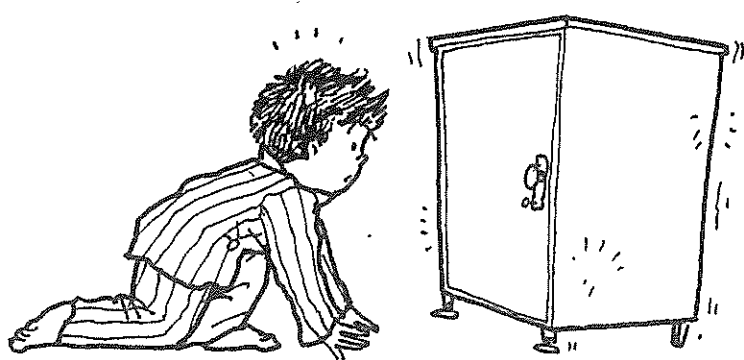
Omri reached his hand slowly into the cupboard. The Indian gave a fantastic leap into the air. His black pigtail \_\_\_\_\_ and the air ballooned out his loose-fitting leggings. His knife, raised above his head, \_\_\_\_\_. He gave a shout which, even though it was a tiny shout to match his body, was nevertheless loud enough to make Omri \_\_\_\_\_. But not so much as he jumped when the little knife \_\_\_\_\_ his finger deeply enough to draw a drop of blood.

Omri \_\_\_\_\_ his finger in his mouth and \_\_\_\_\_ it and thought how gigantic he must look to the tiny Indian and how fantastically brave he had been to \_\_\_\_\_ him. The Indian \_\_\_\_\_ there, his feet, in moccasins, planted apart on the white-painted metal floor, his chest \_\_\_\_\_, his knife \_\_\_\_\_ ready and his black eyes wild. Omri thought he was magnificent.

*by Lynne Reid Banks*



Now read the story again to make sure you have matched the right words to the right spaces.



Tuesday

Unit 17

# 'The Indian in the Cupboard'

## COMPREHENSION

This passage describes Omri's Indian. Read it carefully, trying to see in your mind what the Indian really looked like. Then answer the questions that follow.

Omri looked at the Indian in the early sunlight. He was a splendid sight. He was about seven centimetres tall. His blue-black hair, done in a plait and pressed to his head by a coloured headband, gleamed in the sun. So did the minuscule muscles of his tiny naked torso, and the reddish skin of his arms. His legs were covered with buckskin trousers which had some decoration on them too small to see properly, and his belt was a thick hide thong twisted into a knot in front. Best of all, somehow, were his moccasins. Omri found himself wondering (not for the first time recently) where his magnifying glass was. It was the only way he would ever be able to see and appreciate the intricate embroidery, or beadwork, or whatever it was which encrusted the Indian's shoes and clothes.

Omri looked as closely as he dared at the Indian's face. He expected to see paint on it, war paint, but there was none. The turkey feather which had been stuck in the headband had come out when the Indian fell and was now lying on the floor in the cupboard. It was about as big as the spike on a conker, but it was a real feather.

Omri suddenly asked 'Were you always this small?'

'I no small! You big!' the Indian shouted angrily.



by Lynne Reid Banks

1 How tall was Omri's Indian? \_\_\_\_\_

2 a What colour was his hair? \_\_\_\_\_

b How was it done? \_\_\_\_\_

\_\_\_\_\_

3 What did he wear on his legs? \_\_\_\_\_

4 Describe the belt that held up his trousers

\_\_\_\_\_

5 The best things of all were on his feet. What were they?

\_\_\_\_\_

You may need your dictionary for these questions.

6 a Another word for minuscule is \_\_\_\_\_

b What part of you is your torso? \_\_\_\_\_

c What is a conker? \_\_\_\_\_

7 What parts of the Indian's body were naked?

\_\_\_\_\_

8 Why did Omri wish he had his magnifying glass?

\_\_\_\_\_

\_\_\_\_\_

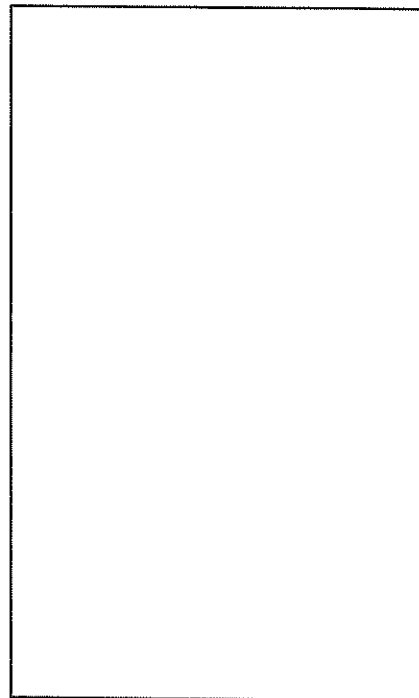
9 What problems could you see arising if one of your plastic toys came to life?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

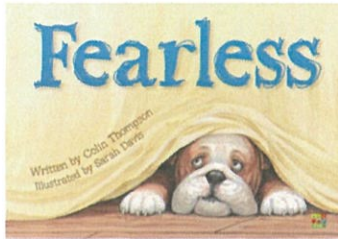
10 Draw and colour Omri's Indian inside this frame. Make sure you draw him just as he is described in the story (make him the right height too).



# Read Aloud Comprehension

## *Fearless*

Listen to and watch 'Fearless' read aloud by *Goodnight Possum* on YouTube.



**Answer the following questions:**

Fearless is described as having *a tiny, nervous brain*. What are some things he might be scared of that are not mentioned in the book?

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---

Think about your own pet or someone else's pet that you know. What kind of personality do you think that animal could have?

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What is a question you could ask Fearless about the night the man broke into the house?

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---

Why did the dad think Fearless was a big brave dog?

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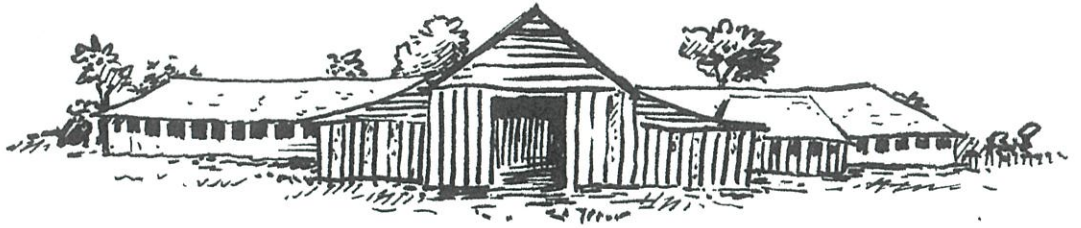
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Draw a picture of one scene from the book from the perspective of Fearless. Imagine looking through his eyes.

Thursday

Unit 18

# A scarecrow competition



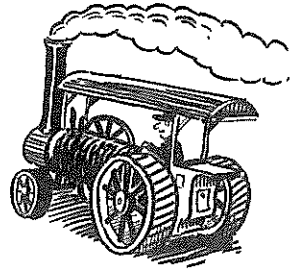
The Jondaryan Woolshed is a popular place for Queensland children to go on day or camping trips and school excursions. The woolshed, which is about 140 years old, holds an annual festival with lots of fun competitions. Read the advertisement on the opposite page for more details before answering the questions below.

- 1 Where is the Jondaryan Woolshed? \_\_\_\_\_  
\_\_\_\_\_
- 2 Between what dates is the festival held? \_\_\_\_\_
- 3 How many festivals have they held already? \_\_\_\_\_
- 4 There are three competitions advertised for this festival. They are  
1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_
- 5 If your class wanted to enter the scarecrow competition, what<sup>s</sup>  
must they do before 17 August? \_\_\_\_\_
- 6 Where will these scarecrows be displayed? \_\_\_\_\_  
\_\_\_\_\_
- 7 Who is able to vote for these scarecrows? \_\_\_\_\_
- 8 Draw three scarecrows illustrating the three categories in the competition. Make sure you understand what *innovative* and *traditional* mean before you start. Write under each scarecrow the category they would be in.



22nd-30th August

22nd Annual



# AUSTRALIAN HERITAGE FESTIVAL Competitions

Billy Boiling



Speed Knitting

Scarecrow Competition

# JONDARYAN WOOLSHED

DARLING DOWNS QLD

## Scarecrow Competition

Your school or individual school class can enter the SCARECROW COMPETITION during the Australian Heritage Festival at the Jondaryan Woolshed, 22nd to 30th August.

The scarecrow must be made by students and staff of the school and brought along to the Festival on the bus when the school visits. It will then be displayed for the remainder of the Festival in a specially set aside "Scarecrow Alley" where other schools and the tens of thousands of visitors to the Jondaryan Woolshed during the nine-day Festival will vote for their favourite scarecrow in the three categories — SCARY, INNOVATIVE, TRADITIONAL. Final judging will take place on Friday, 28th August.

GOOD PRIZES!

Send your entry forms to:

Scarecrow Competition  
PO Box 25  
Jondaryan QLD 4403  
Fax: 07 4692 2220

Entry forms must be in by Monday,  
17th August. No entry fee.

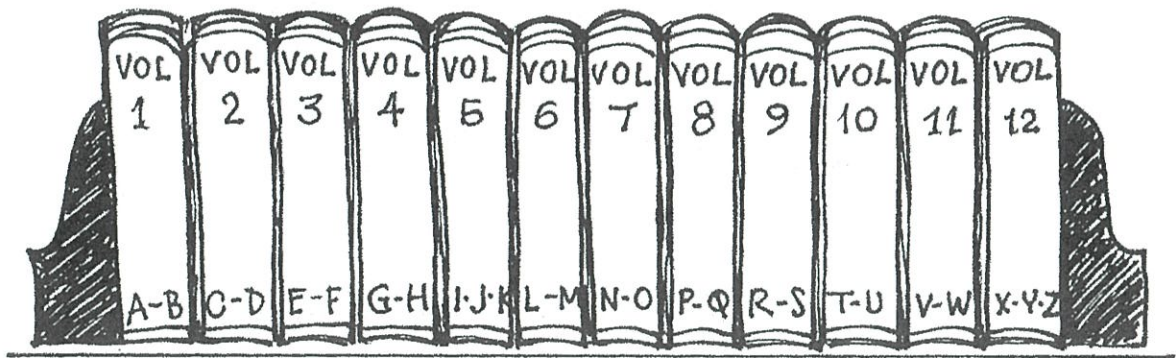
Friday

Unit 19

# Using an encyclopedia

Do you remember what **key words** in questions are? They are words which tell you what the questions are about. If you were using your encyclopedia computer program to find the answers to these questions, which key words would you type in?

- 1 Who invented television? Keyword \_\_\_\_\_
- 2 Why is the platypus such an unusual animal? Keyword \_\_\_\_\_
- 3 Do frogs drink water? Keyword \_\_\_\_\_
- 4 How many stars are in the Southern Cross? Keyword \_\_\_\_\_
- 5 Where are death adders found in Australia? Keyword \_\_\_\_\_



If you are using a set of encyclopedias like the one above, you'll need to know which word to look up and which volume it is in. Show how you would check whether these statements are true or false by writing the key word and the volume you would use to find the information next to each one.

- 1 In 1616 Dirk Hartog nailed a pewter plate to a post in Western Australia. Keyword \_\_\_\_\_ Volume \_\_\_\_\_
- 2 During World War I, John Simpson and his donkey saved many injured soldiers. Keyword \_\_\_\_\_ Volume \_\_\_\_\_

3 It took nine years for the Sydney Harbour Bridge to be built.

Keyword \_\_\_\_\_ Volume \_\_\_\_\_

4 The koala is an endangered marsupial. Keyword \_\_\_\_\_

Volume \_\_\_\_\_

5 Van Diemen's Land was circumnavigated by Bass and Flinders in their sloop, *Norfolk*. Keyword \_\_\_\_\_ Volume \_\_\_\_\_

### Harry the bad-tempered camel

When you have read this strange but true story, work with a friend, writing down the main ideas as briefly as possible under the headings below. Try not to refer back to the story when you are writing 'what happened', so that the way you tell the story will certainly be in your own words.

- Many explorers had lots of bad luck, but few were as unlucky as John Horrocks, who was shot by his camel during an expedition in South Australia.
- The beast responsible for the tragedy was called Harry, who had gained a well-deserved reputation for bad temper by seizing a goat in his mouth, biting the cook on the head and chewing holes in two bags of flour. The final, fatal incident occurred when Horrocks was loading his gun. The camel gave a lurch to one side and caught his pack in the hammer of the gun, causing it to discharge. The bullet took off Horrocks' middle fingers of his right hand, entered his left cheek and knocked out his top teeth.
- Expedition members went for help immediately, but infection set in, and even a doctor summoned from Adelaide could not save Horrocks' life.
- Horrocks died on 23 September 1846, and Harry, needless to say, was dispatched with a bullet.

Who is the story about? \_\_\_\_\_

When and where did the story take place? \_\_\_\_\_

What happened? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## WRITING - MONDAY

Read through the information report on regent honeyeaters below. The information is all jumbled up, without subheadings. Use different coloured pencils/highlighters to find information on the following:

### **Classification, Habitat, Diet, Reproduction**

Use this information to complete the graphic organiser by placing information into the correct boxes. You will then use your graphic organiser over the next few days to write an information report on regent honeyeaters.

### Regent Honeyeaters

The regent honeyeater is a bird in the wattle family. It is a critically endangered species with less than four hundred adult regent honeyeaters alive in the wild.

Regent honeyeaters are native to Australia. They are found on the Eastern side of Australia. They can be found from Victoria to Queensland but their range is shrinking as their population decreases.

They used to be called the warty face honeyeater because of the distinctive yellow skin surrounding their eyes.

Regent honeyeaters live in areas with ironbark trees. Ironbarks are a type of eucalyptus tree. They can travel hundreds of kilometers.

Regent honeyeaters eat pollen and drink nectar from ironbark trees using their narrow, curved beaks. They also eat fruit and some small insects.

Regent honeyeaters breed in June and the parents are territorial while they have young in their nests. They make cup-shaped nests in eucalyptus trees out of sticks and leaves to lay their eggs in.

When the regent honeyeaters eat from the flowers of eucalyptus trees they spread the tree's pollen which helps the tree to reproduce. This means their diet is good for the local ecosystem.

The baby regent honeyeaters are called chicks and stay in the nest for fourteen days after they hatch from their eggs.

In January the parents gather together with other regent honeyeaters and make a flocking group which is a group of honeyeaters that live together until breeding season.

## GRAPHIC ORGANISER:

Classification (what type of animal it is):



Habitat (where they live):

## Regent Honeyeaters

Diet (what they eat):



Reproduction (about their babies):



## **WRITING - WEDNESDAY**

Using your graphic organiser you completed, continue writing your information report using the following subheadings:

**Diet**

**Reproduction**

Remember to write in full sentences and use correct sentence punctuation You will continue to write your information report tomorrow.

**Diet**

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**Reproduction**

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## WRITING - THURSDAY

Using this picture of a regent honeyeater (or asking an adult if you can google a picture), brainstorm information about its appearance (eg. sharp teeth). Then, using this brainstorm, write a paragraph on the **Appearance** of the honeyeater. Remember to write in full sentences and use correct sentence punctuation. (To help you with the colours in this photo, they are black with some golden and yellow feathers. You might include information on their curved, pointy beak for drinking nectar, their skin around their eye, they are a medium sized bird that grow up to 30cm long.)



### Appearance

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## **WRITING - FRIDAY**

Have one of your parents or older siblings to check your work.

Did you have any spelling mistakes?

Did you miss some punctuation?

Can you use more descriptive words?

Once your work has been checked, edit using a different colour and try to improve your information report.

Can you draw a picture to go with each of your paragraphs?

## Punctuation

Name \_\_\_\_\_ Grammar BLM **82**

A contraction is a word made by joining two words together and leaving out some of the letters. An apostrophe is used to show where the letters have been left out.

1. Rewrite each sentence replacing the underlined words with a contraction from the box.

I'll      it's      don't      can't      isn't

- a. Nicky is not coming to my house now.

\_\_\_\_\_

- b. Jo can not help you today.

\_\_\_\_\_

- c. Wise people do not run across busy roads.

\_\_\_\_\_

- d. I think it is going to rain this morning.

\_\_\_\_\_

- e. I will make sure he gets there on time.

\_\_\_\_\_

2. Write the contraction of the underlined words.

- a. Max does not like playing football. \_\_\_\_\_

- b. The crow could not find the nest. \_\_\_\_\_

- c. Catherine was not at the disco last night. \_\_\_\_\_

- d. If she does not hurry she will be late. \_\_\_\_\_

## MATHS - MONDAY

# ADDITION

### Activity 1

Make sure you complete the first two columns.

Feel up for a challenge? Give the third column a go.

| Everyone    | Mini Challenge  | Super Challenge  |
|-------------|---|--|
| $25 + 9 =$  | $\begin{array}{r} 226 \\ + 138 \\ \hline \end{array}$       | $\begin{array}{r} 70\,945 \\ + 98\,653 \\ \hline \end{array}$                    |
| $15 + 15 =$ | $\begin{array}{r} 673 \\ + 226 \\ \hline \end{array}$       | $\begin{array}{r} 934\,876 \\ + 850\,098 \\ \hline \end{array}$                  |
| $21 + 32 =$ | $\begin{array}{r} 908 \\ + 475 \\ \hline \end{array}$       | $\begin{array}{r} 7\,851\,034 \\ + 2\,894\,389 \\ \hline \end{array}$            |
| $18 + 44 =$ | $\begin{array}{r} 1\,999 \\ + 6\,878 \\ \hline \end{array}$ | $\begin{array}{r} 2009\,963 \\ + 5\,498 \\ \hline 98\,641 \\ \hline \end{array}$ |
| $89 + 12 =$ | $\begin{array}{r} 1\,234 \\ + 2\,798 \\ \hline \end{array}$ | $\begin{array}{r} 305689 \\ 216999 \\ + 530987 \\ \hline \end{array}$            |

# LENGTH

**TASK 1:** Convert these length measurements from centimetres (cm) to metres (m)

REMEMBER :  $100\text{cm} = 1\text{m}$

The first one has been done for you.

| ITEM      | Centimetres (cm ) | Metres (m)       |
|-----------|-------------------|------------------|
| Fridge    | 180cm             | 1m and 80cm      |
| Bookshelf | 120cm             | ___ m and ___ cm |
| Table     | 170cm             | ___ m and ___ cm |
| TV screen | 150cm             | ___ m and ___ cm |

**Task 2:** Convert these length measurements from metres (m) to centimetres (cm)

REMEMBER :  $1\text{m} = 100\text{cm}$

The first one has been done for you.

| ITEM         | Metres (m)   | Centimetres (cm) |
|--------------|--------------|------------------|
| Ben          | 1m and 50 cm | 150cm            |
| Stool        | 1m and 10cm  | ___ cm           |
| Dining table | 2m and 10 cm | ___ cm           |
| Garden hose  | 8m and 50cm  | ___ cm           |

**Task 3:** Convert these length measurements to centimetres (cm) to millimetres

REMEMBER : 1cm = 10mm

The first one has been done for you.

| ITEM       | cm             | mm       |
|------------|----------------|----------|
| Paper clip | 2cm and 3mm    | 23mm     |
| Crayon     | 10cm and 5mm   | _____ mm |
| Texta      | 13cm and 4mm   | _____ mm |
| Purse      | 20 cm and 2 mm | _____ mm |

# NUMBER OF THE DAY

Activity 4: Optional- you can choose to complete this or move on to your next learning activity.



## Number of the Day

Today's number is 225

Word form

Odd or Even

| Hundreds | Tens | Ones |
|----------|------|------|
|          |      |      |

Number sentence

Round to the nearest hundred

10 less

15 more

Greater than >

Less than <

## MATHS - TUESDAY

# SUBTRACTION

### Activity 1

Make sure you complete the first two columns.

Feel up for a challenge? Give the third column a go.

| Everyone     | Mini Challenge  | Super Challenge   |
|--------------|---|---|
| $34 - 9 =$   | $\begin{array}{r} 178 \\ - 129 \\ \hline \end{array}$   | $\begin{array}{r} 97\,427 \\ - 69\,589 \\ \hline \end{array}$   |
| $42 - 15 =$  | $\begin{array}{r} 567 \\ - 398 \\ \hline \end{array}$   | $\begin{array}{r} 12\,000 \\ - 10\,985 \\ \hline \end{array}$   |
| $98 - 27 =$  | $\begin{array}{r} 912 \\ - 776 \\ \hline \end{array}$   | $\begin{array}{r} 262\,431 \\ - 178\,973 \\ \hline \end{array}$ |
| $76 - 38 =$  | $\begin{array}{r} 1513 \\ - 498 \\ \hline \end{array}$  | $\begin{array}{r} 809\,501 \\ - 569\,642 \\ \hline \end{array}$ |
| $109 - 38 =$ | $\begin{array}{r} 3631 \\ - 1795 \\ \hline \end{array}$ | $\begin{array}{r} 500\,000 \\ - 267\,443 \\ \hline \end{array}$ |

# AREA

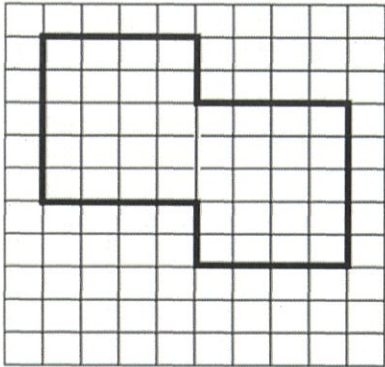
**Activity 2** First estimate (guess) the area of these shapes then measure the area by counting the squares inside the lines.

Each square represents  $1\text{cm}^2$ . Write your answers in the **space**

a)



c)



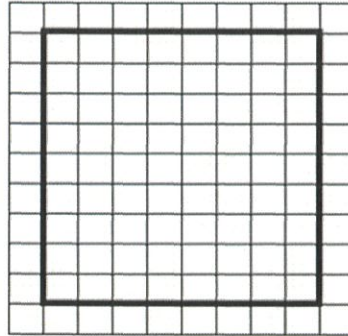
Estimate (guess) =   $\text{cm}^2$

Actual area =   $\text{cm}^2$

b)



d)



Estimate (guess) =   $\text{cm}^2$

Actual area =   $\text{cm}^2$

**Activity 3:** Compare the areas of the shapes by writing in the table which shape had the largest area (1) to the smallest area (4).

The shapes are named a, b, c and d.

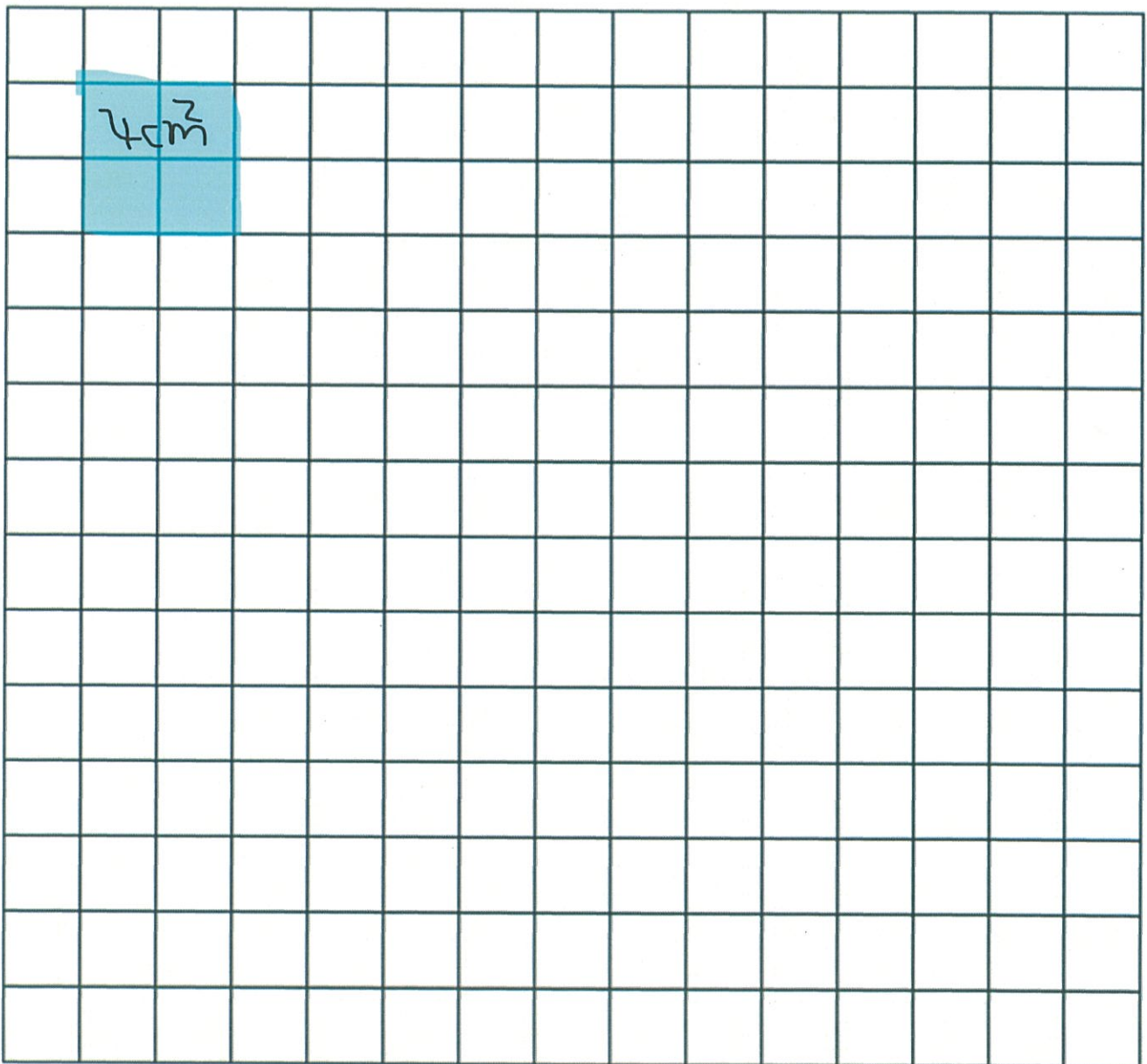
| 1 (largest) | 2 | 3 | 4 (smallest) |
|-------------|---|---|--------------|
|             |   |   |              |



**Activity 4:** Can you make some shapes with these areas?

Colour in the squares to make shapes with these areas. An example has been done for you. **Remember to label them.**

a)  $6\text{cm}^2$    b)  $12\text{cm}^2$    c)  $15\text{cm}^2$  .



# NUMBER OF THE DAY

Activity 4: Optional- you can choose to complete this or move on to your next learning activity.



## Number of the Day

Today's number is

740

Word form

|  |
|--|
|  |
|--|

Odd or Even

|  |
|--|
|  |
|--|

| Hundreds | Tens | Ones |
|----------|------|------|
|          |      |      |

Number sentence

|  |
|--|
|  |
|--|

Round to the nearest  
hundred

|  |
|--|
|  |
|--|

10 less

|  |
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|--|

15 more

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Greater than >

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Less than <

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MATHS – WEDNESDAY

# MULTIPLICATION

## Activity 1

Make sure you complete the first two columns.

Feel up for a challenge? Give the third column a go.

| Everyone                             | Mini Challenge  | Super Challenge                |
|--------------------------------------|---|--------------------------------|
| $7 \times 2 =$<br>$2 \times 7 =$     | $2 \times 3 \times 4 =$<br>EG. $2 \times 3 = 6 \times 4 = 24$ | 456<br><u>  3</u> x<br>____    |
| $8 \times 5 =$<br>$5 \times 8 =$     | $4 \times 5 \times 3 =$                                       | 689<br><u>  5</u> x<br>____    |
| $6 \times 4 =$<br>$4 \times 6 =$     | $2 \times 4 \times 10 =$                                      | 1346<br><u> 23</u> x<br>____   |
| $9 \times 3 =$<br>$3 \times 9 =$     | $2 \times 6 \times 6 =$                                       | 2787<br><u> 54</u> x<br>____   |
| $10 \times 11 =$<br>$11 \times 10 =$ | $3 \times 10 \times 3 =$                                      | 12534<br><u> 324</u> x<br>____ |



# TIMES TABLES

**Activity 4:** Optional- you can choose to complete this or move on to your next learning activity.



## Times Tables



Help Multiplication Max fill in the multiplication table below.

|    | 0 | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10  | 11 | 12  |
|----|---|----|----|----|----|----|----|----|----|----|-----|----|-----|
| 0  |   |    | 0  |    |    |    |    |    |    |    |     |    |     |
| 1  |   |    |    |    |    |    |    | 7  |    |    |     | 11 |     |
| 2  |   | 3  |    |    |    | 10 |    |    |    | 18 |     |    |     |
| 3  |   |    | 6  |    |    |    | 18 |    |    |    | 30  |    |     |
| 4  | 0 |    |    | 12 |    |    |    |    | 32 |    |     |    | 48  |
| 5  |   |    |    |    | 20 |    |    |    |    | 45 |     |    |     |
| 6  |   |    | 12 |    |    |    | 36 |    |    |    |     | 66 |     |
| 7  |   | 7  |    |    |    | 35 |    | 49 |    |    |     |    |     |
| 8  |   |    |    | 24 |    |    |    |    | 64 |    |     |    | 96  |
| 9  |   |    |    |    | 36 |    |    |    |    |    | 90  |    |     |
| 10 |   | 10 |    |    |    |    |    | 70 |    |    |     |    | 120 |
| 11 |   |    |    |    |    | 55 |    |    |    | 99 |     |    |     |
| 12 |   |    |    |    | 48 |    |    |    |    |    | 120 |    |     |

## MATHS – THURSDAY

# DIVISION

### Activity 1

Make sure you complete the first two columns.

Feel up for a challenge? Give the third column a go.

| Everyone                          | Mini Challenge  | Super Challenge |
|-----------------------------------|-----------------|-----------------|
| $4 \times 5 =$<br>$20 \div 5 =$   | $35 \div 5 =$   | $155 \div 5 =$  |
| $6 \times 4 =$<br>$24 \div 6 =$   | $77 \div 7 =$   | $264 \div 2 =$  |
| $3 \times 10 =$<br>$30 \div 10 =$ | $36 \div 6 =$   | $243 \div 4 =$  |
| $9 \times 4 =$<br>$36 \div 4 =$   | $27 \div 3 =$   | $1265 \div 5 =$ |
| $6 \times 7 =$<br>$42 \div 7 =$   | $120 \div 12 =$ | $1236 \div 3 =$ |

# CHANCE

## Activity 2

Create a probability line by placing these probability words on the line: **certain, impossible, likely, maybe, unlikely.**

Certain has already been done for you.



Five empty rectangular boxes are arranged horizontally below the probability line. The rightmost box contains the word "certain".

## Activity 3: Name some events that are impossible, unlikely, likely and certain.

An example of each has been done for you.

| Impossible   | Unlikely                    | Likely               | Certain                            |
|--------------|-----------------------------|----------------------|------------------------------------|
| Cows can fly | It will be 40 degrees today | I will eat my dinner | I will turn a year older this year |
|              |                             |                      |                                    |
|              |                             |                      |                                    |
|              |                             |                      |                                    |
|              |                             |                      |                                    |

# NUMBER OF THE DAY

Activity 4: Optional- you can choose to complete this or move on to your next learning activity.

To Do:

## Number of the Day

Today's number is

151

Word form

|  |
|--|
|  |
|--|

Odd or Even

|  |
|--|
|  |
|--|

| Hundreds | Tens | Ones |
|----------|------|------|
|          |      |      |

Number sentence

|  |
|--|
|  |
|--|

Round to the nearest  
hundred

|  |
|--|
|  |
|--|

10 less

|  |
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15 more

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Greater than >

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Less than <

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MATHS – FRIDAY

# FRACTIONS

**Activity 1**

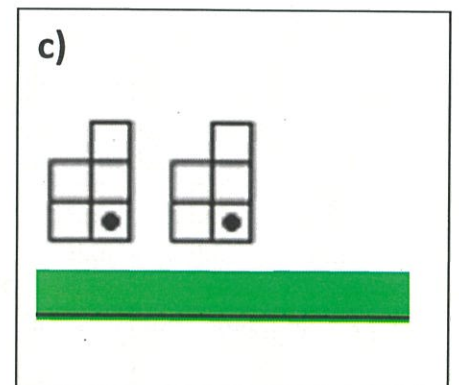
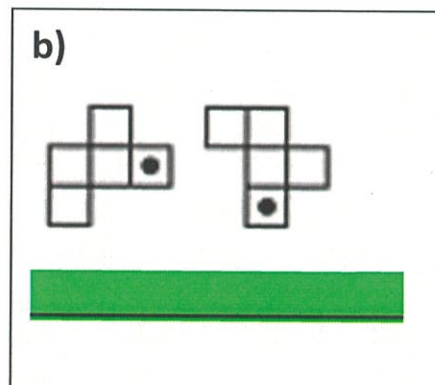
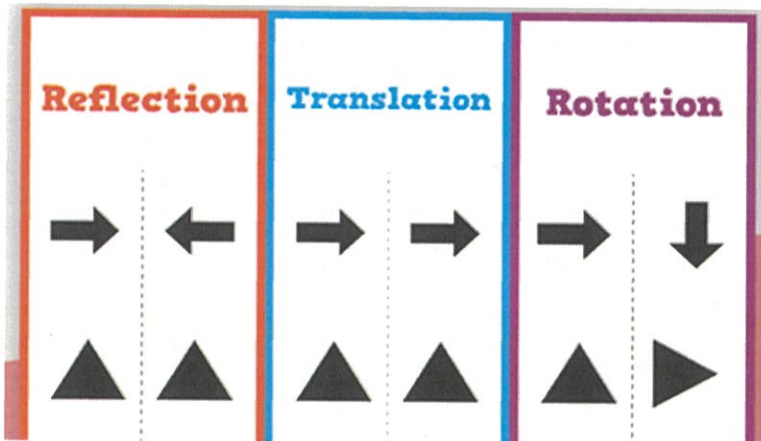
Fill in the fractions grid below. The first one has been done for you.

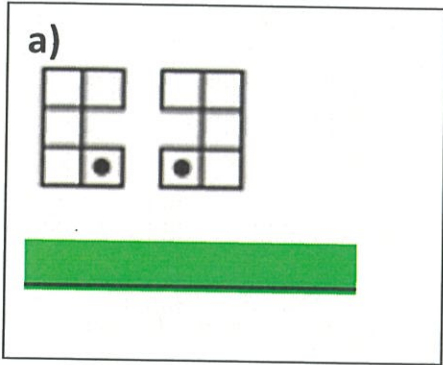
| $\frac{1}{10}$ s | $\frac{1}{100}$ s | Decimal . |
|------------------|-------------------|-----------|
| $\frac{3}{10}$   | $\frac{30}{100}$  | 0.3       |
| $\frac{9}{10}$   | $\frac{??}{100}$  | 0.?       |
| $\frac{?}{10}$   | $\frac{??}{100}$  | 0.7       |
| $\frac{?}{10}$   | $\frac{50}{100}$  | 0.?       |
| $\frac{?}{10}$   | $\frac{40}{100}$  | 0.?       |

# 2D SHAPES

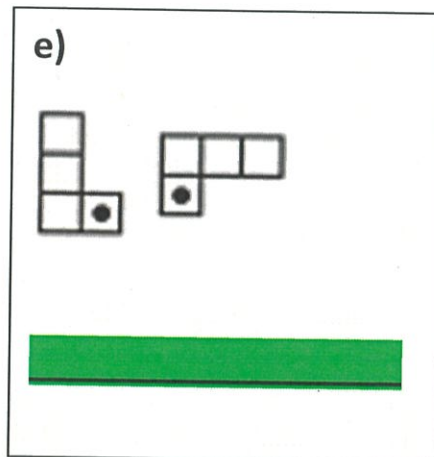
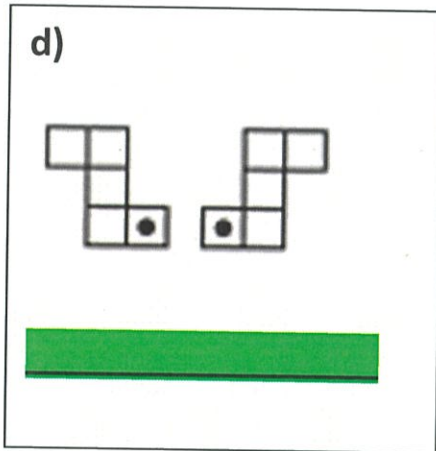
**Activity 2:** Use this image to write how each shape has been moved. Is it reflection, translation or rotation?

Write your answer in the spaces.



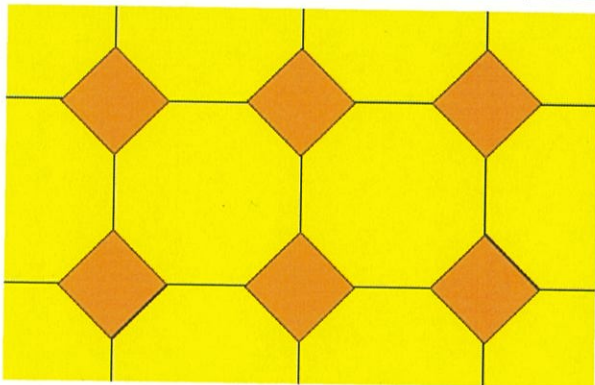


Is it reflection, translation or rotation?



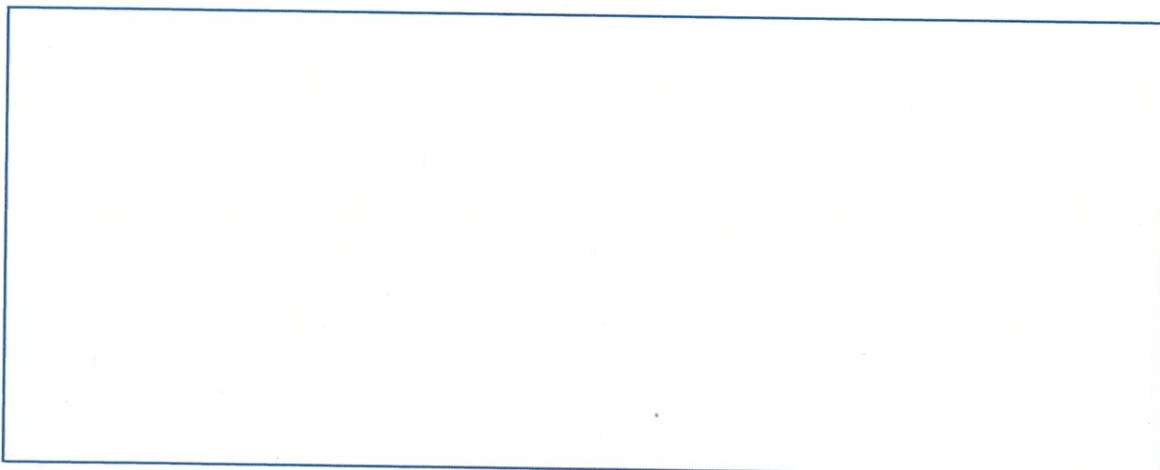
**Activity 3**

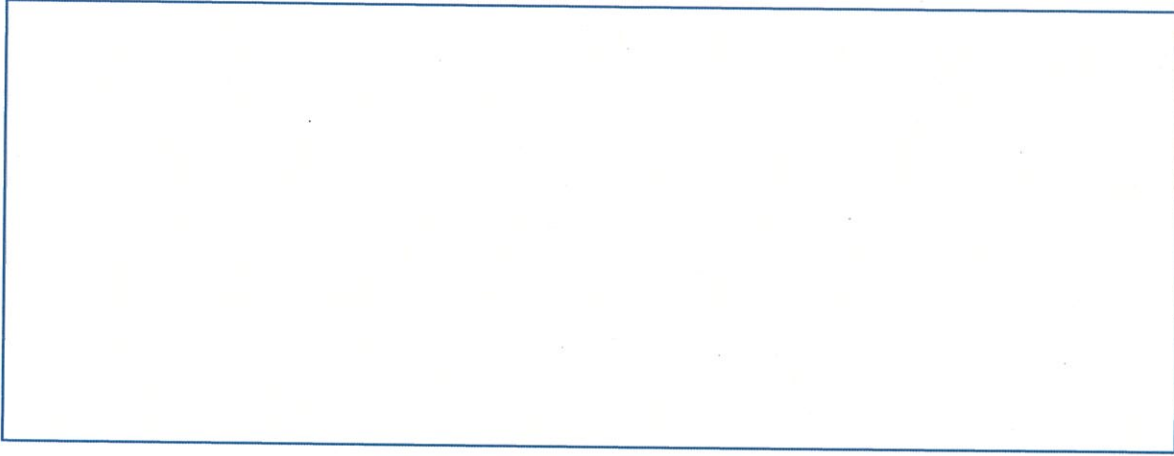
These are tessellating patterns:



Find some tessellating patterns in your house and draw them in the boxes and state what they are where you found them.

eg. Tiles in your bathroom, bricks on a path.





# NUMBER OF THE DAY

**Activity 4:** Optional- you can choose to complete this or move on to your next learning activity.

To Do:

# Number of the Day

Today's number is 88

Word form

Odd or Even

| Hundreds | Tens | Ones |
|----------|------|------|
|          |      |      |

Number sentence

Round to the nearest  
hundred

10 less

15 more

Greater than >

Less than <

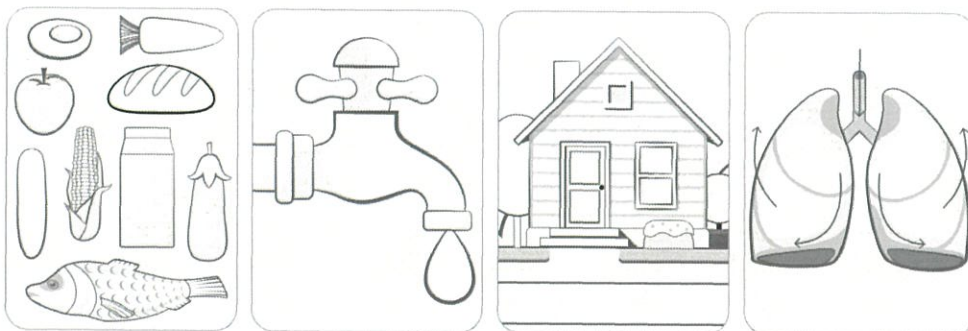
# How do people rely on the natural environment to survive?

The Earth is full of resources that come from the natural environment. Some of them are needed for people to survive, others make life easier or more comfortable. People have become very good at finding these resources and using them every day.

1. Imagine you were stranded on a desert island. What sort of things would you need?

|   | Item | Reason |
|---|------|--------|
| 1 |      |        |
| 2 |      |        |
| 3 |      |        |
| 4 |      |        |
| 5 |      |        |

2. These are things that people must have to survive. Label and colour each one.



# Water

3. Read the following information sheets on water.

**How Does WATER Get to Our Taps?**

Water is an extremely precious resource that all living things need to survive. Plants and trees need water to grow. Animals and humans need water to keep their bodies healthy and working correctly. Humans also use water for cooking, washing, cleaning and farming.

We rely on water for so many things, but how does it get to our taps?

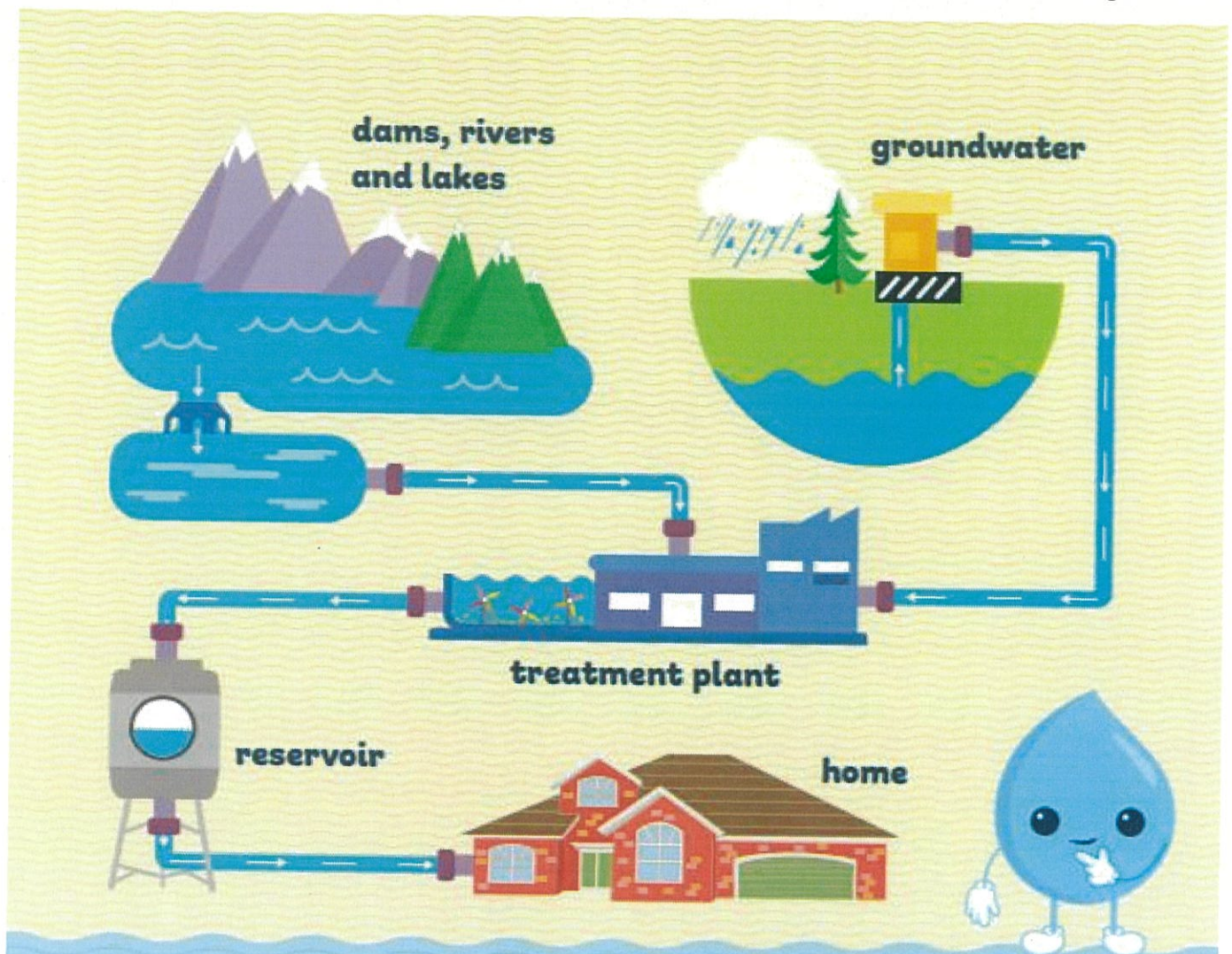
Water is collected from two main sources. Dams, rivers and lakes are all examples of 'surface water'. 'Groundwater' sits underground in the cracks between soil and rock. The water is pumped from these locations to the next step in the process.

Before the water is ready to be used, it needs to be cleaned. This happens at a treatment plant. Here the water is pumped through filters that remove dirt and other solids. Any germs in the water are then killed by using chlorine or ultraviolet light.

Now that the water is safe to drink, it is stored in a reservoir ready for people to use. Reservoirs are big tanks that are usually placed on top of hills or tall stands. Raising the tanks high helps the water flow through the pipes with strong pressure.

Finally, the water is all set and ready to be used. When a tap is turned on, the water flows from the reservoir, through pipes and out of the spout. It is ready to be used as a drink, in a bath, watering plants or cooking dinner.

It might be easy to forget that this process is happening all the time! Let's not take it for granted. We must monitor how we use water and make sure we don't let any go to waste.



**Desalination**

Some countries also source water from the ocean or sea. This salt water is treated at a desalination plant where the water is pushed through a special filter that traps the salt but lets the fresh water pass through.

**Tanks for the Rainwater**

Some people have rainwater tanks connected to their house. When it rains, the water flows into the tank where it is stored until it needs to be used.

**Walking for Water**

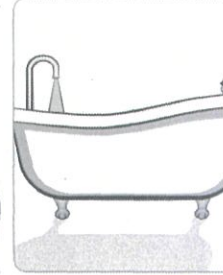
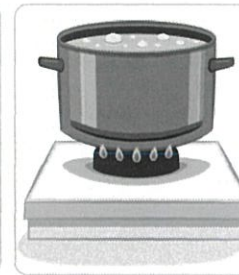
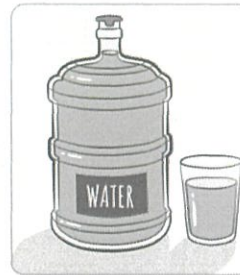
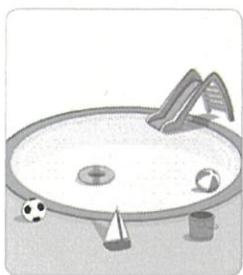
Not everyone is lucky enough to have clean drinking water available so easily. Some people must walk for over half an hour every day to collect clean water and carry it back to their families.

**Water-Saving Tips**

- Turn off the tap when brushing teeth or soaping hands.
- Check taps and hoses for leaks.
- Use a watering can to water plants.
- Take shorter showers.



4. Describe what the water is being used for in each picture.



## How Does Water Get to Our Taps?

1. Write the following steps of the process in the correct order.

|           |              |      |                 |
|-----------|--------------|------|-----------------|
| Reservoir | Water Source | Home | Treatment Plant |
|-----------|--------------|------|-----------------|

|    |    |    |    |
|----|----|----|----|
| 1. | 2. | 3. | 4. |
|----|----|----|----|

2. How is the water treated for germs?

---

3. Write a list of the ways humans use water.

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---

---

4. What is the purpose of a desalination plant?

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# Protecting an Egg

## What you need:

- Egg
- Polystyrene cups
- Paper, cardboard, plastic, sticky tape, paper clips
- Bucket of water
- Tray of sand
- Area of grass
- Area of cement



## Here's what to do:

1. Design and make a protective cover for your egg using the materials listed.
2. Drop the covered egg into a bucket of water, onto a tray of sand, onto a patch of grass and onto cement.
3. Complete the table below to indicate what happened to the cover and the egg each time the egg was dropped:

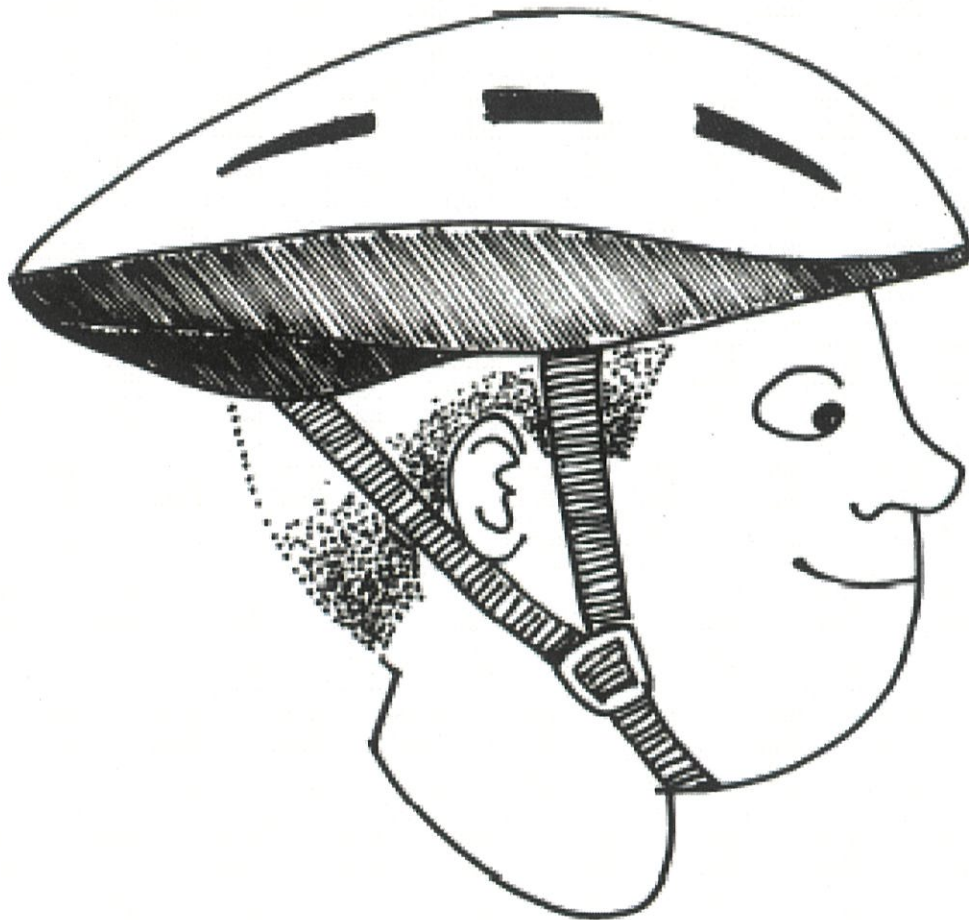
|        | Egg cover | Egg |
|--------|-----------|-----|
| Water  |           |     |
| Sand   |           |     |
| Grass  |           |     |
| Cement |           |     |

## Questions

1. What could you add to the egg's cover to provide better protection?
2. What would happen to the egg if its cover wasn't properly fastened?
3. How are the egg's cover and a bicycle helmet alike?
4. What might happen to your head if your bicycle helmet wasn't fitted properly?

# A Cycling Helmet

Cut out the circles and stick each one on the picture with an arrow to what it describes.



When correctly worn, the helmet protects your forehead.

The helmet has a shell that protects your head from the impact of a fall or blow.

The ventilation holes ensure that your head stays cool.

A bicycle helmet is designed so that the ears are not covered. The cyclist needs to hear the sound of the traffic.

The straps are adjusted so that the helmet can't move forward or backward.

The chin strap needs to be done up firmly to keep the helmet in place.