

Year 4

Workbook

Week 7, Term 3



Name : _____

Class: _____



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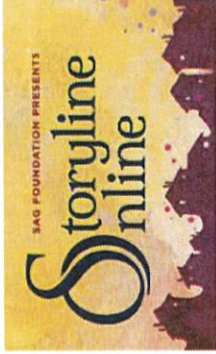

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Year Four Continuity of Learning - Learning at Home Program, Term 3 – Week 7

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



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	<p>Task 4: Reading Complete the comprehension in the workbook.</p> <p>Task 5: Complete Reading Eggs</p> 	<p>Complete the comprehension in the workbook.</p> <p>Task 5: Complete Reading Eggs</p>  <p>Task 6: Writing - Information Reports Using your graphic organiser you completed yesterday, write your information report using the following subheadings: Classification Habitat Remember to write in full sentences and use correct sentence punctuation. You will continue to write your information report tomorrow.</p>	 <p>Task 5: Writing - Information Reports 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.</p>	<p>Task 4: Reading Complete the comprehension in the workbook.</p>  <p>Task 6: Writing - Information Reports Using the picture of a platypus, create a brainstorm of a Tasmanian Devil's appearance (eg. Sharp, pointed teeth). Using this brainstorm, write a paragraph on Appearance of the Tasmanian Devil. Remember to write in full sentences and use correct sentence punctuation.</p>	 <p>Task 6: Writing - Information Reports 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 and improve your information report. Can you draw a picture to go with each of your paragraphs?</p>	<p>Break Movement and Fruit Break Game of catch</p>	<p>Task 7: Journal Writing</p>	<p>Movement and Fruit Break Bounce a tennis ball on a tennis racquet.</p>	<p>Movement and Fruit Break Use a Hula Hoop.</p>	<p>Movement and Fruit Break Put out some buckets as markers and run around them. Time yourself.</p>	<p>Movement and Fruit Break Complete laps around your backyard. Time yourself.</p>
<p>Middle</p>	<p>Task 7: Journal Writing</p>	<p>Task 7: Journal Writing</p>	<p>Task 7: Grammar</p>	<p>Task 7: Journal Writing</p>	<p>Task 7: Journal Writing</p>						



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Click on the picture to go to the website

Write as many sentences as you can about the picture in your workbook. Use your sentence recipe to make your sentences more interesting.
SENTENCE RECIPE:
Character, what they are doing what is around them.
EXAMPLE: The siblings wondered how they would get away with sliding down the muddy hill as they walked back home through the park.

Mathematics

Task 1 – Whole Number

Numbers are expanded to show the value of each digit. A simple example would be $247 = 200 + 40 + 7$

Using the following numbers, write them in expanded notation.
1.) 8 274



Write as many sentences as you can about the picture in your workbook. Use your sentence recipe to make your sentences more interesting.
SENTENCE RECIPE:
Character, what they are doing what is around them.
EXAMPLE: The young scientist photographed his strange pet on the beach.

Mathematics

Task 1- Addition and Subtraction

Estimation gives a reasonable answer to a problem when the exact answer is not required or a quick response is needed.

Indirect Speech
Not all speech is direct speech, written in speech marks. Sometimes the author reports what someone else has said. This is called indirect speech and it does not use speech marks.
Look at the example in your workbook of how to change direct speech into indirect speech. Read through the remaining sentences and change the direct speech to indirect speech.

Mathematics

Task 1 – Multiplication and Division: Estimating answers using Rounding

In multiplication to find an estimated answer follow these steps:
1. Round the numbers
2. Do the multiplication fact for the digits.
3. Count the zeros and put the same number of zeros in the answer



Write as many sentences as you can about the picture in your workbook. Use your sentence recipe to make your sentences more interesting.
SENTENCE RECIPE:
Character, what they are doing what is around them.
EXAMPLE: The tubby cat thought maybe he was the one that should be scared as he fell further into the cold water.

Mathematics

Task 1 – Fractions and Decimals

When writing decimal numbers, each digit holds a place. If there are any whole numbers in the decimal, these belong on the left-hand side of the decimal point. Any



Write as many sentences as you can about the picture in your workbook. Use your sentence recipe to make your sentences more interesting.
SENTENCE RECIPE:
Character, what they are doing what is around them.
EXAMPLE: The energetic pair practiced their dance routine for everyone at the zoo to see.

Mathematics

Task 1 - Patterns and Algebra

1. Examine the number pattern below.
1 203 , 1 624 , 2 045 , 2 466
What rule does this pattern follow?
Write the next three numbers in the pattern.



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- 2.) 23 568
- 3.) 4 543
- 4.) 5 987
- 5.) 3 567

Task 2 - Angles

An angle measurement is the size between the two rays or arms of an angle and is measured at the point where the two rays meet. Some angles can be labelled as Right angle; Obtuse (larger than a right angle); Acute (smaller than a right angle); straight angle and a reflex angle

Find angles in your home to match these labels. Draw and label the objects where you found the angles.

Task 3

Complete your Mathematics activities for today.

In Addition, and Subtraction rounding is usually the method used to find an estimate.

Use the following numbers to estimate and add or estimate and subtract by rounding. You may have to place in an algorithm first.

- 1) 3951+7107
- 2) 407+283+212
- 3) 919-173
- 4) 5828-1900
- 5) 4922+4145

Task 2 – 3D objects

When drawing 3D objects, we consider the front view first, followed by the side and top view. By putting the three views together we can draw a reasonable representation of the 3D object.



Find 4 3D objects and try to draw them by drawing each side separately, then draw with all the sides together.

Task 3

$$\begin{array}{r} 5927 \\ \times 3 \\ \hline 18000 \\ \text{(estimate)} \end{array}$$

$$\begin{array}{r} 715 \\ \times 49 \\ \hline 35000 \\ \text{(estimate)} \end{array}$$

Complete the following using estimation:

- a) $403 \times 29 =$
- b) $41 \times 29 =$
- c) $304 \times 5 =$
- d) $297 \times 4 =$

In division rounding occurs after you find the answer to the first digit.

$$\begin{array}{r} 20 \\ 3 \overline{) 64} \end{array}$$

Find the answer to 6 divided by 3 and place it on top then add a zero for each number in the division algorithm.

$$\begin{array}{r} 200 \\ 3 \overline{) 641} \end{array}$$

Complete the following using rounding:

fractions, or parts of a whole, belong on the right-hand side of the decimal place.

$$\begin{array}{c} 6.28 \\ \downarrow \quad \downarrow \quad \downarrow \\ \text{units} \quad \text{tenths} \quad \text{hundredths} \end{array}$$

Find the fraction and the decimal for each of the following (the first one is done for you):

- a) three-tenths = $3/10 = 0.3$
- b) six-tenths
- c) nine-tenths
- d) four-tenths
- e) five-tenths

Task 2 –Length

- 10 millimetres (mm) = 1 centimetre (cm)
- 100 centimetres = 1 metre (m)
- 1000 metres = 1 kilometre (km)

What is the best unit of measurement to measure the following:

- a) The distance between two towns.
- b) height of a tree
- c) length of a pencil
- d) width of a paper clip

If the pattern continues, what will the 10th number in the sequence be?

2. Examine the next number pattern below.

10 000 , 9 899 , 9 798 , 9 697

What rule does this pattern follow?

Write the next three numbers in the pattern.

If the pattern continues, what will the 11th number in the sequence be?

Task 2 - Statistics and Probability

Probability Experiment

For this experiment, you will need two coins - a dollar and a ten-cent coin
Each time you toss these coins, there are four possible outcomes:

1. both heads
2. dollar head & ten cent tail
3. dollar tail & ten cent head
4. Both tails.

Predict how many times each combination will occur.



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Complete your Mathematics activities for today.



PE- Throwing and Catching

You will need a ball for this lesson. Watch this video on catching and have a go practising your catching skills.

<https://www.youtube.com/watch?v=EPI7KFwwiJI>

Warm Up

Run around your backyard 3 times. Do 10 x vertical jumps, 10 x squats, and 10 x star jumps.

Activity

Rebound: You will need to work outside and will need a ball and a wall. Take 3 steps away from the wall. Throw the ball against the wall and catching it on the rebound. Do this 5 times.

Throw, Catch and Spin:

Challenge yourself by adding

- a) $936 \div 3$
- b) $94 \div 3$
- c) $64 \div 2$
- d) $814 \div 2$

Task 2 – Area

Find 5 items in your home or the room you are in and estimate their area in centimetres. Explain how you worked it out.

Task 3

Complete your Mathematics activities for today.



- e) length of a driveway
- f) distance from Adelaide to Brisbane

Task 3

Complete your Mathematics activities for today.



Now carry out the tossing of the coins 20 times and record in a table. Were you correct?

Month	Group A Heads	Group B Tails	Group C Heads	Group D Tails

Task 3

Complete your Mathematics activities for today.





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		<p>a spinning action in the between throwing and catching the ball.</p> <p>Throw, Catch and Clap: Throw the ball vertically in the air and clap as many times as you can before catching it. Record how many claps you could fit before catching the ball.</p> <p>Cool Down Jog around your backyard and have a stretch.</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.
Afternoon	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.	Speaking and Listening Listen to the daily podcast of Squizkids. Retell the news items to someone in your family.	Speaking and Listening Watch this week's episode of BTN. Retell the news items to someone in your family.	Speaking and Listening Listen to the daily podcast of Squizkids. Retell the news items to someone in your family.	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.
Click on the picture to go to	 KIDSNEWS Geography Significance of Environment	 Science Magnets What do you know about magnets?	 PD/H/PE	 Visual Arts Foil Sculpture	 KIDSNEWS PE-Throwing and Catching



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<p>the website</p>	<p>How do animals rely on the environment to survive?</p> <p>The koala is an animal that is unique to Australia. They are a great example of something that needs to live in a very specific environment.</p> <p>In this lesson, you will be studying the koala and the way it relies on the natural environment to survive and how it is facing threat of extinction.</p>  <p>Please complete the worksheet.</p>	<p>We know that strong magnets use a repelling force or an attracting force when brought together. This depends on their negative or positive properties.</p> <p>Using weak magnets (fridge or advertising magnets), find 5 small items in your home and see if your weak magnet can attract those items. Write a report on what the magnets attracted and what they didn't. Draw a diagram of one of the items and the magnet you used. Explain what would happen if you used a stronger magnet on the 5 items. Would it make a difference?</p>	<p>Bus Safety Read the Bus safety page. Why is it important to have bus safety rules?</p> <p>Play – Safety Town https://www.safetytown.com.au/town/student/stage-2/#list</p> <p>Select 'what happens when I get off the bus'.</p> <p>Activity - Bus Facts and opinions- Write an F or an O beside each scenario.</p>	<p>Use foil to create people in different poses.</p> <p>You could make a whole family of sculptures, even include your pets.</p> <p>All you need is some foil and a bit of imagination.</p> <p>You can support them on bamboo sticks.</p> <p>https://www.youtube.com/watch?v=kYDayHvcjY4</p>	<p>You will need a ball for this lesson.</p> <p>Warm Up Same as yesterday</p> <p>Activity To master your skills of catching and throwing you have 5 challenges.</p> <p>1) Throw and Catch: Throw ball straight into the air and catch with two hands.</p> <p>2) Same Hand Catch and Throw: Throw ball with right hand and catch with right hand. Repeat activity with your left hand.</p> <p>3) Opposite Throw and Catch: Throw ball into the air using your right hand and catch with your left hand.</p> <p>4) Throw, Catch and Clap: Throw ball into the air and clap as many times as you can before catching it with 2 hands.</p> <p>5) Overhead Challenge: Throw ball over your head and catch it with your hands behind your back.</p> <p>Cool Down</p>
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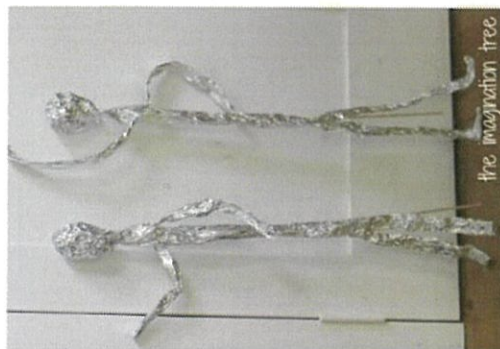


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				 <p>Take a nice walk or jog around your backyard. Choose a nice spot to stretch your arms, legs, neck and hands.</p>
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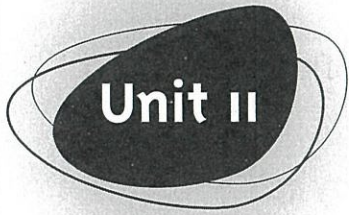
Spelling List Week 7 Term 2



more	predator	obsolete
chore	forecast	obstinate
store	wrapped	ominous
before	recovery	optimism
explore	decision	outrageous
5	20	35
ready	dependable	
instead	extendable	
between	enjoyable	
which	comfortable	
busy	affordable	
10	25	
edible	desert	
mandible	rainforest	
incredible	mountain	
horrible	landscape	
flexible	ocean	
15	30	

not	hop
note	hope
con	ton
cone	tone
mop	hop
mope	hope
slop	cod
slope	code
rob	ready
robe	instead
pop	between
pope	which
	busy

Spelling Rule: The suffix 'able' is attached to a word that is already complete, while 'ible' is connected to a word that requires the suffix to make sense.



What's on in Sydney?

Talk to the Animals

Taronga Zoo, on Sydney Harbour, is one of the world's most spectacular zoos.

You can talk to the koalas, kangaroos, echidnas, dingoes and our very shy platypuses.

You can visit the African Waterhole or the brand new Gorilla Forest.

Only 12 mins by ferry from Circular Quay.

**Admission \$15 adults
\$7.50 children**

Open 9 am to 5 pm every day.

Web Site

Did you know that wherever you are, there's usually a spider within a metre of you? At the Spiders' exhibition you'll be even closer than that.

Check out these live crawlies at the Australian Museum at College St.
Open every day 9.30 am to 5 pm

Admission
\$10 adults \$5 children \$20 a family

Screen Scene

Journey into the Amazon valley or join the astronauts 230 km above the earth without leaving Sydney.

At the Imax Theatre at Darling Harbour you can see these 2D films on the world's largest screen. It's seven storeys high and ten times larger than the normal movie screen.

For information and movie times phone 133 462

**Admission \$14.00 adults
\$10.00 children \$43.00 family**

Ghost Walks

Try a ghostly guided walk around Goat Island in Sydney Harbour.

Listen to the gruesome stories about the convicts who lived there, while you explore the old buildings by lantern light.

Friday and Saturday nights

6.15 pm to 9.15 pm

Cost: \$16 adults \$44 families

Manly Corso Bar
Best Gelato in Sydney



Oodles of Noodles

Hungry? Hurry to the Noodle Market at North Sydney. Delicious hot noodles piled high on your plate for next to nothing. **Open every Friday night.**

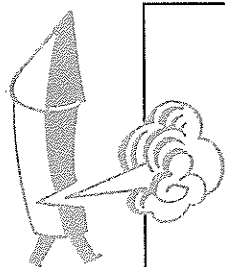
This is James' and Mitchell's first trip to Sydney. They've come from New Zealand with their Mum and Dad. Where will they go and what will they see?

This page from a *What's On* magazine will help them. Read the page carefully before answering the following questions.

- 1 It's Thursday and James and Mitchell want to go to the zoo. Is it open on Thursdays? _____
- 2 Where should they go to catch the ferry to the zoo? _____
- 3 Which new section of the zoo could they visit?

- 4 Tomorrow the boys want to go to the Australian Museum. Which exhibition will they see? _____
- 5 Is the screen in the Imax theatre higher than your school? _____
How do you know? _____
- 6 Would it be cheaper for their parents to buy a family ticket to the Imax Theatre? _____
How much would they save? _____
- 7 The films at this theatre are 2D or 3D. Explain what that means.

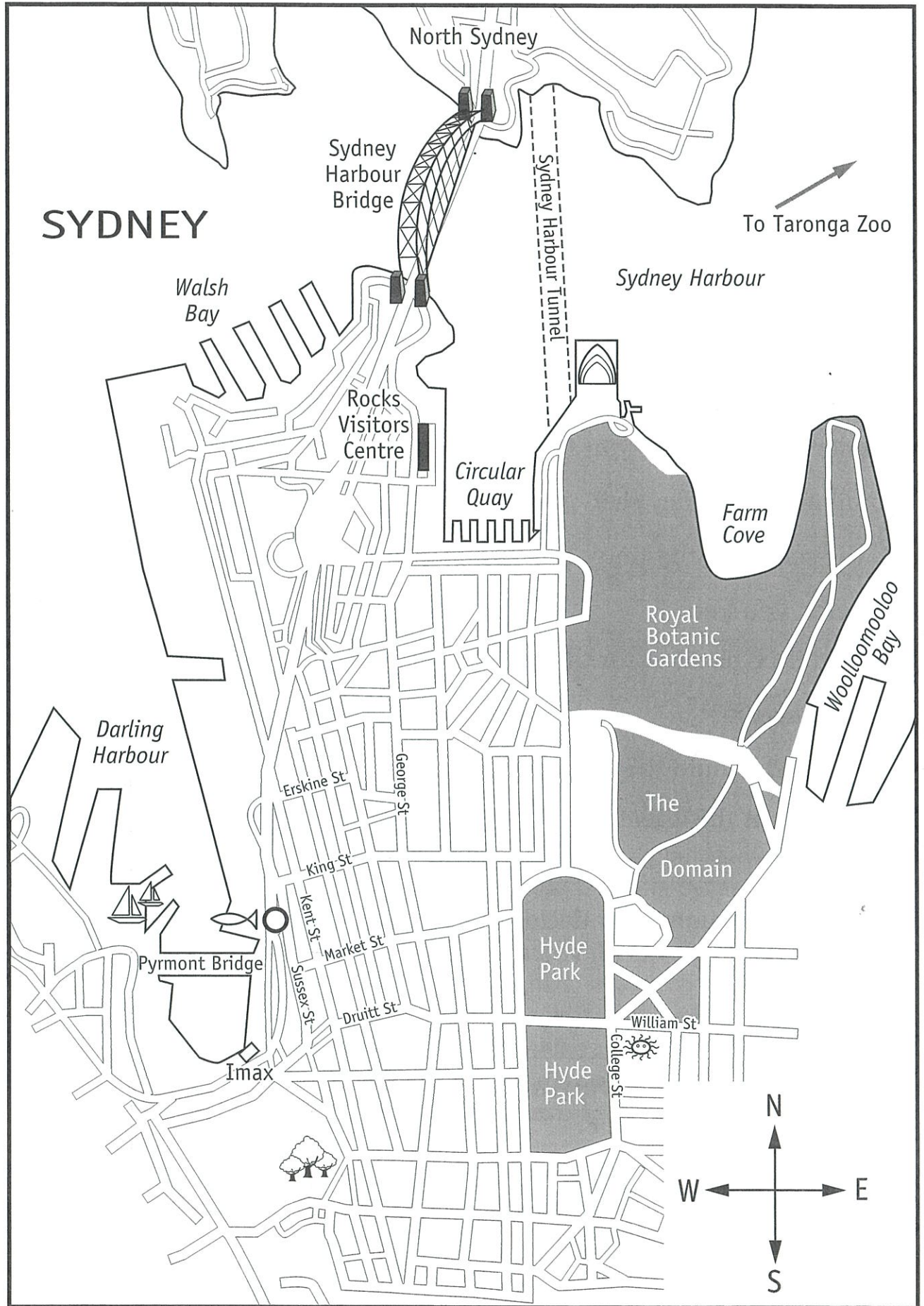
- 8 On Saturday night they decide to try the ghost walk on Goat Island. Whose ghosts do you think would be haunting this island?



After you've finished

Draw one of the animals that could be seen at the African Waterhole here.

Tuesday









Finding your way around Sydney

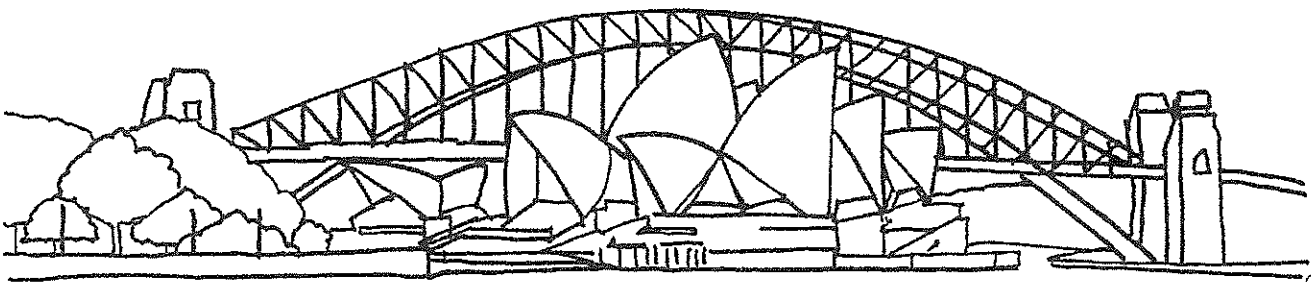
When James and Mitchell visited Sydney, they needed a map to find their way around.

The map on the opposite page is similar to the one they used.

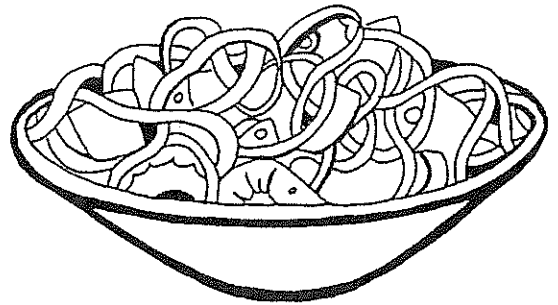
Some of the places they visited are marked on the map. Others are shown on this legend.

 Hotel Nikko	 Sydney Aquarium
 Sydney Opera House	 Chinese Gardens
 Australian Museum	 Maritime Museum

- 1 The boys and their parents stayed at the Hotel Nikko. Find it on your map by looking at the legend. Colour the circle.
- 2 On the first day they went to Circular Quay to catch a ferry to the zoo. The taxi took them left into Market St, left into Kent St, right into King St, and left into George St. It continued up George St and dropped them at the Rocks Visitors Centre.
Trace the route the taxi took with a coloured pen or pencil.
- 3 If they walked around Circular Quay, what famous building would they come to? _____
- 4 On Friday, they walked to the Australian Museum to see the spiders' exhibition. The Australian Museum is on the corner of _____ St and _____ St.
- 5 Which park would the children walk through to reach the museum?



6 Friday night is noodle night at North Sydney. Which two ways could the taxi cross the harbour to take them there for dinner?

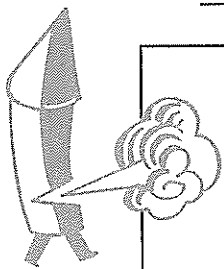


7 After visiting the Imax Theatre on Saturday, the children walked south to the _____ and then in a north-westerly direction to explore the _____

8 The closest fun place to the Hotel Nikko is _____

9 Which direction is the Botanic Gardens from the Hotel Nikko?

10 What other form of transport could the family use to travel from Darling Harbour to Circular Quay without using a car, bus, train or bike?



After you've finished

Shade the Botanic Gardens, The Domain and Hyde Park green.

Trace the coastline in blue and lightly shade the water. Don't forget the part of Darling Harbour south of Pyrmont Bridge.

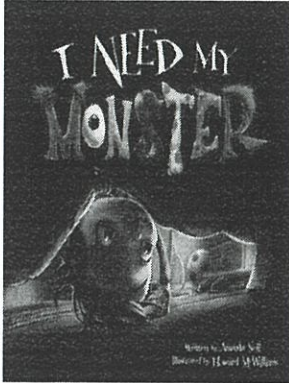


Wednesday

Read aloud comprehension:

I NEED MY MONSTER

Listen to and watch 'Hey That's My Monster' by Storyline Online, on YouTube



Answer the following questions:

What is the name of the boy's monster?

Why did the boy laugh at Mac, the fourth monster?

The boy says, "I need a monster who is menacing." What do you think menacing means?

How does the boy feel about his monster?

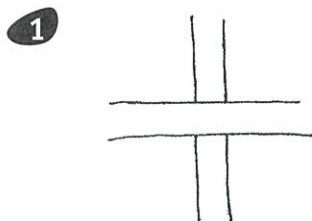
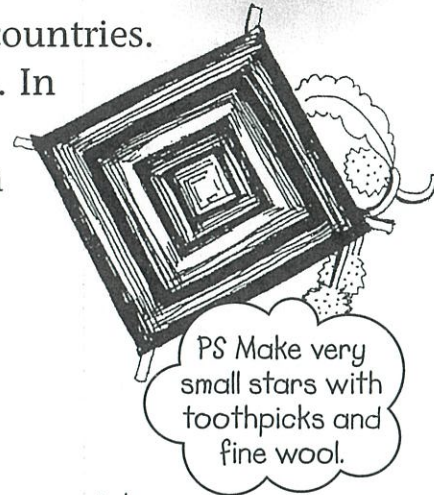
Thursday Star weaving – God's eyes

Unit 13

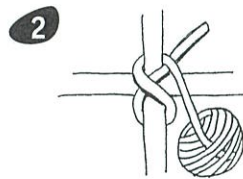
These colourful stars are mostly seen in Latin American countries. There they are known as Ojos de Dios — eyes of the gods. In Mexico, God's eyes were woven to symbolise the eyes of a god watching over them. They were also made for each year of children's lives up to five years — then they were supposed to make their own.

You will need

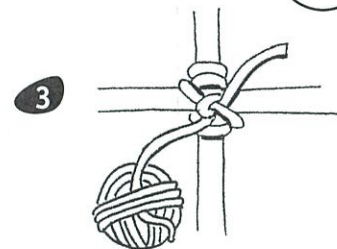
Two straight sticks about 26–28 cm long. Use dowel or sticks from your garden. Wool of different colours. Thick wool for thick sticks — thinner wool for thin sticks.



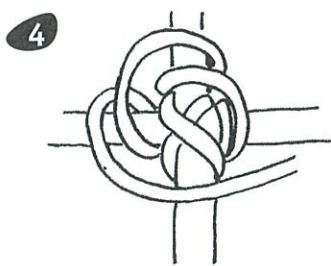
Lay the sticks at right angles with centres matching.



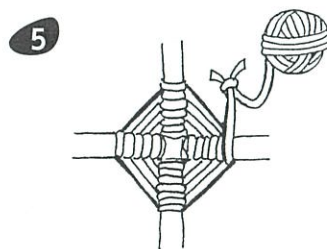
Hold the two sticks together with one hand. Lash the sticks tightly together with the wool making an x on the side facing you. Keep going till you've covered the centre of your sticks.



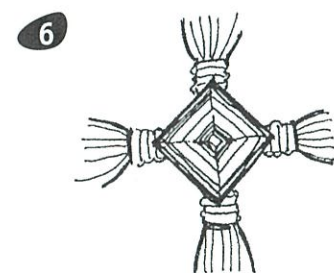
Turn your sticks over. Tie a small tight knot with the wool in your hand to the end of the wool you started with. Do not cut the wool.



With right side facing you, weave over and under one stick, then over and under the next stick and keep going around like that. Keep the wool tight and each row close together.



When your weaving measures about 2.5 cm from the centre of the start, change colours like this.



Change to as many colours as you like. Experiment by weaving one colour under first, then over. Add tassels, buttons, feathers, bows.

Friday

Unit 15

Using your dictionary

All the answers to this crossword are in heavy black type on the dictionary page opposite.

Read each clue, find the word that goes with the clue and write it in the correct space.

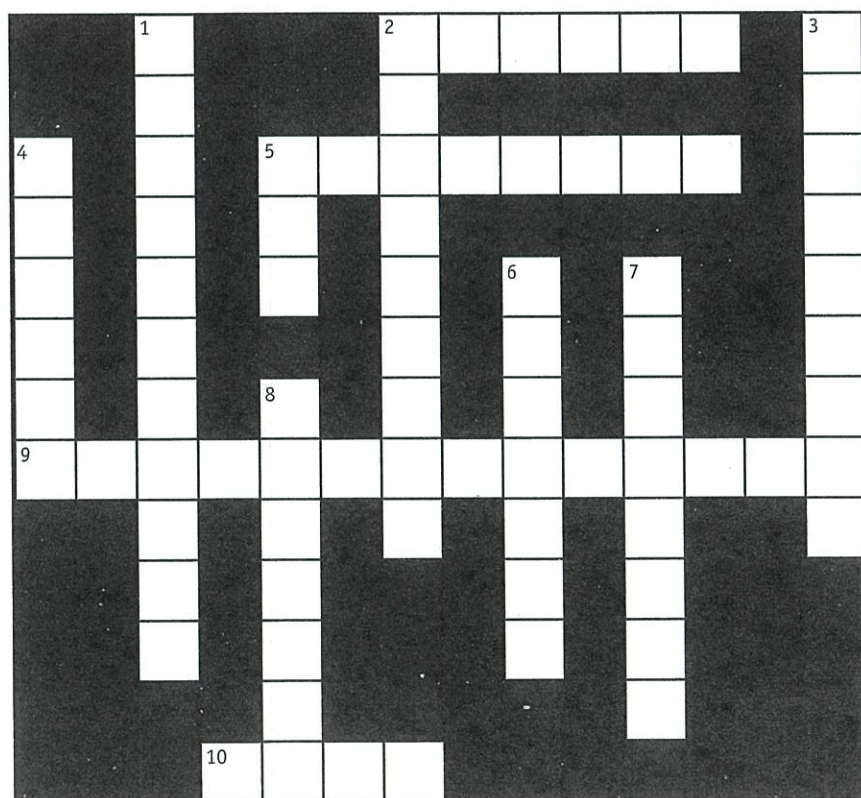
You don't have to do all the clues in order. Try doing 2 across, then 2 down, then 5 across.

Clues across

- 2 An airport runway
- 5 Herb used in cooking
- 9 A marsupial
- 10 A job

Clues down

- 1 Builders use this
- 2 Waterproof cover
- 3 A venomous spider in Europe
- 4 Her arrow hit the centre of the _____
- 5 Roads are made of _____
- 6 To discolour or spoil
- 7 Lives inside dogs' intestines
- 8 Pudding made out of floury grains



tape *noun*

1 a long strip of paper, cloth or a similar material such as you use in sewing or in typewriters 2 a plastic strip coated with magnetic powder, used to record sound and video signals and to store information from computers 3 *another name for tape measure*

tape *verb*

4 to record on tape: *He taped my record.*

tape measure *noun*

a long strip or ribbon made of linen or steel, marked with millimetres and centimetres for measuring

taper *verb*

1 to gradually narrow or thin at one end: *The road tapers in to a track.*

² **taper** *noun*

2 a very thin candle

Word Building: **tapering** *adjective*

tape-recorder *noun*

a machine which records sound on magnetic tape

tapestry *noun*

a piece of cloth with a design which has been woven or embroidered

Word Use: the plural is **tapestries**

tapeworm *noun*

a flat or tapelike worm which lives in the intestine of people and animals

tapioca (say *tap-ee-oh-kuh*) *noun*

floury grains of cassava starch used for puddings and thickening sauce

taproot *noun*

the big main root of a plant from which the other roots branch

tar *noun*

a thick, black, sticky substance that you get from wood or coal, especially used for making roads

Word Building: **tar** *verb* (**tarred**, **tarring**) to cover or smear with tar

tarantula (say *tuh-ran-chuh-luh*) *noun*

1 a large, furry, Australian spider which often shelters indoors when it's raining 2 a venomous spider of Europe

Word Use: another name for definition 1 is **huntsman**

target *noun*

1 something which you aim at in order to hit or reach: *Her arrow hit the centre of the target. / They set a target of ten days to finish work.* 2 a victim: *He is the target of their jokes.*

Word Use: another word for definition 2 is **butt**

tariff *noun*

1 a charge for importing something into a country 2 the price charged for a room in a hotel

tarmac *noun*

1 a mixture of tar and gravel used to seal roads 2 an airport runway

tarnish *verb*

to dull, discolour or spoil: *Silver tarnishes in the salt air. / to tarnish a reputation*

Word Building: **tarnish** *noun* **tarnished** *adjective*

tarpaulin (say *tah-paw-luhn*) *noun*

a large canvas or other waterproof cover

tarragon *noun*

a strong-smelling herb used in cooking and salads

tarry *verb*

to linger or loiter

Word Use: other forms are **I tarried, I have tarried, I am tarrying** this is a rather old-fashioned word

tart¹ *adjective*

sour or sharp: *a tart taste / a tart retort*

Word Building: **tartly** *adverb* **tartness** *noun*

tart² *noun*

a shallow fruit or jam pie, without a top

tartan *noun*

the checked woollen cloth in the colours of the different Scottish Highlands clans, or any similar checked cloth

Word Building: **tartan** *adjective*

task *noun*

1 a piece of work, or a duty 2 **take to task** to blame or scold

Tasmanian devil *noun*

a fierce black-and-white meat-eating marsupial, found in Tasmania

tassel *noun*

a bunch of silk, or other threads, hanging as an ornament

taste *noun*

1 the sense which experiences flavour 2 flavour: *It has a sweet taste.* 3 a liking or enjoyment: *I've acquired a taste for olives.* 4 a sense of what belongs or is attractive: *He has no taste.* 5 a first experience or sample: *She had a taste of city life.*

From the
Macquarie Junior
Dictionary, p. 480

MONDAY

Watch this clip all about an Australian animal.

https://www.youtube.com/watch?v=KQWeVJ_1fwE

Then complete the graphic organiser below with all the information you have found out. You may need to stop the video a few times or even replay the video.

Graphic Organiser

Use this table as a graphic organizer. When you come across information from the video, write it in the table under the correct heading.

Tasmanian Devil					
Classification (what kind of animal is it?)	Habitat (where does it live)	Diet (what does it eat)	Appearance (what does it look like)	Reproduction (all how it has babies)	Threats (predators)

Tomorrow we will begin writing our information report using this graphic organizer.



TUESDAY

Yesterday you found out some interesting facts about the Tasmanian Devil and put it into a graphic organiser.

Here is some key information that you should have included in your graphic organizer. It is not written in full sentences. You need to use full sentences in your paragraphs.

Classification (what kind of animal is it?)	Habitat (where does it live)
Largest living marsupial. Tasmanian Tiger bigger but extinct	Tasmania. Extinct from mainland Australia
Carnivores	Live in open eucalypt forests where they scavenge food
Endangered	Solitary (live alone)
Extension: <i>Can you find the scientific name for Tasmanian devils?</i>	Burrows made from hollow logs or dig their own
	Some live in protection in NSW

Now we will begin writing our information report, starting with the first two paragraphs – **classification** and **habitat**. The title and subtitles have already been done for you. Remember to write in full sentences, use correct punctuation and use adjectives (descriptive words). Try to copy (ctrl c) and paste (ctrl p) a picture of a Tasmanian devil from the internet underneath your writing.

Tasmanian Devil

Classification

Habitat

WEDNESDAY

Today we will continue writing our information report on Tasmanian devils.

Here is some key information that you should have included in your graphic organiser. It is not written in full sentences. You need to use full sentences in your paragraphs.

Diet (what does it eat)	Appearance (what does it look like)
Carnivorous – eats kangaroos, wombats, koalas	Wet nose, good for smelling dead animals
Scavenger – eats dead animals instead of hunting	Sharp teeth and strong jaw for eating all parts of animals
Uses smell to find food and sharp teeth to crush through bones	Poor eyesight. Sensitive whiskers help them navigate at night
Nocturnal	Ears go bright red when they are too hot. Blood circulates through the ears to keep them cool
	Camouflage – white stripes on black fur – hard to see at night

Now you will continue writing our information report, with the next two paragraphs – **diet** and **appearance**. The title and subtitles have already been done for you. Remember to write in full sentences, use correct punctuation and use adjectives (descriptive words). Try to copy (ctrl c) and paste (ctrl p) a picture of a Tasmanian Devil from the internet underneath your writing.

Diet

Appearance

THURSDAY

Today we will continue writing our information report on Tasmanian Devils.

Here is some key information that you should have included in your graphic organizer. It is not written in full sentences. You need to use full sentences in your paragraphs.

Reproduction (all about how it has babies)	Threats
Breed from February to March every year	Devil facial tumor disease – can't eat or drink
Females look for the strongest male to mate with	Decrease in population from 100,000 to 10,000 because of devil facial tumor diseases
Pregnant for 21 days	Cars can kill Tasmanian devils
Babies are called joeys	Extension: <i>can you find out if there are any predators of the Tasmanian devil?</i>
Joeys are the size of a grain of rice and pink when they are born	
They are born with no eyes nor ears	
By Christmas time the joeys are ready to live by themselves	

Now you will continue writing our information report, with the next two paragraphs – **reproduction** and **threats**. The title and subtitles have already been done for you. Remember to write in full sentences, use correct punctuation and use adjectives (descriptive words). Try to copy (ctrl c) and paste (ctrl p) a picture of a Tasmanian Devil from the internet underneath your writing.

Reproduction

Threats

FRIDAY

Now that you have written your information report, you are into the final phase of writing – editing. Today you will spend time editing your work from Tuesday, Wednesday and Thursday.

I have provided feedback in **red**. For example, a spelling mistake will be in **red** and **underlined**. If you have not used a capital letter, the beginning letter will be in **red**. If you have missed punctuation there will be a **red underline**.

Example:

platypuses lay eggs. **Thy** lay **tow** to three eggs at a **tim** __ the baby platypus feeds on their **muther's** **milk** __

Using the feedback I have provided, please edit your work. For any changes you make, please put them in **green** so I can assess your editing skills.



Wednesday
Grammar

Indirect Speech

Indirect speech reports a person's speech but does not necessarily quote the exact words used. The words are not enclosed in inverted commas.

Example:

Paul said, "I am coming to the park later." (Direct speech)

Paul said he was coming to the park later. (Indirect speech)

Change the direct speech into indirect speech. Remember you don't need to use the exact words that the person said.

a. "What time is it?" Asked Nancy

>> _____

b. "It is going to be a lovely day," remarked Sue.

>> _____

c. "Where are you going?" asked Paul.

>> _____

d. "I've read that book before," growled Tom.

>> _____

Indirect Speech

e. "I've read that book before," growled Tom.

>> _____

e. "I am going to win the race," boasted Jack.

>> _____

f. "Where will you get it from?" asked Sue.

>> _____

g. Mum said, "It's too hot to go shopping."

>> _____

h. "We want more hamburgers!" yelled the boys.

>> _____

Name: _____

Expanded Form

Write each number in expanded form.

examples: $61,345 = 60,000 + 1,000 + 300 + 40 + 5$

$39,005 = 30,000 + 9,000 + 5$



a. $12,093 =$ _____

b. $72,932 =$ _____

c. $53,200 =$ _____

d. $2,921 =$ _____

e. $92,400 =$ _____

f. $66,008 =$ _____

g. Martha and her family flew 15,989 kilometers from New York City to Sydney, Australia. Write this number in expanded form.

h. Joey climbed 29,029 feet to the top of Mount Everest. Write this number in expanded form.

Name: _____

Rounding to the Nearest Ten

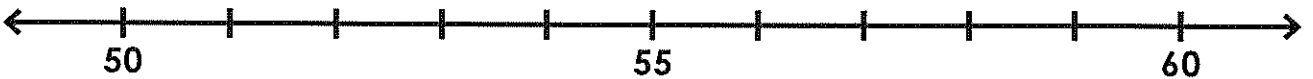
Find 28 on the number line and label it.



Is 28 closer to 20 or 30? _____

What is 28 rounded to the nearest 10? _____

Find 54 on the number line and label it.



Is 54 closer to 50 or 60? _____

What is 54 rounded to the nearest 10? _____

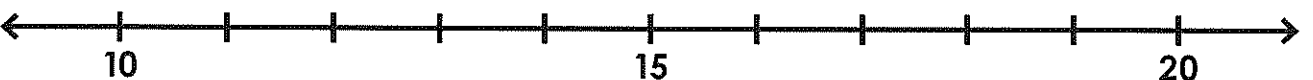
Find 76 on the number line and label it.



Is 76 closer to 70 or 80? _____

What is 76 rounded to the nearest 10? _____

Find 13 on the number line and label it.



Is 13 closer to 10 or 20? _____

What is 13 rounded to the nearest 10? _____

Name: _____

The Girl Who Ate Her Homework

Find the products. Then, solve the riddle by matching the letters to the blank lines below.

$$\begin{array}{r} \boxed{T} \ 2 \\ \times 4 \\ \hline \end{array} \quad \begin{array}{r} \boxed{B} \ 9 \\ \times 3 \\ \hline \end{array} \quad \begin{array}{r} \boxed{E} \ 7 \\ \times 6 \\ \hline \end{array} \quad \begin{array}{r} \boxed{E} \ 12 \\ \times 11 \\ \hline \end{array} \quad \begin{array}{r} \boxed{K} \ 9 \\ \times 4 \\ \hline \end{array} \quad \begin{array}{r} \boxed{C} \ 4 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} \boxed{R} \ 5 \\ \times 4 \\ \hline \end{array} \quad \begin{array}{r} \boxed{C} \ 0 \\ \times 7 \\ \hline \end{array} \quad \begin{array}{r} \boxed{U} \ 3 \\ \times 3 \\ \hline \end{array} \quad \begin{array}{r} \boxed{A} \ 12 \\ \times 12 \\ \hline \end{array} \quad \begin{array}{r} \boxed{S} \ 8 \\ \times 5 \\ \hline \end{array} \quad \begin{array}{r} \boxed{A} \ 5 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} \boxed{F} \ 12 \\ \times 7 \\ \hline \end{array} \quad \begin{array}{r} \boxed{E} \ 11 \\ \times 5 \\ \hline \end{array} \quad \begin{array}{r} \boxed{O} \ 4 \\ \times 4 \\ \hline \end{array} \quad \begin{array}{r} \boxed{T} \ 3 \\ \times 4 \\ \hline \end{array} \quad \begin{array}{r} \boxed{S} \ 8 \\ \times 8 \\ \hline \end{array} \quad \begin{array}{r} \boxed{E} \ 4 \\ \times 7 \\ \hline \end{array} \quad \begin{array}{r} \boxed{W} \ 2 \\ \times 9 \\ \hline \end{array} \quad \begin{array}{r} \boxed{P} \ 11 \\ \times 8 \\ \hline \end{array} \quad \begin{array}{r} \boxed{I} \ 12 \\ \times 9 \\ \hline \end{array} \quad \begin{array}{r} \boxed{T} \ 11 \\ \times 11 \\ \hline \end{array}$$

$$\begin{array}{r} \boxed{C} \ 5 \\ \times 5 \\ \hline \end{array} \quad \begin{array}{r} \boxed{E} \ 7 \\ \times 1 \\ \hline \end{array} \quad \begin{array}{r} \boxed{A} \ 7 \\ \times 7 \\ \hline \end{array} \quad \begin{array}{r} \boxed{I} \ 8 \\ \times 9 \\ \hline \end{array} \quad \begin{array}{r} \boxed{E} \ 12 \\ \times 8 \\ \hline \end{array} \quad \begin{array}{r} \boxed{E} \ 10 \\ \times 7 \\ \hline \end{array} \quad \begin{array}{r} \boxed{E} \ 10 \\ \times 8 \\ \hline \end{array} \quad \begin{array}{r} \boxed{R} \ 2 \\ \times 5 \\ \hline \end{array} \quad \begin{array}{r} \boxed{H} \ 9 \\ \times 6 \\ \hline \end{array} \quad \begin{array}{r} \boxed{O} \ 8 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} \boxed{A} \ 2 \\ \times 7 \\ \hline \end{array} \quad \begin{array}{r} \boxed{A} \ 11 \\ \times 1 \\ \hline \end{array} \quad \begin{array}{r} \boxed{D} \ 2 \\ \times 2 \\ \hline \end{array} \quad \begin{array}{r} \boxed{L} \ 8 \\ \times 3 \\ \hline \end{array} \quad \begin{array}{r} \boxed{H} \ 11 \\ \times 9 \\ \hline \end{array} \quad \begin{array}{r} \boxed{E} \ 9 \\ \times 7 \\ \hline \end{array} \quad \begin{array}{r} \boxed{H} \ 6 \\ \times 5 \\ \hline \end{array} \quad \begin{array}{r} \boxed{R} \ 7 \\ \times 8 \\ \hline \end{array} \quad \begin{array}{r} \boxed{C} \ 3 \\ \times 5 \\ \hline \end{array}$$



Why did the girl eat her homework?

$\overline{27}$	$\overline{132}$	$\overline{32}$	$\overline{11}$	$\overline{9}$	$\overline{64}$	$\overline{80}$	$\overline{54}$	$\overline{96}$	$\overline{20}$	
$\overline{8}$	$\overline{42}$	$\overline{49}$	$\overline{15}$	$\overline{30}$	$\overline{70}$	$\overline{56}$	$\overline{121}$	$\overline{48}$	$\overline{24}$	$\overline{4}$
$\overline{99}$	$\overline{28}$	$\overline{10}$	$\overline{72}$	$\overline{12}$	$\overline{18}$	$\overline{14}$	$\overline{40}$	$\overline{144}$		
$\overline{88}$	$\overline{108}$	$\overline{7}$	$\overline{25}$	$\overline{55}$	$\overline{16}$	$\overline{84}$	$\overline{0}$	$\overline{45}$	$\overline{36}$	$\overline{63}$

Name: _____

Mystery Fractions

The numerator is $20 \div 5$.

The sum of the numerator and the denominator is 11.

What is the fraction?

The numerator is $21 - 20$.

The denominator is the number of sides on a cube.

What is the fraction?

The numerator is 1 less than the denominator.

The denominator is the product of 2 and 3.

What is the fraction?

The numerator is the number of angles in a triangle.

The denominator is the number of quarters in a whole.

What is the fraction?

The numerator is half a dozen.

The denominator is twice the numerator.

Simplify.

What is the fraction?

The numerator is the denominator divided by 3.

The denominator is the number of sides on 3 pentagons.

Simplify.

What is the fraction?

The numerator $54 \div 6$.

The denominator is the number of fingers on 3 hands.

Simplify.

What is the fraction?

The numerator is a pair of fives.

The denominator is nine times the numerator.

Simplify.

What is the fraction?

Name: _____

Tenths and Hundredths

	decimal number	word name	fraction or mixed number
a.	1.4	one and four tenths	
b.		five and fifteen hundredths	$5 \frac{15}{100}$
c.	0.9		
d.		nine hundredths	
e.			$3 \frac{74}{100}$
f.	6.4		
g.		eight and eight hundredths	
h.			$\frac{2}{10}$
i.	11.19		
j.		one and six tenths	

Name: _____

Number Patterns

1. Examine the number pattern below.

1,203 , 1,624 , 2,045 , 2,466 ...

What rule does this pattern follow? _____

Write the next three numbers in the pattern. _____, _____, _____

If the pattern continues, what will the 10th number in the sequence be? _____

2. Examine the number pattern below.

10,000 , 9,899 , 9,798 , 9,697 ...

What rule does this pattern follow? _____

Write the next three numbers in the pattern. _____, _____, _____

If the pattern continues, what will the 11th number in the sequence be? _____

3. Examine the number pattern below.

5,554 , 5,274 , 4,994 , 4,714 ...

What rule does this pattern follow? _____

Write the next three numbers in the pattern. _____, _____, _____

If the pattern continues, what will the 12th number in the sequence be? _____

Name: _____

Probability Experiment

For this experiment, you will need two coins - a dollar and a ten cent coin

Each time you toss these coins, there are four possible outcomes:



You will flip the pair of coins 20 times.

- Predict:** How many times do you think the coins will both land on tails? _____
- How many times do you think the coins will both land on heads? _____
- How many times do you think the dollar will land on heads, and the ten cent on tails? _____
- How many times do you think the ten cent will land on heads, and the pdollar on tails? _____

Toss both coins 20 times and tally your results in the table below.

both heads	dollar head & ten cent tail	dollar tail & ten cent head	both tails

Australian Endangered Animals

Use the words below to fill in the missing information.
 You have been given the beginning letter of each of the missing words.

animals	plants	study	protect	survive
endangered	illegal	Australian	extinct	low

An endangered animal is a species that is in immediate danger of becoming extinct. This means that there will be no more of these a_____ alive on earth.

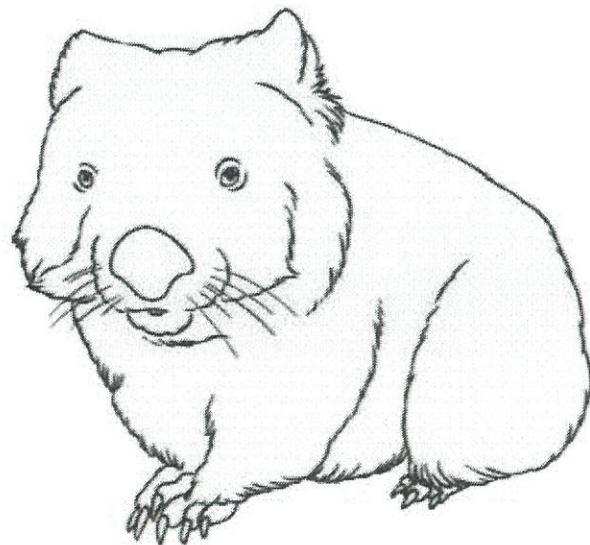
An animal is considered threatened when its numbers are usually very l_____ and it needs protection in order to s_____. Animals that are most at risk of becoming e_____ are categorised as 'critically endangered'.

There are thousands of animals all around the world that are e_____, including the Siberian tiger, the African elephant, and the giant panda. All of these animals are placed on a 'Red List' by the IUCN (International Union for Conservation of Nature).

Unfortunately, Australia also has many of its own endangered p_____ and animal species that are at risk of becoming extinct. Already, animals such as the Tasmanian tiger have been wiped out completely.

Some endangered A_____ animals include:

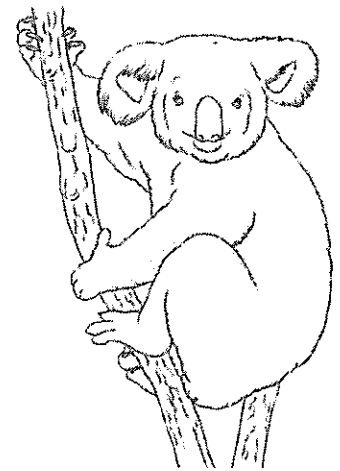
- hairy-nosed wombat
- bilby
- quoll
- dugong
- numbat
- Tasmanian devil
- Southern Corroboree frog
- cassowary
- grey nurse shark
- Loggerhead turtle
- black cockatoo
- koala



Australian Endangered Animals

Many countries throughout the world have laws that p_____ endangered species. There are also wildlife or nature reserves where animals and their habitats are protected. Hunting is also limited or i_____. Critically endangered animals are often protected by keeping some of them captive and breeding them in captivity. This helps scientists to keep the species alive and also helps them s_____ the animals. Scientists also study the animals in the wild in order to understand what may be affecting their population.

ENDANGERED ANIMAL FOCUS: The Koala

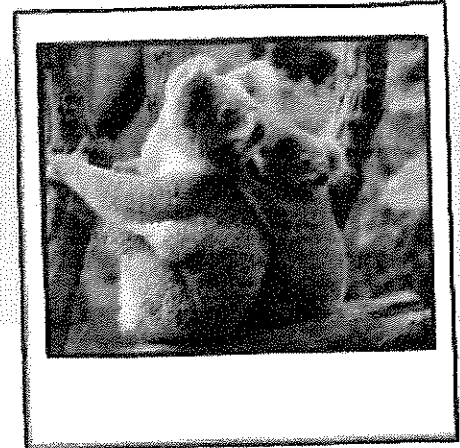


Read the information on the following page and complete these sentences about koalas by matching the facts:

Koalas are marsupials that can sleep...
 ...are the only food that koalas eat.
 Koalas live in...
 ...drink water.
 ...eucalypt forests.
 Gum leaves from eucalypt trees...
 Loss of habitat from clearing of forests...
 ...eat and keep away from predators.
 Koalas live in trees to sleep, ...
 ...for up to 20 hours a day.
 ...is the biggest threat to koalas.
 Most of the time, koalas don't need to...

Koala

Koalas are native to Australia. People still incorrectly refer to koalas as 'koala bears'. They are actually marsupials and are closely related to the wombat and kangaroo.



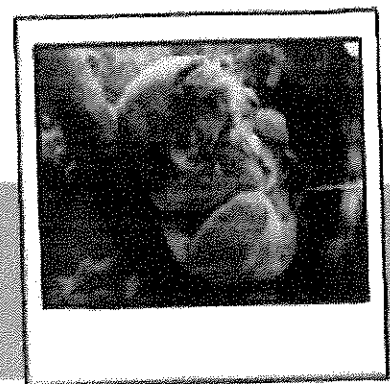
Koalas have sharp claws which they use to help them climb trees. They have five digits on each front paw, with two of them acting like thumbs.

This helps them to hold firmly onto the branches and to grip their food. Their back paws are used as grooming paws.



A baby koala is called a 'joey'. Joeys live in their mother's pouch for around six months and will remain with them for another six months or so afterwards. An adult koala can eat about half a kilogram to one kilogram of leaves each night. Koalas are mostly nocturnal, which means they are awake at night and asleep during the day. Koalas sleep a lot during the day because they require a lot of energy to digest the toxic, low-nutrient diet that they eat. Sleeping is the best way to conserve their energy.

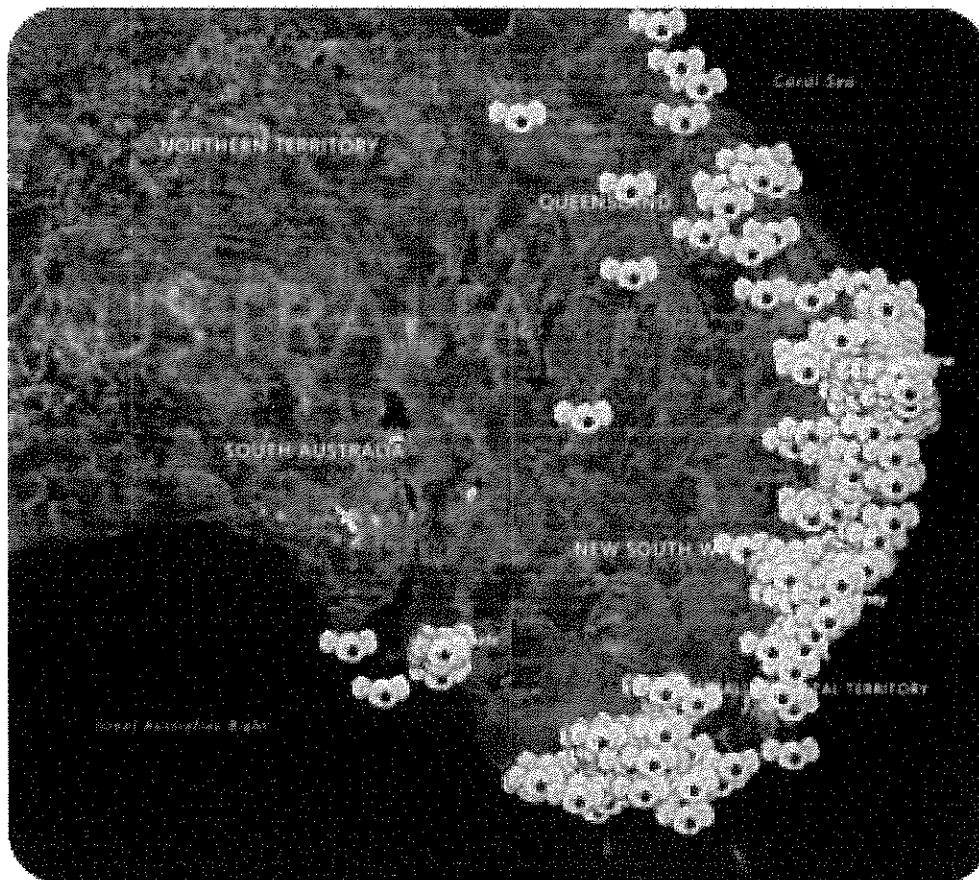
However, sleeping in the tops of tall eucalyptus trees all day isn't always safe. Koala population numbers, right across Australia, have been devastated due to the 2019-2020 Black Summer bushfires. Tens of thousands are estimated to have been lost in this tragedy, causing many wildlife conservation groups to call for koalas to be officially listed as an endangered species.



Did you know...?

Koalas sleep for around 18-20 hours a day.

Look at the map below and answer the questions about koalas.



a Find where you live. Have there been any koala sightings near there?

b In which states have there been koala sightings?

c Why do you think there have been no sightings of koalas in the Northern Territory or Western Australia?

Fast finisher activities:

- Make a poster to protect your chosen animal. Illustrate your poster.
- Draw a picture of an endangered animal in its natural habitat. Colour it in.

Name: _____

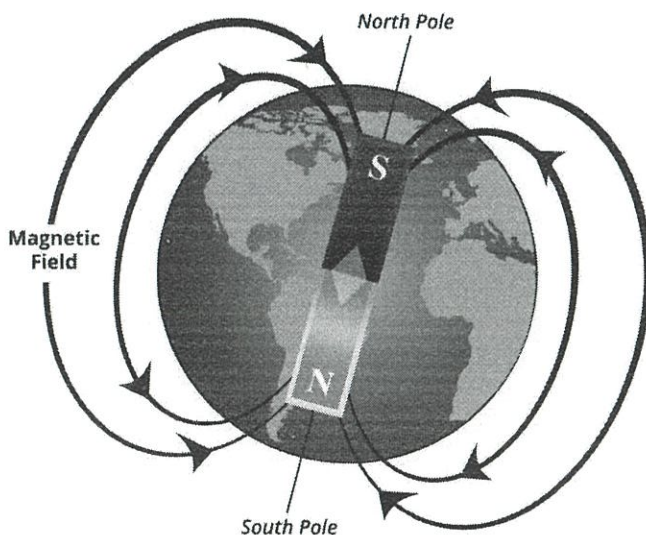
The Force Be with You!

by Cindy Sherwood

After you draw a special picture, you might display it on your refrigerator so everyone can admire it. Chances are, you will place a magnet over the drawing to hang it up. But how does that work? Why does the magnet stick to the refrigerator and not just drop to the ground?

A magnet has special invisible powers that produce a magnetic field. You can feel the force from this field when you hold two magnets together. The magnets will either attract—meaning they will pull toward one another—or they will repel, meaning they will push away from one another. Although it may seem like magic, that force comes from tiny particles called electrons inside an atom. In certain types of metals, electrons spin around and pair off in different ways than they do for other types of materials. That activity is what creates the magnetic field.

You will not have any luck if you try to make a magnet out of plastic or rubber or wood or glass. Only certain kinds of metals are magnetic. The most common metals attracted to magnets are iron, nickel, and cobalt. Other metals, including gold, silver, and copper, are not attracted to magnets.



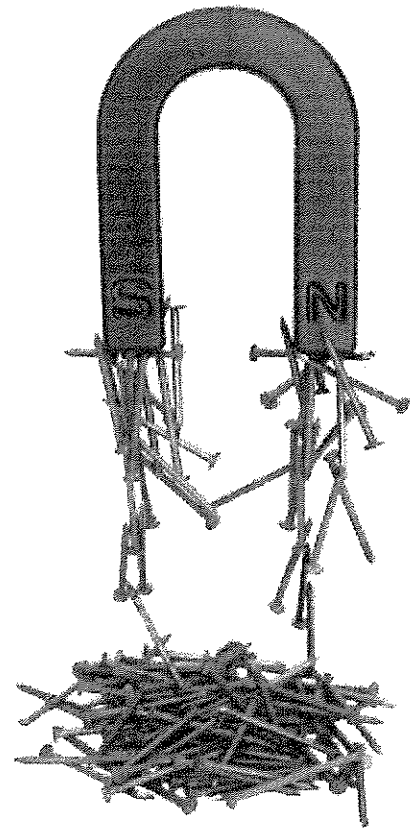
So what is the biggest magnet on Earth? If you guessed Earth itself, you would be right. Scientists believe that the deepest part of the Earth, its core, is made up of a mixture of iron and nickel. That gives Earth its own magnetic field which extends far into space. The magnetic field acts as a giant stop sign against solar wind, high-speed particles that blow from the sun.

Science

Thanks to the earth's magnetic field, we are protected from danger from this solar wind.

Magnets help us in our daily lives, too. Just about anything with an electric motor uses magnets. So do computers and cell phones. When doctors need to find out why a patient is sick, they may order magnetic resonance imaging, or a MRI, to give them a peek inside the body without having to do surgery. And if you have ever used a compass while on a hike, you are actually using a small magnet that always points north.

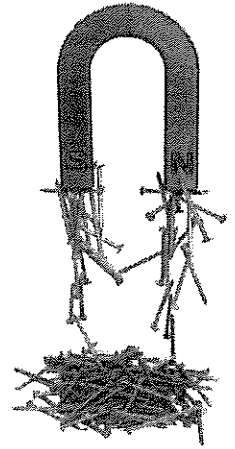
What if you tried that magnet-refrigerator trick and your picture fell down right away? It probably means that your fridge is made of stainless steel, which contains a high amount of a nonmagnetic material. To hang up your picture, you will have to use old-fashioned scotch tape.



Name: _____

The Force Be with You!

by Cindy Sherwood



1. Where does the force that creates a magnetic field come from?
 - a. the activity of protons in atoms
 - b. the activity of neutrons in atoms
 - c. the pairing off of atoms in certain types of metals
 - d. the pairing off of electrons in certain types of metals
2. Describe what happens when magnets attract? What happens when magnets repel?

3. According to the information in the article, the Earth acts like a giant magnet. Which of the following is correct about the Earth's magnetism?
 - a. Earth's mantle is made up of silver and nickel, which gives it a magnetic sphere.
 - b. Earth's core is comprised of iron and nickel, which causes its magnetic field.
 - c. The core of the Earth is made up of iron and copper, giving it a magnetic field.
 - d. The mantle of the Earth is comprised of gold and cobalt, causing its magnetic sphere.
4. Magnets can be used in everyday life. What does MRI stand for? What does the magnetism in an MRI help accomplish?

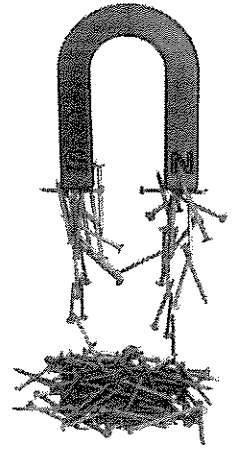
5. A magnet will attract to many types of surfaces. Which of the following surfaces will a magnet not be attracted to?
 - a. iron
 - b. cobalt
 - c. stainless steel
 - d. nickel

Name: _____

The Force Be with You!

by Cindy Sherwood

The following terms are vocabulary words from the article. Match the vocabulary word with its correct definition by writing the corresponding letter on the line.



- | | |
|-------------------------|--|
| 1. _____ magnetic field | a. charged particles that stream out from the Sun |
| 2. _____ electrons | b. the basic unit of all elements; a very small particle |
| 3. _____ force | c. to push back from something; resist |
| 4. _____ solar wind | d. the area around a magnetic material in which a magnet will be close enough to react to that material |
| 5. _____ magnet | e. materials that are often characterized as hard, shiny, and conductive; magnets are attracted to many types of these |
| 6. _____ core | f. the strength or energy of something |
| 7. _____ attract | g. negatively charged particles inside an atom |
| 8. _____ atom | h. the deepest layer of the Earth |
| 9. _____ metals | i. A piece of material whose atoms are arranged so that it attracts other materials with the same atomic pattern |
| 10. _____ repel | j. to pull something closer; draw something in |

Science

Name: _____

The Force Be with You!

by Cindy Sherwood

In the article, "The Force Be with You," you learned about magnets and how they work. In addition to learning how the Earth operates as a giant magnet, you discovered how magnets can be used in everyday life, such as magnetic resonance imaging (MRI) that helps doctors see inside patients without surgery.

Using the Internet or your science textbook, research one example of magnets being used in everyday life. Describe what the magnetic item does and why it's important. Be sure you ask for adult permission before using the Internet. Write the name of the website or book you used to help you answer this question on the bottom of the page.

A fact is something that is known or proved to be true.

An opinion is a point of view not based on true facts.

Worksheet 8

Fact or Opinion Card Game

Buses are more fun than cars.	A bus stop can sometimes be a dangerous place for children.
There is no need to buckle up when you are not going far in the car.	Putting any part of your body outside the bus is dangerous.
All little kids love ice-cream.	I think babies look cute in a baby restraint.
To be safe, when you get off the bus you always have to wait until the bus has driven away before using the safest place to cross the road.	Always buckle up. Many accidents happen close to home.
Wearing a seatbelt protects your body from injury in a car crash.	It is dangerous to leave bags in the bus aisle.
All drivers of motor vehicles must wear a seatbelt.	School age children are old enough to cross the road alone.



ROAD SAFETY INFORMATION

YOU ARE RESPONSIBLE FOR YOUR CHILDREN'S SAFETY WHEN THEY ARE TRAVELLING TO AND FROM SCHOOL.

Safe bus travel

A child is most at risk of harm just after getting off the bus.

To reduce risk:

- meet your children at the bus stop – never on the opposite side of the road
- hold your children's hands at the bus stop
- stand a few steps back from the edge of the road when waiting at the bus stop
- wait until the bus has gone, then choose a safe place to cross the road.

Help your children to find a safe place to cross such as:

- at a pedestrian crossing or traffic lights, if available
- a clear section of road where they are visible to all traffic.

If you can't be with your children, organise for a trusted adult to meet them at the bus stop.



For further support

Go to the department's Road Safety Education program at education.nsw.gov.au/road-safety-education or visit education.nsw.gov.au and search for road safety education.