Year 4 – Home Learning Timetable – Week C – Non-Digital

You will need access to a digital device and help from a parent/carer to complete the following activities. **You will need to use this Google Doc as your exercise book for anything you need to write except for the writing activities. Separate Google Docs have been provided. If you are not using Google Classroom to access your work, use your homework book**

	Monday	Tuesday	Wednesday	Thursday
Morning Routine	- Wake Up - Make your bed - Breakfast - Brush Teeth - Get Dressed	- Wake Up - Make your bed - Breakfast - Brush Teeth - Get Dressed	- Wake Up - Make your bed - Breakfast - Brush Teeth - Get Dressed	- Wake Up - Make your bed - Breakfast - Brush Teeth - Get Dressed
English Session One	**Spelling - Unit = 10** Soundwaves Activities 1-3	**Spelling - Unit = 10** Soundwaves Activities 4-5	**Spelling - Unit = 10** Soundwaves Activities 6-7	**Spelling - Unit = 10** Soundwaves Activities 8-10
English Session Two	**DEAR Reading** Bug Club Reading 10-15 minutes	**DEAR Reading** Bug Club Reading 10-15 minutes	**DEAR Reading** Bug Club Reading 10-15 minutes	**DEAR Reading** Bug Club Reading 10-15 minutes
English Session Three	**Reading and Comprehension:** Read the text: Max's One-Man Band. **Complete the following corresponding tasks:** - Reading Strategy Task Card - Thinking Task Card	**Reading and Comprehension:** Read the text: Spring is Here **Complete the following corresponding tasks:** - Reading Strategy Task Card - Thinking Task Card	**Reading and Comprehension:** Read the text: How to Build a Worm Farm. **Complete the following corresponding tasks:** - Reading Strategy Task Card - Thinking Task Card	**Reading and Comprehension:** Read the text: Species Snapshot – Naked Mole Rat **Complete the following corresponding tasks:** - Reading Strategy Task Card - Thinking Task Card
Activity Challenge **+ Crunch n Sip**	**Get Moving!** How many push-ups can you do in one minute? Have a healthy snack.	**Get Moving!** How many star jumps can you do in a minute? Have a healthy snack.	**Get Moving!** How many sit-ups can you do in one minute? Have a healthy snack.	**Get Moving!** How many squats can you do in one minute? Have a healthy snack.
English Session Four	**Writing and Grammar** Text: Max's One-Man Band. Focus: Narrative	**Writing and Grammar** Text: Spring is Here Focus: Poetry	**Writing and Grammar** Text: How to Build a Worm Farm. Focus: Procedure Writing	**Writing and Grammar** Text: Species Snapshot – Naked Mole Rat Focus: Descriptive Writing
Recess Break	**It's time to walk away from your screens! Play a board game, read a book, get some fresh air in your backyard. Have a healthy snack and drink some water.**			

	Monday	Tuesday	Wednesday	Thursday
Numeracy Session One	**Mathematics** **Number of the Day** **9 123** 1. In words 2. 10 less 3. 15 more 4. Add 130. 5. Round to nearest 100 6. Odd or even? 7. Complete the pattern, add 8: 83, ___, ___, ___ 8. List some factors 123Divisible by 3? 9. Find one tenth. **A little easier:** use a 1 or 2 digit number **A little harder:** use a 4 or 5 digit number	**Mathematics** **Number of the Day** **5 308** 1. In words 2. 5 more 3. 20 less 4. Add 25. 5. Round to nearest 10 6. Odd or even? 7. Complete the pattern, add 2: 71, ___, ___, ___ 8. Prime or composite? 9. Divisible by 10? 10. Half it **A little easier:** use a 1 or 2 digit number **A little harder:** use a 4 or 5 digit number	**Mathematics** **Number of the Day** **7 554** 1. In words 2. 10 more 3. 15 less 4. Subtract 15. 5. Round to nearest 100 6. Next even 7. Complete the pattern, add 5: 50, ___, ___, ___ 8. List some factors 9. Divisible by 2? 10. Double it. **A little easier:** use a 1 or 2 digit number **A little harder:** use a 4 or 5 digit number	**Mathematics** **Number of the Day** **817** 1. In words 2. 5 less 3. 20 more 4. Add 32. 5. Round to nearest 10 6. Next odd 7. Complete the pattern, add 7: 96, ___, ___, ___ 8. Prime or composite? 9. Divisible by 5? 10. Times 100. **A little easier:** use a 1 or 2 digit number **A little harder:** use a 4 or 5 digit number
Activity Challenge	Tidy your bedroom	Do a household chore (e.g. empty the dishwasher).	Do 1 minute of stretching.	Go outside (in your backyard) take 10 deep breaths and check the weather.
Numeracy Session Two	☐ Monday Maths Mentals ☐ Monday Maths Task – Patterns & Algebra	☐ Tuesday Maths Mentals ☐ Tuesday Maths Task - Patterns & Algebra	☐ Wednesday Maths Mentals ☐ Wednesday Maths Task - Addition – Split Strategy	☐ Thursday Maths Mentals ☐ Thursday Maths Task - Addition– Jump Strategy

	Monday	Tuesday	Wednesday	Thursday
Lunch Break	**It's time to walk away from your screens! Get outside – enjoy the sunlight, fresh air and quiet. Have a healthy lunch and drink plenty of water.**			
Afternoon Session	**Autism Awareness Activity:** Reading passage and questions.	**Autism Awareness Activity:** ☐ Design a new logo for Autism Awareness Australia Your design should include 3 colours. Your design should only have the words Autism Awareness on it. The rest of your design should have pictures on it that are eye catching and meaningful.	**Easter Activity:** Easter bunny craft	**Easter Activity:** Easter bunny craft
2:30-3:00pm	**At 3:00pm you school day has finished!**			

Additional Resources

Sound waves website = https://www.fireflyeducation.com.au/soundwaves/

Student Login = spin523

For additional work here are some selected websites that you may find helpful;

- English - https://classroommagazines.scholastic.com/support/learnathome.html
- Maths – http://transum.com
- Typing practice - https://www.dancemattypingguide.com/

MONDAY READING, COMPREHENSION

MAX'S ONE-MAN BAND

Max let the wind slam the front door shut behind him as he carelessly dropped his schoolbag in the hallway. Like a flash of lightning, he shot up the stairs to his bedroom. It had been a disastrous day at school! Max only got three out of ten in his spelling test and had felt totally confused in maths. He had tripped and fallen flat on his face during sport. To make it worse, the caterpillar he had captured for his science investigation had escaped.

Max was a kid just like you. Every morning, he got out of bed, did all the things a schoolkid needs to do to get ready, and trudged to school. Max tried his best every day, but he was starting to think he was not good at anything. He wasn't a fast runner or a good speller. What's more, he found most subjects difficult or boring.

When people asked Max what he liked to do, he stared at the ground, searching for an answer. The only activities he really enjoyed were making things and making music. But what use was that?

Still, after his disastrous day, the first thing Max had done was race home to continue planning, designing and building his very own one-man band.

It had all started when Mrs McCreedy asked the class to design a musical instrument. Since then, Max had collected old instruments, wire, string and cardboard boxes. Finally, his creation was complete.

Max heaved the large bass drum (made from a cardboard box) onto his back. He adjusted the wires so that his harmonica was just below his mouth, and he picked up his guitar. Max was ready to take his one-man band for a test run. There was just one thing left to do...

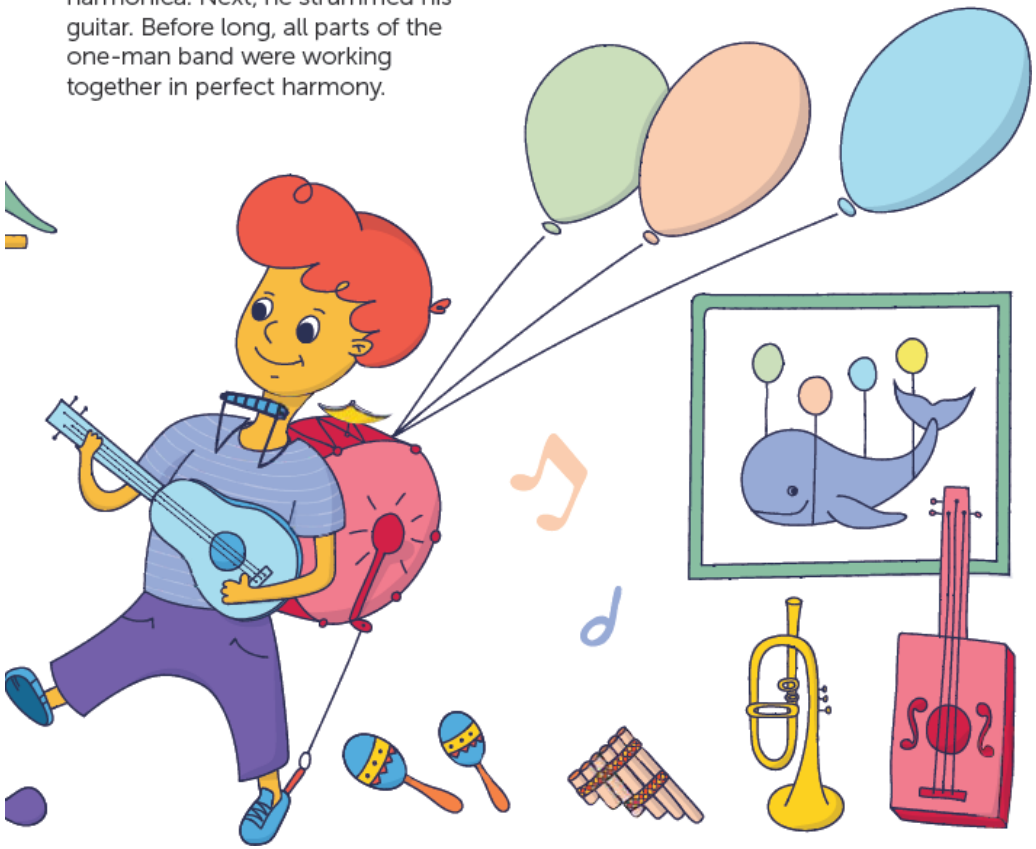
"Mum, could you please help me attach these balloons?" he asked.

Max took his first step. The drum beater, connected to the foot pedal, beat the drum loudly! Max took a slow, deep breath. He blew softly into his harmonica. Next, he strummed his guitar. Before long, all parts of the one-man band were working together in perfect harmony.

Max's one-man band filled the streets with cheerful music. The neighbours whistled and clapped as he passed by. His bright balloons swayed in the breeze, and Max felt like a superhero.

The next day at school, all the kids had heard about Max's one-man band. Mrs McCreedy gave Max a certificate for being a curious and creative learner.

From that time on, when anyone asked Max what he enjoyed doing, he replied confidently, "I like making things and making music."



MONDAY READING & COMPREHENSION CONTINUED…..

What's Buzzing? Reading Strategy Task Cards

Max's One-Man Band

Before Reading: Predicting

Look at the title and pictures to guess what you think the story will be about.

Share your thoughts with a partner.

During Reading: Visualising

As you are reading, list any words and phrases that help you visualise what is happening in the text.

After Reading: Compare and Contrast

In the narrative, Max discovers something he is good at.

What are you good at? Use a Venn diagram to compare similarities and differences between your talents and Max's talents.

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Answers:
Before Reading: Predicting
During Reading: Visualising
After Reading: Compare and Contrast

MONDAY READING & COMPREHENSION CONTINUED…..

Instructions:

Year 3 – Choose ONE task to complete

Year 4 – Choose TWO tasks to complete

What's Buzzing? Thinking Task Cards

Max's One-Man Band

Remembering
Draw a picture showing how Max felt at school at the start the story.

Understanding
List three events or emotions from the narrative. Draw three emojis to explain these events or emotions. Explain to your partner why you chose those three emojis.

Applying
Make a card for a friend who feels like Max felt at the start of the story. What advice would you give them?

Analysing
What actions might you need to take if you do not know what you are good at?

Evaluating
Make a Y-chart that describes what Max looked like, felt like and sounded like while playing his creation.

Creating
Design a poster showing your own one-man band with at least three new instruments.

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Task 1: Year 3 & 4
Task Chosen:
Answer:

Task 2: Year 4 ONLY (Year 3 optional)
Task Chosen:
Answer:

MONDAY WRITING

What's Buzzing? Writing Task Cards

Max's One-Man Band

This narrative tells the story of a boy who discovers his hidden talent.

Write your own account, or imaginative story, that tells of a time you discovered a talent you did not know you had.

TUESDAY READING, COMPREHENSION

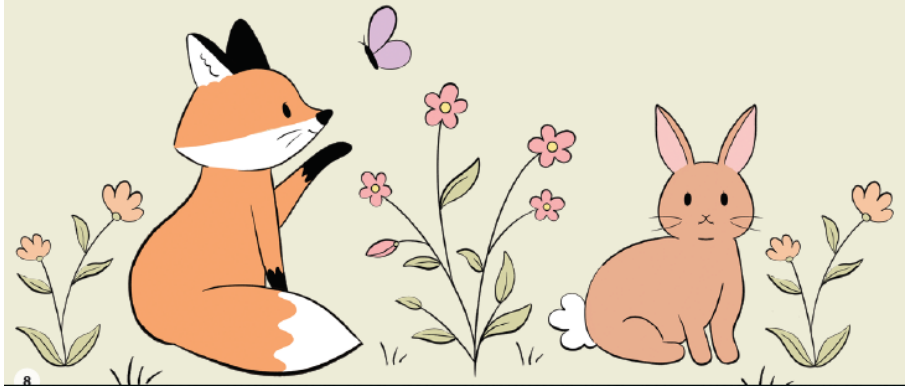
Spring is Here

As animals raise their sleepy heads,
And blossoms burst from flower beds,
Nature starts to raise a cheer.
Winter's over, spring is here!

Bees begin to buzz along.
Birds start chirping happy songs.
Nature fills my eager ear.
Winter's over, spring is here!

Sunshine smiles down from above,
And all the land is filled with love.
It's the best time of the year.
Winter's over, spring is here.

Emma Stuart



TUESDAY READING & COMPREHENSION CONTINUED

What's Buzzing? Reading Strategy Task Cards

Spring is Here

Before Reading: Skimming and Scanning

Skim your eyes over the poem to determine whether it is fiction or non-fiction.

Share your thoughts with a partner.

During Reading: Visualising

As you are reading, try to visualise the features the poet is talking about. Which feature describes spring the most?

Describe your mental pictures to a partner.

After Reading: Identifying the Author's Purpose

How do you think the author wants the reader to feel about spring? Share your thoughts and evidence with a partner.

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Answers:
Before Reading: Predicting
During Reading: Visualising
After Reading: Compare and Contrast

TUESDAY READING & COMPREHENSION CONTINUED

Instructions:

Year 3 – Choose ONE task to complete

What's Buzzing? Thinking Task Cards

Spring is Here

Remembering
Describe three features of spring that stood out to you.

Understanding
In your own words, explain what the poem is about.

Applying
Think about animals that are native to where you live. Choose three native animals and create your own verse to add to the poem.

Analysing
Use clues from the poem to explain why spring makes animals so active.

Evaluating
Which verse best describes spring? Why?

Creating
Copy the poem onto an A4 sheet of paper. Create your own illustrative border that shows animals native to your area as well as those described in the poem.

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Year 4 – Choose TWO tasks to complete

Task 1: Year 3 & 4
Task Chosen:
Answer:

Task 2: Year 4 ONLY (Year 3 optional)
Task Chosen:
Answer:

TUESDAY WRITING

What's Buzzing? Writing Task Cards

Spring is Here

In this poem, the poet describes many things that happen during the season of spring.

Write your own poem in a similar format that describes the features of another season, such as:

- summer
- autumn
- winter.

WEDNESDAY READING, COMPREHENSION

How to Build a WORM FARM

Why Use a Worm Farm?

Worm farming helps us to recycle our food scraps and to reduce the amount of waste we put in our bins. This reduces how much rubbish gets sent to landfill and, in turn, reduces the pollution that destroys our streams and oceans. Building a worm farm is also lots of fun!

Materials

- Two boxes (one with a lid)
- Shredded paper
- Compost
- Compost worms
- Watering can
- Water

Procedure

1. Gently place one of the boxes on the ground. Choose a shady location to prevent your worms from overheating.

2. Carefully poke some small holes in the base of the second box. Place this box on top of the first box.

3. Mix the shredded paper with the compost. Generously spread this mixture over the base of the top box. Water the mixture until it is moist.

4. Delicately pour the worms over the top of the paper-and-compost mixture. Position the lid on the top box.

5. Once the worms are settled, feed them food scraps such as fruit and vegetable peels.

6. Every few weeks, collect the liquid in the bottom box. Add some water, and then pour the liquid onto your plants.

WEDNESDAY READING & COMPREHENSION CONTINUED

What's Buzzing? Reading Strategy Task Cards

How to Build a Worm Farm

Before Reading: Identifying the Author's Purpose

Use the title, the images, and how the text is organised to determine the author's purpose for writing this text.

Share your thoughts with a partner.

During Reading: Questioning

As you are reading, make a list of questions you have about making your own worm farm.

After Reading: Finding the Main Idea

Identify the main reason for making a worm farm. How would a worm farm be useful at your home?

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Answers:
Before Reading: Predicting
During Reading: Visualising
After Reading: Compare and Contrast

WEDNESDAY READING & COMPREHENSION CONTINUED

Instructions:

Year 3 – Choose ONE task to complete

What's Buzzing? Thinking Task Cards

How to Build a Worm Farm

Remembering
Draw and name the equipment you need to build a worm farm.

Understanding
In your own words, tell your partner how to make a worm farm.

Applying
Use the instructions provided in the procedure to create your own worm farm.

Analysing
List the things you can and cannot put into a worm farm. Discuss why.

Evaluating
With your partner, talk about what makes the text easy or hard to understand.

Creating
Create a poster showing what your worm farm would look like. Draw and name some of the worms that might live there.

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Year 4 – Choose TWO tasks to complete

Task 1: Year 3 & 4
Task Chosen:
Answer:

Task 2: Year 4 ONLY (Year 3 optional)
Task Chosen:
Answer:

WEDNESDAY WRITING

What's Buzzing? Writing Task Cards

How to Build a Worm Farm

This procedure explains how to build a worm farm, including the building materials you need and what to put in it.

For one week, keep a food diary of what you have eaten at school and how much waste and scraps your food made. Write down what scraps you could or could not put in the worm farm.

For example, if you peeled carrot sticks, you could put the peels and cut-off ends in your worm farm.

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THURSDAY READING, COMPREHENSION

SPECIES SNAPSHOT

Naked Mole Rat

Mammals give birth to live young, produce milk for their babies, have hair and are warm-blooded – right? Well... while most mammals have these features, there are some exceptions. Introducing... the naked mole rat! It may not be the most attractive critter you've ever seen, but it has some unique characteristics.

DESCRIPTION

An adult naked mole rat is about 7–13 centimetres long and weighs 35 grams (about the same as a teaspoon of yoghurt). It has extremely wrinkly, pinkish skin with very little hair. The few hairs it has do not keep the mole rat warm. Instead, the hairs act like whiskers, helping the mole rat sense its environment.

Naked mole rats find it hard to maintain a steady body temperature. This means they are not true warm-blooded animals. They often rest together in piles to keep warm.

Perhaps the mole rat's most noticeable feature is its long front teeth, which resemble mini chopsticks. Not only do the teeth look like chopsticks, but each tooth can also be moved separately – in the same way chopsticks move! The teeth are actually *outside* the mole rat's mouth. Because these amazing animals use their teeth to dig tunnels, their lips close behind the teeth so they don't end up with a mouthful of dirt when digging.

Most rodents of this size live for around 4–6 years. Naked mole rats can live for more than 30 years!

HABITAT

Naked mole rats spend their lives underground in semi-arid areas of Kenya, Ethiopia and Somalia.

Their burrows are complicated but well-organised. Special chambers, like rooms in a house, are connected by tunnels. The chambers include the feeding chamber where food is stored, the nesting chamber where the pups (babies) are cared for, and a toilet chamber – we can all guess what happens there!

Litter size varies greatly in mammals. The average litter of naked mole rats is about 15 pups, but some mothers can have a whopping 30 pups in one litter! Among mammals, that is one of the largest litters of all.

DIET

Naked mole rats eat tubers, which are the underground parts of plants. Sometimes, these tubers are as big as pumpkins. As well as being a food source, the tubers 'hydrate' the mole rats, which means they provide the rats with water.

BEHAVIOUR

One unusual aspect of naked mole rat behaviour is that they live in colonies – in much the same way as bees and ants. The average colony has about 75 members (although there can be as many as 300) and is ruled by a queen.

Naked mole rats are experts at working cooperatively. Together they dig tunnels, find food, help look after the pups, and groom and feed the queen.

DON'T JUDGE A BOOK BY ITS COVER!

While the naked mole rat is not a cute animal, it is fascinating to study. Many aspects of its life are not what we would expect to see in a mammal. Scientists are interested in studying why these incredible creatures rarely get cancer, why they live so long, and why they show few signs of getting old. Perhaps we still have much to learn from these crinkly, funny looking little bundles!

THURSDAY READING & COMPREHENSION CONTINUED

What's Buzzing? Reading Strategy Task Cards

Species Snapshot: Naked Mole Rat

Before Reading: Skimming and Scanning

Skim your eyes over the text. What do the headings and images tell you about this article?

Make a word list and share it with a partner.

During Reading: Monitoring and Clarifying

List any challenging words you encountered when reading the text.

Use clues from the text to try to figure out what they mean.

After Reading: Summarising

Create a mind map, draw a diagram or write a paragraph that summarises the text. Be sure to use your own words.

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Answers:
Before Reading: Predicting
During Reading: Visualising
After Reading: Compare and Contrast

THURSDAY READING & COMPREHENSION CONTINUED

Instructions:

Year 3 – Choose ONE task to complete

What's Buzzing? Thinking Task Cards

Species Snapshot: Naked Mole Rat

Remembering
Draw and label a diagram showing a naked mole rat's burrow system.

Understanding
In your own words, explain where and how naked mole rats live.

Applying
Create a table with two columns that compares a common black rat with a naked mole rat.

Analysing
Write five clues about naked mole rats that could be used in a game of 'Who Am I?'

Evaluating
Write a paragraph to convince a friend that a naked mole rat would be a great pet.

Creating
Draw an enclosure design for a naked mole rat colony kept in a zoo. Include suitable habitat and also a way for visitors to view them.

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Year 4 – Choose TWO tasks to complete

Task 1: Year 3 & 4
Task Chosen:
Answer:

Task 2: Year 4 ONLY (Year 3 optional)
Task Chosen:
Answer:

THURSDAY WRITING CONTINUED

What's Buzzing? Writing Task Cards

Species Snapshot: Naked Mole Rat

This information report tells you about the features and needs of naked mole rats.

Imagine you are a dentist but your customers are all naked mole rats.

Based on the facts included the article, write a paragraph about the condition of your mole rat patients' teeth.

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Number Charts –

you can use these for your maths tasks (should you need them)

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
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861	862	863	864	865	866	867	868	869	870
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911	912	913	914	915	916	917	918	919	920
921	922	923	924	925	926	927	928	929	930
931	932	933	934	935	936	937	938	939	940
941	942	943	944	945	946	947	948	949	950
951	952	953	954	955	956	957	958	959	960
961	962	963	964	965	966	967	968	969	970
971	972	973	974	975	976	977	978	979	980
981	982	983	984	985	986	987	988	989	990
991	992	993	994	995	996	997	998	999	1000

Monday Maths Task – Patterns and Algebra

Introduction:

Watch the video link: (Video teacher explicitly teaching)

Warm Up: Complete the following addition number patterns:

a)

Question	**Answer**
2 +4=	
12 + 4 =	
22 + 4 =	
32 + 4=	

b)

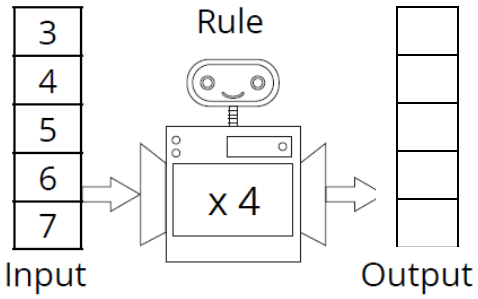
Question	**Answer**
46 + 8 =	
56 + 8 =	
66 + 8 =	
76 + 8 =	

c)

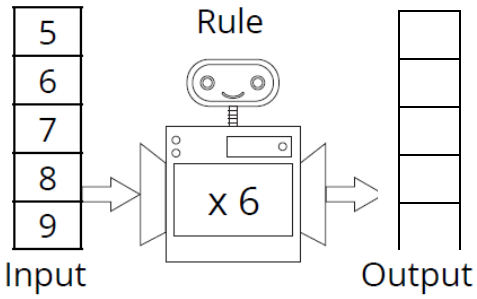
Question	**Answer**
85 +3 =	
95 + 3 =	
105 + 3 =	
115 + 3 =	

Task 1: Use the given rule to complete these number patterns:

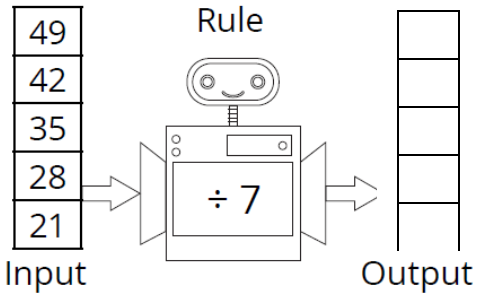
a)



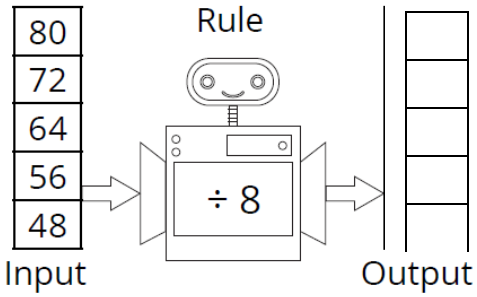
c)



b)



d)



Go to the next page for task 2.

Monday Maths Task – Patterns and Algebra continued….

Task 2: Use the clues to figure out the missing number:

Glossary:

- ***Product****: The answer when two or more values are multiplied together.*
- ***Quotient:*** *The answer after we divide one number by another.*

a) If you add 9, my total will be 36. ☐

b) If you add 8, my total will be 24. ☐

c) If you divide me by 3, my quotient is 7. ☐

d) If you divide me by 6, my quotient is 4. ☐

e) If you multiply me by 4, my product is 40. ☐

f) If you multiply me by 6, my product is 42. ☐

g) If you multiply me by myself my product is 49. ☐

h) If you multiply me by myself my product is 36. ☐

Task 3: create your own clues and answers. Aim for at least 3.

1.

2.

3.

Optional Extra: (you need to have your study ladder open in Google Chrome before clicking the link.

https://www.studyladder.com.au/games/mathematics/au-year-four/mathematics-patterns-and-algebra-1722

Tuesday Maths Task – Patterns and Algebra

Introduction:

Watch the video link: (Video teacher explicitly teaching – how to fill identify a rule from a given pattern)

Warm Up: Complete the following subtraction number patterns:

a)

Question	**Answer**
5 – 2 =	
50 – 20 =	
500 – 200 =	
5000 – 2000 =	

b)

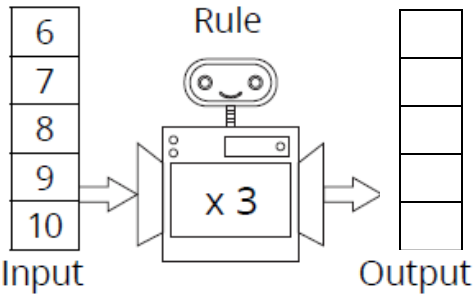
Question	***Answer***
8 – 3 =	
80 – 30 =	
800 – 300 =	
8000 – 3000 =	

c)

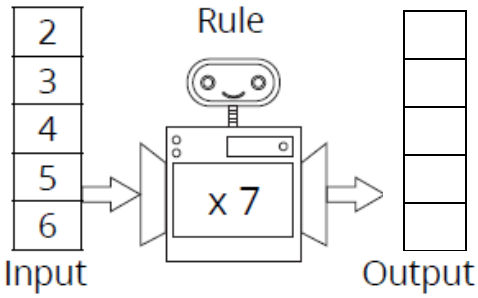
Question	**Answer**
9 – 6 =	
90 – 60 =	
900 – 600 =	
9000 – 6000 =	

Task 1: Use the given rule to complete these number patterns:

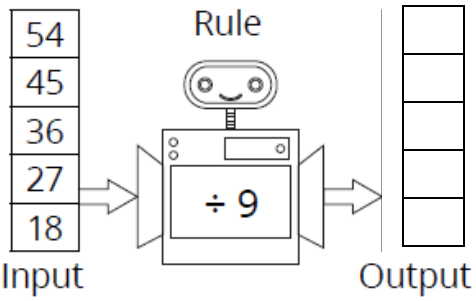
a)



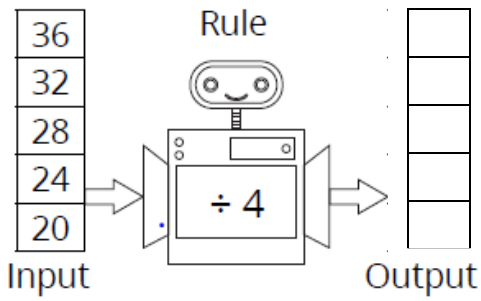
c)



b)



d)



Task 2: Answer the following word problems:

a) Sally saved $5 per week for 8 weeks.
How much did she save in total?

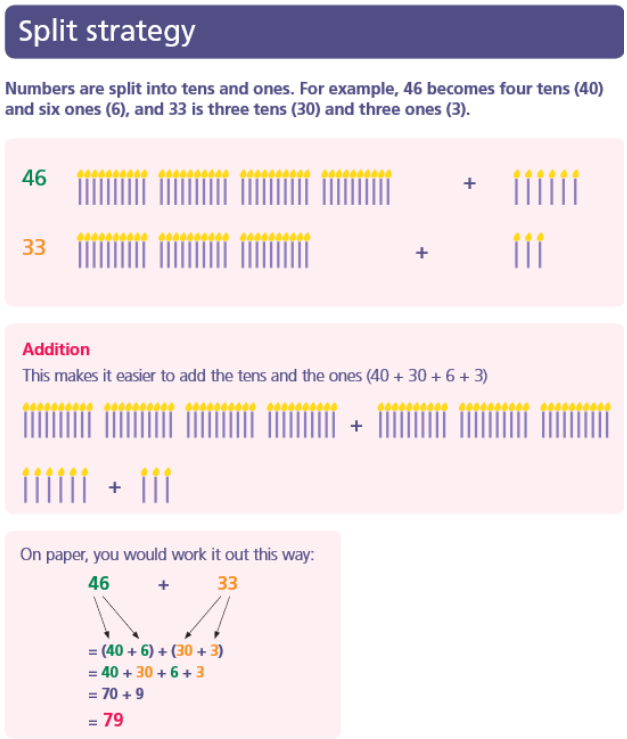
b) If a tap leaks at a rate of 4 litres per hour, how much water has been wasted in 7 hours?

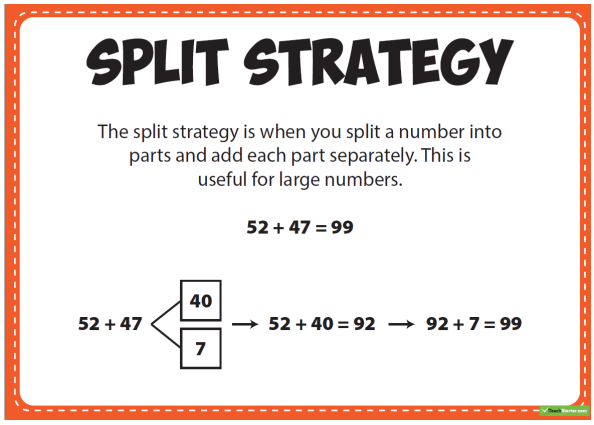
c) Lisa is paid $9 per hour for her babysitting job.
How much will she earn in 3 hours?

d) Ryan is buying a new scooter for $180.
To pay for it, he has to make 6 equal payments.
How much will he pay each time?

Wednesday Maths Task – Split Strategy

Introduction *- Look at the examples of the split strategy below:*





The same principal applies for larger numbers. For three-digit you would split the numbers into hundreds, tens and one. For four-digit you would split the numbers into thousands, hundreds, tens and ones etc.

For a further explanation follow the following link: https://www.youtube.com/watch?v=ZF-MWwuyid8

Task 1: Answer the following equations using the split strategy.

A little easier	***Year 4***	***A little harder***
335+265=	1 335+5 265=	91 335+15 265=
467+246=	2 467+6 246=	82 467+26 246=
128+172=	3 128+7 172=	73 128+37 172=
569+821=	4 569+8 821=	64 569+48 821=
Optional Extra: Create 4 of your own problems to solve.		

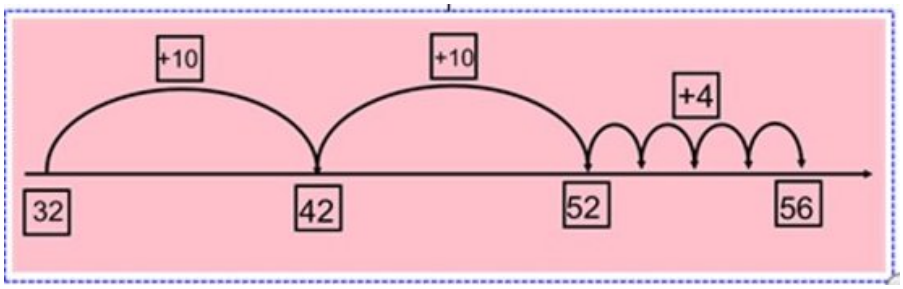
Task 2: Create 2 word-based questions and then answer them using the split strategy.

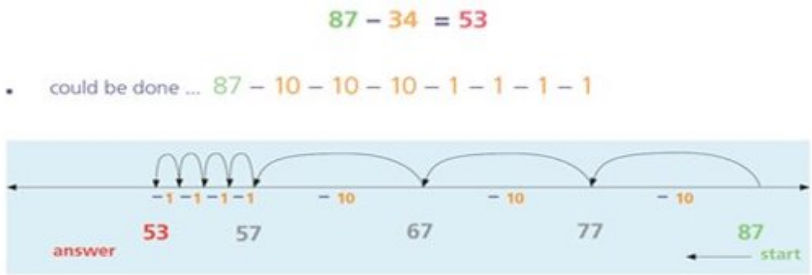
Word Problem 1:
Word Problem 2:

***Word problems can be done on a separate piece of paper if you need more room.*

Thursday Maths Task – Jump Strategy

Introduction *- Look at the examples of the jump strategy below:*





Follow the link to watch an explanation of how to use the jump strategy:
https://www.youtube.com/watch?v=Yctzi6S-mho

Task 1: Draw blank number line in your workbook or on a separate piece of paper to answer the following jump strategy questions as quickly as you can. Remember it is easier to put the largest number first.

A little easier	***Year 4***	***A little harder***
123+546=	3 487+4 234=	23 487+64 234=
582-431=	8 453-1 552=	38 453-71 552=
267+610=	4 654+5 234=	44 654+85 234=
287+324=	3 487+4 234=	53 487+94 234=
Optional Extra: Create 4 of your own problems to solve.		

Task 2: Create 2 word-based questions and then answer them using the jump strategy.

Word Problem 1:
Word Problem 2:

***Word problems can be done on a separate piece of paper if you need more room.*

MATHS MENTALS

Monday

1. 8 + 12 = ____

2. 54 – 4 = ____

3. 87 – 1 = ____

4. 1 x 4 = ____

5. 18 ÷ 3 = _____

6. Write these numbers in ascending order: 4454, 2274, 9245, 413, 8221, 7045.

_____

7. Complete this counting pattern:
30, 34, 38, 42, _____, _____, _____

8. What is the sum of 1, 1 and 3? ____

9. Share 56 avocados between 8 children. _____

10. 10 cents + 20 cents + $2.00 = _____

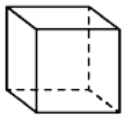
11. 10 cents + 50 cents + 50 cents = _____

12. How many minutes from 8 am to 7 pm? _____

13. How many days are in November? _____

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

_____



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

Tuesday

1. 78 – 5 = ____

2. 65 + 61 = ____

3. 88 – 2 = ____

4. 4 x 3 = ____

5. 30 ÷ 5 = _____

6. Is 867 an odd or even number? _____

7. Complete this counting pattern:
26, 31, 36, 41, _____, _____, _____

8. If there were 100 fans at a cricket game, 36 were wearing gold and the rest were wearing blue, how many were wearing blue? ____

9. Divide 96 by 8. _____

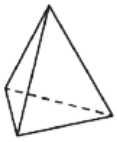
10. 10 cents + $1.00 + $2.00 = _____

11. 5 cents + 20 cents + $1.00 = _____

12. How many days is 24 hours? _____

13. How many minutes from 12 am to 11 pm? _____

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



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

Wednesday

1. 44 + 69 = ____

2. 55 – 8 = ____

3. 9 + 92 = ____

4. 35 ÷ 7 = _____

5. 5 x 7 = ____

6. Write these numbers in descending order: 2565, 1567, 6638, 4290, 3390, 8208.

_____

7. Complete this counting pattern:
66, 73, 80, 87, _____, _____, _____

8. What is the difference between 54 and 1? ____

9. Share $66 between 6 children. _____

10. 5 cents + $2.00 + $1.00 = _____

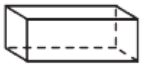
11. 5 cents + $1.00 + $2.00 =

12. What digital time does the clock show?

_____

13. If it was 2:52 in the afternoon, would you write am or pm? _____

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



_____

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

Thursday

1. 94 – 5 = ____

2. 29 + 33 = ____

3. 11 – 7 = ____

4. 12 x 9 = ____

5. 5 ÷ 5 = _____

6. 9426 is an even number. True or false? _____

7. Complete this counting pattern:
25, 34, 43, 52, _____, _____, _____

8. What is the sum of 6, 4 and 2? ____

9. Divide 5 by 5. _____

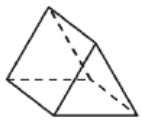
10. $2.00 + 10 cents + 20 cents = _____

11. 50 cents + $1.00 + 20 cents = _____

12. 2 hours = _____ minutes

13. How many hours is 360 minutes? _____

14. A triangular–based prism has _____ corners.



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

Wednesday

1. 66 + 78 = ____

2. 69 – 1 = ____

3. 91 + 80 = ____

4. 100 ÷ 2 = _____

5. 45 ÷ 5 = _____

6. 4910 is an even number. True or false? _____

7. Complete this counting pattern:
29, 32, 35, 38, _____, _____, _____

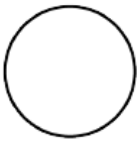
8. What is the sum of 97 and 19? ____

9. Divide 58 by 2. _____

10. 20 cents + 50 cents = _____

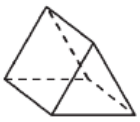
11. Colour in a quarter of these triangles.

12. Colour in a quarter of this shape:



13. 1 minute = _____ seconds

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



_____

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

Thursday

1. 48 – 1 = ____

2. 77 + 81 = ____

3. 83 + 18 = ____

4. 90 ÷ 10 = _____

5. 0 ÷ 10 = _____

6. Write the numeral for six thousand, four hundred and seventy-four: _____

7. Complete this counting pattern:
27, 37, 47, 57, _____, _____, _____

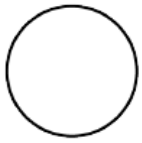
8. What is the sum of 55 and 73? ____

9. Divide 56 by 2. _____

10. $2.00 + 5 cents + 10 cents = _____

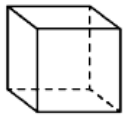
11. Colour in a third of these circles.

12. Colour in a quarter of this shape:



13. How many days in a week? _____

14. How many faces does a cube have?



_____

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

Monday – Autism Awareness Activity

Autism Awareness

Autism is a disability that affects the brain. For many kids with autism it is hard to communicate, and understand the world around them.

Many kids use a tablet or pictures to help them communicate. Others may be able to talk, but it can be hard for them to express their ideas. You may even hear them repeat words or phrases. Others can talk just like you.

Some kids with autism have tantrums when they become mad or frustrated. This can happen because they do not know how to express what they need or how they feel.

You may also find that some kids with autism play alone, because they do not know how to play with others. This is something they need to learn and practice.

Even though it is hard to communicate, kids with autism have feelings too. You can help by sharing, show them how to play what you are playing, be kind, and most importantly, be a friend.

Words to Know

disability: a condition that limits a person's ability to do something

communicate: to share ideas using pictures, words, gestures, or other means

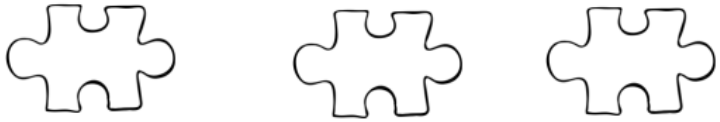
repeat: to do something over again

tantrum: an uncontrolled fit of anger and frustration

Highlight "words to know " in the text yellow, then color a puzzle piece yellow

Read the text, then color a puzzle piece red

Underline answers in the text, then color a puzzle piece blue



1. **How do kids with autism communicate?**
   - **a. with a tablet**
   - **b. pictures**
   - **c. they talk**
   - **d. all of the above**

2. **Why do some kids with autism play alone?**

   _____
   _____
   _____

3. **How can you help someone with autism?**

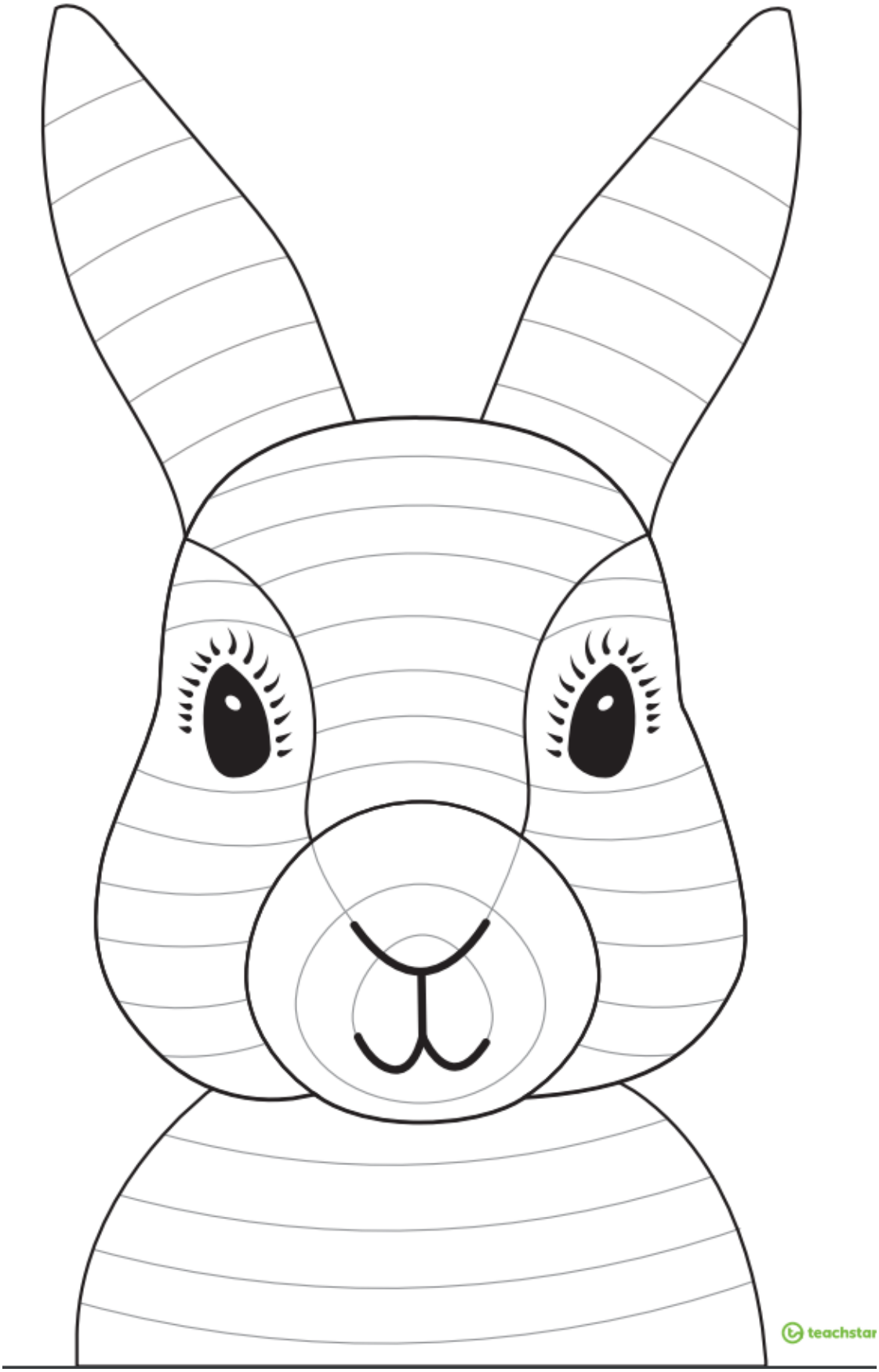
   _____
   _____
   _____
   _____

Tuesday - Autism Awareness Activity

☐ Design a new logo for Autism Awareness Australia

Your design should include 3 colours. Your design should only have the words Autism Awareness on it. The rest of your design should have pictures on it that are eye catching and meaningful.

Wednesday Easter Activity



Thursday Easter Activity

Cup Easter Bunny Craft

What you need:

paper cup

2 x pipe cleaners

patterned paper (scrapbooking paper works well)

black pen

craft glue.

Steps:

1. First, paint your paper cup in a bright colour.
2. When the paint is fully dry, cut one pipe cleaner into four equal pieces.
3. Stick one end into where you would like one ear positioned on the top of the cup. Stick it in far enough so that it won't fall out. Then stick the other end of the pipe cleaner in approximately 1 cm over.
4. Repeat step 3 for the second ear.
5. Trace around the outside edges of each ear on the patterned paper to get the right shape.
6. Using craft glue, glue each piece of patterned paper onto the back of the ears, making sure you can see the pattern through each ear.
7. Using the other two pieces of pipe cleaner, stick them into the bottom of the cup to create the bunny's legs.
8. Now you will need your second pipe cleaner. Cut four pieces approximately 4 cm long.
9. Cut out an oval shape for the middle of the nose, using the patterned paper.
10. Glue two of the pipe cleaners to each side of the back of the oval to create the bunny's nose.
11. Once the glue has dried, glue the whole nose and whiskers into position on your cup.
12. Using the black pen, draw the eyes, eyebrows and mouth onto your cup.

teachstarter

Unit 10

g gg girl egg

List Words

again _____
green _____
grams _____
begin _____
gulp _____
games _____
great _____
grown _____
grey _____
forget _____
grass _____
agree _____
guess _____
ugly _____
garage _____
together _____
beginning
grate
guide
guest
guessed
wriggle
octagon
hexagon
pentagon

_____
_____
_____
_____
_____

1 **Circle** the letters that represent g gg in the List Words.

2 **Write** any other letters that can represent g gg on the Grapheme Chart.
Write one word example for each.

3 **Write** one stroke for every sound in each List Word with a line beside it, for example *greet* IIII; *glass* IIII.

Grapheme Chart

letters	words

4 **Colour** the letters **g** or **gg** if they represent g gg in the word.

green together rough age though garage pentagon
again wriggle fight gem during agreed beginning

5 **Write** words containing **gl** or **gr** to match the clues. Some are List Words.

plant _ _ _ _ _
a colour _ _ _ _
pleased _ _ _ _
a colour _ _ _ _ _

say yes _ _ _ _ _
measurement _ _ _ _ _
used in windows _ _ _ _ _
worn on hands _ _ _ _ _ _

6 **Write** List Words that fit to show where you hear g gg in the word.

first	second	third	fifth	sixth
_____	_____	_____	_____	_____

7 **Unjumble** the letters to make pairs of homophones. All but one are List Words.
Finish the sentences with your words.

Homophones are words that sound the same but have different spelling, for example *be – bee*.

aegrt _____ wgnro _____ utseg _____
trgea _____ agnor _____ eessdug _____

Mum _____ which friend I had invited as my _____.
The chef gave me a _____, big chunk of cheese to _____.
The little bear gave a _____. A _____ up bear appeared.

 ISBN 978 1 74135 159 0

8 **Rewrite** these words adding **ed** and **ing**.

If a word ends with **e**, we usually take off the **e** before we add **ing**, for example *take – taking*. When adding **ed** to a word that ends in **e**, we usually just add **d**.

grate _____ _____ wiggle _____ _____

guide _____ _____ drag _____ _____

9 **Rewrite** the words in brackets adding **s**, **es**, **ed** or **ing** to complete the sentences.

There were many kinds of _____ _____ in the field. (grass, grow)

Grace _____ and _____ if she doesn't know the answers. (grin, guess)

The goldfish _____ in air as it _____ on the floor. (gulp, wriggle)

Gran keeps _____ the _____ of her song. (forget, begin)

10 **Make** words by blending the sounds represented by the sound boxes. **Colour** the correct letter choices in the sound boxes for the words. **Write** the words on the lines.

g gg | u o | l ll | p pp _____

er ar or a e i o u | g gg | r rr wr | ee e ea y ey _____

g gg | ai ay a_e a | m mm mb | z zz s se _____

f ff ph | er ar or a e i o u | g gg | e ea | t tt _____

t tt | er ar or a e i o u | g gg | e ea | th | er ar or a e i o u _____

p pp | e ea | n nn kn | t tt | er ar or a e i o u | g gg | o a | n nn kn _____

Challenge

Complete the following tasks.

1. **Join** the words in alphabetical order.
2. **Write** the number of sides, angles and corners in the centre of each shape.
3. **Unjumble** the letters of the List Words below to find the name of each shape.
4. **Circle** the prefix that starts each unjumbled word. **Find** the meaning of the prefix in your dictionary.
5. **Write** the meaning of each prefix in the box in front of the word.

together • again • • guess begin • • grey

wriggle • • garage • ugly hexagon • pentagon • • octagon

guessed • • guess • guest green • • guide great • grams • • grate

☐ a e g n n o p t _____

☐ x a o e n h g _____

☐ o a o c g n t _____