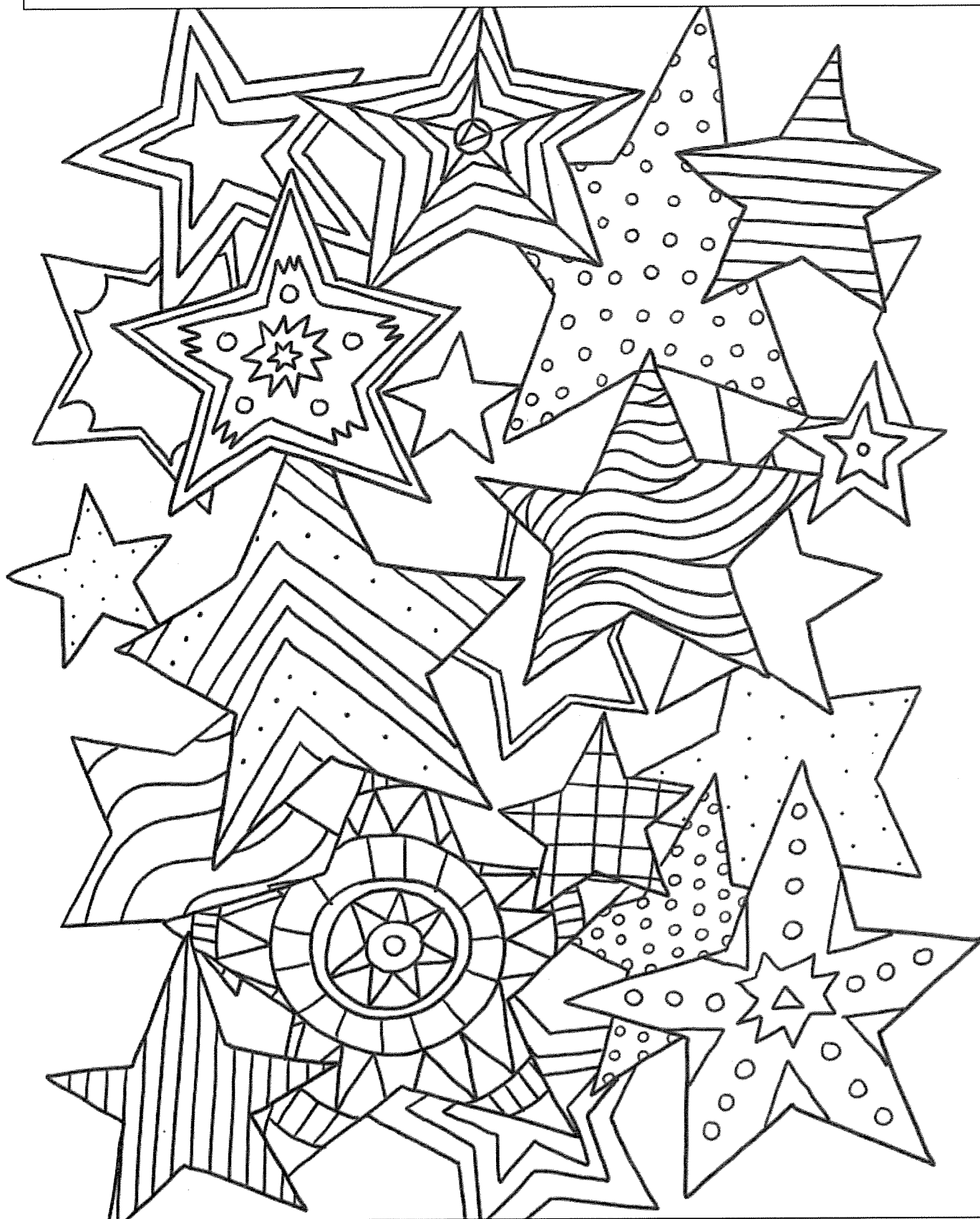


Year 3/4  
Home Learning Booklet  
Week 10



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

Hello boys and girls,

You have done such an incredible job with your home learning!

I have enjoyed getting all of your completed work in to mark. These will be returned to you as soon as possible.

It was fantastic to see everyone who could make it on zoom last Wednesday. We will be having another zoom catch up this week. The information will be sent out to your parents.

This is the last week before the school holidays. I hope that you all have a safe and happy holiday.

I look forward to catching up with you all at this week's zoom!



Miss Ward

# Monday 13<sup>th</sup> September 2021

Tick your work once you have finished 😊

## Soundwaves

Brainstorm words with the y (yoo) sound in the yo-yo template. ☐

Complete up to question 4 on your Soundwaves

Sheet.

Q1 ☐ Q2 ☐ Q3 ☐ Q4 ☐

Verb Highlighting Task ☐

Post-War Immigration Reading ☐

Comprehension Questions ☐

## Mathematics

Math Mentals ☐

4-digit Addition ☐

## History

Celebrations Research Task ☐

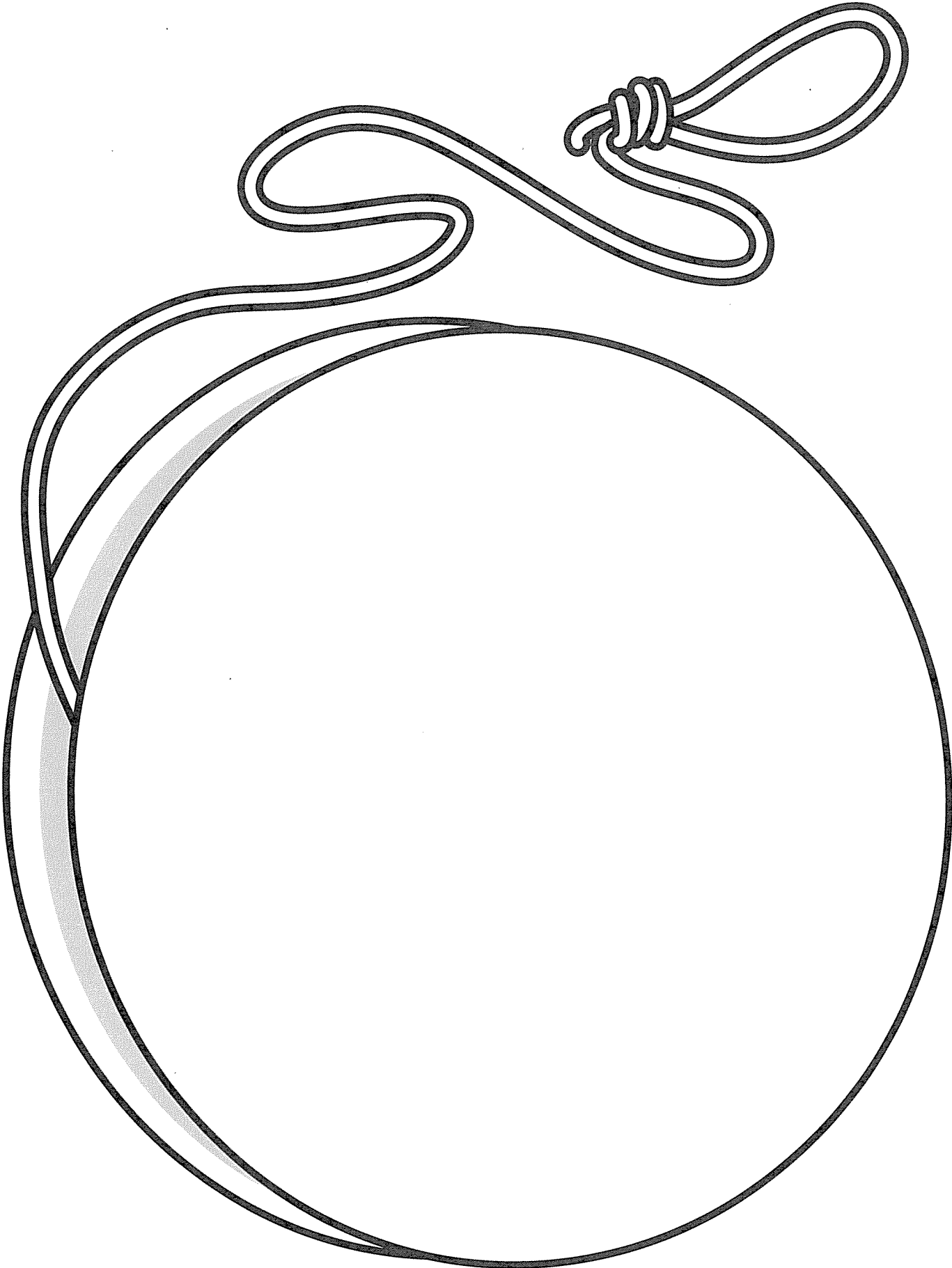
If completed, Vietnam Task

Or

Pick another celebration to research from around the world

How did you feel you went with today's learning?







# Unit 28



y u(yoo)

yoyo computer

## List Words

you \_\_\_\_\_  
 your \_\_\_\_\_  
 year \_\_\_\_\_  
 few \_\_\_\_\_  
 new \_\_\_\_\_  
 knew \_\_\_\_\_  
 yellow \_\_\_\_\_  
 yard \_\_\_\_\_  
 use \_\_\_\_\_  
 using \_\_\_\_\_  
 used \_\_\_\_\_  
 useful \_\_\_\_\_  
 during \_\_\_\_\_  
 young \_\_\_\_\_  
 beautiful \_\_\_\_\_  
 million \_\_\_\_\_  
 computer \_\_\_\_\_  
 music \_\_\_\_\_  
 tune \_\_\_\_\_  
 yesterday \_\_\_\_\_  
 yourself \_\_\_\_\_  
 you'll \_\_\_\_\_  
 you're \_\_\_\_\_  
 you'd \_\_\_\_\_  
 you've \_\_\_\_\_

1 Circle the letters that represent in the List Words.

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

3 Write one stroke for every sound in each List Word.  
 ★ Read the green text message in Activity 5 to help you.

4 Write the word from the box if letter y represents in the word.

easy	busy
holiday	year
goodbye	young
yesterday	key
enjoy	yellow
why	yourself

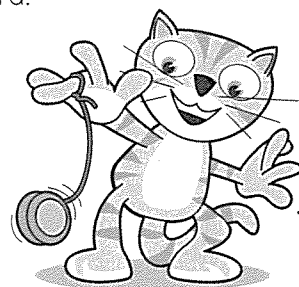
\_\_\_\_\_

\_\_\_\_\_

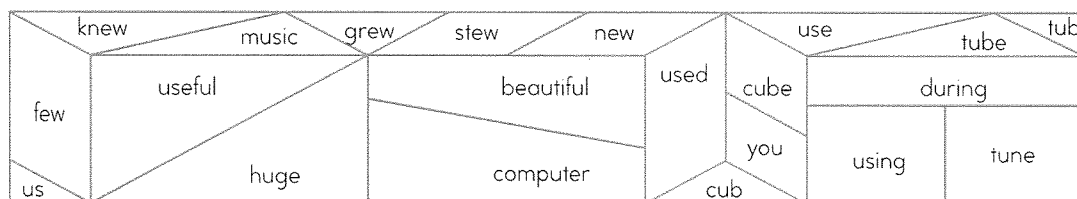
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



5 Colour the shapes yellow if you hear in the words. Colour the others blue.  
 ★ Letters u\_e, u, ew and eau can represent the blend of two sounds as in computer.



6 Write List Words in the columns to show where you hear .

first

second

fourth

fifth

7 Write the past tense of the verbs (doing words) in the brackets. ➡ Go to Helpful Hint .

Yesterday I \_\_\_\_\_ your yoyo. (use)

This morning I \_\_\_\_\_ a kitten. (rescue)

The other day I \_\_\_\_\_ the answer. (know)

A while ago I \_\_\_\_\_ my guitar. (tune)

8 Write the pairs of words for these contractions.

you've \_\_\_\_\_  
 you'll \_\_\_\_\_  
 you'd \_\_\_\_\_  
 you'd \_\_\_\_\_

9 Write the contractions from Activity 8 to finish these sentences.  
 ★ Use each contraction (with a capital letter) once only.

\_\_\_\_\_ had your turn on the computer.  
 \_\_\_\_\_ like my new, yellow yacht.  
 \_\_\_\_\_ also like my new plane.  
 \_\_\_\_\_ better return my yoyo later.



10 Write these List Words in alphabetical order.

million  
 computer  
 beautiful  
 music  
 during  
 knew  
 new

1. \_\_\_\_\_  
 2. \_\_\_\_\_  
 3. \_\_\_\_\_  
 4. \_\_\_\_\_  
 5. \_\_\_\_\_  
 6. \_\_\_\_\_  
 7. \_\_\_\_\_

yourself  
 year  
 yesterday  
 used  
 useful  
 young  
 yard

1. \_\_\_\_\_  
 2. \_\_\_\_\_  
 3. \_\_\_\_\_  
 4. \_\_\_\_\_  
 5. \_\_\_\_\_  
 6. \_\_\_\_\_  
 7. \_\_\_\_\_

11 Add the suffixes from the box to the words below to make new words.

ful let ling less en ent ant ist

wood \_\_\_\_\_ youth \_\_\_\_\_ pig \_\_\_\_\_ use \_\_\_\_\_ art \_\_\_\_\_  
 year \_\_\_\_\_ tube \_\_\_\_\_ assist \_\_\_\_\_ stud \_\_\_\_\_ attend \_\_\_\_\_

12 Finish the sentences with *your* or *you're*.

★ *Your* means *belonging to* and *you're* is short for *you are*.

\_\_\_\_\_ late for \_\_\_\_\_ music lesson.  
 \_\_\_\_\_ computer will be very useful when \_\_\_\_\_ doing projects.

## Challenge

The following sets of letters are in alphabetical order. Write the missing letters on the first line.

Unjumble them to make a List Word on the second line.

ef \_ h \_ jklm \_ opqr \_ t \_ vwxyz \_\_\_\_\_  
 cdef \_ hijklm \_ \_ pqrst \_ vwxyz \_\_\_\_\_  
 b \_ defgh \_ jkl \_ nopqr \_ t \_ vwxyz \_\_\_\_\_  
 ab \_ d \_ fghijkl \_ n \_ \_ q \_ s \_ \_ vwxyz \_\_\_\_\_

# Unit 28



y u(yoo)      yoyo      computer

## List Words

yard \_\_\_\_\_  
yellow \_\_\_\_\_  
knew \_\_\_\_\_  
used \_\_\_\_\_  
you'll \_\_\_\_\_  
you've \_\_\_\_\_  
you're \_\_\_\_\_  
young \_\_\_\_\_  
during \_\_\_\_\_  
beautiful \_\_\_\_\_  
yesterday \_\_\_\_\_  
yourself \_\_\_\_\_  
cube \_\_\_\_\_  
tube \_\_\_\_\_  
cute \_\_\_\_\_  
rescue \_\_\_\_\_  
usual \_\_\_\_\_  
beauty \_\_\_\_\_  
yearly \_\_\_\_\_  
view \_\_\_\_\_  
universe \_\_\_\_\_  
yacht \_\_\_\_\_  
youth \_\_\_\_\_  
youthful \_\_\_\_\_  
youngster \_\_\_\_\_

1 Circle the letters that represent in the List Words.

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

3 Write one stroke for every sound in each List Word.

4 Write words with the letter y representing .

you're story key young yellow grey yard holiday  
you'll joyful bicycle yesterday why they beauty

\_\_\_\_\_

5 Colour the blocks where you hear **yoo** in the word. Find out who owns the yacht, Hugh or Sue.

★ Sometimes the letters u\_e, u, ue, ew, eau and iew represent **yoo** as in *cube* – /c|y|oo|b|.



you're	flew	rule	chew	tube	knew
yard	yellow	yourself	view	screw	
universe	yesterday	used	yearly		
prune	rescue	beauty	during	flute	



6 Write all the List Words with as the second sound.

\_\_\_\_\_

7 Read the words at the top of each column to decide which verb to write.

Today I	Yesterday I	I have	I am
use			
rescue			
view			
tune			

8 Choose a word part from each column to join together to make a List Word.

du	cue
res	ster
beau	ring
young	ty

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

beau	ter	ful
yes	ti	day
u	i	al
un	su	verse

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

9 Match words from the box to the prefixes below to make new words.

head correct grow mature claim marine responsible view

in\_\_\_\_\_ out\_\_\_\_\_ sub\_\_\_\_\_ pre\_\_\_\_\_

fore\_\_\_\_\_ im\_\_\_\_\_ ex\_\_\_\_\_ ir\_\_\_\_\_

10 Add the suffixes from the box to the words on the lines to make new words. The suffixes may be used more than once. You may need to change the last letter in the word.

ly ful ward ness ment ous hood

youth\_\_\_\_\_ year\_\_\_\_\_ child\_\_\_\_\_ use\_\_\_\_\_ enjoy\_\_\_\_\_

danger\_\_\_\_\_ soft\_\_\_\_\_ up\_\_\_\_\_ kind\_\_\_\_\_ beauty\_\_\_\_\_

11 Count the sounds in these words. Write the letter or letters for each sound in a separate box. Solve the riddle by writing the letters from the shaded boxes in the boxes with matching numbers.

yoyo 

	10		
--	----	--	--

yearly 

3			
---	--	--	--

yolk 

	4	5	
--	---	---	--

yellow 

	2		
--	---	--	--

yourself 

6				
---	--	--	--	--

youthful 

		1		
--	--	---	--	--

youngster 

--	--	--	--	--

journey 

7			9		
---	--	--	---	--	--

What's the name of the latest chicken dance that has everyone giggling?

1	2	3	4	5	6	7	10	5	9
---	---	---	---	---	---	---	----	---	---

## Challenge

Find as many compound words as you can in this string of words. Use your dictionary.

11-excellent, 9-very good, 7-good.

eggplantbackyardstickybeakyearbookcaseyellowcakeyourselfuselessviewpointless

# Verb Highlighting

Can you highlight all the verbs in the following text?



Emily's favourite day was Wednesday because it was a cooking day at school. After recess, Emily found out that the class was making pancakes. Mrs Haigh explained that the ingredients to make pancakes were: flour, baking powder, sugar, eggs, and milk. She asked the students to look for these ingredients in the cupboards.

Emily carefully placed all the ingredients on the kitchen bench.

"I can't wait to start cooking," exclaimed Emily.

"My pancakes are going to taste amazing!" stated Emily's friend.

Emily listened as Mrs Haigh explained how to make pancakes. Into a bowl, she added the flour, baking powder, and sugar. Next, she cracked open the eggs and whisked them with the milk. Finally, she added the egg mixture to the dry ingredients. Emily now had the hard task of mixing all the ingredients until the mixture was silky smooth.

Emily then poured a small amount of the mixture into a hot pan. After a few minutes, she could hear the pancake sizzling in the pan. Jumping with excitement, Emily squealed, "I just can't wait to eat them."

Emily carefully turned over the pancake, letting the other side cook. The time had finally arrived for the class to taste their pancakes.

"This is the best thing I've ever cooked!" stated Emily.

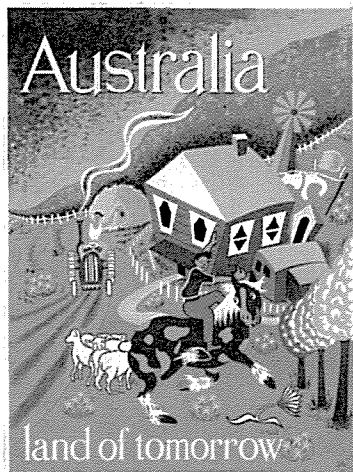
# Post-War Immigration

After the Second World War, the Australian government decided the country needed to increase its population. This was because people did not feel as safe anymore and the country needed to protect itself in case it was ever invaded. The government tried to encourage people to build the population up themselves, but it wasn't enough.



Arthur Calwell, who was the Minister of Immigration, tried to convince Australians that the only solution was to invite people from other countries to live in Australia. But not all Australians liked the idea of sharing their country with others. The government made it clear that this was the only option for the country. In their opinion, Australia had to 'populate or perish' - immigration was the only choice.

During the time of the Gold Rush, many people from Asian countries came to live in Australia. Some people, including the government, didn't want too many people coming from Asia anymore and so they encouraged people from Britain and other European countries to migrate to Australia.



Australian Government Poster

The first new immigrants that came to Australia were displaced persons. These were people who left their countries due to the war and no longer had a place to call home. Most of these people came from Eastern European countries including Poland, Yugoslavia, Hungary and Latvia.

The Australian government used adverts in Britain to entice people to move to Australia. They called Australia 'the land of opportunity' or 'land of tomorrow'. In the 1950s and 1960s, more immigrants came to Australia. These were people mostly from Britain and other European countries. Most came to Australia in search of new careers and a better life.



Dutch immigrants arriving in Australia, 1954

Millions of immigrants continued to settle in Australia in the decades after the war. Each of the immigrant groups that settled in Australia, brought something special to the country. They have shared their stories, culture and art with Australia and its people.

# Questions

1. What type of text is this?

---

2. Why do you think people felt less safe after war?

---

---

3. What did Arthur Calwell try to convince Australians to do?

---

---

4. When did many people from Asia migrate to Australia?

---

---

5. What is a Displaced Person?

---

6. What does the word 'entice' mean?

---

7. What happened in the 1950s and 1960s?

---

---

8. Do you think Australia would be a different place without such a large immigrant community? Explain your answer.

---

---

---

# MONDAY

# TUESDAY

1. What is the time?



2. 8 lots of 2 = \_\_\_\_\_

3.  $5 \times 4 =$

4 + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

4. Which is the odd number: 3, 4 or 10? \_\_\_\_\_

5. Jakob has 16 cards. He equally shares them to 4 boys.  
Write a number sentence to show the number of cards for each boy.

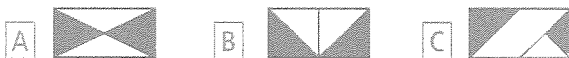
\_\_\_\_\_  $\div$  \_\_\_\_\_ = \_\_\_\_\_

6.  $9 \square 5 = 14$

7. What is the number is between 1009 and 1011?

\_\_\_\_\_

8. Which shape(s) are coloured as  $\frac{2}{4}$ ? \_\_\_\_\_

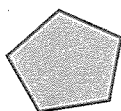


9. Who is the youngest? \_\_\_\_\_

- ☐ A Keif, born 14 May 2005.  
☐ B Chantelle, born 20 June 2006.  
☐ C Kiki, born 15 May 2005.

10. Who is the oldest? \_\_\_\_\_

11. Name this shape.



\_\_\_\_\_

12. 3 cm =

- ☐ 10 mm   ☐ 20 mm   ☐ 30 mm   ☐ 40 mm

13. Measure line  $\overline{AB}$ .



- (a) \_\_\_\_\_ cm   (b) \_\_\_\_\_ mm

14. Summer, autumn, winter and \_\_\_\_\_  
are the four seasons.

15. How many days are in a common year? \_\_\_\_\_

16. How many weeks are in a year? \_\_\_\_\_

17.  $207 - 10 =$  \_\_\_\_\_

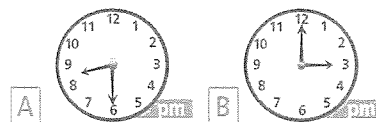
18. Write the number 10 less than one thousand. \_\_\_\_\_

19. 6, 12, 18, 24, 30, 36, \_\_\_\_\_, 48

20. (a)  $68 + 10 =$  \_\_\_\_\_

(b)  $668 + 10 =$  \_\_\_\_\_

1. Which clock time  
is closer to 6 pm?



2.  $4 \times 7 =$

\_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

3. What number is ten more than 990? \_\_\_\_\_

4. Using 3, 5, 2 and 8, make the:

(a) largest odd number. \_\_\_\_\_

(b) lowest even number. \_\_\_\_\_

5. Lisa wanted to share 15 pieces of chocolate equally  
among three of her friends. How many pieces for each  
friend? Answer as a number sentence.

\_\_\_\_\_

6. (a)  $30 \div 3 =$  \_\_\_\_\_

(b)  $300 \div 3 =$  \_\_\_\_\_

7.  $108 - 8 =$  \_\_\_\_\_

8. Using 3, 5, 2 and 8, make the smallest number possible.

\_\_\_\_\_

9. Is XXX or XYZ a row? \_\_\_\_\_

X	Y	Z
X	Y	Z
X	Y	Z

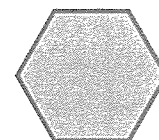
10.  $4 \times 3 = 2 \times$  \_\_\_\_\_

11. Draw a line  
4 cm long.

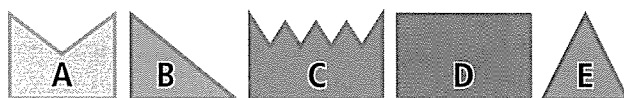


12. 10 mm = \_\_\_\_\_ cm

13. Name this shape.



14. Which shape would be the best wedge for a door? \_\_\_\_\_



15. Halve: (a) 22 \_\_\_\_\_ (b) 220 \_\_\_\_\_

16. Double: (a) 7 \_\_\_\_\_ (b) 70 \_\_\_\_\_

17. \_\_\_\_\_ seconds = one minute

18. How many hours are in a day? \_\_\_\_\_

19.  $30 \div$  \_\_\_\_\_ = 5

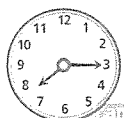
20. 100 cm = \_\_\_\_\_ m





1. Which clock time is closer to 6 am?

A

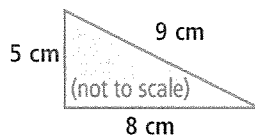


B



2. If you eat 2 eggs from one dozen, how many are left?

3. The perimeter is \_\_\_\_\_ cm.



4. (a)  $97 - 10 =$  \_\_\_\_\_ (b)  $97 + 10 =$  \_\_\_\_\_

5.  $5 \times 3 = 3 +$  \_\_\_\_\_  $+$  \_\_\_\_\_  $+$  \_\_\_\_\_  $+$  \_\_\_\_\_  $=$  \_\_\_\_\_

6. Emilie has 3 groups of flower petals, each with 4 petals. How many petals in total? (Write as a number sentence.)

\_\_\_\_\_  $\times$  \_\_\_\_\_  $=$  \_\_\_\_\_

7. How many months are in one year? \_\_\_\_\_

8.  $4 \times 10 = 40$ ,  $40 \div 10 =$  \_\_\_\_\_

9.  $3 \times 8 = 24$ , \_\_\_\_\_  $\div 3 = 8$

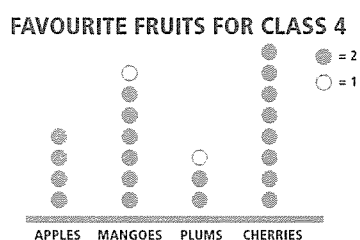
10. (a)  $5 + 6 =$  \_\_\_\_\_ (b)  $50 + 60 =$  \_\_\_\_\_

11. A half =

☐  $\frac{1}{4}$  ☐  $\frac{1}{2}$  ☐  $\frac{1}{10}$  ☐  $\frac{1}{3}$

12. Write *nine thousand and nine* as a numeral. \_\_\_\_\_

13. How many children like plums?



14. Which fruit is the most popular?

15. Which fruit is the least popular? \_\_\_\_\_

16. Which is a quadrilateral?

☐ a square ☐ a cube

17. Double  $17 = 10 + 7 + 10 + 7 = 20 + 14 = 34$ ,

double  $18 =$  \_\_\_\_\_

18. (a)  $38 + 10 =$  \_\_\_\_\_

- (b)  $380 + 100 =$  \_\_\_\_\_

19. How many days are in one fortnight? \_\_\_\_\_

20. (a)  $30 + 90 =$  \_\_\_\_\_

- (b)  $300 + 900 =$  \_\_\_\_\_

1. What is the time? \_\_\_\_\_



2. (a)  $10 + 27 =$  \_\_\_\_\_

- (b)  $100 + 27 =$  \_\_\_\_\_

3.  $2159 = 2000 +$  \_\_\_\_\_

4. (a)  $93 - 10 =$  \_\_\_\_\_ (b)  $93 + 10 =$  \_\_\_\_\_

5.  $4 \times 7 = 28$ ,  $28 \div$  \_\_\_\_\_  $= 7$

6.  $3 \times 8 = 8 + 8 +$  \_\_\_\_\_  $=$  \_\_\_\_\_

7. Lucy has 6 groups of shells, with 3 in each. How many shells are there in total?

\_\_\_\_\_  $\times$  \_\_\_\_\_  $=$  \_\_\_\_\_

8.  $60 \div 6 = 10$ ,  $90 \div 9 =$  \_\_\_\_\_

9.  $395 + 10 =$  \_\_\_\_\_

10. A quarter =

☐  $\frac{1}{4}$  ☐  $\frac{1}{2}$  ☐  $\frac{1}{10}$  ☐  $\frac{1}{3}$

11. Which 2D shape has 5 sides?

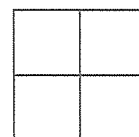
☐ pentagon ☐ hexagon ☐ square

12. (a)  $2 + 9 =$  \_\_\_\_\_ (b)  $20 + 90 =$  \_\_\_\_\_

13. Mila dropped a dozen eggs, and 5 cracked. How many are left? \_\_\_\_\_

14. Label in the square.

A in the bottom left, B in the top right, C in the top left and D in the bottom right.



15. (a)  $12 - 7 =$  \_\_\_\_\_

- (b)  $120 - 70 =$  \_\_\_\_\_

16. Measure line  $\overline{AB}$  with your ruler.

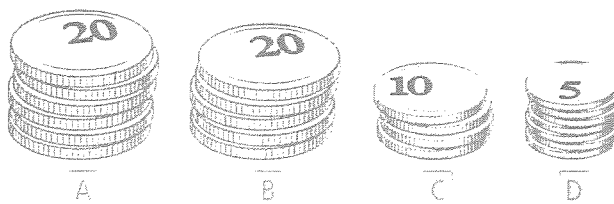


- (a) \_\_\_\_\_ cm (b) \_\_\_\_\_ mm

17. Order from lowest to highest.

$\frac{1}{5}$   $\frac{1}{2}$   $1$   $\frac{1}{3}$

18. Which stack of coins is worth the least amount? \_\_\_\_\_



19. Which stack is worth the most? \_\_\_\_\_

20. What is the total sum of the coins? \$ \_\_\_\_\_

FRANK'S FRUIT AND VEG

CASHIER 155

ITEMS

TOMATOES 5 kg \$45.00

POTATOES 4 kg \$12.00

TOTAL: \$

PAYMENT: CASH

DATE: SAT 26 AUGUST

10.45 AM

RECEIPT NEEDED FOR RETURNS

THANK YOU

## Monday

- The total of both items was \$\_\_\_\_\_.
- What was the kilogram price of the tomatoes?  
\$\_\_\_\_\_ per kg



## Tuesday

- What was the kilogram price of the potatoes?  
\$\_\_\_\_\_ per kg
- What was the date a week before the date on the receipt?



## Wednesday

- After leaving Frank's shop, Mr Murphy went to visit his grandmother. He arrived at midday.  
How long since he left the shop?  
\_\_\_\_\_ hour(s) and \_\_\_\_\_ minute(s)
- Mr Murphy goes to Frank's Fruit and Veg weekly.  
When is the next expected visit?

## Thursday

- Mr Murphy used a \$50 note and a \$20 note.  
What was his change? \$\_\_\_\_\_
- The shopkeeper only had 1 and 2 coins in the till.  
What is the smallest number of coins the shopkeeper could have given Mr Murphy as his change?  
\$1 \_\_\_\_\_ \$2 \_\_\_\_\_



1  $3 \times 9$

= \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_

= \_\_\_\_\_

2  $3 \times 6 = 2 \times$  \_\_\_\_\_

3  $4 \times 0 =$  \_\_\_\_\_

4  $80 \div$  \_\_\_\_\_  $= 10$

$8 \times$  \_\_\_\_\_  $= 80$

5  $34 - 10 =$  \_\_\_\_\_

6  $7 + 6 =$  \_\_\_\_\_,

$70 + 60 =$  \_\_\_\_\_

7  $24 \div 4 = 6$

8 What is the number between 2009 and 2011?

9  $4 \times 9 = 36,$

\_\_\_\_\_  $\div 9 = 4$

10 Double 19. \_\_\_\_\_

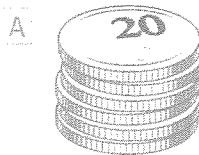
11  $3134 = 3000 +$  \_\_\_\_\_

12 Order from lowest to highest.

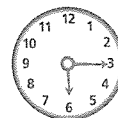
1  $\frac{1}{3}$   $\frac{1}{4}$   $\frac{1}{2}$   $\frac{1}{5}$

13 Add 10 to 695. \_\_\_\_\_

14 Which stack is worth the least amount? \_\_\_\_\_



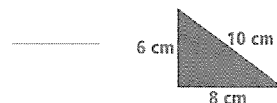
15 What is the total of stacks B and C?



16 What is the time?  
\_\_\_\_\_ am

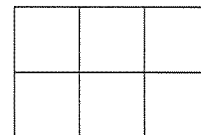
17 How many days are in a leap year?

18 What is the perimeter?



19 Summer, \_\_\_\_\_, winter and spring are the four seasons.

20 Label the:  
(a) bottom right \_\_\_\_\_ as B.  
(b) top middle \_\_\_\_\_ as E.  
(c) top right \_\_\_\_\_ as Z.



21 Using Wednesday's clocks, which is closer to midnight?

22 Is XYZ or YYY a column?



23 A hexagon has \_\_\_\_\_ sides.

24 A pentagon has \_\_\_\_\_ sides.

25 Using Wednesday's graph, how many children liked both mangoes and apples?



## Example

Add  
3 thousands  
plus 2 thousands  
equals  
5 thousands.

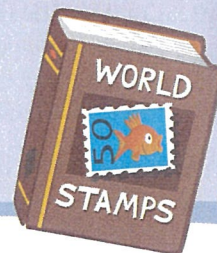
Thou	Hund	Tens	Ones
3	1	3	3
2	1	1	9
5	2	5	2

Add 1 hundred  
plus 1 hundred  
equals  
2 hundreds.

Add 1 ten  
plus 3 tens  
plus 1 ten  
equals 5 tens.

3 ones plus  
9 ones equals  
12 ones.  
Trade  
10 ones for  
1 ten. Record  
2 in the ones  
column.

Angelo had  
3133 stamps  
in one album  
and 2119 in  
another.  
How many  
did he have  
altogether?



## 1 Add these numbers.

**a**

Thou	Hund	Tens	Ones
------	------	------	------

$$\begin{array}{r} 3 \ 6 \ 4 \ 2 \\ + 5 \ 1 \ 3 \ 7 \\ \hline \end{array}$$

**b**

Thou	Hund	Tens	Ones
------	------	------	------

$$\begin{array}{r} 2 \ 3 \ 5 \ 6 \\ + 6 \ 3 \ 4 \ 3 \\ \hline \end{array}$$

**c**

Thou	Hund	Tens	Ones
------	------	------	------

$$\begin{array}{r} 3 \ 4 \ 6 \ 2 \\ + 4 \ 3 \ 0 \ 6 \\ \hline \end{array}$$

**d**

Thou	Hund	Tens	Ones
------	------	------	------

$$\begin{array}{r} 3 \ 5 \ 4 \ 7 \\ + \quad 3 \ 2 \ 7 \\ \hline \end{array}$$

**e**

Thou	Hund	Tens	Ones
------	------	------	------

$$\begin{array}{r} 3 \ 2 \ 5 \ 8 \\ + 3 \ 4 \ 2 \ 6 \\ \hline \end{array}$$

**f**

Thou	Hund	Tens	Ones
------	------	------	------

$$\begin{array}{r} 4 \ 2 \ 0 \ 9 \\ + 5 \ 2 \ 7 \ 4 \\ \hline \end{array}$$

**g**

Thou	Hund	Tens	Ones
------	------	------	------

$$\begin{array}{r} 3 \ 0 \ 5 \ 7 \\ + 3 \ 0 \ 2 \ 9 \\ \hline \end{array}$$

**h**

Thou	Hund	Tens	Ones
------	------	------	------

$$\begin{array}{r} 2 \ 3 \ 4 \ 8 \\ + 3 \ 5 \ 3 \ 8 \\ \hline \end{array}$$

**i**

Thou	Hund	Tens	Ones
------	------	------	------

$$\begin{array}{r} 3 \ 2 \ 4 \ 6 \\ + 2 \ 5 \ 7 \ 7 \\ \hline \end{array}$$

**j**

Thou	Hund	Tens	Ones
------	------	------	------

$$\begin{array}{r} 6 \ 2 \ 5 \ 7 \\ + 2 \ 6 \ 8 \ 7 \\ \hline \end{array}$$

**k**

Thou	Hund	Tens	Ones
------	------	------	------

$$\begin{array}{r} 7 \ 5 \ 8 \ 8 \\ + \quad 2 \ 6 \ 6 \\ \hline \end{array}$$

**l**

Thou	Hund	Tens	Ones
------	------	------	------

$$\begin{array}{r} 6 \ 8 \ 0 \ 9 \\ + \quad 3 \ 8 \ 8 \\ \hline \end{array}$$

## 2 Jack worked out a way to add $500 + 650$ easily. He added $500 + 500$ to make 1000 then added 150 more to make 1150.

Use any mental strategy you wish to add these numbers mentally.

**a**  $300 + 425 =$  **c**  $500 + 617 =$  **e**  $600 + 837 =$

**b**  $600 + 725 =$  **d**  $600 + 780 =$  **f**  $800 + 965 =$

## 3 Write a problem to suit the number sentence.

$2237 + 423 =$

# Adding 4-Digit Numbers with Regrouping

LO: I can add 4-digit numbers with regrouping.

$$\begin{array}{r} 1 \quad 4078 \\ + 7806 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 2 \quad 3020 \\ + 7033 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 3 \quad 8389 \\ + 2094 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 4 \quad 1938 \\ + 8398 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 5 \quad 8784 \\ + 9969 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 6 \quad 8580 \\ + 1887 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 7 \quad 9771 \\ + 8489 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 8 \quad 5602 \\ + 9250 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 9 \quad 2851 \\ + 2330 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 10 \quad 8976 \\ + 7249 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 11 \quad 6942 \\ + 3220 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 12 \quad 7238 \\ + 5733 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 13 \quad 4265 \\ + 8270 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 14 \quad 8811 \\ + 2787 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 15 \quad 1899 \\ + 8179 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 16 \quad 6073 \\ + 6379 \\ \hline \\ \hline \end{array}$$

**Challenge:**

$$\begin{array}{r} 1 \quad 2\_32 \\ + 31\_2 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 2 \quad 96\_ \\ + 6\_80 \\ \hline \\ \hline \end{array}$$

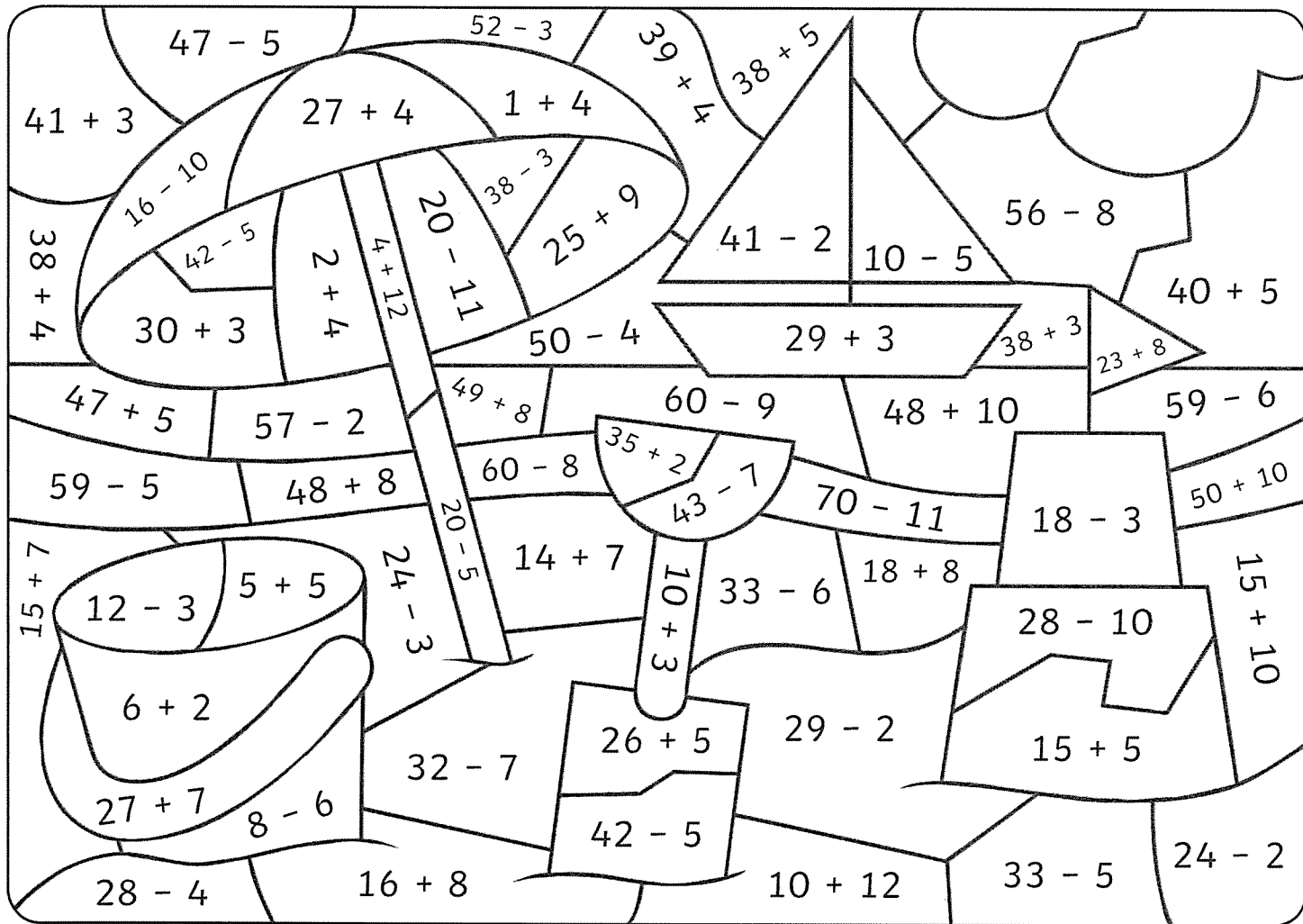
$$\begin{array}{r} 3 \quad 25\_7 \\ + \_39\_ \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 4 \quad 8\_2\_ \\ + \_060 \\ \hline \\ \hline \end{array}$$



# Summertime Colour by Calculations

Use the key to colour the summer-themed picture.



<b>Colour:</b>	red	orange	yellow	green	light blue	dark blue
<b>Answer:</b>	<b>1-10</b>	<b>11-20</b>	<b>21-30</b>	<b>31-40</b>	<b>41-50</b>	<b>51-60</b>

# Vietnam

Use non-fiction books and the Internet to find out information about Vietnam.

**Capital City:**

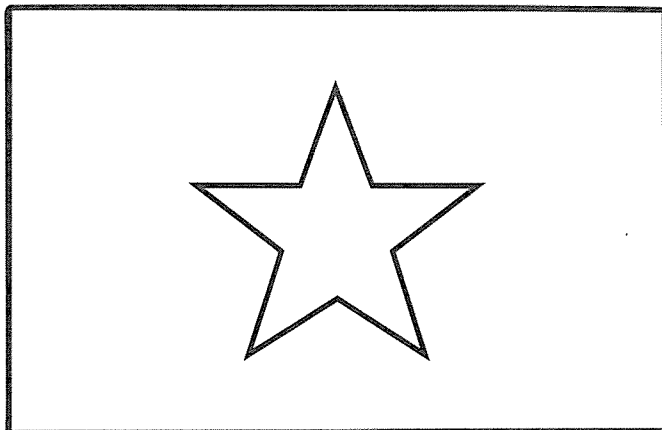
**Population:**

**Language Spoken:**

**Location of Country:**



**Country Flag:**



**Bordering Countries:**

**Famous Landmarks:**

**Famous People:**

**Popular Food:**

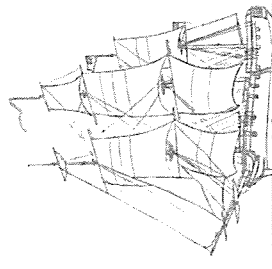
**Popular Activities or Sports:**

**Traditions:**

**National Anthem:**

**Other Interesting Facts:**

# Migrant Contributions to Australia in the 1800s



Using your research skills, identify some of the ways particular migrant groups contributed to Australian society during the 1800s. Consider how these may still be important to modern-day Australia.

Who? Migrant group	Where? Location of settlement	Contributions to society during the 1800s	Are these contributions still important to modern-day Australia? Explain.
Japanese	Broome		
Afghan	Northern Territory		
Irish	Victoria		
Pacific Islanders	Torres Strait		
Chinese	Palmer River		

# Tuesday 14<sup>th</sup> September 2021

Tick your work once you have finished 😊

## Soundwaves

Complete up to question 7 on your Soundwaves

Sheet.

Q5 ☐ Q6 ☐ Q7 ☐

Saying and Sensing Verbs ☐

Elements of Fantasy Genre ☐

Handwriting ☐

## Mathematics

Math Mentals ☐

3-digit Subtraction ☐

## Creative Arts

Flower Mandalas ☐

How did you feel you went with today's learning?





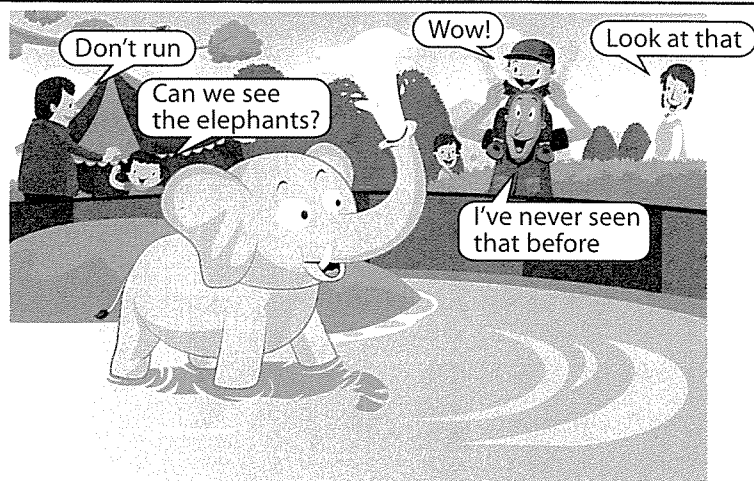
# Unit 27

# Saying and Sensing Verbs

**Saying verbs** are verbs that describe the way something is said.  
They can help us to get to know or understand a character in a story.  
For example: "Give it back," **cried** the little boy angrily.  
"I don't know the answer," **mumbled** the shy ant.



1 Circle the **saying verbs** in the box. E.g. "I'm hungry," whispered the cat.



"Don't run," **pleaded** Dad.

"Wow!" **yelled** Bobby.

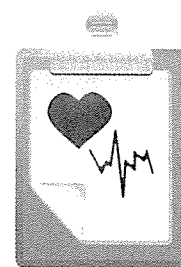
"Can we see the elephants?" **asked** Ben.

"Look at that!" **said** Mum.

"I've never seen that before!" **shouted** Dad.

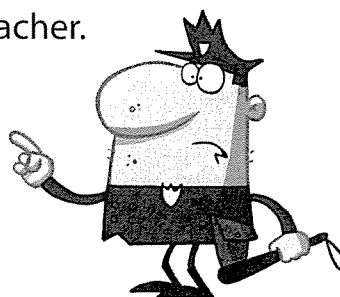
2 Underline the **saying verb** in each sentence.

- "Take your time," said the coach.
- "I will help you," promised the doctor.
- "Where are you going?" asked the principal.
- "This must be your gun," claimed the police officer.
- "I will never leave you," murmured the movie star.
- "Please help me," pleaded the swimmer.



3 Choose a **saying verb** from the box and complete these sentences.

- "I can't find my mum," \_\_\_\_\_ the little girl.
- "Do you know the answer?" \_\_\_\_\_ the teacher.
- "Don't wake him," \_\_\_\_\_ Dad.
- "Look out!" \_\_\_\_\_ the policeman.
- "I don't think so," \_\_\_\_\_ the boy.
- "How strange," she \_\_\_\_\_ to herself.
- "Can you tell me where the post office is?" \_\_\_\_\_ the tourist.



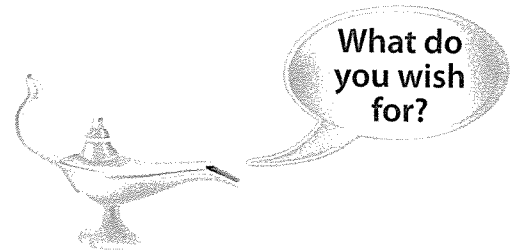
whispered  
thought  
cried  
yelled  
replied  
asked

**Sensing verbs** are verbs that tell us how something is thought or felt.

For example: *Thinking* > know, thought    *Feeling* > love, fear

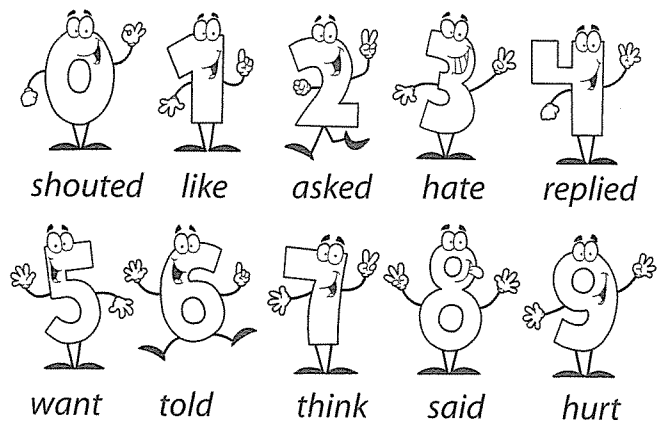
4 There is only one sensing verb in each line. Circle it.

- |   |      |        |       |        |
|---|------|--------|-------|--------|
| a | feel | house  | Jack  | white  |
| b | bead | wood   | wish  | smelly |
| c | tale | wonder | fast  | Megan  |
| d | book | snack  | thick | enjoy  |



### 5 A Colouring Puzzle

- a Look at the words below each number. Use **orange** to colour each number that has a saying verb below it.
- b Use **blue** to colour each number that has a sensing verb below it.
- c Question: What do we call all the orange numbers? \_\_\_\_\_ numbers



### Text Type: Narrative extract

### The Bee's Big Idea



The group had wished for rain and their food was gone. They feared that they would go hungry.

"I remember a valley with water," said the bee.  
"I would like to take you there."

The others wondered how this would happen. It was a long way away.

"I know how to do it," said the bee. "We'll fly."  
"I think I can lift the snail," said the dragonfly.  
"And I believe beetle can lift the spider."

"Great, I'd be pleased to take the ant," said the bee.

6 Circle the sensing verbs in each of these sentences.

- |  |  |
|--|--|
| a The group had wished for rain.         | d The others wondered how this would happen. |
| b They feared that they would go hungry. | e I believe beetle can lift the spider.      |
| c I remember a valley with water.        | f I'd be pleased to take the ant.            |

# Elements of the Fantasy Genre



## What is the fantasy genre?

The fantasy genre is a type of fiction. Fantasy stories are imaginative, which means they are entirely made up. These stories will include events that could not happen in real life. Authors write fantasy stories to entertain the reader.



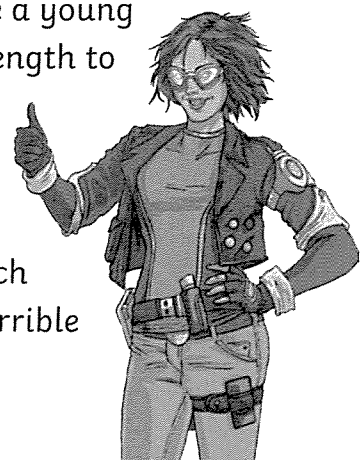
## The Magic

Magic is often included in the fantasy genre. Creatures or characters can have special powers and will learn how to use their powers. Sometimes it is an object that is magical, like a precious gem, cup, wand or sword. The item could be linked to the creature or character who uses it.

## The Characters

There are often different types of characters in the fantasy genre.

- **The hero (male) or heroine (female)** is the main character. They are considered the 'good' character. The reader supports and gets behind this character. The reader wants the main character to win against the villain of the story. Generally, the main character will be a young boy or girl. They are kind and gentle with the strength to work hard to overcome the problem.
- **The villain** is thought of as the 'bad' character. He or she is the one who is causing the problem. They tend to be described as being ugly, which matches their nature. They can be bossy and horrible to others.



- **The side-kick** is essential to the story and helps the hero or heroine reach their goal. This character shows true friendship and is often very funny!
- **Other characters**, like mythical creatures, dragons, elves and unicorns, are often in fantasy stories. Sometimes they help the hero or heroine on their journey and have special powers, like being able to talk.

### The Quest (or Journey)

The hero or heroine will need to go on a quest, adventure or journey in a fantasy story. It is linked to the problem or conflict that needs to be overcome by the main character.

The lead/main character will go on a journey facing a difficult time as they search for something valuable, like a special potion in a secret cave.

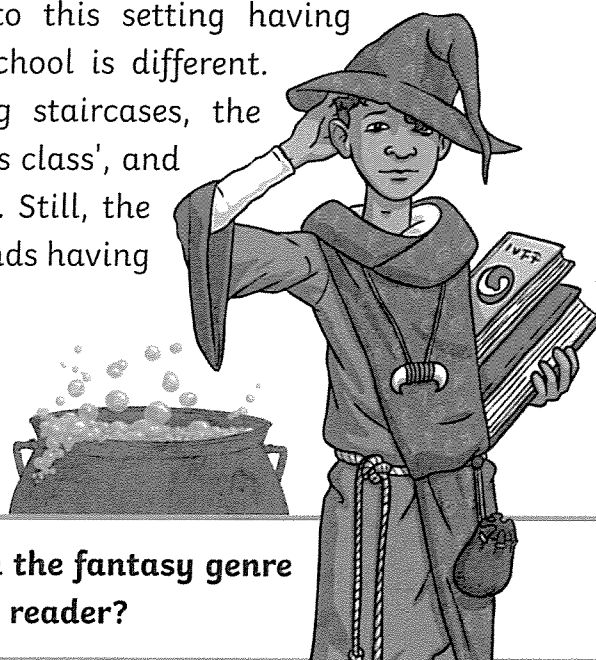
The main character's personality will change during the journey. At the beginning of the story, the hero or heroine may start as shy and nervous. By the end of the quest, the central character overcomes the problem, and they are brave and confident.

### The Setting

The setting, in the fantasy genre, can be an imaginative place, an outdoor setting like the woods or somewhere familiar to the reader, like a school.

The setting in Harry Potter is an excellent example of a fantasy setting, being a school. Most readers can relate to this setting having experienced it themselves, but this school is different.

It has talking portraits and moving staircases, the subjects are very different, like 'potions class', and the teachers are witches and wizards. Still, the reader can relate to Harry and his friends having to do homework!



**Can you think of other examples in the fantasy genre where the setting is familiar to the reader?**

### Examples of fantasy stories:

**Harry Potter**

by J.K. Rowling

**The Chronicles of Narnia**

by C.S. Lewis

**Charlie and the Chocolate Factory**

by Roald Dahl

**Peter Pan**

by J. M. Barrie

**Princess Bride**

by William Goldman



Please note: the listed books above are not endorsed by Twinkl, they are simply examples of how the fantasy genre can be used when teaching this topic.



# Questions

1. What is a fantasy genre?

- ☐ A type of non-fiction
- ☐ A type of fiction
- ☐ Factual
- ☐ Real-life experiences

2. Fiction means 'something that's invented or untrue'. (true / false)

---

3. Fill in the gaps.

The fantasy \_\_\_\_\_ is a type of \_\_\_\_\_. Fantasy stories are \_\_\_\_\_, which means they are entirely made up. These \_\_\_\_\_ will include \_\_\_\_\_ that could not happen in real \_\_\_\_\_.

4. List the main four elements of fantasy. One has been done for you.

1. The Magic

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. Why is the villain usually 'described as being ugly'?

---

---

6. Look at the paragraph under The Quest that starts with 'The main character's personality...' Find one trait word used to describe the personality of the main character.

---

7. Draw three lines to match each element to its description. One has been done for you.

The Magic	<p>The hero or heroine will need to go on an adventure or journey in a fantasy story. This is usually linked to the problem or conflict that needs to be overcome.</p>
The Characters	<p>Creatures or characters will have special powers and learn how to use their powers. Sometimes it's an object that is magical, like a precious gem, cup, wand or sword.</p>
The Quest	<p>The setting, in the fantasy genre, can be somewhere completely made up, an outdoor setting like the woods or somewhere familiar to the reader, like a school.</p>
The Setting	<p>The hero (male) or heroine (female), villain, side-kick and perhaps mythical creatures are part of this element.</p>

8. Why is Harry Potter's school an excellent example of a familiar setting in the fantasy genre?

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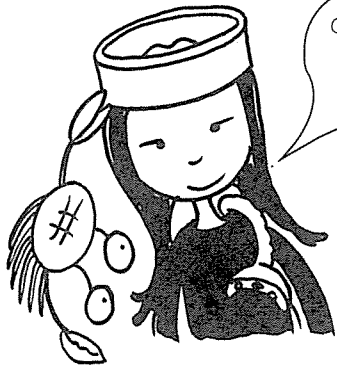


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## Tricky joins – Horizontal join to e



So far these letter combinations have not been joined.

oe re ve  
we xe



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

oe re ve we xe

bigger dip  
↓  
ve

Trace then copy to practise these joins to e.

oe re ve we xe oe re ve we

Trace and copy these words.

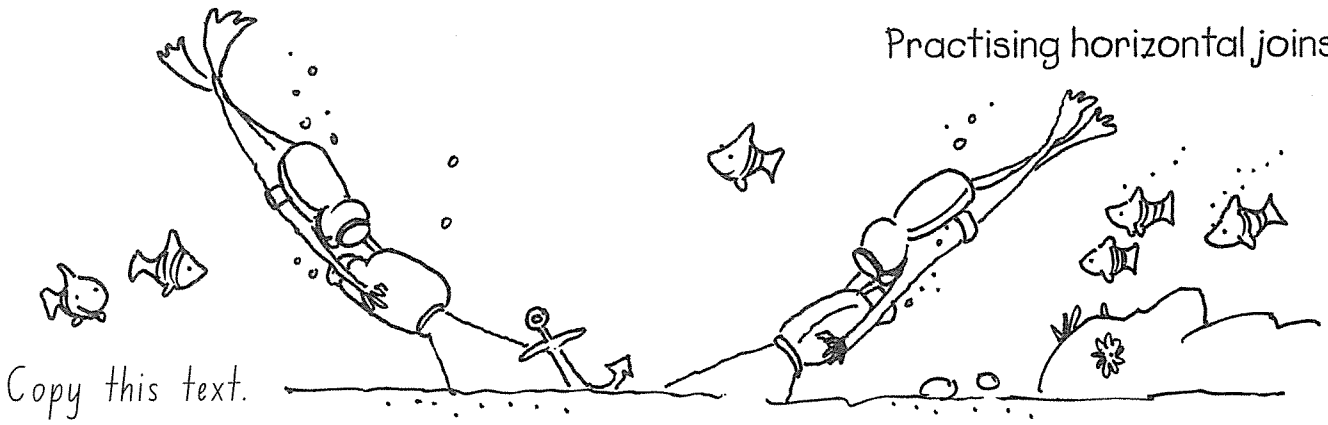
goes whoever doesn't volcanoes

before careless forehead lyrebird

deceive believe receive sieve

allowed weather exempt axes





Copy this text.

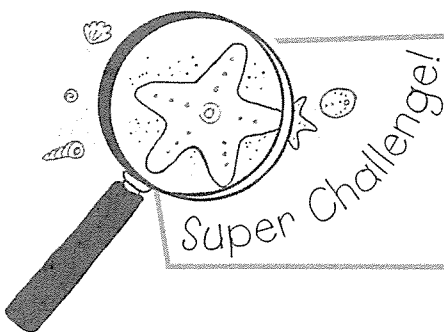
Maritime archaeologists explore

the bottom of the ocean. On

their dives, they look for evidence

of shipwrecks. These wrecks give

us clues to our sea-faring past.



- Underline the horizontal joins to e.
- Put a tick above any diagonal joins to e.

# 3-Digit Column Subtraction

1.					2.					3.					4.				
	7	8	4			2	0	5			9	6	4			4	3	8	
-	2	3	5		-		6	5		-	5	5	8		-	2	7	9	
5.					6.					7.					8.				
	6	4	3			8	7	1			5	0	6			5	1	7	
-	1	7	8		-	8	5	6		-	2	6	8		-	3	7	9	

**Challenge** - Find the missing numbers in the subtraction calculations below:

9.					10.					11.					12.				
	1	6	4			6		9				3	5			8	1	7	
-		9	7		-		9	8		-	2	7			-	6			
						2	6				1	6	0				8	9	

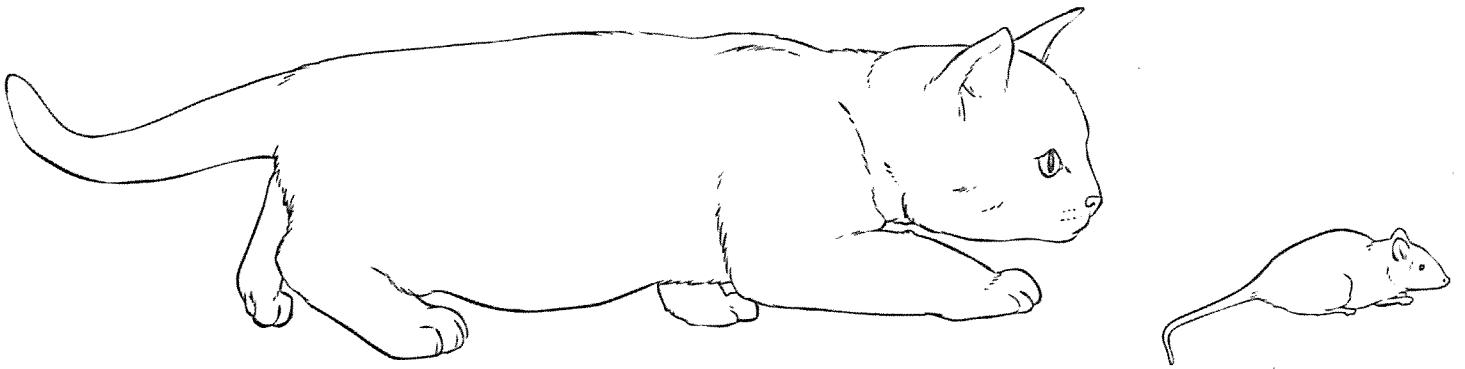
13. There are 364 children in a school. 178 go on a field trip to London. How many children are left in school?

14. Samantha has \$792 saved in her bank account. On Saturday, she spends \$138 on a new bike and on Sunday, she buys a pair of roller blades for \$75. How much money does she have left in the bank?

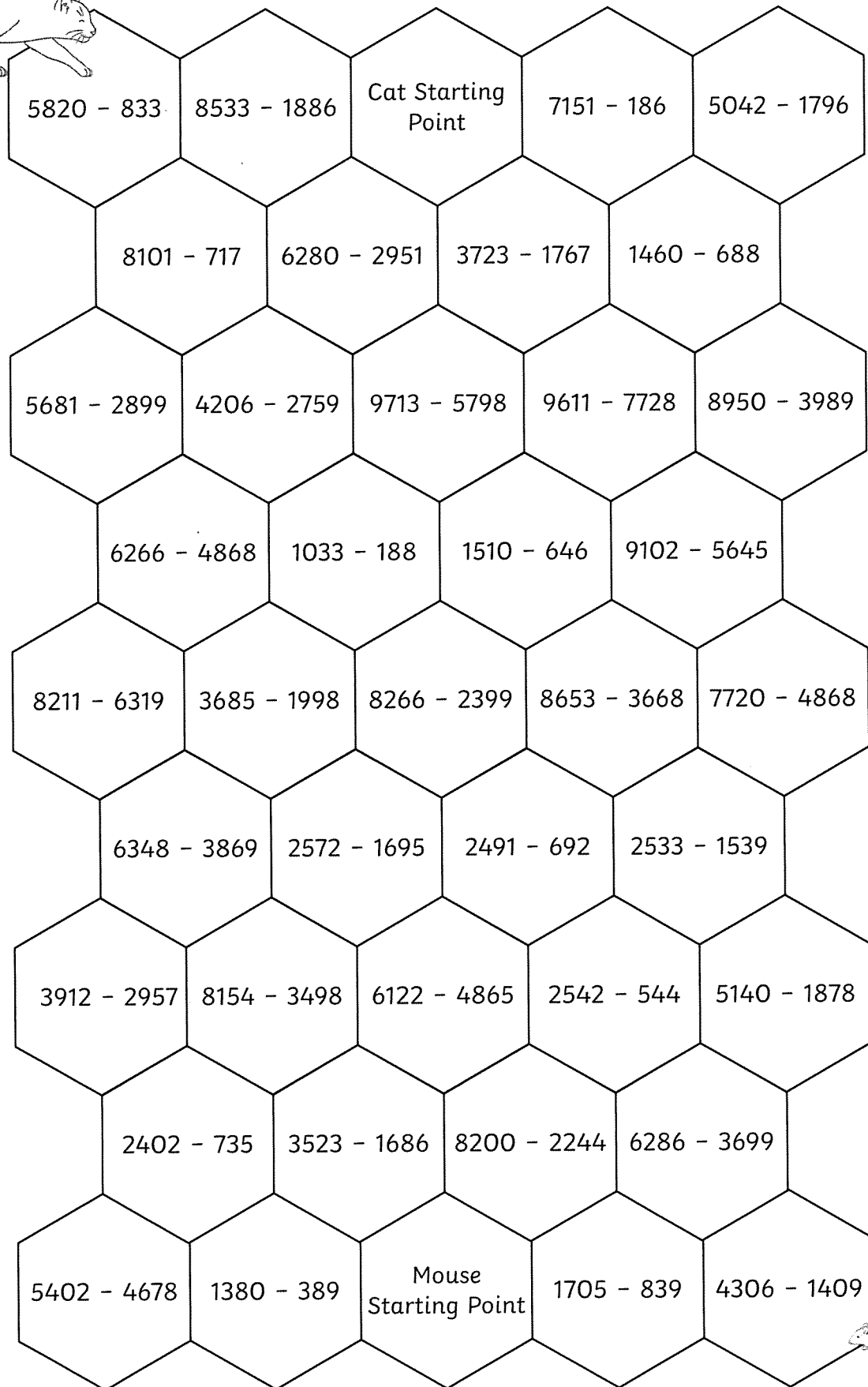
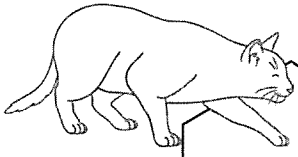

# Cat and Mouse Chase

## How to play:

- Decide who will be the 'cat' and who will be the 'mouse'. Place your counter on the starting point on the board.
- The aim of the game for the mouse is to get to the cat starting point hexagon without being caught by the cat.
- The aim of the game for the cat is to try and capture the mouse before it reaches the cat starting point hexagon.
- Taking turns, roll the dice and move your counter the number of spaces rolled. You can move up, down, left and right.
- Use column subtraction to answer the question you land on. If the other player can prove you are incorrect they can move their counter one space.



# Cat and Mouse Chase



# Flower Mandalas

Mandalas are a beautiful way for you to bring mindfulness into your classroom. This visual meditation has roots in Buddhist, Hindu and Jain belief systems, including Tibetan sand mandalas. They are made then tipped into river systems by monks to symbolise impermanence, attention to the present moment and the connected nature of spiritual practice.

## You Will Need:

- Flowers of different colours, shapes and sizes
- Paper (white or coloured)
- Calming music really sets the mood with this activity



## Instructions:

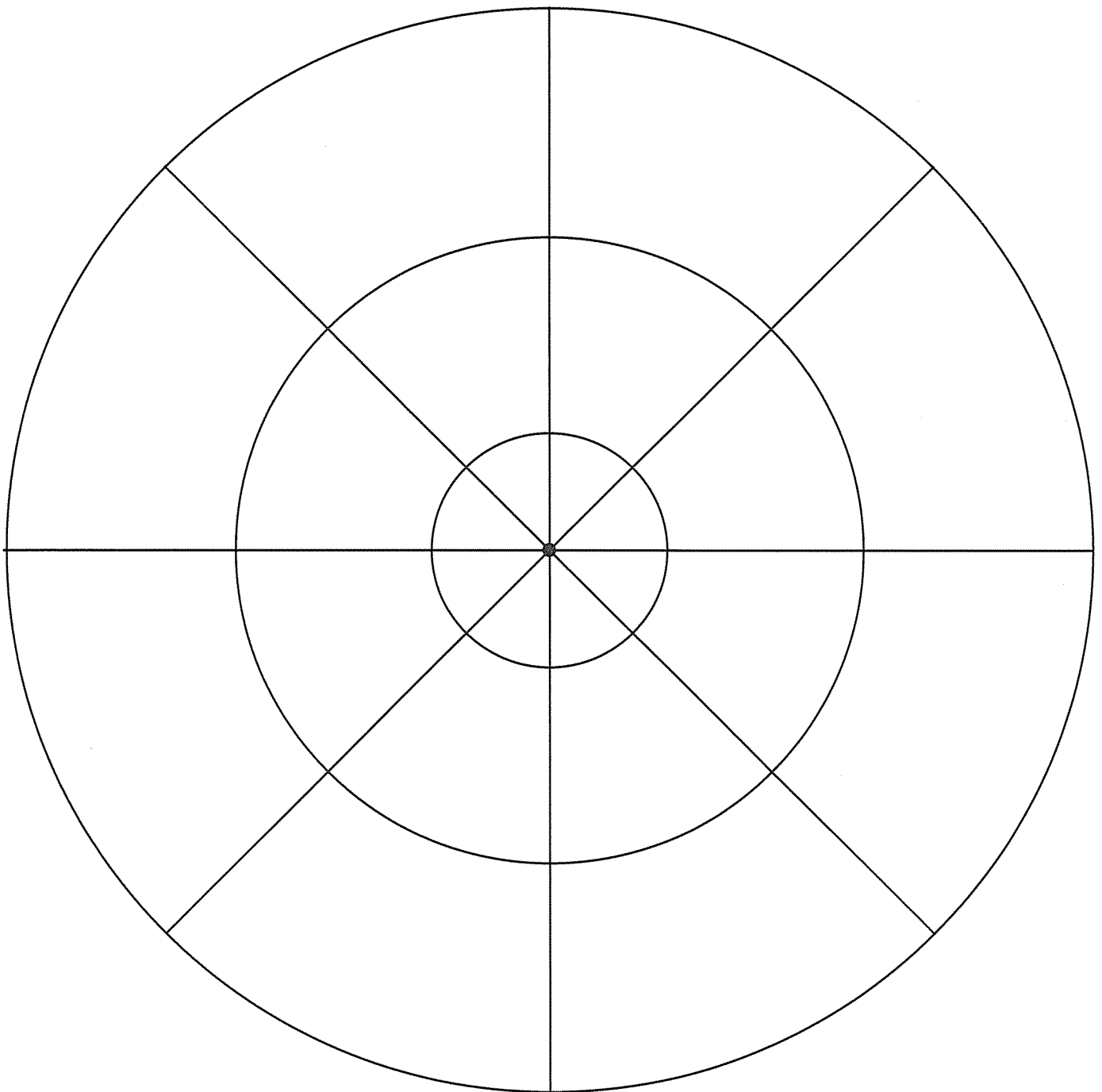
1. Choose a small flower to be in the centre of your design.
2. Surround your centre flower with a pattern of petals. You could stick to the same type for each ring, alternate colours or create a more intricate pattern, it's up to you!
3. Continue building ripples of patterns and watch your artwork slowly grow across the page.
4. Be sure to wander around and see what different artists have created. The beautiful thing about this activity is that it is impossible to copy each other and each mandala reflects their creator's individual personality.
5. You could also sketch your flower mandalas to preserve the design before tossing the petals to catch the wind and spread feelings of wellbeing that you have cultivated!

# Design Your Own Mandala

A mandala is a decorative picture made up of geometric shapes and patterns, which each represent something important to the person designing the mandala.

Think about things which are important to you. Then, think about what patterns and symbols might represent those things.

Use the template to create your own mandala using patterns and shapes.



# Wednesday 15<sup>th</sup> September 2021

Tick your work once you have finished 😊

## Soundwaves

Complete up to question 9 on your Soundwaves

Sheet.

Q8 ☐ Q9 ☐

Unit 28:y (yoo) Find a word ☐

How to Make your own Juggling Balls Tasks ☐

Narrative Tasks ☐

## Mathematics

Math Mentals ☐

Short Division ☐

## Science

Mrs Watt's science tasks ☐

How did you feel you went with today's learning?



## Unit 28: y (yoo)

E P W G M J N E J R U V H W X L G G T P Y H Z B Y A T N H A  
 U R U D G C D W T N P Q C T I A P U P M O Y W G P M M G Q T  
 W A Q G Y C B G I U F I S E G T R A O O U N W C R R E N M G  
 U N N E B U T V L J C G B E H M A E H Q R Z J O Q X N N H H  
 X W U E X E E M S A U X G S Z M R U J J S P L C N J U Y X L  
 E D X E A R U B M U Q P Z Z T U O Y Q W E E G V R T O G R L  
 K L H S S X Q H T D G A E V U Z Q S E H L U O A R F A E Y V  
 E H F E M L A L W A P M D X Z R R S G S F X Q D D I M C Y C  
 M O O J B F E Y I D Q X Q Z Q Z C B L Z T P M T U R R T Z B  
 Y D X B I W B B U O L I S F L R Y N H M D E S Q C T Q N G Q  
 G R C P U V S V D P D Y V Y O E X C Y Y Q P R U W P E X Q S  
 C C B T W Q G A T D Z K Q D K C Q G S U F Y B D I Q U Q U Y  
 U N M P W V R Z P N M I H V R Y I B W W U E H I A M C P I I  
 G N S E H P R V K F K G K T P Q V U P L Y R I B F Y S G P C  
 M M N D A S Z K O Y K N N P Z L W F C O O B P R D D E A X V  
 T J B A E C W Q X C I U N B U X S K U U L G U Q Z K R U Q Q  
 Y O D W A R V J T W D O Y I N M L R F C R L M E O P E X Y N  
 G E S Z O C H L M G J Y A B X Q C I J T Y E P Y R B V E D V  
 Q U A H Z D F L E R R W M B E A U T Y P Y T H C A Y U P S V  
 T C U R E K X L Y V S Z B A N F U K V E S B E A U T I F U L  
 F I A A L S D K H B J I J X A A H M L N I I Q G G Z I D D F  
 F N J A V Y P W F W D L T Q L U N L S X J G Q N R F K U N P  
 H S J J F Z D E M Y Q K A T S N O S M P Z D I H D H O M T Q  
 M W I U J F D X T K M D U I K W N U H A H R Q D P V N G T V  
 T W K D L U R P G L V H T E Z Q A U C O U V E W Y H Q U H D  
 Y H P A L D I R X K I S T K R M C G J D D I Q R L Y M G L Y  
 C S X C H P E Y W T E I A U I R S J U W H Y W J L U N A Y S  
 N W W H W B H S M Q W Q R F O M I V I O H A W E N K U Q F F  
 X H U S W X X H U C O M F N T Y X X V C O R C M X S J V G O  
 K C E M L L D H H V B P J B C Q J K F L Z D Z M U H B S A X

beautiful

cute

rescue

used

yacht

yellow

yourself

beauty

during

tube

usual

yard

yesterday

youth

cube

knew

universe

view

yearly

young



# How to make your own juggling balls

Procedure

Read it!



1

## You will need

balloons  
a PET plastic bottle  
scissors  
rice (or birdseed)



## What to do

- 1 Ask an adult to cut the top off a PET plastic bottle. Trim it down to the thick plastic neck. You will use this as a small funnel.
- 2 Stretch a balloon by blowing it up and then letting the air escape.
- 3 Stretch the neck of the balloon over the neck of the bottle.
- 4 Pour a small amount of rice through the funnel and down into the balloon.
- 5 Keep pouring the rice into the balloon until no more will fit. You will probably want a juggling ball that is larger than the current size, so here comes the tricky bit.
- 6 Pour a small amount of rice into the funnel and then cover the funnel with your lips, just as if you are blowing a trumpet. Now blow air into the funnel and the rice will also be pushed into the balloon. As you blow, make sure you don't breathe in — otherwise you'll get a mouthful of rice!
- 7 Once the ball is the right size, tie a knot in the neck of the balloon and cut the neck off just above the knot.
- 8 Place another layer on your juggling ball by cutting the neck off another balloon and stretching it over the ball. You may want to add a couple of balloon layers so your juggling balls won't break when dropped.
- 9 Now make a couple more juggling balls and start practising your science circus skills!

## Background briefing

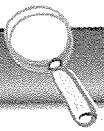
This procedure about making juggling balls is adapted from CSIRO's Double Helix Science Club. To join the club, with a choice of magazines, weekly email experiments, events around Australia and other benefits, visit [www.csiro.au/helix](http://www.csiro.au/helix) or call 02 6276 6643. For free science activities, subscribe to Science by Email at [www.csiro.au/sciencemail](http://www.csiro.au/sciencemail).

List of things you need.

Numbered list of things to do, written in the order you have to do them.

Instructions begin with a verb to tell the reader what to do.

Instructions may include helpful hints.



Read the text and answer the questions.



1 What is made from the PET bottle? \_\_\_\_\_



2 What two things used in the procedure have necks?  
\_\_\_\_\_



3 Why do you have to blow into the funnel in step six?

- ☐ to make the juggling ball a bit bigger
- ☐ to make the juggling ball a bit smaller
- ☐ to fill the juggling ball with air
- ☐ to make the juggling ball stronger



4 The extra balloon makes the juggling ball stronger.

- ☐ true
- ☐ false
- ☐ cannot tell from the information given



5 Which of these is done first?

- ☐ Make a second juggling ball.
- ☐ Pour the rice into the balloon.
- ☐ Cover the first balloon with the second balloon.
- ☐ Blow into the balloon.



6 What is the purpose of the text?

- ☐ to show you how to practise your science circus skills
- ☐ to tell a story about making juggling balls
- ☐ to give instructions on how to make a funnel
- ☐ to give instructions on how to make juggling balls



7 Why do you think you need to make more than one juggling ball?  
\_\_\_\_\_



8 Why do you think the balloon is stretched before the rice is added?  
\_\_\_\_\_



9 Rice and birdseed are suggested to use in the juggling balls. Write four other things that could be used instead. Choose one and write why it would be good to use.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



10 Think of some other 'science circus skills'. List them here.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_





## Verbs

Verbs are doing or being words. Every sentence has at least one verb. Look for the verbs in the procedure at the start of the unit. Some verbs have been pointed out for you.

a Draw a box around the verbs in each of these sentences.

**HINT**

Each of these sentences has one doing verb.

- i Trim it down to the thick plastic neck.
- ii Stretch a balloon.
- iii Pour a small amount of rice through the funnel and down into the balloon.
- iv Place another layer on your juggling ball.

b Unjumble the letters in the boxes to form a doing verb to fill the gap in each sentence.

- i **ited** Jesse \_\_\_\_\_ the knot tightly.
- ii **smidse** We nearly \_\_\_\_\_ the bus.
- iii **pleess** My dog \_\_\_\_\_ in a basket on our veranda.

## Group it!

All of the verbs in the exercises above could stand on their own. But sometimes verbs need a **helping verb** for the sentence to make sense, or to give the sentence the meaning you want it to have. This means that instead of a single verb in a sentence, there is often a verb group made up of one or more helping verbs with a main verb.

**The rice will be pushed into the balloon.**

The words in **red** are the helping verbs. The main verb is in **green**. Try reading the sentence without the helping verbs.

Helping verbs are also called auxiliary verbs. ★

c Find the verb group in each of these sentences. Draw a box around the helping verbs. Underline the main verb.

- i Most of the girls in my class are playing in the cricket team.
- ii The train is leaving.
- iii I am turning 8 years old.
- iv Your juggling skills will improve with practice.

## Punctuation — lists

There is no need to use capital letters or full stops for lists.



We can often organise information better by writing lists rather than sentences. In procedures, things needed are often written as a list.

- d Change this sentence into a list.  
Include only the things needed to make the sandwich.

My list

To make a cheese sandwich, you need one slice of cheese, two pieces of bread and some margarine.

4



Word it!

Look at Spelling and Vocabulary



The sound chunks are called syllables.

### Spell it!

Words are made up of chunks of sound. Sometimes there is just one chunk, and sometimes there are more. For example, 'spell' has just one sound chunk, while 'better' has two.

HINT

Breaking a word into sound chunks can help you spell correctly.

### Find it!

- a The words in this sentence all have either one or two syllables. Circle the two-syllable words and underline the one-syllable words. The first word has been done for you.

Stretch a balloon by blowing it up and then letting the air escape.

- b Can you find all the words in the passage that have more than two syllables? Write them on the line.

How many syllables do they have? \_\_\_\_\_

Challenge



## Vocabulary — using a thesaurus

A thesaurus can help us find groups of words similar in meaning.

- c In a thesaurus, look up these words from the procedure. For each word, write three other words which could be used instead.

stretch \_\_\_\_\_

pour \_\_\_\_\_

make \_\_\_\_\_

# Narrative

**Purpose:** to entertain, amuse or take the reader on a journey.



Using the image above, write the nouns that you can see. A noun is a person, place or thing.  
e.g. tree, house, sun...\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Now write adjectives to describe some of your nouns. An adjective is a describing word. e.g.  
gigantic tree, scary house, dazzling sun...\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Using the same image, can you think of any verbs? A verb is an action or doing word. e.g.  
running, waving, falling...\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Now write adverbs to describe some of your verbs. An adverb describes the verb. e.g. running  
easily, waving quickly, falling backwards...\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Narrative Planning

Use the image above and the questions below to help you plan your narrative. Remember that narratives should entertain, amuse or take the reader on a journey. Have some fun!

Describe the location where your narrative is going to take place? (setting)

---

---

---

---

Who is going to be there? (characters)

---

---

---

What problem will these characters face? (complication)

---

---

---

---

---

How will the problem be fixed? (resolution)

---

---

---

---

---

How will your narrative end? (ending)

---

---

---



# Short Division

I can divide numbers using the formal written method of short division.



Complete the calculations using the formal written method, short division. Some of the calculations may have remainders.

$$15 \overline{) 9367}^r$$

$$20 \overline{) 7156}^r$$

$$11 \overline{) 8640}^r$$

$$12 \overline{) 7075}^r$$

$$12 \overline{) 8231}^r$$

$$11 \overline{) 5231}^r$$

Order the answers to the calculations in order of smallest to largest.

smallest						largest

Jessica is training for a swimming competition. She swims four evenings each week. She wants to swim 1240 lengths in the 5 weeks in the run up to the swimming gala. How many lengths per evening does she need to swim to reach her target?

\_\_\_\_\_ lengths per evening.

Use this space for jottings:






# Colour a Division Line

Two players take it in turns to circle a line of 3 number squares that make a division equation. The line can be in any order but must be beside each other in a column or in a row.

The example  $32 \div 4 = 8$  is shown below.

32	19	18	30	6	2	17	12
4	4	16	5	16	11	24	25
8	1	8	10	4	27	3	26
4	8	2	6	12	2	6	13
2	6	12	9	3	12	4	28
8	48	6	15	4	6	24	14
20	7	3	8	36	21	8	22
29	23	18	2	9	27	3	1



## WK 10 Science with Mrs Watt

Hello everyone,

I hope you are all going well. I am missing seeing you! For the last week, I have set another Whole School Engineering Challenge and some other hands on fun with an experiment and/or food design.

### **Engineering Challenge 2: Build a bridge**

The aim is to build a bridge that spans 50cm over a pretend river. The bridge can be built out of whatever you have at home. Some ideas are; Duplo, Lego, blocks, cardboard, skewers, paddle pop sticks, sticky tape etc. To test how strong your bridge is, you need to see how much weight it can handle (it's load bearing capacity). To test this, put books on your bridge one at a time and see how many it can hold before it breaks!



Remember take a photo of your bridge with you in it to and email it to [janet.watt@det.nsw.edu.au](mailto:janet.watt@det.nsw.edu.au)



For those of you that love experiments try the “How to Grow a Rainbow Science Experiment”

For those of you who like cooking and creating, why not cook or prepare some food with a space theme.



Kind Regards, Mrs Watt 😊

# How to Grow a Rainbow

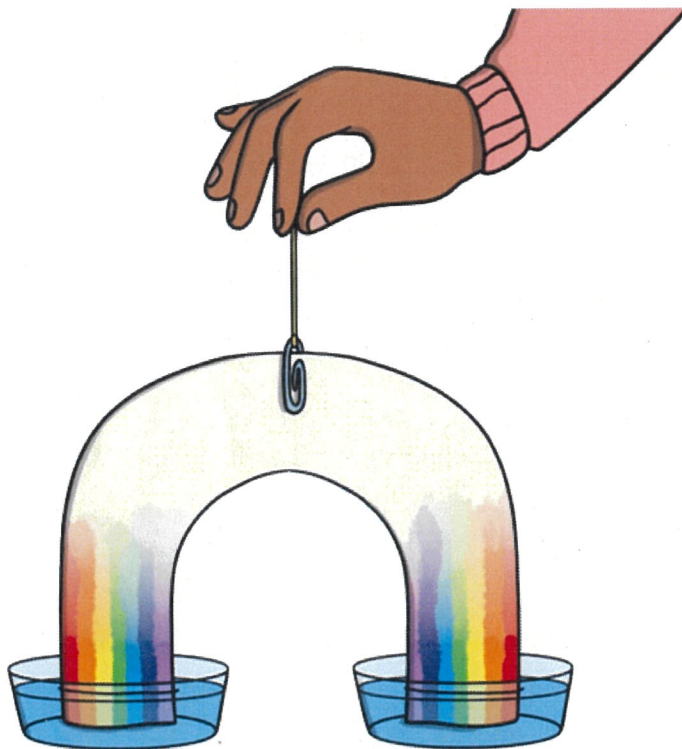
## Science Experiment

Did you know that you can grow your own rainbow?

You will need a scientific process called the **capillary action**. This action happens when a liquid moves up through a hollow tube or into a spongy, solid material. It happens when three forces work together: **cohesion**, **adhesion** and **surface tension**.

Water molecules like to stick to each other - this is called **cohesion**. They also like to stick to solids in a process called **adhesion**.

In this experiment, you are going to use kitchen roll. The fibres in kitchen roll have lots of little holes. Water is **absorbed** through the kitchen roll because when the first water molecule **adheres** to it and begins to move upward, it pulls the next water molecule up with it, like a chain.



### Words To Learn:

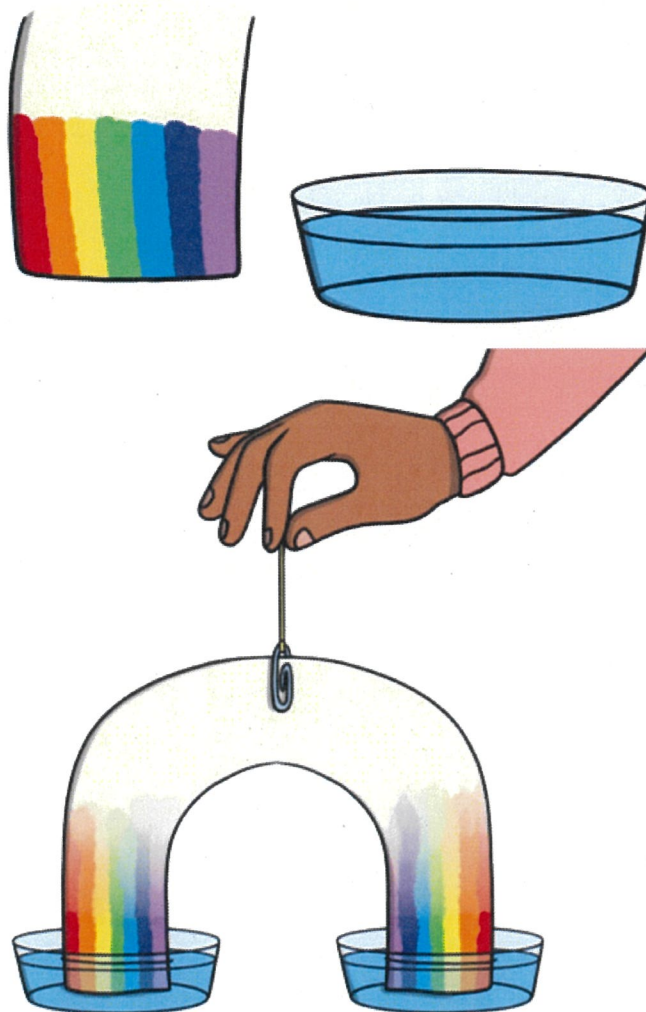
- capillary action
- adhesion
- cohesion
- absorbed

### You will need:

- Kitchen roll/paper towel
- Felt-tip pens
- Two small bowls of water
- Paperclip
- Thread

### What To Do:

1. Cut the kitchen roll into the shape of a rainbow.
2. At each end, use the felt-tip pens to colour a rainbow about 2cm up from the bottom. Remember the order of the colours: red, orange, yellow, green, blue, indigo, violet.
3. Attach the paperclip to the top of the rainbow and tie a piece of thread to it. This will allow you to hold your rainbow.
4. Add water to the two bowls.
5. Hold the rainbow with both ends slightly submerged into each bowl of water and watch your rainbow grow.



# Thursday 16<sup>th</sup> September 2021

Tick your work once you have finished 😊

## Soundwaves

Complete up to question 10 on your Soundwaves Sheet.

Q10 ☐ Challenge ☐

Root Word mono, uni worksheet ☐

Extension words ☐

An adverb spell ☐

## Mathematics

Math Mentals ☐

Multiplication ☐

## History

Continue on with your celebration research task ☐

How did you feel you went with today's learning?



# Roots, Prefixes, & Suffixes | Name \_\_\_\_\_

Greek Root		Latin Root	Meaning
<i>mono</i>		<i>uni</i>	<i>one</i>
monotone	monochrome	unicorn	unicellular
monopolize	monogram	unit	unanimous
monopolized	unicycle	universal	

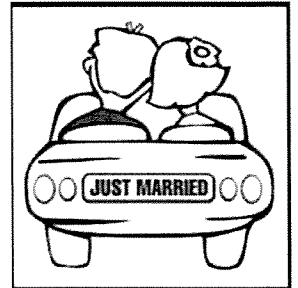
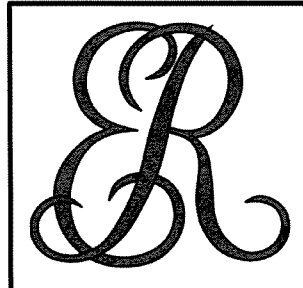
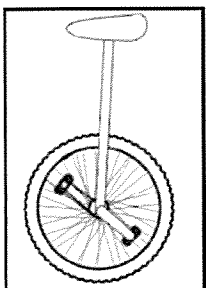
## A. Complete each sentence with a vocabulary word.

- In 1900, John Rockefeller \_\_\_\_\_ the U.S. oil industry; he had no competitors.
- Art and music are \_\_\_\_\_ languages.
- Bacteria and algae are examples of \_\_\_\_\_ organisms.
- The professor's \_\_\_\_\_ lecture made me sleepy.
- Mom, dad, sister, and I make up our family \_\_\_\_\_.
- I love your all-green, \_\_\_\_\_ outfit.
- One disruptive student can \_\_\_\_\_ the time of everyone in the class.
- The jury's decision was \_\_\_\_\_.
- A \_\_\_\_\_ has one wheel; a bicycle has two.
- A \_\_\_\_\_ is two letters woven together into one picture.

## B. Use vocabulary words in sentences.

- \_\_\_\_\_
- \_\_\_\_\_

## C. Label each picture with a vocabulary word.



amusement

argument

curiosity

eucalyptus

failure

humorous

manufacture

neutral

opportunity

rebellion

reunion

soluble

unique

united

universal

yearling

yesteryear

yonder

youngish

yourselves



# An Adverb Spell

Wanda the Witch is casting a spell. She wants to change adjectives (words that describe nouns) into adverbs (words that describe verbs). The potion in the cauldron changes the words by adding the suffix -ly. Write what the word will become after it comes out of the cauldron. The first one has been done for you.

sudden
suddenly

safe

quiet

rude

sad

slow

kind

brave

soft

# Wanda's Spell Book

To change an adjective to an adverb, just add -ly to the end of the word. For example:

quiet = quietly

**Except for:**

- If the adjective ends in a y, change the 'y' to an 'i' before adding -ly. For example:

sleepy + ly = sleepily

- If the adjective ends in an -able, -ible or -le, change the 'e' to a 'y'. For example:

probable = probably

- If an adjective ends in -ic, just add -ally (except public = publicly).

basic = basically

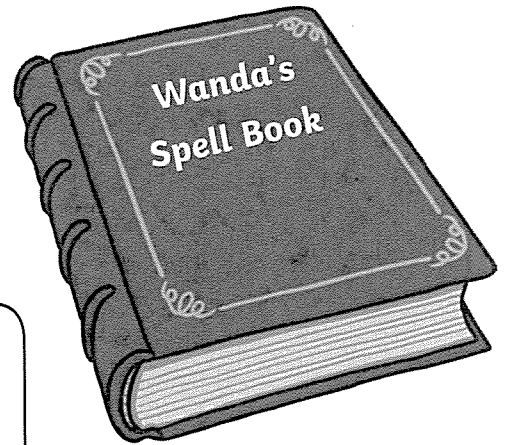
Using the information in Wanda's Spell Book, circle the correct adverb of each adjective in the lists below:

1. cheap    cheapily    cheapically    cheaply
2. easy    easily    easly    easically
3. terrible    terriblely    terribly    terriblyally
4. gentle    gentilly    genetically    gently
5. tragic    tragically    tragicly    tragically
6. lucky    luckily    luckily    luckily
7. slow    slowly    slowlyly    slowlyally
8. happy    happily    happily    happily



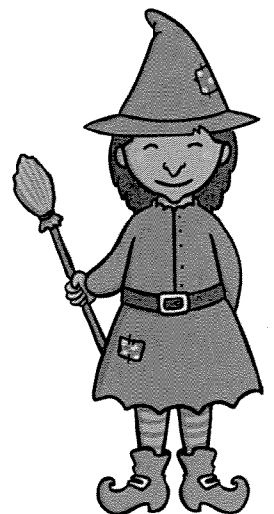
# Wanda's Missing Words

Here are some sentences from Wanda's Spell Book, but some of the words have disappeared... just like magic! Choose an adverb from the box to place in each sentence below:



gently	quickly	slowly	angrily
luckily	probably	accidentally	rudely

1. It will \_\_\_\_\_ explode if you add too many eyes of newt.
2. You must be fast - pour the liquid in \_\_\_\_\_ before the potion turns purple.
3. \_\_\_\_\_, the wizard threw his spoilt spell into the bin.
4. The angry witch spoke \_\_\_\_\_ to the goblin in the shop.
5. Be careful making the invisible spell. If you stir in the wrong direction, you could \_\_\_\_\_ turn purple instead of invisible.
6. \_\_\_\_\_, Alfred the Wise managed to stop the dragon attacking his castle.
7. Wanda \_\_\_\_\_ placed her new wand on the table as she didn't want to damage it.
8. When making a love potion, you must stir \_\_\_\_\_.  
If you do it too fast, it will curdle.



	Hund	Tens	Ones
		2	5
			3
x			9
	4	7	7

$9 \times 3 = 27$ . Write the 7 in the ones column and trade the 2 to the tens column.

$9 \times 5 \text{ tens} = 45$  plus the 2 tens traded = 47 tens. Write a 7 in the tens column and a 4 in the hundreds column.

## 1 Solve the multiplications using the contracted form.

**a** Hund Tens Ones

$$\begin{array}{r} 25 \\ \times 3 \\ \hline \end{array}$$

**b** Hund Tens Ones

$$\begin{array}{r} 27 \\ \times 4 \\ \hline \end{array}$$

**c** Hund Tens Ones

$$\begin{array}{r} 33 \\ \times 3 \\ \hline \end{array}$$

**d** Hund Tens Ones

$$\begin{array}{r} 44 \\ \times 5 \\ \hline \end{array}$$

**e** Hund Tens Ones

$$\begin{array}{r} 36 \\ \times 4 \\ \hline \end{array}$$

**f** Hund Tens Ones

$$\begin{array}{r} 54 \\ \times 4 \\ \hline \end{array}$$

**g** Hund Tens Ones

$$\begin{array}{r} 37 \\ \times 5 \\ \hline \end{array}$$

**h** Hund Tens Ones

$$\begin{array}{r} 45 \\ \times 6 \\ \hline \end{array}$$

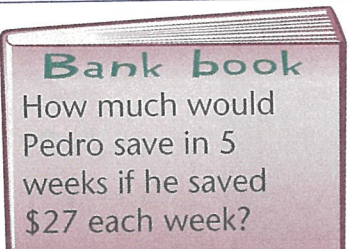
**i** Hund Tens Ones

$$\begin{array}{r} 26 \\ \times 7 \\ \hline \end{array}$$

**j** Hund Tens Ones

$$\begin{array}{r} 19 \\ \times 8 \\ \hline \end{array}$$

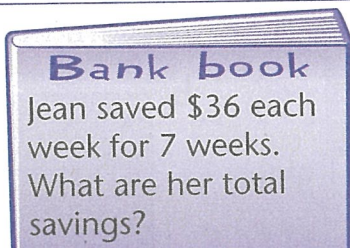
## 2 Calculate how much each worker would save.

**a**  **Bank book**  
How much would Pedro save in 5 weeks if he saved \$27 each week?

Hund Tens Ones

$\times$  \_\_\_\_\_

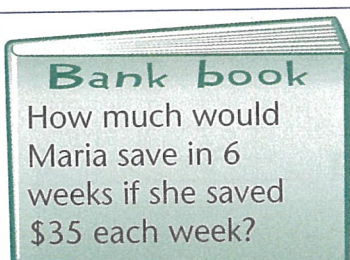
\$ \_\_\_\_\_

**d**  **Bank book**  
Jean saved \$36 each week for 7 weeks. What are her total savings?

Hund Tens Ones

$\times$  \_\_\_\_\_

\$ \_\_\_\_\_

**b**  **Bank book**  
How much would Maria save in 6 weeks if she saved \$35 each week?

Hund Tens Ones

$\times$  \_\_\_\_\_

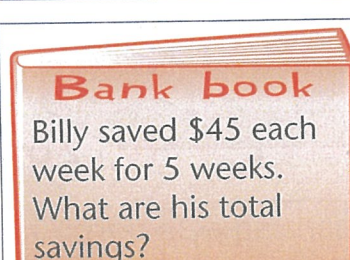
\$ \_\_\_\_\_

**e** If John saved \$34 each week for 7 weeks, would he have enough to buy a stereo for \$250?

Hund Tens Ones

Yes No  $\times$  \_\_\_\_\_

\$ \_\_\_\_\_

**c**  **Bank book**  
Billy saved \$45 each week for 5 weeks. What are his total savings?

Hund Tens Ones

$\times$  \_\_\_\_\_

\$ \_\_\_\_\_

**f** If Jim saved \$48 each week for 5 weeks would he have saved more than Maria?

Hund Tens Ones

Yes No  $\times$  \_\_\_\_\_

\$ \_\_\_\_\_

# Multiplying Two-Digit Numbers by One-Digit Numbers

$$\begin{array}{r} 1. \quad 24 \\ \times 4 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 22 \\ \times 5 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 18 \\ \times 5 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 26 \\ \times 3 \\ \hline \\ \hline \end{array}$$

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

$$\begin{array}{r} 6. \quad 48 \\ \times 2 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 7. \quad 41 \\ \times 9 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad 31 \\ \times 7 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 9. \quad 44 \\ \times 7 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 10. \quad 32 \\ \times 7 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 11. \quad 62 \\ \times 3 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 12. \quad 66 \\ \times 4 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 13. \quad 82 \\ \times 4 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 14. \quad 87 \\ \times 8 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 15. \quad 94 \\ \times 8 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 16. \quad 53 \\ \times 8 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 17. \quad 85 \\ \times 4 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 18. \quad 75 \\ \times 3 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 19. \quad 68 \\ \times 6 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 20. \quad 78 \\ \times 7 \\ \hline \\ \hline \end{array}$$

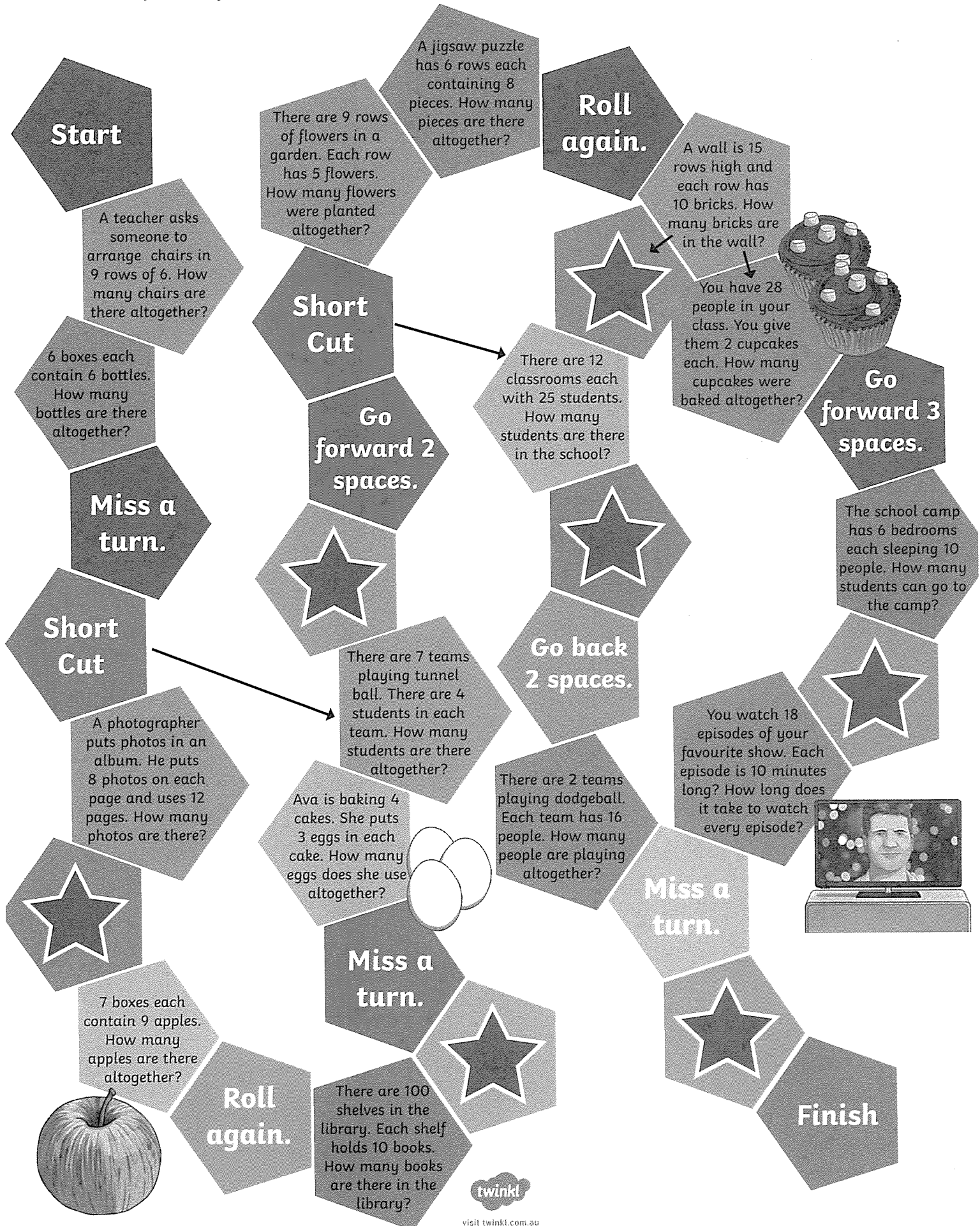


# Mad about Multiplication

## How to Play

1. You will need dice and counters.
2. Roll the dice and move forward the correct number of spaces.
3. Answer the question or follow the instructions on the space.

4. If you answer incorrectly, move back to your previous position.
5. If you land on a star, you can stay on the space without having to answer a question.
6. The winner is the player who reaches 'Finish' first.



# Friday 17<sup>th</sup> September 2021

Tick your work once you have finished 😊

## Soundwaves

Check your Soundwaves sheets and make sure you have completed all tasks.

Soundwaves completed? ☐

Monster Task ☐

Writing ☐

Colour By Word ☐

## Mathematics

Math Mentals ☐

Word Problems ☐

Complete any unfinished Tasks

Or

Play one of the provided games this week.

How did you feel you went with today's learning?



Write an imaginary story that could be told sitting around the fire.

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_



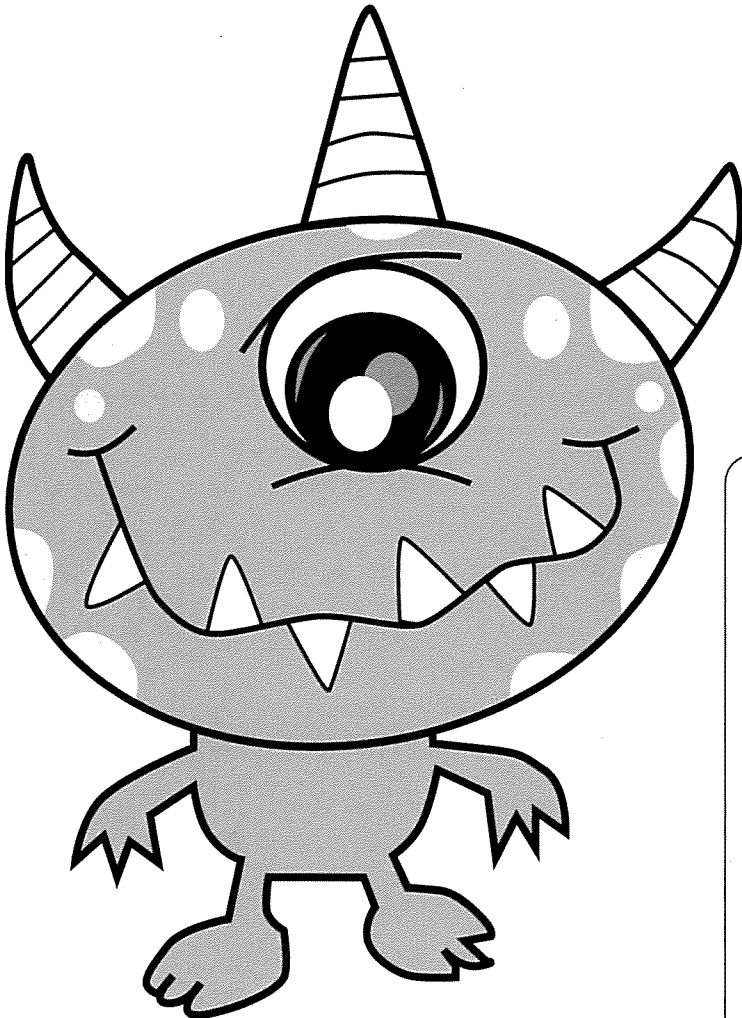


# Monsters

What is a Yeti or a Bunyip?

Look them up in your dictionary.

People say they have seen them, but no one has ever been able to take a photo or catch one.



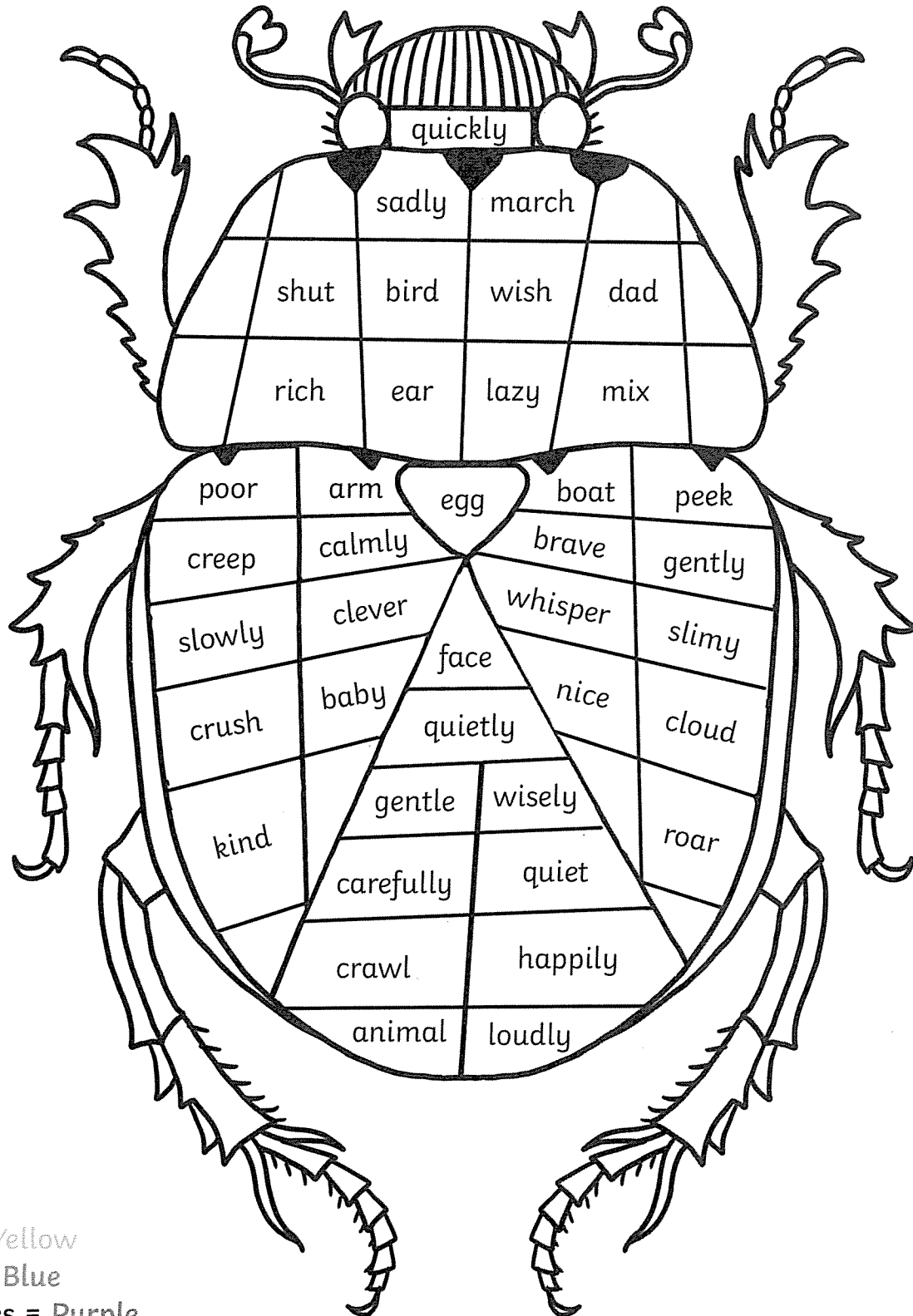
- Design your own mysterious creature.
- Name it.
- Draw and label it.
- Describe where it lives and how people are able to see it.



# Colour by Word Class

I can recognise nouns, verbs, adjectives and adverbs.

Can you identify which of these words are nouns, verbs, adverbs or adjectives using a colour code?



Verbs = Yellow

Nouns = Blue

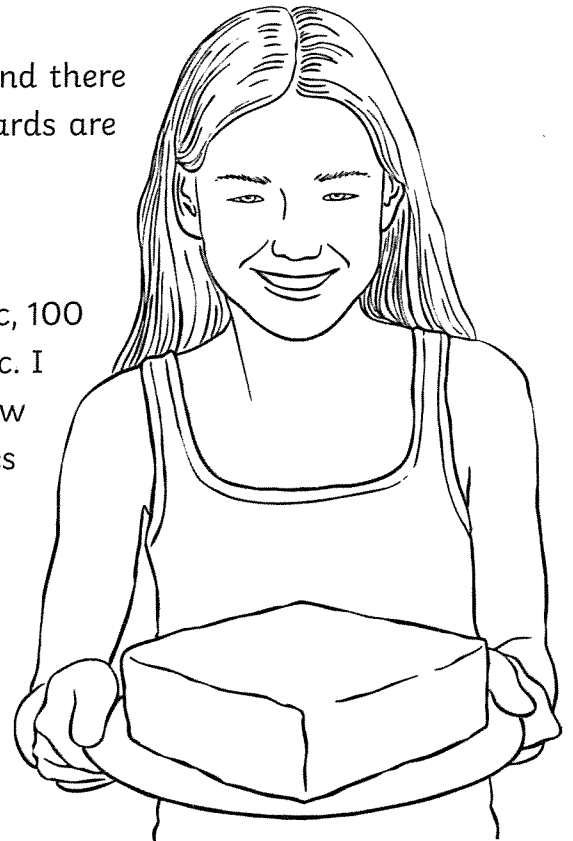
Adjectives = Purple

Adverbs = Green

# Solving Multi Step Word Problems

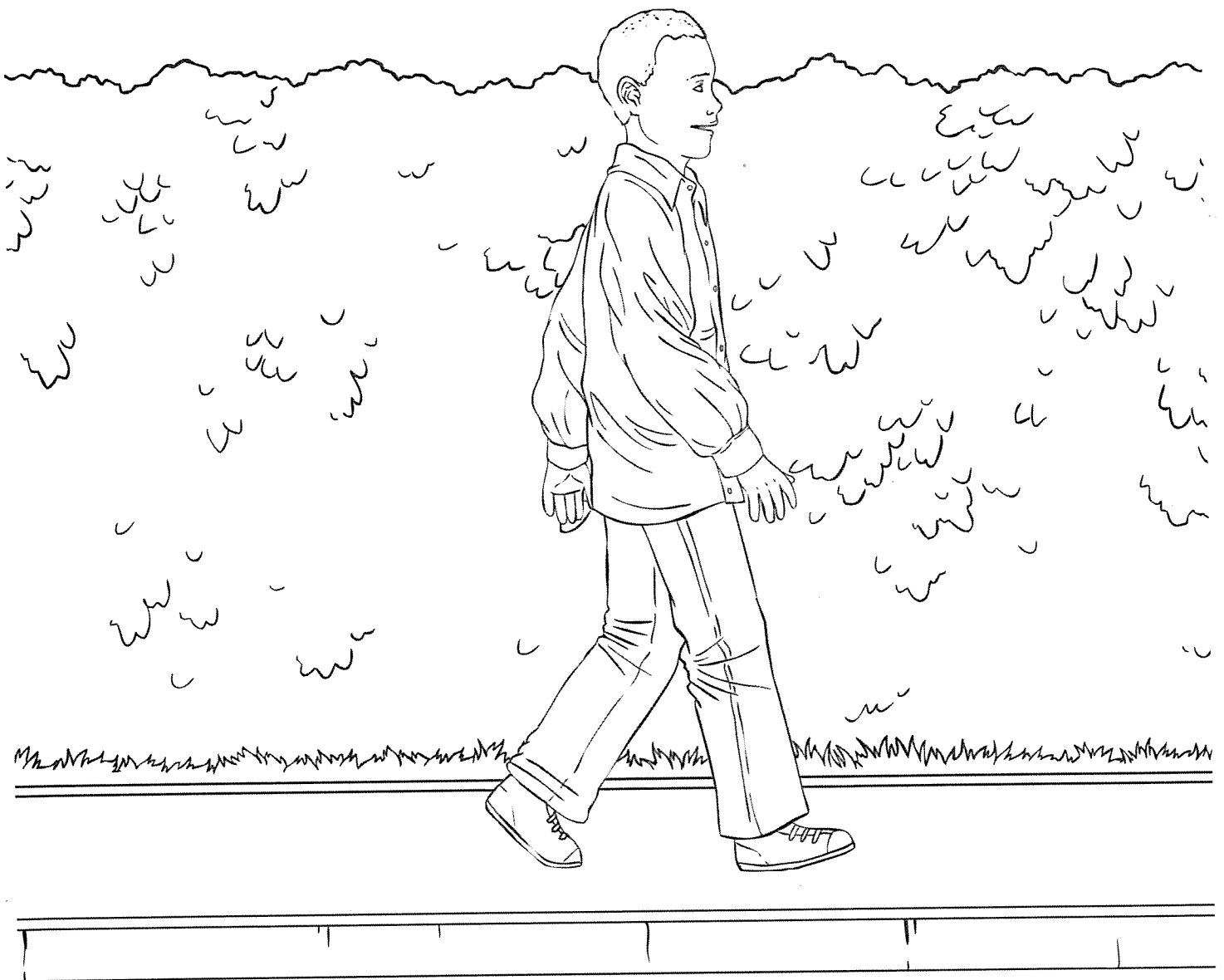
For each word problem, underline the key information, write down the calculations and work out the answers. The problems may involve adding, subtracting, multiplying or dividing.

1. On Sunday, I spent 114 minutes on my art homework and 45 minutes on my numeracy homework. On Thursday evening, I spent 111 minutes on my literacy homework. What is the difference between the time I spent doing homework on Sunday and Thursday evening?
2. Dad drives a truck. Last week, he drove 267 kilometres on Monday, 186 on Tuesday, and 198 on Wednesday. This week, Dad drove 282 kilometres in total. What is the difference in kilometres between this week and last week?
3. One watch costs R1,90 and I bought four. If I paid with a R10 note, how much change did I receive?
4. There are 12 eggs in each egg tray and I bought 9 trays. I used 3 trays of eggs this weekend, how many individual eggs do I have left now?
5. I need to buy enough whiteboards for 172 students and there are 25 in a pack. When the packs arrive, 12 whiteboards are damaged. How many whiteboards are undamaged.
6. At the fabric shop, I bought 238 metres of orange fabric, 100 metres of yellow fabric and 267 metres of purple fabric. I have used 15 metres of orange fabric, 25 metres of yellow fabric, and 7 metres of purple fabric. How many metres of fabric do I have left in total?
7. I got R48 for my birthday. I spent R12,50 on Saturday and R19,20 on Sunday. How much spending money have I got left?



## Solving Multi Step Word Problems

8. Mum arrived at Grandma's house at 7:55am. My brother had set off at 7:20am and arrived at Grandma's house 15 minutes after Mum. How long did it take him to get there?
9. Sally bought 3 photograph frames, each costing R7,50. She paid with R30. How much change did she get?
10. I walk 3000m every day. How many days would it take me to walk 273 kilometres?



# Rangoli Colour by Multiplication

Solve the multiplication calculations and colour each shape using the correct colour.

0 - 10	Pink
11 - 20	Orange
21 - 30	Yellow
31 - 40	Light Green
41 - 50	Purple
51 - 60	Blue
61 - 70	Dark Green

