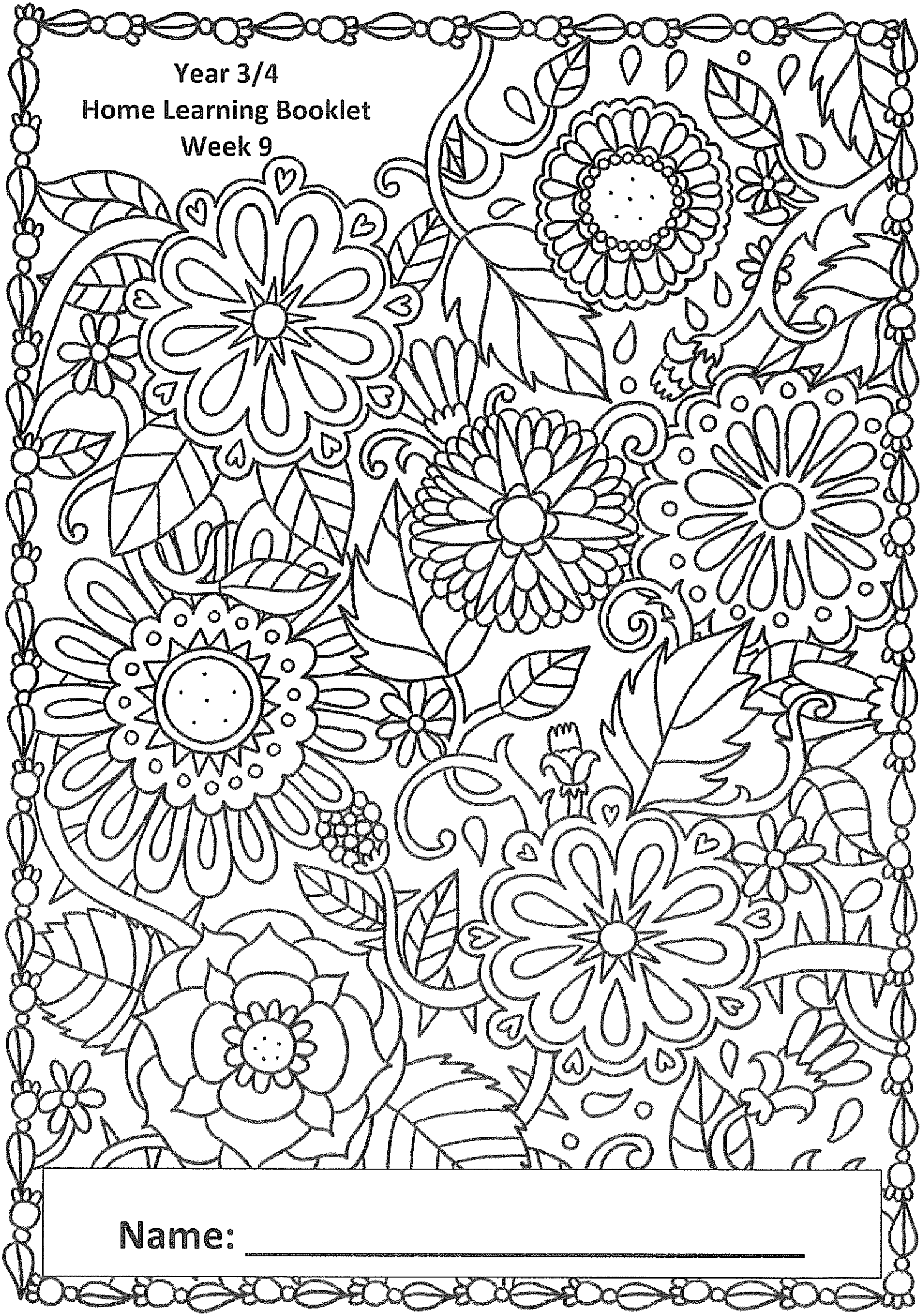

Year 3/4
Home Learning Booklet
Week 9
Name: _____

Hello boys and girls,

You are all doing such a wonderful job with your home learning!

I am extremely proud of how committed each and every one of you are toward completing your school work during lockdown. A big thank you to your parents for helping out during this time as well.

Once you have completed your learning for the week you can drop it off to the school when you pick up your next booklet. By doing so this will allow for me to mark them and see how you are going with your learning. If you would prefer to scan in your booklet and email it to the school's email then you may do so. Which ever best suits you and your family.

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 invitation with all the information is below.

I look forward to catching up with you all then! Stay safe and happy.

Miss Ward

Study ladder Student Login

Alex Morris Class 3/4W Website www.studyladder.com.au Username ale74747 Password air	**Alice Hoskinson** Class 3/4W Website www.studyladder.com.au Username alc12090 Password date	**Angel Barber** Class 3/4W Website www.studyladder.com.au Username ang27587 Password wool
Ashten McKenzie Class 3/4W Website www.studyladder.com.au Username ast16940 Password line	**Beau Debreceny** Class 3/4W Website www.studyladder.com.au Username bea20560 Password book	**Breanna Moyses** Class 3/4W Website www.studyladder.com.au Username bre26073 Password nice
Charlie Kemp Class 3/4W Website www.studyladder.com.au Username cha79523 Password fact	**Chase Campbell** Class 3/4W Website www.studyladder.com.au Username cas23920 Password far	**George Wannan** Class 3/4W Website www.studyladder.com.au Username gor31631 Password song
Jack Bomford Class 3/4W Website www.studyladder.com.au Username jac94751 Password date	**James Reeves-Creighton** Class 3/4W Website www.studyladder.com.au Username jae75238 Password dot	**Jaxon Bell** Class 3/4W Website www.studyladder.com.au Username jxo4506 Password great
Jordan Shackell Class 3/4W Website www.studyladder.com.au Username jod27697 Password game	**Layla Stove** Class 3/4W Website www.studyladder.com.au Username lyl8830 Password sand	**Liam Grover** Class 3/4W Website www.studyladder.com.au Username lia37431 Password lake
Liam Hobden Class 3/4W Website www.studyladder.com.au Username lia37432 Password give	**Lillian Rowland** Class 3/4W Website www.studyladder.com.au Username lll14931 Password true	**Miley Oliver** Class 3/4W Website www.studyladder.com.au Username mle7062 Password night
Monique Rowland Class 3/4W Website www.studyladder.com.au Username mni6639 Password circle	**Nevaeh Lodge** Class 3/4W Website www.studyladder.com.au Username nva4254 Password ant	**Owen Rixon** Class 3/4W Website www.studyladder.com.au Username own6650 Password blue
Riley Thompson Class 3/4W Website www.studyladder.com.au Username rie25111 Password zip	**Travis Woodbury** Class 3/4W Website www.studyladder.com.au Username tra15278 Password apple	

Find extra interactive tasks on Studyladder.

Monday 6th September 2021

Tick your work once you have finished ☺

Soundwaves

Brainstorm words with the short 'oo' sound in the book template. ☐

Complete up to question 4 on your Soundwaves Sheet.

Q1 ☐ Q2 ☐ Q3 ☐ Q4 ☐

Comprehension

Read the passage '*The Tricky Fox*' and then answer the questions ☐

Writing

Plan your story using the planning page ☐

Complete the comic strip. ☐

Draw in the boxes and write what is happening on the lines below.

Mathematics

Math Mentals ☐

Odd and Even Number Investigation ☐

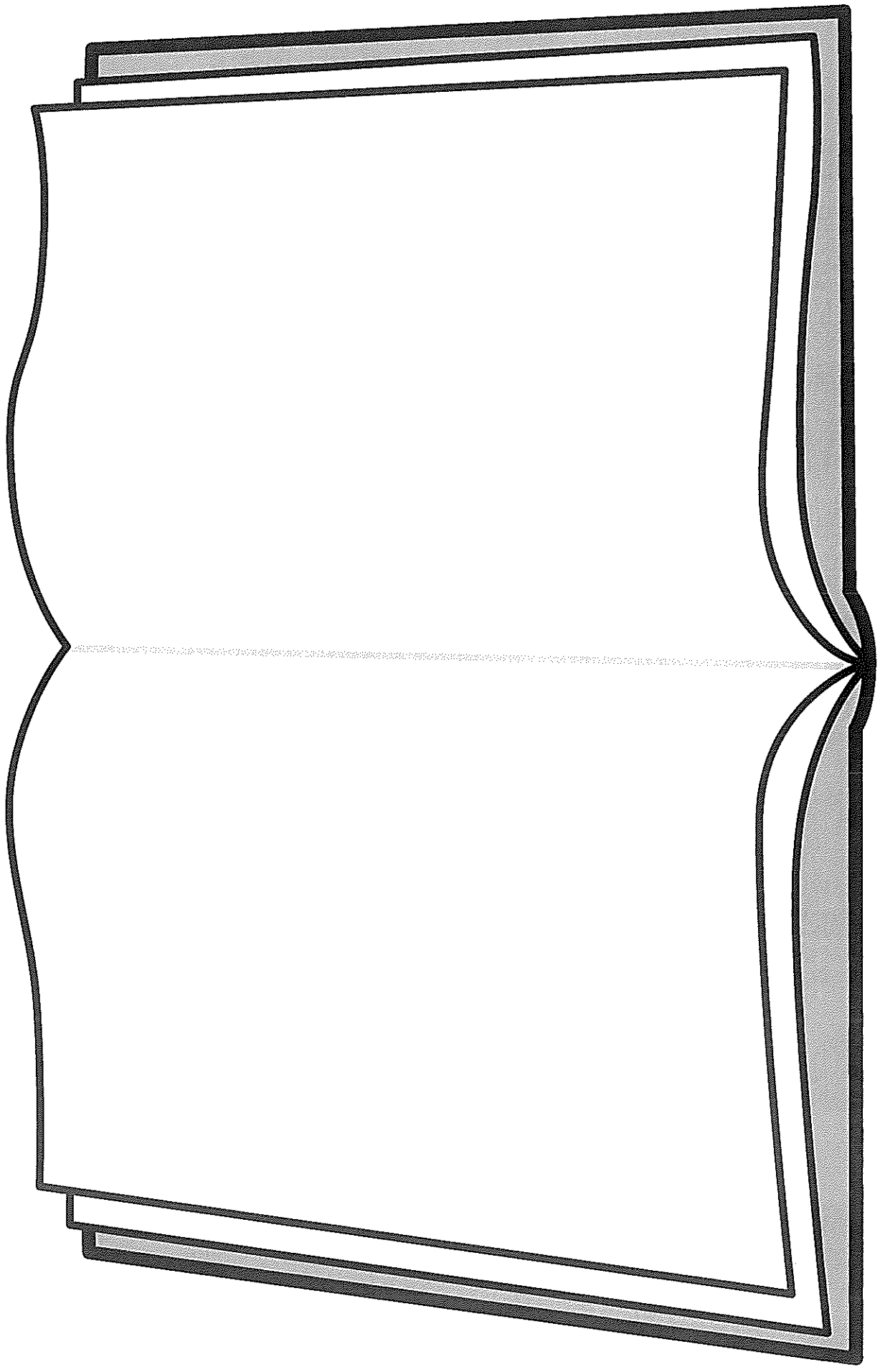
History

Celebrations Research Task ☐

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

BLM A30 oo u

Brainstorm words with the 'oo' like in book sound.



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Unit 27

oo u book bush

Year 3

List Words

look _____
good _____
took _____
book _____
put _____
pull _____
full _____
foot _____
could _____
would _____
should _____
push _____
bush _____
putting _____
goodbye _____
woman _____
wood _____
hook _____
shook _____
stood _____
couldn't _____
wouldn't _____
shouldn't _____
unhook _____
wooden _____

_____
_____
_____
_____
_____

1 **Circle** the letters that represent oo u in the List Words.

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

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

Grapheme Chart

letters	words

4 **Unjumble** the letters to make oo u words.

odow _____ ohok _____ odog _____
kloo _____ todos _____ toof _____
obok _____ koot _____ ksoho _____

5 **Colour** the letter **u** if it represents oo u in the word.

full gull pull bull cut put shut bush rush push

6 **Write** contractions for the following pairs of words. **Select** the best contraction to finish each sentence.
Go to Helpful Hint 9.

could not _____ would not _____
should not _____

You _____ run across the road.
You _____ drive a car to the moon.
You _____ be able to swim to America.

7 **Write** the past tense of the verbs (doing words) in the brackets to complete the sentences.
Go to Helpful Hint 8.

Yesterday I _____ when I was cold. (shake)
Yesterday I _____ my sister on the swing. (push)
Yesterday I _____ the sled up the hill. (pull)
Yesterday I _____ over there. (stand)

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8 **Finish** the sentences with words from the book.

wood
would
wouldn't

_____ you like to chop the _____?

_____ you like to know how I made it?

You _____ be able to chop through a log in five seconds.

9 **Select** words from the box that can have the suffix **ful** added to make sensible words.
Write the words on the lines, for example *play – playful.*

★ The suffix **ful** can mean *full of.*

care	card	held	help
hose	hope	thank	think
jog	joy	colour	collar

_____ _____

_____ _____

_____ _____

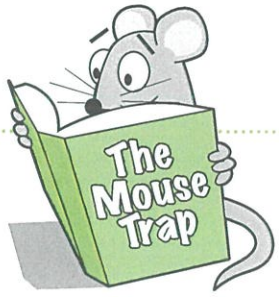
10 **Count** the sounds in these words. **Write** the letter or letters for each sound in a separate box.
Find the book title by writing the letters from the shaded boxes in the boxes with matching numbers.

thankful	1						8
joyful		3	9				
woman	7	4					

bull	2			
could	5			
stood				6

What is the title of my book?

1	e	2	3	Wh	4	5	r	ie	6	7	4	8	9



Challenge

Unjumble the words to make titles of books. **Design** a book cover for one of the books.
Include the title on the book cover.

het lulb how okot het obko

_____

het rokoc hiwt eth rose toof

_____

het nam hwo olnctud' okco

_____

teh yob ohw shedpu eht llub

_____

teh manow how todos no a ohok

_____

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Unit 27

oo u book bush

Year 4

List Words

pull _____
pulling _____
push _____
pushing _____
bush _____
could _____
would _____
should _____
stood _____
hood _____
crook _____
woman _____
couldn't _____
wouldn't _____
shouldn't _____
wooden _____
goodbye _____
cookbook _____
footpath _____
bookcase _____
bushfire _____
babyhood _____
childhood _____
manhood _____
womanhood _____

1 **Circle** the letters that represent (oo u) in the List Words.

2 **Write** any other letters that can represent (oo u) on the Grapheme Chart.
Write one word example for each.

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

Grapheme Chart

letters	words

4 **Complete** the words with the given letters. **Colour** the (oo u) words.

Add **ull**.

f____ d____
g____ h____
p____ b____

Add **ush**.

p____ r____
g____ b____
h____ cr____

Add **ood**.

h____ w____
f____ g____
st____ bl____

5 **Finish** the words with **oo**, **u**, **o** or **oul** to represent (oo u). **Finish** the sentences with some of your words.

c___d cr___k h___d w___den sh___dn't w___man
p___sh sh___d sh___k p___lling f___tpath w___dn't

The shoe _____ fit on my foot.

_____ you put that on the _____ bookcase, please?

We had to _____ the car when it broke down.

You _____ drive a car along the _____.

6 **Write** the past tense of the verbs in brackets to complete the sentences.
Go to Helpful Hint 10.

The enormous, black bull _____ beside the brook. (stand)
The page fell out when I _____ the book. (shake)
I _____ the lost woman to the wooden bridge. (take)
The child enjoyed being _____ on the swing. (push)
We easily _____ the go cart along the footpath. (pull)
The bushfire _____ very close. (look)

 ISBN 978 1 74135 159 0

7 **Finish** the sentences with words from the book.

wood
wooden
would
wouldn't

We _____ like to see the _____ box that you made from recycled _____.

We _____ like it if a crook took our _____ toys.

8 **Complete** each sentence with a contraction built from the underlined word.
Go to Helpful Hint 8.

I could read this chapter tonight but I _____ read the whole book tonight.

I would like to read this book but I _____ like to read that book.

I should read every day but I _____ read until midnight each night.

9 **Make** three compound words from each row by joining pairs of words. **Use** each word once only.

foot	book	good	cook	bye	ball
path	book	foot	bush	mark	fire
drift	foot	case	wood	book	print

_____ _____ _____

_____ _____ _____

_____ _____ _____

10 **Choose** a word from the box to describe the stage of life of each person.
The suffix **hood** can mean *state of being*. For example, **childhood** means *the state of being a child.*

childhood	babyhood	womanhood	manhood	fatherhood	motherhood

Tom is six months old. _____

Julie is a chemist. _____

Ryan owns a bookstore. _____

Sam is in Year 3 at school. _____

Sarah has two sons. _____

David has a daughter. _____

Challenge

Write the missing letter in each oo u word. **Read** down the shapes to find the name of my book.

s□ould

h□od

□oman

couldn'□

manho□d

□ookbook

wom□nhood

foo□path

book□ase

bus□

□hildhood

bushfi□e

w□uldn't

sh□uldn't

croo□

pu□hed

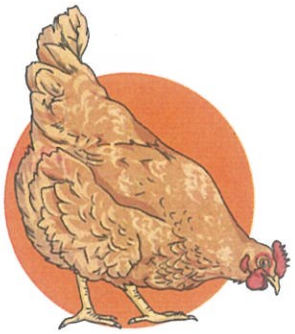
My book is _____ _____ _____ _____.

The Tricky Fox

Some words to practice before reading the passage:

night, behind, fence, care,
tip-toes, along, quiet, window,
smart, tricky, branch, sly

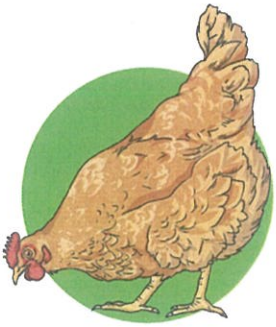
It is a dark and cool night on Cheeky Chicks Egg Farm. The hens are all sleeping, tucked into their nests. Their nests are in a warm shed. It is locked. The shed is behind a big, tall fence. They are safe. Or are they...



The fox is tricky. He is sly and he is smart. This fence will not stop him.

By the fence is a tree. It is tall. Under the tree is a box. The fox jumps onto the box and then up into the tree. With care, he then tip-toes along a branch, to the fence.

The fox jumps over the fence and into the chook yard. But they are in a locked shed. The hens are still safe. I think.

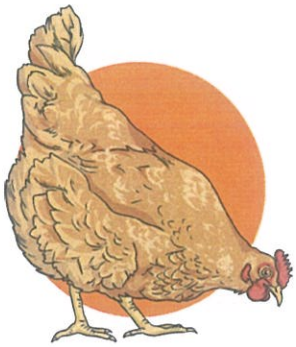


The fox steps on quiet feet. To the shed, to the door. But the door is locked.

The window is not.

The fox stands on just his back legs, paws on the window. With a push, it is open. The fox jumps in.

The fox steps on quiet feet. To the nests, to the hens. But they are not there. The nests are empty. Where are the hens?



The window shuts with a bang. The fox turns.

The fox looks to see the hens out in the yard, standing one on top of the other to shut the window. He is stuck in the shed now. He cannot get out.

Maybe he is not so tricky. Perhaps it is the hens that are the tricky ones.

Comprehension Questions for 'The Tricky Fox'

1. What words are used to describe the shed? _____

_____

2. The fox is described as being 'sly'. What does this mean? _____

_____

3. How did the fox get over the fence? _____

_____

4. How did the hens trap the fox? _____

_____

_____

5. How do you think the hens got out of the shed? _____

_____

_____

6. Do you think Cheeky Chicks Egg Farm is a good name for this particular farm? Why or Why not? _____

_____

_____

MONDAY

1. What is the time? _____

2. $2 \times 5 =$ ____ + ____ = 10

3. Does this shape match A, B, C or D?

_____

4. $3 \times 7 =$

☐ $7 \times 7 \times 7$ ☐ $7 + 7 + 7$ ☐ $3 + 7$

5. Alex caught eleven fish and gave three away.

How many fish does Alex have now? ____

6. Group the shells into lots of 4.

How many lots are there? ____

$4 \times$ ____ = 12 and $12 \div 4 =$ ____

7. How many days are in a common year? _____

8. How many days are in a fortnight? _____

9. I am about _____ cm tall.

10. This  is a top view of which object? ____

A  B  C  D 

11. 1 m = _____ cm

12. 230, 220, 210, _____, 190

13. $5 + 6 = 11$, $11 -$ ____ = 6

14. $3 \times 6 = 18$, ____ $\div 3 = 6$

15. (a) $80 + 30 =$ ____
(even) + (even) = even

(b) Is your answer even? _____

16. Which stack of coins is greater than $4? ____

A  B  C 

17. Which stack of coins is equal to $4? ____

18. Which stack of coins is less than $4? ____

19. What is the total of all the coins? $_____

20. Add stacks B and C. $_____

MY SCORE

TUESDAY

1. What is the time? _____

2. $3 \times 9 =$ ____ + ____ + ____ = 27

3. $3 \times 4 =$ ____ + ____ + ____ = 12

4. This  is a top view of which object? ____

A  B  C  D 

5. ____ $\times 2 = 10$,

$2 \times$ ____ $= 10$,

$10 \div 2 =$ ____ and

$10 \div 5 =$ ____

6. Take 100 away from:

(a) 392 _____ (b) 405 _____

7. Write *one thousand, one hundred* as a numeral. _____

8. How many days are in a week? _____

9. Order from lowest to highest.

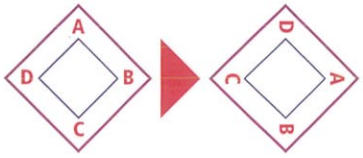
$\frac{3}{4}$ **1** $\frac{9}{10}$ $\frac{1}{4}$

_____

10. 1 cm = _____ mm

11. Colour one quarter of the shape. 

12. Which is the correct arrow and rotation that shows the new position? ____



A ↶ $\frac{1}{4}$ turn B ↶ $\frac{1}{2}$ turn C ↶ $\frac{1}{4}$ turn

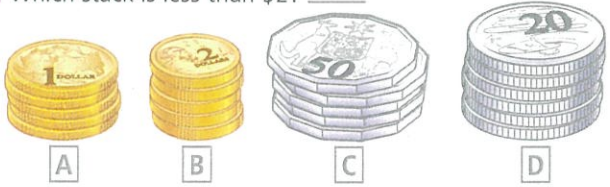
13. $4 + 9 =$ (a) ☐ odd ☐ even

(b) ☐ 12 ☐ 13 ☐ 14 ☐ 15

14. 2 m = _____ cm

15. $689 = 600 +$ _____

16. Which stack is less than $2? ____



A B C D

17. Which stack is equal to $5? ____

18. Which stack is worth more than $5? ____

19. Add stacks A and B. $_____

20. What is the total of all the coins? $_____

MY SCORE

Week 1

WEDNESDAY

1. Which clock time is closer to midnight? _____

A 

B 

2. $8 \times 0 =$ _____

3. $3 \times 10 =$ _____ + _____ + _____ = 30

4. Write *nineteen hundred and nineteen* as a numeral.

_____

5. 1050, _____, 850, 750, 650

6. 

_____ × 2 = 6, 6 ÷ 2 = _____,

2 × _____ = 6 and 6 ÷ 3 = _____

7. (a) 12 + 10 = _____

(b) 22 + 10 = _____

8. _____ + 9 = 12

9. This ☐ is a top view of which object? _____

A  B  C  D  E 

10. $70 - 40 =$ _____

11. How many days are in a leap year? _____

12. _____ hours = 1 day

13. (a) 20 + 80 = _____

(b) 200 + 800 = _____

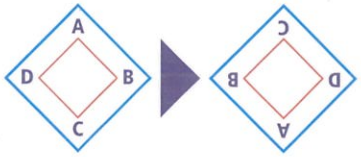
14. 100 cm = _____ m

15. Which is a season?

☐ cyclone ☐ heatwave
☐ summer ☐ climate

16. How many months are in a year? _____

17. Which is the correct arrow and rotation that shows the new position? _____



A ↶ $\frac{1}{4}$ turn B ↶ $\frac{1}{2}$ turn C ↷ $\frac{1}{4}$ turn

18. Double: (a) 8 _____ (b) 80 _____

19. 40 + 30 = _____

20. 2032 = 2000 + _____

MY SCORE

THURSDAY

1. Which clock time is closer to midday? _____

A 

B 

2. $2 \times 7 =$ _____ + _____ = _____

3. $100 - 30 =$ _____

4. A fair single coin was tossed with the outcomes of head, tail, tail, tail. What will be the outcome of the next toss?

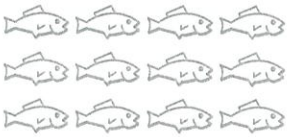
☐ A tail. ☐ A head.
☐ It is equally likely to be a head or tail.

5. $32 \div 4 =$ _____

6. _____, 1001, _____, 1021, 1031, 1041

7. (a) 5 ☐ 5 = 25 (b) 100 ☐ 4 = 25

8. Colour a quarter of the fish.



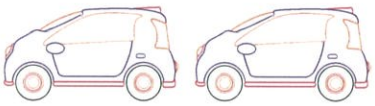
9. 1 cm = _____ mm

10. 18 ÷ 3 = 6,

6 _____ 3 = 18

11. (a) 16 − 6 = _____ (b) 106 − 6 = _____

12. Colour the car on the left.



13. 10 mm = _____ cm

14. (a) 20 + 90 = _____ (b) 200 + 900 = _____

15. _____ seconds = 1 minute

16. This ○ is a top view of which object? _____

A  B  C  D 

17. Halve: (a) 18 _____ (b) 180 _____

18. Which line is 4 cm? _____

A _____
B _____
C _____
D _____

19. 30 + 5 + 900 + 3000 = _____

20. 300, _____, 280, 270, 260

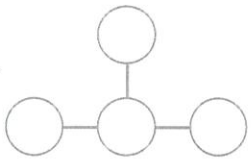
MY SCORE

PROBLEM-SOLVING

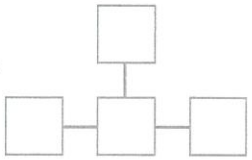
Monday

Make the numbers across and down total 12.

1. Use 3, 4, 5 and 8.



2. Use 2, 3, 7 and 9.



Tuesday

1. Natasha and Sonia read 9 books in a week. Sonia read twice as many books as Natasha.

How many books did Sonia read?

_____

2. A chef plates 3 peas and 2 onion rings on each plate.

How many peas are there if 6 plates are served?

_____

Wednesday

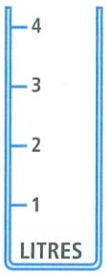
1. Tim has a counter on 59. He rolled a 4. Colour the number he landed on.

57	58		60	61	62	63	64	65	66

2. Tim had to move back 6 spaces on his second throw. Colour the number.

Thursday

1. Colour a $\frac{1}{4}$ of the container.



2. Gina has 88 marbles and 7 bags. She puts 10 marbles in each bag.

How many marbles are not in a bag?

_____

MY SCORE

FRIDAY REVIEW

1. $2 \times 8 =$ _____

2. Write *one thousand and ten* as a numeral.

_____

3. Take 100 away from 513.

_____

4. Alex caught 11 fish and gave three to his mum and two to his dad. He gave the rest to his pet crocodile, Didda.

How many fish did Didda receive? _____

5. _____, _____, 980, 960, 940

6. $90 - 30 =$ _____

7. $21 \div 3 = 7, 3 \square 7 = 21$

8. Share the ice-creams evenly between two boys.

How many per boy? _____

9. Which stack of coins equals $2? _____

A 

B 

C 

10. _____, 1000, _____, 1002, 1003

11. (a) $30 + 90 =$ _____

(b) even + even = _____

12. Halve 16. _____

13. 1010, _____, 1008, 1007, 1006

14. $4 \square 5 = 20$

15. $500 + 20 + 5 =$ _____

16. $100 - 60 =$ _____

17. What is the time?

_____ pm

18. How many days are in a common year?

_____

19. 1 m = _____ cm

20. This  is a top view of which object?

_____

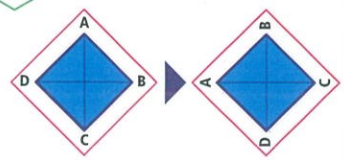
A 

B 

C 

D 

21. Tick the correct rotation.



A $\frac{1}{4}$ turn

B $\frac{1}{4}$ turn

C $\frac{1}{2}$ turn

22. How many days are in one fortnight?

_____

23. 1 cm = _____ mm

24. 1 day = _____ hours

25. A fair single coin toss had the outcomes of tail, tail, tail.

Anita said, 'The next toss has to be head'.

Lara said, 'It's going to be a tail again'.

Hugo said, 'It could be either a head or a tail'.

Who is correct?

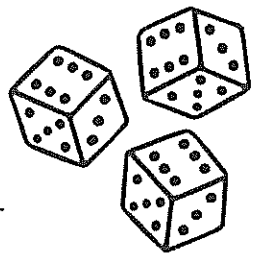
_____

NA MG SP MY SCORE

Week 1

Odd and Even Numbers

1. Counting



Count in 2s: _____

Are the numbers odd or even? Describe the pattern: _____

_____

Count in 5s: _____

Are the numbers odd or even? Describe the pattern: _____

_____

What do you notice? _____

_____

_____

2. Addition

↗ Try challenging yourself and making these numbers larger.

Add 2 even numbers: 324 + 568 = _____

Is the answer odd or even?

Try with other even numbers:

_____ + _____ = _____ _____ + _____ = _____ _____ + _____ = _____

Are the answers still odd/even? _____

Add 2 odd numbers: _____ + _____ = _____

Is the answer odd or even? _____

Try with other odd numbers:

_____ + _____ = _____ _____ + _____ = _____ _____ + _____ = _____

Are the answers still odd/even? _____

Add an odd and even number: _____ + _____ = _____

Is the answer odd or even? _____

Try with other odd and even numbers:

_____ + _____ = _____ _____ + _____ = _____ _____ + _____ = _____

Are the answers still odd/even? _____

Do you get similar answers with subtraction? _____

3. Multiplication

Multiply 2 even numbers: _____ × _____ = _____

Is the answer odd or even? _____

Try with other even numbers:

_____ × _____ = _____ _____ × _____ = _____ _____ × _____ = _____

Are the answers still odd/even? _____

Multiply 2 odd numbers: _____ × _____ = _____

Is the answer odd or even? _____

Try with other odd numbers:

_____ × _____ = _____ _____ × _____ = _____ _____ × _____ = _____

Are the answers still odd/even? _____

Multiply an odd and even number: _____ × _____ = _____

Is the answer odd or even? _____

Try with other odd and even numbers:

_____ × _____ = _____ _____ × _____ = _____ _____ × _____ = _____

Are the answers still odd/even? _____

Odd and Even Number Dice Multiplication

I can identify if the answer to a single digit multiplication is an odd or even number. (ACMNA071)

Instructions:

1. Roll two dice.
2. Write the numbers in the multiplication table.
3. Multiply the two numbers together and write down the answer.
4. Record whether the answer is odd or even
5. Repeat this process until you have completed the table.

Dice #1		Dice #2		Answer	Odd or Even?
4	×	3	=	12	Even
	×		=		
	×		=		
	×		=		
	×		=		
	×		=		
	×		=		
	×		=		
	×		=		
	×		=		
	×		=		
	×		=		

What did you notice about multiplying odd and even numbers?

Celebrations

There are many different significant celebrations from around the world that we celebrate in Australia. These include:

- Australia Day
- Chinese New Year
- New Year's Eve
- Easter
- Christmas

Plus, many more!!

Your task is to research a celebration of your choosing and present this either as a poster or on a computer in PowerPoint or Google Slides. These can be emailed to me via the school's email address on completion (boggabri-p.School@det.nsw.edu.au).

If you do not have access to the internet or a computer I have included some information for you to use to complete your research task.

I have also included some templates to help you gather all your information prior to presenting it.

Some things to include when researching:

- What is the celebration?
- Where is it celebrated?
- What happens during the celebration?
- Some pictures
- What date? When is it celebrated?
- What are some interesting facts

Here are some handy search engine websites to help you find information about different celebrations.

Kids Britannica - https://kids.britannica.com/

Ducksters- https://www.ducksters.com/

Kiddle- https://www.kiddle.co/

Ramadan

Ramadan is the ninth month of the Muslim, Islamic calendar, a religious annual observance and month of fasting that is considered to be one of the Five Pillars of Islam. During the month of Ramadan, adult Muslims fast from dusk until dawn, unless they are ill, pregnant, or diabetic, breastfeeding, or traveling. This time spent fasting is meant to be used for prayer, charity, spirituality, and for purifying the mind and body. The actual beginning of Ramadan is determined by the sighting of the new moon, or astronomical calculations. Because of this, the actual date when Ramadan begins each year differs from year to year.

Interesting Ramadan Facts:

It is believed that Muhammad received the first revelation during Ramadan.

The beginning of Ramadan can move as many as 11 or 12 days each year.

In Egypt, the clocks are pushed back to shorten the days and increase the night, when fasting is not required.

During Ramadan, Muslim-majority countries often shorten work days to allow for additional prayer time each day.

In Muslim countries the economy is impacted because of the fasting. It usually results in a month of inflation; prices go up.

If a non-Muslim meets a Muslim during the month of Ramadan, the appropriate greeting for good wishes is "Ramadan Mubarak" which means "Have a blessed Ramadan."

During Ramadan Muslims are obligated to give to charity through Sadiqi (voluntary giving), or Zakat (mandatory giving).

Children are not obligated to fast during Ramadan, not until they have reached puberty, but some practice in order to prepare for adult participation.

The Five Pillars of Islam include Sawm: Fasting during Ramadan, Hajj: a pilgrimage to Mecca at least once in their life, Zakat: giving to the poor, Salat: five-time daily prayer, facing Mecca, including absolution prior to prayer, Shalanda: declaration of belief in one true God.

The meal before the beginning of the fast is called suhoor, and the meal after sunset is called iftar.

The first prayer of the day is called Fajr.

Despite the exemptions to fasting during Ramadan such as illness, breastfeeding, or medical conditions, many Muslims will persist with fasting because of their spiritual needs. If one is not able to fast, but is able to in the future once their condition changes, they must still complete the fast.

Muslims often break the daily fast with three dates and then a prayer called the Maghrib prayer. A meal follows which is often a buffet-style large meal.

During Ramadan Muslims are encouraged to read the Quran.

In some countries it is a crime to ignore Ramadan and break the fast.

Although Ramadan has shown to have some health benefits to Muslims, it can also cause problems for patients with advanced kidney disease due to water restrictions.

Fasting can last longer each day for Muslims in in polar regions where daylight can last for up to 22 hours.

At the end of Ramadan there is a large festival called Eid ul Fitr to celebrate the end of the fast. Eid ul Fitr is celebrated by wearing one's best clothes, giving gifts, having a large meal, and spending time with one's family. Muslims also use this time to ask for forgiveness for sins and to praise Allah (God).

Chinese New Year

What does Chinese New Year celebrate?

The Chinese New Year celebrates the first day of the first month on the Chinese calendar. It is also called the Spring Festival and is the most important of the traditional Chinese holidays.

When is Chinese New Year celebrated?

The Chinese New Year occurs on the first day of the Chinese lunar-solar calendar. The celebration lasts until the 15th day which is also the day of the Lantern Festival.

The dates according to the Western calendar of the Chinese New Year move each year, but always land between January 21st and February 20th. Each year also has an animal associated with it.

Who celebrates this day?

This day is celebrated by all of China as well as Chinese people throughout the world.

What do people do to celebrate?

The entire first week is usually a national holiday in China. Many people take vacations for the week. The largest celebration is on the night before the start of the Chinese New Year. This night is celebrated with parties and fireworks.

The New Year is also an important time for the Chinese to celebrate family and to honour their elders such as parents and grandparents.

There are a number of traditions celebrated during Chinese New Year:

- Dragon Dance or Lion Dance - These dances are often a part of parades and festivities during the holiday. In a dragon dance a large team of people (up to 50) carry portions of the dragon on poles and move the poles in a manner that depicts the movement of the dragon. In a lion dance two people dress in an elaborate lion costume and move and dance to mimic a lion.
- Red Envelopes - Red envelopes filled with money are often handed out as presents to young children or newly married couples. An even amount of money is given for good luck.
- Cleaning the house - Chinese families generally clean their house thoroughly before any celebrations in order get rid of any of last year's bad luck.
- Firecrackers - A traditional part of the celebration is to light a lot of firecrackers. The Ancient Chinese believed that the loud noise would scare off evil spirits. In some places, like Hong Kong, lighting real firecrackers has been banned. As a result, many people decorate their homes with colourful plastic firecrackers.
- The colour red - The colour red is the main colour for clothes and decorations. It symbolizes joy and happiness.

AUSTRALIA DAY

Australia Day is a national holiday in Australia that is celebrated each year on January 26. Australia Day means many different things to many different people. Australians choose to celebrate or to acknowledge the day in different ways.

On January 26 1788, the First Fleet of British ships arrived at Sydney Cove in New South Wales, marking the beginning of the colonisation of Australia. In the early 1880s, January 26 was celebrated as 'First Landing' or 'Foundation Day'. In 1946, the Commonwealth and state governments of Australia agreed to unify their celebrations and call it 'Australia Day'. For many Aboriginal and Torres Strait Islander peoples, January 26 is not a day of celebration but instead a day to commemorate the loss of their lands, families and cultures. In 1938, on the 150th anniversary of the landing of the First Fleet, Aboriginal peoples in Sydney took part in the first 'Day of Mourning'. Australia Day is sometimes called 'Invasion Day' in acknowledgement of this part of Australian history, or 'Survival Day' in celebration of the ongoing history, traditions and cultures of Aboriginal and Torres Strait Islander peoples.

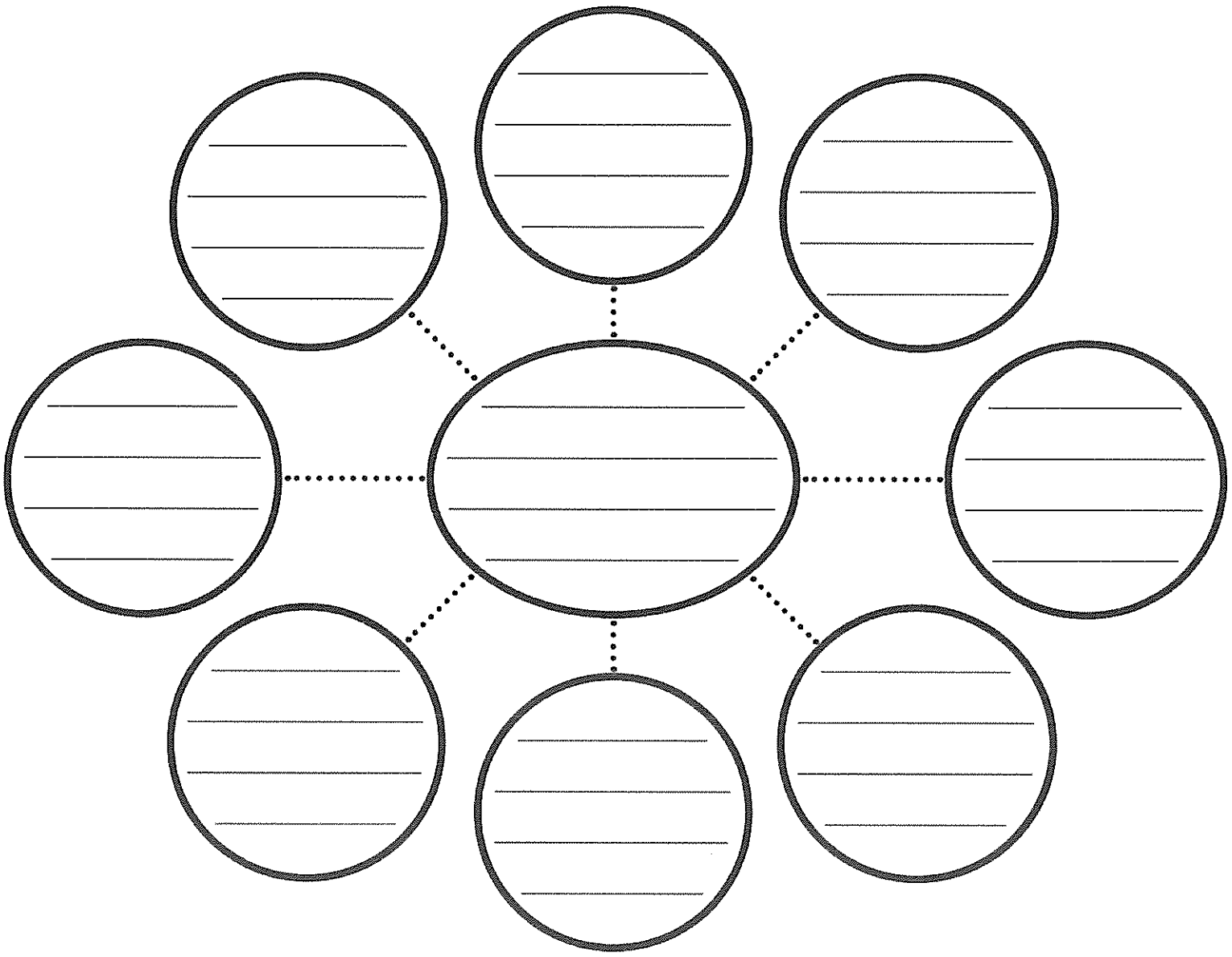
In celebration of Australia's multicultural society, Australia Day is a public holiday, which means that family and friends can spend the day together. Many communities hold events such as parades, barbeques, concerts and awards ceremonies for outstanding service to the country. Citizenship ceremonies are also held, with many migrants choosing to become Australian citizens on this day.

On Australia Day, many people dress up in clothes of green and gold, which are the national colours of Australia. Others choose to wear clothing which displays the Australian, the Aboriginal flag or the Torres Strait Islander flag. Some people fly one or more of these flags outside their houses.

The Australian flag is made up of the Union Jack (a symbol of British heritage), the stars of the Southern Cross (a symbol of the southern hemisphere) and the Commonwealth Star (a symbol of the united states and territories of Australia).

My Research Map

Use this mind map to help organise your information.



Tuesday 7th September 2021

Tick your work once you have finished ☺

Soundwaves

Complete up to question 7 on your Soundwaves Sheet.

Q5 ☐ Q6 ☐ Q7 ☐

-ful Suffix worksheet ☐

-ful find a word ☐

Free Choice reading and response task ☐

Mathematics

Math Mentals ☐

Odd and Even Number Investigation ☐

Creative Arts

Graffiti Art ☐

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

Add the suffix -ful to make a new word and write the meaning of the new word.

-ful	'full of'	careful
suffix	meaning	key word

Base Word	+	Suffix	New Word	Meaning
wonder	+	ful	wonderful	Full of wonder.
colour	+	ful		
thank	+	ful		
care	+	ful		
pain	+	ful		
help	+	ful		

Read the word and use it in a sentence.

-ful	'full of'	careful
suffix	meaning	key word

Word	Sentence
cheerful	
playful	
forgetful	
powerful	
helpful	
beautiful	

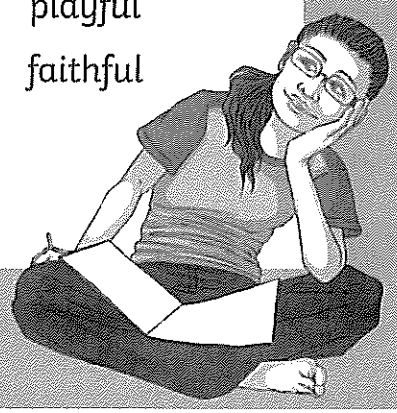
-ful

c	b	b	o	u	n	t	i	f	u	l	b
c	n	o	p	q	d	s	t	f	v	w	e
o	z	a	l	c	i	e	f	a	h	i	a
l	l	s	e	o	s	q	r	i	t	u	u
o	x	t	n	a	g	p	o	t	f	g	t
u	d	f	t	m	r	o	p	h	r	s	i
r	u	u	i	c	a	r	e	f	u	l	f
f	t	l	f	k	c	m	n	u	p	q	u
u	i	u	u	w	e	y	z	l	b	c	l
l	f	g	l	i	f	k	l	m	n	o	u
q	u	s	t	u	u	w	x	y	z	a	l
p	l	a	f	p	l	a	y	f	u	l	n

colourful
dutiful
boastful
bountiful

disgraceful
careful
beautiful
plentiful

playful
faithful



Name: _____ Date: _____

Story Prediction

Read the first page of your book before answering the questions below.

What do you know about the story?

What do you think will happen?

Odd and Even Numbers using the Four Operations Open-Ended Task

I can investigate if the result of a number problem will be an odd or even number. (ACMNA071)

When we use odd numbers in a mathematics problem will the answer also be odd?

Investigate this question by making estimates and then checking your guess by completing two different number problems for each operation.

Number Problem	Answer Estimation (Circle whether you think the answer will be an odd or even number)	Example	Odd or Even?	Was my guess correct?
Odd + Odd =	(Odd) Even	7 + 3 = 10	Even	No
Odd + Odd =	Odd Even			
Odd + Even =	Odd Even			
Odd + Even =	Odd Even			
Even + Even =	Odd Even			
Even + Even =	Odd Even			
Odd - Odd =	Odd Even			
Odd - Odd =	Odd Even			
Odd - Even =	Odd Even			
Odd - Even =	Odd Even			
Even - Even =	Odd Even			

Even - Even =	Odd Even			
Odd × Odd =	Odd Even			
Odd × Odd =	Odd Even			
Odd × Even =	Odd Even			
Odd × Even =	Odd Even			
Even × Even =	Odd Even			
Even × Even =	Odd Even			
Odd ÷ Odd =	Odd Even			
Odd ÷ Odd =	Odd Even			
Odd ÷ Even =	Odd Even			
Odd ÷ Even =	Odd Even			
Even ÷ Even =	Odd Even			
Even ÷ Even =	Odd Even			

Reflection

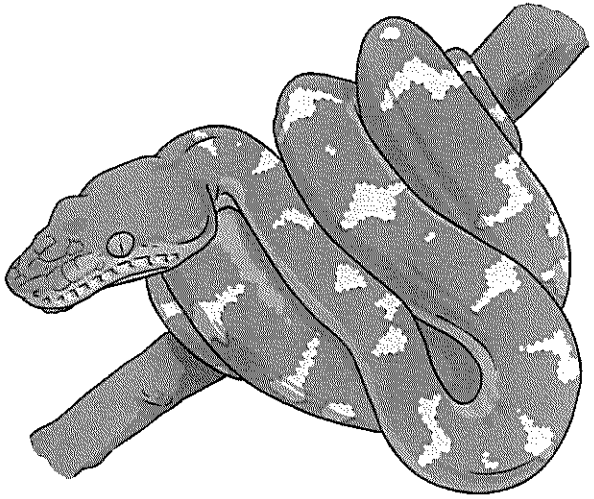
Did the matching number operation problems give the same odd or even result?

What have you learnt from this number investigation?

Going Further

Complete some more complex number problems to investigate if there is a link between the answer being odd and even numbers when completing certain number problems.
(For example: See if there are any patterns that occur / certain numbers that when multiplied always result in an odd number answer).

Odd and Even Snakes and Ladders



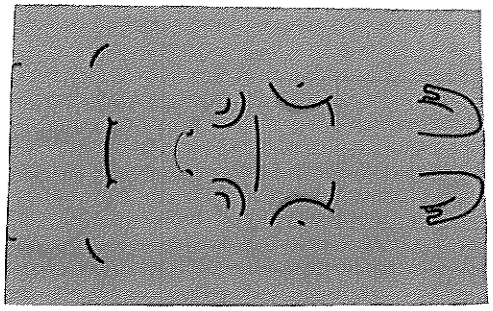
How to Play...

1. You will need dice and counters.
2. Roll the dice and move the correct number of squares.
3. Decide whether the number or the answer to the calculation on the square is odd or even.
4. If you answer incorrectly, go back to the previous square.
5. If you land on a ladder, go up it.
6. If you land on a snake, go down it.
7. The winner is the first person to reach the finish.

Finish		75 + 100	1000 - 150	677	3 × 2	3367 - 3	608
111	27 - 20		10 ÷ 2			5 × 6	200 + 27
350 - 2	9899		10 × 7		8825		
220 - 3	7	99 + 2	60 ÷ 5	550		38 + 10	
	3 × 5		20 - 6	230 + 11	450	3 × 7	6788
13 + 7		44	60 ÷ 2	5501		3 × 4	33 - 3
39	2 × 8	29 + 3		6 ÷ 3	449		66
Start		127	7 + 8	1309	15 - 5	2 × 2	16 + 20

Origami Frog Hopper Instructions

1



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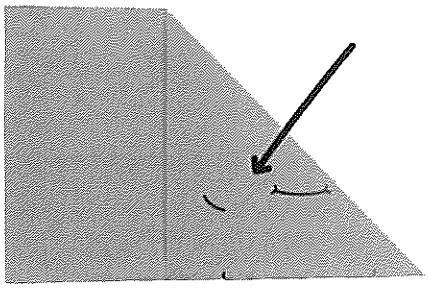

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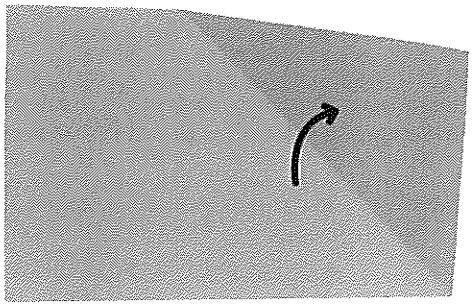

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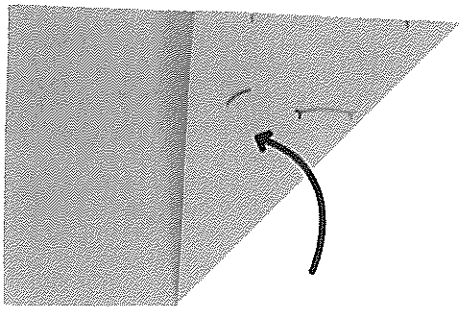

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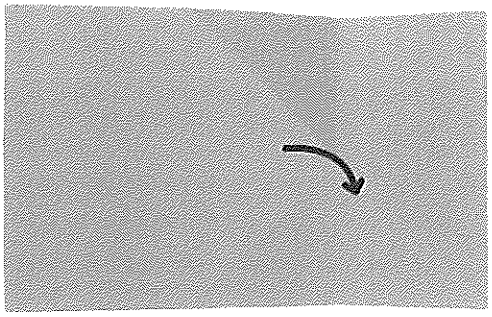

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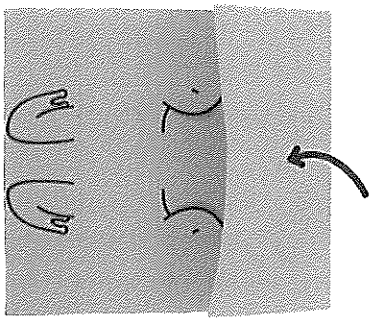

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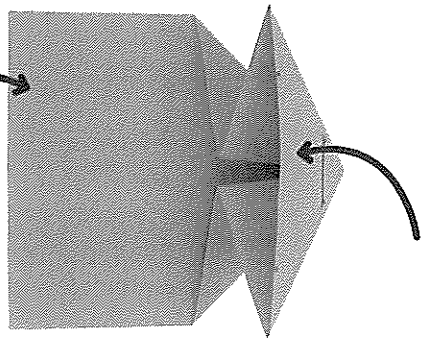

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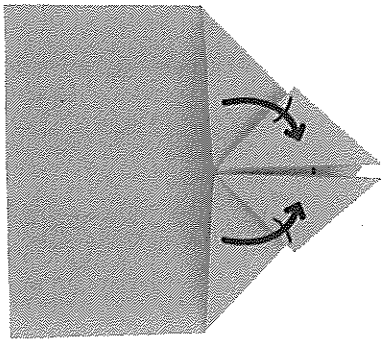
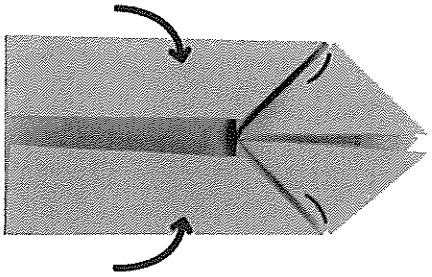


Origami Frog Hopper Instructions

9



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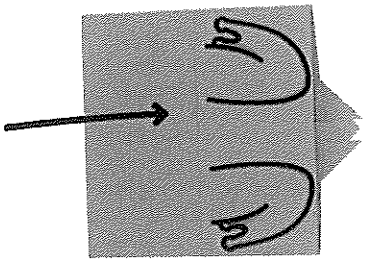

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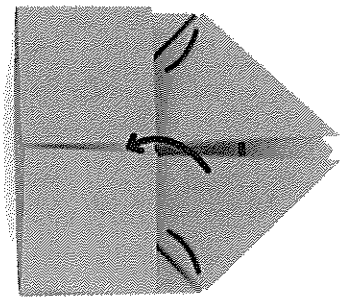

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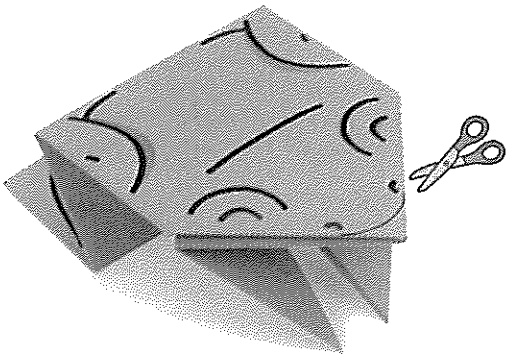

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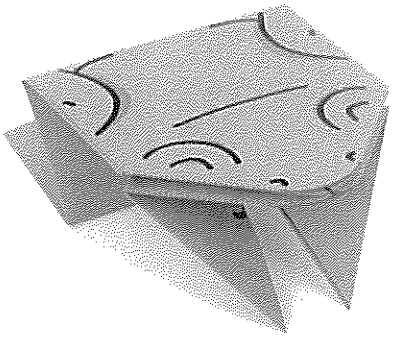
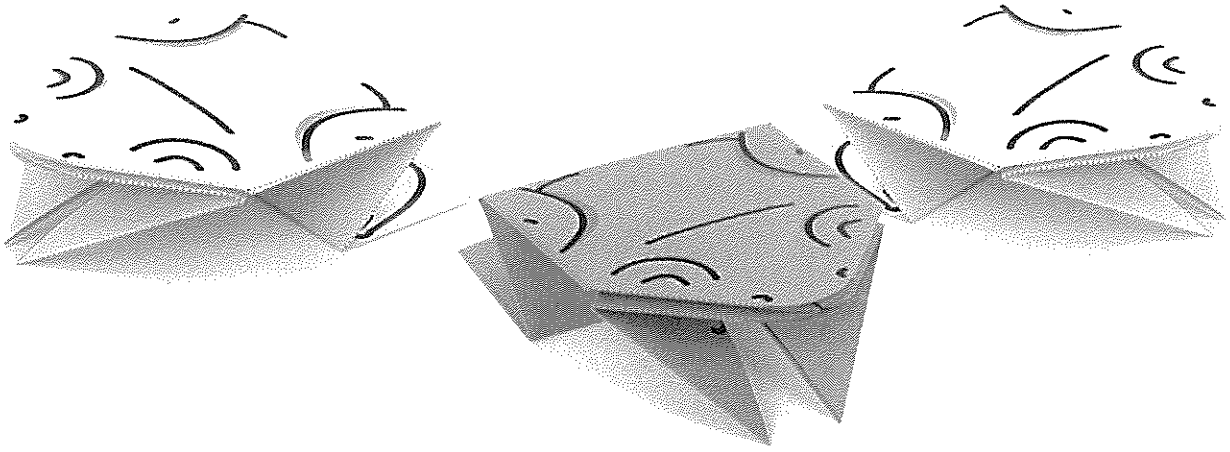
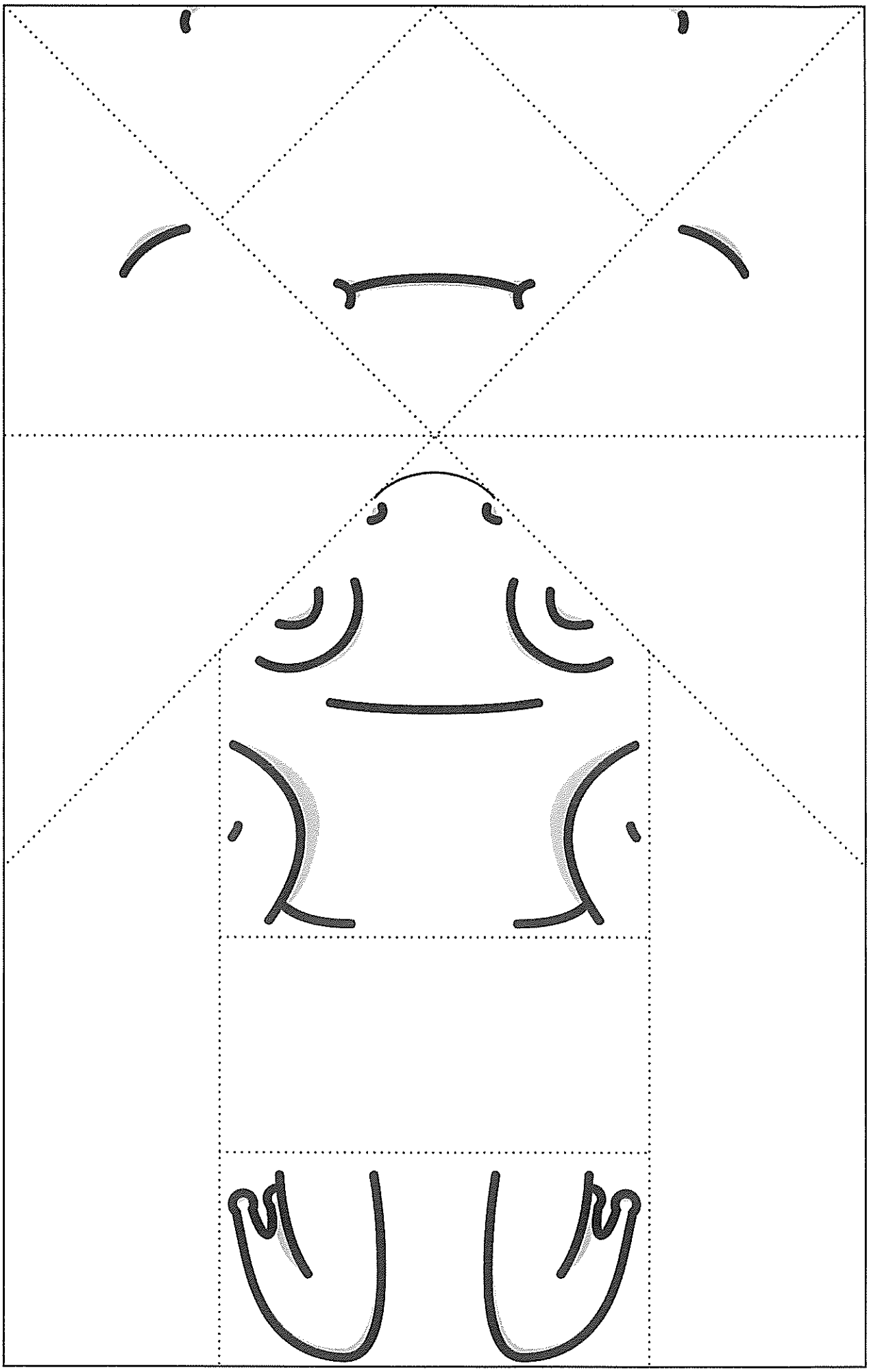




Origami Frog Hopper Template



Graffiti Art

Graffiti is defined as writing or drawing that is scribbled, sprayed or scratched on a wall or other public space. There is evidence of wall drawings dating back thousands of years but modern graffiti started in the 1960s, in America. Creating this type of street art without permission is against the law and some people see it as a nuisance. However, others view it as an expressive art form and some countries have designated sites where graffiti artists may display their work.

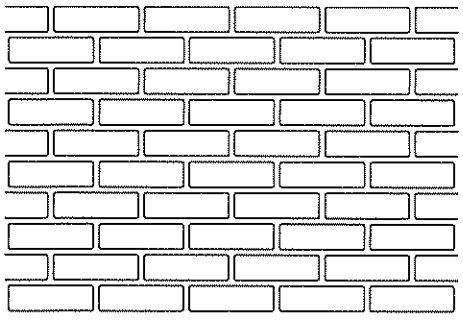
Graffiti can include the use of symbols, words and names. It can also incorporate striking patterns and images of people or characters. Create your own example of graffiti art, using the images on the second page for inspiration.

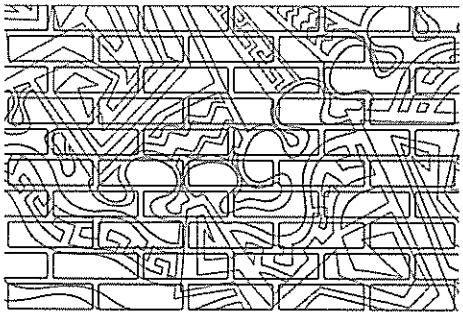
To make your own example of graffiti art, you will need:

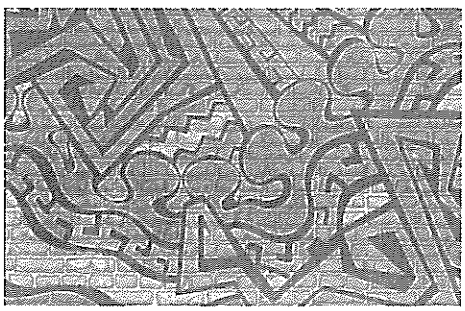
- brick wall template
- pencil
- colouring pencils, felt-tip pens, crayons or chalks (to add colour to your design)

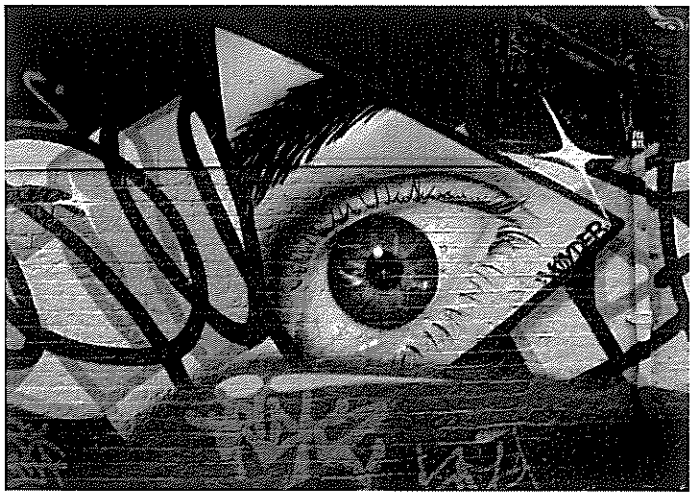
What to do:

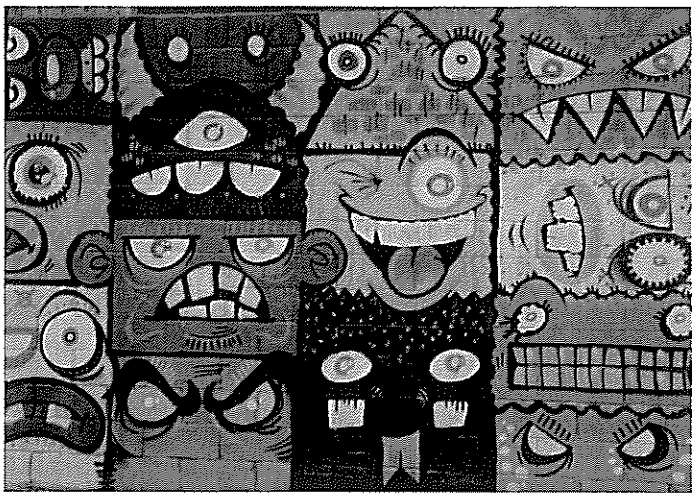
1. Decide what your graffiti is going to include. It could be a pattern, a picture of a person or character, a word or perhaps your name.
2. Lightly draw your design with a pencil.
3. Choose a medium to work with and add colour to your design.

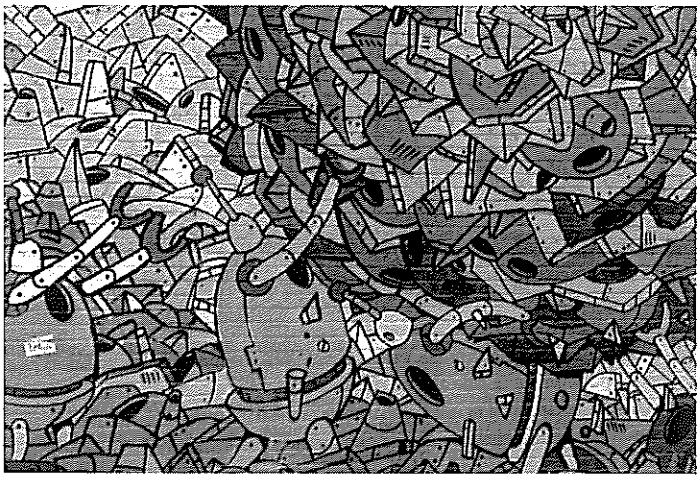


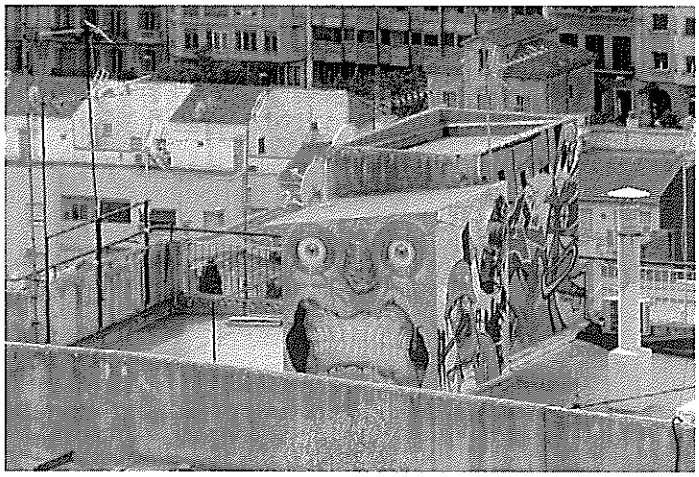








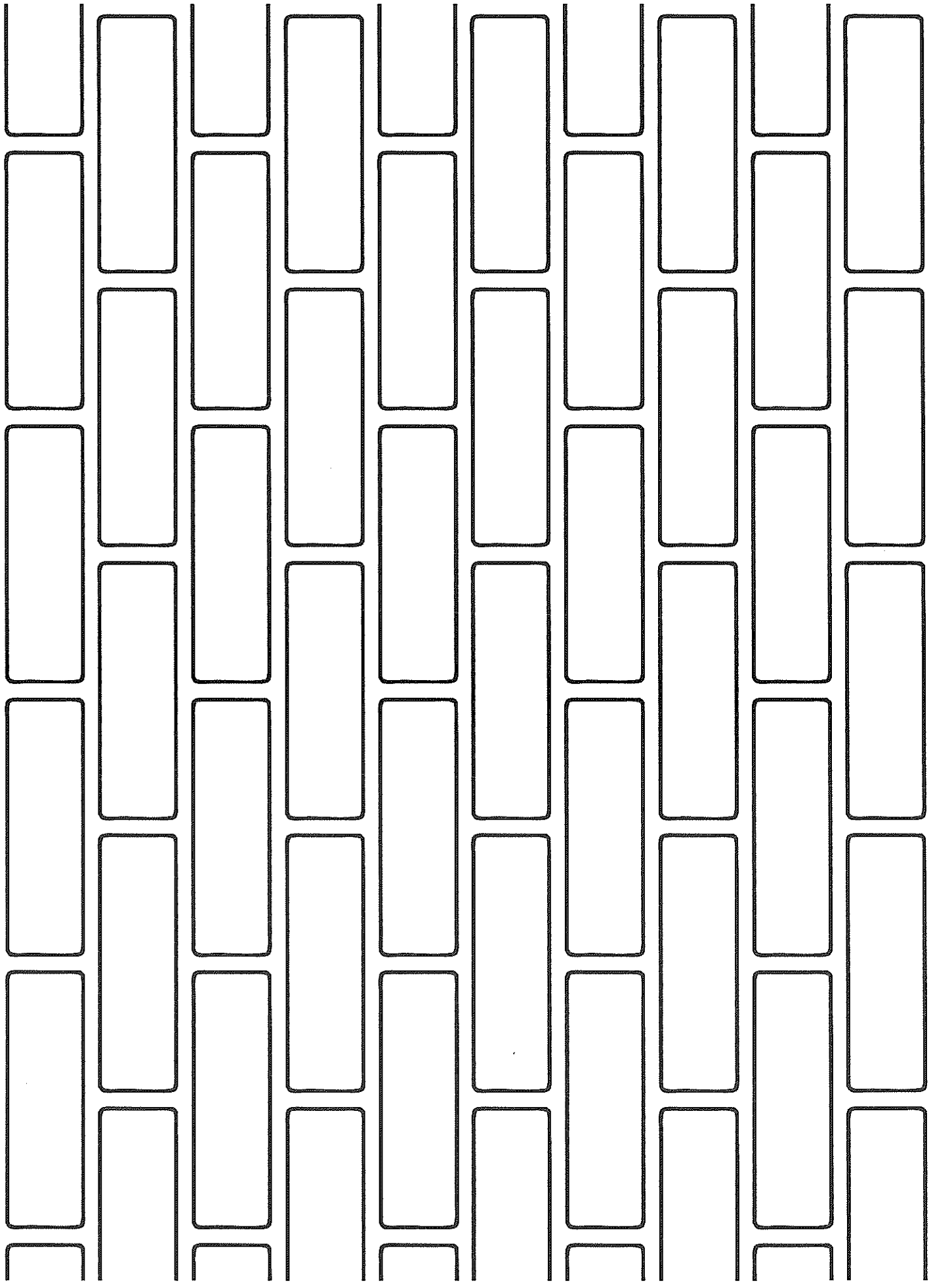




If you are finding it tricky to know how to begin, try placing your pencil at a random point on the page and taking it for a walk around the sheet to help you get your pattern started (imagining it going round corners and over hills). Also, you could experiment with different types of lines and shapes when adding detail to your work.

- horizontal
- vertical
- diagonal
- straight lines

- spiral
- wavy
- zigzag
- arches



Wednesday 8th September 2021

Tick your work once you have finished ☺

Soundwaves

Complete up to question 9 on your Soundwaves Sheet.

Q8 ☐ Q9 ☐

Suffix Word Work -hood ☐

Horse Riding in National Parks Tasks ☐

Mathematics

Math Mentals ☐

Multiples ☐

Science

Mrs Watt's science tasks ☐

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

hood

can mean *state of being*.

childhood

state of being a child

fatherhood

state of being a father

sainthood

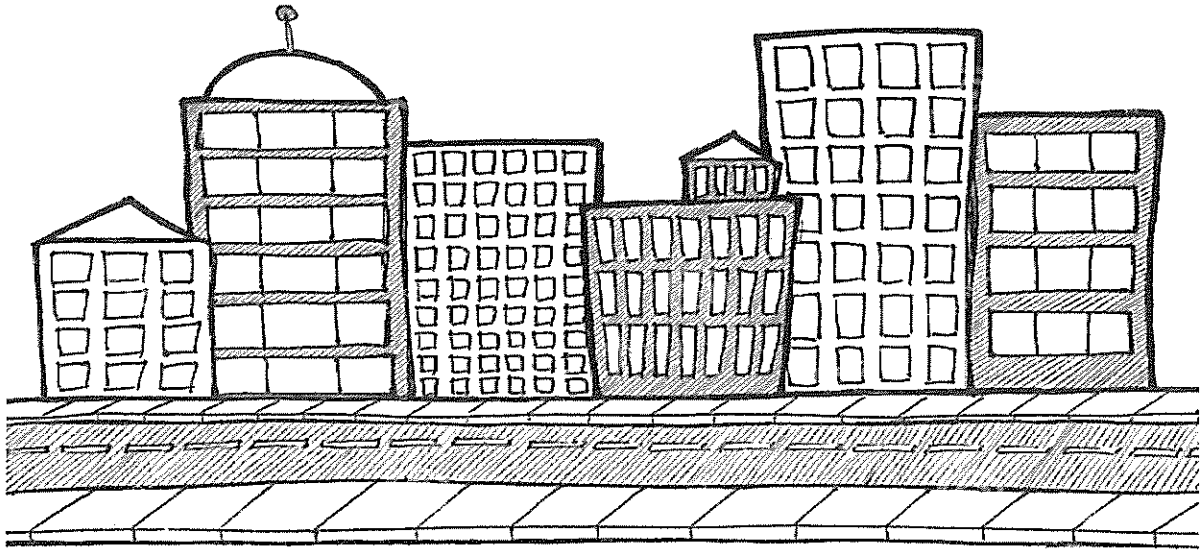
state of being a saint

brotherhood

state of being a brother

ISBN 978 1 74135 152 1

The suffix **-hood** is added to words meaning condition, state or quality.

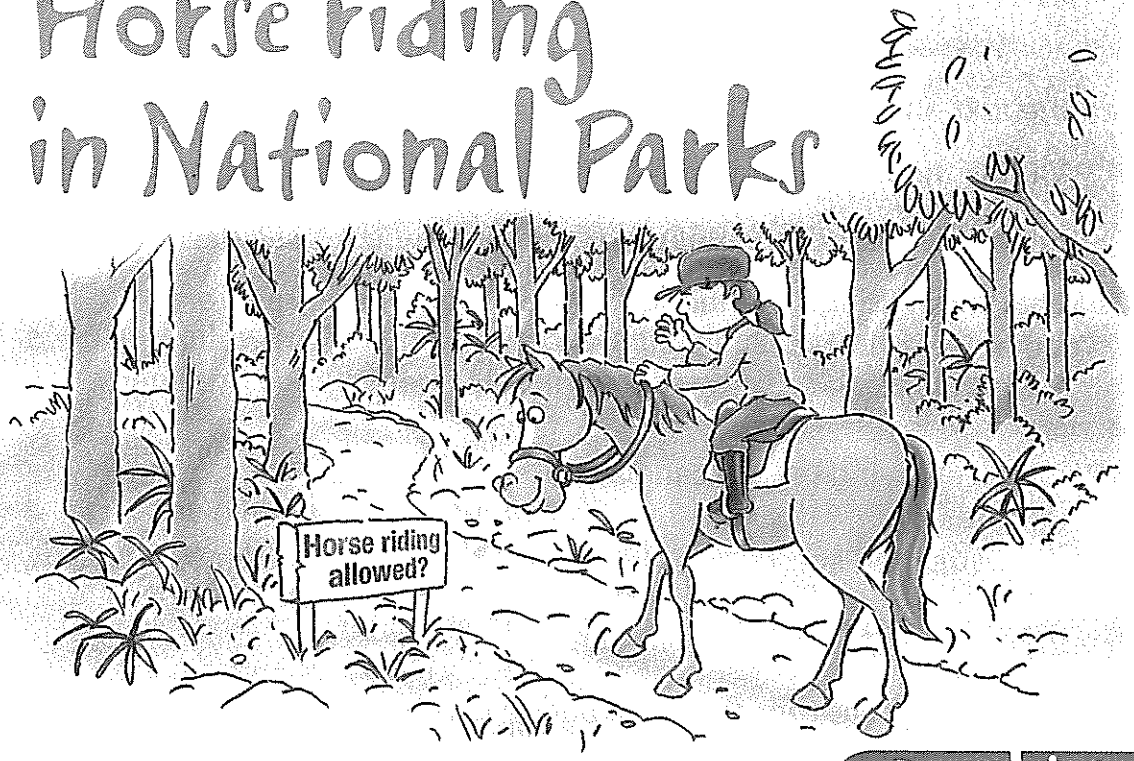


neighbourhood	childhood	knighthood	falsehood

1. Write down the meaning of each word.
2. Cut out both boxes and glue them on the blank page.

unit 3

Horse riding in National Parks



Background briefing

This discussion is about horse riding in National Parks. A discussion gives both sides of an argument. Some discussions end with the writer's opinion, although this one simply gives both points of view.

Discussion

Read it! 1

Should people be allowed to ride horses in National Parks? There are two sides to this argument.

Some people say that riding horses in National Parks damages the environment. Horses' hooves are hard and trample delicate plants. Horses are heavy, and squash the soil down, making it hard for plants to survive. Horses also damage creek beds and banks, increasing the risk of erosion.

Horse manure is another hazard. It makes weeds grow more readily, because it acts as a fertiliser. The manure often contains seeds of plants from outside the Park, further increasing the number of weeds. Weeds are bad for the Park as they make it harder for native plants to survive.

Others say that horse riding is a great sport, and that it is an excellent way to use National Parks. They say that as long as horse riders obey the rules and stay in the right areas, the amount of damage done to the Park will be very small.

They also say that in some Parks there has been a tradition of horse riding going back more than one hundred years. This is especially the case in the alpine areas of New South Wales and Victoria, where the highlands were used in the 1800s and early 1900s for cattle grazing each summer.

This is a very difficult question, with both sides having good points to make. What do you think?

Introductory statement to let the reader know what the discussion is about.

Present tense is used.

Arguments organised into paragraphs. The first sentence of the paragraph introduces the argument.

Both sides of the argument are included.

2 Search it!

Read the text and answer the questions.

1 What is the first argument against horse riding in National Parks?

_____

2 What three things mentioned in the second paragraph are damaged by horses?

_____

3 Horses crossing creeks can cause

- ○ erosion
- ○ squashed soil
- ○ weeds
- ○ trampled plants

4 The writer approves of horse riding in National Parks.

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

5 Horse manure helps plants grow. Why is this an argument against having horses in National Parks?

_____

6 What is the purpose of the text?

- ○ to convince you that horse riding should be banned from National Parks
- ○ to give both sides of the argument about horse riding in National Parks
- ○ to explain how weeds are spread in National Parks
- ○ to convince you that horse riding should be allowed in National Parks

7 Which word best describes the last paragraph?

- ○ conclusion
- ○ argument
- ○ introduction
- ○ question

8 In what ways could horse manure be good for National Parks?

_____

9 Write another argument either in favour of or against horse riding in National Parks.

_____

10 What is your opinion? Say why you think the way you do.

_____

_____

Describe it! Adjectives

Adjectives help give more information about the things we write about.

Adjectives are describing words. They describe nouns. Adjectives can tell us about colour, size, shape, number and who owns something. They can even be used to point out something.

a The following sentence has two adjectives. Draw boxes around them and colour them. Underline the word each describes.

Hard hooves trample delicate plants.

b Fill the gaps in the sentences with adjectives from the table on the right. Then write the word which tells what the adjective is describing. Write this word on the line at the end of the sentence. The first one is done for you.

Adjective	What it is describing
black	colour
six	number (how many)
tiny	size
long	shape
my	possession
this	pointing

i My uncle owns six horses. number

ii One of his horses is a _____ pony. _____

iii My favourite horse is the _____ mare. _____

iv He keeps his horses in two _____ paddocks. _____

v _____ cousin, Jess, helps care for the horses. _____

vi _____ foal is three weeks old. _____

Questions

Questions ask something.

Questions begin with a capital letter and end with a question mark.

c Find the question at the end of the text. Underline it. Circle the capital letter and the question mark.

d **Convert it!** Turn these statements into questions. The first one has been started for you.

i The highlands were used for grazing.

Were the highlands _____

ii The horse manure contains seeds.

_____

iii Weeds are bad for the Park.

_____

Remember to start each question with a capital letter and end with a question mark.

4 Word it! Look at Spelling and Vocabulary

Spell it!

Look out for patterns in words — it's a great way of making spelling easier.

a Use the letter patterns to complete the words, then write the whole word on the line.

-oi- words	-ea- words	-ight words
__ __ l _____	f __ __ r _____	n __ __ __ __ _____
b __ __ l _____	n __ __ r _____	f __ __ __ __ _____
f __ __ l _____	h __ __ r _____	t __ __ __ __ _____
c __ __ l _____	g __ __ r _____	l __ __ __ __ _____
_____	_____	_____

b There is an example of a word containing each letter pattern in the passage. Draw a circle around them in the passage and write them on the lines at the bottom of the columns above.

Vocabulary

Homophones are words which sound the same but have different meanings. There is at least one homophone for each of the boxed words from the passage.

c Choose three of the words and write the word, its homophone and the meaning of the homophone in the table.

allowed	to
there	right
some	one
great	for

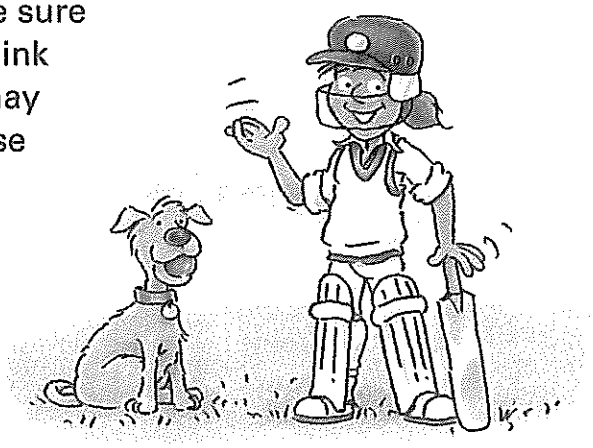
Word	Homophone	Meaning

Table it!

In discussions, ideas for and against are included. Tables are a useful way of organising information and ideas. Draw up a table with two columns, headed 'for' and 'against'.

Use the scaffold to plan your own discussion. Make sure you give both sides of the argument, even if you think one side is right and the other side is wrong. You may give your own opinion in the last paragraph. Choose from one of these topics, make up your own or do one your teacher suggests.

- Homework should be given out over the holidays
- Dogs are the best pets
- Cricket is a better game than tennis
- My town is the best town in Australia



Opening statement
Present the topic.

Arguments for the topic

Arguments against the topic

Conclusion
Summarise the issue and arguments. You may give your own opinion.

6 Publish it! You're in print!

Use the guide on pages 6 and 12 for publishing your work electronically. Or, publish your work as directed by your teacher.

7 Talk about it!

Discuss the points below in a group. → Write your group's responses on chart paper. → Share your group's responses with the class.

- Formal language is 'proper' language you use for important occasions. Informal language is 'everyday' language. Would you use formal or informal language when talking to the following people?
  - your friends
  - a Park ranger
  - a Member of Parliament

Challenge

- Why does the language we use change in different situations?

8 Extend it!

- There is a famous Australian poem about a horse rider in the Snowy Mountains. Present an information report on it which includes details such as: the name of the poem, its writer, and when it was written. Include some excerpts from the poem.

Challenge

- How do you think ideas about the environment might have changed since the poem was written?
- Make a sign listing rules for horse riding in a National Park. Make sure your rules are set out so they are easily read and understood.

Challenge

- Think of some inventive ways of reducing damage to Parks from horse riding. For example, you might design an invention, either for a horse to wear or to be put on the ground. You may work in a group or on your own. Your ideas can be presented as a booklet, a computer document (such as PowerPoint) or as a group 'performance' with props.

Multiples

Video - youtube.com/watch?v=rUrLuTMq-sw

A multiple is a number that is the product when we multiply two numbers together.

Eg. $4 \times 1 = 4$ ← This is the first multiple of 4

$4 \times 2 = 8$ ← The next multiple is 8.

We often use skip counting to find multiples.

Use the number chart to find the multiples of 6, 7, 9.

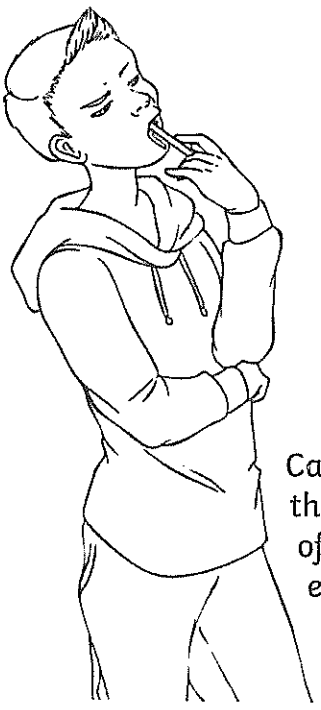
Colour Key

Multiples of 6: ☐

Multiples of 7: ☐

Multiples of 9: ☐

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
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



Can you spot any patterns in the multiples of 6, 7 and 9? Think about whether the multiples are odd or even, the digit total of the multiples, and the pattern of the ones and tens digits. There might not be a pattern for all the multiples of each number. Are there any tips for remembering the multiples of 6, 7 and 9? Think about links to other times tables.

	Multiples of 6	Multiples of 7	Multiples of 9
Odd or even?			
Digit total(s)			
Patterns			
Links to other times tables			

Multiples Colouring in Mosaic

Multiples of 9: Purple

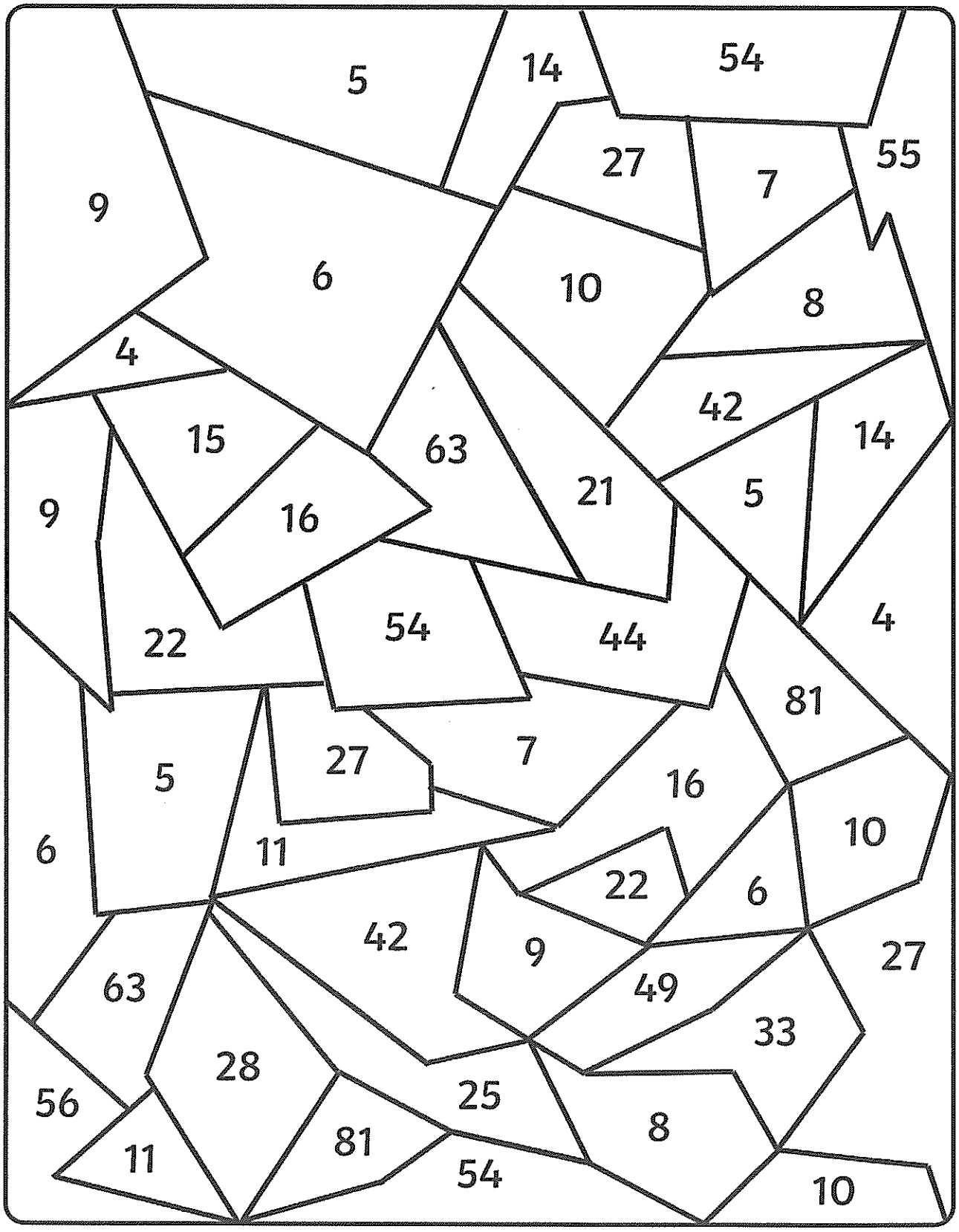
Multiples of 7: Yellow

Multiples of 11: Orange

Multiples of 6: Red

Multiples of 5: Green

Multiples of 4: Blue



Year 3/4 Science with Mrs Watt

Hello years 3/4 and parents,

I hope you are all going well at home. I, especially, hope you are all being kind to your families and getting lots of fresh air outside whilst playing or exercising.

Science Lesson

Last week you looked at shadows drawn in chalk, as a way of observing the sun's movement across the sky. Another way of observing and recording changes in the sun's position is with a sun dial. Sun dials were the first ever clocks!

1. Read about Sun dials, how they work and their history.
2. Complete the Sundial Experiment Activity.
3. Complete the Sun Sentences Worksheet
4. Complete Earth and Space Science: Question and Colour Worksheets
5. **Optional Extra:** Fluffy Slime. I have done this with my kids, and they loved it!

Have a great week. Take care.

Kind Regards,

Mrs Janet Watt

What is a sundial?

A sundial is a device that can tell you what time it is depending on where the Sun casts its shadow on the sundial. A sundial is made up of two parts: a flat circular plate and a stick called a gnomon. The gnomon casts a shadow on the plate and this shadow shows the time.

Before clocks were invented, sundials were the only way to tell the time! When the first clocks were created, sundials were still important because early clocks were not accurate, so they had to be reset regularly using sundials as a reference.

How does a sundial work?

To understand how a sundial works, we have to understand how the Sun casts shadows. When the Earth rotates on its axis, the Sun moves across the sky, causing objects to cast shadows. So, how does a sundial work? As the Sun changes relative positions in the sky over the day, the position of the shadow cast by the gnomon changes to align with the different times around the outside of the circular plate. This way you can tell the time by looking at where the shadow is cast, using the markings around the edge of the sundial base.

Remember: A sundial shows the local solar time, which may have to be adjusted to account for national time in your country due to seasons and Daylight Saving Time.

This is when clocks go backwards and forwards an hour as the seasons change.

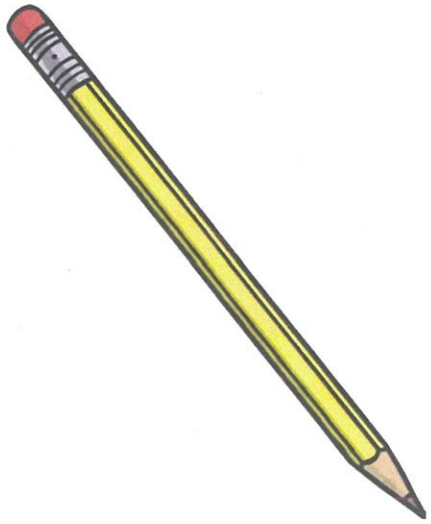
History of sundials

The first recorded sundial was made in Ancient Egypt in 1500 BC. Some of these sundials were small enough to fit in your pocket. Sundials became studied properly in Ancient Greece, with the gnomon being set up parallel to the Earth's axis. Because the Greeks had a thorough understanding of geometry, they could develop more complex sundials.

Sundial Experiment

You Will Need:

- paper or polystyrene plates
- sharp pencil
- marker
- clock
- a sunny and not too windy day
- ruler
- adhesive putty, modeling clay or sticky tape



Method:

1. Find a spot outdoors that is not sheltered and where the sun is shining brightly.
2. Find the center of your plate and push the sharp end of the pencil into it so that it stands upright.
3. Secure the pencil in place with some adhesive putty, modeling clay or sticky tape.
4. Place the plate outside in your selected spot and on each hour look at where the shadow of your pencil falls.
5. With your marker, draw the shadow of the pencil and write the number of the hour.
6. Repeat until the end of the school day.
7. The next day test out your sundial and make sure the shadows fall on the correct time.

Questions:

Did you find all the shadows the same length? Why or why not?

How are shadows created?

What makes this sundial work?

How is your sundial like the first sundials?

Sun Sentences

Amazing Fact

At the North and South Poles, the Sun only rises and sets once a year. During winter, the Sun is never seen and during summer, it moves slowly upwards from the horizon to reach its highest point in the sky at the mid-summer solstice.

Challenge

Fill in the missing words in these sentences about the Sun.

The _____ moves around the Sun. All _____ on Earth comes from the Sun.

If it wasn't for the Sun there would be no ____ on Earth. The Sun is not a planet, but a ____. The Sun is mainly made up of a ___ called hydrogen.

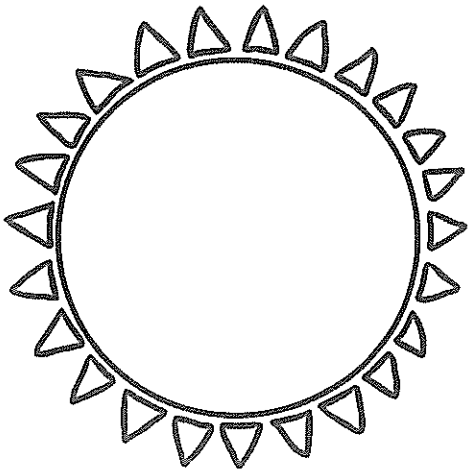
When the Moon passes between the Sun and Earth, it causes a _____ _____. Everything goes dark and even the _____ stop singing!

The Sun is 4.6_____ years old! You must never ____ at the Sun or else you could damage your ____.

eyes	life	Earth	energy	billion
solar eclipse	gas	look	star	birds

You could also try to find out:

- which countries you can see the 'midnight sun' from;
- how the 'midnight sun' affects wildlife;
- what a solstice is;
- what scientists living in Antarctica do to help them survive six months of darkness.



Earth and Space Science

Question and Colour

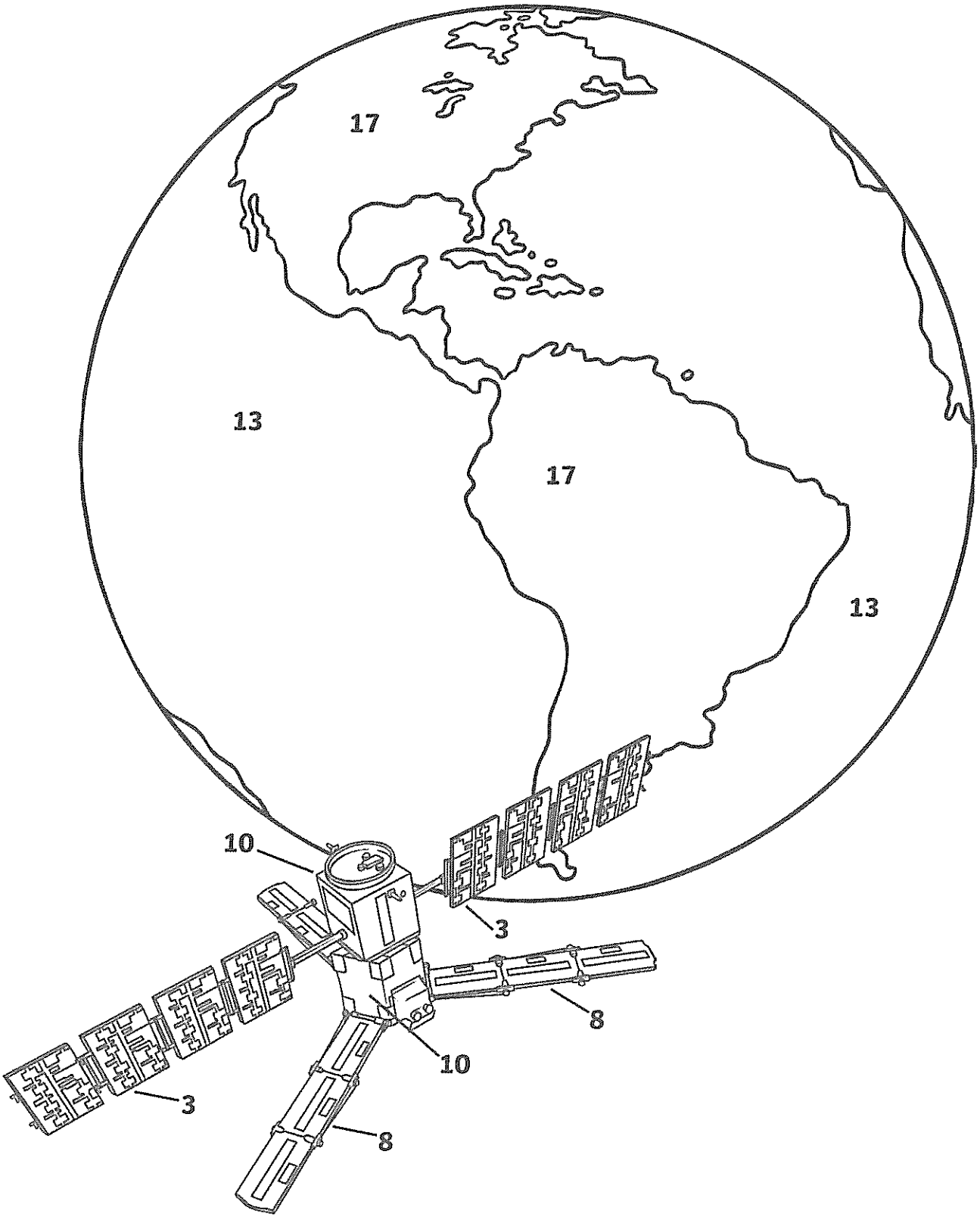
Circle the answers to the questions.

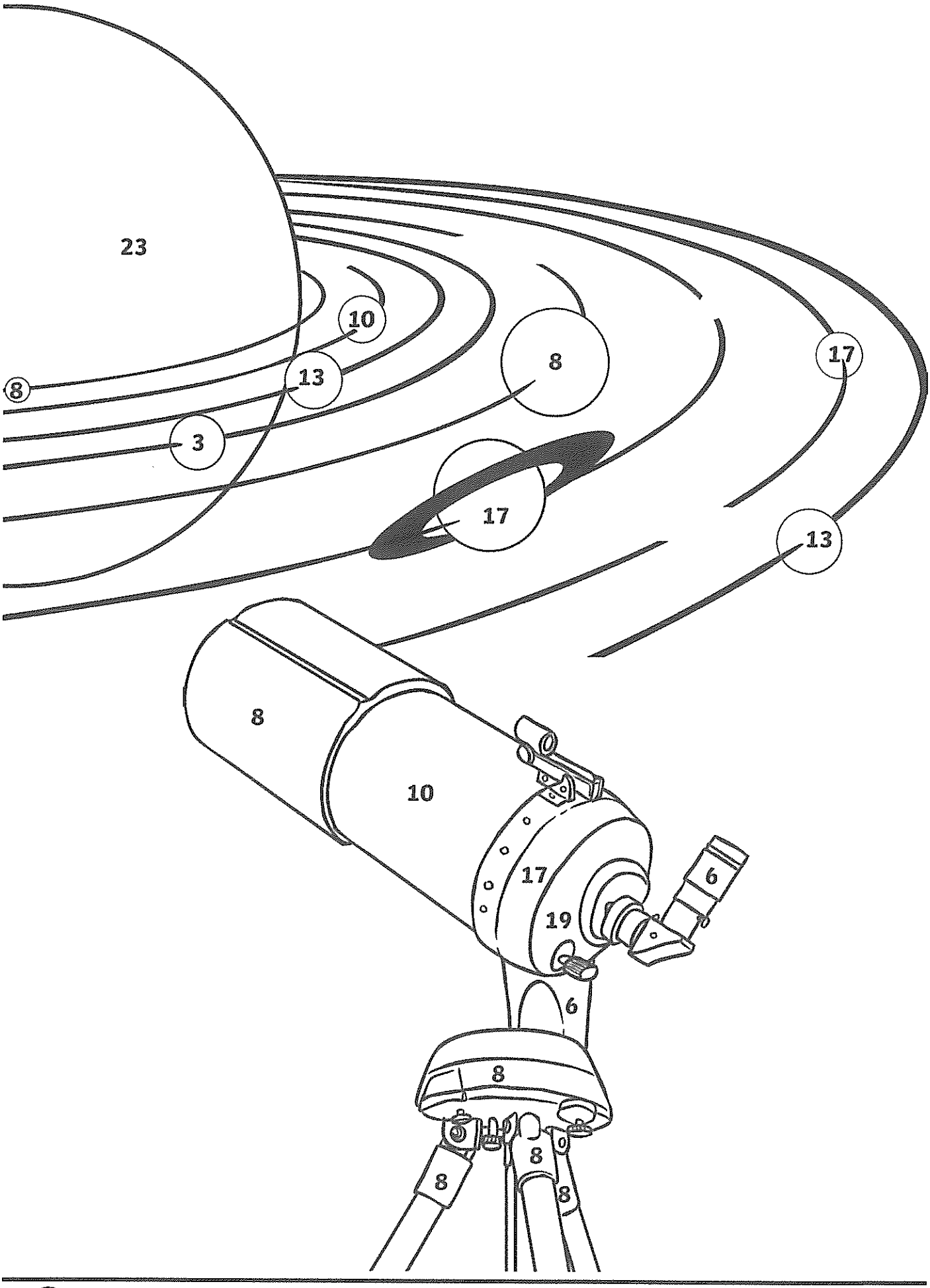
Colour the picture by using the numbers and colours from your answers.

How long does it take for the Earth to rotate once on its axis?	1 8 hours Green	2 365 days Blue	3 24 hours red
How long does it take for the Earth to orbit once around the Sun?	4 24 hours yellow	5 8 hours green	6 365 days purple
Without the Sun, the Earth would...	7 be boiling hot. pink	8 be dark and without life as it would be too cold. brown	9 get enough light from the Moon. yellow
When one side of the Earth faces the Sun, that side has...	10 daytime. yellow	11 night-time. Red	12 another season. Orange
There are leap years because the Earth takes...	13 365 days, 6 hours, 9 minutes and 9.54 seconds to orbit around the Sun. blue	14 364 days to orbit around the Sun. brown	15 24 hours to orbit around the Sun. Red
Which is Earth's closest neighbour in outer space?	16 the Sun yellow	17 the Moon green	18 Mars Blue
How long does it take for the Moon to orbit the Earth?	19 about 1 month pink	20 24 hours yellow	21 8 hours purple
Sundials work by...	22 reflecting like a mirror. brown	23 casting shadows. Red	24 moonlight. purple

Look at your answers and write the number to match the colour.

yellow	blue	green	brown	pink	purple	red	orange




23
10
8
13
3
8
17
17
13
8
10
17
19
6
6
8
8
8
8

Experiment Name

Fluffy Slime

Key Science concepts

Chemical bonding process between molecules.

Observation - by using your 5 senses

Overview

Slime is made by a chemical bonding process between molecules in the glue and molecules in the starch. The borax molecules in the starch combine with the glue molecules, making long polymer chains similar to what is found in flexible plastic like a bendy ruler. This is why slime stretches and bounces instead of breaking.

Suggested materials

- 1 bottle of Elmer's White Glue (4fl oz/118ml), which equals to 1/2 a cup
- shaving cream
- borax
- food colouring (optional)

Challenge

See how glue and shaving cream can be transformed into slime!

Test the properties of your slime:

- measure how far we can stretch it before it breaks
- hold it up and let it stretch and pool on the floor, until it breaks and using a timer/watch to time how long it takes until it hits breaking point
- Test the stickiness by seeing how many items can be picked up with the slime

Procedure

1. Make the borax mixture by adding 1 teaspoon of borax powder to 1 cup of warm water (hot tap water will work). Stir well to combine. Set aside.
2. Pour the glue into a bowl.
3. Add food colouring and stir well (food colouring stains - be careful!).
4. Add the shaving cream and mix thoroughly. Add as much as you want. The more you add the bigger and fluffier your slime will be.
5. Add some of the borax mixture to the bowl and stir. Keep adding little by little until it begins to form. When the mixture is not too sticky anymore, you can take the slime out of the bowl and begin kneading with your hands. Be careful not to add too much activator or the slime will become stiff. Just add as much as you need to make the slime stretchy and not sticky.
6. Store the slime in an airtight container when not playing with it.

Thursday 9th September 2021

Tick your work once you have finished ☺

Soundwaves

Complete up to question 10 on your Soundwaves Sheet.

Q10 ☐ Challenge ☐

Root Word inter worksheet ☐

Grammar Task: Noun Groups ☐

Writing ☐

Mathematics

Math Mentals ☐

Number Patterns ☐

History

Continue on with your celebration research task ☐

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

Roots, Prefixes, & Suffixes | *Name* _____

Latin Root	Meaning
inter	*between, among*

intercept	interfere	interview
interrupt	intersection	interplanetary
interact	Interstate	interval

A. Complete each sentence with a vocabulary word.

1. There is an _____ of three minutes between the end of lunch and the start of class.
2. The reporter would like to _____ each presidential candidate separately.
3. The only way our team can win is to _____ the ball on the next play.
4. _____ highway 10 connects California to Florida.
5. Please do not _____ your teacher while he is speaking.
6. Dad told us to stay out of the kitchen so we don't _____ with dinner.
7. The ability to _____ positively with one's peers is a key social skill.
8. The vast size of our solar system makes _____ travel difficult.

B. Use a vocabulary word in a sentence.

1. _____

_____

C. Read the paragraph. Find words formed from the roots in the table.

The Internet is a worldwide network of interconnected electronic devices. The telegraph, telephone, radio, and computer were precursors to the Internet. The Internet was made possible by the discovery that information can be transmitted in packets instead of circuits. The first computer networks were built at universities during the 1960's. They exchanged packets via telephone lines at a rate of less than two kilobits per second. Today, Internet-connected devices can send and receive packets at a rate of up to 25.3 megabits per second.

Root	Meaning	#
inter	between	
con	together	
tele	distance	
trans	across	
kilo	thousand	
mega	million	
uni	one	
pre	before	

Unit 19 Noun Groups

A noun group is a group of words that tells us more about the noun.
It has a noun / nouns. It does not make sense on its own.
It gives information about people, places or things.

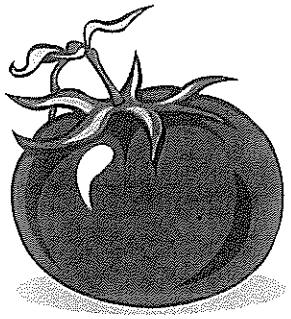
E.g. the very tall tree. The noun in this noun group is tree.

1 Choose the best noun to complete the following noun groups.

	Noun group	
a	a juicy, red	_____
b	a tall, white	_____
c	a razor-sharp	_____
d	a tiny, grey	_____
e	boiling	_____
f	a dark and cold	_____

Nouns

water
flagpole
tomato
night
knife
mouse



2 Circle the nouns in these noun groups.

a the small girl

b a tall, dark man

c the shiny, green racing car

d a soft, slimy banana

e the large, colourful flowers

Draw a colourful flower.

3 You have been given a noun group in the sentences below.
Use words of your own to complete the sentences.

a A small white mouse _____.

b The black dog _____.

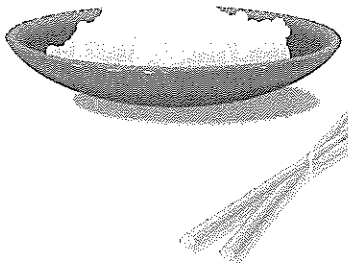
c Their two small kittens _____.

d A large green lizard _____.

e Two tall boys _____.

Text Type: Report

Feeding Vietnam



Rice is the main food of Vietnam. Rice grows best in places that are hot and wet. Vietnam is very hot and very wet. A common rice dish is rice cake. It is very popular during New Year. Coffee and bananas are also grown in Vietnam. Most of Vietnam's land is heavily forested mountains.

4 Use noun groups to complete the answers to these questions. The answers are in Feeding Vietnam.

a What is a common rice dish?

A common rice dish is _____ .

b What else is grown in Vietnam?

_____ are also grown in Vietnam.

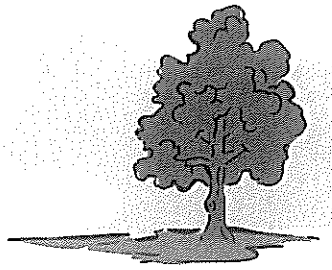
c Describe the land in Vietnam.

Most of Vietnam's land is _____ .

Noun groups can be expanded to include descriptive information.

5 Add these words to build your noun groups. **tall** **green** **gum**

the **tree**



a the _____ tree

b the _____ , _____ tree

c the _____ , _____ , _____ tree

6 Add these words to build your noun groups. **two** **huge** **angry**

the **pirates**

a the _____ pirates

b the _____ , _____ pirates

c the _____ , _____ , _____ pirates

Challenge Option

Write a sentence that has a noun group containing at least two descriptive words.

_____

Set a timer for 5 minutes planning, 50 minutes writing and 5 minutes editing.

Date: _____/____/_____

Have I got/checked?									
Capitals		Sentence		Punctuation		Paragraphs /		Spelling	

A term in a number pattern refers to the item in the sequence.

Eg. The pattern sequence

2, 4, 6, 8

2 is the 1st term, 4 is the 2nd term, 6 is the 3rd term, 8 is the 4th term

(1) Write down the next two terms in each sequence.

a. 3, 5, 7, ___, ___

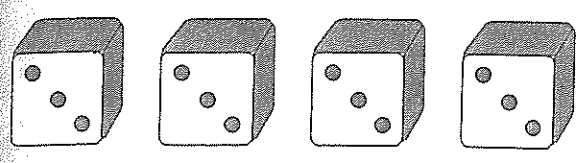
b. 77, 73, 69, 65, ___, ___

c. 3, 5, 8, 13, ___, ___

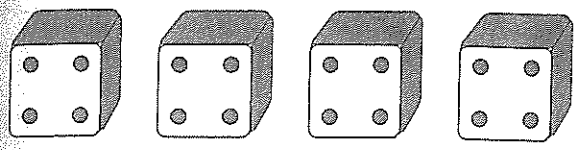
d. 1, 8, 27, ___, ___

e. 0.2, 0.6, 0.8, ___, ___

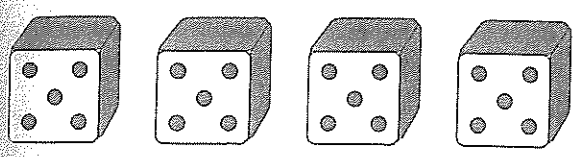
4 Continue the patterns that are modelled by the dice until the seventh term. Then record what you think would be the tenth term in the patterns.

a 

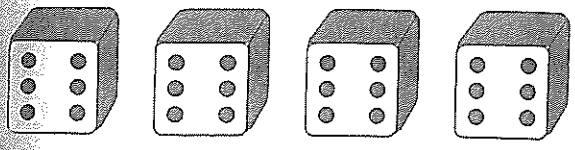
3	6	9	12				Tenth term

b 

4	8	12	16				Tenth term

c 

5	10	15	20				Tenth term

d 

6	12	18	24				Tenth term

Identifying Number Pattern Rules

I can correctly identify an addition or subtraction number pattern rule.

I can complete a number pattern based on addition or subtraction. (ACMNA060)

Work out what the number pattern rule is for each of these patterns. The pattern might be increasing (addition +) or decreasing (subtraction -).

Use the rule to help you complete the number patterns.

9, _____ , 19, 24, _____ , _____ Rule: _____

48, 44, _____ , _____ , 32, _____ Rule: _____

99, 90, _____ , 72, _____ , _____ Rule: _____

110, 130, _____ , 170, _____ , _____ Rule: _____

107, 97, _____ , _____ , 67, _____ Rule: _____

36, 42, _____ , 54, _____ , _____ Rule: _____

24, 36, 48, _____ , _____ , _____ Rule: _____

235, 233, _____ , 229, _____ , _____ Rule: _____

Can you create your own tricky addition and subtraction number patterns? Show me!

Don't forget to write down the rule!

My **addition** number pattern rule: _____

My number pattern is: _____ , _____ , _____ , _____ , _____ , _____

My **subtraction** number pattern rule: _____

My number pattern is: _____ , _____ , _____ , _____ , _____ , _____

Friday 10th September 2021

Tick your work once you have finished 😊

Soundwaves

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

Soundwaves completed? ☐

Little and Long 'oo' words ☐

Handwriting ☐

Extension Words ☐

Idioms ☐

Mathematics

Math Mentals ☐

Long Division Practice ☐

Art

Warm and Cool Colourings ☐

Or

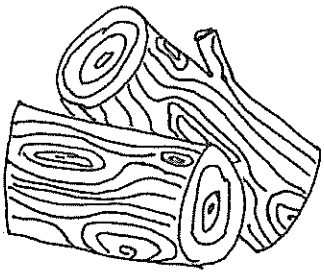
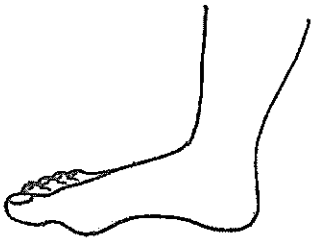
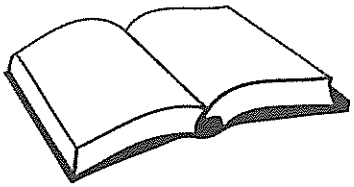
Continue on with your research task ☐

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

Little and **Long** 'oo' wood

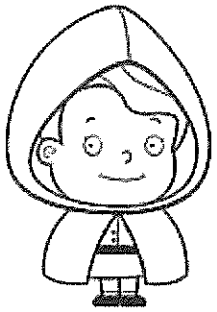
wood book foot hook good hood cook look **food**

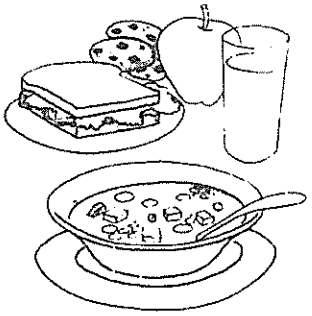
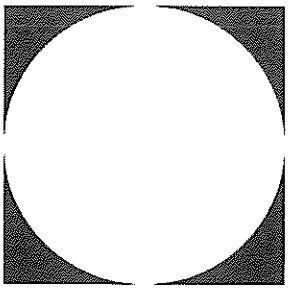
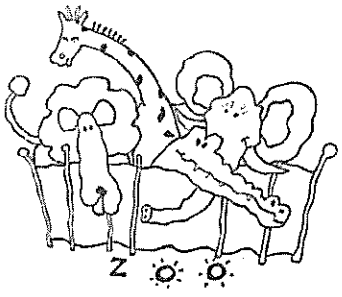
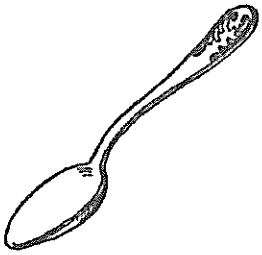
spoon root moon tooth boot zoo roof

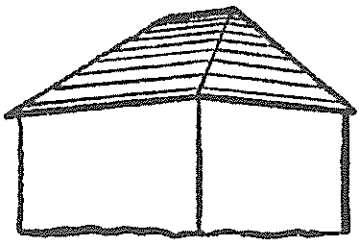
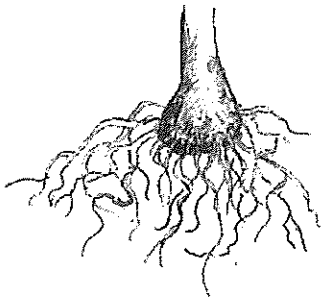






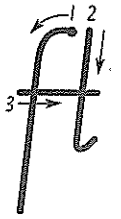


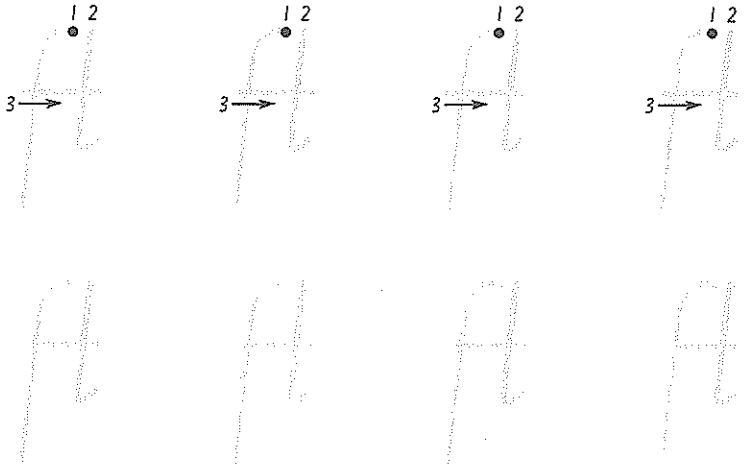
Circle the pictures that make the short 'oo' sound.

Tricky joins – Joined ft

f and t can be joined using a common crossbar.



Try it yourself.

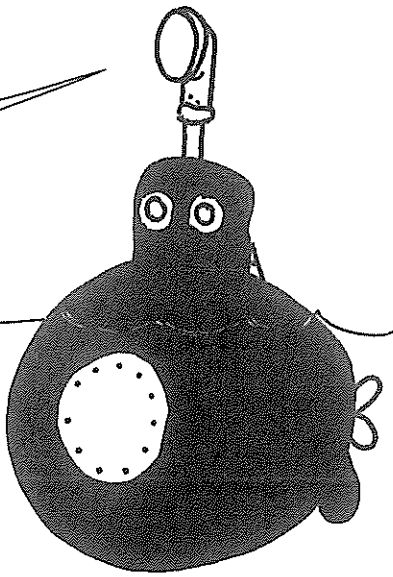


Now try it out by copying these words.

gift soft craft deft tuft weft sift

loft lift daft heft shift left raft

You can go on to do a diagonal join from the t, just like you would with a normal t. Then go back and do the crossbar last.



do the crossbar last of all

Copy.

after soften fifty hefty sifter craftily

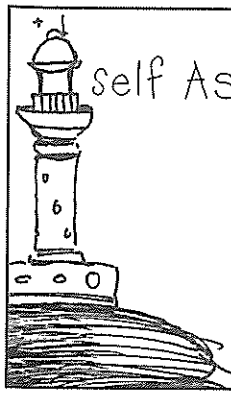
often nifty crafty deftly lofty shifty

Copy.

Submarines

Submarines are designed to function underwater for long periods of time. They can submerge, surface and move through the water quietly, swiftly and smoothly. Often they are not detected by other craft at all. Subs are used for defence and for research.

Trace and copy to practise joined ft.



Self Assessment

Rate your joined ft.

Needs work

Good effort

Best ever!

Extension Words

ambush

bulldozer

bulletin

bullion

bullocky

bushel

butcher

courier

cuckoo

cushion

footloose

fulfilment

kookaburra

likelihood

rookery

rookie

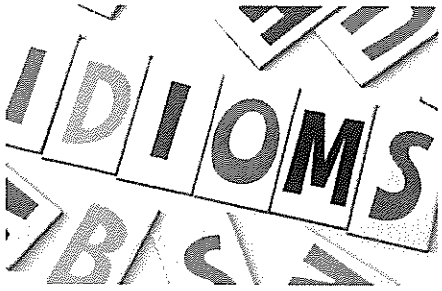
sugar

understood

whoosh

wolves

ISBN 978 1 74135 276 4



Name: _____ Date: _____

Idioms

Idioms are words or expressions that are used in everyday language, but have a different meaning than that found in the dictionary.

<u>Directions:</u> Read the idioms below and write them into the correct blanks to complete the sentences.

bite my tongue	between a rock and a hard place
bend over backwards	back to the drawing board
blue moon	break a leg

My sister cleans her room once in a _____.

The director told the actor to _____, before he went out on stage.

I found myself _____ after telling my brother a lie about who broke his bike.

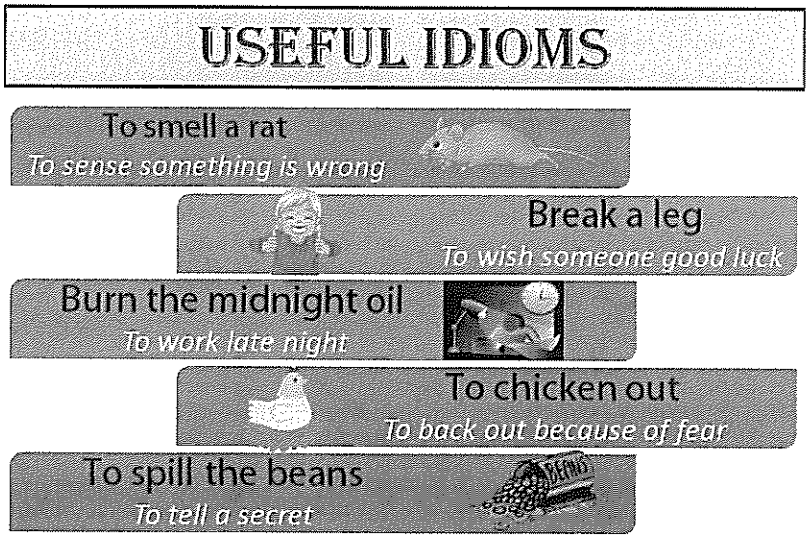
I had to _____ when I did not agree with the ruling the umpire made.

I would _____to help you solve this problem.

Interesting Idioms

Draw a line to match the idiom with its meaning.

Idiom	Match	Meaning
A piece of cake		To make everything dependent on only one thing.
Not my cup of tea		To rain heavily; a great amount.
Two heads are better than one		Not your choice or preference.
Raining cats and dogs		Something which makes a good situation even better.
The icing on the cake		Looking in the wrong place.
Don't put all your eggs in one basket		To hold on or wait.
Barking up the wrong tree		Two people working together have a better chance of solving a problem than one working alone.
Hold your horses		A job, task or other activity that is pleasant.



Four Digit Division with Remainders

Everyone

1. $8\overline{)4593}$
2. $5\overline{)3901}$
3. $3\overline{)8288}$
4. $6\overline{)1291}$
5. $9\overline{)2210}$
6. $5\overline{)8302}$
7. $4\overline{)7401}$
8. $9\overline{)3230}$
9. $5\overline{)7774}$

Mini Challenge

10. $6\overline{)8900}$
11. $12\overline{)3891}$
12. $17\overline{)5594}$
13. $24\overline{)7589}$
14. $31\overline{)8781}$
15. $38\overline{)3289}$

Super Challenge

16. $46\overline{)4028}$
17. $16\overline{)9482}$
18. $56\overline{)8492}$
19. $18\overline{)2401}$
20. $44\overline{)9991}$

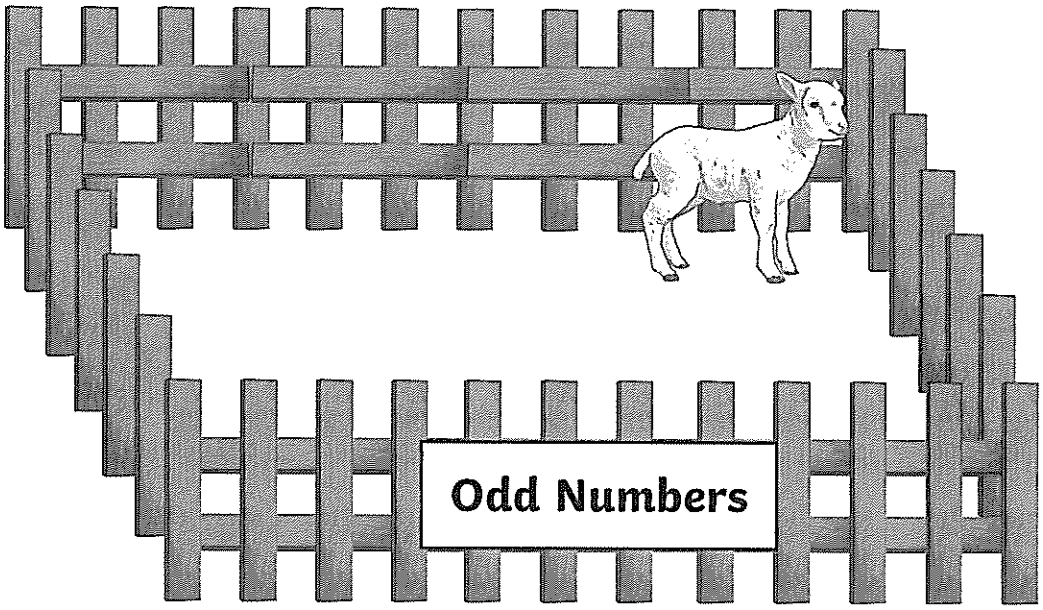
Odd and Even Farm Game

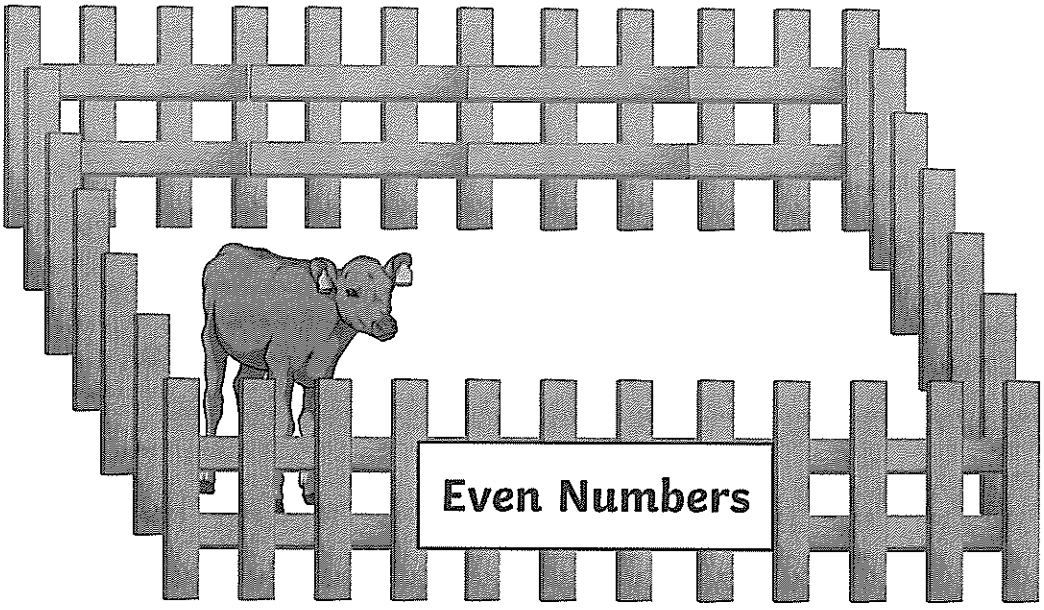
You will need:

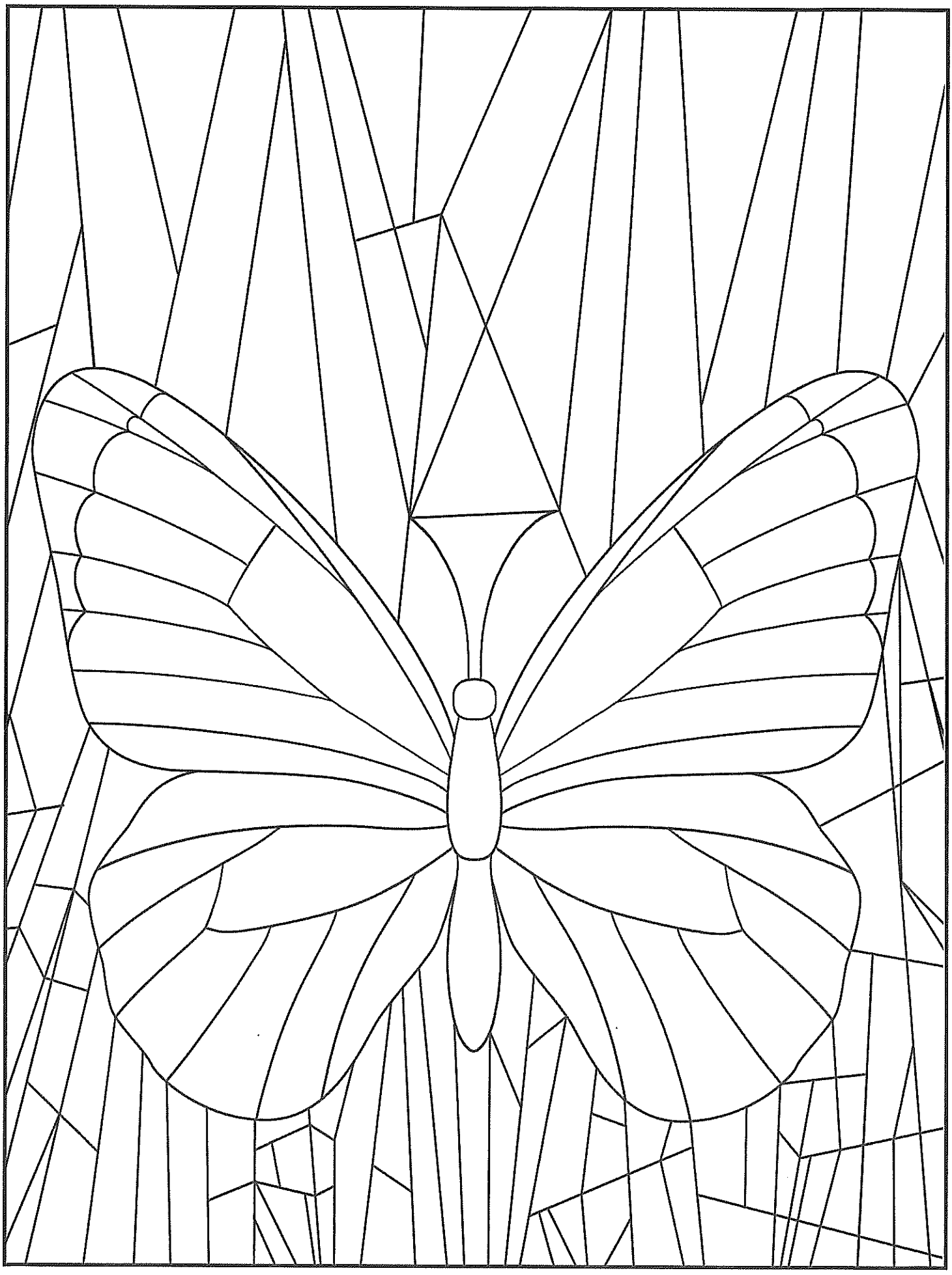
- Two players
- Two 1-6 dice

Instructions

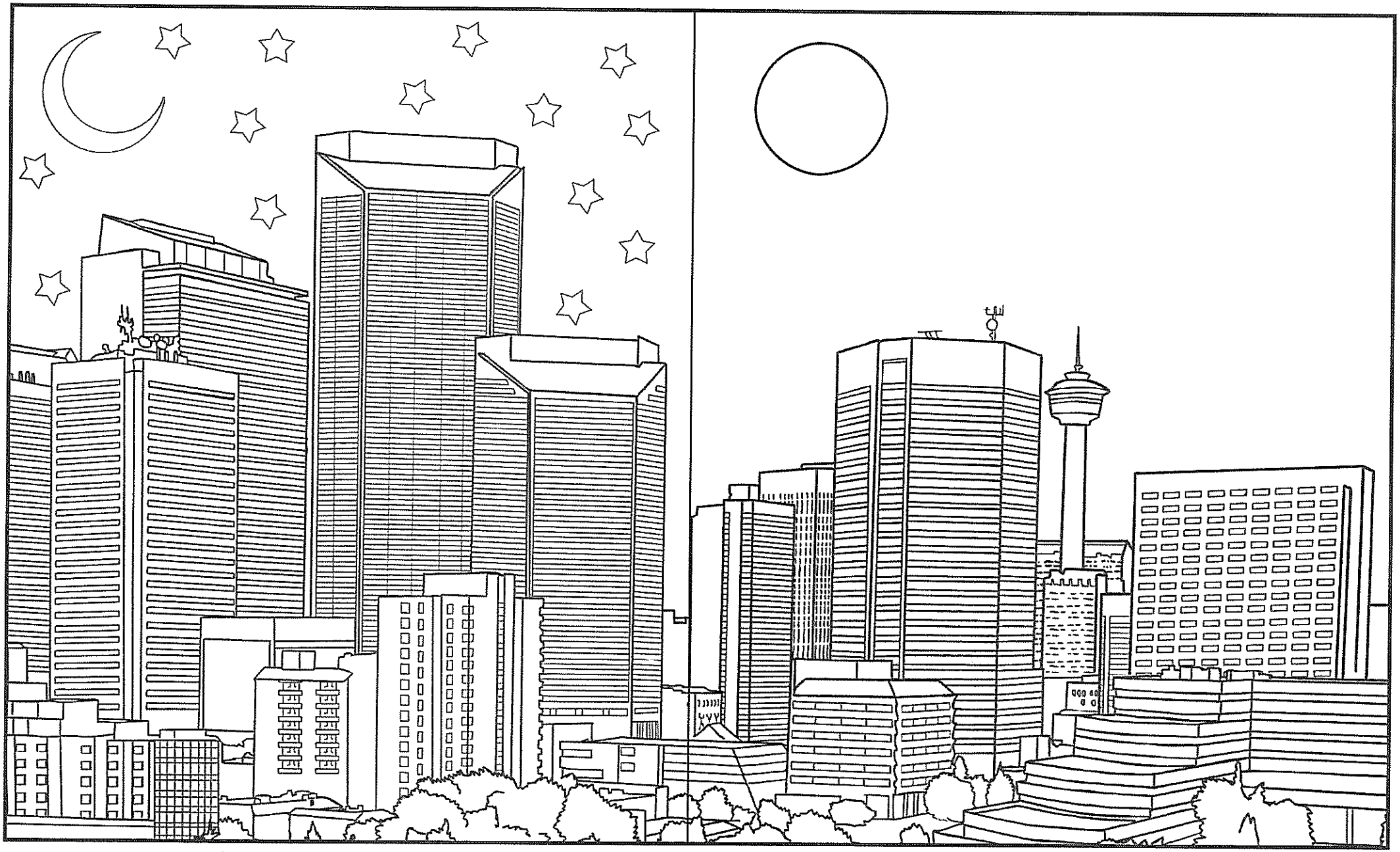
- Decide which player is collecting even numbers and which player is collecting odd numbers.
- When it's your turn, roll both dice and add the numbers together. If the answer is odd, write the number in the lamb's field. If it is even, write it in the calf's field. The first player to collect 10 numbers in their field is the winner.







Use cool ~~warm~~ colours on the background and warm colours for the butterfly.



Cool Colours

Warm Colours