



Learning at Home

Booklet 7

Term 2, Week 4

(18th May – 22nd May)

Year 4

Name: _____

Class: _____

Stage Two Online Resources

Prodigy

<https://www.prodigygame.com/>

Teachers have assigned work for students and once this is completed they can free play at their own level. A great, fun resource to practice key concepts.

Study ladder

<https://www.studyladder.com.au/>

All students have an online account set up for studyladder. Teachers have assigned work for students to complete.

Scholastic Learn at Home

<https://classroommagazines.scholastic.com/support/learnathome.html>

Scholastic have put together packages which include books and videos designed to build knowledge of a subject.

Go Noodle: At Home

<https://family.gonoodle.com/>

Copy the routines from the clip for physical activity inside.

National Geographic: For Kids

<https://www.natgeokids.com/au/category/kids-club/>

Navigate your way around this website to find information.

Read Theory

<https://readtheory.org/auth/login>

Login to complete your reading and comprehension tasks

ABC Education

<https://education.abc.net.au/home#!/resources/-/all/all/all>

Select appropriate year level at the top and choose your area of learning.

Matific

<https://www.matific.com/au/en-au/home/>

If you have your matific login, log in and complete set tasks.

Kids News

<https://www.kidsnews.com.au>

Great site for kid's news articles and learning about different animals and events.

As part of the English learning experiences in Speaking & Listening, it is important that children are able to speak to different people on familiar and introduced topics, clearly and confidently.

This term we are using The 13 Storey Treehouse book for our reading, writing, talking and listening. A link is provided to a PDF version of the text. Encourage discussion of the chapters at home after they have read. <https://www.els-egypt.com/wp-content/uploads/2018/01/The-13-Storey-Treehouse-The-Tr-Andy-Griffiths.pdf>

Children can record their tasks and can upload into their class teams

It is very important that they plan and practise BEFORE presenting. The talks should be no longer than 2 minutes each.

REMEMBER, a confident speaker is usually a well prepared speaker.

Week	Activities
1 27/4/20	Share with your class something you have done at home.
2 4/5/20	Discuss how learning is going at home. Do you have to share devices? Do you like doing work in the booklets or online? What other activities are you doing?
3 11/5/20	Do you have any trees at your house or near your house? Draw your favourite tree and describe it to your class Why is it your favourite tree?
4 18/5/20	Help a grown up cook dinner. Explain what you cooked and how you helped.
5 25/5/20	What do you miss most about going to school? Share with your class.
6 1/6/20	Draw and label the life cycle of an animal of your choice. Discuss the life cycle to the class.
7 8/6/20	Choose your favourite part of The 13-Storey Treehouse. Explain why it is your favourite part. Draw a picture to represent this part of the story.
8 15/6/20	Create your own Storey for the Treehouse. Share your design and what is on that level. How do you get into it? What is there?
9 22/6/20	Share the design of your treehouse and explain it to your class.

Year 4 Timetable

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Task 1: Spelling Write your spelling words out once. Complete one of your spelling activity sheets</p>	<p>Task 1: Spelling Write your spelling words out once. Complete one of your spelling activity sheets</p>	<p>Task 1: Spelling Write your spelling words out once. Write sentences for each of your spelling words Make sure they make sense.</p>	<p>Task 1: Spelling Write your spelling words out once. Write your words in alphabetical order, rainbow words and block letters</p>	<p>Task 1: Spelling Ask your parent/carer to give you your spelling test.</p>
<p>Task 2: Reading Read the Treehouse passage – Chapter 4. Highlight any interesting or unknown words. Complete the activity: Finish the sentences.</p>	<p>Task 2: Reading Read the Treehouse passage – Chapter 4. Complete the activity: Draw Mr Big Nose</p>	<p>Task 2: Reading Read the Treehouse passage. Chapter 5. Complete the activities: Fill in the missing words and speech marks.</p>	<p>Task 2: Reading Read the Treehouse passage- Chapter 5. Complete the activities: Drawing your finger and Roald Dahl.</p>	<p>Task 2: Grammar Read the instructions and complete the questions on possessive pronouns</p>
<p>Task 3: Writing: Read the information about information reports. Research the Oak Tree- fill in the proforma.</p>	<p>Task 3: Writing Use the information you collected in your proforma to write and information report on the Oak Tree</p>	<p>Task 3: Writing Finish writing your information report on the Oak Tree. Draw a detailed labelled picture of an oak tree.</p>	<p>Task 3: Writing Publish your information report- you might like to publish it on a computer or make a poster or slide show.</p>	<p>Task 3: Writing Finish publishing your information report on Oak trees</p>
<p>Task 5- Mathematics 3D Shape Test</p>	<p>Task 5- Mathematics Position Test</p>	<p>Task 5- Mathematics Multiplication Test</p>	<p>Task 5- Mathematics Multiplication</p>	<p>Task 5- Mathematics Multiplication</p>
<p>Task 4- Maths Mentals Complete the Maths Mentals sheet. Take a photo and send it to your teacher. A = Easier B = Harder</p>	<p>Task 4- Maths Mentals Complete the Maths Mentals sheet. Take a photo and send it to your teacher. A = Easier B = Harder</p>	<p>Task 4- Maths Mentals Complete the Maths Mentals sheet. Take a photo and send it to your teacher. A = Easier B = Harder</p>	<p>Task 4- Maths Mentals Complete the Maths Mentals sheet. Take a photo and send it to your teacher. A = Easier B = Harder</p>	<p>Task 4- Maths Mentals Complete the Maths Mentals sheet. Take a photo and send it to your teacher. A = Easier B = Harder</p>
<p>Speaking and Listening task. 1 task per week.</p>				

Optional Tasks

These tasks can be completed at any time during the week.

<u>Journal Writing</u> Complete the daily journal entries on the pages provided.	<u>Grammar:</u> Log on to studyladder and complete a grammar activity	<u>Reading</u> Read a book at home. 10mins reading per day.	<u>PD/H/PE</u> Road Safety Lesson- Understanding distractions	-Colouring Page – 13 storey Treehouse -Flip-over bookmark
<u>Mathematics</u> Play prodigy Studyladder Matific (Passwords sent out from classroom teachers)	<u>Reading/Comprehension</u> Read Theory (passwords sent out from classroom teachers)	<u>Art</u> Go onto artforkidshub on youtube Draw your Treehouse Plan	<u>PE/Sport</u> Practise your sprint run, skipping or dodge skills. Search Get Skilled Get Active on YouTube to watch the skill.	<u>Science Experiment</u> Complete the weekly science experiment. There are others you can complete as well from the grid.






PE/Sport

Kids Workout Video

<https://www.youtube.com/watch?v=d3LPrhI0v-w>

5 Minute Move | Kids Workout 1 | The Body Coach TV

How to do LSCWC – Look, Say, Cover, Write, Check.

 <p>Look</p>	<p>Look at the word.</p> <p>How many letters are there?</p> <p>What are the tricky parts?</p> <p>Are there any spelling patterns?</p>
 <p>Say</p>	<p>Say the word to yourself.</p> <p>Break the word into syllables.</p> <p>How many parts are there?</p> <p>Listen carefully to the sounds.</p>
 <p>Cover</p>	<p>Cover the word so that you can not see it.</p> <p>(Use your hand or an item such as a book or paper)</p> <p>Visualise the word in your mind.</p>
 <p>Write</p>	<p>Write the word down in the right column.</p> <p>Try to remember what the word looked like.</p> <p>Try to remember the sounds you heard.</p>
 <p>Check</p>	<p>Check to see if your spelling is correct.</p> <p>Give it a little tick if it is.</p> <p>If you got the word incorrect, find a piece of paper to try the word again</p>

Spelling: Daily

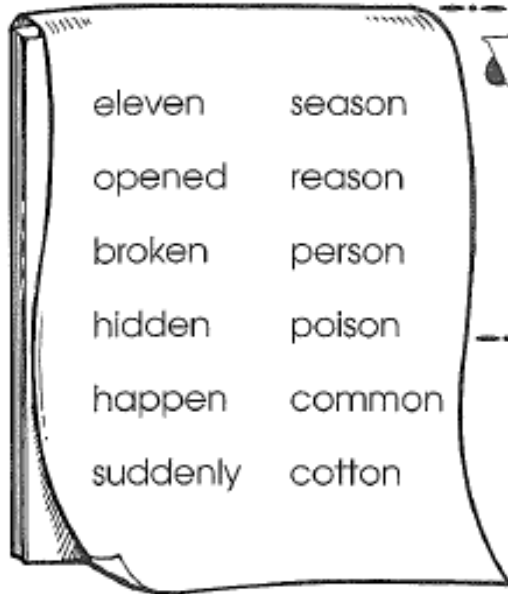
Look, Cover, Write Check: Look at the word, Cover it, Write the word, Check it.

Spelling Words	Monday	Tuesday	Wednesday	Thursday
eleven				
opened				
broken				
hidden				
happen				
suddenly				
season				
reason				
person				
poison				
common				
cotton				

Monday: Spelling

List Seven

Spelling



Look at the words.
 Say each word.
 Each word has the same sound.
 The sound can be made

by or .

Underline the sound.

1. Use 'en' or 'on' to complete the list words.

happ _____ reas _____

pers _____ elev _____

sudd _____ ly

brok _____

comm _____

pois _____

hidd _____

seas _____

cott _____

op _____ ed



2. Write a list word that rhymes with these.

rotten _____

heaven _____

ridden _____

3. Which list word best fits the clue?

all of a sudden _____

a number _____

popular _____

a material _____

opposite of fixed _____

a human being _____

a substance that can kill _____

opposite of closed _____

Monday: Reading - Passage

Read the passage and answer the questions on the following page. Highlight any tricky words. Use this passage for reading activities if you don't have any books you can use.

Chapter 4

The Big Red Nose

We raced back upstairs. A big red nose filled the video-phone screen. Uh-oh. It was Mr Big Nose, our publisher. And he was angry. I could tell this because his nose was even bigger – and redder- than usual.

'WHERE'S MY BOOK?' he yelled.

'What book?' said Terry.

'The one you chuckle-heads promised me a year ago would be on my desk last Friday!'

'Oh,' said Terry. 'Is it last Friday already?'

'It's PAST last Friday already!' shouted Mr Big Nose. 'WAY past, and your book is STILL not on my desk.'

The truth was we'd kind of forgotten about the book. We were a little behind schedule. Well, when I say 'a little behind schedule', I mean a *lot* behind schedule. And when I say 'a *lot* behind schedule', I mean a *LOT LOT LOT* behind schedule.

Not that I was about to let Mr Big Nose know that. He was already pretty angry and the angrier he gets, the bigger his nose gets. And if his nose got any bigger I was worried that it might explode. And that was not something I wanted to see – especially not in 3D.

'No problem, Mr Big Nose,' I lied. 'It's under control. We'll get it to you as soon as we can.'

'Well, *as soon as you can* had better be by five o'clock tomorrow afternoon, or else!'

'Don't worry, Mr Big Nose,' I said. 'It will be there, all right. You can count on us!'

'But –' said Terry.

I quickly ended the call before Terry could say anything that would make Mr Big Nose any angrier than he already was.

'You shouldn't have told him that,' said Terry. 'I'm way too busy to get it done by tomorrow. Look at my "To Do" list. I'm flat out!'

'And don't even get me started on my "To Don't" lost,'

'Your "To Dos" and "To Don'ts" will just have to wait,' I said. 'If we don't get this book finished it will be back to the monkey house for us.'

'The monkey house?' said Terry, looking terrified. 'Not the monkey house! *Anything* but the monkey house!'

For those of you who don't know, the monkey house is where Terry and I used to work. It was the worst job ever.

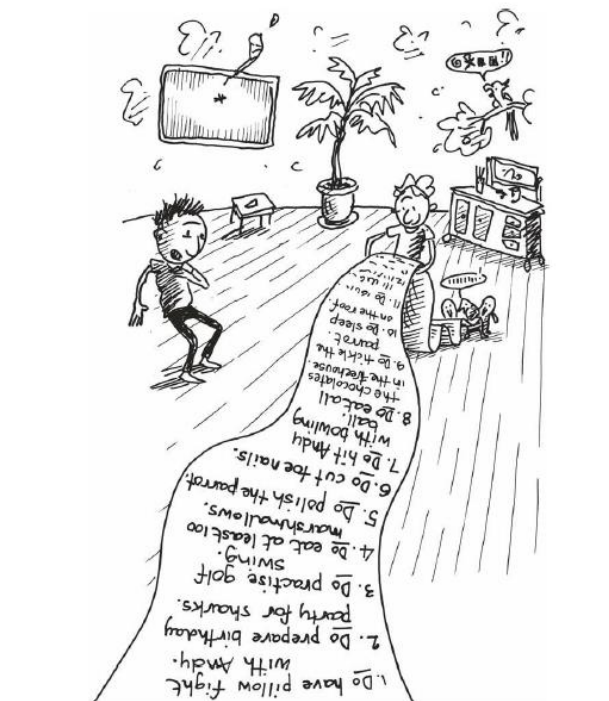
Cleaning the monkey house was bad enough...

grooming the monkeys was even worse...

but the worst job of all was having to fill in for the moneys while they were on a break.

'I'm *not* going back to the monkey house,' said Terry, 'and that's final!'

'And you won't have to,' I said, 'not if we get our book finished. Come on, let's get started. We've only got until tomorrow!'



Monday: Reading – Chapter 4

Read chapter 4 to yourself then read it to someone in your house.

'WHERE'S MY BOOK?' he yelled.

Finish these sentences:

The words ***WHERE'S MY BOOK?*** are in capitals because...

Mr Big Nose is angry because...

The angrier Mr Big Nose gets the bigger his

Answer these questions:

What does Mr Big Nose want?

What are 3 things on Terry and Andy's 'to do' list?

- 1.
- 2.
- 3.

If you had a 'to do' list name 3 things that would be on it.

- 1.
- 2.
- 3.

Monday: Writing – Information Reports

Read the information about information reports. Research the Oak Tree- fill in the proforma.

Information Reports

What are information reports and why do we write them?

Information reports are written to classify and describe factual information about a certain topic or theme. We can write information reports on animals, cities, history, sport, people, companies and many more topics.

What structure is needed in an information report?

An information report includes:

- An opening general statement or general classification, which classifies the topic and/or theme and includes further technical information about the subject of the report.
- Descriptive information about various aspects of the topic or theme, which is organised into paragraphs, with or without subheadings and sections.

What are the main language features?

- **Language of generalisation**, for example: A dinosaur is....
- **Language of description**, for example: The Great Barrier Reef has **beautiful, colourful** coral formations.
- **Language of comparison/contrast**, for example: Trams **are similar to** trains.

What other features need to be included?

Text Cohesion

For a text to 'flow' there needs to be links and relationships established within the text. This is done through linking back to something that has already been mentioned, like events or people. The cohesive features that are used are mainly pronouns and synonyms, for example: Dinosaurs are.... These animals are.... These large animals.... They....

Subject/Verb Agreement

For example: The dinosaur **has** a tail. Dinosaurs **have** a tail.

Technical Language

This language included words and vocabulary that is specific to the particular topic or theme that is being written. When writing about dinosaurs, the technical language would be subject to this particular topic, for example: ancient, Jurassic, carnivores.

Timeless Present Tense

For example: Fish **come up** to the surface of the water to breathe.

What skills are needed and developed when writing information reports?

Researching, surveying, taking notes, summarising and interviewing.

My Informative Prewriting Template

Monday: Writing - Research the Oak Tree- fill in the proforma.

The diagram is a prewriting template for an informative text. It consists of a central circle labeled "Topic" with four rectangular boxes branching out from it, each labeled "Fact". Each box contains several horizontal lines for writing.

Fact

Fact

Fact

Fact

Topic

Monday: Maths – 3D Shape Test

Answer the following questions. This is a test to test your knowledge of what you have learnt. Take a photo and post on Seesaw or teams for your teacher.

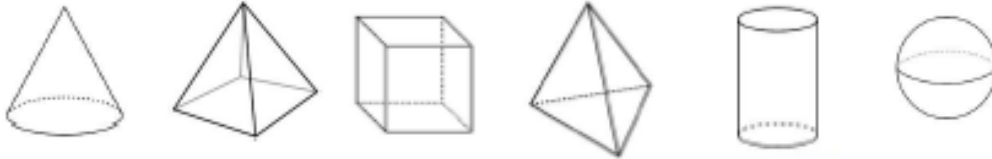
Name: _____

Year Four 3D Space



1. Match the shape to its name.

- | | | | | | |
|--------|----------------|------|---------|------|----------|
| sphere | square pyramid | cone | pyramid | cube | cylinder |
|--------|----------------|------|---------|------|----------|



/6

2. Circle the shape of packaging you think is used more often.



Rectangular prism



Triangular prism

a. Explain why you think this shape is used more in packaging?

/4

3. Sketch the following shapes.

/3

Cube

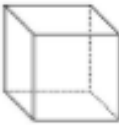


Cylinder

Sphere

Monday: Maths – 3D Shape Test

Answer the following questions.

4. Choose two 3D shapes. Draw the shape, top view and side view. An example has been completed for you.

Shape	Top view	Side view
Cube 		

/6

4. You have 12 centicubes (pictured below). Draw a 3D shape on your grid paper using all 12 cubes together.



/6

/25

E	D	C	B	A
0-19%	20%-49%	50-79%	80%-94%	95%-100%

Minute 19



Name: Date:

1. $\$1.50 + \$2.50 = \dots\dots\dots$
2. Write 308, 350 and 318 in order from **least** to **greatest**.
.....
3. Circle the abbreviation for grams. g gms G
4. $6 + 1 + 2 = \dots\dots\dots$
5. Multiply the numbers. $4 \times 5 = \dots\dots\dots$

○ ○ ○ ○ ○	○ ○ ○ ○ ○
○ ○ ○ ○ ○	○ ○ ○ ○ ○

6. There are sets of two in 10. $10 \div 2 = \dots\dots\dots$

7. 10 millimetres = centimetre(s)

Use <, >, or = to complete Questions 8 to 10.

8. 1426 1326
9. 2510 3564
10. 1628 1638

My score:

10

My time:

..... minutes

..... seconds

Minute 19



Name: Date:

1. There are 8 puppies and 4 of them have red collars.

What fraction of the puppies have red collars?

2. Twelve is an even number.

Circle: **True** or **False**

3.
$$\begin{array}{r} 86 \\ + 6 \\ \hline \end{array}$$

.....

4.
$$4 \overline{)36}$$

5. $2 \times 6 = 12$ Which number is the **product**?

6. The expanded form of 465 is + +

7.
$$\begin{array}{r} 42 \\ \times 3 \\ \hline \end{array}$$

.....

8.
$$\begin{array}{r} 84 \\ - 8 \\ \hline \end{array}$$

.....

For Questions 9 and 10, write +, - or x to make the sentence true.

9. $5 - 2 \square 3 = 6$

10. $4 \square 3 + 8 = 20$

My score:

10

My time:

.....
minutes

.....
seconds


Tuesday: Spelling

Complete the following activities using your spelling words.

List Seven

Spelling

4. Complete the table below by following the pattern.
Remember these rules for the word with an *:

 'e' goes away when 'ing' comes to stay.
Double the consonant to keep the vowel short.



Verb	Present Tense	Past Tense
open	opening	opened
happen		
hide *		
reason		
poison		

5. Write a list seven word that has these double letters.
Add another word.

'pp' _____

'dd' _____

'mm' _____

'tt' _____




6. Write the four seasons of the year.

- _____
- _____
- _____


7. Write a paragraph about your favourite season and draw a picture.



Jigsaw Words

1. Collect 17 flashcards. 
2. Write both list words on each card.
3. Cut each word like a jigsaw at the syllable break.
4. Ask a friend to put them together.

My List

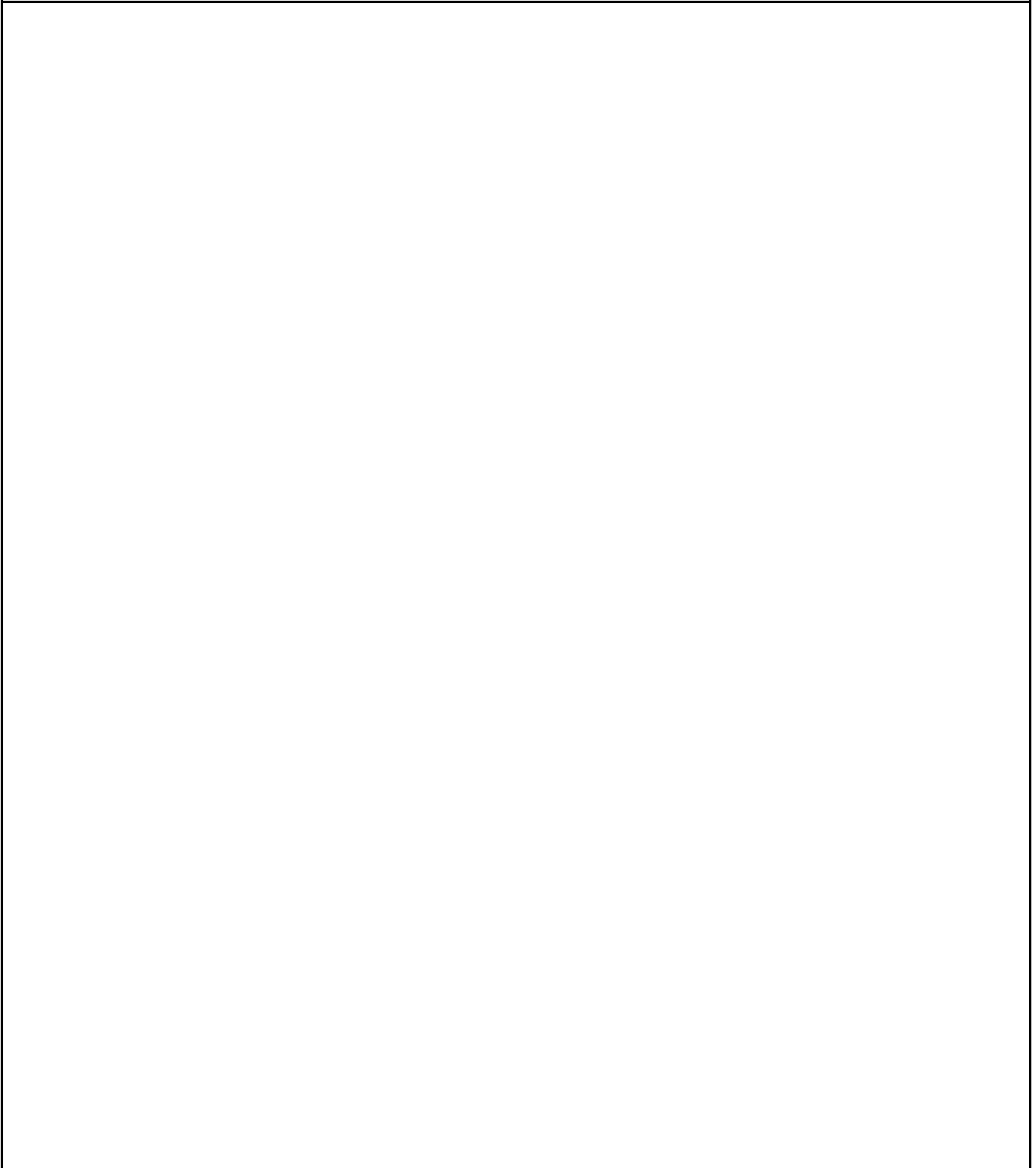


Tuesday: Reading

Chapter 4 Activity

Read chapter 4 to yourself then read it to someone in your house.

Draw a picture here of Mr Big Nose



Tuesday: Oak Trees Information Report

Use the information you collected in your proforma to write and information report on the
Oak Tree

Oak Trees

Introduction

Fact 1

Fact 2

Fact 3

Fact 4

Conclusion (can be an interesting fact)

Tuesday: Maths – Position Test

Answer the following questions. This is a test to test your knowledge of what you have learnt. Take a photo and post on Seesaw or teams for your teacher.

Name: _____

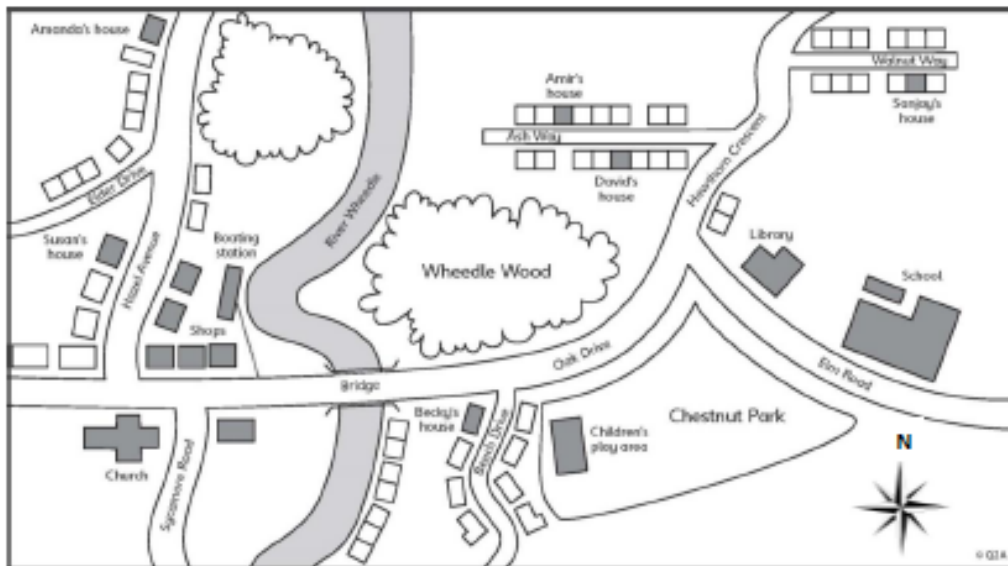
Year Four Position



1. Fill in the missing directions on the compass.



/3



2. After looking at the map above, answer the following questions.

- a. If I walked from David's house to Sanjay's house, what direction would I walk? _____
- b. If I walked from the boating station to the shops, what direction would I walk? _____

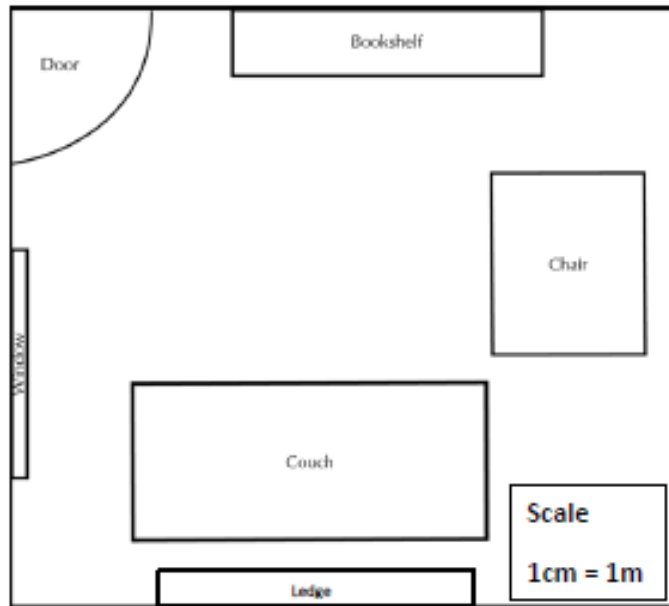
Answer true or false for the following 3 questions.

- c. The library is North West (NW) of the school? _____
- d. The children's play area is South (S) of Wheedle Wood? _____
- e. The church is East (E) of the Boating Station? _____
- f. Draw a car South West (SW) of the church.

/6

Tuesday: Maths – Position Test

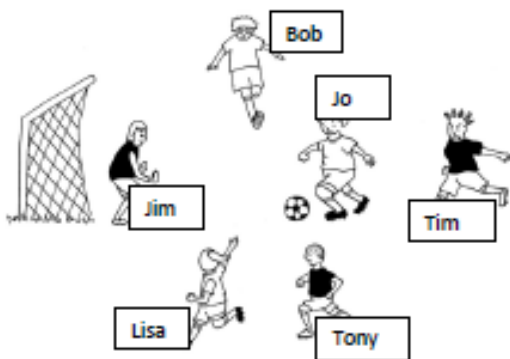
Answer the following questions.



3. Using your ruler and the scale provided, answer the following questions.

- a. How far is the chair from the window? _____
- b. How far is the couch from the bookshelf? _____
- c. What is the distance from the bookshelf to the door? _____

/3



4. In which direction is Jo kicking? _____
5. In which direction is Jim facing? _____
6. If Jo passes off to Tony, in which direction will she kick? _____
7. Draw a player west of Bob.
8. If Tony ran backwards what direction would he be travelling? _____



/5

/17

E	D	C	B	A
0-19%	20%-49%	50-79%	80%-94%	95%-100%

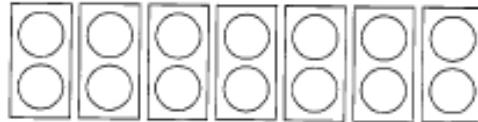
Minute 20



Name: Date:

1. There are sets of two in 14.

$14 \div 2 = \dots\dots\dots$



2. $2 \times 4 = \dots\dots\dots$

3. A pentagon has sides.

4. 63

$- 21$

.....

.....

5. km = 1000 m

6. 14

$+ 13$

.....

.....

7. At the park, Sue counted 4 geese and 12 ducks.

How many fewer geese than ducks were there? fewer geese

8. Which number is the product? $7 \times 6 = 42$

For Questions 9 and 10, circle the figure that is congruent (same shape and size) to the shaded figure.



My score:

10

My time:

minutes

seconds

Minute 20



Name: Date:

1.
$$\begin{array}{r} 91 \\ - 6 \\ \hline \end{array}$$

2. $6 \overline{)48}$

3. Complete the pattern. 5, 10,, 20, 25, 30

4. $7 \overline{)35}$

5.
$$\begin{array}{r} 887 \\ + 7 \\ \hline \end{array}$$

6. $3 \overline{)15}$

7.
$$\begin{array}{r} 54 \\ \times 6 \\ \hline \end{array}$$

For Questions 8 to 10, round the number to the nearest hundred.

8. 621

9. 548

10. 584

My score:

10

My time:

..... minutes

..... seconds

Wednesday: Reading - Passage

Read the passage and answer the questions on the following page. Highlight any tricky words. Use this passage for reading activities if you don't have any books you can use.

Chapter 5

The Drawing Competition

We went to the kitchen table. It's where we do most of our work. Or, rather, in the case of the past year it's where we didn't do most of our work.

But that could soon be fixed. I figured Terry would have a few funny sketches in his drawing folder to get us started. It would simply be a matter of grabbing the best ones, adding a few words and, hey presto, we'd have our new book. No sweat, no worry. We are professional book-writers after all. I mean, you saw our pile of books on page 18.

'Okay,' I said, 'let's see what you've got!'

Terry opened his drawing folder and laid it flat on the table. 'You're going to love this,' he said.

In front of me was a picture of a finger.

'This is just a picture of a finger,' I said.

'Yes,' said Terry proudly. 'But not just any finger ... it's my finger.'

'Uh-huh,' I said. 'What else have you got?'

'I've got a *close-up* picture of my finger,' said Terry.

'And it's labelled.'

I stared at it.

'Well?' said Terry, a big grin on his face. 'What do you think? *Lice* picks, get it? Not *ice* picks ... *lice* picks!'

'Yeah, I get it,' I said. I turned the pages, looking for more pictures, but all I saw was this ... and this ... and this ...

'Is that it?' I said. 'Two pictures? You've had a whole year and you've only come up with *two* pictures? Honestly, Terry! Do you expect me to do *all* the work – the pictures as well as the writing?'

'Of course not,' said Terry, 'you can't *draw*.'

'Yes I can!' I said. 'Drawing is easy. It's coming up with the words that takes real skill.'

'If you think drawing is so easy then let's have a competition,' said Terry, handing me a pencil.

'No problem!' I said.

First we drew a knife.

'That's not a knife,' said Terry. '*This* is a knife.'

Next we drew a worm.

'That's not a worm,' said Terry. '*This* is a worm.'

Next we drew a banana.

'That's not a banana,' said Terry. '*This* is a banana.'

'No,' I said, '*that's* not a banana. This is a banana!'

I picked up the giant banana that Terry had made the day before and charged at him.

'Put the giant banana down, Andy,' said Terry, backing away.

'I'll put it down,' I said, 'when you admit that I'm a better drawer than you are.'

'But you're not.'

'Okay,' I said, 'then I'm sorry to inform you that I'm going to have to whack you over the head with this giant banana.'

'Not it I whack you first!' said Terry, snatching the banana from my hands and whacking me over the head with it.

THOCK!!!

That's when everything went black.

The next thing I knew I was soaking wet and Terry was kneeling in front of me holding an empty bucket.

'I'm so glad you're all right! He said. 'I thought I'd killed you!'

'So did I,' I said. 'I can't believe you whacked *me* with a giant banana!'

‘But you were going to what me with it.’

‘Two wrongs don’t make a right, Terry,’ I reminded him.

‘I suppose not.’ He said. ‘and I’m sorry. But look on the bright side. At least I saved your life by throwing a bucket of water in your face.’

‘But now I’m all wet!’

‘Yes, but at least it’s better than being dead.’

‘I’ll tell you one thing,’ I said, ‘we’re both as good as dead if we don’t stop wasting time and get our book finished.’

‘You mean get our book *started*,’ said Terry. ‘Do you have anything in your writing folder?’

‘Actually, I do have the start of a story,’ I said. ‘And it’s a pretty good one, too.’

‘That’s great,’ said Terry. ‘Let’s see it!’

I grabbed my writing book and began turning the pages.

Once upon a time

‘Great start!’ said Terry. ‘Action- packed! But what happens next?’

‘I’m not sure,’ I said. ‘That’s as far as I got.’

‘That’s it?’ said Terry. ‘Four words?!’

‘Four *pages*,’ I said.

‘Yeah, but it’s still only *four words*,’ said Terry, ‘and one of them isn’t even spelled right. I’m pretty sure it’s “upon”, not “upon”.’

‘Well excuse me, Mr Roald Dahl!’ I said. ‘If you know so much about story writing, why don’t *you* write it?’

‘Because it’s time for my favourite TV show!’ said Terry.

‘What about our book?’ I said.

‘Why don’t you write it while I watch?’

‘Because I can’t write when the TV is on!’ I said. ‘I can’t concentrate!’

‘Then come and watch it with me,’ said Terry, patting the beanbag beside him.

And that's why, instead of working on our book, we ended up wasting half an hour watching the world's dumbest dog on the world's dumbest TV show.

But don't just take my word for it.

See for yourself!



Reading: Wednesday – Chapter 5

1. On the first page of chapter 5 it says:

We went to the kitchen table. It's where we do most of our work. Or, rather, in the case of the past year it's where we didn't do most of our work.

We have all been working from home recently. Rewrite Andy and Terry's paragraph so it shows where and how you've been working from home.

We went to the _____. It's where we do most of our _____ . Or, rather, in the case of the past _____ it's where we _____ .

2. Terry and Andy have a lot of conversations that require speech marks.

'This is just a picture of a finger,' I said.

'Yes,' said Terry proudly. 'But not just any finger ... it's my finger.'

'Uh-huh,' I said. 'What else have you got?'

Andy and Terry use single speech marks like this '
We use double speech marks, or quotation marks like this "

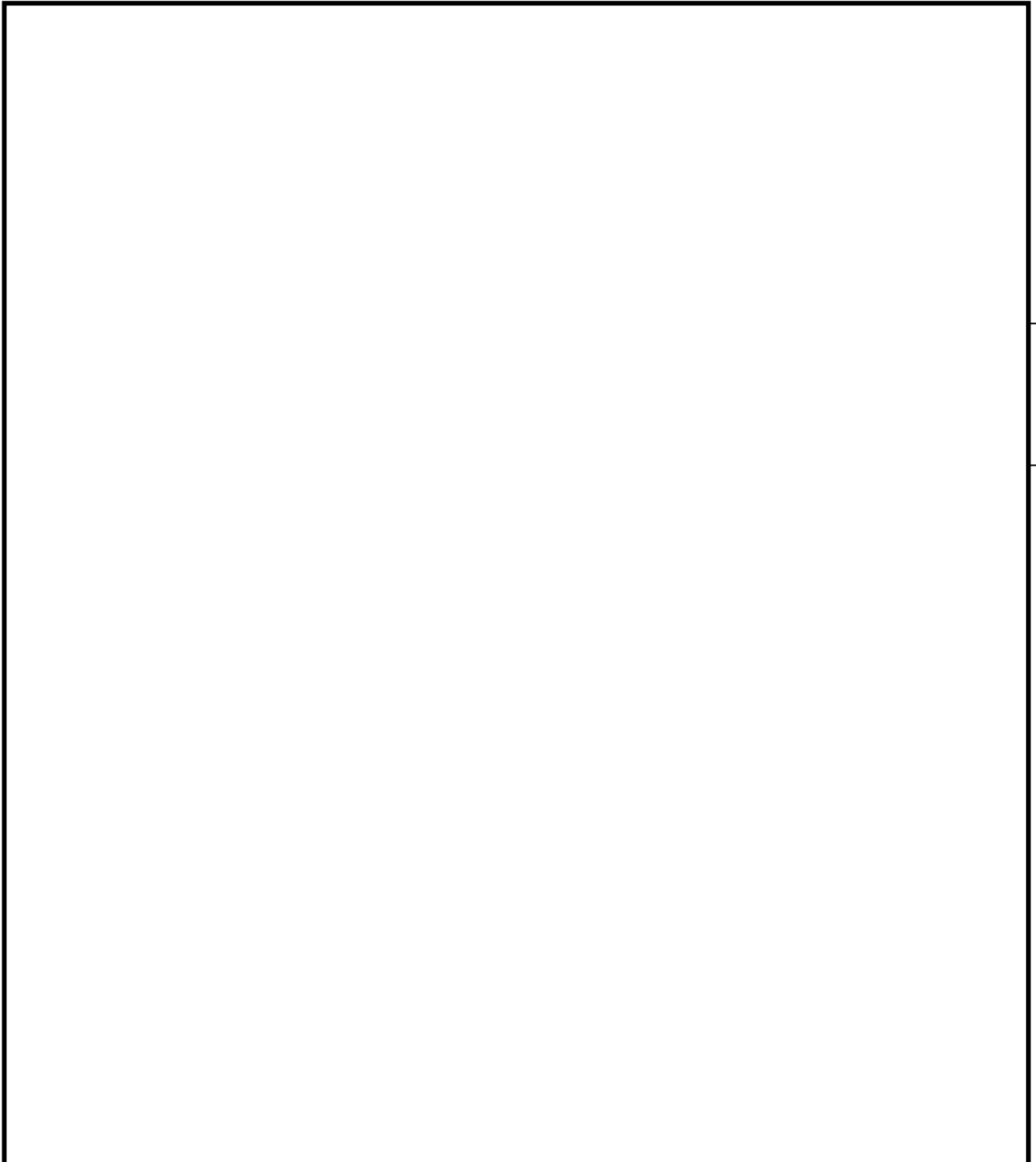
Using double speech marks, add punctuation to the paragraph:

This is just a picture of a finger I said
Yes said Terry proudly But not just any finger it's my
finger
Uh-huh I said What else have you got

Wednesday: Writing

Finish your information report from yesterday. Draw a detailed, labelled picture of an oak tree below.

Picture or Photo of an Oak Tree.



Wednesday: Maths – Multiplication Test

Answer the following questions. This is a test to test your knowledge of what you have learnt. Take a photo and post on Seesaw or teams for your teacher.

Name: _____

Year Four Multiplication



1. Fill in the missing numbers in the table

/12

x	6	9	3	2
2				
4				
8				

2. Fill in the missing numbers in the boxes

/8

a. $2 \times 8 = 16$ so $16 \div 8 = \square$

b. $10 \times \square = 30$ so $30 \div 10 = \square$

c. $\square \times 5 = 25$ so $25 \div \square = \square$

d. $3 \times \square = 18$ so $\square \div 3 = 6$

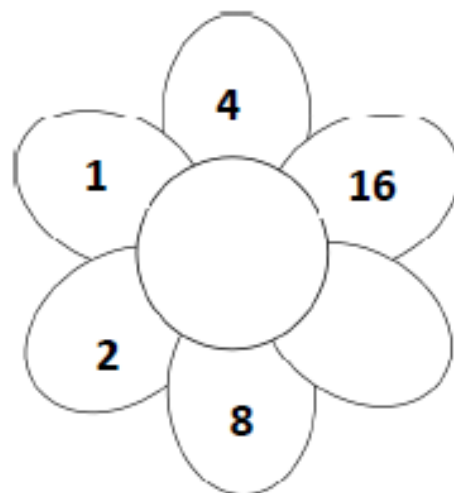
3. What are the missing numbers?

/10

a.



b.



Wednesday: Maths – Multiplication Test

Answer the following questions.

4. Complete the following questions

/4

a. $32 = 8 \times \square$ b. $5 \times \square = 20$

c. $20 \div 5 = 2 \times 2$ True / False

d. $100 \div 25 = 4 \times 3$ True / False

5. Answer the following questions. Show your working out in the boxes below.

/10

a. 13 groups of 2 =

Working space

b. 18 lots of 5 =

Working space

c. Share 16 apples with 4 kids.

Working space

d. Each pencil tin costs \$9. How much will 8 tins cost?

Working space

e. Lucy made 48 cupcakes. She needed to put them into boxes of 6. How many boxes will she need?

Working space

/44

E	D	C	B	A
0-19%	20%-49%	50-79%	80%-94%	95%-100%

Minute 21



Name: Date:

1. $3 \times 3 = \dots\dots\dots$

2. Write 42, 420, 242 and 24 in order from **least** to **greatest**.

.....

3.
$$\begin{array}{r} 54 \\ - 33 \\ \hline \end{array}$$

.....

4. A rectangle has four angles and sides.

5.
$$\begin{array}{r} 53 \\ + 10 \\ \hline \end{array}$$

.....

6. Circle the abbreviation for metre. m mtr M

7. $6 \div 3 = \dots\dots\dots$



8. Haley bought 14 jelly beans and 12 mints.

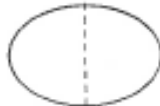
How many sweets did she buy altogether? sweets

In Questions 9 and 10, is this a line of symmetry? Write yes or no.

9.



10.



My score:

10

My time:

..... minutes

..... seconds

Minute 21



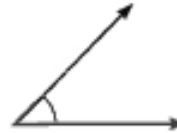
Name: Date:

1. Mara has 7 pencils and Joy has 12 pencils.

How many pencils do they have altogether? pencils

2. Circle the best estimate for the angle.

45° 90° 180°



3.
$$\begin{array}{r} 268 \\ + 14 \\ \hline \end{array}$$

In Questions 4 to 6, which unit would you choose to measure each? Circle the answer.

4. distance around a soccer field

centimetres metres kilometres

5. width of a book

centimetres metres kilometres

6. distance between towns

centimetres metres kilometres

7.
$$\begin{array}{r} 18 \\ \times 5 \\ \hline \end{array}$$

8. $\$10.00 - \$8.50 = \$$

For Questions 9 and 10, write how much time has passed.

9. 5.00 am to 6.25 am = hour(s) and minutes

10. 8.15 pm to 9.30 pm = hour(s) and minutes

My score:

10

My time:

..... minutes

..... seconds

Thursday: Reading

Terry and Andy have a lot of conversations that require speech marks.

‘This is just a picture of a finger,’ I said.

‘Yes,’ said Terry proudly. ‘But not just any finger ... it’s my finger.’

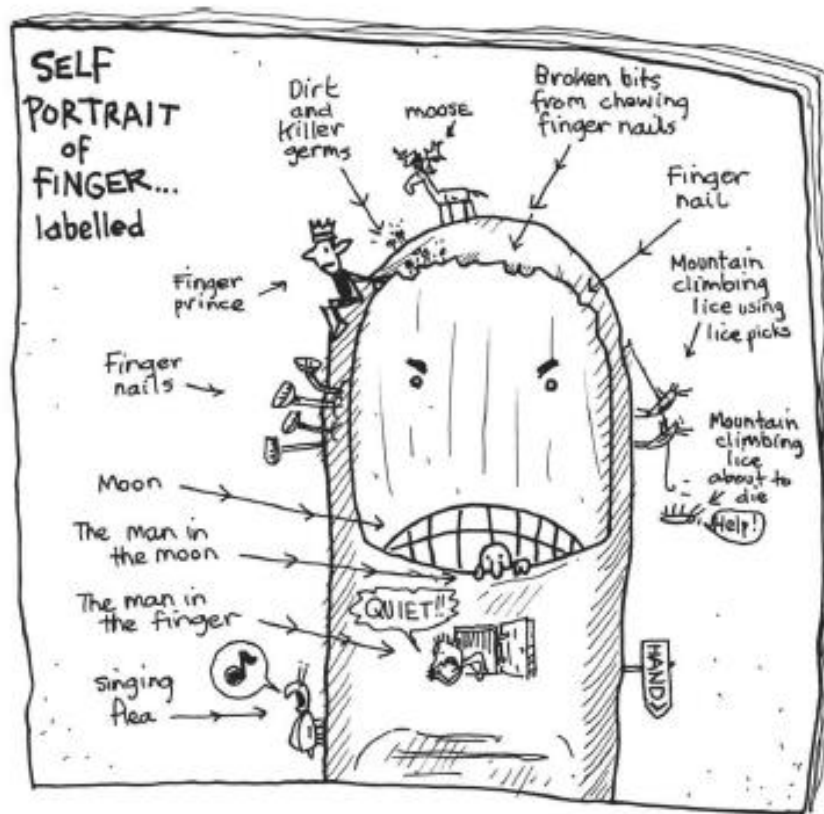
‘Uh-huh,’ I said. ‘What else have you got?’

Andy and Terry use single speech marks like this ‘

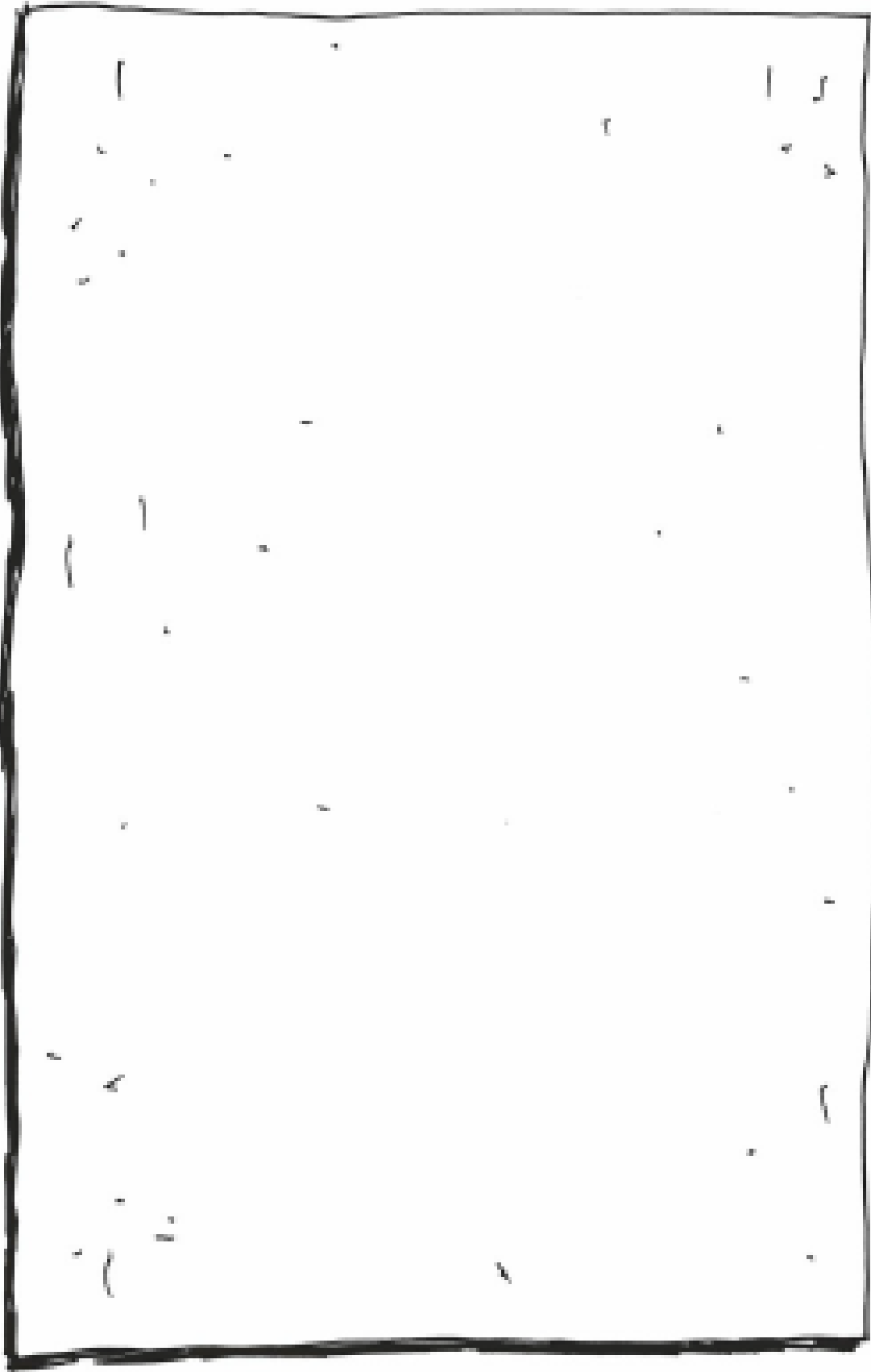
We use double speech marks, or quotation marks like this “

Using double speech marks, add punctuation to the paragraph:

This is just a picture of a finger I said
Yes said Terry proudly But not just any finger it’s my
finger
Uh-huh I said What else have you got



Add a detailed picture of your own finger with clear labels. Use your imagination and sense of humour to add detail.



Roald Dahl

On page 68 of the book Andy refers to Roald Dahl.

‘Well excuse me, Mr Roald Dahl!’ I said. ‘If you know so much about story writing, why don’t you write it?’

‘Because it’s time for my favourite TV show!’ said Terry.

Use <https://www.roalddahl.com> to answer these question:

Name at least 5 books has Roald Dahl written:

1. _____
2. _____
3. _____
4. _____
5. _____

When was Roald Dahl born? _____

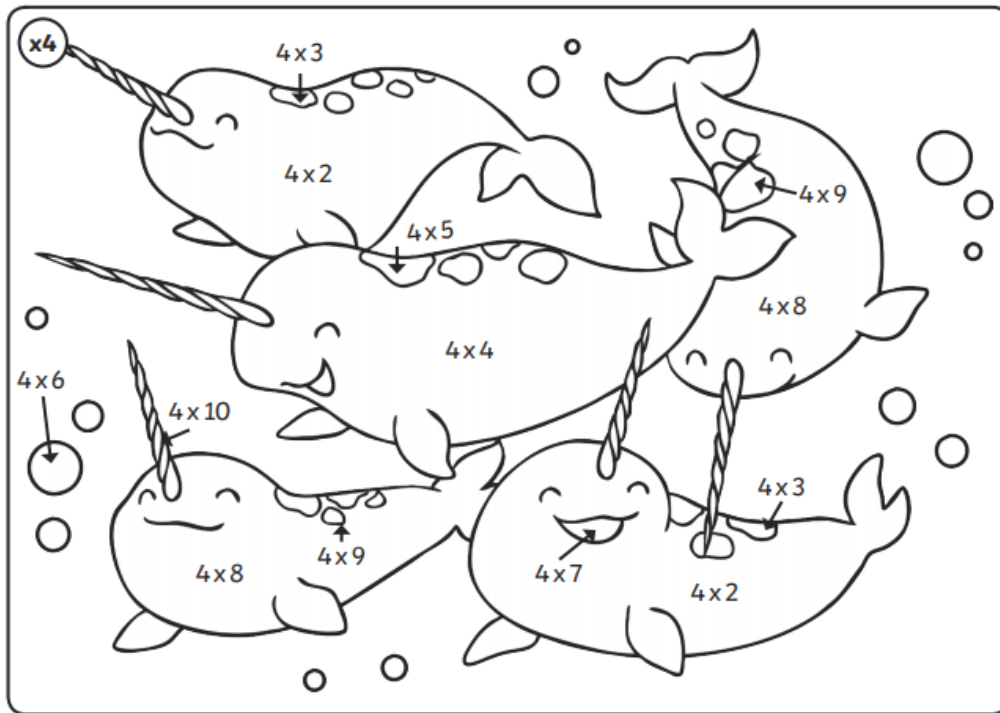
What was his job before he decided to be a writer?

Why do you think Andy makes fun of Terry and calls him Roald Dahl?

Thursday: Maths – Multiplication

Solve the problems and colour the answers in the colour using the key on the right.

Colour by Multiplication



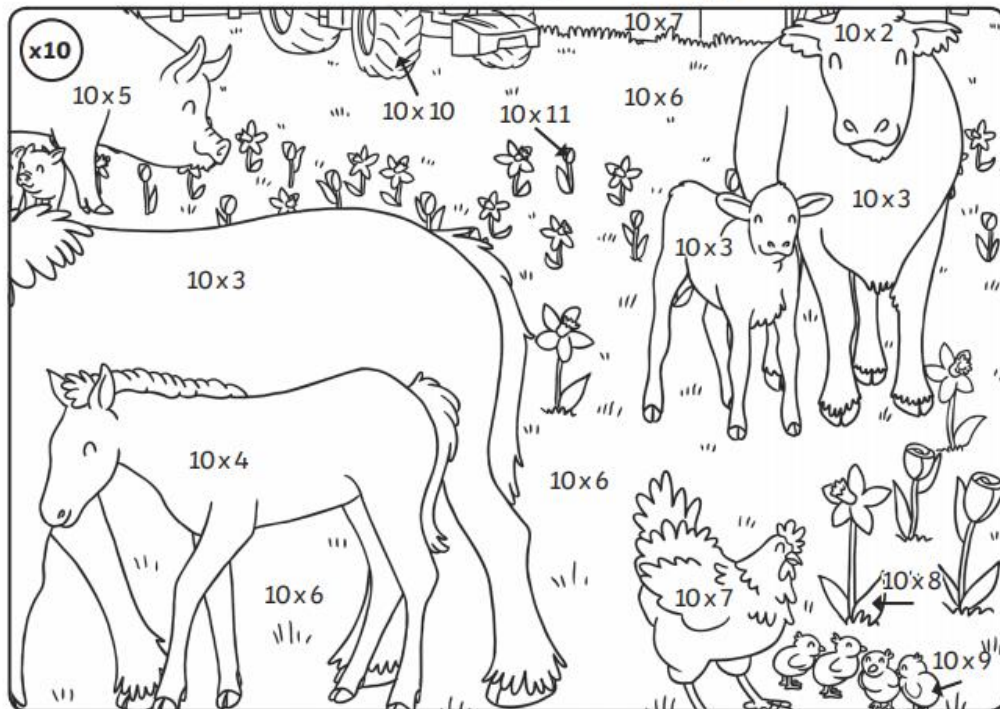
8	grey
12	turquoise
16	bright blue
20	dark blue
24	light blue
28	pink
32	light green
36	dark green
40	light brown

twinkl

visit [twinkl.com](https://www.twinkl.com)



Colour by Multiplication



20	white
30	brown
40	light brown
50	pink
60	light green
70	red
80	dark green
90	yellow
100	black
110	orange

twinkl

visit [twinkl.com](https://www.twinkl.com)



Minute 22



Name: Date:

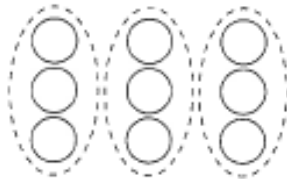
1. Write the fraction of the shaded area.

shaded parts

total parts



2. $9 \div 3 = \dots\dots\dots$



3. Circle the digit in the **ones** place. 921

4. A rectangle has angles and sides.

5.
$$\begin{array}{r} 65 \\ - 22 \\ \hline \end{array}$$

6. 1 metre = centimetres

7. $\$10.00 - \$5.50 = \dots\dots\dots$

8. 1 litre = millilitres

9. $4 \times 7 = \dots\dots\dots$

10.
$$\begin{array}{r} 26 \\ + 21 \\ \hline \end{array}$$

My score:

10

My time:

..... minutes

..... seconds

Minute 22



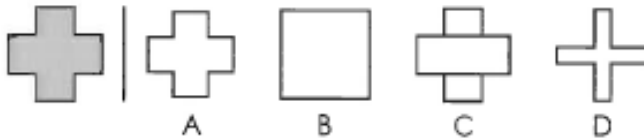
Name: Date:

1.
$$\begin{array}{r} 645 \\ - 28 \\ \hline \end{array}$$

2.
$$\begin{array}{r} 695 \\ + 26 \\ \hline \end{array}$$

3. $42 - 23 = \dots\dots\dots$

4. Circle the figure that is similar to the shaded figure.



5. $8 \overline{)50}^r \dots\dots\dots$

6. Complete the pattern. 8, 16, 24, 32, 40,

7.
$$\begin{array}{r} 42 \\ \times 8 \\ \hline \end{array}$$

For Questions 8 to 10, circle the name of the angle.

8. acute right angle obtuse

9. acute right angle obtuse

10. acute right angle obtuse

My score: 10 My time: minutes seconds

Friday: Grammar

Read the instructions and complete the activities.

WORK SHEET 22

Possessive Pronouns

Possessive pronouns show ownership. NO apostrophe is needed, for example:

my book (mine) his boat (his) their dogs (theirs)
our pets (ours) her doll (hers) your smile (yours)

- 1 Circle the possessive pronouns.
 - a Cody gave his mother a bunch of flowers.
 - b The ball on the roof is mine.
 - c Give the pencil back to Dana. It is hers.
 - d We rode our horses in their paddock.
 - e Put your books on my table please.



- 2 Cut out the possessive pronouns. Paste them in the correct spaces.

yours

their

ours

his

mine

- a Tim fed pet rabbit.
- b We have paid for the ball, so it is .
- c If this hat is , come and get it please.
- d The children took their homework books to teacher.
- e That ruler is . Please give it back to me.

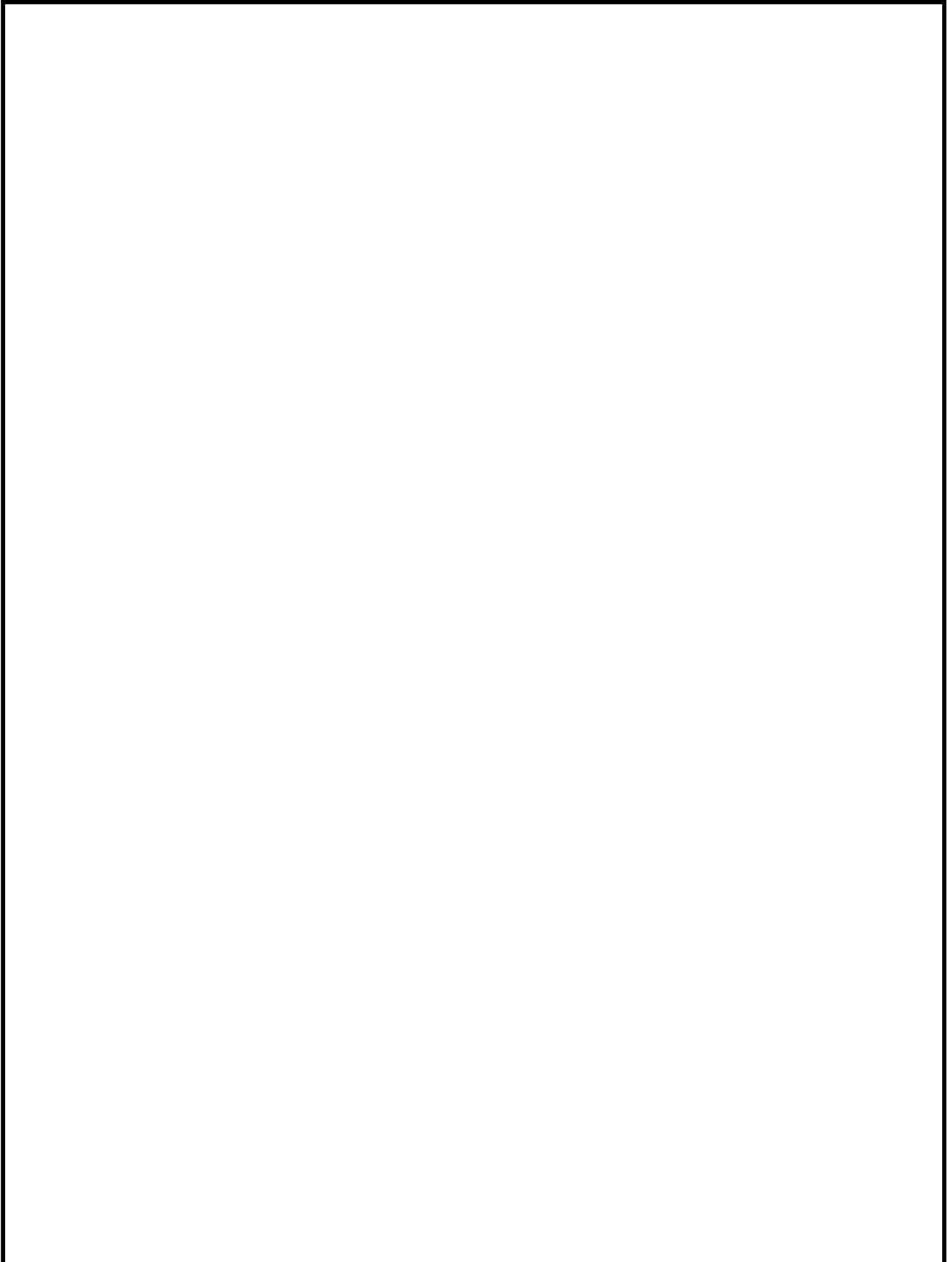


- 3 Complete the sentences with your own ideas.

- a After we had our lunch, _____
- b Put your _____
- c On the last day of their holidays, _____

Friday: Writing

Design a poster using your Oak Tree information.



Friday: Maths – Multiplication

Solve the problems and colour the squares the colours stated. Some squares will be left blank. Once coloured, there will be a picture. Write what this picture is at the bottom of the page.

KS1 Block Adventurer Multiplication Mosaic Activity Sheets

Solve the multiplication problem to reveal a hidden picture. Each answer has a special colour:

20 = purple

30 = peach

40 = brown

60 = blue

All other answers = white

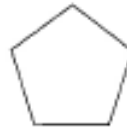
12×2	5×3	11×2	5×1	10×4	8×5	2×8	10×9	2×6	10×10
10×7	6×2	5×1	2×4	5×6	10×3	4×10	4×2	10×10	12×10
1×2	8×10	2×2	10×9	3×10	6×5	5×8	5×3	11×2	5×1
2×3	11×10	2×1	2×12	10×6	5×12	2×9	10×10	3×5	10×12
2×8	2×6	6×5	10×6	12×5	6×10	4×2	9×5	3×2	12×10
11×5	1×2	7×5	7×10	10×6	5×12	10×5	2×7	7×5	10×11
1×5	7×2	5×11	10×5	10×2	4×5	1×2	8×10	2×2	10×9
8×2	10×5	2×2	4×5	8×10	2×10	7×5	10×11	12×10	2×6
10×8	6×2	10×2	2×6	10×5	5×4	10×5	2×7	5×10	5×10

Minute 18



Name: Date:

1. Circle the name of the shape.
 pentagon hexagon octagon



2. Write the fraction of the shaded area.



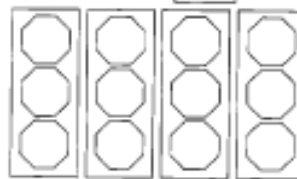
shaded parts



total parts

3. Multiply the numbers. $4 \times 3 = \dots\dots\dots$

4. Write 142, 114 and 287 in order from
least to greatest.



5. $5 + 1 + 4 = \dots\dots\dots$

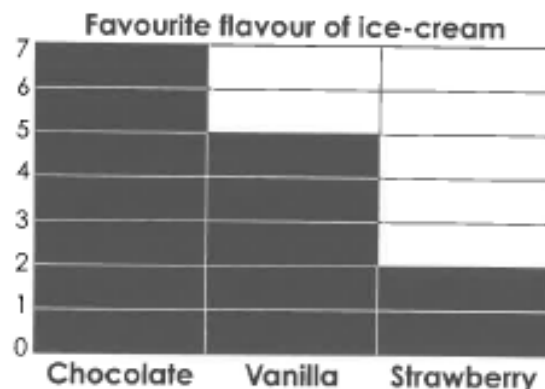
6. Complete the fact family. $9 + 4 = 13$ $4 + 9 = \dots\dots\dots$

$13 - 4 = \dots\dots\dots$ $13 - 9 = 4$

7. $\begin{array}{r} 28 \\ -13 \\ \hline \end{array}$

Use the bar graph to complete Questions 8 to 10.

8. Which ice-cream flavour is most popular?
9. Which ice-cream flavour is least popular?
10. How many more children preferred vanilla than preferred strawberry?
 more children



My score:

10

My time:

minutes

seconds

Minute 18



Name: Date:

1. $5 \overline{)35}$

2.
$$\begin{array}{r} 87 \\ + 6 \\ \hline \end{array}$$

3. $21 \times 10c = \dots\dots\dots c$ or $\$ \dots\dots\dots$

4. $35 + 10 = \dots\dots\dots$

5. A six-pack of juice boxes sells for \$3.60.

How much does each juice box cost? $\dots\dots\dots c$

6. $62 \times 100 = \dots\dots\dots$

7.
$$\begin{array}{r} 65 \\ \times 6 \\ \hline \end{array}$$

8. There are $\dots\dots\dots$ minutes in 2 hours.

9.
$$\begin{array}{r} 85 \\ - 6 \\ \hline \end{array}$$

10. $18 \div 6 = \dots\dots\dots$

My score:

10

My time:

.....
minutes.....
seconds

Journal

Write a paragraph for each journal entry.

Monday: Weekend Recount

Tuesday: What should Terry and Andy write about
in their book?

Wednesday: What is your favourite TV show?
Why?

Thursday: Free Choice

Art: Your Treehouse plan

Science Experiments

Forcing an egg into a bottle



<https://www.wikihow.com/Get-an-Egg-Into-a-Bottle>

Growing a bean in a jar



<https://www.science-sparks.com/bean-in-a-jar/>

Sparkly Explosion



<http://preschoolpowolpackets.blogspot.com/2012/04/science-experiment-sparkly-explosion.html>

Solar Oven



<https://desertchica.com/diy-solar-oven-smores-kids-science-experiment/>

Apple browning



<https://teachbesideme.com/apple-science/>

Rocket balloon car



<https://www.scholastic.com/parents/kids-activities-and-printables/activities-for-kids/math-and-science-ideas/home-science-experiments-rocket-balloon-car.html>

Storm in a glass



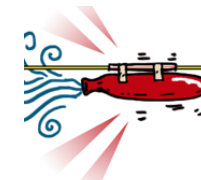
<http://www.sciencefun.org/kidszone/experiments/storm-in-a-glass/>

Paper hovercraft



<http://www.sciencefun.org/kidszone/experiments/paper-hovercrafts/>

Balloon Rocket



<https://sciencebob.com/make-a-balloon-rocket/>

Experiment:

Our question:

Our equipment:

Method: (What did we do?)

Prediction: (What I think will happen)

Results: (What happened and why)



Storm in a Glass

Materials

- Shaving cream
- A large glass
- water
- Food coloring
- A spoon



Instructions:

1. Fill the glass 1/2 full with water
2. Spray some shaving cream on top of the water to fill the glass to $\frac{3}{4}$ full.
3. Use your finger or a spoon to spread the shaving cream evenly over the top of the water. The top of the shaving cream should be flat.
4. Mix $\frac{1}{2}$ -cup water with 10 drops of food coloring in a separate container. Gently add the colored water, spoonful by spoonful, to the top of the shaving cream. When it gets too heavy, watch it storm!

How does it work?

Clouds in the sky hold onto water. They can hold millions of gallons! The layer of shaving cream is our pretend cloud in this experiment. The shaving cream layer can also hold onto water. Clouds can't keep storing more and more water forever, eventually they get too heavy. When that happens, the water falls out (precipitates) as rain, snow, sleet, or hail.

Further Experiments








- Try more water and less shaving cream, or less water and more shaving cream. Which one looks more like a drizzle, and which one looks like a downpour?

Colouring page



Physical Activity

Complete the following challenge and record your results.

NAME: _____ Home Room Teacher:		How many can you do in 100 seconds?
1. 	Jumping Jacks	
2. 	Sit-Ups	
3. 	Hops	
4. 	Toe Touches	
5. 	Push-Ups	
6. 	Step-Ups	
7. 	Jump Rope	

Personal Best Challenge: Complete each of these activities and record how many you can do in 100 secs. Keep your sheet or take a photo of your results.

You will do this challenge again in **week 10**. I wonder how much you will improve?

What can **you do** to make sure that you do improve?

****Remember, the goal is to be able to do more next time you complete the challenge****

PD/H/PE

Read the following information and answer the questions on the following page.

Being Safe in the Community and at Home Road Safety

Activity 3 – Identifying Distractions

Pedestrian Crossing Safety



When we are outside walking or playing there are many distractions that can lead to an unsafe choice. These include animals, chasing balls, playing with friends, listening to music or focusing on a phone or device. When you are a pedestrian you need to always remember to make safe choices as your safety is very important.

Discuss with a family member what distractions there are and how they could be dangerous.

List 5 possible distractions you might face in the community and how to avoid them.

Name _____

Worksheet 29

≡ **FLIP-OVER BOOKMARK** ≡

Create a unique bookmark inspired by the book *The 13-Storey Treehouse*.
One side should represent Andy and the other side should represent Terry.
When you are finished cut them out and glue them back to back and you will
have very interesting flip-over bookmark.

