

YEAR 4

LEARNING  
- FROM -

• HOME •



Week 1

# ABOUT THIS PACK

This teaching resource pack has been handpicked by the Teach Starter team to include a range of resources that can be completed at home by children with the assistance of their parents or guardians.

The pack includes resources covering the key learning areas of English, Maths and Science, along with some additional craft and mindfulness activities - all for free!

In the rare event of a school closure or if a student needs to work remotely, this pack can be sent home with students or passed on directly to parents and guardians digitally to allow for students to complete the work with minimal preparation and supervision.

The pack is designed to allow for non-teachers to understand and implement the activities in a home environment without requiring additional resources found in a classroom. The pack can be completed digitally on a tablet/iPad or with pen and paper when printed.

## How to Use This Pack

A timetable suggesting a day of the week and a time of the day for students to complete each resource is included. The pack also includes an editable version that you can adjust to suit your needs.

The amount of time you allow for a child to complete each task should be tailored to their needs. As a rule of thumb, give them as much time as they need, but watch for signs of fatigue that suggest they may need a break.

Whether following the suggested timetable or setting your own, be sure to include meal breaks and – most importantly – time to play! We recommend bundling this pack with your own home-learning activities, such as reading, outdoor play, fine motor skills games and craft activities.

## Share This Pack with Parents, Students, and Other Teachers!

This pack has been created specifically to support teachers, guardians and parents with children who are learning remotely, so feel free to share it with others. You can share it by copying the URL in the address bar of your browser, or by clicking on the envelope icon above to send the link to an email address. You can also download the pack and email the PDF document itself.

Teach Starter's mission is to make every classroom buzz. We hope your children will be 'busy bees' working on these resources in their home or virtual classroom environment.

## Learning From Home – Week 1

Day 1	Day 2	Day 3	Day 4	Day 5
<b>LITERACY</b> <i>Reading</i> <b>Comprehension – Brilliant Bike Riding</b>  <i>Spelling</i> <b>Word Work Grid – V1</b> Select 3 activities off the grid to complete using your spelling words.	<b>LITERACY</b> <i>Reading</i> <b>Comprehension – The Big Race!</b>  <i>Grammar</i> <b>Verb Past Tense Worksheet</b>  <i>Editing</i> <b>Bees</b> Edit the piece of text.	<b>LITERACY</b> <i>Reading</i> <b>Comprehension – Mr. and Mrs. Jones</b>  <i>Narrative Writing</i> <b>The Shoe</b> Plan a narrative story using the provided template.	<b>LITERACY</b> <i>Reading</i> <b>Comprehension – Ice Hockey</b>  <i>Narrative Writing (cont.)</i> <b>The Shoe</b> Write a narrative text.	<b>LITERACY</b> <i>Reading</i> <b>Book Review</b>  <i>Spelling</i> <b>Word Work Grid – V1</b> Select 3 activities off the grid to complete using your spelling words.  <b>Spelling Test</b>
Morning Tea	Morning Tea	Morning Tea	Morning Tea	Morning Tea
<b>NUMERACY</b> <i>Word Problems</i> <b>Word Problems</b> Complete 1–4 of the addition and subtraction word problems.  <i>Maths Investigation</i> <b>Fly that Flag</b> Read the task sheet and complete steps 1–3 of the procedure.	<b>NUMERACY</b> <i>Operations</i> <b>5 × Colour Fun!</b> Complete the sums and colour the pattern.  <i>Maths Investigation (cont.)</i> <b>Fly that Flag</b> Complete the remaining steps and the <b>Reflection</b> page.	<b>NUMERACY</b> <i>Word Problems</i> <b>Word Problems</b> Complete 5–8 of the addition and subtraction word problems.  <i>Maths Activity</i> <b>Pandora's Party Palace</b> Use the price sheets provided to answer 6 questions.	<b>NUMERACY</b> <i>Word Problems</i> <b>Word Problems</b> Complete 9–12 of the multiplication and division word problems.  <i>Maths Activity (cont.)</i> <b>Pandora's Party Palace</b> Use the price sheets provided to answer 6 different questions.	<b>NUMERACY</b> <i>Word Problems</i> <b>Word Problems</b> Complete 13–16 of the multiplication and division word problems.  <i>Shape</i> <b>3D Popcorn Box Template</b> Design a label and assemble a 3D popcorn box from its net.
Lunch	Lunch	Lunch	Lunch	Lunch
<b>SCIENCE</b> <b>My Ecological Footprint</b>	<b>SCIENCE</b> <b>The Cosmic Dance of the Sun, Earth and Moon</b>	<b>CRAFT</b> <b>Personal Coat of Arms</b> Follow the instructions and create a personal coat of arms.	<b>RESEARCH</b> <b>'10 Fun Facts' Template</b> Choose a topic and research 10 interesting facts.	<b>MINDFULNESS</b> <b>Mindfulness Colouring Horse</b>

# CONTENTS

## Day 1

### LITERACY

#### *Reading*

##### **Comprehension – *Brilliant Bike Riding***

A comprehension worksheet that allows children to work on finding the main idea of a text. Children read the text and answer the questions, either in a workbook or using the sheet provided. There is also a Crazy Creative Challenge that can be completed.

#### *Spelling*

##### **Word Work Grid – V1**

Children select 3 activities from the grid to complete using their spelling words. If they do not have a list of spelling words, read through a book together and select any words they are unfamiliar with. The activities can be completed using the provided templates or in a workbook.

### NUMERACY

#### *Word Problems*

##### **Maths Word Problem Cards – Addition and Subtraction**

Children complete problems 1–4 in their workbooks.

#### *Maths Investigation*

##### **Fractions – Fly that Flag**

In this investigation, the children must use their knowledge and understanding of unit fractions to design a class flag. They will work through the first 3 steps of the procedure documenting on the Recording and Explaining worksheet as they progress.

### SCIENCE

##### **My Ecological Footprint Worksheet**

A worksheet for children to evaluate their family's activities and how they affect the environment.



## Day 2

### LITERACY

#### *Reading*

#### **Comprehension – *The Big Race***

A comprehension worksheet that allows children to work on the comprehension strategy understanding sequence. Children read the text and answer the questions either in a workbook or using the sheet provided. There is a Crazy Creative Challenge that can be completed also.

#### *Grammar*

#### **Verb Past Tense Worksheet**

Children add simple past tense verbs to complete the sentences.

#### *Editing*

#### **Bees**

Children use the editing symbols provided to edit the text and then rewrite it correctly. There are twenty errors.

### NUMERACY

#### *Operations*

#### **5 × Colour Fun!**

Children find the answer to each multiplication sum and then colour that section the corresponding colour represented in the table provided.

#### *Maths Investigation (cont.)*

#### **Fractions – Fly that Flag**

Children work through the remaining steps of the procedure and complete the Reflection sheet.

### MINDFULNESS

#### **Mindfulness Colouring – Horse**

## Day 3

### LITERACY

#### *Reading*

##### **Comprehension – Mr. and Mrs. Jones**

A comprehension worksheet that allows children to work on the comprehension strategy of compare and contrast. Children read the text and answer the questions, either in a workbook or using the sheet provided. There is also a Crazy Creative Challenge that can be completed.

#### *Narrative Writing*

##### **Narrative Writing Stimulus – The Shoe**

Children use the stimulus, which includes graphics and prompts, to construct a narrative text with the topic 'The Shoe'. Children focus on planning their story using the Narrative Planning Template as a scaffold.

### NUMERACY

#### *Word Problems*

##### **Maths Word Problem Cards – Addition and Subtraction**

Complete problems 5–8. Children can complete these word problems in their workbook.

#### *Maths Activity*

##### **Pandora's Party Palace**

Children use these problem-solving task cards in association with the stimulus to work with money in a real-world context. Answer 6 questions.

### CRAFT

##### **Personal Coat of Arms**

Children follow the instructions to create their own coat of arms reflecting their own skills, interests and goals. Optionally, help guide research to discover their own family crest.

## Day 4

### LITERACY

#### *Reading*

##### **Comprehension – Ice Hockey**

A comprehension worksheet that allows children to work on the comprehension strategy of finding word meaning in context. Children read the text and answer the questions either in a workbook or using the sheet provided. There is a Crazy Creative Challenge that can be completed also.

#### *Persuasive Writing*

##### **Narrative Writing Stimulus – The Shoe**

Children use their planning work as a base and write their narrative story. Children are encouraged to reread and edit their work.

### NUMERACY

#### *Word Problems*

##### **Maths Word Problem Cards – Addition and Subtraction**

Complete problems 9–12. Children can complete these word problems in their workbook.

#### *Maths Activity (cont.)*

##### **Pandora's Party Palace**

Children use these problem-solving task cards in association with the stimulus to work with money in a real-world context. Answer 6 different questions.

### RESEARCH

##### **'10 Fun Facts' Template**

Children choose a topic of interest to them. They fill in the template with 10 interesting facts that people might not know about the topic. Provide assistance while the children are researching the subject.

## Day 5

### LITERACY

#### *Reading*

##### **Book Review**

Children pick a recent text they have read and then complete the Book Review template.

#### *Spelling*

##### **Word Work Grid – V1**

Children select 3 activities from the grid to complete using their spelling words. If they do not have a list of spelling words, read through a book together and select any words they are unfamiliar with. The activities can be completed using the provided templates or in a workbook.

##### **Spelling Test**

Read out the spelling list for children and have them spell the words in their workbook.

### NUMERACY

#### *Word Problems*

##### **Maths Word Problem Cards – Addition and Subtraction**

Complete problems 13–16. Children can complete these word problems in their workbook.

#### *Symmetry*

##### **3D Popcorn Box Template**

Children design a label for a popcorn box by drawing and colouring. They then cut and assemble the box relating the 2D net to the faces, edges and vertices of the 3D object.

### SCIENCE

##### **The Cosmic Dance of the Sun, Earth and Moon**

Children read the aim of this task and follow the assembly instructions.

## Brilliant Bike Riding

Bike riding is a great activity to do with your friends and family to keep fit and have fun. However, it is important that you stay safe during your bike ride.

Before you ride your bike, you should check a few things. Firstly, make sure your brakes are working and the blocks are not worn down. Secondly, check that your bike chain is oiled and not too loose. Thirdly, make sure that both the front and back tyres have plenty of air in them. Next, check the height of your seat. Your toes should be able to reach the ground. Finally, always wear a correctly-fitted helmet, bright clothing and check that your shoe laces are tied up.

During your bike ride, it is important to ride responsibly, even with your friends. If you are under the age of twelve, you should have an adult supervising you. It is a good idea to plan your bike ride to avoid heavy traffic areas and, where possible, use bike tracks. Remember to be safe and have fun!



## Brilliant Bike Riding

1. What is the main idea of this text?
2. What are three details that support the main idea?
3. Carefully read the text.  
Underline any words which are repeated, or seem important. Write them down.
4. Another good title for this text could be.
  - a) Bike Riding Safety.
  - b) I Like Bike Riding.
  - c) Boring Bike Riding.
  - d) Leslie's Bike Riding Fun.

### CRAZY CREATIVE CHALLENGE

Write about a time you had fun bike riding with your family or friends.

If you haven't been riding before, then make up a story about a bike ride.

Name \_\_\_\_\_

Date \_\_\_\_\_

## Brilliant Bike Riding

1. What is the main idea of this text?

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2. What are three details that support the main idea?

Detail 1: \_\_\_\_\_

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Detail 2: \_\_\_\_\_

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Detail 3: \_\_\_\_\_

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3. Carefully read the text.

Underline any words which are repeated, or seem important. Write them down.

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4. Another good title for this text could be

- a) Bike Riding Safety.
- b) I Like Bike Riding.
- c) Boring Bike Riding.
- d) Leslie's Bike Riding Fun.

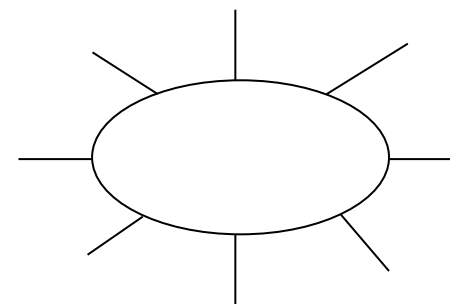
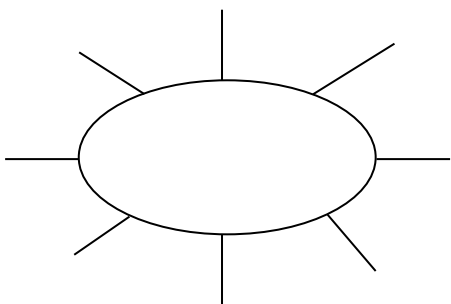
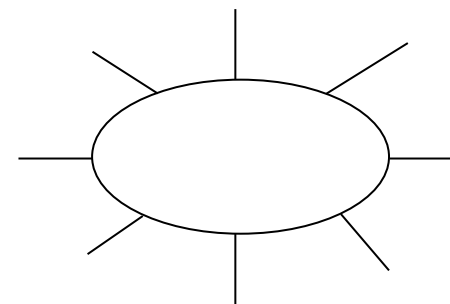
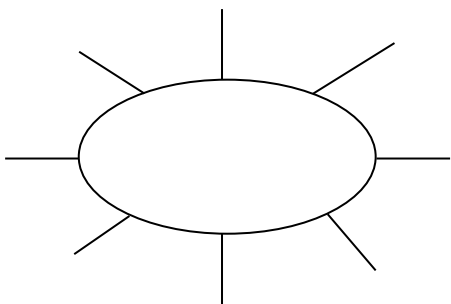
## **Word Work Grid**

Complete each of the activities in this grid. Write the date you completed each activity on the line provided.

<p><b>Syllable Sort</b> Write your spelling words in order from the least amount of syllables to the most. Words with the same number of syllables should be in alphabetical order.</p> <p>Date: _____</p>	<p><b>Odd One Out</b> For each of your spelling words, write four words. One is your spelling word, two relate to your spelling word and one is the odd word out that doesn't fit with the other two.</p> <p>Date: _____</p>	<p><b>Wacky Words</b> On a sheet of paper, write your spelling words in different directions, filling up the whole sheet. Use different colours and types of writing for each word.</p> <p>Date: _____</p>	<p><b>Word Detective</b> Write three clues about each of your spelling words. Ask someone to try to guess your spelling words using your clues.</p> <p>Date: _____</p>	<p><b>Digging in the Dictionary</b> Use a dictionary to find the definition and write a sentence for each of your spelling words.</p> <p>Date: _____</p>
<p><b>Rhyming Wheels</b> Think of as many words as you can that rhyme with your spelling words.</p> <p>Date: _____</p>	<p><b>Alliteration</b> Write a sentence for each of your spelling words using as much alliteration as possible.</p> <p>Date: _____</p>	<p><b>Sentence Smart</b> Write a sentence for each of your spelling words.</p> <p>Date: _____</p>	<p><b>Story Time</b> Write a story using as many of your spelling words as you can. Underline each of your spelling words.</p> <p>Date: _____</p>	<p><b>Sort Them Out</b> Sort the words on your spelling list into three different categories of your choice.</p> <p>Date: _____</p>
<p><b>Word Search</b> Create your own word search using all the words on your spelling list.</p> <p>Date: _____</p>	<p><b>Handwriting Hero</b> Write out your spelling words in your very best cursive hand writing.</p> <p>Date: _____</p>	<p><b>Letter Lingo</b> Write a letter to a friend. Use as many spelling words in your letter as you can.</p> <p>Date: _____</p>	<p><b>Words Within Words</b> Make a list of as many smaller words as you can find from your spelling list.</p> <p>Date: _____</p>	<p><b>Code Breaker</b> Use the code guide to make a code for each of your spelling words.</p> <p>Date: _____</p>

## Rhyming Wheels

Write as many words as you can that rhyme with the sound in the rhyming wheel. Use the alphabet at the bottom to help you think of more words.



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



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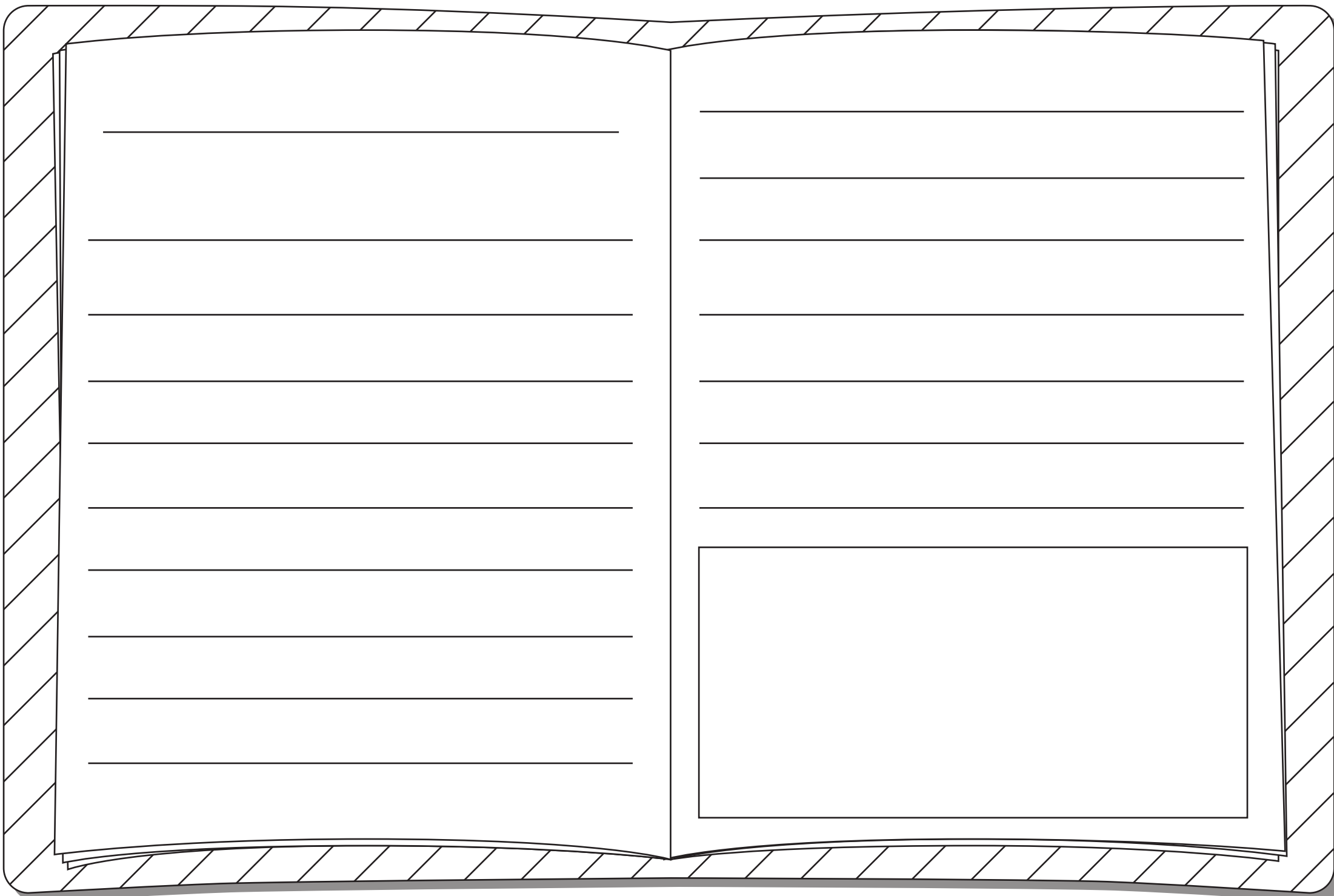
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\_\_\_\_\_



## Code Breaker

Write the numbers under each letter in your spelling word. Ask a partner to try and crack your code.

a	b	c	d	e	f	g	h	i	j	k	l	m
1	2	3	4	5	6	7	8	9	10	11	12	13

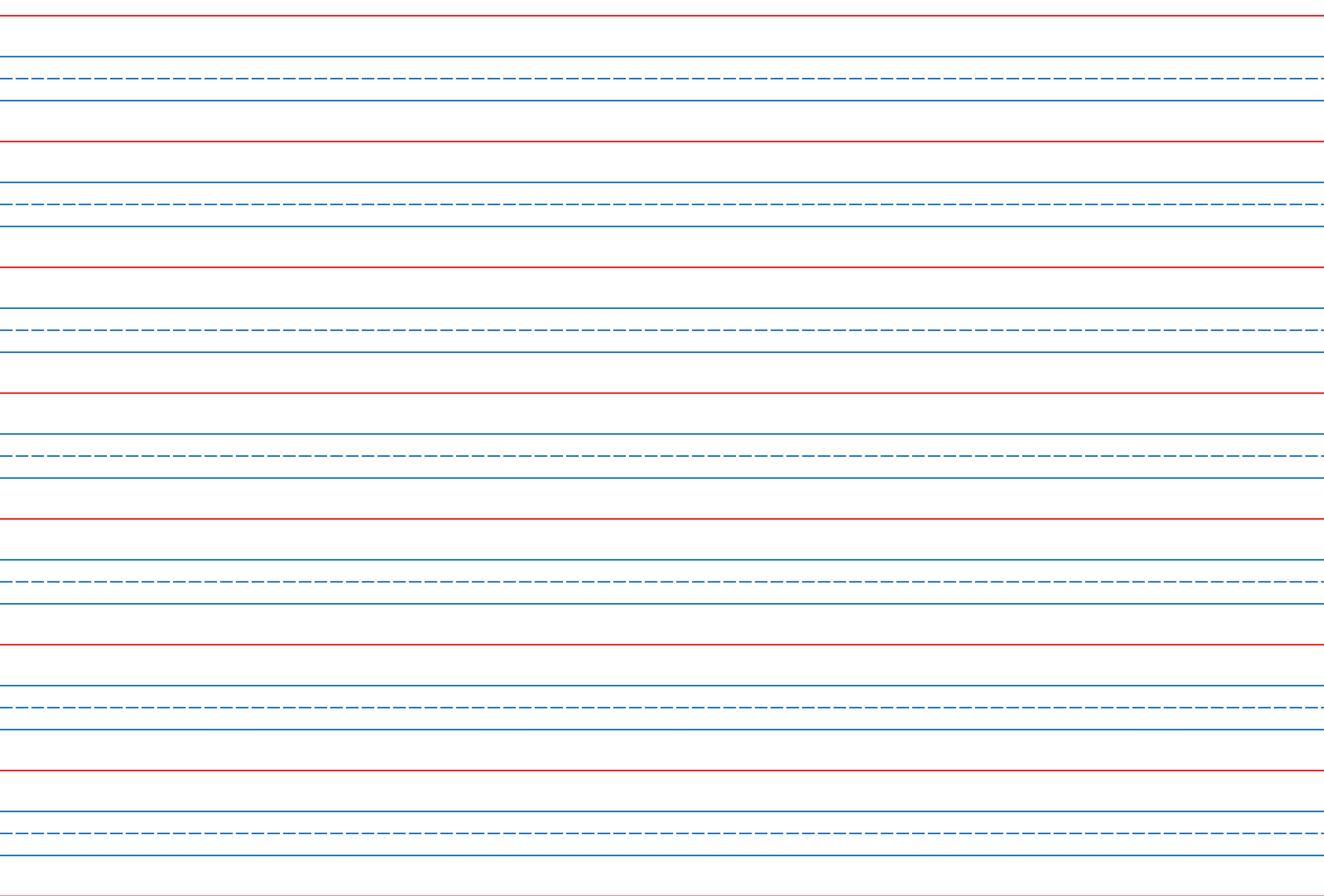
n	o	p	q	r	s	t	u	v	w	x	y	z
14	15	16	17	18	19	20	21	22	23	24	25	26

Code	Spelling Word
12, 9, 20, 20, 12, 5	little

## **Digging in the Dictionary**

Write your spelling word in the first column, the definition from the dictionary in the second column and the word in a sentence in the third column.

<b>Spelling Word</b>	<b>Definition</b>	<b>Sentence</b>





## **Odd One Out**

Write four words for each of your spelling words. One is your spelling word, two relate to your spelling word and one is the odd word out that doesn't fit with the other three.

e.g. happy, joyful, angry, cheerful

a) \_\_\_\_\_

b) \_\_\_\_\_

c) \_\_\_\_\_

d) \_\_\_\_\_

e) \_\_\_\_\_

f) \_\_\_\_\_

g) \_\_\_\_\_

h) \_\_\_\_\_

i) \_\_\_\_\_

j) \_\_\_\_\_

k) \_\_\_\_\_

l) \_\_\_\_\_

m) \_\_\_\_\_

n) \_\_\_\_\_

o) \_\_\_\_\_

## **Sort Them Out**

Choose three different categories to sort your spelling words. A spelling word may go in more than one category.

<b>Category 1:</b>	<b>Category 2:</b>	<b>Category 3:</b>



## **Word Detective**

Write three clues about each of your spelling words. Ask someone to try to guess your spelling words using your clues.

a) \_\_\_\_\_

b) \_\_\_\_\_

c) \_\_\_\_\_

a) \_\_\_\_\_

b) \_\_\_\_\_

c) \_\_\_\_\_

a) \_\_\_\_\_

b) \_\_\_\_\_

c) \_\_\_\_\_

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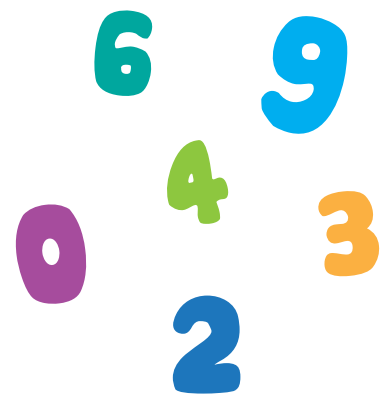
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**1.** Shinji is 182 cm tall. Jane is 169 cm tall. If Brian is 15 cm taller than Jane, what is the combined height of all three people?



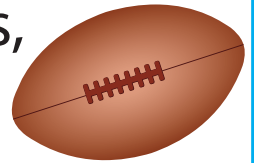
**2.** What is the difference between the largest and smallest number that can be made with the digits 6, 4, 9, 3, 0, 2?



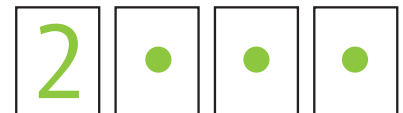
**3.** Janine wanted to buy a new laptop. The laptop costs \$1299, but has been reduced by \$249. If Janine has \$3423 in savings, how much money will she have left after she purchases the discounted laptop?



4. The red team played five games of football. They lost the first game 1-3. They won the second and third games 2-1 and 4-0 respectively. The fourth game was a 2-2 draw. If they scored 12 goals and conceded 7 over the five games, what was the score of the last game?



5. Mohammad has forgotten his password! He knows the first number and had written down sums to calculate the other three numbers. The third number equals the second number plus the first. The fourth number equals the third number minus 2. The second number equals the first number plus 4. If the first number is 2, what is the password?



6. In a game of darts, my opponent had scored 321 points. I was 126 points behind my opponent and then scored the following points: 60, 6, 5, 3, 18, 5, 14, 22. Am I winning or losing?



**7.** Neil decided to train for cross-country. On the first day of training he ran 3.2 km. On the second day he ran 5.4 km. On the 3rd and 4th day he ran a total of 8.9 km. If he ran 22 km in total after five days of training, how far did he run on the fifth day?



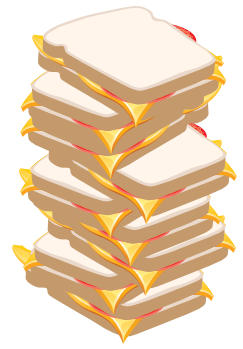
**8.** There were 93 people on the high-speed train. 23 got off at the first station and 48 got off at the third station. If there are 5 people left on the train at the fourth station, how many got off at the second station?



**9.** A shop buys skateboards for \$83 and sells them for \$159.95. If they have a sale and sell them for \$20 less, what is the profit on each skateboard sold?



**10.** How many sandwiches were sold in total? 15 chicken were sold. Vegetarian sold 8 less than chicken. Beef was the most popular sandwich and sold 14 more than vegetarian.



**11.** A total of 96 239 fans attended the grand final of the World Cup. If 36 829 supported Germany and 48 293 supported Argentina, how many neutral supporters were in the stadium?



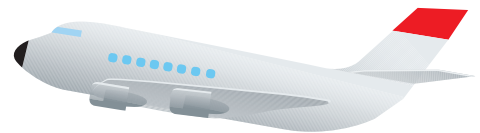
**12.** Susan loves sushi! She ordered a plate with 4 chicken and avocado rolls, 6 California rolls and 3 prawn rolls. Her second plate had two less of each. How many sushi rolls did she have in total?



**13.** Kevin is great at basketball. His team scored 24 points in the first quarter, 32 in the second, 19 in the third and 25 in the fourth. If his team mates scored 54 points, how many points did Kevin score?



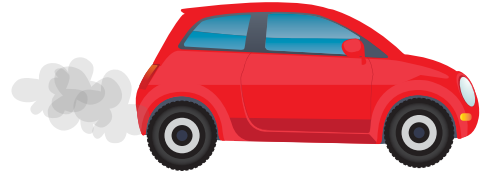
**14.** Jill's family fly 8 432 km to arrive at their favourite holiday destination. They are in mid-air and have flown 6 212 km. If the plane's tank of fuel can allow it to fly for 12 000 km, how much further could they fly from their current location?



**15.** The class had their biggest exam of the year. The first half of the exam took 1 hour 40 minutes. They were allowed a 30 minute break before beginning the second part of the exam. If the exam began at 11.00 am and finished at 2.00 pm, how long did the second half of the exam take?



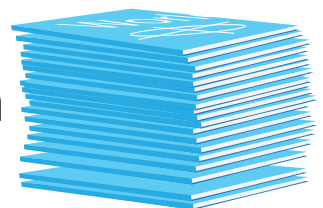
**16.** The car's tank had 8.2 L of fuel remaining. It used 1.8 L driving to the supermarket and 2.4 L driving to the beach. If it needs 6 L to travel to the petrol station, will it make it without running out of fuel?



**17.** Scott wanted to get to work at 8.00 am sharp. He stops at the shops for 13 minutes, after walking for 19 minutes. He then catches a bus for 32 minutes, then walks an additional 6 minutes. What time does he leave home?

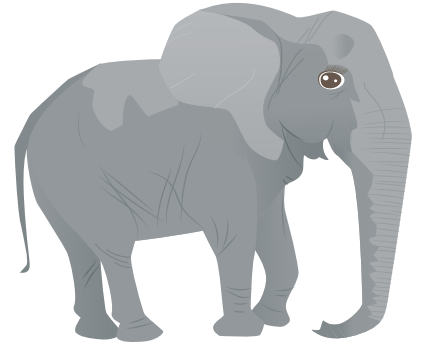


**18.** The book stand sold 678 magazines in the first month and 46 less than that in the second month. How many magazines did they sell in these two months?





**19.** There are 88 elephants in the herd. 36 are male adults and 23 are children of which 10 are male. How many females are there in the herd?



**20.** On Monday, Jose had 198 apples, 139 oranges, and 55 pears available at his shop. That day, he sold 15 apples, 22 oranges, and 18 pears. How many pieces of fruit were remaining on Tuesday?





## The Scenario

Your school is holding a mini-Games, where each class will compete against the others in a range of sports. The mini-Games will begin with an opening ceremony, where each class will walk around the school oval together. A class representative will walk at the front of each group, holding and waving the class flag. Your teacher has asked each student in your class to submit a design for the class flag. The class will then vote on the best design. The most popular design will be used for the opening ceremony of the school mini-Games.

## The Task

Design a class flag to be displayed during the opening ceremony of the school mini-Games. Include all design elements and follow all spacing guidelines, set out below.

## Design Elements

Your teacher has decided that the class flag **must** include the following elements:

- the name of your class
- a picture or symbol to represent your class
- a colourful pattern, consisting of lines or shapes
- the school colours of red, blue and yellow.

Your teacher does not like the colours white or black. These **must not** be included on the flag.

## Spacing Guidelines

Your teacher is also very particular about how much space each element can occupy on the flag. You must follow the following guidelines when designing your flag:

- the class name must take **up at least**  $\frac{1}{5}$  of the space on the flag
- the picture or symbol must take up **at least**  $\frac{1}{8}$  of the space on the flag
- the colourful pattern must take up **no more than**  $\frac{1}{4}$  of the space on the flag
- the school colours must appear on **no more than**  $\frac{1}{2}$  of the flag.



## The Procedure

### 1. Check your understanding of the task

Carefully read through the task, the list of design elements and the spacing guidelines. If there are any instructions that you do not understand, ask your teacher to explain them to you.

### 2. Plan and sketch your design

Use your knowledge and understanding of unit fractions to plan and sketch a design for your class flag. A blank flag template is provided for you.

### 3. Check your design

Reread the list of design elements and spacing guidelines for the flag design. Carefully check that your design includes all of the design elements and meets each of the spacing guidelines.

### 4. Record and explain your choices

Use the table provided to explain how much space you used for each design element. Use words and numbers to prove how these choices meet the spacing requirements set out by the teacher.

### 5. Create your flag

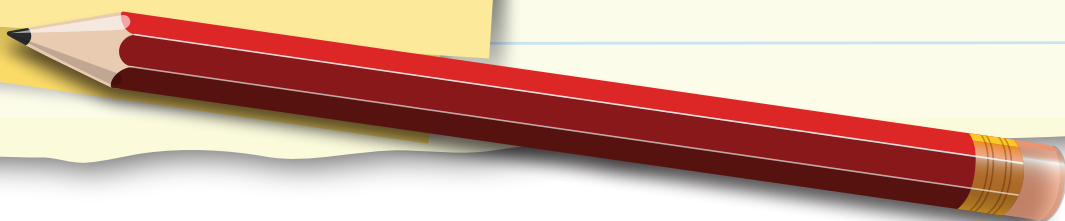
Draw and colour your flag design using the second blank flag template.

### 6. Present your design

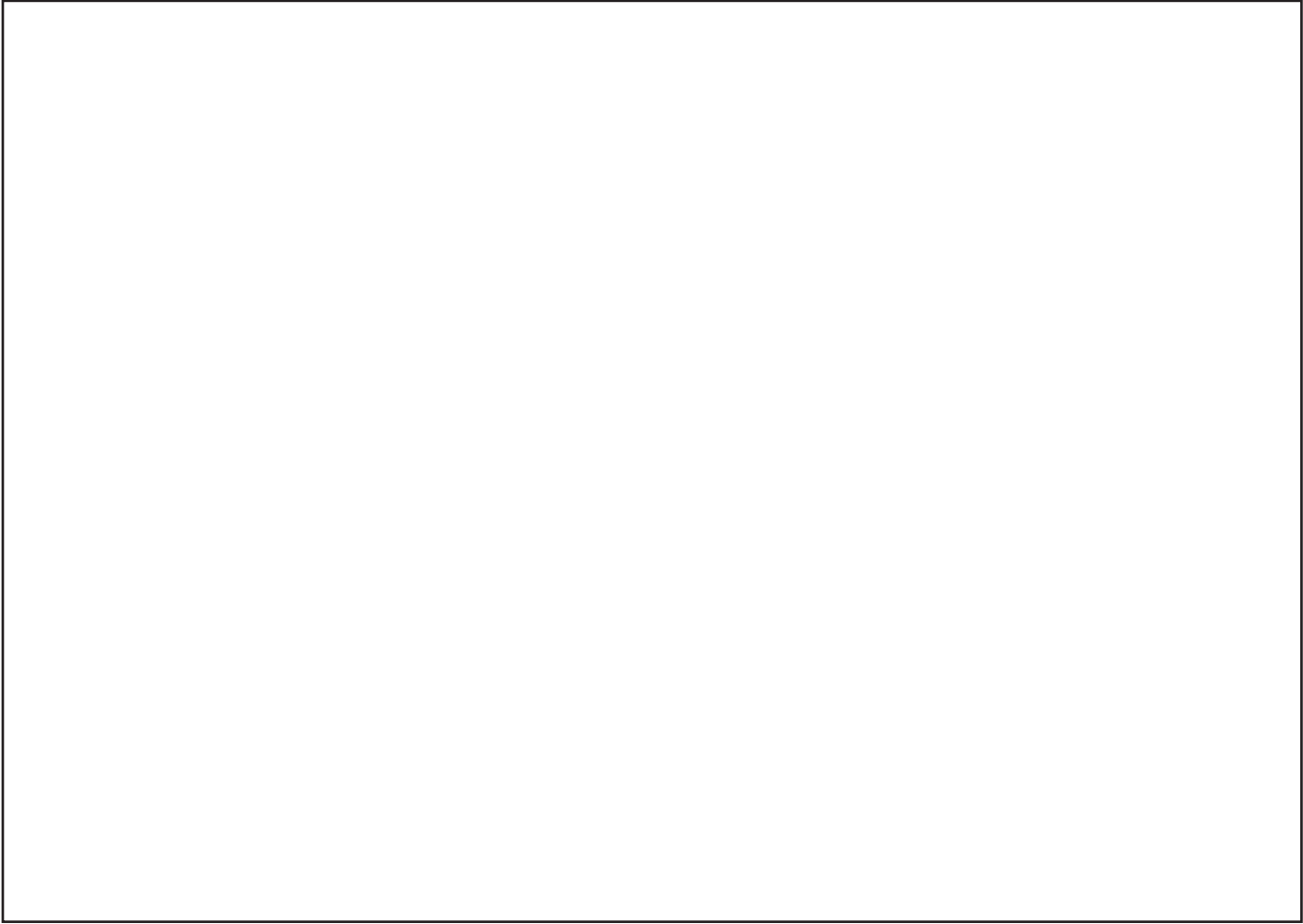
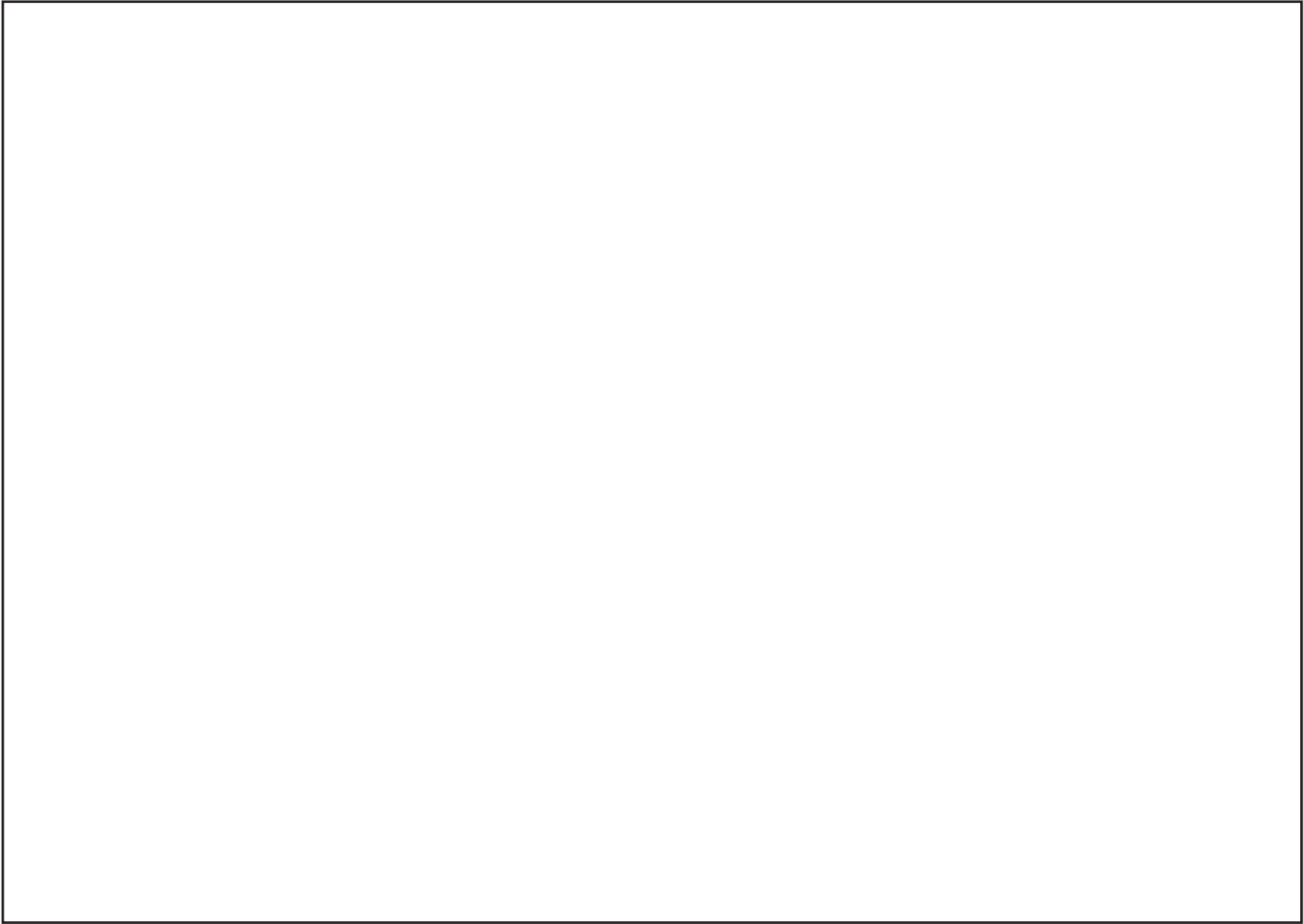
Present your design to the class. Explain how you met all of the requirements of the task. As a class, vote on each flag to determine the most popular design.

## The Materials

- Two blank flag templates
- A lead pencil
- Coloured pencils or markers
- A ruler



FLAG TEMPLATES



Name \_\_\_\_\_

Date \_\_\_\_\_

## Recording and Explaining

- The design elements for the class flag have been listed in the first column of the table below.
- In the second column, explain how much space you used for each element on your own flag.
- In the third column, use words and numbers to prove how these choices meet the spacing requirements set out by the teacher.

Design Elements	My Spacing Choices	My choices meet the spacing guidelines set out by the teacher because...
• the name of your class		
• a picture or symbol		
• a colourful pattern		
• the school colours		



Name \_\_\_\_\_

Date \_\_\_\_\_

## Reflection

1. Did you enjoy working on this investigation? Give reasons to explain your answer.

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2. Did you face any challenges during the investigation? If so, how did you overcome them?

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3. How do you feel about your flag design? Is there anything you would change if you repeated the task?

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4. What new knowledge and skills did you learn by completing this investigation?

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5. Circle the statement that best suits how you feel about fractions after completing this investigation.

- a) I feel very confident working with fractions.
- b) My understanding of fractions is improving.
- c) I still need some help when working with fractions.



Name \_\_\_\_\_

Date \_\_\_\_\_

## My Ecological Footprint

Read the following questions. Take note of your household's behaviour over one week. For each question, shade a number from 1 to 7 which best describes your household situation. The last question asks you to tally your results.

1. How often do you eat animal-based products? This includes meat, poultry, seafood, eggs and dairy.

1	2	3	4	5	6	7
never		once a day			for every meal	

2. Which foods that you eat have no packaging?

1	2	3	4	5	6	7
all of it		vegetables and fruit			it all has packaging	

3. How many bedrooms and bathrooms does your house have all together?

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

If the number is greater than 7, just mark 7.

4. What material is the outside of your house made from?

1	2	3	4	5	6	7
straw	bamboo	wood	brick	concrete	adobe	steel



Name \_\_\_\_\_

Date \_\_\_\_\_

5. How many people live in your household?

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

If the number is greater than 7, just mark 7.

6. Do you use energy efficient appliances and lights in your home?

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

every appliance

energy saving light bulbs

none at all

7. What percentage of your electricity comes from 'Green' energy sources?

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

100%

more than 20%

0%

8. Compared to your neighbours, how much rubbish do you generate?

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

much less

about the same

much more

9. How do you mostly get to and from school and other places you regularly visit?

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

always walk

public transport

always drive





**Name** \_\_\_\_\_**Date** \_\_\_\_\_

10. How much does your family spend on petrol each week?

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

nothing

between \$20 and \$50

more than \$50

11. How often do members of your family carpool?

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

5 days a week

2 days a week

never

12. How far do you travel on public transport each week?

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

more than 100 km

more than 50 km

less than 5 km

13. How many hours do you fly each year?

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

none

around 5

more than 10

14. How often does your family plant trees, vegetables or other plants?

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

everyday

weekly

never



Name \_\_\_\_\_

Date \_\_\_\_\_

15. Use the space below to add up all the numbers you have shaded to work out your overall ecological footprint score. Then, use the data analysis table below to see what your score means.

## Ecological Footprint - Data Analysis

Once you have tallied your results, find where your number sits in the table and read about your ecological footprint. Discuss your class data.

0 - 19	20 - 39	40 - 59	60 - 79	80 - 100
You have a very low ecological footprint. In fact, if everyone on Earth had a footprint in this range the earth wouldn't be in trouble.	Your ecological footprint is small enough that it will reduce the growth of ecological destruction but it will not provide a long-term solution to the problem.	You have an average ecological footprint. Remember that even though it is average, this number must be reduced.	Your ecological footprint is larger than average. You might consider how you can change your actions to reduce this number.	A number this high means you are living way beyond where you should be in order to protect the earth. Find ways to reduce your number now.



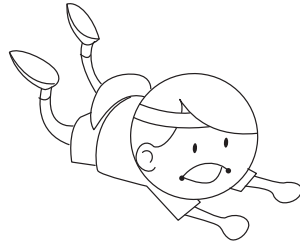
## The Big Race!

1



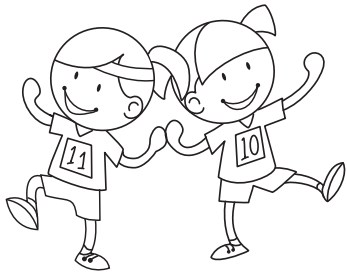
Molly's friend stopped to help her up.

2



Molly tripped over!

3



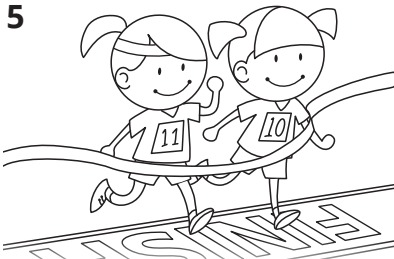
Molly and her friend were so happy they finished the race.

4



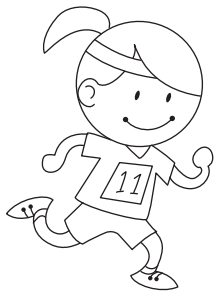
Molly was ready to start the race.

5



Molly and her friend crossed the finish line together.

6



Molly ran as fast as she could.

## The Big Race!

1. Look at the pictures. Place them into the correct order.

1st box number \_\_\_\_\_ 4th box number \_\_\_\_\_

2nd box number \_\_\_\_\_ 5th box number \_\_\_\_\_

3rd box number \_\_\_\_\_ 6th box number \_\_\_\_\_

2. Rewrite the story of the big race in the correct order, using the following time sequence words:

*first, then, next, after that, soon after, finally*

3. Explain how the story could have been put in a different order so that it had a new ending.

4. What do you normally do at the start of a race?

a) run as fast as you can

b) line up, ready to run

c) cross over the finish line

### CRAZY CREATIVE CHALLENGE

Create your own picture story.

🕒 Use six boxes.

Name \_\_\_\_\_

Date \_\_\_\_\_

## The Big Race!

1. Look at the pictures. Place them into the correct number order.

1st box number \_\_\_\_\_

4th box number \_\_\_\_\_

2nd box number \_\_\_\_\_

5th box number \_\_\_\_\_

3rd box number \_\_\_\_\_

6th box number \_\_\_\_\_

2. Rewrite the story of the big race in the correct order, using the following time sequence words:

*first, then, next, after that, soon after, finally*

---

---

---

---

---

3. Explain how the story could have been put in a different order so that it had a new ending.

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4. What do you normally do at the start of a race?

a) run as fast as you can

b) line up ready to run

c) cross over the finish line

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# Verb Past Tense Worksheet

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

1. Yesterday we \_\_\_\_\_ (look) for bugs in the park.
2. We \_\_\_\_\_ (search) for bugs under rocks and on leaves.
3. I \_\_\_\_\_ (see) a butterfly. It \_\_\_\_\_ (fly) past the purple flowers.
4. I \_\_\_\_\_ (lift) up a big rock and \_\_\_\_\_ (find) a lady beetle.
5. I \_\_\_\_\_ (place) it in my bug jar, so that I could show my parents when I \_\_\_\_\_ (get) home.
6. I \_\_\_\_\_ (catch) three bugs at the park. I \_\_\_\_\_ (find) a ladybug, a rhino beetle and a tiny bug that I didn't know.
7. I \_\_\_\_\_ (think) my brother Sam could help me identify the tiny bug.
8. We \_\_\_\_\_ (get) out the bug book, and Sam \_\_\_\_\_ (open) my bug jar to get a closer look. The bug \_\_\_\_\_ (crawl) up Sam's sleeve.
9. It \_\_\_\_\_ (give) him a fright, and he \_\_\_\_\_ (spit) out the water he was \_\_\_\_\_ (drink).
10. We \_\_\_\_\_ (laugh) until we \_\_\_\_\_ (fall) down.



# Bees - Editing

## Add editing marks to text. There are 20 errors.

there are about 20 000 species of Bees in the world  
Bees live together in groups called colonys. There  
three types of bees in each colony! There is The  
queen bee the worker bee and the "drone".

The queen is, the largest bee in the colony she is the only one that lays eggs. Drones are male bees, Their only job is to mate with the queen-bee so that she can lay eggs. Worker bees are Female and they do all the work. They clean and protect the hive. collect the pollen and nectar to feed the colony and take care of the offspring.

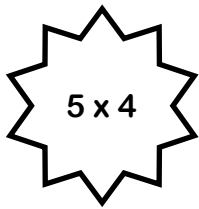
Editing Marks:	
Capital letter	≡
End punctuation	◦ ! ?
Insert a word	Λ
Change to lower case	/l.c.
Take something out	9
Check spelling	SP ◯
New paragraph	¶

**Re-write the text correctly:**

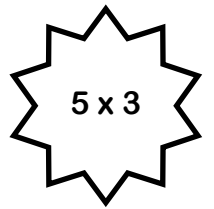
[illegible]

Blank lined paper for writing.

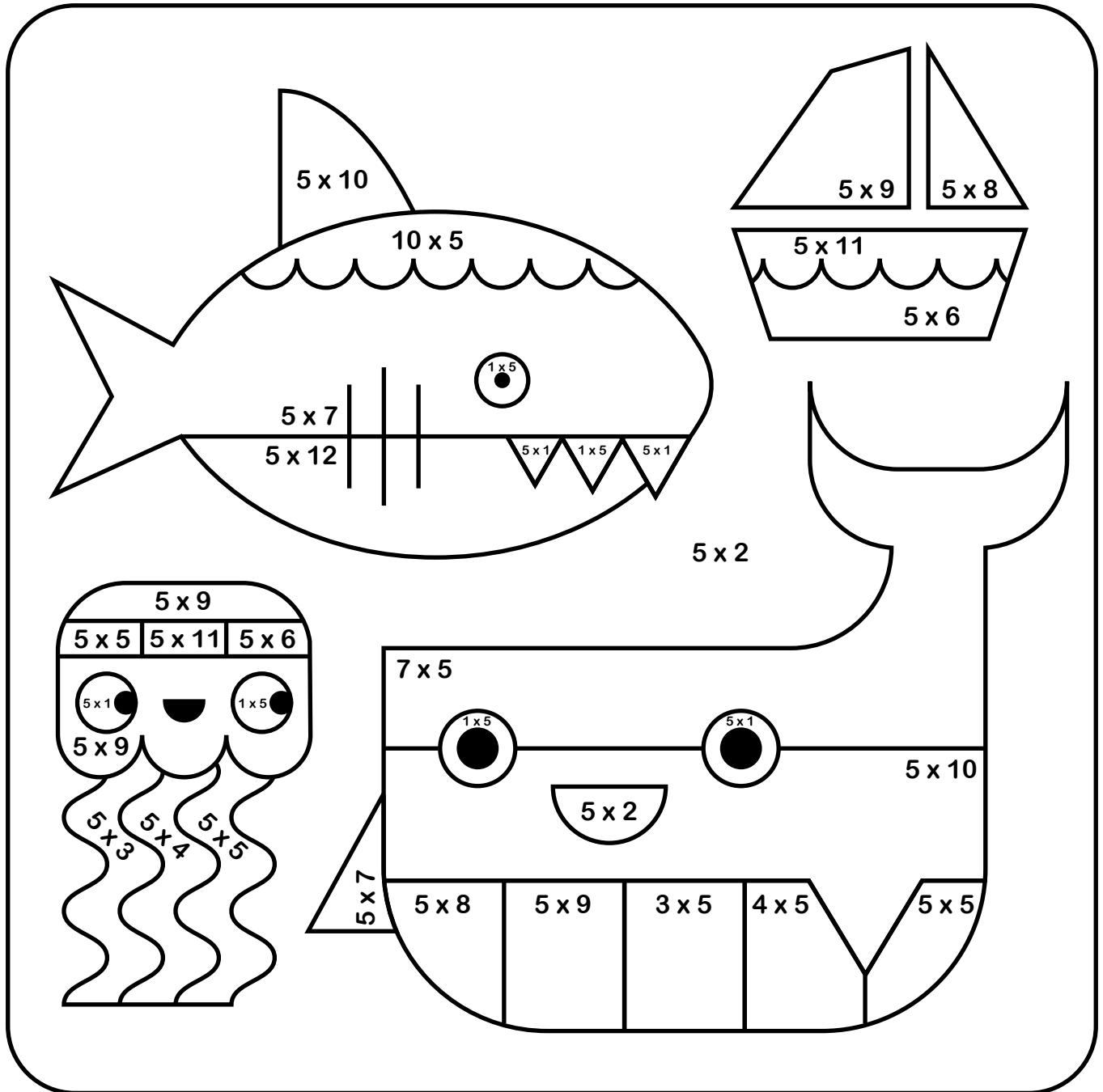
Name: \_\_\_\_\_ Date: \_\_\_\_\_



# 5 x Colour Fun!



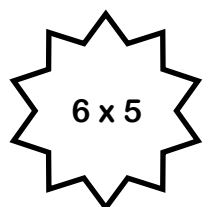
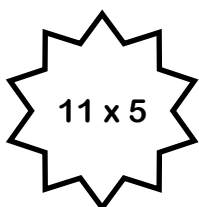
Find the answer to the multiplication number sentence and then colour that section the corresponding colour.



- 5 white
- 10 black
- 15 red
- 20 orange

- 25 yellow
- 30 dark green
- 35 dark blue
- 40 purple

- 45 pink
- 50 light blue
- 55 light green
- 60 grey





# THE COSMIC DANCE OF THE SUN, EARTH AND MOON

## INSTRUCTIONS

### AIM

To create a model which demonstrates the interplay of the sun, planet Earth and the moon.

### MATERIALS

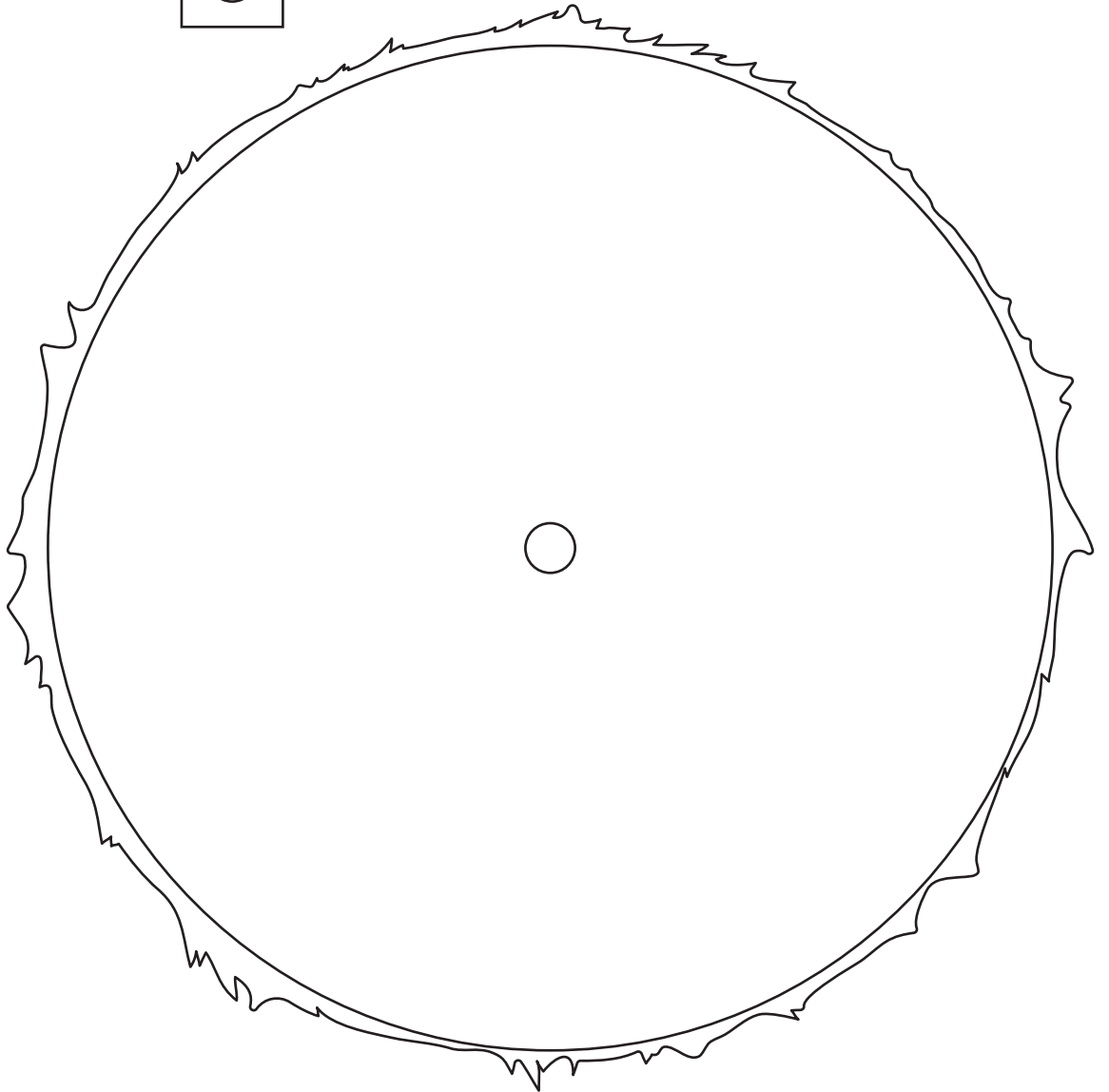
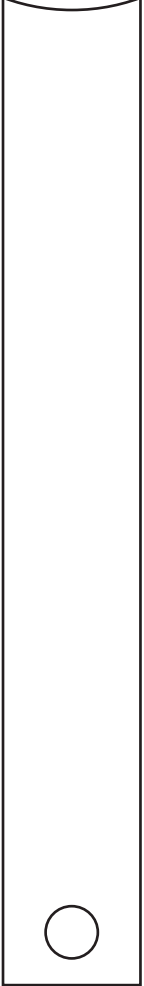
1 x sun, Earth and moon template

Coloured pencils or markers

2 x split pins

### INSTRUCTIONS

- 1) Colour in the sun, Earth and moon on the template. (Note: These are not drawn to scale).
- 2) Carefully cut out each of the shapes.
- 3) Connect Earth to the sun by fastening the paper 'arm' connected to Earth to the back of the sun with a split pin.
- 4) Connect the moon to Earth by fastening the paper 'arm' connected to the moon to the back of Earth with a split pin.
- 5) Demonstrate the movement of Earth and the moon by moving Earth around the sun and moving the moon around Earth.



## Mr. and Mrs. Jones

Mr. and Mrs. Jones were moving house. They wanted a change of scenery. Mr. Jones wanted to move into the city, but Mrs. Jones wanted to move to the country.

Mr. Jones argued that the city would be a better place for them to live. He said that, in the city, they would make friends with lots of different people. There would be more technology available and lots of different restaurants to try something new to eat.

Mrs. Jones argued that the country would be better. She said that the city would be too noisy and the country would be nice and quiet. They would be able to live in a big house instead of a tiny apartment. They would be able to grow their own vegetables and eat fresh food.

Both the city and the country had their positives and negatives. In the end, Mr. and Mrs. Jones decided to buy a camper van. That way, they were able to move from one place to the other and enjoy the best of both worlds.



## Mr. and Mrs. Jones

1. What arguments did Mr. Jones have to support his opinion that living in the city would be better?
2. What arguments did Mrs. Jones have to support her opinion that living in the country would be better?
3. What could be two positives and two negatives for Mr. and Mrs. Jones living in a camper van?
4. Write a list of all the positive and negative characteristics of where you live.

### CRAZY CREATIVE CHALLENGE

Make a list of activities that you could do in both the city and the country.

Choose one of the activities and draw yourself doing your chosen activity.

Name \_\_\_\_\_

Date \_\_\_\_\_

## Mr. and Mrs. Jones

1. What arguments did Mr. Jones have to support his opinion that living in the city would be better?

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---

---

2. What arguments did Mrs. Jones have to support her opinion that living in the country would be better?

---

---

---

---

3. What could be two positives and two negatives for Mr. and Mrs. Jones living in a camper van?

---

---

---

---

4. Write a list of all the positive and negative characteristics of where you live.

---

---

---

---

# The Shoe



Today you are going to write a narrative (a story).

The topic you have been given for your narrative is 'The Shoe'.

## Think:

What do you want your story to be about? What kind of shoe is it? Why is there only one shoe? Who does the shoe belong to? What, if anything, is special about the shoe?

## Plan:

Plan your writing before you begin and decide who your characters are, the setting of your story, the complication or problem and how it is solved and how the story will end.


## Remember to check:

- your spelling and punctuation is all correct
- that you have used sentences
- that you have stayed on topic
- that you have edited your writing.



# Narrative Planning Template

Title \_\_\_\_\_

Orientation		
Setting	Characters	Mood
		



Complication



Events and Climax



Resolution



# PANDORA'S PARTY PALACE

## Snacks

**\$5.00**

**Potato Chips**  
10 packets per pack



**\$3.00**

**Sultanas**  
6 boxes per pack



**\$5.50**

**Popcorn**  
10 packets per pack



## Lunch Items

**\$4.00**

**Chicken Nuggets**  
20 pieces per box



**\$8.00**

**Mini Pizzas**  
6 pizzas per box



**\$20.00**

**Sushi**  
20 rolls per pack



## Sweet Treats

**\$3.50**

**Chocolate Cupcakes**  
10 per box



**\$6.00**

**Yoghurt Iceblocks**  
10 per box



**\$2.50**

**Lollipops**  
Pack of 12



## Drinks

**\$2.50**

**Water**  
6 x 250 mL bottles



**\$11.00**

**Lemonade**  
10 x 375 mL bottles



**\$5.00**

**Juice**  
6 x 250 mL boxes



**50% OFF**

**FOOD**



# PANDORA'S PARTY PALACE

**25%  
OFF**

## Decorations

**\$2.00**

**Party Hats**  
5 hats  
per pack



**\$2.80**

**Balloons**  
20 per pack



**\$1.00**

**Streamers**  
2 rolls per pack



**\$2.40**

**Bunting**  
1 x 3 m pack



**\$1.60**

**Party Poppers**  
10 per pack



**\$3.20**

**Party Blowers**  
10 per pack



## Serving Supplies

**\$2.50**

**Paper Plates**  
20 plates per pack



**\$3.00**

**Paper Cups**  
25 cups  
per pack



**\$1.00**

**Straws**  
Box of 50



**\$2.00**

**Plastic Tablecloth**  
1 per pack



**\$1.50**

**Serviettes**  
100 per pack



**\$4.50**

**Wet Hand Wipes**  
100 wipes  
per tub



## Decorations and Serving Supplies

## PANDORA'S PARTY PALACE

Lucy is buying some sweet treats for a party. She needs at least 50 sweet treats, but she doesn't want more than 60.

What combinations of sweet treats could Lucy buy for the party?

List some possibilities.

Calculate the total cost of the sweet treats for Lucy's party.



## PANDORA'S PARTY PALACE

Taylor's class was having an end-of-year party. Taylor was asked to bring the drinks. His budget for the drinks was \$20.

What combinations of drinks could Taylor buy for the class party?

List some possibilities.

Check that the drinks don't cost more than \$20.



## PANDORA'S PARTY PALACE

Mario is planning a pizza party for his birthday. He needs 24 mini pizzas to feed his friends.

How many boxes of mini pizzas does Mario need to buy?

Calculate the total cost of the mini pizzas for Mario's birthday party.



## PANDORA'S PARTY PALACE

Amy's friends came over to her place for a movie night. Amy bought 3 packs of popcorn to share with her friends.

How many snack-size popcorn packets did Amy have at her movie night?

Calculate the total cost of 3 packs of popcorn.



## PANDORA'S PARTY PALACE

Mrs Small bought some party decorations for a surprise party for her class.

Mrs Small bought:

- 5 packs of party hats
- 2 packs of balloons
- 3 packs of party poppers.

How much did Mrs Small spend on decorations for the party?



## PANDORA'S PARTY PALACE

Daniel and his family were going on a picnic with his cousins. Daniel's family was asked to bring the paper plates, cups and serviettes.

If 40 people were going to the picnic, how many packs of paper plates, cups and serviettes did Daniel's family have to buy?

How much did Daniel's family spend on serving supplies?



## PANDORA'S PARTY PALACE

Sam decided to buy sushi rolls and chicken nuggets for his birthday party. He wanted each guest to have 5 pieces of sushi and 5 chicken nuggets.

If Sam invited 10 guests, how many boxes of chicken nuggets and packs of sushi did he need to buy?

Calculate the total cost for Sam's party food.



## PANDORA'S PARTY PALACE

As a special treat, Mr Wright wants to buy his class lollipops.

If there are 28 children in the class, calculate for Mr Wright:

- the total number of packs of lollipops
- the total cost of the lollipops.



## PANDORA'S PARTY PALACE

Coach Carter needs enough bottles of water to give one to each player for the soccer gala day.

If 54 players are attending the soccer gala day, how many six packs of water should Coach Cater buy?

Calculate the total cost for the water.



## PANDORA'S PARTY PALACE

Class 4A held a cake stall to raise money for some new play equipment. They bought 12 boxes of cupcakes from Pandora's Party Palace and sold each cupcake at the stall for \$1.

Calculate:

- the total cost of the cupcakes
- the total money received once all the cupcakes sold.



## PANDORA'S PARTY PALACE

Naomi wants to decorate her house with bunting to welcome her grandparents back from an overseas trip.

Naomi needs 12 m of bunting to decorate the house.

Calculate how many packs of bunting Naomi needs and the total cost.



## PANDORA'S PARTY PALACE

As part of their end-of-school year celebration, Principal Jones bought yoghurt ice blocks for every child in the school.

If there are 250 students in the school, how many boxes of ice blocks did Principal Jones buy?

Calculate the total cost for the ice blocks.



## PANDORA'S PARTY PALACE

For a science experiment, Professor Paleo needed 180 balloons and 360 paper cups.

Calculate for the experiment:

- the total packs of balloons
- the total packs of paper cups
- the total cost for the balloons and cups.



## PANDORA'S PARTY PALACE

On the weekend, Jenny had a party for her 10th birthday. Calculate the total cost for the party if Jenny bought:

- 4 packs of balloons
- 3 packs of streamers
- 2 packs of bunting
- 3 boxes of cupcakes
- 6 boxes of mini pizzas
- 3 packs of potato chips
- 10 bottles of lemonade.



## PANDORA'S PARTY PALACE

To help celebrate New Year's Eve, Lilly bought some decorations from Pandora's Party Palace. Her budget for decorations was \$50.

What combinations of decoration could Lucy buy for New Year's Eve?

List some possibilities, and then calculate the total cost Lilly spent on decorations.



## PANDORA'S PARTY PALACE

You have been given a budget of \$100 to organise your own party, using items from Pandora's Party Palace.

After deciding how many guests you will invite, make a list of the items you will buy and their total costs.

Calculate the total cost of the party to check that you have come in under budget.



# Personal Coat of Arms

## Aim

Students draw a personal coat of arms which represents their individual skills, interests and goals.

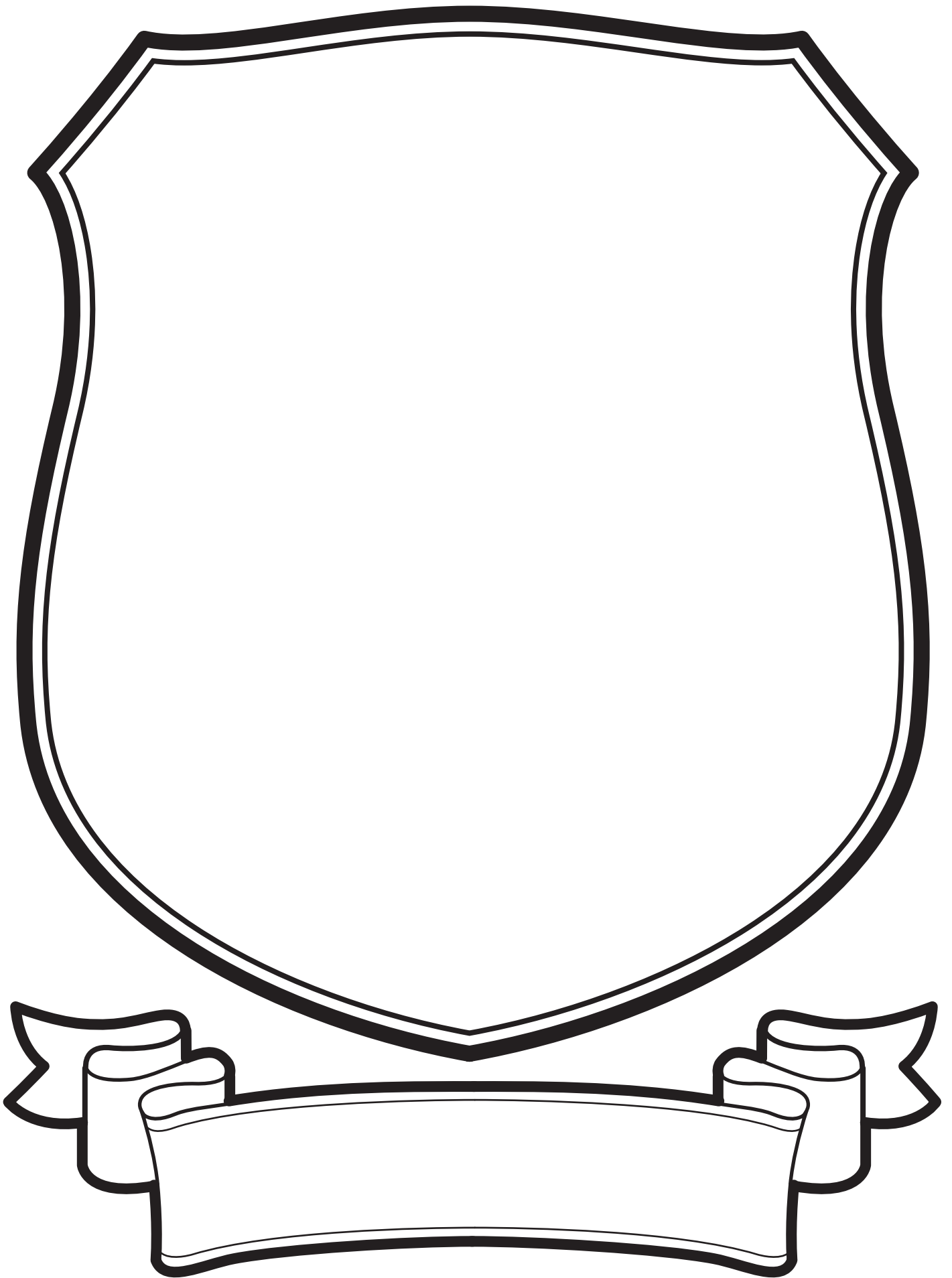
## Materials

Personal coat of arms template (one per student)

Pencils, crayons or markers

## Instructions

- Explain to the students that they are going to design a personal coat of arms which reflects who they are. If possible, show the students a sample coat of arms that you have designed.
- As a class, brainstorm some categories that each section of the coat of arms might represent e.g. personal strengths, passions and interests, goals for the future.
- Allow the students to choose a personal coat of arms template (you may wish to enlarge these to A3 size). Some students may choose not to use a template and may wish to create their own, individual design.
- Once completed, encourage the students to share their personal coats of arms with the class. These could remain on display in the classroom throughout the school year.



## Ice Hockey

Ice hockey is an international team sport played between two teams of six players each. It is played on a rectangular ice surface called a 'rink'. The rink is divided into four zones – the neutral, defending, attacking and offensive zones. There is also a red line in the middle to divide the rink in half for 'icing' violations.

The aim of ice hockey is to score points by hitting a puck with a stick into the opponent's goal. An ice hockey game is divided into three 20-minute periods.

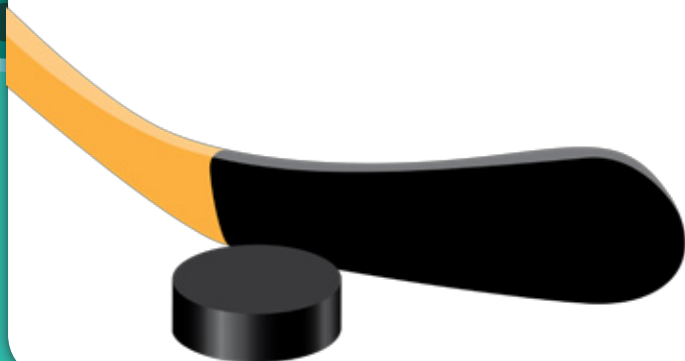
To play ice hockey, the following equipment is required:

*Puck* – The puck is a black round disc made out of rubber.

*Hockey sticks* – Each player needs a hockey stick to retrieve, control, carry, pass and shoot the puck.

*Ice skates* – Each player needs ice skates to skate on the ice.

*Protective equipment* – To ensure players are safe during a game, they need to wear a jersey, gloves, helmet, pants and socks, as well as shoulder, elbow and shin pads.



## Ice Hockey

1. In the text, the word **score** means
  - a) a piece of music.
  - b) the number of points achieved in a game.
  - c) a group of twenty people.
2. *The aim is to score points by hitting a puck with a stick.*  
Write a sentence using the word **stick** in another way.
3. *Each player needs a hockey stick to shoot the puck.*  
What is another word that could have been used instead of **shoot**?
4. *A red line divides the rink in half for 'icing' violations.*  
In your own words, what does **violations** mean?

### CRAZY CREATIVE CHALLENGE

Design and create your own jersey to wear at an ice hockey game.

- 🎧 Think of a name and a mascot for your team.



Name \_\_\_\_\_

Date \_\_\_\_\_

## Ice Hockey

1. In the text, the word **score** means
  - a) a piece of music.
  - b) the number of points achieved in a game.
  - c) a group of twenty people.
2. *The aim is to score points by hitting a puck with a stick.*  
Write a sentence using the word **stick** in another way.

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3. *Each player needs a hockey stick to shoot the puck.*  
What is another word that could have been used instead of **shoot**?

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4. *A red line divides the rink in half for 'icing' violations.*  
In your own words, what does **violations** mean?

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---

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Name \_\_\_\_\_

Date \_\_\_\_\_

**10**

# FUN FACTS ABOUT

**1**

**2**

**3**

**4**

**5**

**6**

**7**

**8**

**9**

**10**

# BOOK REVIEW



TITLE: \_\_\_\_\_  
AUTHOR: \_\_\_\_\_  
GENRE: \_\_\_\_\_  
TIME ERA: \_\_\_\_\_  
LOCATION: \_\_\_\_\_  
MAIN CHARACTERS: \_\_\_\_\_  
\_\_\_\_\_

## *Favourite Character:*

Gender: \_\_\_\_\_  
\_\_\_\_\_

Age: \_\_\_\_\_  
\_\_\_\_\_

Close Relationships: \_\_\_\_\_  
\_\_\_\_\_

Explain why this character is your favourite: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*Book summary:*

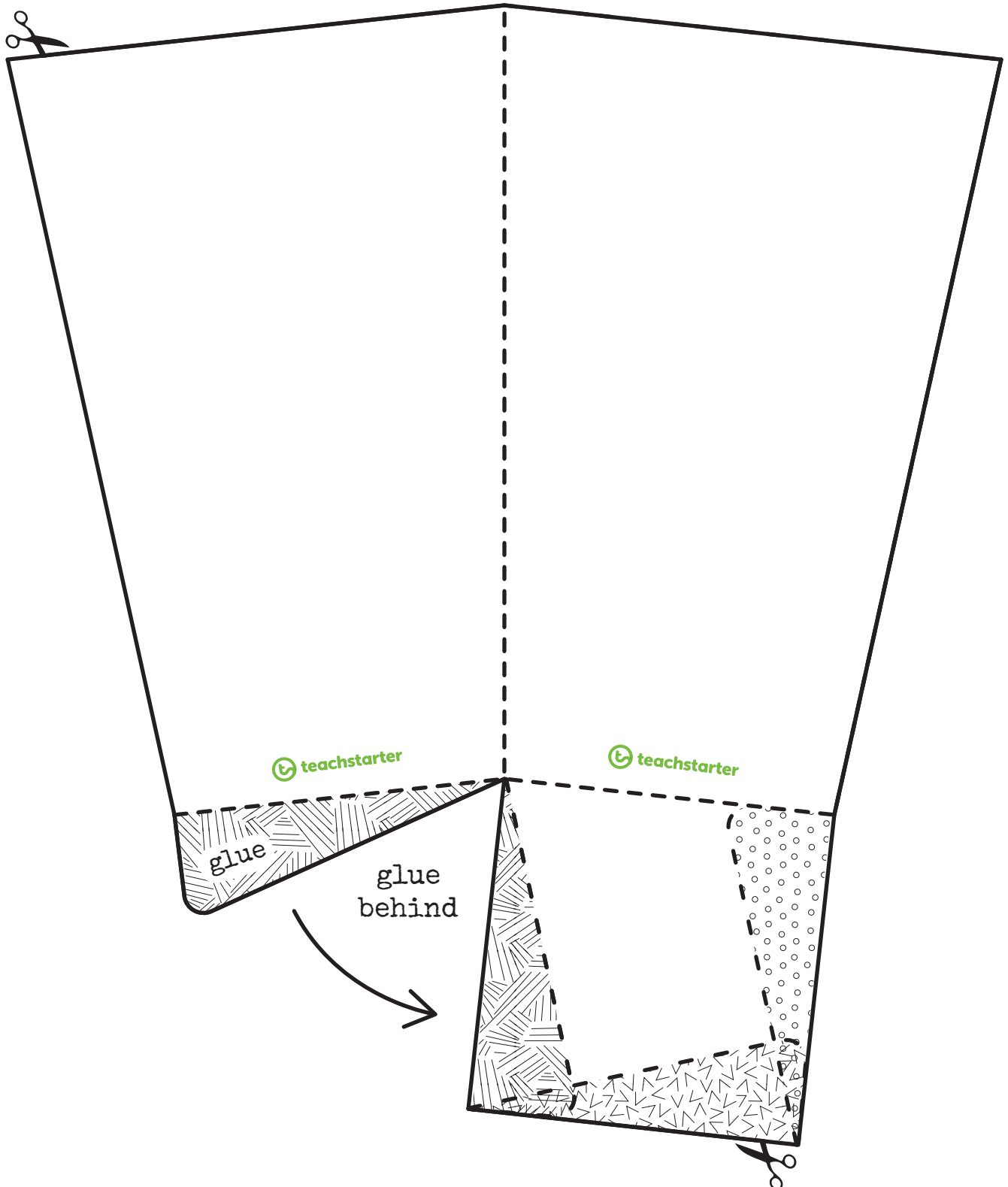
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
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# POPCORN TEMPLATE

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# POPCORN TEMPLATE

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