



Stage 2

Learning From Home

Term 4 Week 2

Year 4

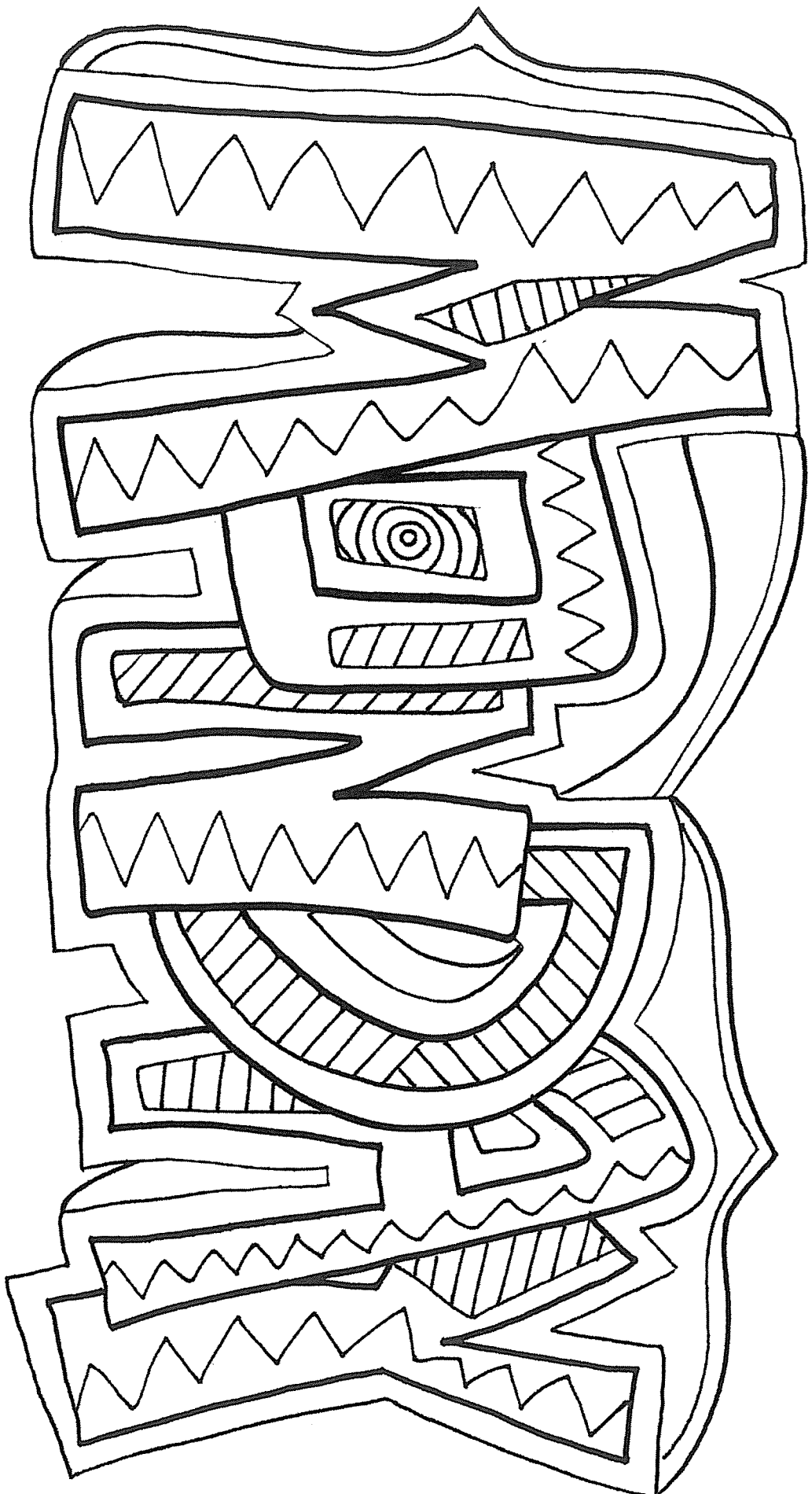
Name :

Class:

# Stage 2 Home Learning Term 4, Week 2

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Morning</b>	<p><b>English Reading</b></p> <p>Spend some time reading a book.</p> <p><u>Grammar</u></p> <p>Complete the Grammar Crossword.</p> <p><u>Fruit or Vegetable Description</u></p> <p>Find a piece of fruit or a vegetable in your house. Answer the questions to about it using the worksheet in your booklet</p>	<p><b>English Reading</b></p> <p>Spend some time reading a book.</p> <p><u>Writing - Description</u></p> <p>Write a description of the piece of fruit or a vegetable using the questions you answered yesterday and your senses to help you.</p> <p><u>Spelling</u></p> <p>Brainstorm and record some words containing the y, u (yoo), ew (yoo), eau (yoo), u_e (yoo), u e(yoo), iew (yoo) graphemes</p>	<p><b>English Reading</b></p> <p>Spend some time reading a book.</p> <p><u>Spelling</u></p> <p>Complete the first page of your spelling sheet.</p> <p>Handwriting</p> <p>Complete the handwriting sheet.</p>	<p><b>English Reading</b></p> <p>Spend some time reading a book.</p> <p><u>Reading Comprehension</u></p> <p>Complete the reading comprehension, 'The Park'.</p> <p><u>Spelling</u></p> <p>Complete the second page of your spelling sheet</p>	<p><b>English Reading</b></p> <p>Spend some time reading a book.</p> <p><u>Editing</u></p> <p>Edit the passages for spelling and punctuation. Make sure you correct the mistakes.</p> <p><u>Reading Comprehension</u></p> <p>Complete the reading comprehension about Roald Dahl.</p>
<b>Break</b>					
<b>Middle</b>	<p><b>Mathematics Whole number</b></p> <p>Complete worksheets from your booklet</p> <p>Complete 20 minutes of Mathematics on Multiplication</p>	<p><b>Mathematics Whole number</b></p> <p>Complete worksheets from your booklet</p> <p>Complete 20 minutes of Mathematics on Multiplication</p>	<p><b>Mathematics Whole number</b></p> <p>Complete worksheets from your booklet</p> <p>Complete 20 minutes of Mathematics on Multiplication</p>	<p><b>Mathematics Whole number</b></p> <p>Complete worksheets from your booklet</p> <p>Complete 20 minutes of Mathematics on Multiplication</p>	<p><b>Mathematics Whole number</b></p> <p>Complete worksheets from your booklet</p> <p>Complete 20 minutes of Mathematics on Multiplication</p>
<b>Break</b>					

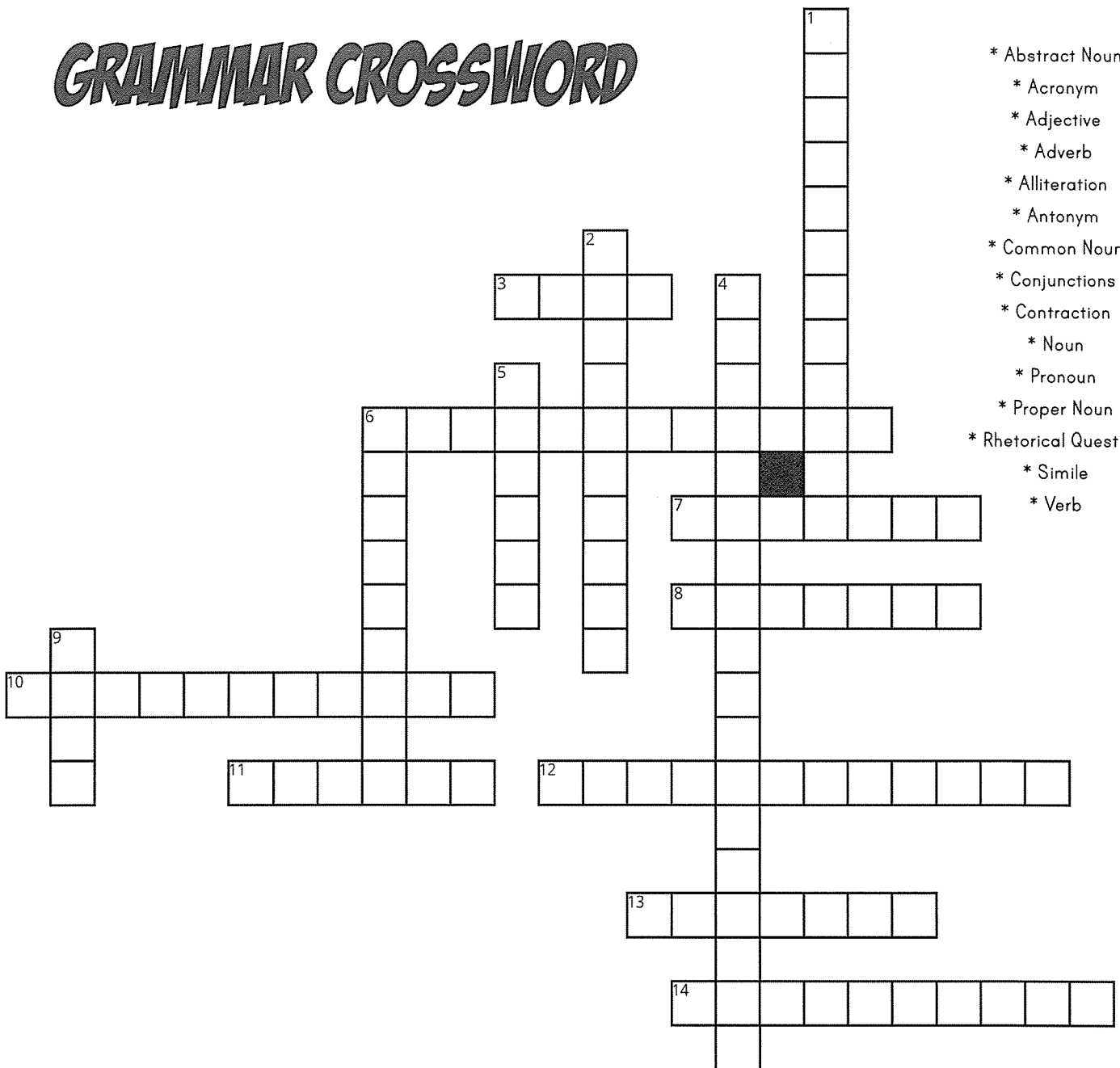
Afternoon	Creative Arts	Science	PD/H/PE	Geography	Zones of Regulation
	<p><b>DISCO DANCING</b></p> <p>Follow the instructions in the Creative Arts section to learn about creating a dance with a disco inspired theme.</p> <p>Don't forget to send Mrs Cooper a video of your final performance.</p> <p>There are some videos to watch, however you can also just follow along with the printed instructions. The activity can be found here:</p> <p><a href="https://sites.google.com/education.nsw.gov.au/tau-c-c-disco-dancing">https://sites.google.com/education.nsw.gov.au/tau-c-c-disco-dancing</a></p>	<p>Life cycles: Life cycle of a lion</p>	<p><b>Health and Physical Education Task Cards</b></p> <p>Choose (3) activities from the cards and complete the activities.</p> <p>Complete 5 minutes of physical education. Use this link to help you. You can do this as many times as you want.</p> <p><a href="https://www.youtube.com/watch?v=SbFgQaRDW50">https://www.youtube.com/watch?v=SbFgQaRDW50</a></p> <p>or</p> <p>Complete some fun yoga</p> <p><a href="https://www.youtube.com/watch?v=EVH9qHh1B4E">https://www.youtube.com/watch?v=EVH9qHh1B4E</a></p>	<p>Complete the worksheet about the climate of places.</p>	<p>Lesson will be via Zoom on Friday</p>



Doodle Art Alley ©



# GRAMMAR CROSSWORD



- \* Abstract Noun
- \* Acronym
- \* Adjective
- \* Adverb
- \* Alliteration
- \* Antonym
- \* Common Noun
- \* Conjunctions
- \* Contraction
- \* Noun
- \* Pronoun
- \* Proper Noun
- \* Rhetorical Question
- \* Simile
- \* Verb

## ACROSS CLUES

3. A doing word.
6. The repetition of the same sound at the beginning of words.
7. Words standing in place of a noun - I, she, we, us.
8. A word formed from the initial letters of other words - ANZAC.
10. Shortened word or words - it is and it's.
11. Words that add meaning to the verb on how, when, where or for how long something is happening.
12. Joining words - and, because, so.
13. Words that are opposite in meaning - hot and cold.
14. Names of everyday things - chair, car, shoes.

## DOWN CLUES

1. Something you cannot taste, touch, hear, smell or see - honesty or courage.
2. The given name of people, places, objects and events - James, Australia.
4. A question where an answer is not expected.
5. A phrase that shows the likeness between two things.
6. Describing words for a person, place or thing.
9. Names a person, animal, place or thing.

Find a piece of fruit or a vegetable in your house. Look at it carefully and answer the following questions:

Name of the fruit or vegetable	
Where does it grow?	
What shape is it?	
What colour is it?	
Does it have a smell?	
Is it hard or soft?	
Is it ripe, unripe or overripe?	
Is its skin smooth, rough or hairy?	
Is it light or heavy?	
Does it have any seeds?	
Can you cook it?	
Any other interesting details?	

# Looking at whole numbers – reading and writing numbers to 9 999

When we read numbers we go left to right:

Thousands	Hundreds	Tens	Units
1	3	1	2

In words, this number is one thousand, three hundred and twelve. We write it like this 1 312. We leave a space between the thousands and hundreds.

**1** Draw a line to match the number in words to the digits that match. The first one has been done for you.

a	Eight thousand, two hundred and twelve	7 420
b	One thousand and sixteen	1 016
c	Five thousand, one hundred and two	5 102
d	Four thousand, five hundred and eighty nine	4 589
e	Seven thousand, four hundred and twenty	8 212

A line connects the box for 'Eight thousand, two hundred and twelve' to the box for '8 212'.

**2** Underline the numbers in the sentences below and then answer the questions.

a In a game of darts, Matt scored four hundred and thirty five points and Ellie scored five hundred and sixty two points. Who scored more, Matt or Ellie?

b Emily saved five thousand, six hundred and fifty nine dollars while Libby saved five thousand, nine hundred and eighty five dollars. Who saved more?

c Kim lives one thousand, eight hundred and forty two km from Magic Land theme park. Mish lives one thousand, seven hundred and sixty two km from the same theme park. Who lives closer?

The last question is different to the first two. Can you see why?



**THINK**

# Looking at whole numbers – reading and writing numbers to 9 999

**3** This is an exercise for one player that helps you to practise writing numbers.

Write the 4 digit number in words. Next, count the letters in the number – seven thousand, four hundred and sixty five has 36 letters. Write 36 in the number column and so on until you get to four. This is a sample game:

Numeral	Numeral in words
7 465	seven thousand, four hundred and sixty five
36	thirty six
9	nine
4	four

Use the words in the box to help with spelling.



**CHECK**

Now it is your turn:

one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, ninety, forty, thousand, hundred, sixty, seventy, eighty.

Numeral	Numeral in words
3 987	

**4** What number am I? Write the numbers described below in words:

a I am the number before 945:

\_\_\_\_\_

b I am 1 less than 530:

\_\_\_\_\_

c I am 7 less than 700:

\_\_\_\_\_

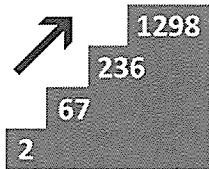
d I am 100 more than 6 878:

\_\_\_\_\_

# Looking at whole numbers – ordering numbers to 9 999

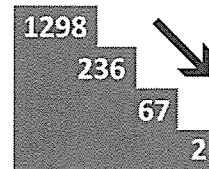
**Ascending** means going up. When we put numbers in ascending order it means we put them in order smallest to largest.

For example:



**Descending** means going down. When we put numbers in descending order it means we put them in order largest to smallest.

For example:



1 Write the numbers which come before and after the given number:

a  1 093

b  6 529

2 Circle the smallest number and underline the largest number in each group:

a 837 542 261

b 999 909 929

c 1 024 3 852 7 203

d 5 469 5 117 5 078

3 Re-write the following sets of numbers in ascending order:

a 3 203 2 033 2 303 \_\_\_\_\_

b 6 660 6 066 6 606 \_\_\_\_\_

4 Re-write the following sets of numbers in descending order:

a 4 156 4 651 4 561 \_\_\_\_\_

b 7 891 7 981 7 356 \_\_\_\_\_

5 Below is a number grid with some numbers missing. Look closely at the grid and fill in the missing spaces with the correct numbers.

a

515	516				
525		527			
			538	539	540
				549	550

b

863	864	
873		
883		

c

986		988
1 006		

# Looking at whole numbers – ordering numbers to 9 999

6 Here is a number square that goes up to 1 000.

- a Look carefully at how the numbers go up. It is a skip counting pattern of \_\_\_\_\_.
- b Fill in the blanks:

10	20	30	40	50	60	70	80	90	100
110		130	140	150	160	170	180	190	200
210		230			260	270	280	290	300
310		330		350	360	370	380	390	400
410	420	430		450	460	470		490	500
510	520	530		550	560				600
610	620	630	640	650	660	670		690	700
710	720	730	740	750	760	770	780	790	800
810	820	830	840	850	860	870	880	890	900
910	920	930	940	950	960	970	980	990	1 000

7 Look at each set of numbers and list some numbers that come between. Write them in order.

a

590

660

b

4 995

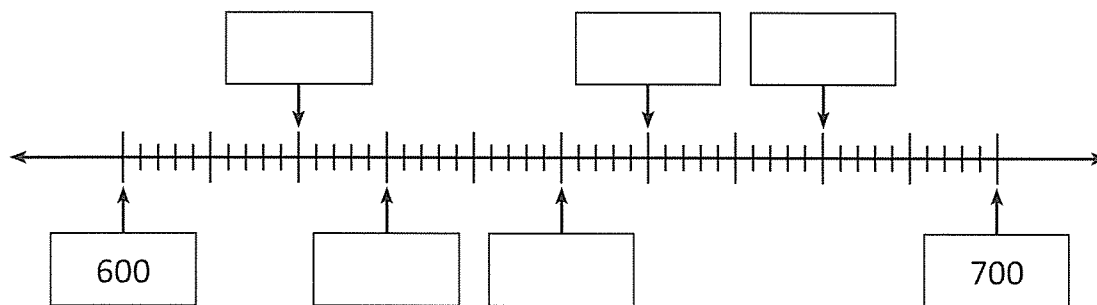
5 460

c

77 900

77 990

8 Look carefully at this number line and write the missing numbers.



# @The Arts Unit Creative Classes

## Disco dancing

### • What will I learn?

**Today** we are heading to the disco for some 1970s-inspired dancing fun!

You will be learning from choreographer **Virginia Ferris**. She likes to be called Gin. A **choreographer** is a person who creates dance.

#### **You will:**

- **learn** movement sequences to create a dance
- **develop** locomotor and non-locomotor movement skills, disco-style shapes and expressive qualities
- **explore** the elements of dance to vary movement sequences
- **perform** dance sequences to music.

#### **Welcome to the class**

**Duration: 00:26**

[Video full screen - Welcome to the class](#)

### • Before you begin

Set up your dance space so you have lots of room to move and dance safely.

Make sure there is nothing on the floor to get in your way.

If you are dancing with others, make sure you have enough room so you don't run into each other.

## . 1. Warm-up

Are you ready to have some fun?

Before we dance, we always warm up to get our heart pumping and our bodies ready for action.



Watch the video and join in with Gin as she gets us warmed up.

**Warm-up**

**Duration: 03:12**

[Video full screen - Warm-up](#)

## . 2. Body percussion

Let's get inspired for disco dancing!

**Watch** this video of John Travolta dancing in 'Saturday Night Fever'. This movie was a 1970s hit that created many classic disco moves.

**Look** at the groovy dance moves, disco shapes and expressive qualities as he performs his dance.

Which dance shapes did you like the most?

**Pose** in your 4 favourite disco dance shapes from the video.

Make sure you remember your poses as you will use these in the disco dance you are about to learn!

**John Travolta - You Should be Dancing**

**Duration: 02:25**

[https://youtu.be/IMZ9\\_yrClqU](https://youtu.be/IMZ9_yrClqU)



### 3. Learn

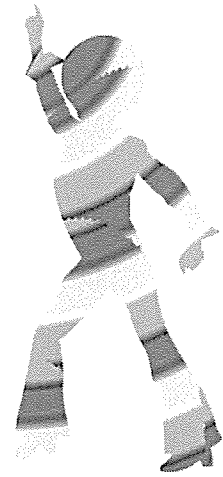
Now it's time to head to the disco!

Are you ready to learn some fun disco moves?

Watch the video and join in with Gin as she teaches us the movements.

Be sure to listen to Gin's instructions as she will give you great tips and ideas to allow you to make each move your own.

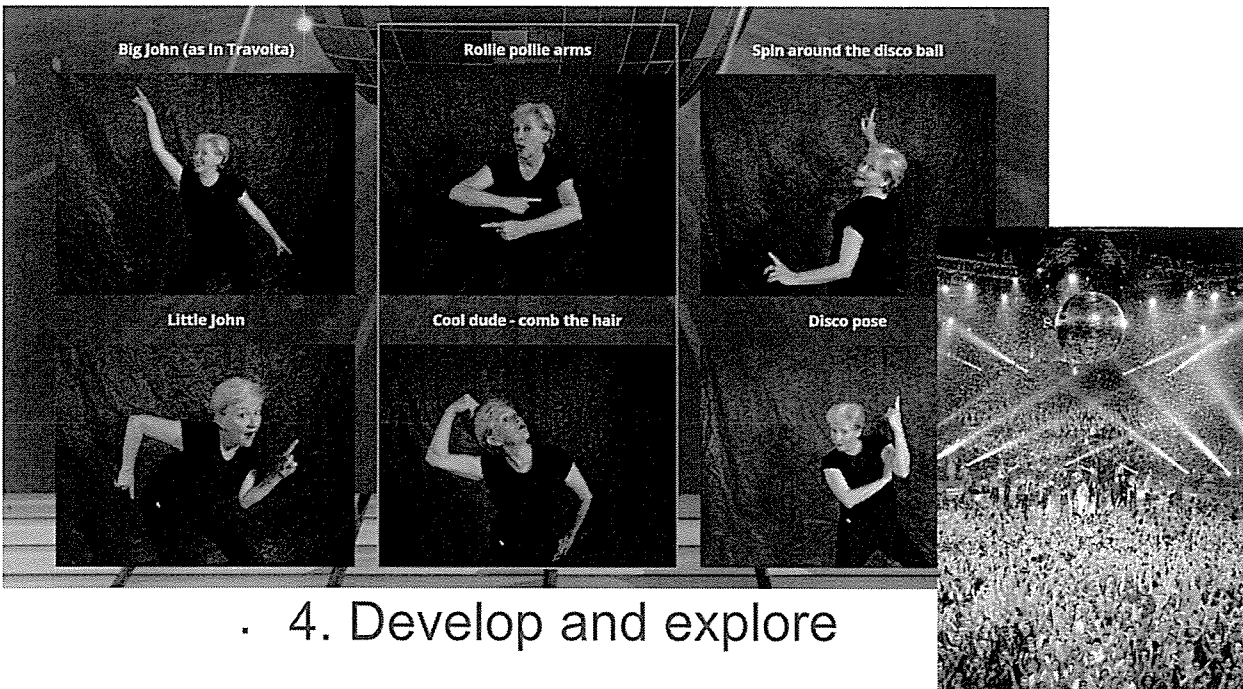
You can also look at the images below to help you.



#### Learning the movements

Duration: 03:17

[Video full screen - Learning the movements](#)



### 4. Develop and explore

Now let's **combine the movements** and try doing them all together. This is called a **movement sequence**.

Watch the video and copy Gin as she takes us through the actions.

**Putting it together**

Duration: 01:47

Video full screen - Putting it together

**Fantastic! You are a great dancer.** Are you ready to dance it out?

**Dance it out**

**Duration: 01:34**

Video full screen - Dance it out

**Watch the video** as Gin explains how the same movement sequence can be changed by adding other variations to our movements.

You could:

- **face a partner** – do your movements facing a partner. You could mirror each other
- **use travelling sequences** – you could do a groovy walk, skip, boogie or travel in your wheelchair. Change direction or make a conga formation (follow the leader)
- **use levels** – use different levels such as high or low to make your poses and movements
- **change tempo** – move in slow motion or at a very fast speed
- **change shape sizes** – make movements bigger or smaller
- **use emotions** – use facial expressions to explore emotions as you dance.

**Adding elements**

**Duration: 00:58**

Video full screen - Adding elements

## . 5. Perform

**Are you ready to perform** your dance to some new music?

Watch the videos below and dance along to the music. Perhaps you will find some new moves to add to your routine!

**Peanuts Gang singing 'Stayin' Alive' by Bee Gees**

Duration: 04:40

<https://youtu.be/Wsr-TiZ2wPQ>

### **Despicable Me – You Should Be Dancing**

Duration: 01:36

<https://youtu.be/s4sLZOmrvEs>

### **Trolls (2016) – 'The Light Festival'**

Duration: 02:57

<https://youtu.be/vtjwN70OWIQ>

### **'Can't Stop The Feeling' Official Movie Clip – Trolls**

Duration: 02:24

<https://youtu.be/oWgTqLCLE8k>

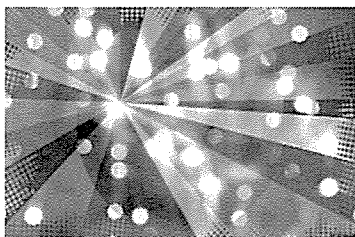
## . 6. Appreciate

**Enjoy watching** this video of students from the D'Arts workshop dancing with Gin to the disco dance.

### **D'Arts student workshop**

Duration: 01:01

[Video full screen - D'Arts student workshop](#)



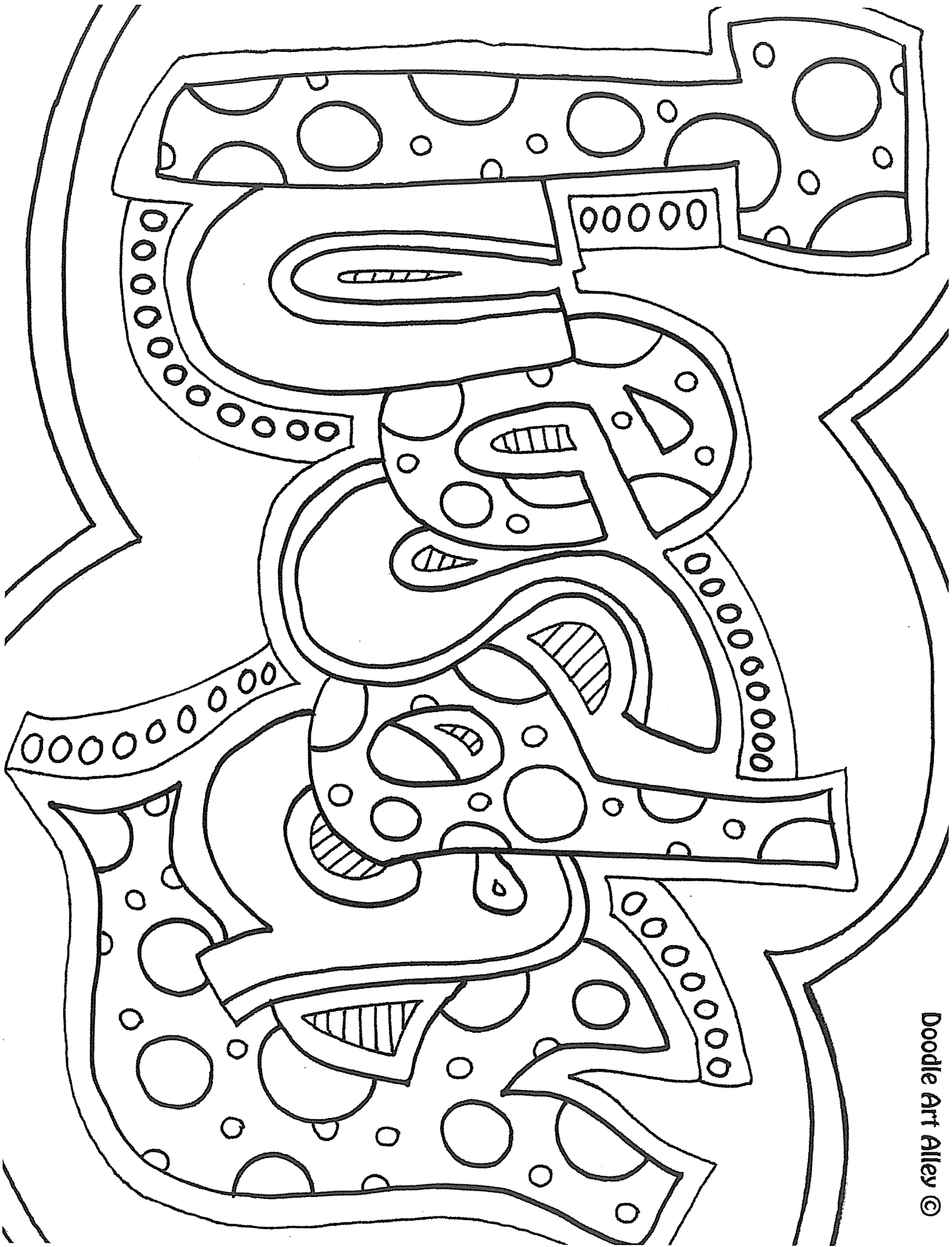
Wow!

**You were a disco dancing superstar!**

You have completed this @The Arts Unit Creative Class.

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# Descriptive Writing

A descriptive text uses senses such as sight, touch and sound to give the reader a mental image of an object or event.

Use descriptive language in your writing, be specific and use adjectives.

Provide sensory details:

- **Smell** - aromas in the air
- **Sound** - what would the reader be able to hear?
- **Sight** - what can you see - colours, shapes, sizes etc?
- **Touch** - what does the object feel like?
- **Taste** - describe its taste.

## My Dad's Truck

When I was young, my Dad drove a truck to work.

His truck was yellow with a clear, rectangular window. The truck had two tyres at the front and four tyres at the back. They were all black with silver rims.

My Dad's truck made a low, rumbling noise and when he went faster, it roared like a lion.

His truck shook lightly whenever we stopped, but as soon as we started to move, the truck jumped and bounced all the way down the road.

The truck smelt like dust, petrol and oil.

I loved going for a ride in my Dad's yellow, rumbly, smelly truck.

Title relating to description

**Introduction**  
Setting the scene

**Sights**

**Sounds**

**Figurative Language**

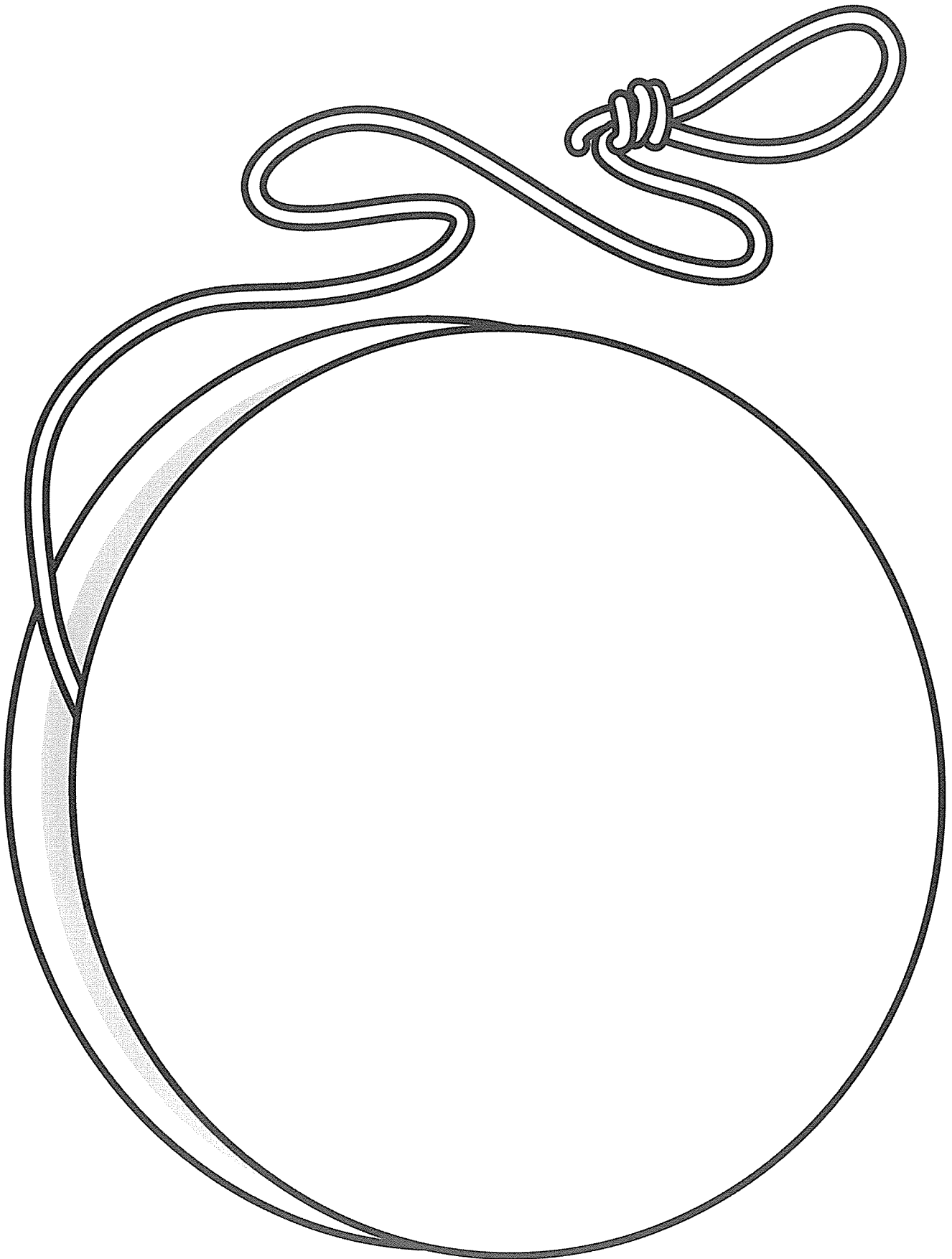
**Smells**

**Conclusion**  
Summing up the story





Brainstorm some words containing the following graphemes:  
y, u(yoo), ew(yoo), eau(yoo), u\_e(yoo), ue(yoo), iew(yoo)





# Looking at whole numbers – create and compare numbers

When we compare numbers we use these symbols:



This symbol means is greater (more) than

This symbol means is less than

An easy way to remember this is to think of Crandall the crocodile who is always hungry and will always eat the BIGGER number! We always read the number sentence from left to right.



5 is less than 54

5 is  $<$  54



124 is greater than 92

124 is  $>$  92

1 Use the correct  $>$ ,  $<$  or  $=$  symbol:

a 203  172

b 3 033  3 033

c 572  615

d 5 690  5 688

e 909  901

f 9 009  9 090

2 Put a number in the box so the statement is true:

a   $>$  6 890

b   $>$  603

c   $>$  1 204

d   $>$  8 051

3 Put a number in the box so the statement is true:

a 45  $<$

b 564  $<$

c 7 895  $<$

d 9 984  $<$

4 Use the correct  $>$  or  $<$  symbol to make the number sentences true:

a 15  14  16

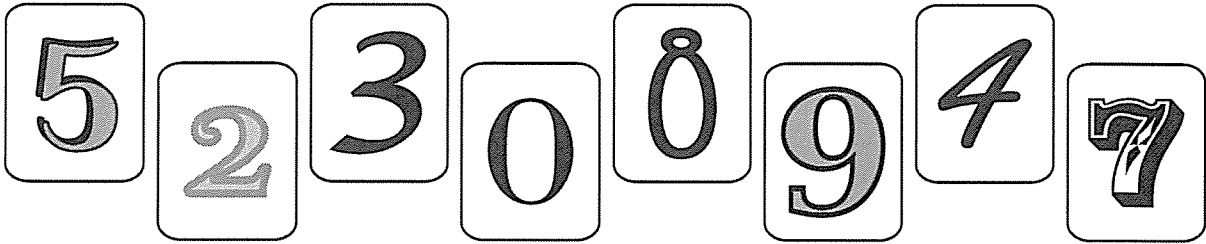
b 98  1 005  2 010

c 17  18  21

d 7 586  528  29

# Looking at whole numbers – create and compare numbers

5 Use only one of each of these digit cards to:



a Make four different 4 digit numbers.

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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b Make the second largest four digit number possible.  
You can only use each digit card once.

c Write a number between 4 000 and 7 000.  
You can only use each digit card once.

d Make a list of odd 3 digit numbers.

---

6 Tia's lucky number can be made from the digits above. Use these clues to work out what it could be:

- It has 2 digits.
- It is an even number.
- It is greater than 55 but less than 60.

Tia's lucky number is:

7 Pick out Roger's lucky number from the clues. It is one of the numbers in the box.

- It is not less than 5 000.
- It does not have 6 tens.
- The digit in the units column is smaller than 5.
- It is an even number.
- It is less than 9 000.

Roger's lucky number is:

6 578	8 975
8 765	9 234
4 567	7 234
7 923	9 346

# My difference is greater

apply



Getting ready

This is a game for 2 players. Each player will need the game board and a copy of the digit cards below to cut out, as well as a calculator.



copy



What to do

Combine both players' digit cards, shuffle and lay face down in the centre. Each player draws 6 cards, and without looking at the digit cards, makes two 3 digit numbers laying cards down from left to right.

If the numbers are in the correct position (the number on the left is actually greater than the number on the right), the player writes down the difference as their score.

The winner is the player with the highest score at the end of the game.

			>			
--	--	--	---	--	--	--

Player 1	Player 2

1	2	3	4	5
6	7	8	9	1
2	3	4	5	6



Getting ready

This is a game for 2 players. You need a copy of the digit cards from the previous page, a pencil, paper and a calculator.



copy



What to do

Each player begins with 10 000 points.

Player 1 picks four cards from the deck and makes a 4 digit number and **adds** this number to 10 000.

Player 2 does the same.

Player 1 picks four cards from the deck and makes a 4 digit number and **subtracts** this number from their score.

Player 2 does the same.

Continue adding and subtracting 4 digit numbers made from the digit cards until one player has a score that is greater than 50 000.

Player 1	Player 2

Discover when it is a good idea to make the largest possible 4 digit number you can and when it is better to make the smallest 4 digit number ...



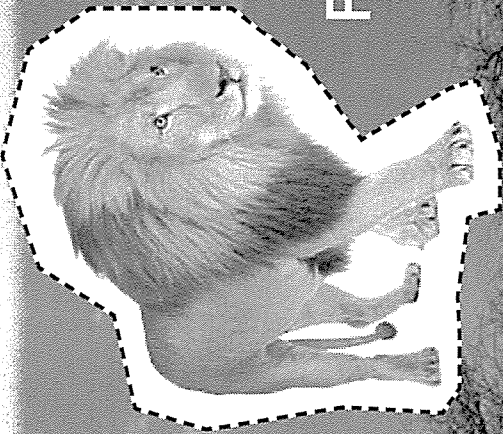
DISCOVER

4

Look at the infographic of a lion's life cycle. There are key ages in the lion's life cycle that are significant. Compare these ages with what you were doing at a similar age. Record your thinking on the timeline below.

Lion	Me
6 months – 1 year old	6 months – 1 year old
3–4 years old	3–4 years old
5–6 years old	5–6 years old

**BIRTH**



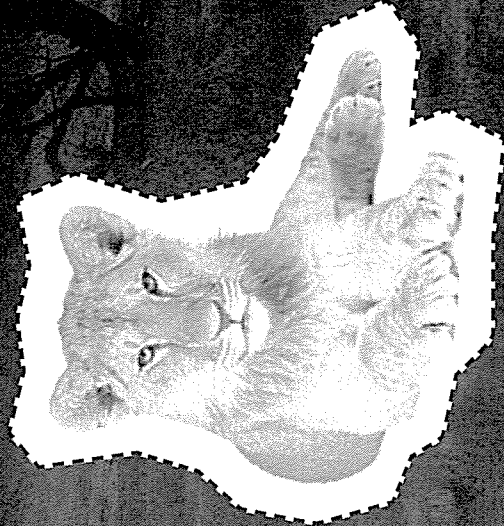
**5-6 YEARS**

Fully grown

# The Life Cycle of a Lion

**3-4 YEARS**

Can reproduce



**11 MONTHS**

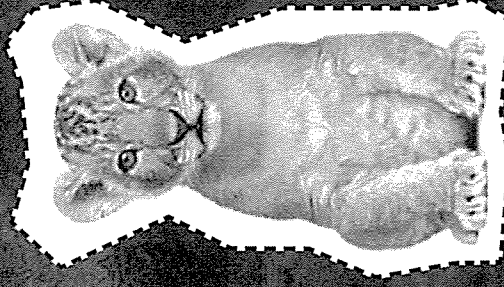
Learns to hunt

**10 DAYS**

Starts walking

**4-6 WEEKS**

Introduced to the pride

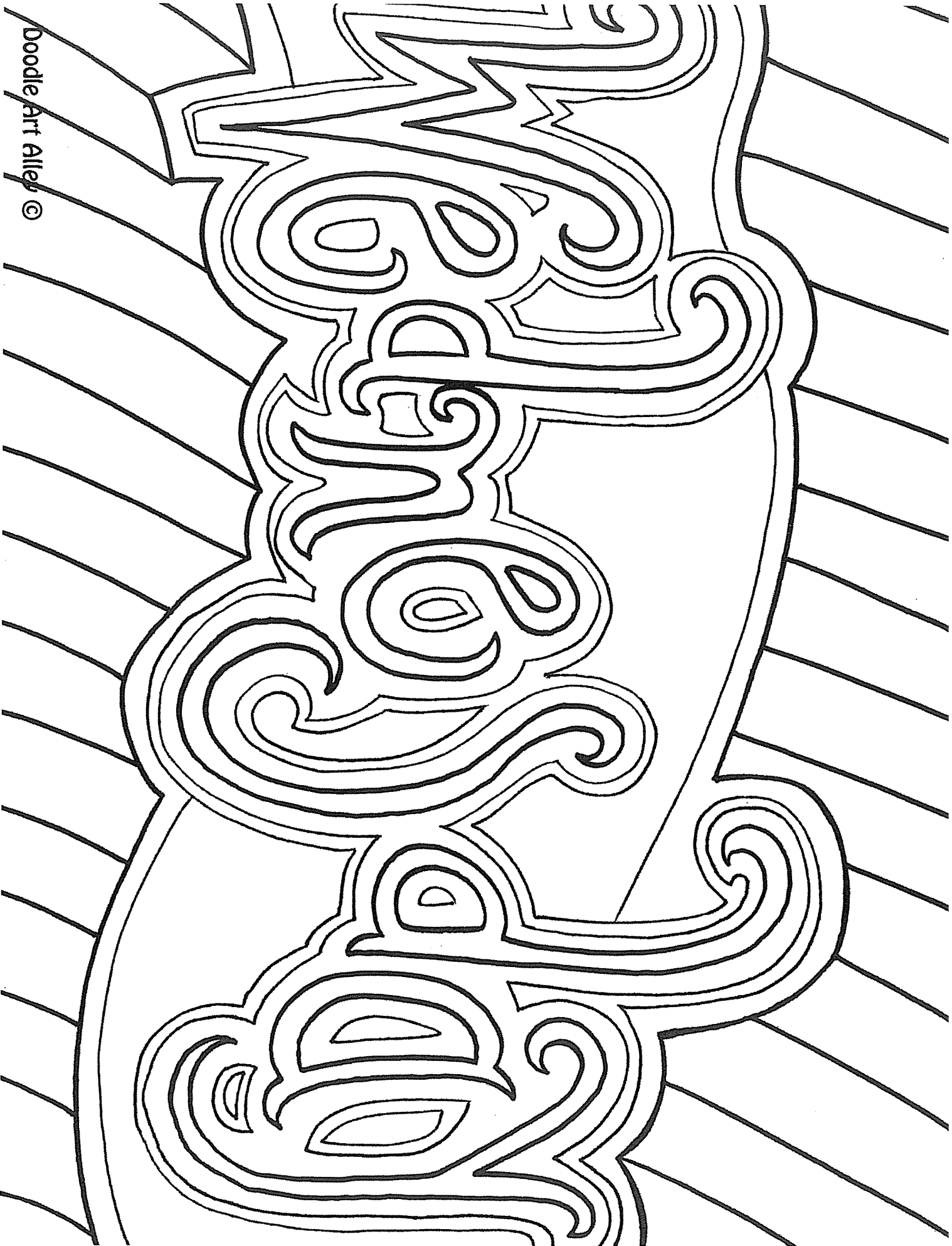


**6-12 MONTHS**

Weaned

**inquisitive**





# Unit 28



y u(yoo) yoyo computer

## List Words

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

## Grapheme Chart

letters	words

1 Circle the letters that represent in the List Words.

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

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

4 Write words with the letter y representing .

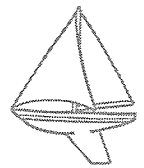
you're story key young yellow grey yard holiday  
you'll joyful bicycle yesterday why they beauty

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

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



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



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

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

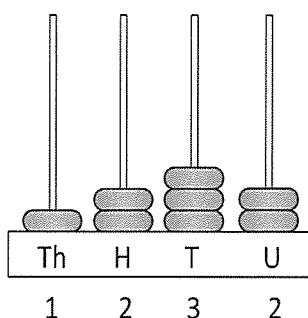
Today I	Yesterday I	I have	I am
use			
rescue			
view			
tune			





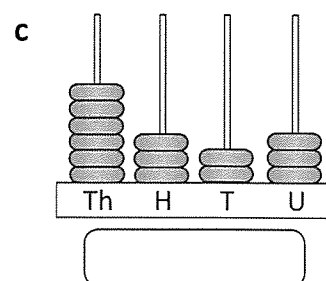
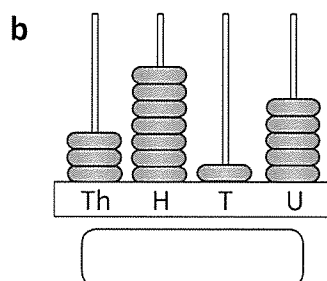
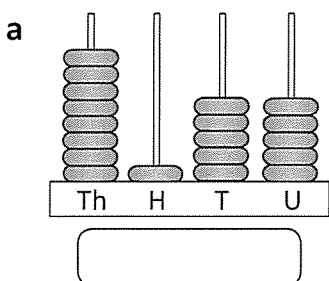
# Place value of whole numbers – place value to 4 digits

We can show the value of a 4 digit number on an abacus and also with base ten blocks.

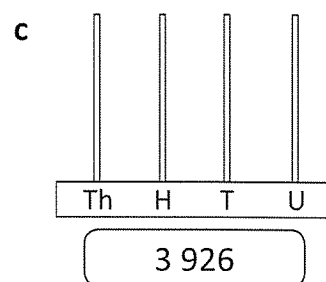
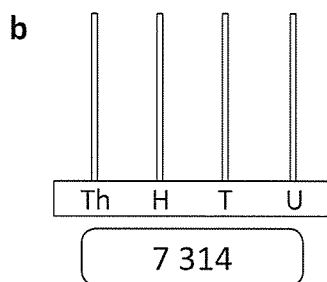
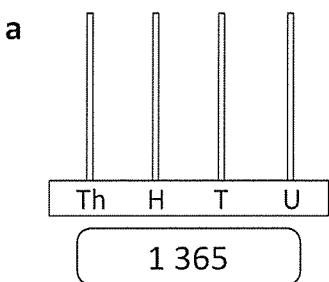


1 is worth 1 000 or one thousand.  
 2 is worth 200 or two hundreds.  
 3 is worth 30 or three tens.  
 2 is worth 2 or two units.

## 1 Write the number shown on each abacus:



## 2 Draw the beads to show the numbers:



## 3 Circle the digit that matches the place value:

a tens: 2 330

b units: 4 322

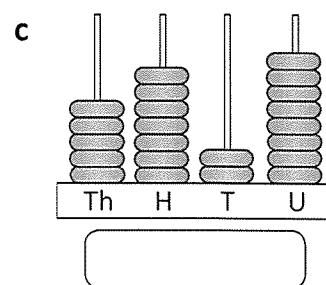
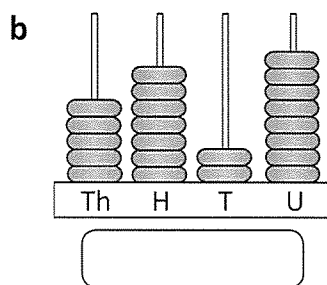
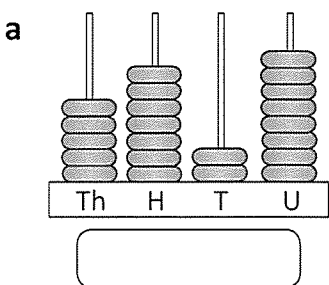
c hundreds: 9 218

d units: 5 661

e tens: 8 754

f thousands: 6 845

## 4 Add a bead to each abacus anywhere you like and write the new number:



# Place value of whole numbers – place value to 4 digits

- 5 In the table below, write as many 4 digit numbers as you can where the digit in the hundreds column is greater than the digit in the thousands column and the digit in the units column is smaller than the digit in the tens column:

Thousands	Hundreds	Tens	Units

- 6 Record the steps you follow to wipe out each digit and turn it into a zero:

**8 439**

- a Wipe out the 3 \_\_\_\_\_
- b Wipe out the 9 \_\_\_\_\_
- c Wipe out the 8 \_\_\_\_\_
- d Wipe out the 4 \_\_\_\_\_

- 7 Now play this game with a partner:

First choose a 4 digit number and write it here:

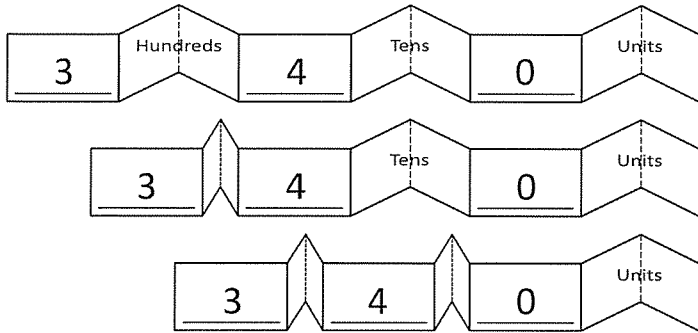
Enter this number in your calculator and then take turns subtracting any digit 1 to 9 from this number. This time you must avoid wiping out any digits (changing any to zero). If you do wipe out a digit on your turn, you are out.

To win this game you need to keep your focus on the units column!



# Place value of whole numbers – expanded notation

Numeral expanders show how a number can be expressed in different ways. Look at this example:



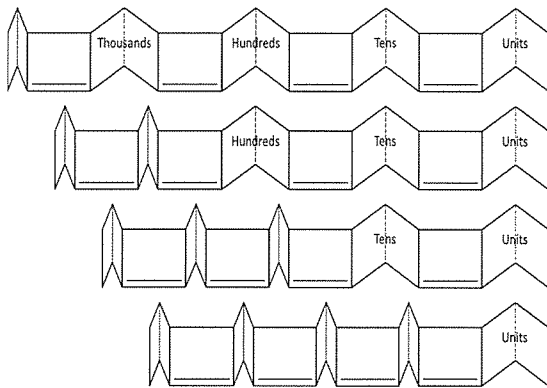
By folding the numeral expander it shows that 340 is made up of 34 tens or 340 units. This makes sense because:

$$34 \times 10 = 340 \text{ and}$$

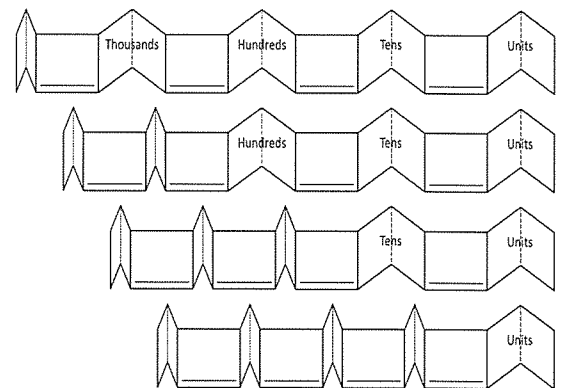
$$340 \times 1 = 340$$

1 Write the number shown on each numeral expander:

a 1 576



b 5 485



2 Complete each row of the table like the first row:

Numeral	Expanded notation in numbers	Expanded notation in words
4 672	$4\,000 + 600 + 70 + 2$	46 hundreds, 7 tens and 2 units
	$5\,000 + 200 + 30 + 9$	
		61 hundreds, 4 tens and 2 units
3 180		31 hundreds and _____ tens
		35 hundreds and 6 units
	$8\,000 + 200 + 50 + 8$	

83 could also be described as 83 units and 540 could be called 54 tens.



THINK

# Place value of whole numbers – expanded notation

3 Rename the following numbers in hundreds:

a 4 100 \_\_\_\_\_

b 9 800 \_\_\_\_\_

c 6 700 \_\_\_\_\_

d 4 500 \_\_\_\_\_

4 Rename the following numbers in tens:

a 5 560 \_\_\_\_\_

b 8 880 \_\_\_\_\_

c 4 570 \_\_\_\_\_

d 8 970 \_\_\_\_\_

5 Write the following amounts as numerals from the box:

a 32 hundreds, 9 tens and 2 units

b 4 thousands, 6 hundreds, 1 ten and 2 units

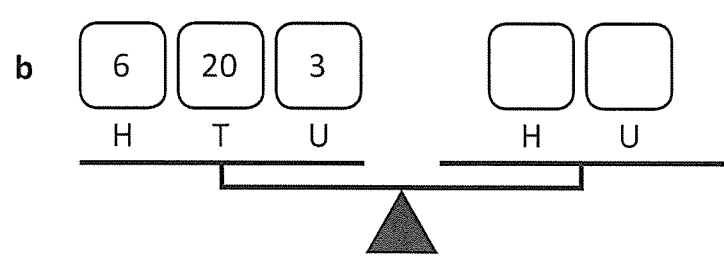
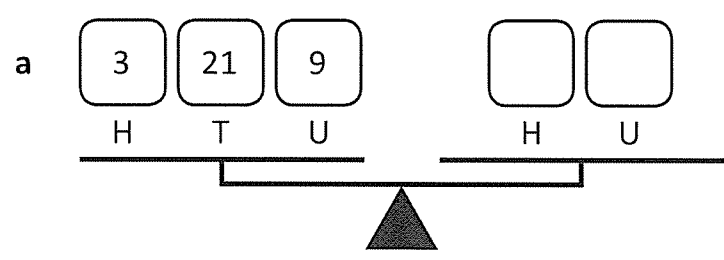
c 8 thousands, 67 tens and 2 units

d 41 hundreds and 7 units

4 107
8 672
4 612
3 292

6 Balance the scales by writing the digits that make both sides the same:

Renaming numbers is sometimes called regrouping. The number has the same value though.





# THE PARK

I went for a walk to the park one day,  
And what do you think I found?

A busy bee stuck up in a tree,  
And a bee hive down on the ground!

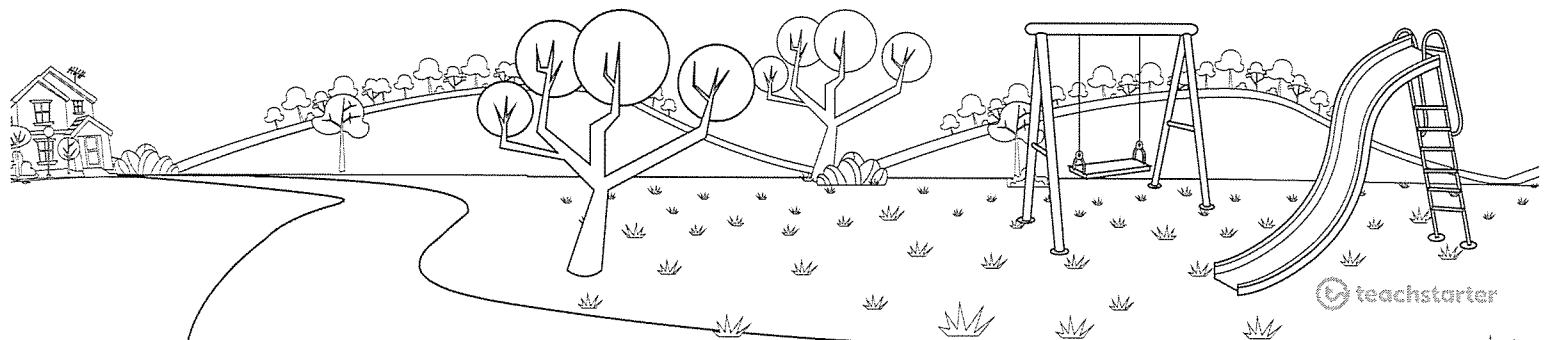
I bravely walked up to that bee hive,  
And what do you think I did?

I poked that hive and it came alive,  
So I ran away and I hid!

I quickly peeked out from my shelter,  
And what do you think I saw?  
Bees everywhere, over here and there,  
Now I don't like the park anymore!

I ran back to my home to my mother,  
And what do you think I said?

"No park for me, it's scary, you see,  
I think I'll stay home in bed!"



Name \_\_\_\_\_

Date \_\_\_\_\_

## Comprehension Questions

1. Write what happens in this poem in your own words.

---

---

---

2. Why do you think the bee hive was on the ground?

---

---

---

3. Why did the person in the poem run away and hide?

---

---

4. On the lines below, write down some pairs of rhyming words from the poem.

---

---

5. What did they say to their mother?

---

---

---

6. Do you think this poem is imaginary or real life? Why?

---

---

---



7. Write down how many syllables are in each line in the first verse.

Line 1:	
Line 2:	
Line 3:	
Line 4:	

8. Do you like this poem? Why/why not?

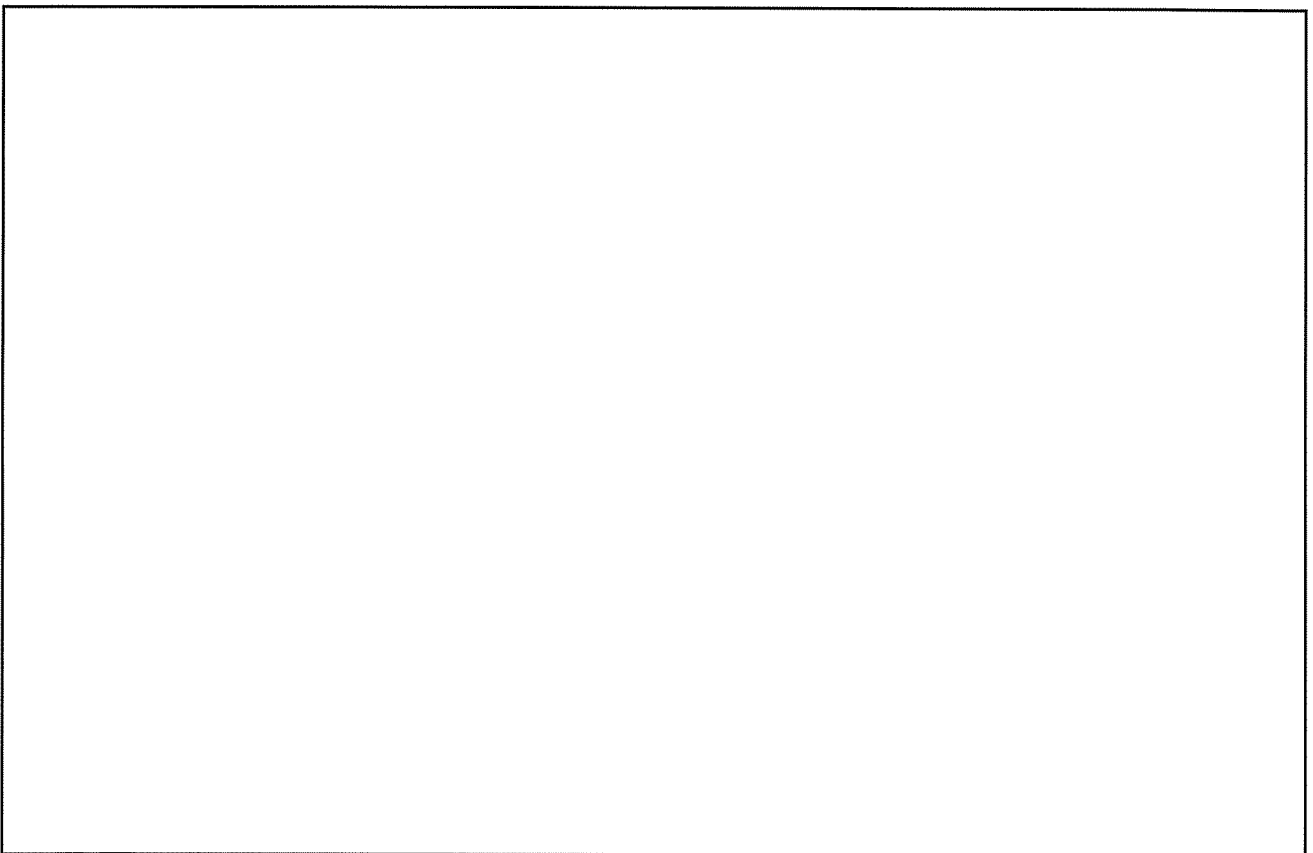
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9. Draw a picture to illustrate this poem.



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

du	cue
res	ster
beau	ring
young	ty

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

head	correct	grow	mature	claim	marine	responsible	view
------	---------	------	--------	-------	--------	-------------	------

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

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

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

ly	ful	ward	ness	ment	ous	hood
----	-----	------	------	------	-----	------

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

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

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

yoyo		10		
yearly	3			
yolk		4	5	
yellow		2		

yourself	6					
youthful			1			
youngster						
journey	7				9	

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

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

## Challenge

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

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

eggplantbackyardstickybeakyearbookcaseyellowcakeyourselfuselessviewpointless

\_\_\_\_\_

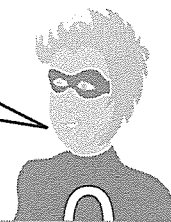
\_\_\_\_\_

\_\_\_\_\_

# Place value of whole numbers – working with place value

Zero plays an important role in numbers. It tells us that the value of the column is nothing and holds the place of other numbers.

I have \$6 055.  
Without the zero,  
I have only \$655!



## 1 Write these numbers:

a Four thousands, six hundreds, zero tens and 1 unit.

b Two thousands, zero hundreds, zero tens and zero units.

c Six thousands, three hundreds, 1 ten and zero units.

d Two thousands, zero hundreds, 6 tens and zero units.

e Ten thousands, nine hundreds, zero tens and zero units.

## 2 A zero has been added to each number in different places. Match them to a number in the box and write this number in figure. The first one has been done for you.

a

Eight thousand and ninety two

b

Two hundred and seventy

c

Eight hundred and two

d

Six thousand, seven hundred and seven

e

Five thousand and seventy

## 3 Record the steps you followed to use a calculator to change:

a 567 to 507 by taking away one number.

b 2 093 to 2 100 by adding one number.

c 760 to 60 by taking away one number.

d 997 into a 4 digit number.

# Place value of whole numbers – working with place value

4 Use these digits to make the following 4 digit numbers:

8

7

1

0

a A number with 7 in the hundreds place.

b Two numbers with 0 in the units place.

c One number that has 71 tens.

d A number that has 87 tens.

e A number that has zero as a place holder.

5 Help these kids remember their special numbers:

a Charlie needs a password to access his computer. The password includes the digits 5 6 7 1. It is the smallest odd number.

What is the password?

b Bec needs to withdraw money from the bank but she can't remember her PIN. The password includes the digits 3 3 9 8. It is the largest even number.

What is her PIN?

c The alarm is ringing in Frankie's house and she needs to remember the code to switch it off. She knows the numbers include 5 9 2 7 and that it begins with 9. It is the second largest number.

What is the alarm code?

d Max recently changed the combination to the lock on his games cupboard. The combination includes the digits 6 1 1 9. It is the second smallest number.

What is the combination to the lock?



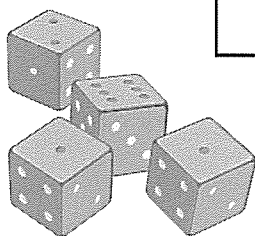
This is a game for 2 players. You will need a copy of this page and a set of 4 dice.



Each player takes turns rolling the dice and writing one digit in each box where they will fit. You might roll 2 dice, 3 dice or 4 dice, depending on the squares.

**Start**


For example, if you roll a 6 and a 7, you can write the number 67 or 76 next to where it says start. Then, when you roll all 4 dice to create a 4 digit number, you need to get one of the digits that you rolled previously so that the numbers connect like a crossword. The winner is the player who fills all the places on their page first.





Getting ready

This is a game for 3 players. You will need a copy of this page and the cards (below) cut out.



copy

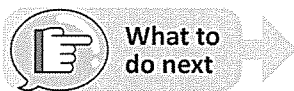


What to do

1 person is the caller and the other 2 are the players.

The caller turns over a digit card and announces the number. Each player finds the same digit card and places it in one rectangle in the place value table. Repeat this until each player (including the caller) has a 4 digit number. The caller then reads out their number.

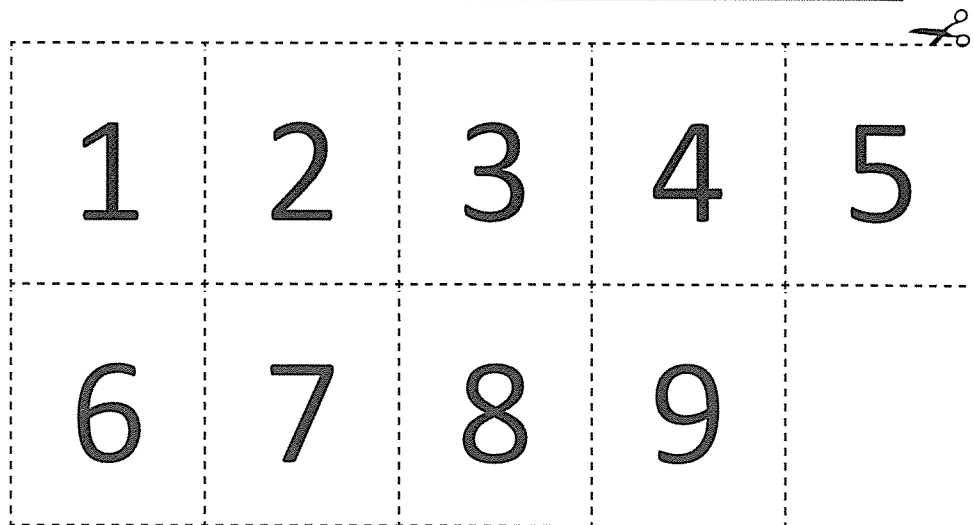
The player who gets a higher number than the caller scores 5 points. If a player has the same number as the caller, they score 3 points. If a player has a lower number than the caller, they score 1 point. If the caller's number is higher than both the players, they score 10 points.



What to do next

Swap roles. Keep playing until each person has had a turn of being the caller. Add up points at the end to find the overall winner.

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Look at the Climate Averages Map. [http://www.bom.gov.au/climate/averages/tables/cw\\_061087.shtml](http://www.bom.gov.au/climate/averages/tables/cw_061087.shtml)

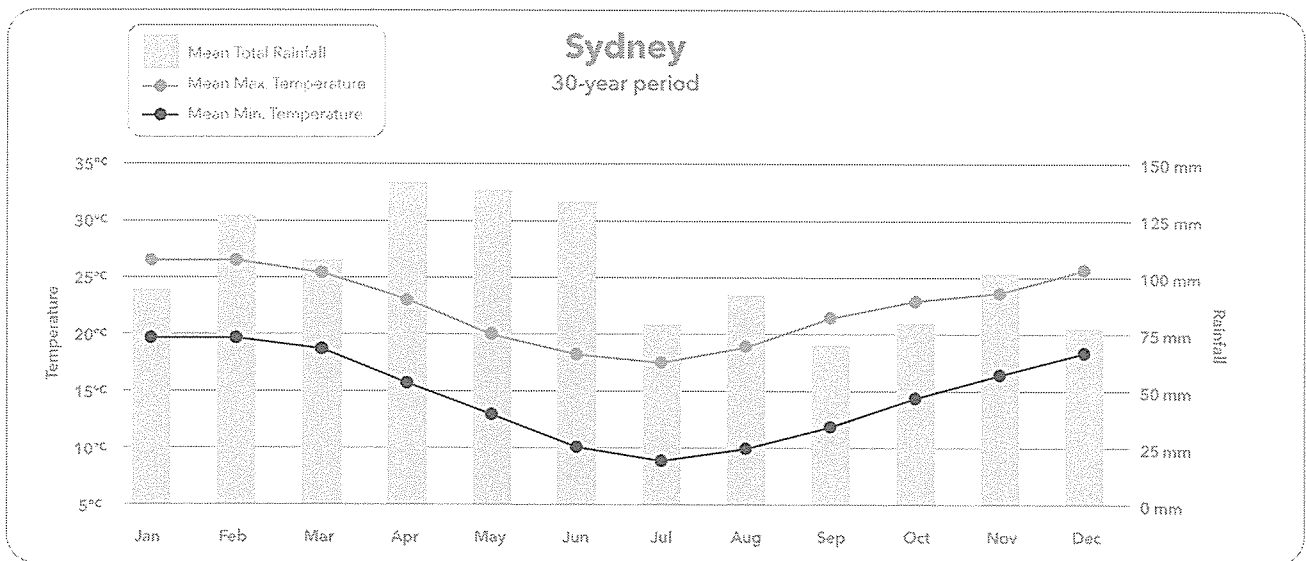
- 1a What is the highest average temperature for Gosford? \_\_\_\_\_
- b What is the lowest average temperature for Gosford? \_\_\_\_\_

2 Facts about weather and climate are often given in a graph. A Climate Graph shows the high and low temperature, and the rainfall over a long time.

Look at the Climate Graph for Sydney. The columns are the rainfall.

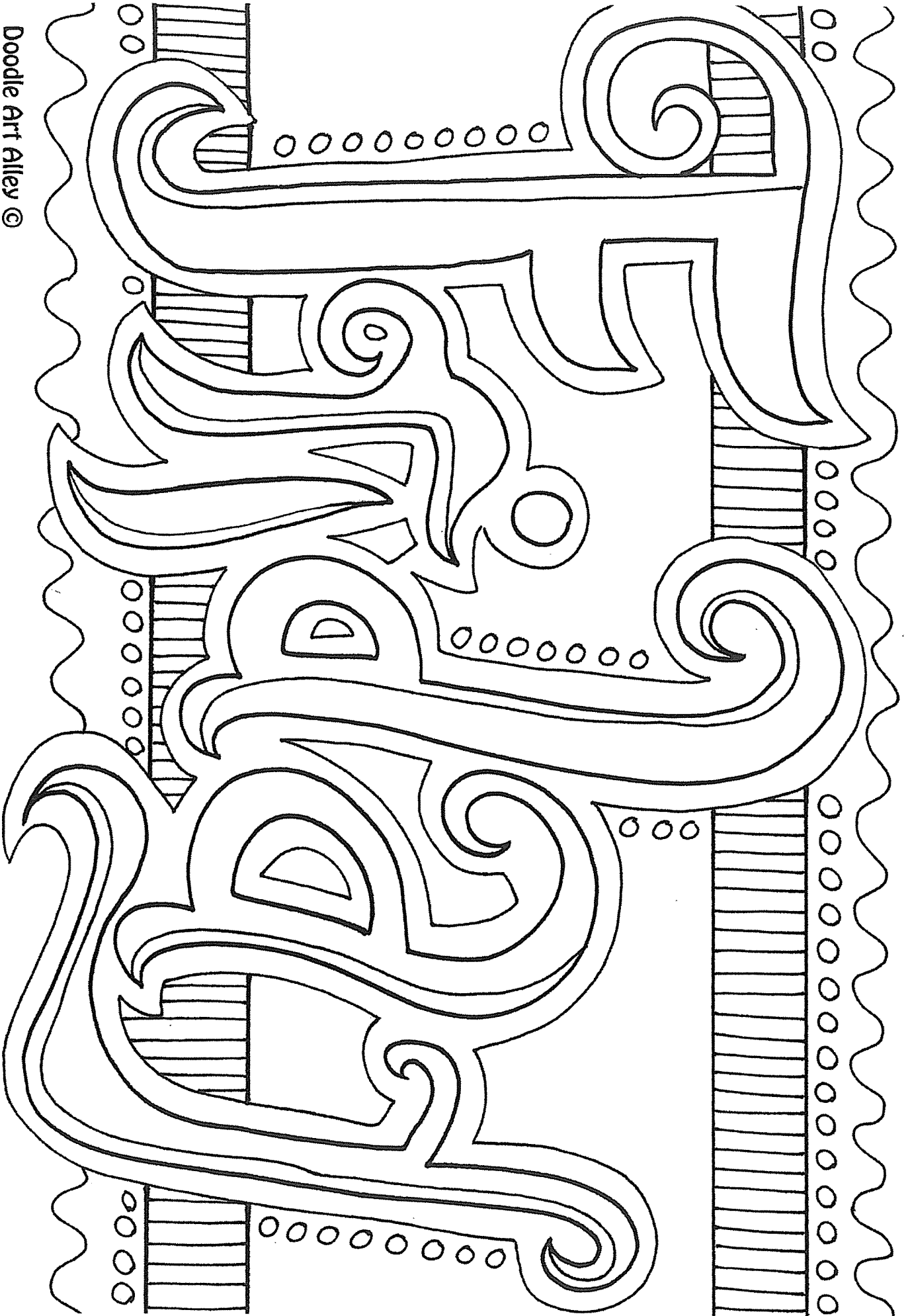


The lines are the temperature.



- 3a Which month had the most rain? \_\_\_\_\_
- b Which month had the least rain? \_\_\_\_\_
- c What are the two hottest months? \_\_\_\_\_
- d What are the two coldest months? \_\_\_\_\_

Doodle Art Alley ©

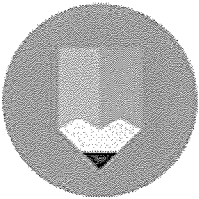




5

## Wise Old Owl

the wise old owl sat on the branch of a tall  
oke tree. he was watching his pray below. the  
tiny little mouse scatted into the safety of the  
long green grass. the disappointed owl flew  
gracefully onto the next tree



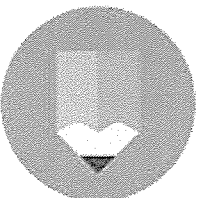
Find 3 spelling mistakes.  
Add 4 capital letters and 1 full stop.

 teachstarter

6

## Energetic Puppy

the energetic puppy returned the big blue  
ball to his proud owner. he waited patiently  
for his biscute treat. the puppy lessons are  
helpping to transform this little puppy into a  
talented show dog



Find 3 spelling mistakes.  
Add 3 capital letters and 1 full stop.

 teachstarter

# ROALD DAHL

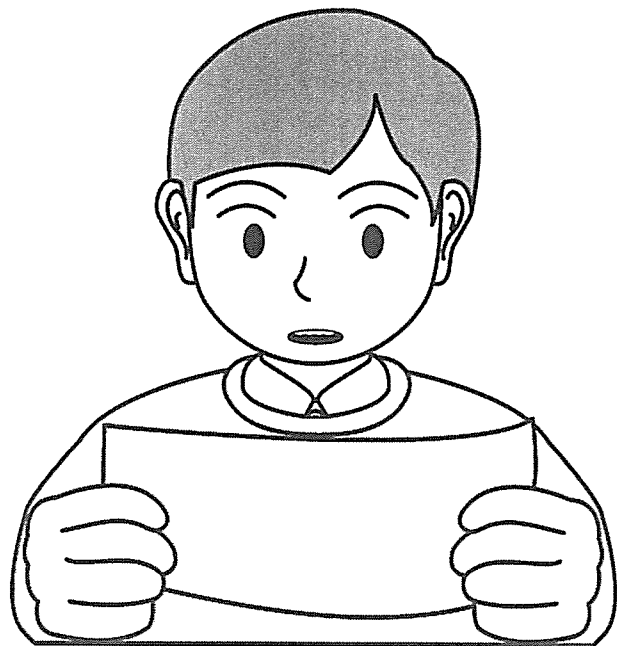
Roald Dahl is known as one of the most popular children's authors of all time. He started writing children's books in 1943 and continued writing for the rest of his life.

Roald Dahl was born in Wales in the United Kingdom on September 13, 1916. His father died when he was only three years old, so he was raised by his mother. She used to tell Roald lots of imaginative stories during his childhood, which he always loved hearing.

When Roald became a father himself, he started to tell his own children stories. He would sneak into their bedroom after they had gone to bed and make up wonderful tales about all sorts of interesting characters. Eventually, he wrote many of these stories down. They were published into books, so children all around the world could read and enjoy them.

Some of Dahl's most famous books include James and the Giant Peach, Charlie and the Chocolate Factory, Fantastic Mr. Fox and The Witches. Many of his books have been made into movies. One of his later books, Matilda, has even been made into a musical performed on stage.

Roald Dahl died in Oxford, England on November 23, 1990. He will live on through his wonderful stories, which will be enjoyed by children for generations to come.



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

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

## Comprehension Questions

1) Write down the events that happened in these years.

1916	
1943	
1990	

2) What happened when Roald Dahl was only three years old?

---

---

3) Where do you think Roald Dahl's love for children's books began?

---

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4) What did Roald Dahl do once his children were in bed?

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---

---

5) What did Roald Dahl decide to do with all the stories he told his children?

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---

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

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

## Comprehension Questions

6) List some of the famous books that Roald Dahl wrote.

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7) Which of Roald Dahl's famous books is now a musical?

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8) Why do you think Roald Dahl chose to write books for children?

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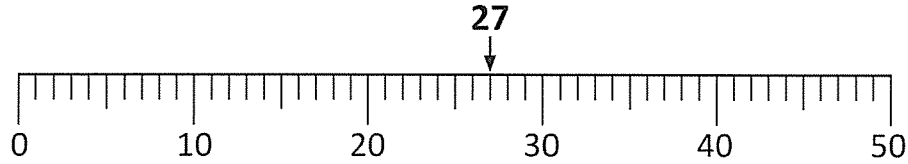
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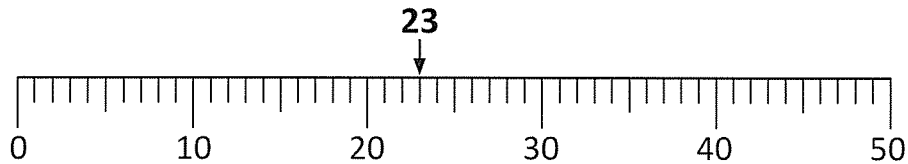
# Round and estimate – rounding to 10, 100 and 1 000

Rounding makes big numbers easier to work with. Look at these examples of rounding to the nearest 10.

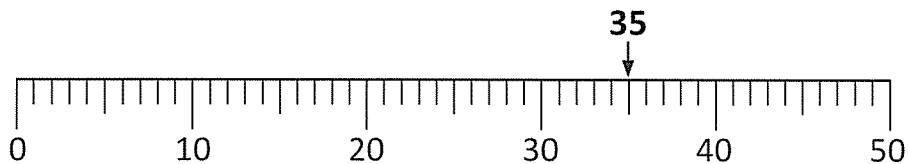
We round up if the number is over the halfway mark: 27 rounds up to 30.



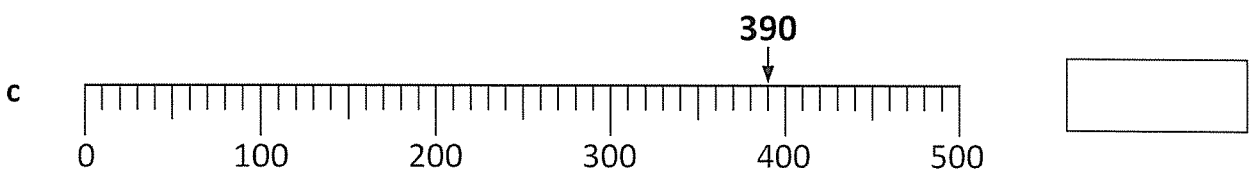
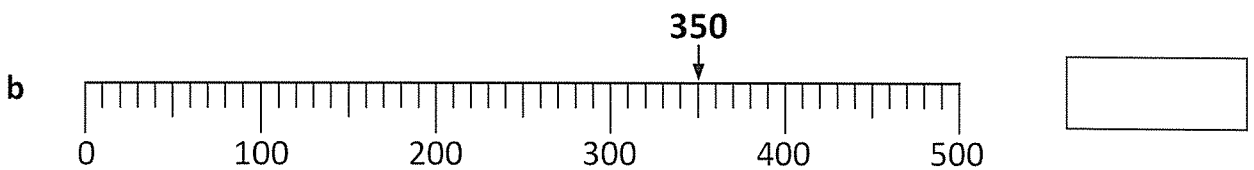
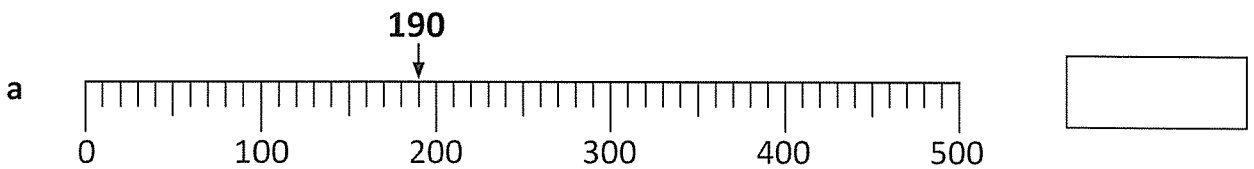
We round down if the number is under the halfway mark: 23 rounds down to 20.



We round up if the number is exactly halfway:

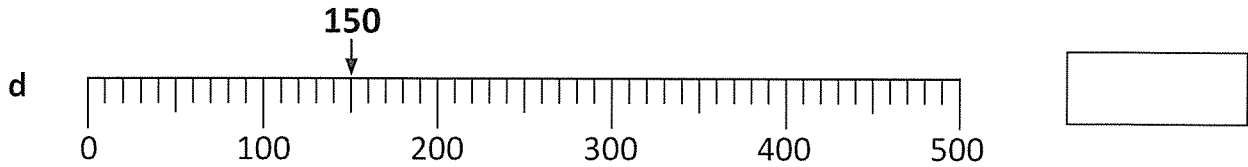


## 1 Round these numbers to the nearest 100:



# Round and estimate – rounding to 10, 100 and 1 000

1 Round these numbers to the nearest 100 (continued):



2 Round these according to the table directions. The first one has been done for you.

Number	Nearest 10	Nearest 100	Nearest 1 000
567	570	600	1 000
673			
287			
527			
970			

3 Find the number by rounding the numbers:

The number of teeth that a shark has in its lifetime

70      80      100      7 000      300

7 000    20    80    1 000    400    500    200    40

U 999 rounded to the nearest 1 000

S 356 rounded to the nearest 100

A 455 rounded to the nearest 100

N 176 rounded to the nearest 100

D 37 rounded to the nearest 10

R 99 rounded to the nearest 100

T 6 892 rounded to the nearest 1 000

Y 265 rounded to the nearest 100

H 19 rounded to the nearest 10

O 84 rounded to the nearest 10

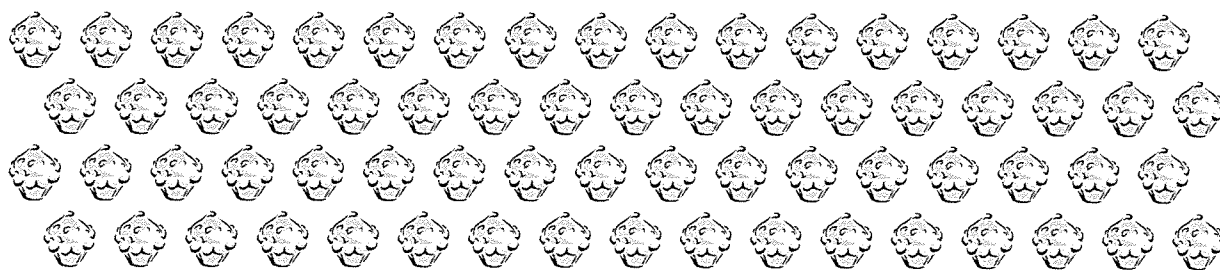
F 68 rounded to the nearest 10

# Round and estimate – estimating

Estimation is a very useful skill. It is used every day by all sorts of people.

Estimation is not just guessing, it is a way of doing a sum in your head. A good estimate is a reasonable answer, not just a wild guess.

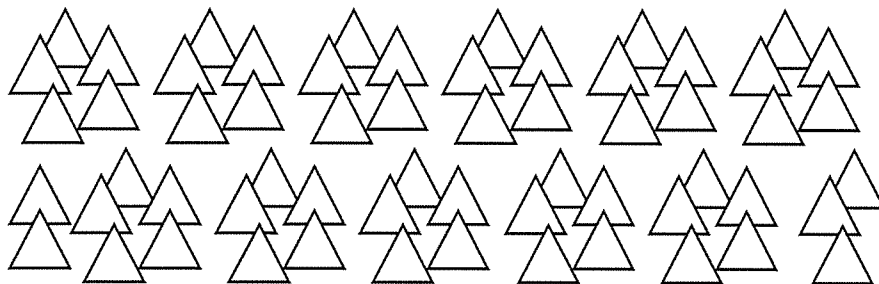
- 1 Estimate the number of cakes below. Start by looking at a sample – the number in one group, then estimate. Try not to count.



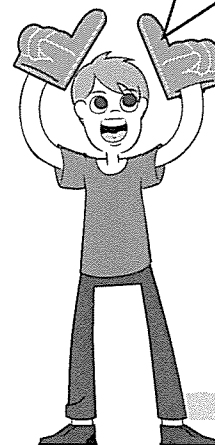
My estimate is close to

These objects are not arranged neatly in rows and columns so I need to find a sample a different way. I could divide this picture in quarters.

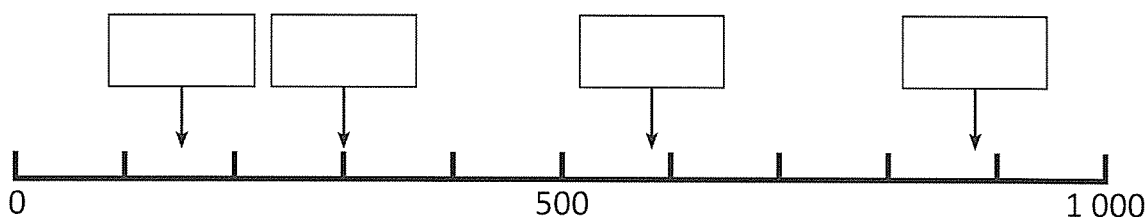
- 2 Estimate how many triangles are in this picture:



My estimate is close to



- 3 Estimate the numbers that could be located at the marked points.



# Round and estimate – estimating

4 Estimate how many holes you can make using a hole punch. Fold a piece of A4 paper in half and in half again. Punch some holes a few times. Unfold the paper. Estimate the number of holes.

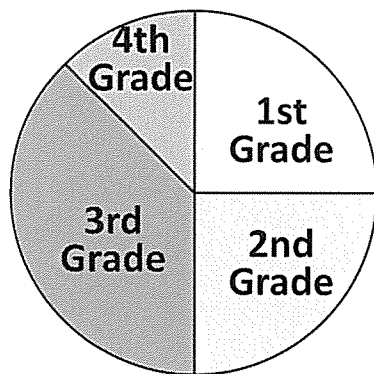
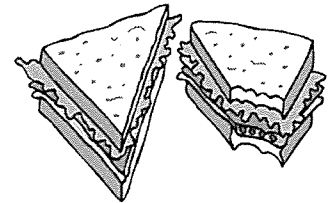
a Write this number here.

b How did you make this estimate?

\_\_\_\_\_

5 Try these estimation problems:

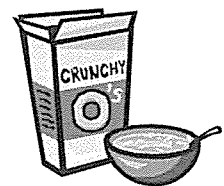
a This pie chart shows the approximate number of children who get lunch orders every day. If there are 20 children in 1st Grade, estimate the following:



Number of children in 4th Grade:

Number of children in 3rd Grade:

b Jake wanted to find out how many sultanas there were in a box of cereal. Counting every sultana would take too long. Instead, he scooped a cupful of cereal out into a bowl and counted how many sultanas were in the cup. What did he do next?





# Round and estimate – rounding to estimate

Rounding is a very useful skill for doing mental calculations.

Look at this example:

Lily went to the shops to buy her friend a birthday present. She had saved up \$10 of her pocket money. She picked out wrapping paper for \$1.85 and a card for \$1.10. Lily saw 2 things that her friend would like. One was a book for \$7.90. The other thing was a pencil set for \$6.15. She could not decide which one to buy – she did not have enough for both presents. Which present do you think Lily bought, as well as the wrapping paper and card?

Luckily, Lily used her rounding skills as the shop assistant was getting very impatient. This is what she did:

To find the total of the wrapping paper and card:

\$1.85 rounds up to \$2.

\$1.10 rounds down to \$1. Total is \$3.

Option 1: Book for \$7.90 rounds up to \$8. \$8 plus \$3 is \$11.

Option 2: Pencil set for \$6.15 rounds down to \$6. \$6 plus \$3 is \$9.

Lily chose to buy her friend the \_\_\_\_\_.

## 1 Round these amounts to the nearest dollar:

a  $\$2.10 =$

b  $\$5.90 =$

c  $\$8.95 =$

## 2 Do you have enough money to buy? Circle the correct answer:



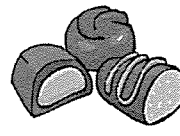
choc cream

\$1.95 per scoop



jelly beans

\$3.05 per scoop



choc mints

\$2.10 per scoop



jubes

\$4.85 per scoop

\$5.00

2 scoops of jelly beans and 1 scoop of choc creams?

Yes / No

\$7.00

1 scoop of jubes and 1 scoop of choc mints?

Yes / No

\$10.00

3 scoops of jelly beans and 1 scoop of choc mints?

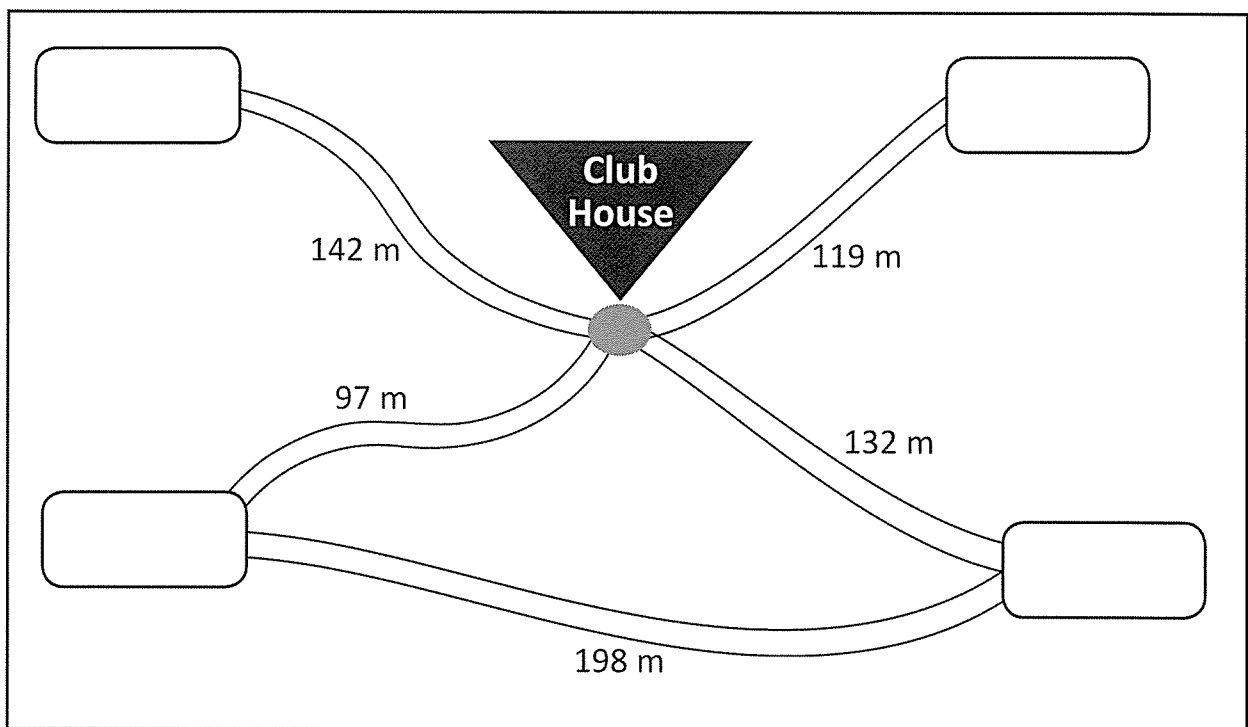
Yes / No

## Round and estimate – rounding to estimate

3 Round each number and add. Shade the most reasonable answer for each sum:

a	$112 + 31 =$	150	113	99	140	120
b	$267 + 72 =$	320	340	330	310	300
c	$123 + 49 =$	170	180	190	270	280
d	$262 + 519 =$	700	160	690	790	780

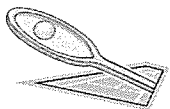
4 Here is a map of a club house. See if you can label the places correctly. Use the clues below. The places are: cafe, gazebo, tennis courts and pool.



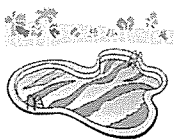
Use these clues in order:



- Rounded to the nearest 10, the cafe is 120 metres away from the club house.



- Rounded to the nearest 10, the pool is 140 metres away from the club house.



- Rounded to the nearest hundred, the distance from the club house to the gazebo is 100 metres. This distance is an odd number.



Getting ready

This is a game for 2 players. You and your partner will need a copy of this page and 3 dice. Also you will each need a calculator to keep score and a marker.

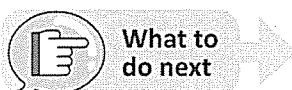
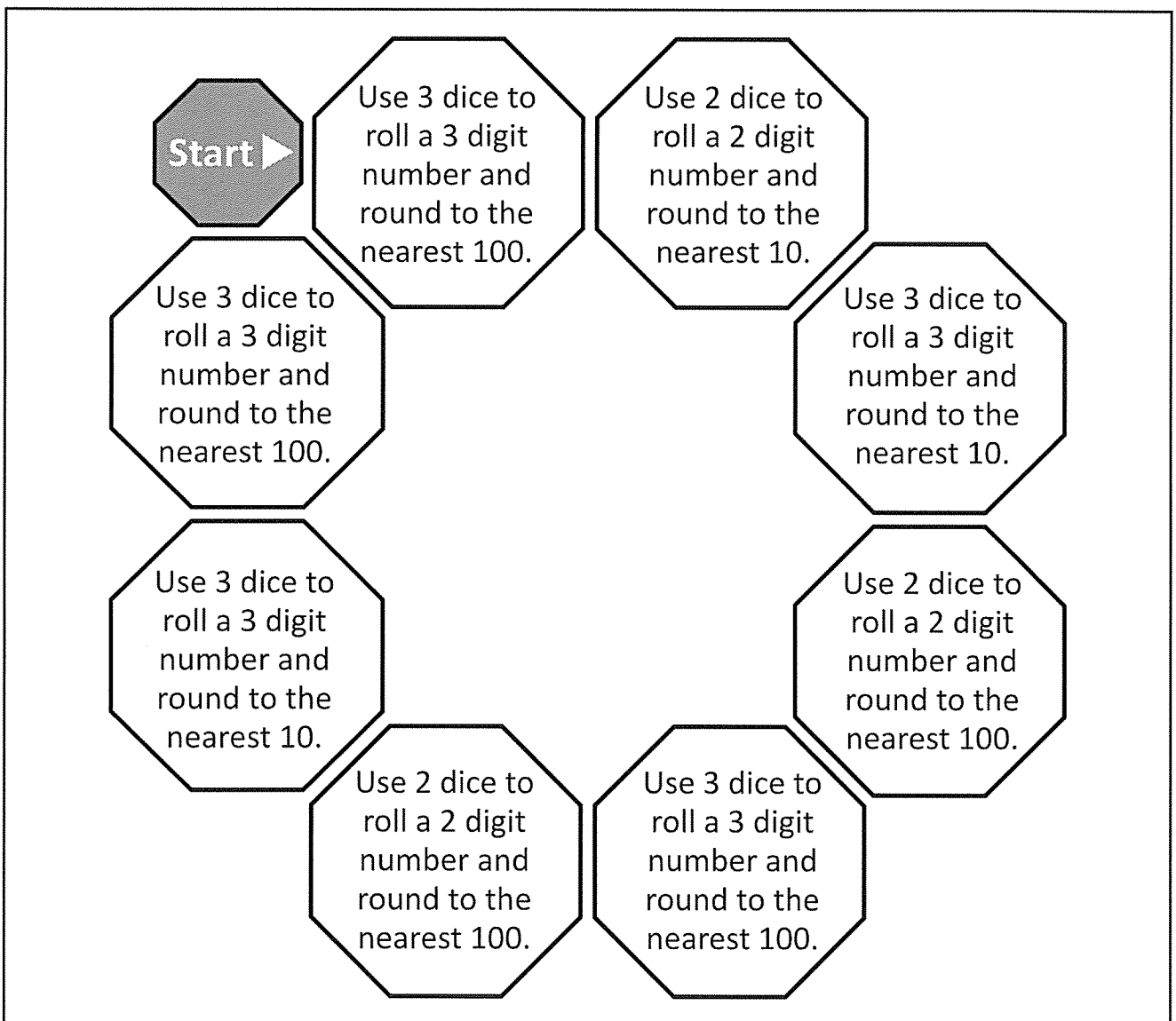


copy



What to do

Decide who will go first. Roll a die and move that number to the next octagon. Follow the directions and record your number. Take turns and keep track of your score on your calculator by adding the number you make on each turn. The winner is the first one to reach 1 000.

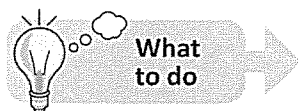


What to do next

Play again. This time, make it the best out of three.



This is a game for 2 players. You will need: a coin, 3 dice, counters in 2 different colours, scrap paper and this page.



- 1 Roll 3 dice and write down the largest number you can.
- 2 Toss a coin. If it lands on heads, round to the nearest 10. If it lands on tails, round to the nearest 100.
- 3 Place your counter on the number, if you see it on the grid.

The winner is the person with the most counters on the grid after 10 turns each.

200	700	620	410	700	630	650	220
100	670	440	500	600	200	640	610
560	520	300	640	250	510	540	160
630	320	240	700	530	200	110	650
250	550	660	650	310	640	430	640
660	210	670	640	540	210	600	220
500	400	640	420	630	670	550	600
300	540	530	300	400	360	520	500
620	520	700	650	620	660	550	330