St Johns Park Public School Year 4 (Week 1 -2021)

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	**Fitness** ● 10 butt kicks ● 15 lunges ● 10 high knees ● 15 star jumps **Repeat these steps 2 times.** **English** **Read** for 15 minutes **Reading** Read **'The History of Pizza'** and answer the questions using full sentences. **Writing** **Day 1: Plan & Organise** Watch the videos: https://www.youtube.com/watch?v=eJULQ0xBHFs https://www.youtube.com/	**Fitness** ● 10 butt kicks ● 15 lunges ● 10 high knees ● 15 star jumps **Repeat these steps 2 times.** **English** **Read** for 15 minutes **Reading** Read '**Forest Friend'** and answer the questions using full sentences. **Writing** **Day 2: Write** Watch the videos: https://www.youtube.com/watch?v=eJaOISwPjAc https://www.youtube.com/	**Fitness** ● 10 butt kicks ● 15 lunges ● 10 high knees ● 15 star jumps **Repeat these steps 2 times.** **English** **Read** for 15 minutes **Reading** Read **'Digital Warriors'** and answer the questions using full sentences. **Writing** **Day 3: Edit** Watch the video: https://www.youtube.com/watch?v=XP5yWz-MNpM Edit your work to check for	**Fitness** ● 10 butt kicks ● 15 lunges ● 10 high knees ● 15 star jumps **Repeat these steps 2 times.** **English** **Read** for 15 minutes **Reading** Read **'How to Make Slime'** and answer the questions using full sentences. **Writing** **Day 4: Revise** Watch the video: https://www.youtube.com/watch?v=1T6PmQQlKss Revise your work to	**Fitness** ● 10 butt kicks ● 15 lunges ● 10 high knees ● 15 star jumps **Repeat these steps 2 times.** **English** **Read** for 15 minutes **Reading** Read **'To the Editor'** and answer the questions using full sentences. **Writing** **Day 5: Publish** Publish your edited and revised writing. You can either type your work or write it in your workbook.

	watch?v=HAVW3b7E0TI Read the writing prompt '**The Shoe'.** Use the Narrative Planning Template to plan your ideas. ***LI:*** *Plan ideas for writing.* ***SC:*** *- Plan for all parts of the narrative.* *- Uses key words.* *- Ideas are sequenced.* **Spelling** Complete the activity below if you **do not** have internet access: Choose any 6 words from your spelling list. Write their meanings in your workbook. Write down which part of speech each word belongs to (e.g. noun, adjective, verb …)	watch?v=mhm3tK41uWQ Use your plan to write your narrative ***LI:*** *Write a structured narrative.* ***SC:*** *- Use ideas from plan.* *- Have all the parts of a narrative.* *- Organise and sequence ideas using paragraphs.* **Spelling** Write interesting sentences using the following words in your workbook. 1. friction 2. corroboree 3. towel 4. eagle 5. barrel 6. velocity	mistakes ***LI:*** *Edit and correct mistakes using the acronym CUPS.* ***SC:*** *- **C**apital letters* *- **U**nderstanding (check for meaning)* *- **P**unctuation* *- **S**pelling* Journal writing – write and draw how you're feeling today and why? Handwriting – Complete handwriting worksheet.	improve writing. ***LI:*** *Revise and improve writing using the acronym ARMS.* ***SC:*** *- **A**dd words (e.g. adjectives, conjunctions)* *- **R**emove unnecessary words* *- **M**ove words around* *- **S**ubstitute boring words (e.g. replace 'run' with 'dash')* **Grammar** Complete '**Adverbs'** worksheet Use the Seesaw app to record and upload a video of yourself asking at least 2 comprehension questions that you could ask someone about a book you have read.	***LI:*** *Publish writing.* ***SC:*** *- Type/write each sentence carefully.* *- Include all changes you have made.* *- Make sure your work is presentable.* During the week, which activity you enjoyed doing the most and why? Write it in your workbook. **Spelling** Ask someone at home to test you on your weekly spelling words. Upload your results onto Seesaw.
Break	Break	Break	Break	Break	Break

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Middle	**Mathematics** **Mentals** Complete Maths Mentals (15 questions) Time yourself and record your time. **Addition and Subtraction (MA2-5NA)** Watch the video on subtraction. https://www.youtube.com/watch?v=IzlyN2-uLSU Complete '**Subtraction algorithms'** Worksheet.	**Mathematics** **Mentals** Complete Maths Mentals (15 questions) Time yourself and record your time. **Addition and Subtraction (MA2-5NA)** Watch the video on subtraction of 5 digit numbers. https://www.youtube.com/watch?v=1NX_yBTxEHg Complete '**Subtraction algorithms up to 5 digits'** Worksheet.	**Mathematics** **Mentals** Complete Maths Mentals (15 questions) Time yourself and record your time. **Problem Solving** Complete **4 problem solving** questions and the **8x colour fun** worksheet. **Extension (optional)** If Mr Hu paid $50.50 for lunch and he gave a 20% tip, how much did he spend all together?	**Mathematics** **Mentals** Complete Maths Mentals (15 questions) Time yourself and record your time. **Area (MA2-10MG)** Watch the video on shapes and area. https://www.khanacademy.org/math/cc-third-grade-math/imp-geometry/imp-decompose-figures-to-find-area/v/decomposing-shapes-to-find-area-grids-math-3rd-grade-khan-academy Complete '**Regular and irregular shapes (B)'** worksheet.	**Mathematics** **Mentals** Complete Maths Mentals (15 questions) Time yourself and record your time. **Area (MA2-10MG)** Watch the video on square centimetres. https://www.youtube.com/watch?v=CKdNPXVexqI Complete '**Square centimetres'** worksheet.
Break	Break	Break	Break	Break	Break

Afternoon	**Science and technology** **Topic: 'SMOOTH MOVES'** Find an open space. Run over a distance and stop suddenly and walk over a distance and stop suddenly. Answer the following questions in your workbook. **1. What did you feel when you were walking?** **2. What did you find out from the task?** **3. Why did you think that was**? You will need 2 cans and a safe floor area. Use different sized Pushes and Pulls to roll the cans. Compare how easy they are to stop. What was the difference in the push used to move each can? Look at the example and create your story board that includes a title, drawings, force arrows and descriptive captions on the **sheet provided.**	**BTN** Watch 'Behind the News' on ABC Me. https://www.abc.net.au/btn/classroom/ Choose your favourite story. Write a summary of the story. In your summary include 4-6 interesting facts.	**Geography** **Topic: 'Australia & it's Neighbours (GE2-1)** **Features of Places** Watch the video: Australia's Neighbours – Charlotte's Story https://online.clickview.com.au/share?sharecode=163f53e3 Complete the worksheet **'What would it be like to live in a different place?'** 	**Creative Arts - Music** Look up the definition for the word 'ostinato' and write this into your workbook. Find two objects in your home and describe one sound that can be made using each object. Both sounds should be different. For example: A spoon and a tissue box. A spoon: Goes 'Clang' when you tap it on the table. A tissue box: Goes 'Woosh' when you slide it across a smooth surface. **Draw a picture** or symbol to represent each object and the sound it makes. For example: =Spoon =Tissue Box Extension: Find five more objects to explore their sounds and draw a symbol for each of these.	**PDHPE** **Topic: 'Drug Education'** **Focus: What are medicines and who gives them to me?** What do medicines look like? In your book, write down some medicines that you take and draw them. Research one of these medicines on your device. List five facts. Who can you turn to for support if you are not feeling well? Complete Worksheet - '**Support Network**'.

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The History of Pizza

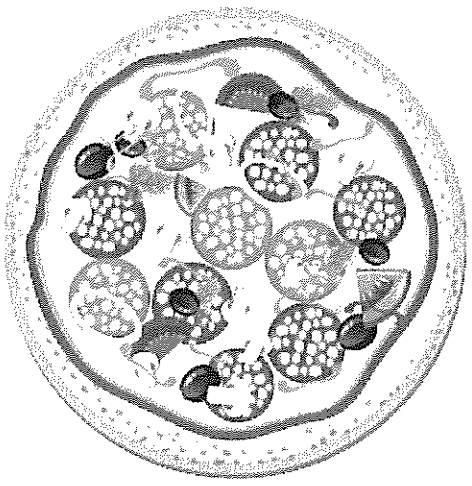
Pizza has been around for thousands of years. Ancient Babylonians first made plain flat bread in mud ovens. The Ancient Greeks then improved the plain flat bread. They added a range of toppings, such as olive oil and herbs.

In the 17th century, mozzarella cheese was developed and added as a topping to the flat bread. Soon after, it was discovered that tomatoes were not poisonous and they too were added as a staple topping.

Eventually Greek and Italian peasants developed the pizza dough we know today.

By the 1800s, pizza became a popular fast food. It was mostly sold as street food by young boys wearing small tin stoves.

In 1830, Antica Pizzeria Port'Alba was the world's first pizzeria to open and is still in business today. In 1889, Queen Margherita went to Antica Pizzeria. The chef, Rafaele Esposito, made her a pizza using the Italian flag as inspiration – red tomato sauce, white mozzarella cheese and green basil leaves. Queen Margherita loved the pizza so much, they named it after her. Pizza is now one of the most popular meals in the world.



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Name _____ Date _____

The History of Pizza

1. What was used to make the first pizza?
   Who made it?

2. In the 17th century, what two ingredients were added as staple pizza toppings?

3. What was the name of the first pizzeria?
   When did it open?
   Who was the chef?

4. When and how was the Margherita pizza invented?

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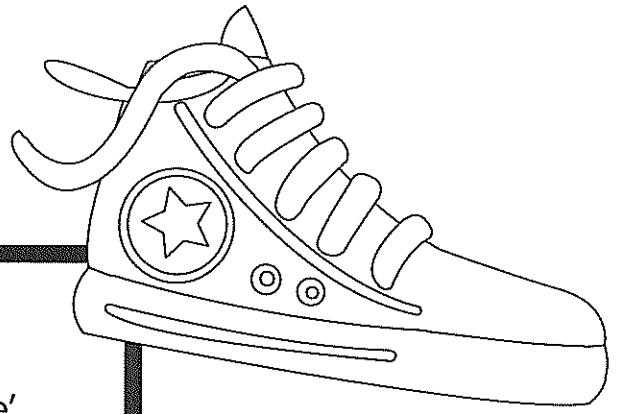
The Shoe



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

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

Think:

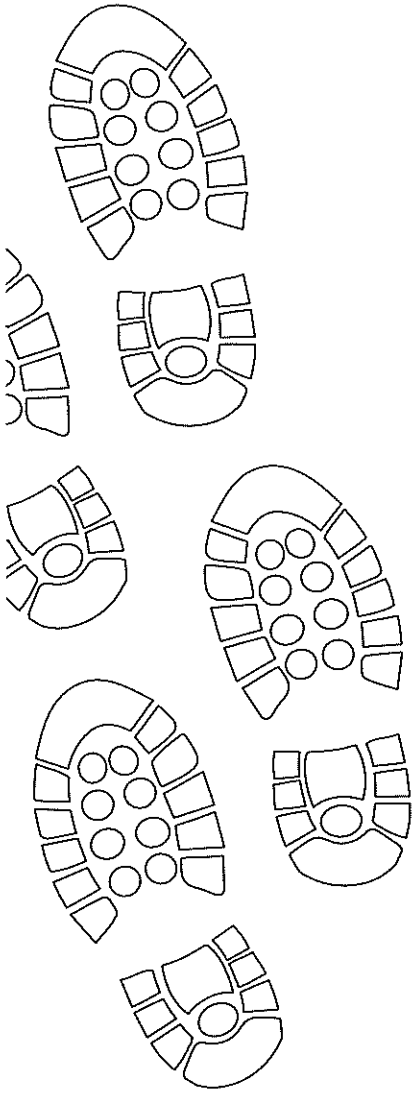
What do you want your story to be about? What kind of shoe is it? Why is there only one shoe? Who does the shoe belong to? What, if anything, is special about the shoe?

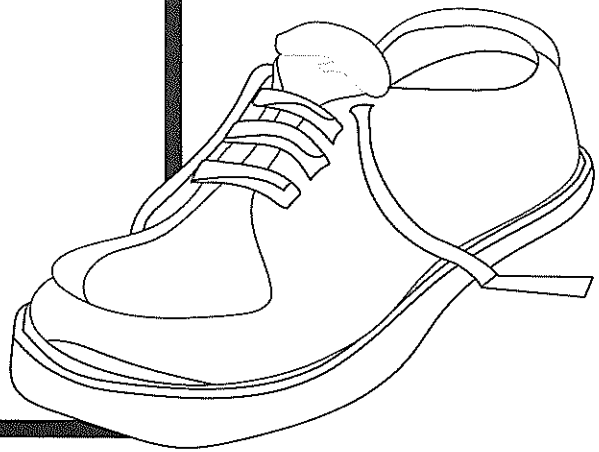
Plan:

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.





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Narrative Planning Template

Title _____

Orientation

Setting	Characters	Mood

Complication

Events and Climax

Resolution

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Spelling List
Term 2 Week 3
Word endings
-le and -el

1) eagle
2) cancel
3) jewel
4) channel
5) multiple
6) kennel
7) bicycle
8) towel
9) pickle
10) parallel
11) couple
12) wiggle
13) barrel
14) scramble
15) caramel

Theme Words

16) eucalyptus
17) corroboree
18) flourishing
19) friction
20) velocity

Monday

1. 61 - 2 = _____

2. 15 + 93 = _____

3. 13 + 64 = _____

4. 12 x 8 = _____

5. 90 ÷ 9 = _____

6. Is 9035 an odd or even number? _____

7. Complete this counting pattern:
31, 41, 51, 61, _____, _____, _____

8. I have 90 balls. Chase has some balls too. Together we have 156 balls. How many balls does Chase have? _____

9. Divide 48 by 8. _____

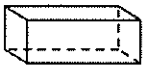
10. 5 cents + 20 cents + $1.00 = _____

11. 20 cents + 5 cents + $2.00 = _____

12. What digital time does the clock show? _____

13. How many weeks is 28 days? _____

14. How many faces does a rectangular prism have? _____



15. Which star has the highest chance of being selected? Black or white? _____

Tuesday

1. 76 - 2 = _____

2. 43 + 38 = _____

3. 46 + 34 = _____

4. 60 ÷ 10 = _____

5. 11 x 5 = _____

6. Write 5743 in words:

_____

7. Complete this counting pattern:
98, 103, 108, 113, _____, _____, _____

8. Cameron has 41 match sticks. Mason has 79 match sticks. How many more match sticks does Mason have? _____

9. Divide 24 by 3. _____

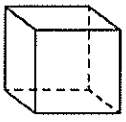
10. $1.00 + $2.00 + 5 cents = _____

11. 10 cents + 50 cents + 20 cents = _____

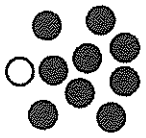
12. If it was 12:50 in the morning, would you write am or pm? _____

13. 360 minutes = _____ hours

14. How many faces does a cube have? _____



15. Which circle has the highest chance of being selected? Black or white? _____



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Subtraction algorithms

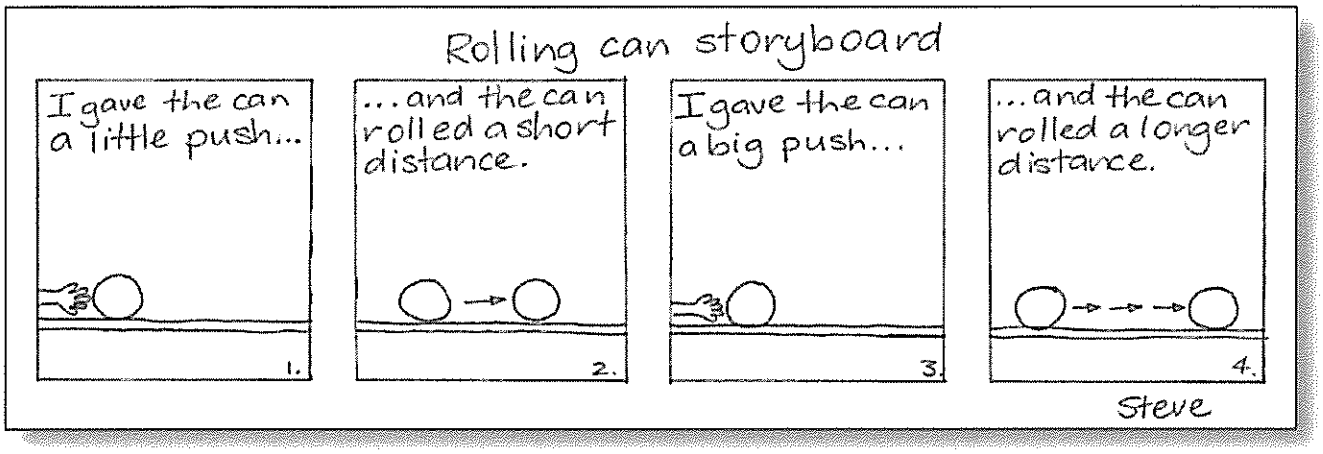
8365 - 2520	7550 - 5794	3711 - 2345
6199 - 2330	8341 - 5760	8444 - 4048
3274 - 1490	6888 - 1950	8303 - 2976
5606 - 5199	7064 - 6812	2650 - 2623

Smooth Moves

Creating a story board

https://schoolsequella.det.nsw.edu.au/file/ec78a309-6a23-4dec-9df1-01c4196df22b/1/useful_friction.zip/useful_friction/index.html

Example of a story board



Now create your own story board including a title, drawings, force arrows and descriptive captions.

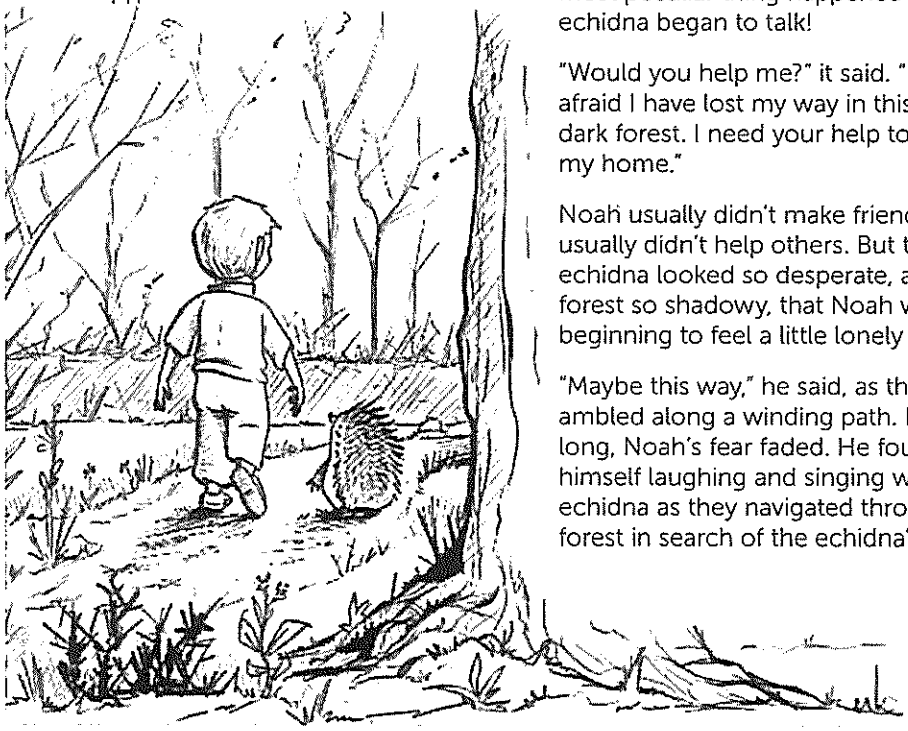
Forest Friends

Alison Smith

Crouched in his grandmother's attic, Noah puffed dust off the cover of the book he had just found. It was old, bound in brown leather, and cracked with age. The title – *Forest Friends* – sent a strange shiver through Noah's body.

Noah Gatsby was nine years old. He spent most of his free time alone, reading and creating adventures in his head. Life was easier when he was on his own. He didn't understand why others insisted that friends were important.

With trembling hands, Noah flipped open the book's cover. Nothing could have prepared him for what happened next!



Beams of light radiated from the pages. "Whoa!" he cried as his feet began to lift off the ground. Noah rose higher and higher, weightlessly. Then, everything suddenly went black...

Thud! As soon as his body hit the damp ground, Noah awoke to the smell of rotting leaves and the sight of tall trees waving high above. Twigs cracked as he pushed himself up.

I'm in a forest? Noah shook his head and jumped to his feet. A rustle in the bushes nearby made him spin around. To Noah's surprise, an echidna appeared from behind a rock. It sniffed with its long, pointy nose and shook its spiky, quill-covered body. And then the most peculiar thing happened – the echidna began to talk!

"Would you help me?" it said. "I'm afraid I have lost my way in this deep, dark forest. I need your help to find my home."

Noah usually didn't make friends. He usually didn't help others. But the echidna looked so desperate, and the forest so shadowy, that Noah was beginning to feel a little lonely himself.

"Maybe this way," he said, as they ambled along a winding path. Before long, Noah's fear faded. He found himself laughing and singing with the echidna as they navigated through the forest in search of the echidna's family.

Soon, they were deep in the gloom. Just as Noah was starting to lose hope of finding the echidna's family, he spotted something.

"Look!" exclaimed Noah, pointing to a small red door at the bottom of a gnarled tree trunk. "Is that the door to your home?"

The echidna twirled and squeaked with excitement, and then it tapped on the tiny door with its nose. To Noah's delight, the door swung open to reveal Echidna's grandmother.

"Welcome!" echidna's family cried, inviting Noah into their cosy home. "Come and enjoy some warm scones with jam?"

Only after the scrumptiousness of the scones began to fade, did Noah's thoughts turn to his own grandmother. He wondered what she was doing, and whether she missed him.

Echidna saw the sadness in Noah's face. He waddled to a bookshelf and carefully lifted down a heavy brown book with a familiar title – *Forest Friends*.

"Everyone needs a friend sometimes," Echidna whispered in Noah's ear.

Noah opened the book's cover. Sure enough, light streamed from the pages. In a flash, he found himself back in his grandmother's attic. Noah dusted himself off and straightened his jacket. "Gran, you'll never believe the book I just read!" he called.

That night, as his gran tucked him in, Noah couldn't stop thinking about his wild experience. *Echidna is right,* he thought. *Imagining adventures on my own is fun, but adventures are even more fun with a friend.*

Forest Friends

Literal Comprehension

1. What adjectives are used to describe the book that Noah finds?
2. How did Noah know they were at the echidna's house?
3. What did the echidna's grandmother do when she opened the door?

Inferential Comprehension

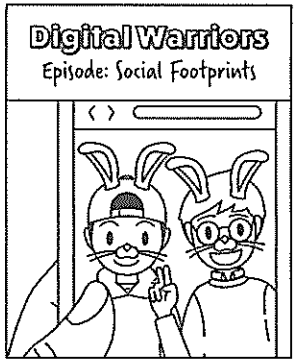
4. Why do you think Noah resisted the idea of making friends with other people at first?
5. When Noah arrived back in the attic, why do you think he called, "Gran, you'll never believe the book I just read!"

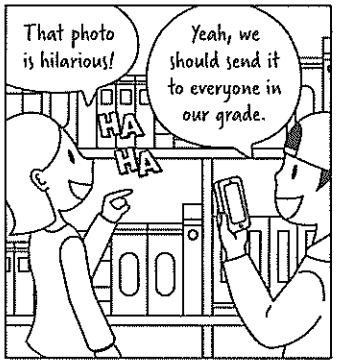
Evaluative Comprehension

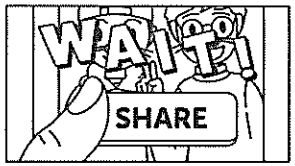
6. The most exciting part of a narrative is called the 'climax'. What do you think is the climax of this narrative? Explain your answer in detail.

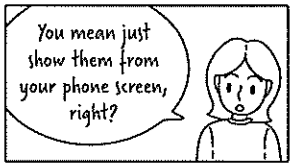
Subtraction algorithms up to 5-digits

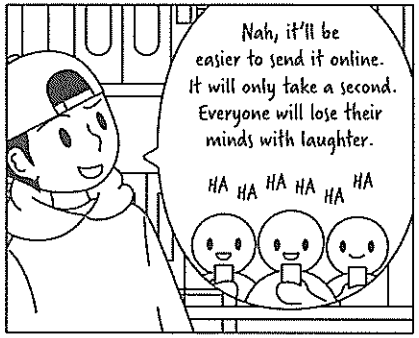
89311 - 49055	93158 - 15445	88142 - 87328
94629 - 44108	91315 - 80468	80510 - 28753
33282 - 28708	56069 - 44552	79885 - 78893
81868 - 18278	51248 - 48957	92196 - 46893

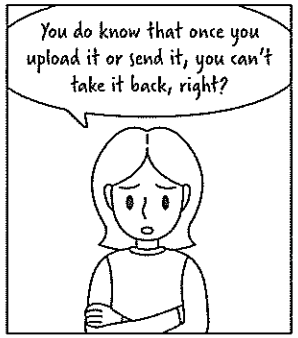


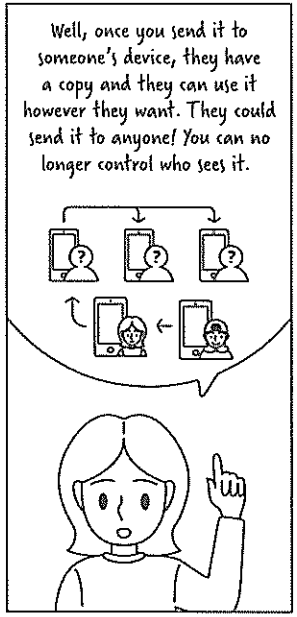


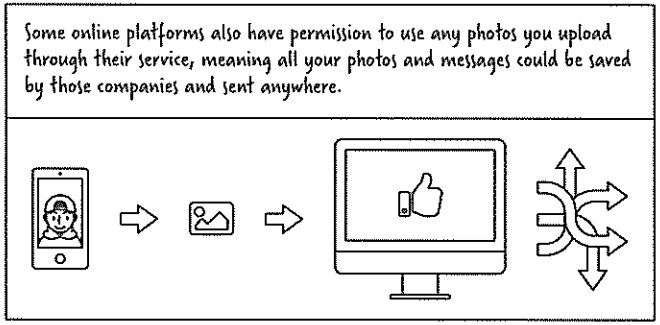


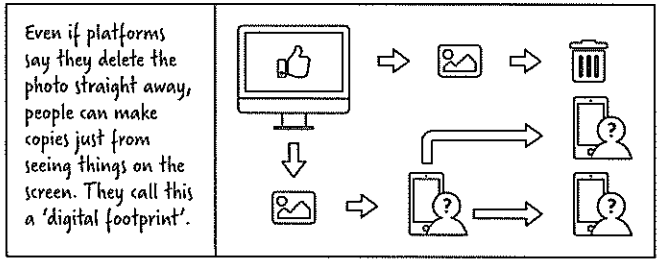


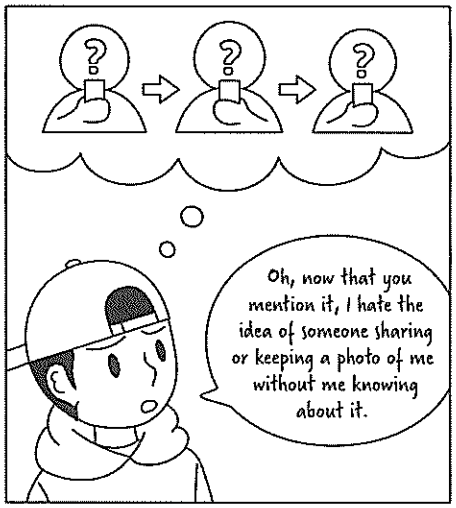


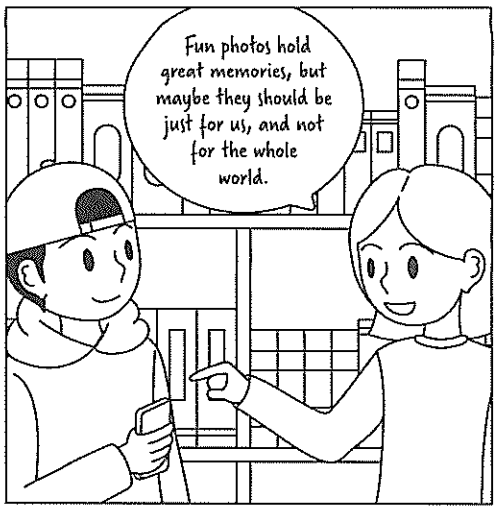


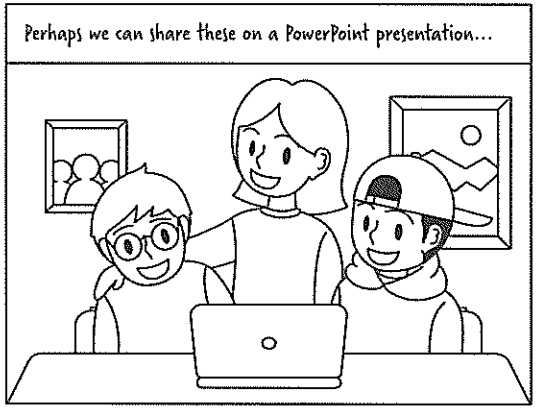


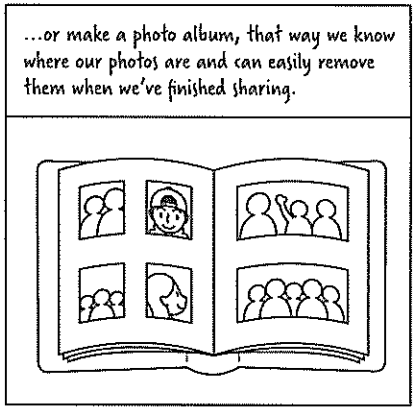


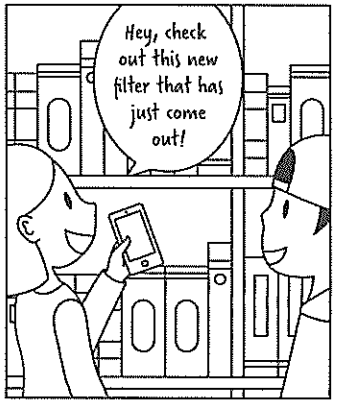












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Digital Warriors: Social Footprints

Literal Comprehension

1. What does the boy in the comic want to do with the photo?
2. Why is the girl concerned about this?
3. What alternatives to sending the photograph online does the girl suggest?

Inferential Comprehension

4. Even if platforms say they delete the photo straight away, people can make copies. How do you think this might happen?
5. What is the turning point of the comic (the point when the boy realises and changes his mind)? Use evidence from the text in your answer.

Evaluative Comprehension

6. How do you feel about sharing your personal photos or information online? Explain your answer in detail.

Year 4 Handwriting

The memory of a goldfish last just three seconds.

Different-sized forces have different effects on different objects. For example, a big push will make a swing move a lot while a small push will only make the swing move a little. The effect of a force on an object also depends on the object's mass, which is the amount of matter in the object. For example, a small push on a light wooden block will make it move a long distance, while the same small push on a heavy wooden block will not make it move as far. Forces are commonly represented on diagrams using arrows which show both the direction and size of the force.

Wednesday

1. 47 + 21 = _____

2. 38 - 3 = _____

3. 100 + 8 = _____

4. 3 x 6 = _____

5. 66 ÷ 6 = _____

6. Write 4829 in words:

_____

7. Complete this counting pattern:
76, 86, 96, 106, _____, _____, _____

8. Michael has 33 buttons. Paisley has 86 buttons. How many more buttons does Paisley have? _____

9. Share 15 oranges between 3 children. _____

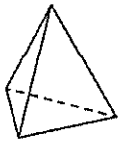
10. $2.00 + 5 cents + 50 cents = _____

11. $1.00 + 10 cents + 20 cents = _____

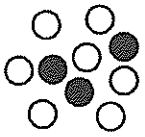
12. What digital time does the clock show? _____

13. How many days are in October? _____

14. A triangle-based pyramid has _____ corners.



15. Which circle has the highest chance of being selected? Black or white? _____



Thursday

1. 40 + 48 = _____

2. 87 - 4 = _____

3. 70 + 35 = _____

4. 5 x 9 = _____

5. 24 ÷ 3 = _____

6. 2202 is an odd number. True or false?

_____

7. Complete this counting pattern:
58, 60, 62, 64, _____, _____, _____

8. What is the sum of 40 and 73? _____

9. Divide 42 by 2. _____

10. 20 cents + 5 cents + $1.00 = _____

11. $1.00 + $2.00 + 50 cents = _____

12. How many hours from 1 am to 12 pm?

_____

13. How many hours is 480 minutes? _____

14. How many faces does a square-based pyramid have?

_____

15. Which star has the lowest chance of being selected? Black or white? _____

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Name _____ Date _____

Year 4 Daily Maths Problems

(5) Mr. Smith has 28 children in his class. If he wants to give each child 2 sweets each, how many sweets does he need to buy?

(6) Each chicken coop can hold 8 chickens. What is the maximum number of chickens that can fit in 7 coops?

(7) Liam collected 36 football cards. Lisa collected ¾ of the amount Liam did. How many football cards did Lisa collect?

(8) A toy train weighs 35 grams. A toy truck weighs 127 grams. How much heavier is the truck than the train?

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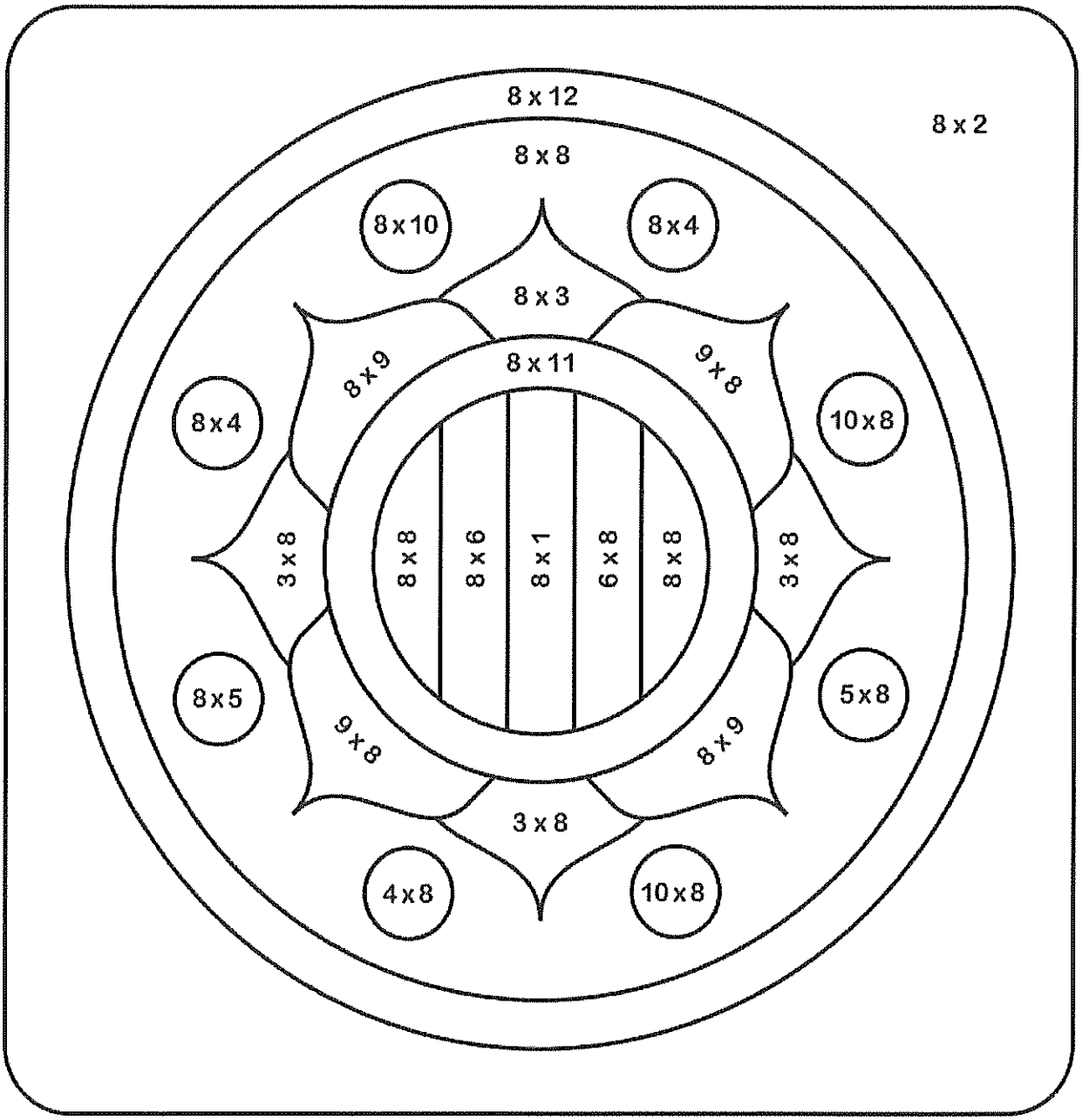
Name: _____ Date: _____

8 x 11

8 x Colour Fun!

8 x 3

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



8	white	40	yellow	72	pink
16	black	48	dark green	80	light blue
24	red	56	dark blue	88	light green
32	orange	64	purple	96	brown

8 x 4

8 x 10

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Australia's Neighbours

What would it be like to live in a different place?

1. The video Australia's Neighbours - Charlotte's Story

2. **Think about where Charlotte lives. How is it different to where you live?**

_____

_____

_____

_____

3. Write the natural and human features Charlotte talks about in the table below.

Natural Features	Human Features

4. What are the natural and human features where you live? List them below.

Natural Features	Human Features

5. a. Name some features which are <u>the same</u> for where you live and Charlotte lives.

_____

_____

_____

b. Name some features which <u>are different</u>.

_____

_____

_____

How to Make SLIME

Did You Know?

- When you make slime, you are learning about chemistry.
- Chemistry is all about how different materials – such as liquids, solids and gases – are made up of tiny atoms and molecules.
- Slime is neither a liquid nor a solid. It is known as a 'non-Newtonian fluid' because it can be picked up like a solid but can ooze between your fingers like a liquid.
- When you mix the contact lens solution in this recipe with the PVA glue, a chemical reaction occurs.

Materials

PVA glue (half a cup)

Baking soda (half a teaspoon)

Food colouring (2–4 drops)

Eye contact lens solution with boric acid (1 tablespoon)

Baby oil (1–2 drops)

Measuring cup

Tablespoon

Teaspoon

Bowl

Wooden skewer

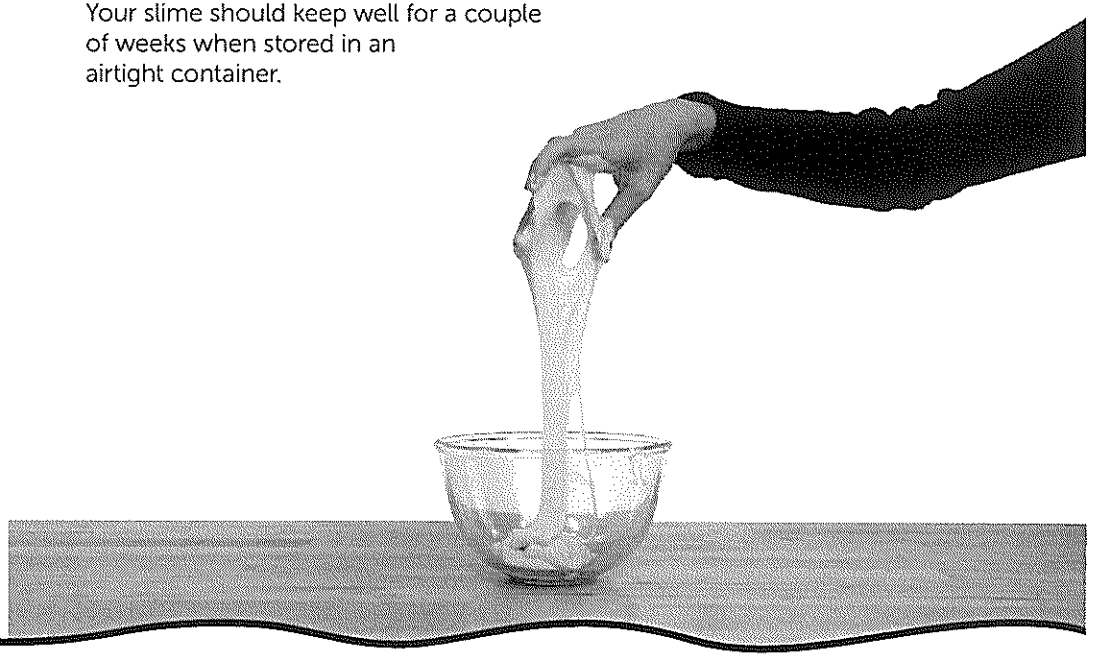
Method

1. Pour half a cup of PVA glue into a mixing bowl.
2. Add half a teaspoon of baking soda into the same bowl.
3. Mix using the wooden skewer.
4. Add 2–4 drops of food colouring into your mixture. Mix well.
5. Slowly add 1 tablespoon of eye contact lens solution while you continue to mix.
6. Observe what happens to the consistency. Keep stirring until the mixture becomes gooey.
7. Knead the mixture with your hands until it gets less sticky.
8. Add 1 or 2 drops of baby oil (this will stop the mixture getting sticky).
9. Enjoy playing with your slime!

Tips

Make sure the eye contact lens solution includes the ingredient boric acid and is not just a saline solution.

Your slime should keep well for a couple of weeks when stored in an airtight container.



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How to Make Slime

Literal Comprehension

1. When you make slime, what are you learning about?
2. What is the first thing you need to do?
3. Which ingredient stops the slime getting sticky?

Inferential Comprehension

4. Which ingredients combine to give the slime its texture?
5. In step 6, it says to continue to mix as you add the ingredients. Why is this instruction important?
6. What else could you add to change the colour or texture of your slime?

Evaluative Comprehension

7. Why do you think people might enjoy watching or using slime? Explain your answer in detail.

Name: _____ Date: _____

Adverbs

Adverbs are words that tell us more about verbs. They provide information about how, when and where the action happened.

Adverbs often end in 'ly'. Some examples include:

- softly
- slowly
- quickly
- immediately
- quietly.

1. Choose an adverb from the box to complete the sentences below.

softly	slowly	instantly	heavily	quickly

a) The snow fell _____ on the ground.

b) The mouse ran _____ across the room.

c) _____, she turned into a toad.

d) The snail crawled _____.

e) The elephant stomped _____.

An adverb modifies a verb, an adjective or another adverb. An adverb can be confused with an adjective. If the word describes a noun, it is an adjective. If the word describes a verb or another adverb, it is an adverb.

2. Underline the adverbs in these sentences.

a) The class walked slowly around the museum.

b) We eagerly explored the dinosaur exhibition.

c) Jack looked carefully at each exhibit.

d) The boys sat outside and ate their lunch quietly.

e) The students ran quickly to catch the train.

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Name: _____ Date: _____

f) The steam train chugged steadily along the tracks.

g) The school trip was exhausting.

3. Choose an adverb from the box to complete the sentences below.

very	so	finally	twice

a) Dad took a _____ long time to cook dinner.

b) The rain _____ stopped.

c) The doorbell rang _____ .

d) The movie was _____ exciting.

4. Write three sentences of your own that include an adverb to describe a verb or another adverb. Remember to use capital letters and other correct punctuation.

a) _____

b) _____

c) _____

5. Find the adverbs hidden in the word search. The adverbs can be found in a vertical, horizontal or diagonal line. There are six adverbs to be found.

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

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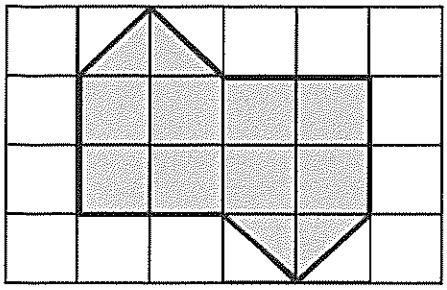
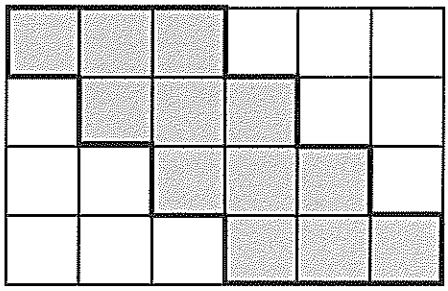
Name _____ Date _____

Regular and Irregular Shapes (B)

1. In square centimetres, measure and compare the areas of these regular shapes.





a) _____ square centimetres

b) _____ square centimetres

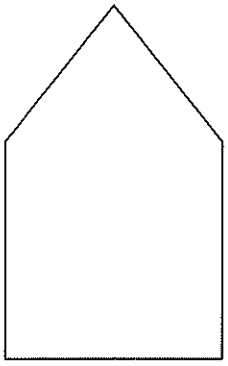
c) Which shape has the greatest area? _____

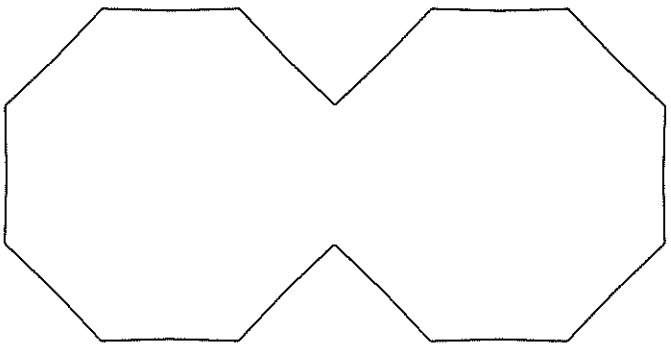
---

2. Name the two shapes that have been joined together to create the irregular shapes below.

a) _____

b) _____





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3. Draw a robot by using only four different two-dimensional shapes. List the two-dimensional shapes you have used in your drawing.

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

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To the Editor

Dear Editor,

I am writing to share how worried I am about the increasing number of children under the age of thirteen who use social media. School children these days are being pressured by peers who are allowed to use social media. More and more parents are trusting that their children are responsible and mature enough to use social media. What they might not realise is that children's health and wellbeing are at risk by introducing social media too soon.

Firstly, there are now so many types of social media people can join. This variety is becoming addictive. With access to messaging, posting, likes, friend requests and photo filters, there is so much for children to love that many children get irritable or grumpy when their device runs out of battery or is taken away. Children should not rely on social platforms for entertainment or to socialise with friends.

Secondly, children are unsafe when they have direct access to the outside world at home or on social media. A lot of children have handheld devices, such as phones and tablets. When kids are left on their own without parental supervision, who will protect them if they face online bullying? Writing hurtful comments is easy for bullies when they are safe behind a screen. Even adults have trouble handling cruel feedback online, so how do we expect children to react?

Finally, it is important for children to hold on to their childhood. Children are far too eager to act like adults. Often, I see kids worrying about their hair, clothes, friend requests and 'selfies'. These photos are not just inappropriate for children, they are also being uploaded to a place where they will remain forever. When did online popularity become such a contest?

In conclusion, children are not ready for the responsibilities of social media. You need to be careful in the online world, and social media makes children more accessible to people and ideas they should be protected from. The age limit for social media is there for a reason. I urge parents to let their children hold on to their childhood for longer. There will be plenty of time for friend requests and duck-faced selfies when children grow up.

Sincerely,

Tiffany Robson

Letter to the Editor

Literal Comprehension

1. What is the author's opinion about children using social media?
2. What are the three main arguments presented by the author?
3. Draw a table showing which points you agree with and which you disagree with?

Inferential Comprehension

4. The author uses paragraph starters, such as firstly, secondly, and finally. What would you put in their place to expand language use?
5. *It is important for children to hold on to their childhood!* What is the author implying by making this statement?

Evaluative Comprehension

6. Do you agree or disagree with the author's opinion about children not using social media? Explain your answer in detail.

Friday

1. 75 + 35 = _____

2. 66 - 4 = _____

3. 92 + 33 = _____

4. 8 x 2 = _____

5. 6 ÷ 6 = _____

6. Write the largest number you can using: 7, 8, 5, 3. _____

7. Complete this counting pattern:
91, 98, 105, 112, _____, _____, _____

8. If there were 98 fans at a cricket game, 24 were wearing pink and the rest were wearing orange, how many were wearing orange?
_____

9. What is the product of 3 and 7? _____

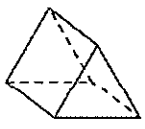
10. 20 cents + 50 cents + 50 cents = _____

11. $2.00 + 5 cents + $1.00 = _____

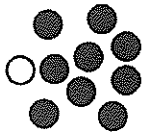
12. How many minutes is 240 seconds? _____

13. How many weeks is 49 days? _____

14. How many faces does a triangular-based prism have?
_____



15. Which circle has the highest chance of being selected? Black or white? _____



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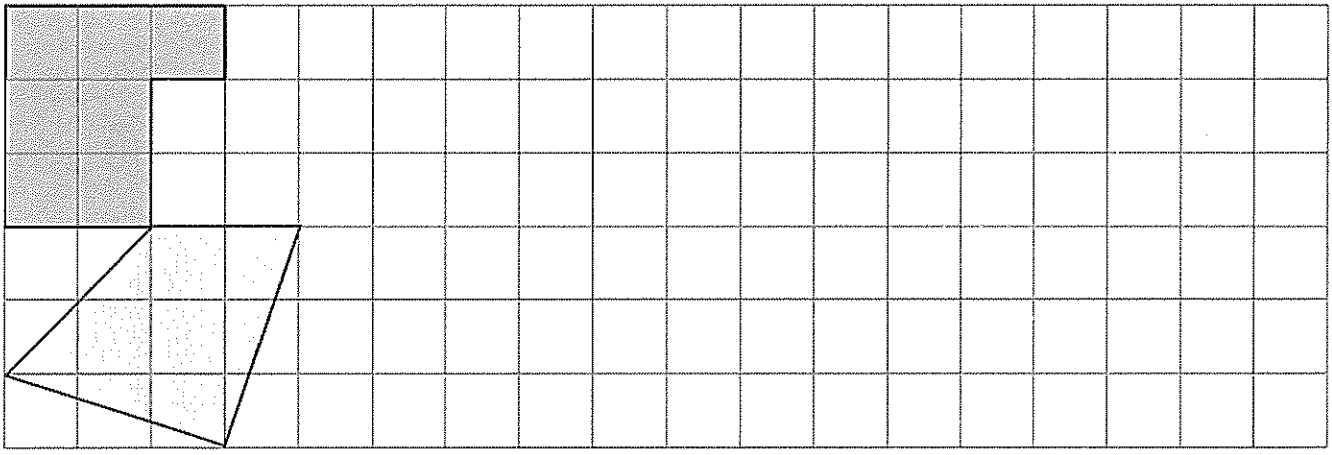
Square Centimetres

1. Use the one square centimetre grid paper to design shapes of the given areas.

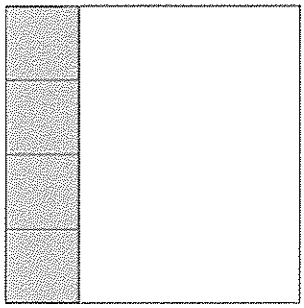
a 4 square centimetres	b 6 square centimetres	c 12 square centimetres

2. Sketch shapes that have an area of 7 square centimetres. Two examples have been given below.



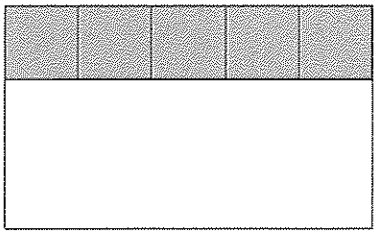
3. Mrs Krishan has placed some centicubes on these shapes to help estimate their areas. Estimate and then measure the area of each shape.

a



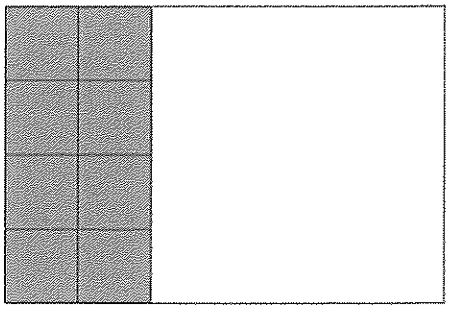
Est.	
Area	

b



Est.	
Area	

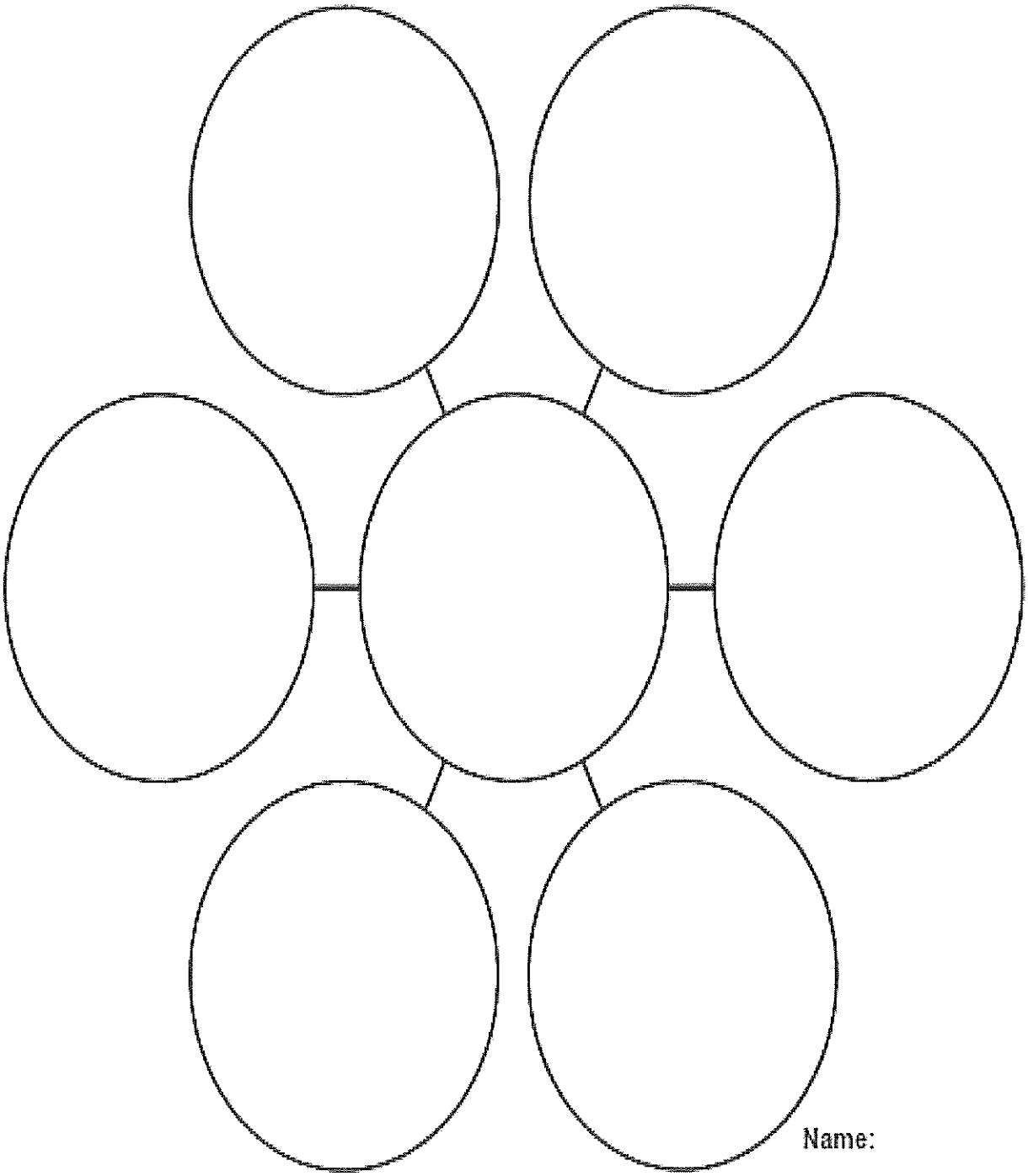
c



Est.	
Area	

Support Network

Who can I go to for help? Draw a picture of each person in your network. Write the person's name.



Name: