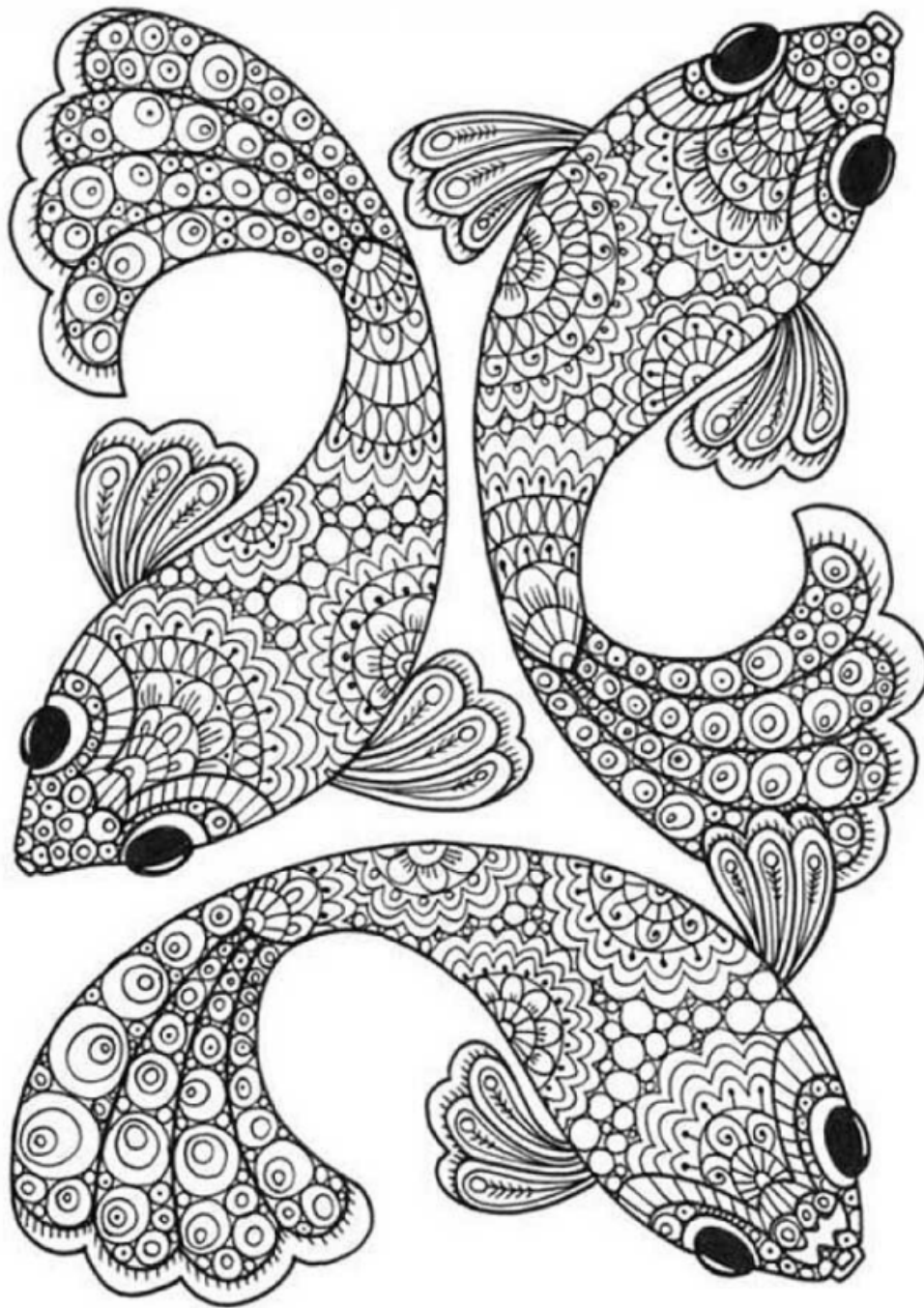


The Last Week of Home Learning

Year 4



We are so excited to see you!

YEAR 3 SPELLING - TERM 4 WEEK 3

Focus: oo/ew/ue/u_e/u

	BASE LIST	EXTENSION LIST	FURTHER EXTENSION
1	new	beautiful	suitcase
2	dew	through	influence
3	few	cartoon	pollution
4	knew	Tuesday	rescue
5	chew	supermarket	rescuing
6	drew	flute	rescued
7	threw	argue	queue
8	ruler	screw	supervisor
9	cube	fortune	toothache
10	whose	juicy	unusually
11	who's	loose	university
12	use	canoe	nuisance
13	move	canoeing	eucalyptus
14	blue	choose	fortunately
15	true	superhuman	fortuitous

YEAR 4 SPELLING, TERM 4 WEEK 3

Focus: oo/ew/ue/u_e/u

	BASE LIST	EXTENSION LIST	FURTHER EXTENSION
1	new	suit	arguable
2	soon	cruel	bandicoot
3	flew	beautiful	bruise
4	crew	through	continuation
5	drew	Tuesday	eucalyptus
6	true	balloon	honeydew
7	truth	computer	influence
8	used	rescue	solution
9	shoe	pollute	souvenir
10	roof	amusement	supervisor
11	broom	baboon	unique
12	June	jewel	university
13	rule	juicy	usable
14	useful	junior	pneumonia
15	fruit	loose	euphonium
16	juice	neutral	euphemism

Monday Spelling

Look at the list of spelling words and choose your column.

BLUE

Now, put your blue words into sentences. Can you make them descriptive?

Blue word:	Sentence:

YELLOW

Now, read your yellow words out loud. How many syllables are there?

Yellow word:	How many syllables are there?

PURPLE

On a piece of paper, draw your purple words. If you want to, you can go to **Insert** at the top and press **Drawing**, and try to draw them on the computer.

Read the poem 'Daycare Disasters' out loud. Think about what you have learnt about rhythm and rhyme.

DAYCARE

DISASTERS

My mother runs a daycare,
She's so wonderful with kids.
And every day, when I get home,
She tells me what they did.

"Scott put play dough in his ears,
Then ate a huge mud pie.
Mitch smeared lunch all down the walls,
Then rubbed some in his eye!

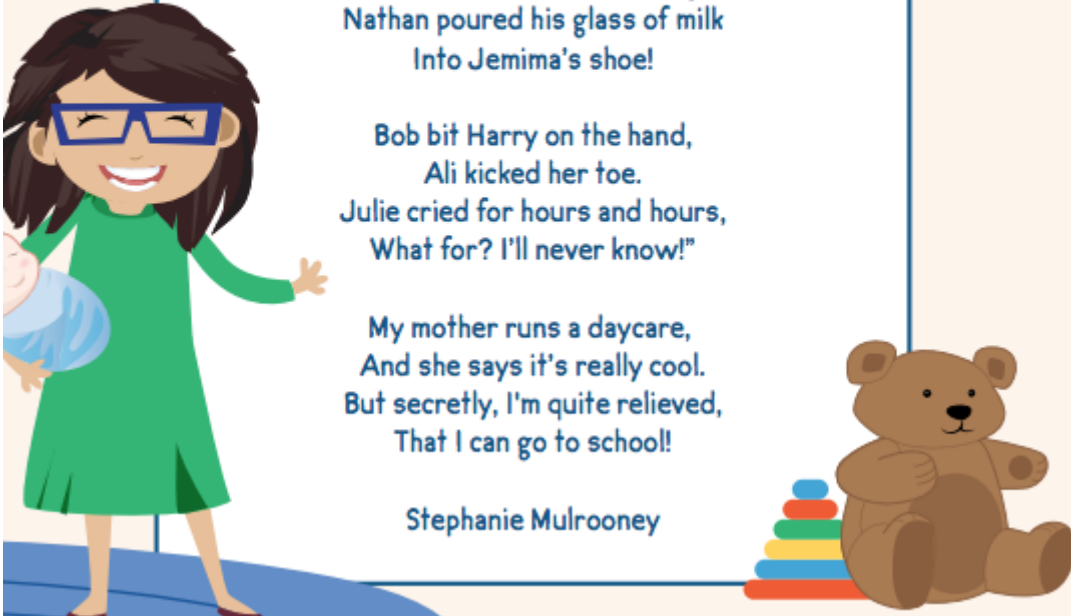
Cassie took some scissors,
Then cut off her teddy's ears.
And when they wouldn't go back on,
She collapsed in floods of tears!

Jill wrecked Kelly's artwork,
Holly washed her hands with glue.
Nathan poured his glass of milk
Into Jemima's shoe!

Bob bit Harry on the hand,
Ali kicked her toe.
Julie cried for hours and hours,
What for? I'll never know!"

My mother runs a daycare,
And she says it's really cool.
But secretly, I'm quite relieved,
That I can go to school!

Stephanie Mulrooney



2. What is the poem about?

0 points

Mark only one oval.

- A teddy bear
- A lovely day at daycare
- A crazy day at daycare
- The authors mother

3. Who is the author?

1 point

Mark only one oval.

- My mother
- The child
- The teddy bear
- Stephanie Mulrooney

4. What is the purpose of this poem?

1 point

Mark only one oval.

- To make the reader sad
- To make the reader laugh
- To make the reader think

5. Does this poem have a rhythm when you read it out loud?

1 point

Mark only one oval.

- Yes
- No

6. Does every beat of the rhythm need to have a word said on it?

1 point

Mark only one oval.

Yes

No

7. How many beats are in the rhythm for each line?

1 point

Mark only one oval.

4

3

6

8. Does this poem use rhyme?

1 point

Mark only one oval.

Yes

No

9. Tick all examples below that use rhyme

3 points

Check all that apply.

- My mother runs a daycare / She's so wonderful with kids
- Then cut off her teddy's ears / She collapsed in floods of tears
- Ali kicked her toe / What for? I'll never know!
- Kill wrecked Kelly's artwork / Nathan poured a glass of milk
- And she says it's really cool / That I can go to school!

10. Which lines in each verse rhyme?

1 point

Mark only one oval.

The first and third line

The second and fourth line

Writing
time!

Write another verse for this poem, or a short poem of your own. Use your knowledge on rhythm and rhyme to include these elements in your poem.

11. My poem *

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Google Forms

Monday Boggle

P	P	D	Y
F	I	R	F
Y	E	O	W
V	S	E	A

You can use each square once.

What words can you make?

Type your words here

What is the longest word you can make?



Determine which letter best represents the length / height.

Answers

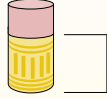
Millimeter (mm)

A millimeter is about the thickness of a credit card.



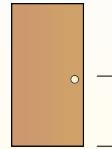
Centimeter (cm)

10 mm = 1 cm.
The metal portion of a pencil is about 1 cm. A ruler is about 30 centimeters.



Meter (m)

100 cm = 1 m
From the floor to a door knob is about 1 meter.



Kilometer (km)

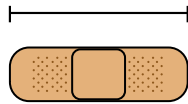
1,000 m = 1 km
Most major roads are at least a kilometer long.



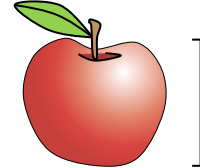
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____



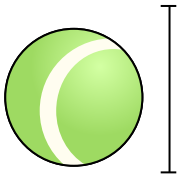
- 1) Bicycle
- A. 25 centimeters
 - B. 1 meter
 - C. 10 centimeters
 - D. 3 meters



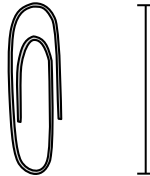
- 2) Bandage
- A. 60 centimeters
 - B. 3 kilometers
 - C. 9 centimeters
 - D. 1 meter



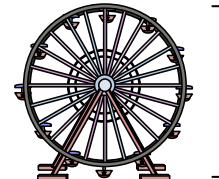
- 3) Apple Height
- A. 3 centimeters
 - B. 10 centimeters
 - C. 60 centimeters
 - D. 1 meter



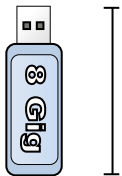
- 4) Tennis Ball
- A. 25 centimeters
 - B. 8 centimeters
 - C. 3 millimeters
 - D. 60 centimeters



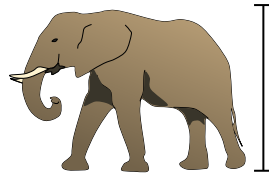
- 5) Paperclip
- A. 3 centimeters
 - B. 60 centimeters
 - C. 30 centimeters
 - D. 10 centimeters



- 6) Ferris Wheel
- A. 23 meters
 - B. 5 meters
 - C. 50 kilometers
 - D. 30 centimeters



- 7) Flash Drive
- A. 15 centimeters
 - B. 6 centimeters
 - C. 30 centimeters
 - D. 60 centimeters



- 8) Elephant
- A. 2 kilometers
 - B. 45 centimeters
 - C. 150 millimeters
 - D. 4 meters



- 9) Vacuum
- A. 120 centimeters
 - B. 3 meters
 - C. 30 centimeters
 - D. 35 centimeters



Determine which letter best represents the length / height.

Answers

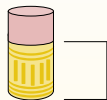
Millimeter (mm)

A millimeter is about the thickness of a credit card.



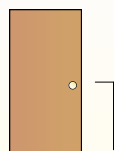
Centimeter (cm)

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The metal portion of a pencil is about 1 cm. A ruler is about 30 centimeters.



Meter (m)

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From the floor to a door knob is about 1 meter.

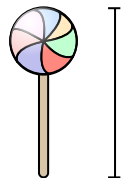


Kilometer (km)

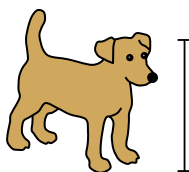
1,000 m = 1 km
Most major roads are at least a kilometer long.



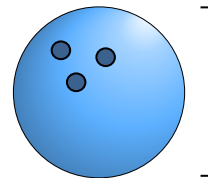
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____



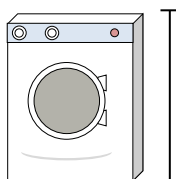
- 1) Lollipop
- A. 2 kilometers
 - B. 30 millimeters
 - C. 30 centimeters
 - D. 10 centimeters



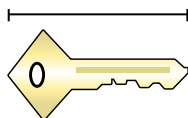
- 2) Dog
- A. 4 meters
 - B. 10 centimeters
 - C. 2 meters
 - D. 60 centimeters



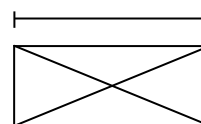
- 3) Bowling Ball Height
- A. 305 centimeters
 - B. 1 meter
 - C. 10 centimeters
 - D. 25 centimeters



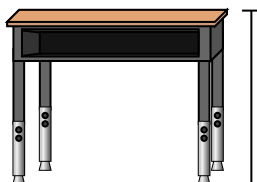
- 4) Washing Machine
- A. 30 centimeters
 - B. 2 meters
 - C. 10 centimeters
 - D. 1 meter



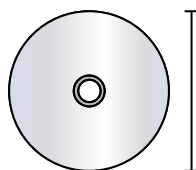
- 5) Key
- A. 2 meters
 - B. 15 centimeters
 - C. 150 centimeters
 - D. 5 centimeters



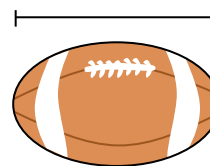
- 6) Envelope
- A. 30 centimeters
 - B. 7 centimeters
 - C. 3 centimeters
 - D. 18 centimeters



- 7) Desk
- A. 30 centimeters
 - B. 15 centimeters
 - C. 70 centimeters
 - D. 2 meters



- 8) DVD
- A. 30 centimeters
 - B. 10 centimeters
 - C. 30 millimeters
 - D. 1 meter



- 9) Football
- A. 60 centimeters
 - B. 3 centimeters
 - C. 25 centimeters
 - D. 1 meter

Stage 2 History - Community Builders

Historical personality: Mr James Beresford Grant

Week 3 Term 4

Who helped develop our community?





Warrawee Station before multiple train lines. In 1905



Warrawee Train Station in 2019



Warrawee Train Station Early 1900s
Source: Kuringai Historical Society

What do you notice about the amount of train lines in this primary source?



Warrawee Train Station
Current 2020

**What do you notice
about the train station as
it is today?**



James Beresford Grant bought lots of land around Warrawee Train Station in Warrawee Avenue and Heydon avenue. He had architects design and build houses, ones that are still standing today. House and land 7 and 5 were purchased by James Beresford Grant.

Use the primary source on the next slide to work out his occupation (job)



Rowardennan, 5 Warrawee Avenue
built in 1912

Primary Source

Leslie Wilkinson had previously designed another house for Beresford Grant, (confusingly also called "Maiala") in Heydon Avenue, Warrawee in 1934. Beresford Grant was reputed to have bought a number of properties in the vicinity of Warrawee railway station and built houses on them to forestall commercial development in Warrawee, preserving the purely residential character of the area and it has been suggested that this was the case with the Heydon Avenue house.

Secondary Source: North Shore Houses,
State Library of New South Wales



7 Warrawee Avenue, Warrawee in 2004 (source: CoreLogic)

MR. J. BERESFORD GRANT.

The death occurred at his home at Warrawee on Saturday of Mr. Joseph Beresford Grant.

Mr. Grant was born at Randwick on January 3, 1877, and was a son of the late Mr. Edward Henry Grant, who arrived in Australia in 1839 with his parents, the late Dr. and Mrs. James Grant, of Jedburgh, Scotland.

Mr. Grant, who was a member of the New South Wales board of the Union Trustee Company of Australia Limited, began his commercial career as a junior clerk with the Alliance Assurance Company, in 1893, transferring six years later to the Commercial Union Assurance Co., Ltd. From 1911 to 1915 he was manager for the Atlas Assurance Co., Ltd., but resigned that position to become a partner in the firm of Raine and Horne. When that firm was formed into a limited company in 1928, he was appointed managing director, a position he retained until 1933.

He has left a widow and two sons—Flying-Officer George Beresford Grant and Leading-Aircraftman Elliot Beresford Grant, both of the R.A.A.F.

The private burial was at Randwick yesterday.

Primary source: The Sydney Morning Herald Monday 28 October 1940

This is James Beresford Grant's obituary (death notice in newspaper)



Beresford Grant is said to have 'gazumped' every purchaser of land who planned to build a shop in the vicinity of the station.



Ku-ring-gai Historical Society

verb

past tense: **gazumped**; past participle: **gazumped**

1. INFORMAL • BRITISH

make a higher offer for a house than (someone whose offer has already been accepted by the seller) and thus succeed in acquiring the property.

"the trio are fuming after they were gazumped by a property speculator"



His contribution to Warrawee's lifestyle was to ensure that there are no shops at the station's entrance.



Ku-ring-gai Historical Society

What would Warrawee Train Station surrounds have looked like if it wasn't for James Beresford Grant?



Pymble Train Station



Turramurra Train Station



Wahroonga

Chatswood Train Station

How is Warrawee Train Station different to these other stations nearby?



Hornsby



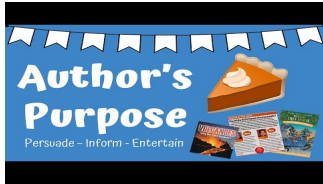
Author's purpose

The respondent's email (null) was recorded on submission of this form.

* Required

1. Email *

Watch the video about author's purpose



<http://youtube.com/watch?v=Sr9MU0xuW5M>

2. What is the author's purpose? *

1 point

a commercial for a brand-new toy

What is the author's purpose?



Mark only one oval.

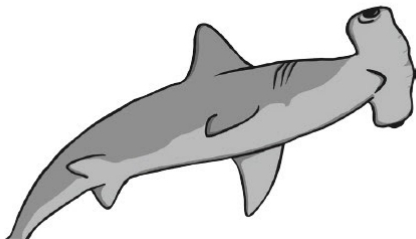
- Persuade
- Inform
- Entertain

3. What is the author's purpose? *

1 point

a non-fiction book about sharks

What is the author's purpose?



Mark only one oval.

- Persuade
- Inform
- Entertain

4. What is the author's purpose? *

1 point

a book about a magical school for witches and wizards

What is the author's purpose?



Mark only one oval.

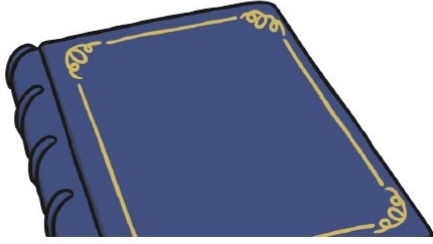
- Persuade
- Inform
- Entertain

5. What is the author's purpose? *

1 point

an encyclopedia

What is the author's purpose?



Mark only one oval.

- Persuade
- Inform
- Entertain

6. What is the author's purpose? *

1 point

a billboard for a fast food restaurant

What is the author's purpose?



Mark only one oval.

- Persuade
- Inform
- Entertain

7. What is the author's purpose? *

1 point

a book of facts about George Washington

What is the author's purpose?



Mark only one oval.

- Persuade
- Inform
- Entertain

8. What is the author's purpose? *

1 point

a book about a talking caterpillar

What is the author's purpose?



Mark only one oval.

- Persuade
- Inform
- Entertain

9. What is the author's purpose? *

1 point

a joke book

What is the author's purpose?



Mark only one oval.

- Persuade
- Inform
- Entertain

10. What is the author's purpose? *

1 point

a brochure for an amusement park

What is the author's purpose?



Mark only one oval.

- Persuade
- Inform
- Entertain

11. What is the author's purpose? *

1 point

a script for a television show

What is the author's purpose?



Mark only one oval.

- Persuade
- Inform
- Entertain

12. What is the author's purpose? *

1 point

a politician's campaign speech

What is the author's purpose?



Mark only one oval.

- Persuade
- Inform
- Entertain

13. What is the author's purpose? *

1 point

a science fair project
What is the author's purpose?



Mark only one oval.

- Persuade
- Inform
- Entertain

14. What is the author's purpose? *

1 point

a non-fiction book about the Great Wall of China
What is the author's purpose?



Mark only one oval.

- Persuade
- Inform
- Entertain

15. What is the author's purpose? *

1 point

a story about a spooky Halloween night
What is the author's purpose?



Mark only one oval.

- Persuade
- Inform
- Entertain

16. What is the author's purpose? *

1 point

a newspaper article about a new school opening.
What is the author's purpose?



Mark only one oval.

- Persuade
- Inform
- Entertain

This content is neither created nor endorsed by Google.

Google Forms

Name: _____ Date: _____

0

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100

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413

694

704

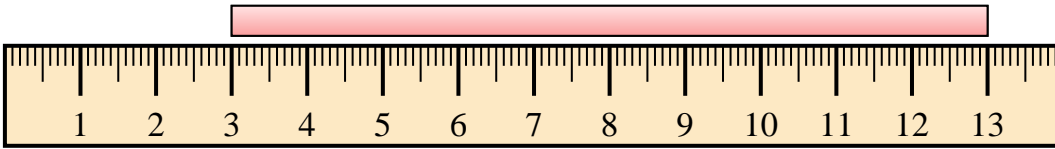
829



Find the length of each bar. Write your answer in centimeters (cm).

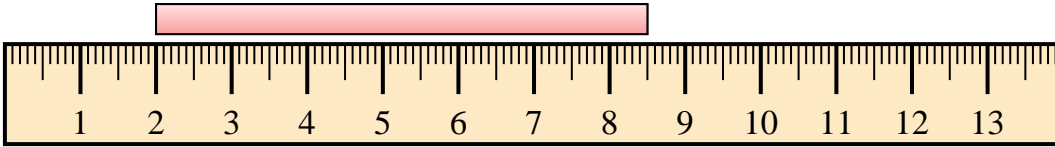
Answers

1)



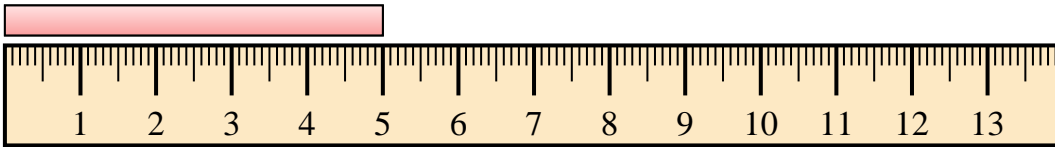
1. _____

2)



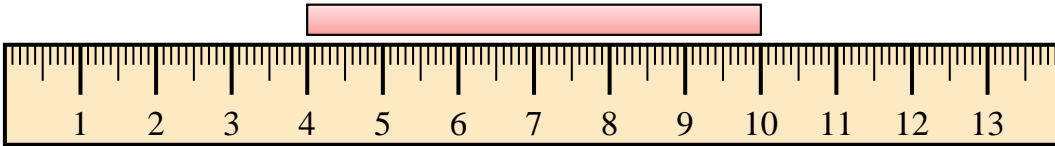
2. _____

3)



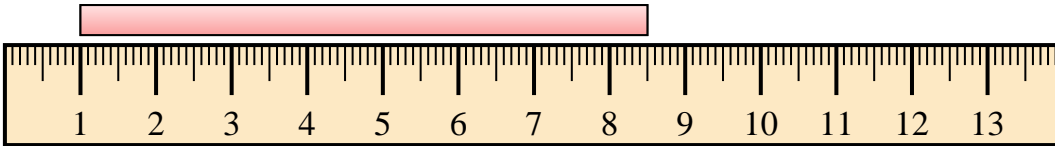
3. _____

4)



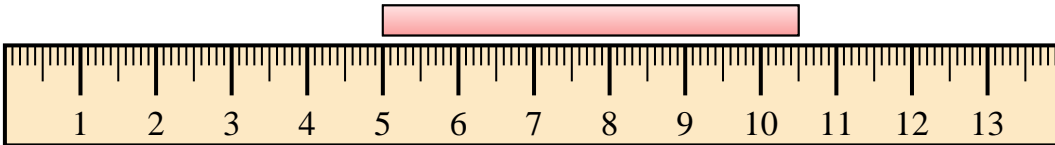
4. _____

5)



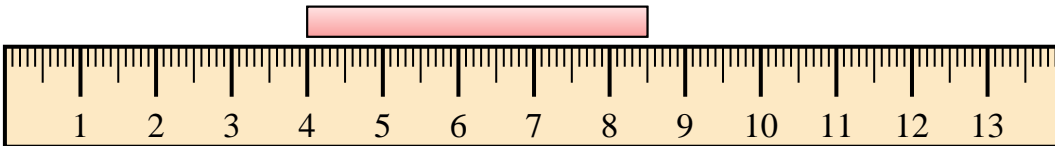
5. _____

6)



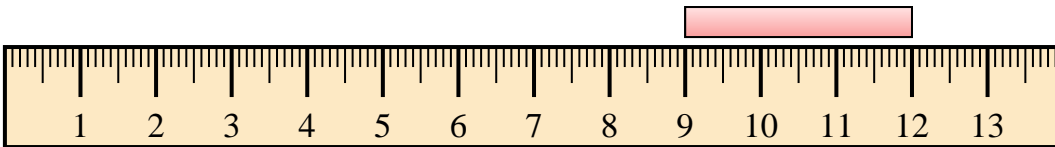
6. _____

7)



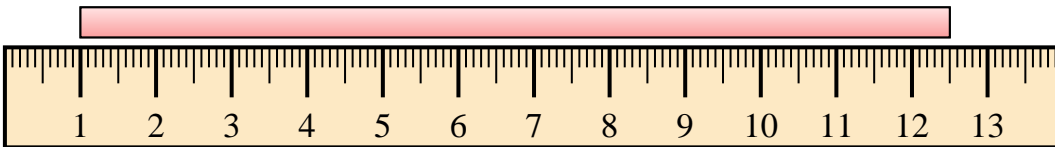
7. _____

8)



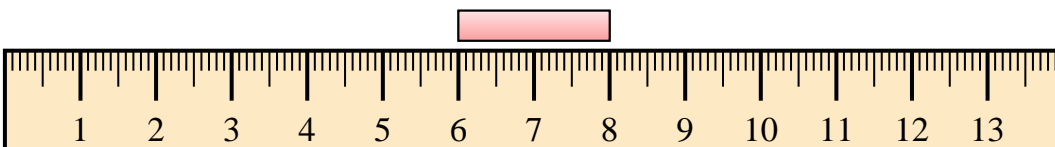
8. _____

9)



9. _____

10)



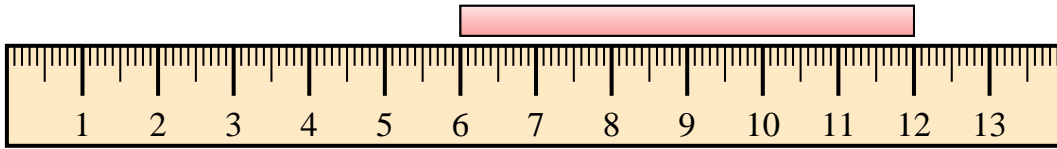
10. _____



Find the length of each bar. Write your answer in centimeters (cm).

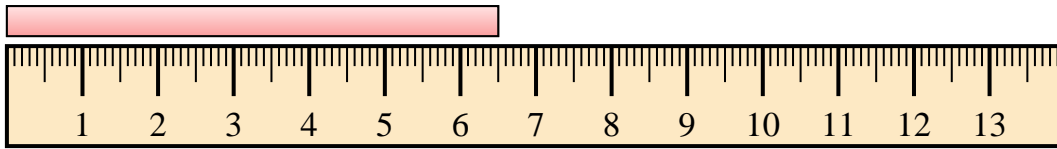
Answers

1)



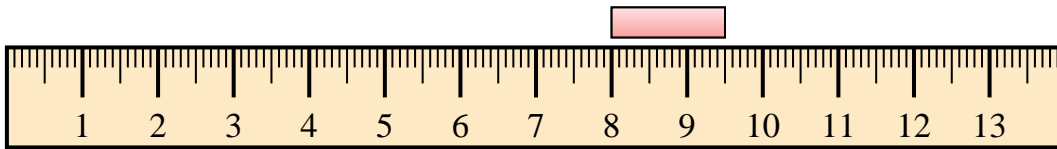
1. _____

2)



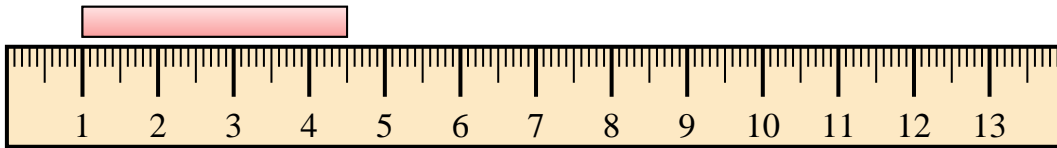
2. _____

3)



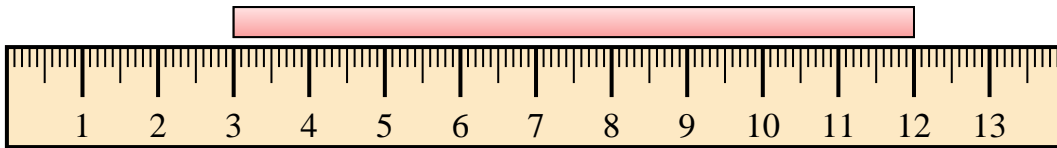
3. _____

4)



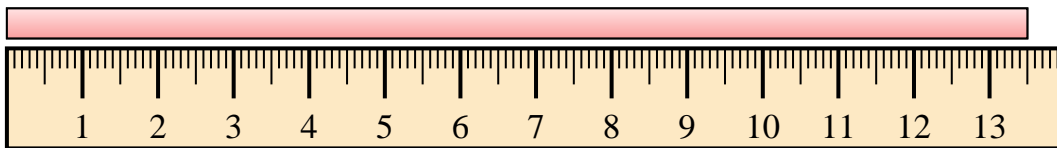
4. _____

5)



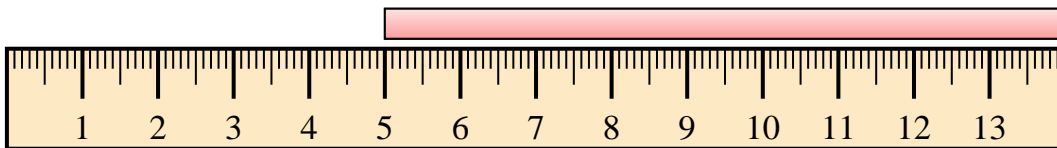
5. _____

6)



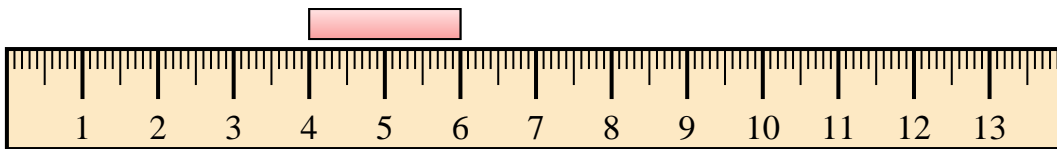
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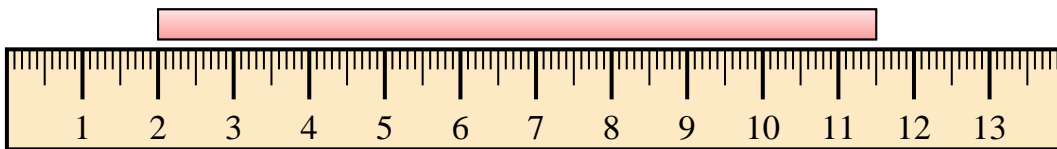
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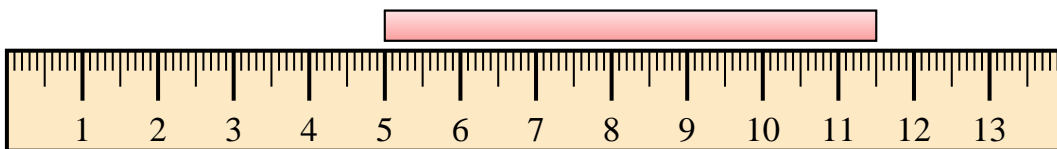
8. _____

9)



9. _____

10)



10. _____

Tuesday Library Quiz

Name and class:

The respondent's email (**null**) was recorded on submission of this form.

* Required

1. Email *

2. Why did Wilbur call Charlotte 'blood thirsty'? *

1 point

<https://mote.fyi/t5bydka>

Mark only one oval.

- She likes watching scary movies
- She sucks the blood from the creatures she catches
- She had a bleeding leg

3. What type of animal is Templeton? *

1 point

<https://mote.fyi/6cyku3t>

Mark only one oval.

- a rat
- a pig
- a goose

4. What did Templeton do with the egg that did not hatch? *

1 point

<https://mote.fyi/pbrf3a2>

Mark only one oval.

- smashed it into pieces
- ate it
- took it to his home to add to his collection

5. How many geese eggs hatched successfully? *

1 point

<https://mote.fyi/d2f6xud>

Mark only one oval.

- 7
- 2
- 8

6. Who is your favourite character so far and why? *

2 points

<https://mote.fyi/rznwphg>

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Google Forms

Mrs Millar was being verry noghty and Mrs Robertson didn't now what too do she kept hidding under the tables insted of teaching her students

"Mrs Millar, you need to come out and teach you're students!" Mrs robertson sed.

"I don't wont to!" said Mrs Millar she stayed under the table.

It was a verry stranj day and Mrs Robertson had to take care of the class instead.

The next day mrs Millar came back to schol and was back to normel thank goodness

Print out and fix the mistakes, OR fix it up above.

Mr Fox and his class where playing sport out side when thay sore a littel plant it was a bit brown and a bit drooppie

They desided they wear going to fix it.

the students in Mr Foxs class put they're hands up to give suggestions about how they coud fix the plant.

"I think we should water it," said won student

"I think it needs more sun," said another student.

Mr Fox said that they where all rong.

"It needs a hair cut," said Mr Fox he got some sisers and startted too give the plant a haircut.

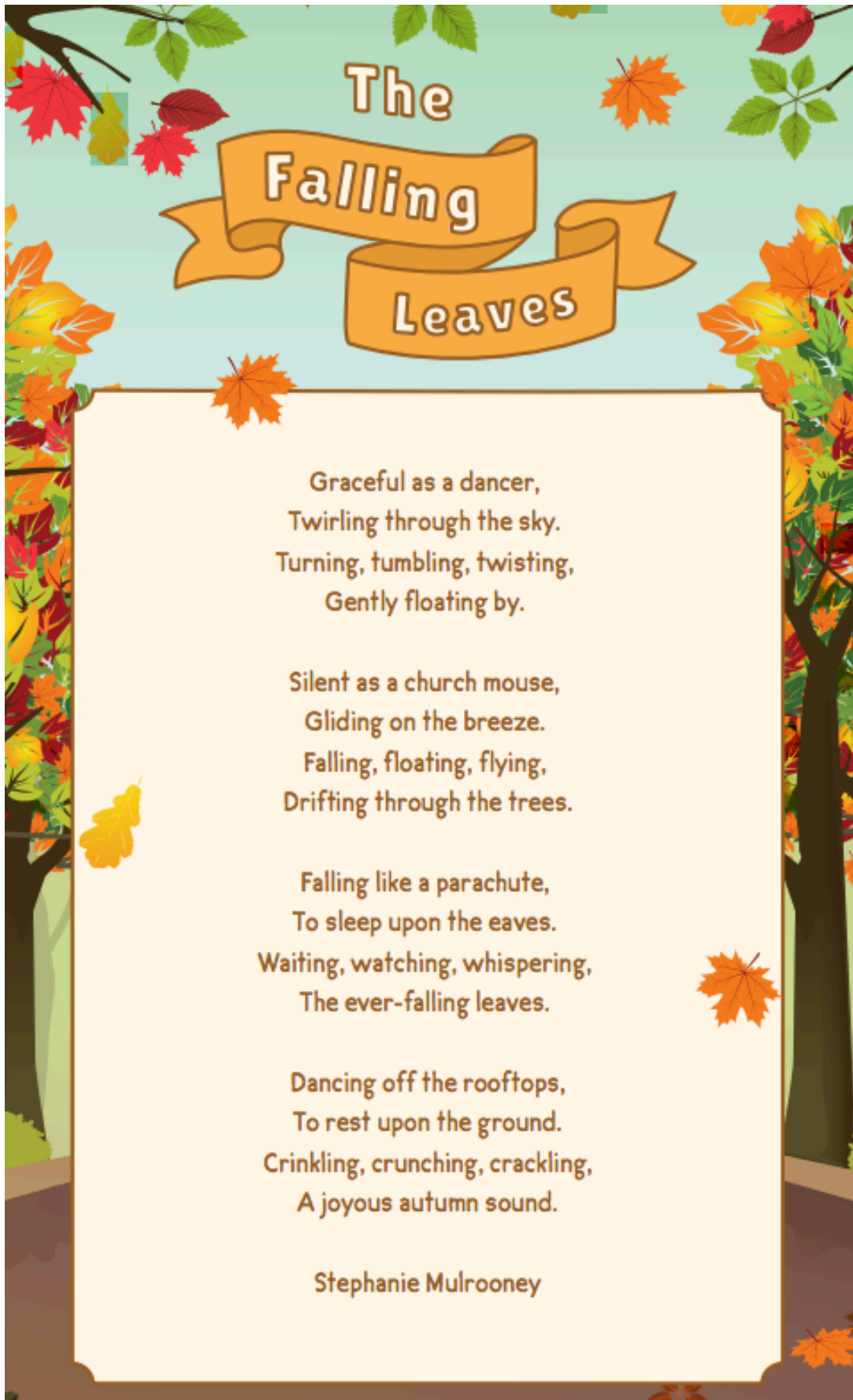
"There! Perfect! The plant is all beter know!" he said hapily.

Mr Foxs class didn't think it lokked much better.

Print out and fix the mistakes, OR fix it up above.

WRITING – Sound play

Read the poem 'The Falling Leaves'



Exploring Alliteration

1. There is an example of alliteration in each verse of *The Falling Leaves*. Write each example of alliteration below.

Verse 1: _____

Verse 2: _____

Verse 3: _____

Verse 4: _____

2. Write 1-2 verses of a poem about summer using alliteration.

Example:

Walking down to the beach

What is that I hear?

Splish, splosh, splashing sounds

I know there's water near

Your turn!

Exploring Onomatopoeia

The Noisy House

Bang! Clonk! Not again!
My dad's out in the shed.
He thumps and hammers all day long,
It really hurts my head!

Smash! Crash! Not him as well!
My brother's on his drums.
He'll bash and clang for hours on end,
How noisy it becomes!

Fa-la-la! Please, not her too!
Mum's singing in the shower.
And once she starts, she doesn't stop,
For at least a half an hour.

Tic-tock! Meow! Woof, woof! Ding-dong!
Tweet-tweet! Beep-beep! A-choo!
With all this noise, I think it's time,
For me to make noise, too!

Stephanie Mulrooney

1. List all the words you can find that use onomatopoeia in *The Noisy House*.

2. Think of something simple that makes a noise that can be expressed using onomatopoeia. *For example: a buzzing bee, a noisy washing machine, birds outside your window.* In the box below, write 1-2 verses of a poem about this using onomatopoeia.

Units of length – length and decimal notation

When we measure things that are in metres and centimetres it is useful to record such lengths in decimal notation. Remember that $1 \text{ cm} = \frac{1}{100} \text{ m}$. This can be written as 0.01 m . So if we measure something that is 1 metre and 36 centimetres long, we would write it like this:



1 Write the measurements in decimal form:

- a 1 metre 69 centimetres = m b 2 metres 91 centimetres = m
c 3 metres 23 centimetres = m d 34 centimetres = m
e 9 metres 4 centimetres = m f 5 metres 9 centimetres = m

2 Write these centimetres as metres using decimal notation:

- a 416 cm = m b 319 cm = m c 567 cm = m
d 607 cm = m e 510 cm = m f 4 cm = m

3 Write these measurements as centimetres:

- a 9.34 m = cm b 3.45 m = cm c 6.07 m = cm
d 5.47 m = cm e 0.94 m = cm f 9.51 m = cm

2 Convert these centimetre measurements into millimetres:

a $4 \text{ cm} = \square \text{ mm}$ b $3 \text{ cm} = \square \text{ mm}$ c $10 \text{ cm} = \square \text{ mm}$

d $6\frac{1}{2} \text{ cm} = \square \text{ mm}$ e $7 \text{ cm} = \square \text{ mm}$ f $\frac{1}{2} \text{ cm} = \square \text{ mm}$

3 Write these as centimetres and millimetres:

a $17 \text{ mm} = \square \text{ cm } \square \text{ mm}$ b $29 \text{ mm} = \square \text{ cm } \square \text{ mm}$

c $42 \text{ mm} = \square \text{ cm } \square \text{ mm}$ d $36 \text{ mm} = \square \text{ cm } \square \text{ mm}$

4 Write these measurements as centimetres:

a $12 \text{ mm} = \square \text{ cm}$ b $46 \text{ mm} = \square \text{ cm}$

c $63 \text{ mm} = \square \text{ cm}$ d $48 \text{ mm} = \square \text{ cm}$

Music - Rap Music

Rap is a type of music in which the words are not sung but are spoken in a rapid, rhythmic way.

Rubbish Rap was written to highlight our environmental problems associated with rubbish.

- ★ Spend some time reading the lyrics of Rubbish Rap.
- ★ Try to say the lyrics in the style of Rap Music. It will help if you tap a slow steady beat so that you can get the words in time.
- ★ Put on your sunnies and a baseball cap (backwards) and have fun performing your version of Rubbish Rap for your family.
- ★ Teach your version of Rubbish Rap to a family member.
- ★ Try to tap a steady beat and rap Rubbish Rap with your family.



Rubbish Rap

Ooo, Ahhh, Rubbish Rap
Take that wrap and toss that scrap,
Flip that lid right on the bin,
Check, recycle, throw it in.
Be proactive, make a change,
Rethink your ways,
It's not so strange.
Ooo, Ahhh, Rubbish Rap,
Ooo, Ahhh, Rubbish Rap,

WRITING - Imagery in poetry

TIGER

Majestic and proud,
He elegantly stalks through the jungle.
Fur as orange as the blazing sun,
Striped like a prison cell.

Silent and alone,
He dutifully guards his territory.
Eyes like tiny balls of gold,
Piercing through darkness.

Muscular and powerful,
He effortlessly captures his prey.
Teeth bared like daggers,
A warning to others.

Strong and lean,
He spreads himself on a silent rock.
Sleep embracing him like a blanket,
His hunger quenched.

Stephanie Mulrooney



Exploring imagery

1. An adjective describes a noun. An Adverb provides more information about a verb. Look at the list below of words used in the poem to describe the tiger. Decide if each is an adjective or adverb and sort into the table.

majestic
elegantly
silent

lean
strong
muscular

effortlessly
powerful
alone

dutifully
proud

Adjectives	Adverbs

2. How do the adjectives and adverbs in the poem help the reader visualise the tiger? Match the correct answers.

Adjectives

Provide the reader with details about how the tiger moves and behaves

Adverbs

Provide the reader with details about the tiger's physical appearance and temperament.

3. Look at the image of this eagle. Write one verse (4 lines) of a poem describing what you see. Use the *Tiger* poem to help you, including adjectives and adverbs to create an image in your readers mind.



The Thirsty Monkey

One summer's day, a very thirsty monkey was wandering around looking for some water. Hours passed and the monkey still could not find any water. The monkey was becoming more and more tired and started to feel very weak.

The thirsty monkey was almost ready to give up hope, when suddenly he found a jug with some water in it!

The monkey tried to pick up the jug, but it was too big and heavy. Disappointed, the monkey then tried to put his hand inside the jug to scoop out the water, but the opening was too small! He tried to push the jug over, but it would not budge. The monkey was sad, but he was not going to give up.

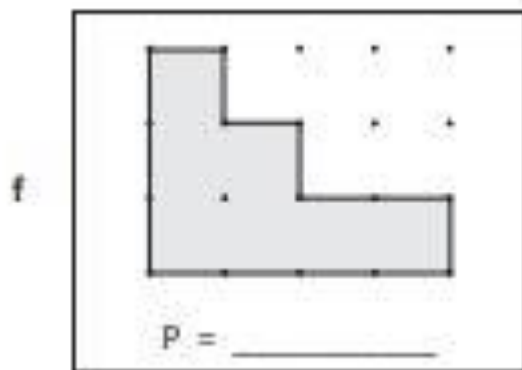
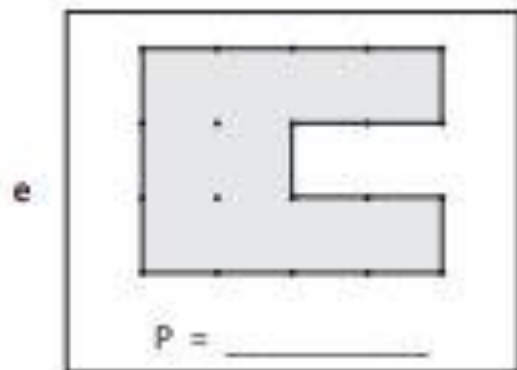
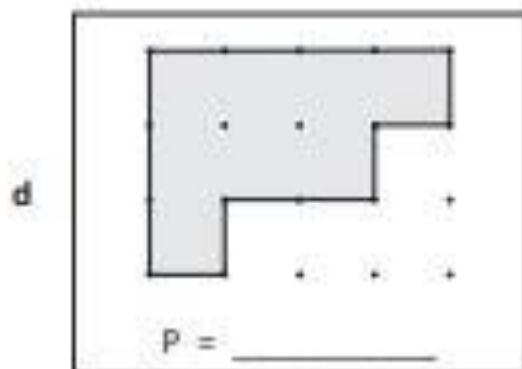
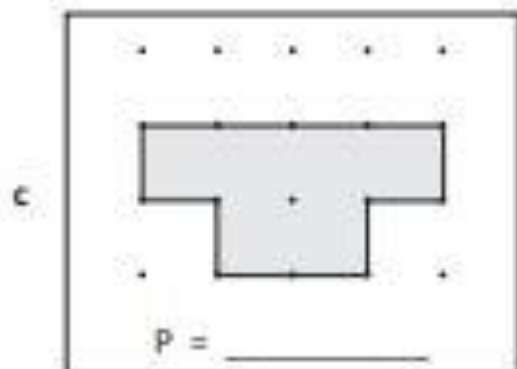
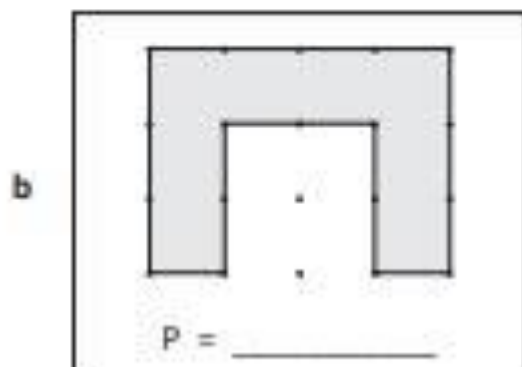
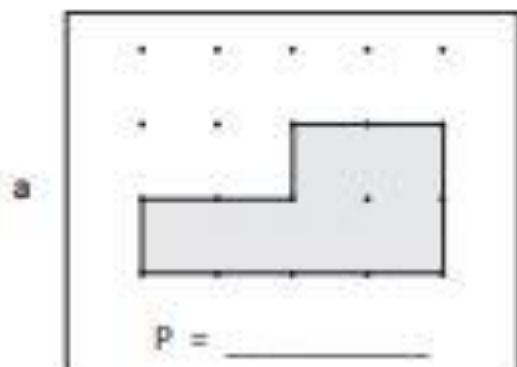
After thinking long and hard, the monkey thought of a great idea. He started to pick up some rocks that were lying on the ground and began dropping them into the jug, one by one. As he put more rocks into the jug, the water rose. Eventually, the water was high enough for the monkey to have a drink. The monkey was happy that his idea had worked and he was no longer thirsty!

Moral: *If you try hard enough, you may soon find the answer to your problem.*

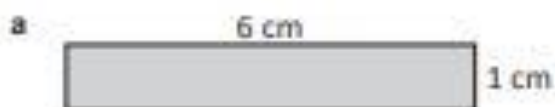
Read the text and then answer the questions below.

Questions about the text	My answers
Explain the moral of the story in your own words.	
Do you agree that the author's purpose was to persuade the reader about something? Give a reason for your answer.	Yes / No Reason:
The author uses the words <i>thirsty</i> , <i>disappointed</i> , <i>sad</i> and <i>happy</i> in the passage. Why do you think they used those words?	
What could have happened to the author to make them decide to write this passage?	

3 Find the perimeters of these irregular shapes. Use the 1 cm dot paper as your guide.



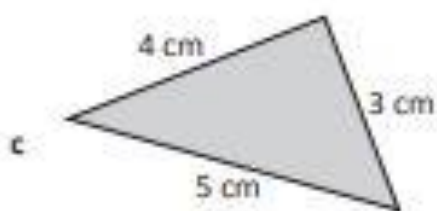
1 Find the perimeters of these shapes:



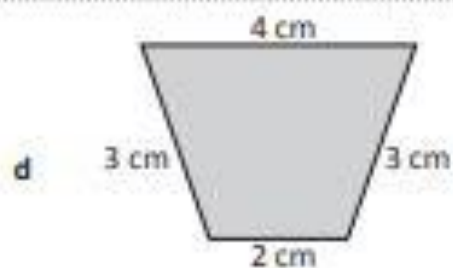
$$P = _ + _ + _ + _$$
$$= _ \text{ cm}$$



$$P = _ + _ + _ + _$$
$$= _ \text{ cm}$$

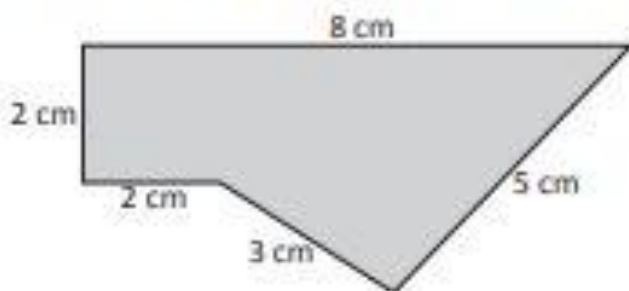


$$P = _ + _ + _$$
$$= _ \text{ cm}$$

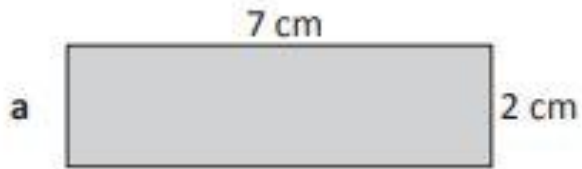


$$P = _ + _ + _ + _$$
$$= _ \text{ cm}$$

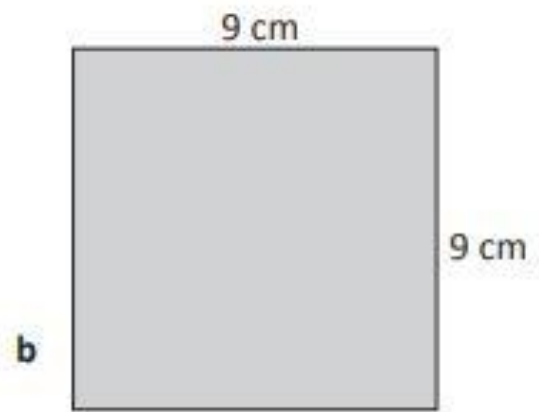
2 Find the perimeter of this shape. Set your working out clearly.



- 1** Use what you know about squares and rectangles to work out the perimeter of these shapes. Measuring will not help because they are not to scale. Look carefully at the dimensions.



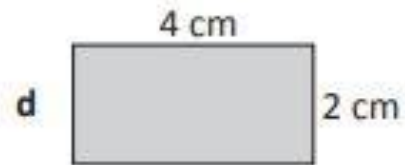
$P = \boxed{} \text{ cm}$



$P = \boxed{} \text{ cm}$



$P = \boxed{} \text{ cm}$



$P = \boxed{} \text{ cm}$



FUN WRITING

Think about everything you have learnt about poetry this week.

Choose a poetic device to focus on (you can use more than one if you would like!)

- Rhyme
- Rhythm
- Alliteration
- Onomatopoeia
- Imagery

Write a funny poem titled 'The strangest day' with 4 lines in each verse.

Multiplication Problem Solving

1. One cupboard needed 7 screws to hold it together. How many would be needed for 2 cupboards?
2. There are 6 cards in a set. If Ethan has 4 sets, how many cards does he have?
3. Apple trees were planted in 8 rows with 5 trees in each row. How many trees were planted altogether?
4. During the long-distance relay, each runner ran 12km. What was the total distance run by the four runners?
5. Jenna scored 32 in her last 5 spelling tests. How many marks did she score altogether?
6. Scott and Luke made a profit of \$29 on each calendar they sold. What was their profit if they made 7 calendars?

Division Problem Solving

1. 15 litres of paint are poured into 3 tins. How many litres are in each tin?
2. Mrs. Chapman divided the 24 children into 4 groups. How many children are in each group?
3. Signposts are put up every 3km. How many signs would there be on a stretch of road 24 km long?
4. Sixty children were placed in 3 equal teams. How many children were in each team?
5. Our trip was 240km. If Mum, Dad and Uncle Jason shared the driving, how far did each person drive?
6. Eve reads one book per week. Her book this week has 100 pages. How many pages will she need to read each weeknight?

Multiplication OR Division Problem Solving

1. Paul's story was 5 pages long. If he put 50 words and a picture on each page, how many words are in his story?
2. Altogether, Emily has 60 eggs in her 5 cartons. How many eggs are in each carton?
3. The chef creates 3 different meals per day. How many meals will he make in 9 days?
4. Each taxi is allowed to carry 4 passengers. How many taxis will be needed to take 20 people to the city?
5. 15 large trucks are transporting cars to a car sales yard. If each truck is carrying 9 cars, how many cars are being delivered?
6. 72 children were put into 4 teams. How many will be in each team?

Mindfulness

Mindfulness is -

What are the benefits of mindfulness? List your answers below.

How can mindfulness help me at school? List as many examples as you can come up with below.

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>



BEING PRESENT



Online Learning
Term 4
Week 1

This activity may be done inside or outside. Sit quietly and pay attention to what is going on around you right now. Use your 5 senses. If your mind wanders, slowly bring it back to the present. Reflect on what you experience below.

• Right now I see -

• Right now I hear -

• Right now I am touching -

• Right now I smell -

• Right now I feel -
