

# Framework for Learning from Home – Year 4 Term 2 Week 1

For some of the activities below you may need your parents help. Show each completed activity to your parents to check and upload to Seesaw if required.

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Session 1</b>	<b>Last Day of Holidays.</b>	<b>Staff Development Day</b>	<p><b>English:</b> <b>Reading:</b> Read two chapters of a chapter book.</p> <p>In your workbook, please answer the following questions:</p> <p>What is the setting of your story? Write about it in detail. What do you think will happen next?</p> <p><b>Spelling:</b> Go to sound waves unit 2 <a href="https://online.fireflyeducation.com.au/services/student_login/sound_waves">https://online.fireflyeducation.com.au/services/student_login/sound_waves</a> Password: then020</p> <ul style="list-style-type: none"> <li>• Copy spelling words into your book,</li> <li>• Do two columns of look, cover, write, check for the list</li> </ul>	<p><b>English</b> <b>Reading:</b> Read two chapters of a book.</p> <p>In your workbook complete the question:</p> <p>Draw a picture of what is happening in a scene of your book or story.</p> <p><b>Spelling:</b> Use your list words for Week 1 to find definitions for 5 words. Write 5 sentences using each word.</p> <p><b>Writing:</b> Write a sizzling start for images number 2 and 3.</p>	<p><b>English</b> <b>Reading:</b> Read two chapters of a book</p> <p>In your workbook complete the question:</p> <p>Write down as many V.I.P (very important points) from the text as you can.</p> <p><b>Spelling:</b> Use your list words for Week 1 and write them into columns (1,2,3,4, syllables). For each column, the words should be in alphabetical order.</p> <p><b>Writing:</b> Write a sizzling start for images 4,5 and 6.</p>

	Monday	Tuesday	Wednesday	Thursday	Friday
			<p>words</p> <ul style="list-style-type: none"> <li>Complete worksheet activity in your workbook, or you can print it at home.</li> </ul> <p><b>Writing:</b> Write a sizzling start for image number 1. The images are at the back of this framework. You may like to start with:</p> <ul style="list-style-type: none"> <li>Alliteration,</li> <li>Onomatopoeia,</li> <li>Dialogue,</li> <li>An action scene.</li> </ul>		
<b>Break</b>	Break (30 mins) Eat & Play	Break (30 mins) Eat & Play	Break (30 mins) Eat & Play	Break (30 mins) Eat & Play	Break (30 mins) Eat & Play
<b>Session 2</b>			<p><b>Mathematics:</b> Count by fours, sixes, sevens, eights and nines using skip counting up to 100. Record the numbers e.g. 4,8,12..... 6,12,18...</p> <p><b>iMaths4:</b> How to login: <a href="http://www.imathskids.com.au">www.imathskids.com.au</a></p> <p>Access code: card230</p> <p>Click on games. Click on Gridlock 3 Multiplication by</p>	<p><b>Mathematics:</b> Use the Number Sheet provided to complete the number of the day.</p> <p><b>iMaths4:</b> How to login: <a href="http://www.imathskids.com.au">www.imathskids.com.au</a></p> <p>Access code: card230</p> <p>Click on "Topics". Go to <b>MG12 Area</b>.</p> <p>Draw the 2D shapes using a ruler and then answer the questions in</p>	<p><b>Mathematics:</b> <b>iMaths4:</b> How to login: <a href="http://www.imathskids.com.au">www.imathskids.com.au</a></p> <p>Access code: card230</p> <p>Click on "Topics".</p> <p>Go to <b>MG13 Area of Irregular shapes</b>.</p> <p>Read the information carefully and then answer the questions in your book.</p>

	Monday	Tuesday	Wednesday	Thursday	Friday
			2,3,4 and 5- <b>play the game.</b>	your book.	iMaths4: How to login: <a href="http://www.imathskids.com.au">www.imathskids.com.au</a>  Access code: card230  Click on "Games". Click on Number Charge 5 Multiplication to 10- <b>play the game.</b>
<b>Break</b>	Break (1 hour) Eat & Play	Break (1 hour) Eat & Play	Break (1 hour) Eat & Play	Break (1 hour) Eat & Play	Break (1 hour) Eat & Play
<b>Session 3</b>			<p><b>Science:</b></p> <p>Answer these questions:</p> <p>What foods come from the sea that humans may eat?</p> <p>Can you list any farms animals that produce food? Name the animal and the food.</p> <p>Select a favourite farm animal and draw and name the animal and label the foods that come from that animal.</p>	<p><b>History:</b></p> <p>This is a drawing by an Aboriginal man known as Mickey of Ulladulla. The first European settlers came to the area around 1828 when Mickey was a young boy. When Europeans came, they changed the way Aboriginal people lived. Mickey drew this picture when he was 60 years old. This picture is Mickey's way of telling the story of how Aboriginal life changed after European settlement.</p> <p>Mickey drew himself in the scene. Which one do you think is Mickey? How do you know?</p> <p>Find two human-made objects in Mickey's drawing which were</p>	<p><b>PDHPE:</b></p> <p>This term, we are working on our strength of kindness.</p> <p>Choose 3 things from the list of chores below or you can add your own. Set the table, make your own lunch, stack or empty the dishwasher, fold some washing, pick up items around the house and put them where they belong, vacuum, unload the groceries, look after a pet, make your bed.</p> <p>Keep a log for the week each time you do them by writing them down and ticking it off. .</p> <p>Write a few sentences about how it</p>

Monday	Tuesday	Wednesday		Thursday	Friday
				<p>introduced to Australia by Europeans.</p> <p>How might Mickey's life have changed when Europeans came to the area?</p>	<p>makes you feel doing kind and helpful things for others.</p> <p>Have five minutes of quiet time where you sit on the floor and reflect on the kind and helpful things you have done.</p>



SIZZLING START IMAGES:

Image 1



Image 2



Image 3



Image 4



Image 5



Image 6



Write in expanded form.

Write in word form.

Today's Number  
**8,256**

What is the value of the 5?

Is this number odd or even?

complete the place value table.

Thousands	Hundreds	Tens	Ones

What is...

100 more \_\_\_\_\_

100 less \_\_\_\_\_

1,000 more \_\_\_\_\_

1,000 less \_\_\_\_\_

Add 'em up!

Add the first two digits to the last two digits to find the sum.

\_\_\_\_\_

+ \_\_\_\_\_

\_\_\_\_\_

Compare Numbers

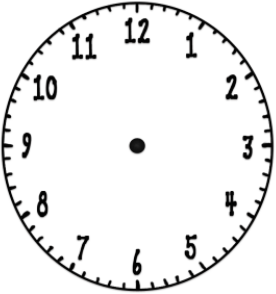
Compare the first 2 digits with the last 2 digits using  $>$ ,  $<$ , or  $=$ .

\_\_\_\_\_ ○ \_\_\_\_\_

What time is it!

Use the digit in the thousands place for the hour. Use the hundreds and tens place for the minutes.

Draw the hands on the clock.



Write the time.

\_\_\_\_\_ : \_\_\_\_\_

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Making New Numbers

Rearrange the digits in the number of the day to create new numbers.

What is the LARGEST number you can make? \_\_\_\_\_

What is the SMALLEST number you can make? \_\_\_\_\_

Make 5 other numbers.

\_\_\_\_\_

Put those 5 numbers in order from LEAST to GREATEST.

\_\_\_\_\_





# Unit 2



**b bb** balloon ribbon

## List Words

- brick \_\_\_\_\_
- bump \_\_\_\_\_
- blank \_\_\_\_\_
- blue \_\_\_\_\_
- being \_\_\_\_\_
- begin \_\_\_\_\_
- break \_\_\_\_\_
- broke \_\_\_\_\_
- rabbit \_\_\_\_\_
- bought \_\_\_\_\_
- bucket \_\_\_\_\_
- build \_\_\_\_\_
- built \_\_\_\_\_
- able \_\_\_\_\_
- babies \_\_\_\_\_
- bath \_\_\_\_\_
- basket \_\_\_\_\_
- balloon \_\_\_\_\_
- became \_\_\_\_\_
- believe \_\_\_\_\_
- because \_\_\_\_\_
- beautiful \_\_\_\_\_
- probably \_\_\_\_\_
- business \_\_\_\_\_
- submerge \_\_\_\_\_

### Grapheme Chart

letters	words

- Circle the letters that represent **b** or **bb** in the List Words.
- Write any other letters that can represent **b** or **bb** on the Grapheme Chart. Write one word example for each.
- Write one stroke for every sound in each List Word with a line beside it, for example *black* **llll**; *blink* **lllll**; *bobbing* **llllll**.
- Colour the letters **b** or **bb** if they represent **b** or **bb** in the word.  
 bump numb number rabbit bubble probably submerge  
 being bomb bomber babies bought stable bumblebee
- Unjumble the letters to make words that begin with **bl** or **br**.  
 rkicb \_\_\_\_\_ akrbe \_\_\_\_\_ bekor \_\_\_\_\_  
 elub \_\_\_\_\_ klnba \_\_\_\_\_ wrbon \_\_\_\_\_  
 wbol \_\_\_\_\_ wleb \_\_\_\_\_ bdegir \_\_\_\_\_
- Write each set of words in alphabetical order.  
 bath 1. \_\_\_\_\_ believe 1. \_\_\_\_\_  
 basket 2. \_\_\_\_\_ because 2. \_\_\_\_\_  
 babies 3. \_\_\_\_\_ beautiful 3. \_\_\_\_\_  
 balloon 4. \_\_\_\_\_ being 4. \_\_\_\_\_  
 baby 5. \_\_\_\_\_ became 5. \_\_\_\_\_

- Rewrite these words adding **ed** to each one.  
 + To add **ed**, we often double the letter that comes straight after the letters **a**, **e**, **i**, **o**, **u** if they represent **a**, **e**, **i**, **o**, **u** before adding **ed**, for example *bat* - *batted*. If the letter is not straight after any of these, we usually do not double it, for example *bank* - *banked*.

- |             |             |             |
|-------------|-------------|-------------|
| bath _____  | stub _____  | bump _____  |
| bank _____  | blink _____ | block _____ |
| bark _____  | stab _____  | throb _____ |
| brush _____ | bolt _____  | brag _____  |

- Write the past tense of the irregular verbs in brackets to complete the sentences.  
 + Past tense means that something happened in the past, before right now.  
 We watched as the beautiful balloon \_\_\_\_\_ to rise off the ground. (begin)  
 Two years ago Dad \_\_\_\_\_ a new shed for his business. (build)  
 My pet rabbit \_\_\_\_\_ very sick after it tried to eat its basket. (become)  
 Yesterday Mum \_\_\_\_\_ a bucket and a bath ready for our new baby. (buy)  
 The babies both grabbed the toy and it \_\_\_\_\_ into two pieces. (break)

- Circle the prefix in each word. The first one has been done for you.  
 + Prefixes are added to the start of words to change the meanings.  
 midnight upstairs superstar return supermarket  
 unhappy preview overboard explain misunderstand

- Write the words from the box to match the meanings.  
 + The prefix **sub** can mean *under*. For example, **submarine** means *a boat that travels under water*.  
 subdivide put under water \_\_\_\_\_  
 substandard under the correct standard \_\_\_\_\_  
 submerge divide into pieces under the size of the whole thing \_\_\_\_\_  
 subcontinent large area of land under the size of a continent \_\_\_\_\_

- Make words by blending the sounds represented by the sound boxes. Colour the correct letter choices in the sound boxes. Write the words on the lines.  
 b bb u o m mm mb p pp \_\_\_\_\_ bump  
 ee e ea ye y i ng n \_\_\_\_\_  
 b bb ll ll a ng n k c q ck x kcal ch \_\_\_\_\_  
 b bb ar a s s s se ce x kcal c k c q ck x kcal ch er ar or a e i o u t tt \_\_\_\_\_  
 s s s se ce x kcal c er ar or a e i o u b bb m mm mb ir ur or er j g ge dge \_\_\_\_\_

## Challenge

- Write a List Word to follow the pattern.  
 ★ Count the sounds and letters!
- |      |       |        |         |
|------|-------|--------|---------|
| bath | build | became | believe |
| bell | break | babies | brother |
| both | broke | bucket | because |