


# Framework for Learning from Home – Year 4 Term 3 Week 4 2021

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 2 August   | Tuesday 3 August   | Wednesday 4 August   | Thursday 5 August  | Friday 6 August  |
|------------------|---|--|--|--|--|
| <b>Session 1</b> | <b>English</b><br><br><b>Reading Comprehension:</b><br>Read <i>Earth Watch: Drowning in Plastic</i><br>Answer the questions <ol style="list-style-type: none"> <li>1. What does plastic do to harm marine animals and birds? Plastic can ...</li> <li>2. Who sailed through the North Pacific gyre in 1997? The person was ....</li> <li>3. How old are some plastic objects that have been found in the ocean? Some plastic ...</li> <li>4. Why do you think some marine creatures might confuse plastic for food? I think that ...</li> </ol> | <b>English</b><br><br><b>Reading:</b><br>Read a chapter from a book <b>OR</b> read the picture book, "Bad Case of Stripes" <a href="#">Storyline Online - A Bad Case of Stripes</a><br><br><b>Write:</b><br><b>1:</b> Name of the book.<br><b>2:</b> Draw a picture of the main character of the text<br><b>3:</b> Label your character drawing with their –<br>a) name<br>b) other interesting information (e.g. character trait)<br><br><b>Upload to Seesaw.</b><br><br><b>Spelling:</b><br><b>Online and access</b> | <b>English</b><br><br><b>Reading Comprehension:</b><br>Read <i>Television is Educational</i><br>Answer the questions <ol style="list-style-type: none"> <li>1. What is the topic of this text?<br/>The topic of this text is.....</li> <li>2. Is the author for or against this topic? How do you know?<br/>The author is ..... this topic because .....</li> <li>3. Who could the author be writing to?<br/>To .....<br/>To ....</li> <li>4. What emotive words or phrases does the author use to persuade the reader.</li> <li>5. What connectives (words or phrases) has the author used to sequence the text?</li> </ol> | <b>English</b><br><br><b>Reading:</b><br>Log onto i2era online <a href="http://www.in2era.com.au">www.in2era.com.au</a><br><br>username: hurstville<br>password: hurstville<br><br>You may like to read a traditional tale (Fables, Fairytales, Folktales, Myth, Hero).<br><br>Write the name of the book and the author.<br><br><b>Upload to Seesaw.</b><br><br><b>Spelling:</b><br><b>Online and access Unit 22:</b><br><a href="http://www.soundwaveskids.com.au">www.soundwaveskids.com.au</a> | <b>English</b><br><b>Listening BTN Comprehension:</b><br><b>Listening Comprehension:</b><br>Listen to BTN Olympic History. Click on the link.<br><a href="https://www.abc.net.au/btn/classroom/olympic-history/10524328">https://www.abc.net.au/btn/classroom/olympic-history/10524328</a><br><br>1.What was the most interesting part of the video. Write at least 5 sentences.<br><br>2.Draw and label something symbolic that was shown in the video.<br>Symbolic = olive wreath, medals, 5 rings<br><br>Optional: Read the Olympic History script of the video<br><br><b>Upload to Seesaw.</b> |

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|--|---|---|---|--|--|
|  | <p>5. How do you think all the plastic gets into the ocean? I think that ...</p> <p>6. What could people do to reduce the amount of microplastics, single-use plastic, and waste that makes up ocean pollution? People could ...</p> <p><b><u>Singing:</u></b></p> <p>Enjoy singing the song – <i>I am the Earth</i></p>  <p>I_Am_The_Earth_vocal.mp4</p> <p><b><u>Spelling:</u></b><br/> <b>Go to Sound Waves Online and access Unit 22:</b><br/> <a href="http://www.soundwaveskids.com.au">www.soundwaveskids.com.au</a></p> <p>Password: stir680</p> <ul style="list-style-type: none"> <li>Copy spelling words into your</li> </ul> | <p><b>Unit 22:</b><br/> <a href="http://www.soundwaveskids.com.au">www.soundwaveskids.com.au</a></p> <p>Complete page 1 of Unit 22. (page attached)<br/> <b>Upload to Seesaw.</b></p> <p><b>Optional</b><br/> Choose one of the games on Sound Waves to practise your spelling words.</p> <p><b>Upload to Seesaw.</b></p> <p><b><u>Writing or Language:</u></b></p> <p>A rhetorical question can be used to persuade a reader.</p> <p>They are questions that do not require a response. It is used in persuasive texts for effect.</p> | <p>6. List two reasons that support the author's argument that television allows children to learn about the world around them.<br/> * ....<br/> * ...</p> <p><b>Upload to Seesaw.</b></p> <p><b><u>Spelling:</u></b><br/> <b>Online and access Unit 22:</b><br/> <a href="http://www.soundwaveskids.com.au">www.soundwaveskids.com.au</a></p> <p>Complete page 2 of Unit 22. (page attached)<br/> <b>Upload to Seesaw.</b></p> <p><b>Optional</b><br/> Choose one of the games on Sound Waves to practise your spelling words.</p> | <p>Write the singular and plural form for 10 of your list words.<br/> <b>Upload to Seesaw.</b></p> <p><b>Optional</b><br/> Choose one of the games on Sound Waves to practise your spelling words.</p> <p><b><u>Writing:</u></b><br/> Read an example of an opening statement (introduction)<br/> Highlight each of these:</p> <ol style="list-style-type: none"> <li>1) A rhetorical question</li> <li>2) Emotive language</li> <li>3) A list of three reasons</li> <li>4) State your point of view</li> </ol> <p><b>Your Turn!</b><br/> Have a practise at writing an opening statement (1<sup>st</sup> introductory paragraph) to this topic:</p> | <p><b><u>Spelling:</u></b><br/> <b>Online and access Unit 22:</b><br/> <a href="http://www.soundwaveskids.com.au">www.soundwaveskids.com.au</a></p> <p>Pyramid Words<br/> Represent 10 of your list words in pyramid formation, for example, s<br/> so<br/> sol<br/> sold<br/> <b>Upload to Seesaw.</b></p> <p><b>Optional</b><br/> Choose one of the games on Sound Waves to practise your spelling words.</p> <p><b><u>Writing or Language:</u></b></p> <p>Spot the Difference Editing Activity:</p> <p>Read Text A <i>The Wind and The Sun</i>, an Aesop's Fable.</p> <p>Text A has no errors.<br/> Text B has 6 errors.<br/> Read text A<br/> Cover text A<br/> Read Text B and circle the</p> |

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|------------------|---|--|--|---|--|
|                  | <p>book</p> <ul style="list-style-type: none"> <li>• Create a new column to record your spelling words again. This time remember to look, cover and then write each word.</li> <li>• Check to make sure you have spelt your words correctly.</li> <li>• Choose one of the games on Sound Waves to practise your spelling words.</li> </ul> <p>Upload to Seesaw.</p>                 | <p>Complete the rhetorical worksheet.<br/>Match the question to the topic.</p> <p>Upload to Seesaw.</p>  |  | <p><b>Make sure you include</b></p> <ol style="list-style-type: none"> <li>1) A rhetorical question</li> <li>2) Emotive language</li> <li>3) A list of three reasons</li> <li>4) State your point of view</li> </ol> <p><b>Television is education!</b></p> <p>Upload to Seesaw.</p>                                    | <p>six errors</p> <p>Check your answers from Text A.</p> <p>Upload to Seesaw.</p>  |
| <b>Break</b>     | Break (30 mins)<br>Eat & Play   | Break (30 mins)<br>Eat & Play  | Break (30 mins)<br>Eat & Play  | Break (30 mins)<br>Eat & Play   | Break (30 mins)<br>Eat & Play  |
| <b>Session 2</b> | <p><b>Mathematics</b><br/><b>Checking Change</b><br/>Click on the following link to play the 'Loose Change' game:<br/><a href="https://www.crackerjackeducation.com.au/resources/loose-change/#:~:text=Loose%20Change%20is%20an%20interactive,is%20p">https://www.crackerjackeducation.com.au/resources/loose-change/#:~:text=Loose%20Change%20is%20an%20interactive,is%20p</a></p> | <p><b>Mathematics</b><br/><b>Creating a Budget</b><br/>You will need to create a budget in preparation for a pizza night!</p> <p>Read the instructions provided on the 'Pizza Night Budget' worksheet. Complete the activities and</p> | <p><b>Mathematics</b><br/><b>Money Problem Solving</b><br/>Often when we solve problems with money, we need to use more than one step to find the answer. Click on the following link to practise solving 2-step money problems:<br/><a href="https://mathsframe.co.uk/en/resources/resource/44/solve_2_step_money_problems">https://mathsframe.co.uk/en/resources/resource/44/solve_2_step_money_problems</a></p> | <p><b>Mathematics</b><br/><b>Converting Mass</b><br/>Watch the following video on converting grams to kilograms:<br/><a href="https://www.youtube.com/watch?v=hjV2H9yQsQ&amp;ab_channel=LearnVoyage">https://www.youtube.com/watch?v=hjV2H9yQsQ&amp;ab_channel=LearnVoyage</a><br/>e</p> <p>Complete questions 1, 2</p> | <p><b>Mathematics</b><br/><b>Mass – Balancing Scales</b><br/>To practise balancing a scale, play the following game:<br/><a href="https://www.matific.com/au/en-au/home/maths-activities/episode/balancing-act-mixed-multiplication-and-division/">https://www.matific.com/au/en-au/home/maths-activities/episode/balancing-act-mixed-multiplication-and-division/</a></p> |

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|  | <p><a href="#">effect%20for%20early%20learners</a>.</p> <p>Select the 'Any change?' option.</p> <p>Continue playing until you reach a score of \$20 or more.</p> <p>Complete the first 'Check your Change' worksheet attached to this framework. Remember to show all of your working out! Upload your work to Seesaw.</p> <p><b>Extension:</b><br/>Complete the second page of 'Check of your Change'.</p> <p><b>Optional: iMaths4:</b><br/>How to login:<br/><a href="http://www.imathskids.com.au">www.imathskids.com.au</a></p> <p>Access code: your805</p> <p>To practise your addition and subtraction skills click on 'Games'.<br/>Under 'Gridlock', choose the following games to</p> | <p>upload your work to Seesaw.</p> <p><b>Optional: iMaths4:</b><br/>How to login:<br/><a href="http://www.imathskids.com.au">www.imathskids.com.au</a></p> <p>Access code: your805</p> <p>To practise your addition skills click on 'Games'.<br/>Under 'Number Charge', choose the following game to play:<br/>3: Subtraction to 50 (recognition)<br/>9: Subtraction to 100</p> | <p>Make sure you select the '\$ and c' option before you begin playing. Choose Levels 8, 9 and 10.</p> <p>Once you have finished playing the game, complete the 'Money (A)' worksheet attached to this framework. Upload your work to Seesaw.</p> <p><b>Optional: iMaths4:</b><br/>How to login:<br/><a href="http://www.imathskids.com.au">www.imathskids.com.au</a></p> <p>Access code: your805</p> <p>To practise your subtraction skills, click on 'Games'.<br/>Under 'Number Charge', choose the following game to play:<br/>7: 2-number and 3-number addition to 50<br/>8: 2-number and 3-number addition to 100</p> | <p>and 3 of the 'Converting Between Kilograms and Grams' worksheet. Make sure you check your answers and then upload to Seesaw.</p> <p><b>Extension:</b><br/>Complete questions 4, 5 and 6.</p> <p><b>Optional: iMaths 4:</b><br/>Login to iMaths with your access code: you805<br/>Choose any game to play.</p> | <p>Now it is time to practise solving some problems with scales. Complete page 1 of the 'Balance the Scales Using Grams and Kilograms' worksheet.</p> <p><b>Extension:</b><br/>Complete page 2 of the 'Balance the Scales Using Grams and Kilograms' worksheet.</p> <p><b>Optional: iMaths 4:</b><br/>Login to iMaths with your access code: you805<br/>Choose any game to play.</p> |

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|                  | play:<br>6: Addition to 50<br>8: Subtraction to 50   |  |  |   |  |
| <b>Break</b>     | Break (1 hour)<br>Eat & Play   | Break (1 hour)<br>Eat & Play   | Break (1 hour)<br>Eat & Play   | Break (1 hour)<br>Eat & Play  | Break (1 hour)<br>Eat & Play   |
| <b>Session 3</b> | <b>Languages:</b><br>Please complete the language activity assigned by your language teacher.<br><br>Upload to Seesaw. | <b>Science:</b><br><b>Research Task</b><br>Today you will be completing a simple research task to explore the Ice Age.<br><br>Read the information provided on the following website:<br><a href="https://www.coolaboo.com/earth-science/ice-age/">https://www.coolaboo.com/earth-science/ice-age/</a><br><br>Based on the information you have read, answer the following questions in full sentences. Include pictures if you want. <ol style="list-style-type: none"> <li>1. What was the Ice Age?<br/>The Ice Age was.....</li> <li>2. When did the Ice Age happen?</li> </ol> | <b>History:</b><br><b>Library Research activity.</b><br>Did you know that Captain James Cook embarked several significant voyages?<br><br>Use the link below to help you complete the information retrieval table for Ms Wadley.<br><br><a href="https://www.sl.nsw.gov.au/learning/captain-james-cook">https://www.sl.nsw.gov.au/learning/captain-james-cook</a><br><br>Focus on the information about the 'First voyage', 'Second voyage' and 'Third and Final Voyage' to complete the task.<br><br>You may complete the table in point form.<br><br>Upload to Seesaw. | <b>Creative Arts: Visual Arts</b><br>Sketch an object from your home using pencils e.g. a bowl of fruit, some toys, cups, saucers and bowls, a vase of flowers.<br><br>Pay attention to shape, shading and tone. Show the sketch to a family member for feedback.<br>What did they say about your work?<br>Upload your sketch and some of the comments they made to Seesaw.<br><br><a href="#">How to draw still life for kids. - YouTube</a><br><br><a href="#">Flower Still Life drawing with Mr. H. - YouTube</a><br><br><a href="#">Bowl of Fruit Still Life Lesson - YouTube</a> | <b>PD/H/PE:</b><br><b>Log onto</b><br><br><a href="#">GetActive@Home Years 3-6 Episode 12 on Vimeo</a><br><br>You will need a bottle of water.<br><br>Write the name of the physical activity you did with Michele and Teresa.<br>Did you have fun?<br><br>Upload to Seesaw. |

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|--|-----------------|--|--------------------|-------------------|-----------------|
|  |                 | <p>The Ice Age happened.....</p> <p>3. Why do scientists think the Ice Age happened? The scientist think the Ice Age happened because.....</p> <p>4. How do we know about the Ice Age? We know about the Ice Age because.....</p> <p>5. Any other interesting facts? Some other interesting facts are.....</p> <p>Post your answers on Seesaw.</p> |                    | Upload to Seesaw. |                 |





## Earth Watch DROWNING IN PLASTIC



The Earth's oceans are home to an amazing variety of animal and plant life. Every year, more and more plastics end up in the oceans. As this continues, marine life will struggle to deal with the massive changes plastic pollution is causing.

Imagine a loggerhead sea turtle lazily wandering the ocean depths in search of a tasty sea jelly. Off in the distance, it spies the perfect snack, swims over, and swallows it in a single gulp.

This simple day in the life of a loggerhead sea turtle has been going on for millions of years. But this time, the sea jelly is a plastic bag! More than half of all marine turtles are estimated to have plastic in their stomachs, and it is there to stay. Ocean plastic is consumed by other marine animals and birds too, choking or starving them. It also gets wrapped around them, causing severe injuries or death.

### FLOATING ISLANDS

Sea currents in the Pacific Ocean naturally form whirlpools, or gyres, which collect floating objects. In 1997, yachtsman Charles Moore sailed through the North Pacific gyre and realised it had been collecting vast amounts of plastic that had made its way into the ocean from countries all over the world. This huge island of floating plastic became known as the 'Great Pacific Garbage Patch'.

Other gyres in the world's oceans also collect the discarded plastic debris of our single-use society. Another problem is that this plastic lasts centuries. Some plastic objects recently found in the ocean are up to 60 years old.



The Great Pacific Garbage Patch covers an area three times the size of France.

The scary thing about these plastic islands is that they are only a small part of the plastic hidden below the surface. The ocean floor is littered with millions of tonnes of plastic waste, which is difficult to get to and to remove. In 2018, a plastic bag was spotted at a depth of over 10 000 metres in the Pacific Ocean's Mariana Trench. In fact, parts of the sea floor have higher levels of chemical pollution than some of the most polluted rivers in China. These chemical pollutants come from the breakdown of plastic in seawater.

### FOREVER AND A DAY

An incredible 89% of all plastic products being used today are disposable (single use). This means they are used only once before being thrown away. Plastic is in almost everything we use these days, and once we have finished with it, few people seem to care what happens to it.

Much of the plastic problem affecting our oceans is caused by microplastics. These tiny beads of polyethylene plastic are barely visible to the human eye. They are used in cosmetics, cleaning products, and toothpastes, and they pass right through filtration systems

to end up in rivers and oceans. Not only this, but as larger plastic products erode in seawater, they break down into smaller and smaller parts until they also become microplastics.

Microplastics enter the food chain when they are eaten. As smaller animals are eaten by larger ones, microplastics soon cause problems all the way up the food chain – even for humans. Once in our bodies, toxic microplastics upset important bodily systems. Doctors and scientists worldwide are calling for action to reduce plastic and improve the health of people and animals.

### FINDING SOLUTIONS

Programs in place to clean up our oceans are not enough on their own. Scientists are working to develop plastic-eating bacteria, companies are experimenting with biodegradable materials to replace plastic, and people are replacing single-use items, like plastic straws, with reusable metal or paper ones. Only by working together as a global community can we hope to fix the mistakes of the past and make the world a better, less polluted place in the future.

More than 100 million marine animals die each year from eating plastic.





## Rhetorical Questions

Rhetorical questions can be used to persuade a reader. They are questions that do not require a response but instead are asked and included in persuasive texts for effect.

Match the rhetorical question to the topic by colouring the matching pairs in the same colour.

|  |  |
|--|--|
| Young children should not be allowed to watch TV.  | Haven't you always longed to go home when it's too hot to work properly at school?   |
| It is cruel to keep animals in cages.              | Have you ever wondered what it would be like to live in a mansion or to have people from all over the world recognise your face? |
| School uniforms should be banned.                  | Do you enjoy eating ice cream by the beach on a warm, sunny day?   |
| Being famous would be the best thing in the world. | Wouldn't you love to be able to wear whatever you wanted to school each day?   |
| Summer is the best season of the year.             | How would you feel about being kept in a cage, locked up with hardly any space to move around in?                                |
| Schools should be closed on days over 30°C.        | Did you know that too much time in front of a television can seriously affect children's eye health?                             |



Have a go at writing your own rhetorical question for this topic:

Mathematics is the hardest subject at school.

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# Check Your Change!

Check the change the shopkeeper has given you. Are you happy to walk out of the shop with that change or do you need to go back and inform her of a mistake?

| You buy  | You pay   | Your change   | 'Thanks for my change!' or 'Excuse me!' |
|--|---|---|---|
|  \$3.70   |    |    |   |
|  \$4.75   |    |    |   |
|  \$1.35   |    |    |   |
|  35c    |  |   |   |
|  \$2.95 |  |  |   |

## Check Your Change!

| You buy  | You pay   | Your change   | 'Thanks for my change!' or 'Excuse me!' |
|--|---|---|---|
|  \$69.95  |    |    |   |
|  \$8.15   |    |    |   |
|  95c      |    |    |   |
|  \$3.65  |  |   |   |
|  \$2.75 |  |  |   |

# Pizza Night Budget

Friday night is homemade pizza night!  
You need to create a budget to purchase the ingredients to make the pizzas.

There will be 4 people eating the pizza (2 adults & 2 children). Each person has their own individual pizza.

You have \$40 to spend. You do not have to spend all of the budget, as long as you meet the pizza night requirements.



| Item                        | Amount in pack | Price  |
|-----------------------------|----------------|--------|
| pizza base                  | 2              | \$4.00 |
| mozzarella cheese           | 500g           | \$4.65 |
| pineapple pieces            | 225g tin       | \$2.40 |
| mushrooms (sliced)          | 200g           | \$2.50 |
| pizza base sauce            | 400g           | \$3.50 |
| olives                      | 235g jar       | \$3.30 |
| capsicum                    | 1              | \$2.35 |
| onion (brown)               | 1              | \$0.45 |
| ham                         | 300g           | \$4.10 |
| chicken (cooked & shredded) | 250g           | \$7.50 |
| salami                      | 80g            | \$3.00 |
| garlic bread                | 2              | \$4.00 |



## Pizza Night Budget

Plan your pizza night here!

Show the list of ingredients for each of the 4 pizzas.

Make sure to include a total list of all of the ingredients and quantities you will need to purchase.

Don't forget to add the total cost and show any change received.

| Pizza #1 | Pizza #2 | Pizza #3 | Pizza #4 |
|----------|----------|----------|----------|
|          |          |          |          |



## Money (A)

① Round these amounts to the nearest dollar.

a) \$1.82 = \_\_\_\_\_

e) \$8.05 = \_\_\_\_\_

b) \$3.75 = \_\_\_\_\_

f) \$9.25 = \_\_\_\_\_

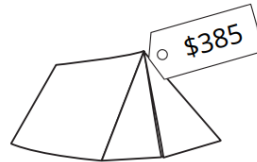
c) \$5.19 = \_\_\_\_\_

g) \$1.70 = \_\_\_\_\_

d) \$6.42 = \_\_\_\_\_

h) \$4.99 = \_\_\_\_\_

② Use the items below to calculate the following purchases.



a) What is the total cost for a tent and a camera? \_\_\_\_\_

b) What is the total cost for two bikes? \_\_\_\_\_

c) What is the total cost for a guitar and a tent? \_\_\_\_\_

d) What is the total cost for a bike and a camera? \_\_\_\_\_

e) Max handed over \$400 to purchase a tent.  
How much change did he receive? \_\_\_\_\_

f) Kate handed over \$300 to purchase a camera.  
How much change did she receive? \_\_\_\_\_

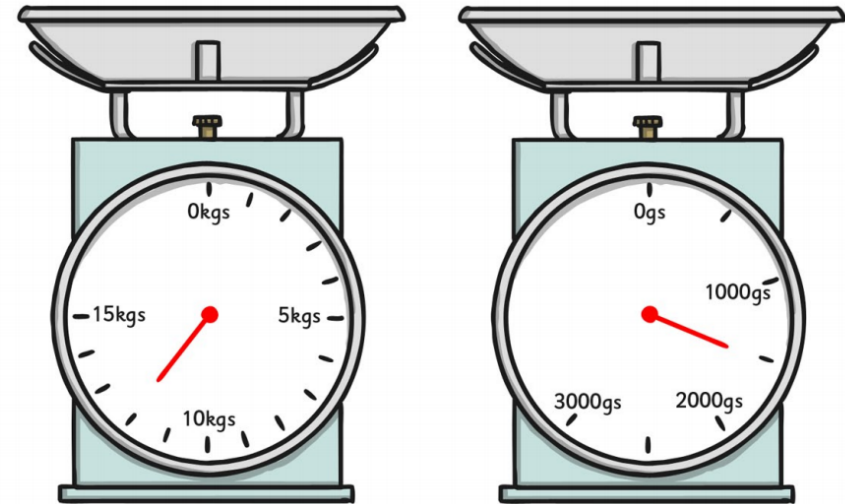
g) Justin handed over \$1000 to purchase a bike.  
How much change did he receive? \_\_\_\_\_

# Converting Between Kilograms and Grams

LO: I can convert between different units of metric measure

One grocer only has a scales labelled in kilograms and another only has scales labelled in grams.

Complete the tables below help the grocers by converting grams into kilograms and kilograms into grams.



|    |           |       |    |           |       |    |           |       |    |           |       |    |           |       |    |           |       |
|----|-----------|-------|----|-----------|-------|----|-----------|-------|----|-----------|-------|----|-----------|-------|----|-----------|-------|
| 1. | Kilograms | Grams | 2. | Kilograms | Grams | 3. | Kilograms | Grams | 4. | Kilograms | Grams | 5. | Kilograms | Grams | 6. | Kilograms | Grams |
|    | 0.252     |       |    | 6.371     |       |    |           | 266   |    |           | 9594  |    |           | 819   |    |           | 3593  |
|    | 0.633     |       |    | 5.079     |       |    |           | 69    |    |           | 7865  |    |           | 236   |    | 7.793     |       |
|    | 0.191     |       |    | 3.213     |       |    |           | 231   |    |           | 7426  |    | 0.292     |       |    | 7.791     |       |
|    | 0.721     |       |    | 7.418     |       |    |           | 985   |    |           | 7702  |    | 0.448     |       |    |           | 2718  |
|    | 0.725     |       |    | 4.402     |       |    |           | 867   |    |           | 6916  |    |           | 148   |    |           | 3079  |
|    | 0.71      |       |    | 5.781     |       |    |           | 333   |    |           | 1742  |    | 0.876     |       |    | 1.193     |       |
|    | 0.583     |       |    | 3.897     |       |    |           | 967   |    |           | 7511  |    | 0.529     |       |    |           | 3191  |
|    | 0.595     |       |    | 2.446     |       |    |           | 620   |    |           | 9753  |    |           | 403   |    | 2.257     |       |
|    | 0.625     |       |    | 5.861     |       |    |           | 459   |    |           | 3061  |    |           | 356   |    | 4.568     |       |
|    | 0.244     |       |    | 6.963     |       |    |           | 371   |    |           | 2098  |    | 0.2       |       |    |           | 1722  |



# Unit 22



s ss se ce x(k)s c seal kiss mouse juice fox pencil

## List Words

sold \_\_\_\_\_  
cent \_\_\_\_\_  
once \_\_\_\_\_  
sail \_\_\_\_\_  
Christmas \_\_\_\_\_  
Easter \_\_\_\_\_  
story \_\_\_\_\_  
sprint \_\_\_\_\_  
centimetre \_\_\_\_\_  
circle \_\_\_\_\_  
glass \_\_\_\_\_  
sound \_\_\_\_\_  
fence \_\_\_\_\_  
sweet \_\_\_\_\_  
else \_\_\_\_\_  
lesson \_\_\_\_\_  
since \_\_\_\_\_  
space \_\_\_\_\_  
explain \_\_\_\_\_  
season \_\_\_\_\_  
sour \_\_\_\_\_  
September \_\_\_\_\_  
exercise \_\_\_\_\_  
kindness \_\_\_\_\_  
dangerous \_\_\_\_\_

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.



## Grapheme Chart

| letters | words |
|---------|-------|
|         |       |
|         |       |
|         |       |
|         |       |
|         |       |
|         |       |
|         |       |
|         |       |
|         |       |
|         |       |

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

4 Cross out the words with the sound. Answer the question that is left.  
★ Think about and .

Since Would you explain use a glass cup or a centimetre ruler to measure sweet sugar to make Christmas fruit pies? \_\_\_\_\_

5 Rewrite these List Words adding s, ss, se, ce, x or c to represent .

old \_\_\_\_\_ tory \_\_\_\_\_ gla \_\_\_\_\_ eason \_\_\_\_\_  
ent \_\_\_\_\_ pae \_\_\_\_\_ leon \_\_\_\_\_ eplain \_\_\_\_\_  
el \_\_\_\_\_ fen \_\_\_\_\_ ircle \_\_\_\_\_ eerise \_\_\_\_\_

6 Write ordinal numbers, for example 1st, 2nd, 3rd and so on, to show where you hear in the words.

else \_\_\_\_\_ once \_\_\_\_\_ Easter \_\_\_\_\_ since \_\_\_\_\_,  
sprint \_\_\_\_\_ circle \_\_\_\_\_ explain \_\_\_\_\_ exercise \_\_\_\_\_,  
sound \_\_\_\_\_ season \_\_\_\_\_ kindness \_\_\_\_\_ Christmas \_\_\_\_\_,

7 Unjumble these words that start or end with the letters sk, sm, sn or nd. Write rhyming words for each one.

eilms \_\_\_\_\_ smka \_\_\_\_\_ knaes \_\_\_\_\_ nkis \_\_\_\_\_ duson \_\_\_\_\_

8 Join the word beginnings and endings to make List Words.

|        |       |
|--------|-------|
| st     | mas   |
| danger | plain |
| Christ | ory   |
| ex     | on    |
| East   | ous   |
| less   | er    |

|        |       |
|--------|-------|
| Septem | ness  |
| centi  | cise  |
| kind   | ber   |
| exer   | son   |
| sea    | cle   |
| cir    | metre |

9 Write words ending with **ness** and **ous** to match the meanings.

- ✦ The suffix **ness** can mean a state of being. For example, **sickness** means a state of being sick.
- ✦ The suffix **ous** can mean full of. For example, **joyous** means full of joy.
- ✦ To add endings starting with a vowel, we usually remove the **e**, for example **move** – **movable**. However, for words ending in **ge** and **ce**, we usually leave the **e** to keep the sound of and , for example **courage** – **courageous**, **replace** – **replaceable**.
- ✦ To add **ness**, we usually change the **y** to **i** and add **ness**, for example **happy** – **happiness**.

state of being kind \_\_\_\_\_ full of danger \_\_\_\_\_  
state of being happy \_\_\_\_\_ full of courage \_\_\_\_\_  
state of being lonely \_\_\_\_\_ full of poison \_\_\_\_\_

10 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.

|       |   |    |   |       |    |  |    |   |
|-------|---|----|---|-------|----|--|----|---|
| sail  |   | 12 |   | story | 5  |  | 11 | 1 |
| fence |   | 4  |   | sound | 2  |  |    |   |
| glass | 3 |    | 8 | sport | 9  |  |    |   |
| sold  | 6 | 13 |   | cent  | 10 |  | 7  |   |

What happens if a kangaroo jumps into your rice bubbles cereal?

|    |    |   |    |    |   |   |    |   |
|----|----|---|----|----|---|---|----|---|
| 1  | 2  | 3 | 4  | 5  | 6 | 7 | 8  | 9 |
| 10 | 11 | 8 | ck | 12 | 4 | h | 13 | 9 |

## Challenge

The words in this sentence were joined together and then separated into groups of letters that don't make words. Rewrite the sentence regrouping the letters to make proper words.

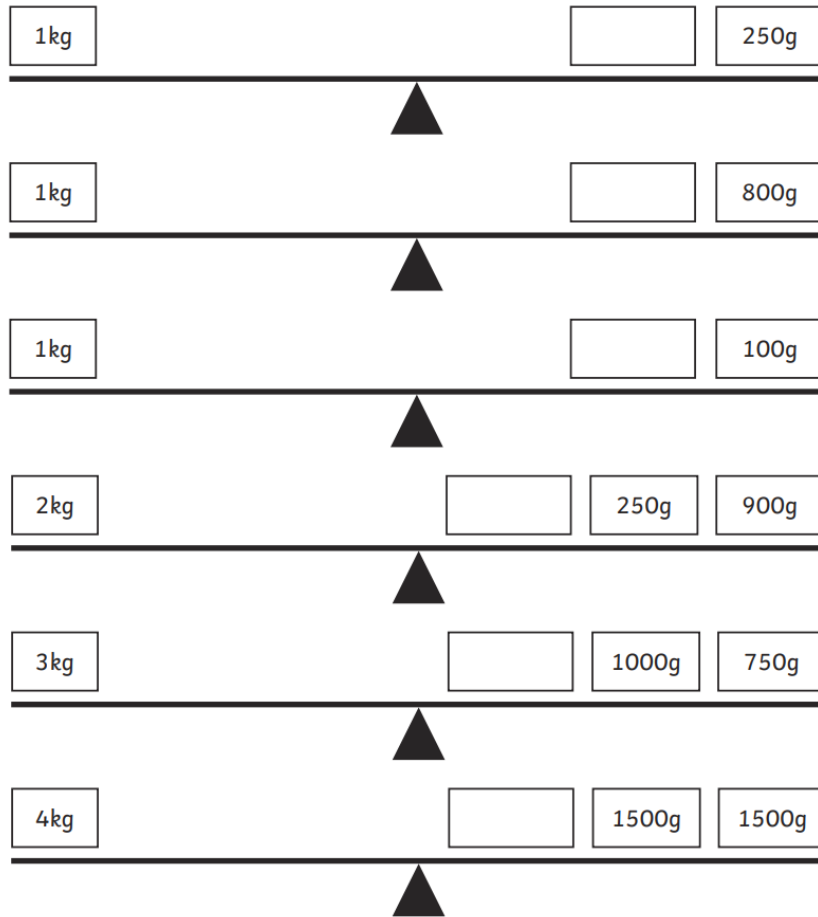
Theins tructo rexpla inedho wtdot heexer ciseca refull ysoitw ouldn' tbedan gerous.



## Balance the Scales Using Grams and Kilograms

Write in the correct weight in the empty box to make sure that each side of the scales is balanced.

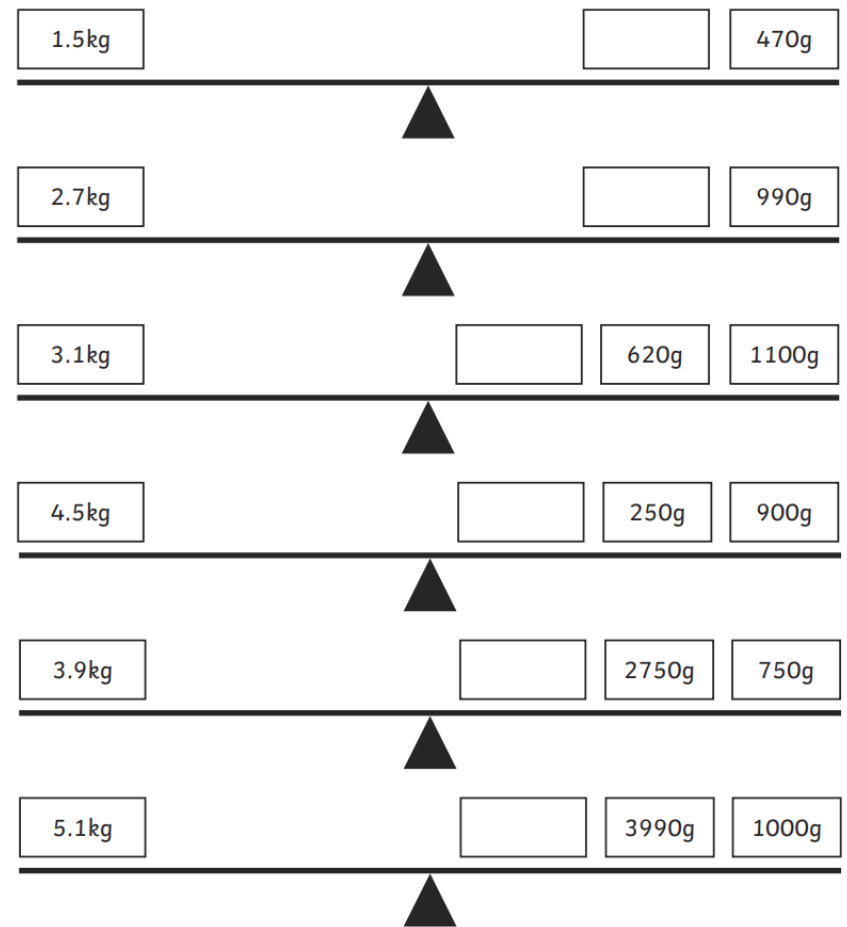
Remember 1kg = 1,000g



## Balance the Scales Using Grams and Kilograms

Write in the correct weight in the empty box to make sure that each side of the scales is balanced.

Remember 1kg = 1,000g



## Television is Educational

Everyone now agrees that television has many educational benefits because there is an excellent range of quality children's programs available to watch. Children are able to learn many skills that they would in school, like reading, writing and counting, as well as learning about the world around them because of the great coverage we get from news reporters and television broadcasts.

Firstly, I believe that children can develop a variety of skills often learnt at school from television. Play School and Sesame Street are just some of the popular children's shows that teach numeracy and literacy skills. In addition to this, children are able to watch programmes, which dramatise classic children's fiction, bringing the stories to life. 'Misery Guts', by Morris Gleitzman, is currently being viewed by children throughout Australia. Not only do they learn about the world around them, but children are also exposed to some great authors and literature.


Secondly, it is without a doubt that television allows children to learn about the world around them. Some children are fortunate enough to travel with their families; however, not all have the opportunity to see these places. Without television, we would have to rely heavily on pictures, newspaper articles and radio broadcasts, which of course would take a lot longer to reach us and wouldn't be as thorough. Documentaries are a great way to teach children about the world around them. For example, a documentary on the most dangerous African animals can be enjoyed by children even though they may not actually be able to travel to Africa. The teacher can show these animals in their habitat, without being there in person. The children, therefore, have a clearer idea of how the animal lives and survives.

To sum up, I most certainly feel that television provides a range of educational opportunities for children.



# Persuasive Opening Statement

To write a persuasive opening statement you need to include the following things:

- **emotive language and imagery** or **a rhetorical question to establish your opinion** ! ?
- **list your three reasons** 1 2 3
- **state your point of view** 

Highlight each of these within the example paragraph then have a go at writing your own opening statement.

## Example

Do you enjoy eating an ice cream at the beach on a warm, sunny day? If you do, then I'm sure you can agree that summer is without a doubt the best season of the year. Summertime is the perfect time for fun family adventures, the tastiest foods and of course, the very best weather. Therefore, I strongly believe that summer is better than all of the other seasons.

- Emotive language
- Rhetorical question
- List 3 reasons
- State your point of view

**Your turn!**

**Television is Educational!** (opening statement/introduction)

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Spot the difference editing activity: Read and compare

**Text A is correct**

**Text B has 6 errors; 3 grammar and 3 spelling.**

**Read Text A and cover. Read Text B and circle the errors.**

**TEXT A**

### **The Wind and the Sun (Aesop's Fable)**

Once long ago, the wind and the sun had an argument about who was the most powerful. Suddenly a man came into view wearing a heavy coat.

"Let's see who can make this man take off his overcoat," said the wind. "Whoever is successful is the most powerful." The sun agreed and hid behind a cloud.

The wind blew an icy blast to try to blow the man's coat off but he wrapped it tightly around him. Then it was the sun's turn and it shone down brightly upon the man. First, he loosed his coat, then he took it off altogether and sat down under the shade of a tree to cool himself. The wind said, "I never realized it is easier to persuade someone to do something than to try to force them."



## TEXT B

### The Wind and the Sun (Aesop's Fable)

Can you find the 3 grammar and 3 spelling errors?

Once long ago, the wind and the sun had a argument about who was the most powerfull. Suddenly a man came into view wearing a heavy coat.



“Let’s see who can make this man take of his overcoat,” said the wind. “Whoever is succesful is the most powerful.” The sun agreed and hid behind an cloud.

The wind blew an icy blast to try to blow the man’s coat off but he wrapped it tightly around him. Then it was the sun’s turn and it shone down brihtly upon the man. First he loosed his coat, then he took it off altogether and sat down under the shade of an tree to cool himself. The wind said, “I never realized it is easier to persuade someone to do something than to try to force them.”

**The moral is: You can do more by kindness than by force.**





Spot the difference Editing activity: Read and compare

**Text A is correct**

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**TEXT A**

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## TEXT B

### The Wind and the Sun (Aesop's Fable)

Can you find the 3 grammar and 3 spelling errors?

Circle them.

Once long ago, the wind and the sun had a argument about who was the most powerfull. Suddenly a man came into view wearing a heavy coat.



"Let's see who can make this man take off his overcoat," said the wind. "Whoever is succesful is the most powerful." The sun agreed and hid behind an cloud.

The wind blew an icy blast to try to blow the man's coat off but he wrapped it tightly around him. Then it was the sun's turn and it shone down brihtly upon the man. First he loosed his coat, then he took it off altogether and sat down under the shade of a tree to cool himself. The wind said, "I never realized it is easier to persuade someone to do something than to try to force them."

**The moral is: You can do more by kindness than by force.**