

YEAR 4

LEARNING

- FROM -

• HOME •

VOLUME 2

 **teachstarter**

About this Pack

The Teach Starter team has handpicked this learning from home resource pack to include a range of resources that children can complete at home with the assistance of parents or guardians in the event of schools being closed or during homeschooling.

Included resources cover the key learning areas of English, Maths and Science, along with some additional craft and mindfulness activities – all for free!

If a student needs to work remotely, this pack can be sent home with children or emailed directly to parents and guardians digitally, to allow for students to complete the work remotely with minimal preparation and supervision.

The pack is designed to allow non-teachers to understand and set the tasks and activities in a home environment, without requiring additional resources found in a classroom. The pack can be completed digitally on a tablet/iPad or with pen and paper when printed.

For Teachers

Can I share this pack with parents, students and other teachers?

Of course! This pack has been created specifically to support teachers, guardians and parents with children who are learning remotely or being educated at home, so feel free to share it with others.

You can share it by copying the URL in the address bar of your browser, or by clicking on the envelope icon above to send the link to an email address. You can also download the pack and email the PDF document to parents who are educating their children at home.

Please feel free to bundle this pack with your own home learning or homeschooling activities to extend or reinforce particular concepts for your students. You may also like to add specific activities such as reading, outdoor play, fine motor skills, etc.

For Parents

How can I teach my child from home?

Downloading this free resource pack will equip you with a range of activities to share with your child while their school is closed or while they are learning remotely from home.

We have provided a helpful table of contents and activity overview to ensure that non-teachers can use and deliver this pack easily. All activities are age-appropriate, can be completed in any order, and relate to work that your child has probably already experienced in the classroom.

Year 4

Contents

English

Reading

5 x Magazine Articles and Comprehension Activities

Students read the text and complete the comprehension questions.

Punctuation and Grammar

2 x Grammar Worksheets

Students complete the worksheets, which focus on adverbs and homophones.

4 x Punctuation Worksheets

Students complete the worksheets, which include using quotation marks to indicate direct speech.

Informative Writing

Fact File – Elephants

Students use the fact file to gather information from the dot points and use the template provided to convert the points into full sentences. They then use the Informative Text Scaffold to develop paragraphs from these key sentences.

Procedure Writing

How to Play ...

Students read the stimulus and outline the topic for their procedure. They use the Procedure Text Writing Scaffold to write their procedure.

Maths

Maths Warm-Ups

4 x Times Tables Quiz

Each quiz focuses on multiplication facts up to 10×10 .

4 x Maths Mentals

These questions include simple number sentences, word problems, fractions, geometry and chance.

Problem Solving

Open-Ended Maths Task Cards

These problems range in focus from multiplication and division to geometry. Due to their open-ended nature, these questions do not have specific answers.

How Many Handles?

Students read the task card and begin looking for all the handles they can find in the house. They complete the tally table and answer the discussion questions.

Map Maker

Students draw a map of their bedroom, with the aim of keeping it to scale. For reference, they could first look at house floor plans online.

Location and Transformation

Symmetry Blocks – Boat

Students complete the task by colouring the corresponding squares to create a symmetrical image.

Coordinates Drawing

Students read and interpret the given coordinates to draw lines that complete a picture.

Operations

7 x Colour Fun! and 8 x Colour Fun!

Students are required to find the answer to each multiplication sum and then colour that section the corresponding colour represented in the table provided.

Science

Make an Eggshell Disappear

This experiment explores chemical reactions. Students read the information and the procedure for the experiment and gather the required materials. On the notes page, student draw a prediction of what might happen to the egg. They follow the final steps of the experiment and record the results.

STEM

Build a Pirate Ship STEM Challenge

Students follow the Engineering Design Process and design a model ship that floats.

Design Technology Task Cards

Students complete the design challenges, using the following materials and time allocations.

Let's Go Fly a Kite – Time Allocation: 60 minutes

- Coloured cardboard
- Scissors
- Glue and/or tape
- Coloured pencils/markers
- Scraps of patterned material
- Sticks (e.g. twigs, pop sticks)
- Straws
- String

A Place to Play – Time Allocation: 30 minutes

- Straws/sticks (as many as you need)
- Scissors
- Tape
- Toy cars

Visual Arts

Textured Mandala, Crazy Hair Line Drawing and Patterned Hand Art

Students follow the directions listed on each resource to create artworks that focus on pattern and line.

Monster Bookmark Craft

This craft activity is for students to create a corner bookmark. Encourage them to design a pattern for their monster's fur/skin.

- Print the Monster Corner Bookmark template.
- Cut along the outside of the template design.
- Fold the triangles on top of each other and paste the two triangles together, creating a pocket.
- Decorate your design by colouring the template.
- If possible, glue some googly eyes onto the bookmark.

Mindfulness Pattern Colouring

Students use this sheet when they require a brain break or at the end of the day.

SPECIES SNAPSHOT

Sea Jellies

What animals have no blood, brain, backbone, eyes, arms or legs – and don't even breathe? Sea jellies! These marine creatures have existed for millennia. Although they are sometimes called jellyfish, they aren't really fish at all!

PHYSICAL DESCRIPTION

Sea jellies (or Cnidarians – the C is silent) are invertebrates and lack a backbone. Their skin is so thin that oxygen passes to it from the water, so they don't need to breathe or have blood or nerves.

Their bodies may be clear, orange, red, pink or blue. Some species are tiny and near invisible, but others grow huge. The tentacles on a lion's mane sea jelly can grow up to 27 metres – that's longer than a bus!

Some sea jellies even glow in the dark, which is called 'bioluminescence.' The genes that help them glow have been used in medical research to make other animals glow too.

The widest part of a sea jelly is usually its 'bell' – the round, wobbly part that is often called an 'umbrella' or a 'medusa'. When

sea jellies drift on the ocean currents, they pulse the muscles in this bell to help them move.

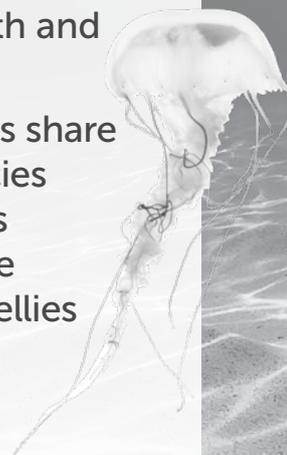
Within the bell is a single hole that works as the animal's mouth and also as its bottom!

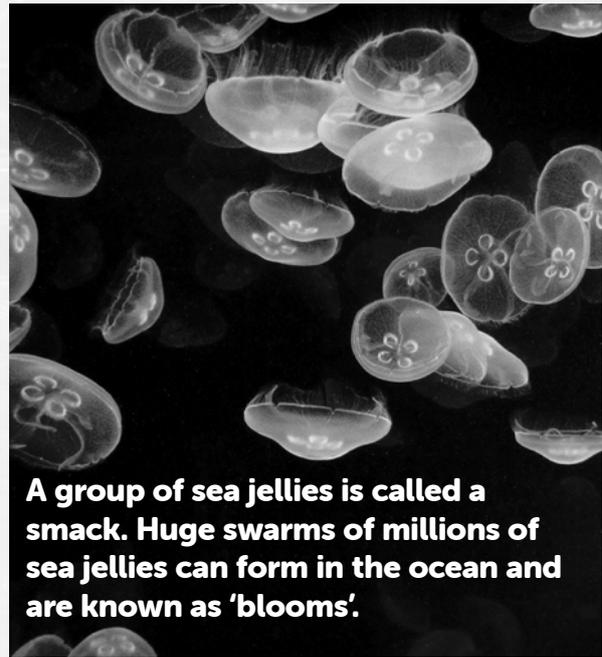
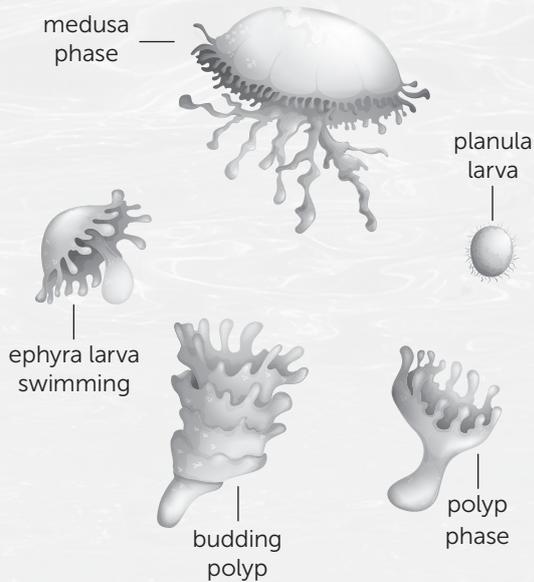
Another feature all sea jellies share is that they sting. Most species have long, dangling stingers (called 'nematocysts'). These release venom to help sea jellies trap prey.

HABITAT AND DIET

Most sea jellies prefer warm, shallow waters, but they live in all oceans and have been seen in some of the deepest parts.

They use their stingers to paralyse plankton, fish, squid and prawns. They also sometimes eat other sea jellies. Some animals, such as marine turtles, include sea jellies in their diet.





A group of sea jellies is called a smack. Huge swarms of millions of sea jellies can form in the ocean and are known as 'blooms'.

LIFE CYCLE AND REPRODUCTION

Like their relatives the corals, sea jellies spend part of their lives as tiny, clear blobs (polyps) that attach to reefs.

Buds grow from these polyps and soon float off (as ephyra larvae) alone on the currents. They keep on floating and growing until they grow to the larger medusa form.

Only medusas lay eggs. Eggs are clones of the parent jelly and are released as free-swimming 'planula larvae'. These larvae find a reef to cling to as a polyp – and the cycle starts all over again.

RELATIONSHIP WITH HUMANS

In some parts of South-East Asia, sea jellies are eaten fresh or dried and are seen as delicacies. But in most parts of the world, people try to avoid sea jellies because they can be deadly. That's why

you should not touch them on the beach or swim in waters that are known for stingers. Northern Australia has some of the most venomous species. Stings from box jellies and the irukandji jellyfish have killed in the past.

Blooms make swimming unsafe for humans, marine mammals and fish. But large blooms may also block pipelines or shipping channels and clog up fishing nets. As our planet warms, sea jelly blooms are likely to increase.

CONCLUSION

Sea jellies are incredible. Some were even sent into space on the shuttle *Columbia* in 1991! So, next time someone calls them 'jellyfish', you can explain why these odd creatures have much more in common with corals than with fish.



Species Snapshot: Sea Jellies

Literal Comprehension

1. Why is the term 'jellyfish' incorrect?
2. In a sea jelly's life cycle, which form lays eggs?
3. How long do the tentacles of the lion's mane sea jelly grow?

Inferential Comprehension

4. Other than for hunting prey, why else do you think sea jellies might have stingers?
5. In your own words, explain the relationship between sea jellies and humans.

Evaluative Comprehension

6. How would you describe, in your own words, the way a sea jelly moves and hunts?

Species Snapshot: Sea Jellies (Answers)

Literal Comprehension

1. The term 'jellyfish' is incorrect because sea jellies aren't really fish at all but are marine invertebrates known as Cnidarians.
2. Only medusa forms lay eggs, which are clones of the parent jelly.
3. The tentacles of a lion's mane sea jelly can grow up to 27 metres long.

Inferential Comprehension

4. They might have stingers to help protect them from predators.
5. Some humans eat sea jellies, but most humans avoid sea jellies because they do not want to be stung by them.

Evaluative Comprehension

6. Answers to this question will vary.

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.

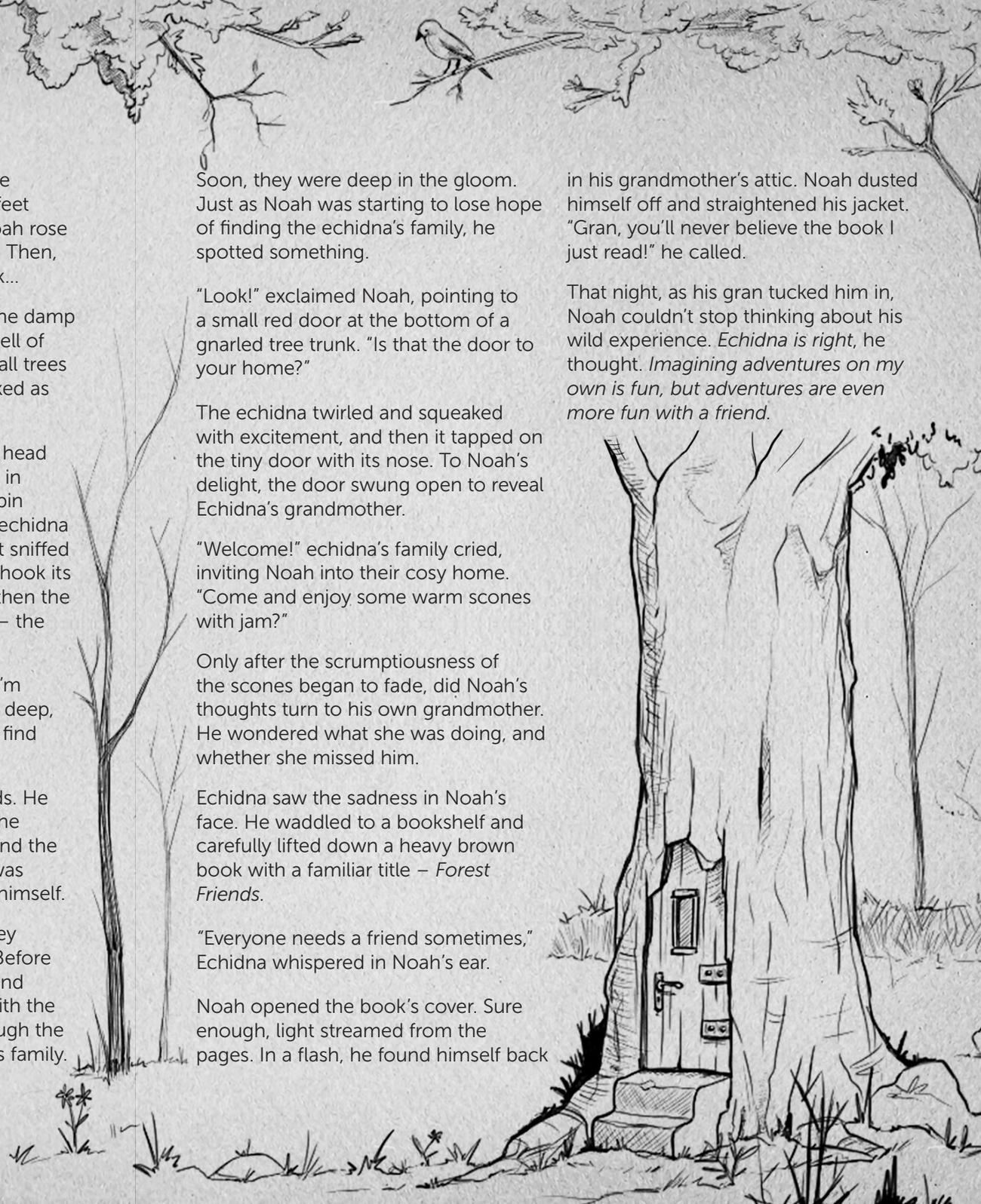
Echidna saw the sadness in Noah's face. He waddled to a bookshelf and carefully lifted down a heavy brown book with a familiar title – *Forest Friends*.

"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.

Forest Friends (Answers)

Literal Comprehension

1. The book was *old, bound in brown leather, and cracked with age.*
2. He knew because *'the echidna twirled and squeaked with excitement, and then it tapped on the tiny door with its nose.'*
3. The echidna's grandma welcomed them in for warm scones and jam.

Inferential Comprehension

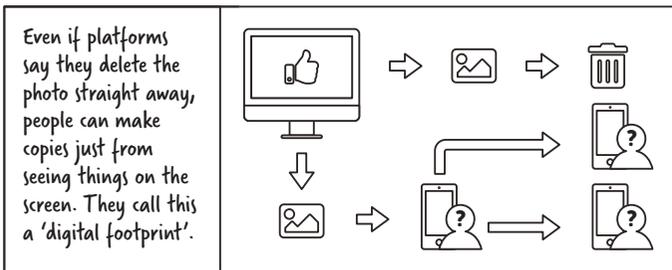
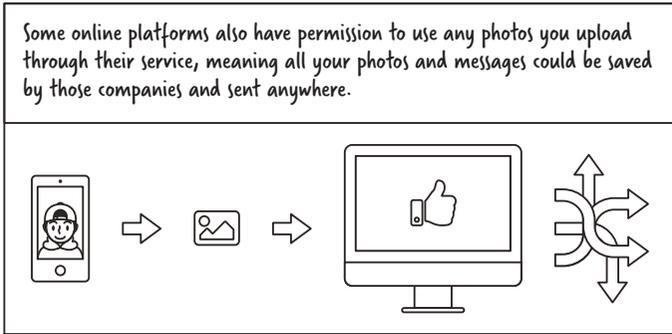
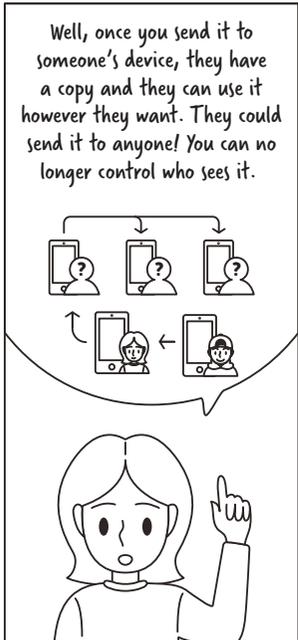
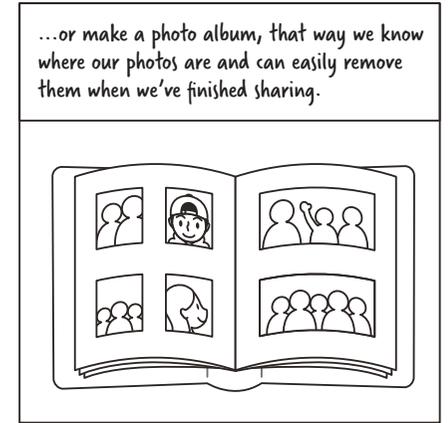
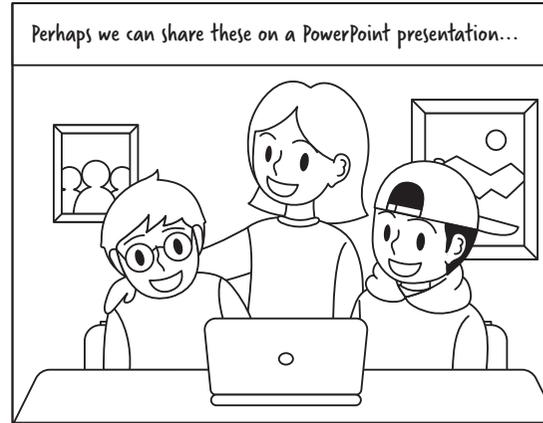
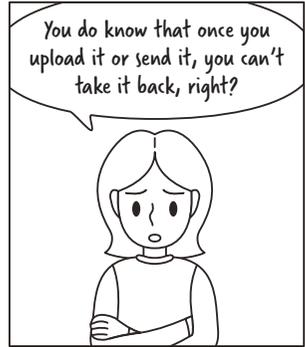
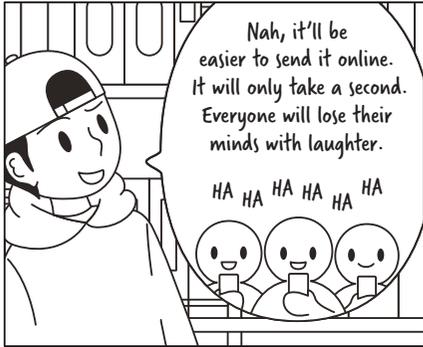
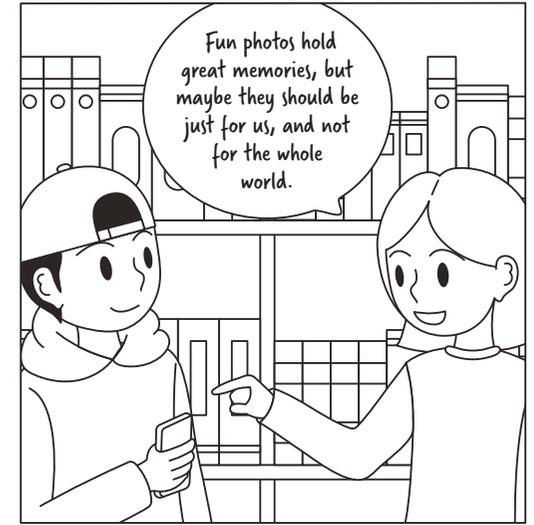
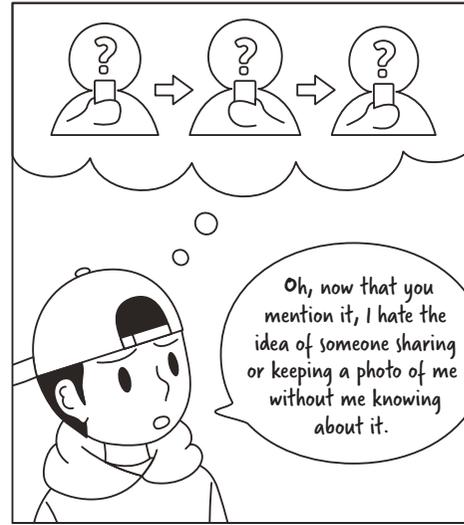
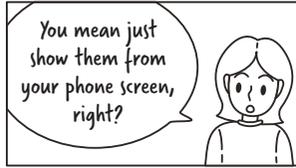
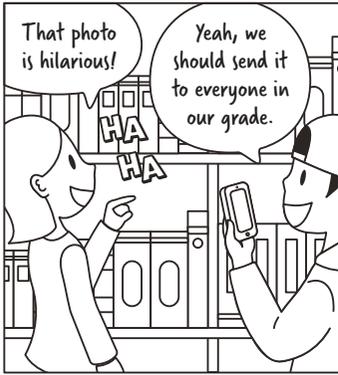
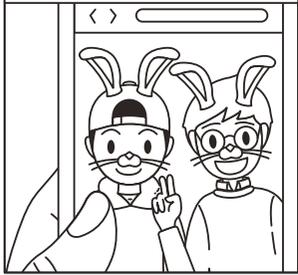
4. Answers will vary, e.g. he liked to be alone, as it was easier than being with other people. Noah might not make friends easily. He may have been hurt by friends in the past. He might enjoy imagining games by himself.
5. Answers will vary. He may have called that because he realised he missed his grandmother while he was in the forest and he wanted to share his adventure with her. He may have wanted to ask her more about the 'magical' book and where it came from.

Evaluative Comprehension

6. Answers to this question will vary but should focus on the paragraphs in which they find the door and echidna whispers to Noah.

Digital Warriors

Episode: Social Footprints



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.

Digital Warriors: Social Footprints (Answers)

Literal Comprehension

1. The boy wants to send his photo to everyone in his grade digitally.
2. The girl is concerned because once it is uploaded or sent he will have no way to take it back and it could be sent to anyone.
3. The girl suggests showing people the photo in a PowerPoint presentation or photo album.

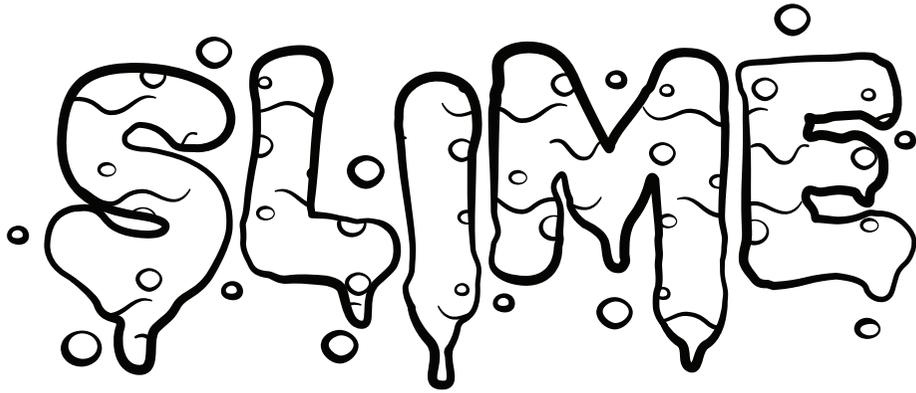
Inferential Comprehension

4. Answers will vary, e.g. screenshots, saving or printing the image, sending photos to strangers.
5. The turning point of the comic is when the boy considers that he doesn't like the idea of a stranger having a photo of him without his knowledge of it.

Evaluative Comprehension

6. Answers to this question will vary.

How to Make



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.



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.

How to Make Slime (Answers)

Literal Comprehension

1. When you make slime, you are learning about chemistry and procedures.
2. The first thing you need to do is pour half a cup of PVA glue into a mixing bowl.
3. Baby oil stops the slime getting sticky.

Inferential Comprehension

4. The ingredients that help slime combine include PVA glue, baking soda, and eye contact lens solution. (Food colouring also changes the colour, and baby oil stops stickiness.)
5. Stirring while adding ingredients keeps the mixture even and consistent.
6. Answers will vary, e.g. chia seeds, natural colouring like saffron, glitter, etc.

Evaluative Comprehension

7. Answers to this question will vary.



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.

Letter to the Editor (Answers)

Literal Comprehension

1. The author believes that children's health and wellbeing are at risk by introducing social media too soon.
2. The three main arguments presented by the author are that social media is addictive, that it makes children unsafe and exposes them to bullying, and that children are growing up too quickly as a result.
3. Answers will vary based on opinion.

Inferential Comprehension

4. Answers will vary. Look for language that is extensive, e.g. in addition, furthermore, in conclusion etc.
5. By making this statement, the author is implying that children need to enjoy being young while they can and that they will have time to become adults later in life.

Evaluative Comprehension

6. Answers to this question will vary.

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
--------	--------	-----------	---------	---------

- The snow fell _____ on the ground.
- The mouse ran _____ across the room.
- _____, she turned into a toad.
- The snail crawled _____.
- 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.

- The class walked slowly around the museum.
- We eagerly explored the dinosaur exhibition.
- Jack looked carefully at each exhibit.
- The boys sat outside and ate their lunch quietly.
- The students ran quickly to catch the train.

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

Name: _____

Date: _____

Which Way Now?

The passage of text in the box below needs editing. Use a coloured pen or pencil to make the edits. Afterwards, re-read the passage and navigate the map, using the edits you made as directions.

using my pocket money i bought a toy car for my brother jack a board game for my sister kristen and a poster for dads shed

ABC	.	,	?	!	'	""
■	▲	●	◆	⬠	⬡	✦

Name: _____

Date: _____

Silly Sayings

1. These silly sentences might have quotation marks in the wrong places or missing altogether. Rewrite each sentence correctly.

a) The monster let out a huge burp and "said, Bring me more toothpaste"!

b) "Would you please stop picking your nose", said the elephant to her son.

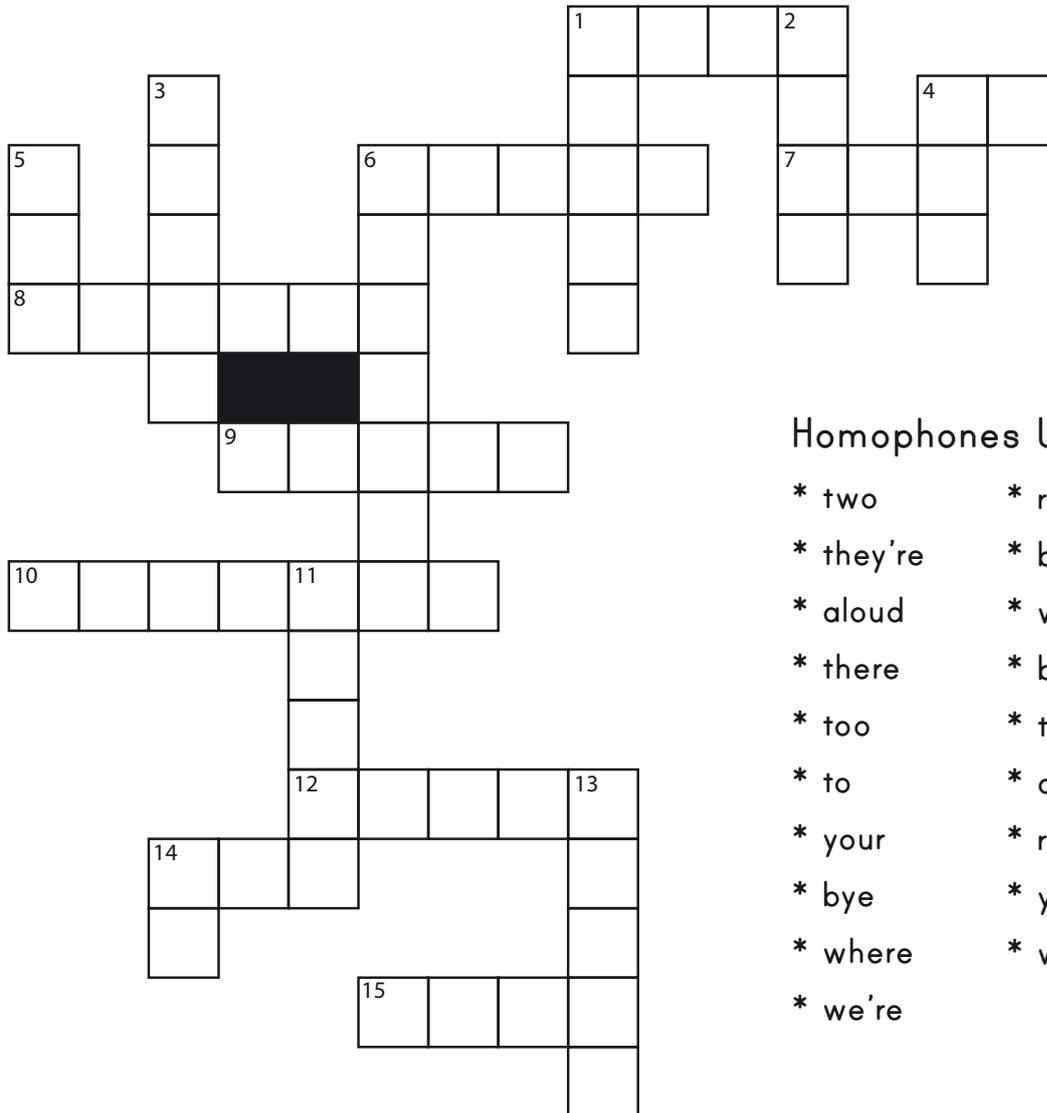
c) "We need to run faster"! I shouted. "The angry baby turtles have found jetpacks and are gaining on us!"

d) One friend said to the other, I don't think we should go to the fair. We might have too much fun.

e) A giant chicken is pecking the roof!" cried Frank as he ran for cover."

f) I'll be back in a second. "I just have to wash my frog", said Greg.

HOMOPHONES CROSSWORD



Homophones Used

- | | |
|-----------|-----------|
| * two | * right |
| * they're | * buy |
| * aloud | * write |
| * there | * by |
| * too | * their |
| * to | * allowed |
| * your | * rite |
| * bye | * you're |
| * where | * wear |
| * we're | |

ACROSS CLUES

1. You need to _____ a hat when you are out in the sun. (4)
4. I'm coming _____ your party on the weekend. (2)
6. The parents were very proud of _____ daughter on her graduation. (5)
7. The _____ boys made a great duo. (3)
8. _____ going to be very happy with your science mark. (6)
9. "_____ going out to lunch," said the girl excitedly. (5)
10. We weren't _____ to go out and play until we had cleaned our rooms. (7)
12. You go to the end of the street and then turn _____. (5)
14. It was hard to say _____ to such a good friend for so long. (3)
15. Let's have a sleepover at _____ house. (4)

DOWN CLUES

1. I'm going to _____ a novel when I finish school. (5)
2. Starting school is a _____ of passage. (4)
3. I was surprised when the teacher asked me to read my work _____ to the class. (5)
4. The weatherman said it would be _____ dangerous to go out in the storm. (3)
5. I still need to _____ you a birthday present. (3)
6. _____ going to dinner at their grandparents' house. (7)
11. I don't know _____ I'm going. (5)
13. _____ are so many places to go shopping in my suburb. (5)
14. My favourite book is written _____ an American author. (2)

Name: _____

Date: _____

Punctuation Maze - Create Your Own

Read through 'The Perfect Sunrise' and write down the different types of punctuation used. Then use the grid to create your own maze with a path that collects the correct number of punctuation marks.

The Perfect Sunrise

The climb up Mount Seymour wasn't very relaxing for Sam and Riley. It was quite exhausting! They were trying to make it to the lookout to watch the sunrise.

"We aren't going to make it in time," said Sam, in between breaths. "If we'd known how steep the track was, we could have started earlier."

"Don't worry," said Riley reassuringly. "We're nearly there!"

Just as Riley finished, they saw the lookout platform that poked over the cliff. They were just in time.

The birds began to chirp. The frosty morning dew started to shine, and the warm glow from the sun lit up their cold faces. It was the perfect sunrise.

ABC	.	,	?	!	'	" "



Fact File - Elephants

Classification

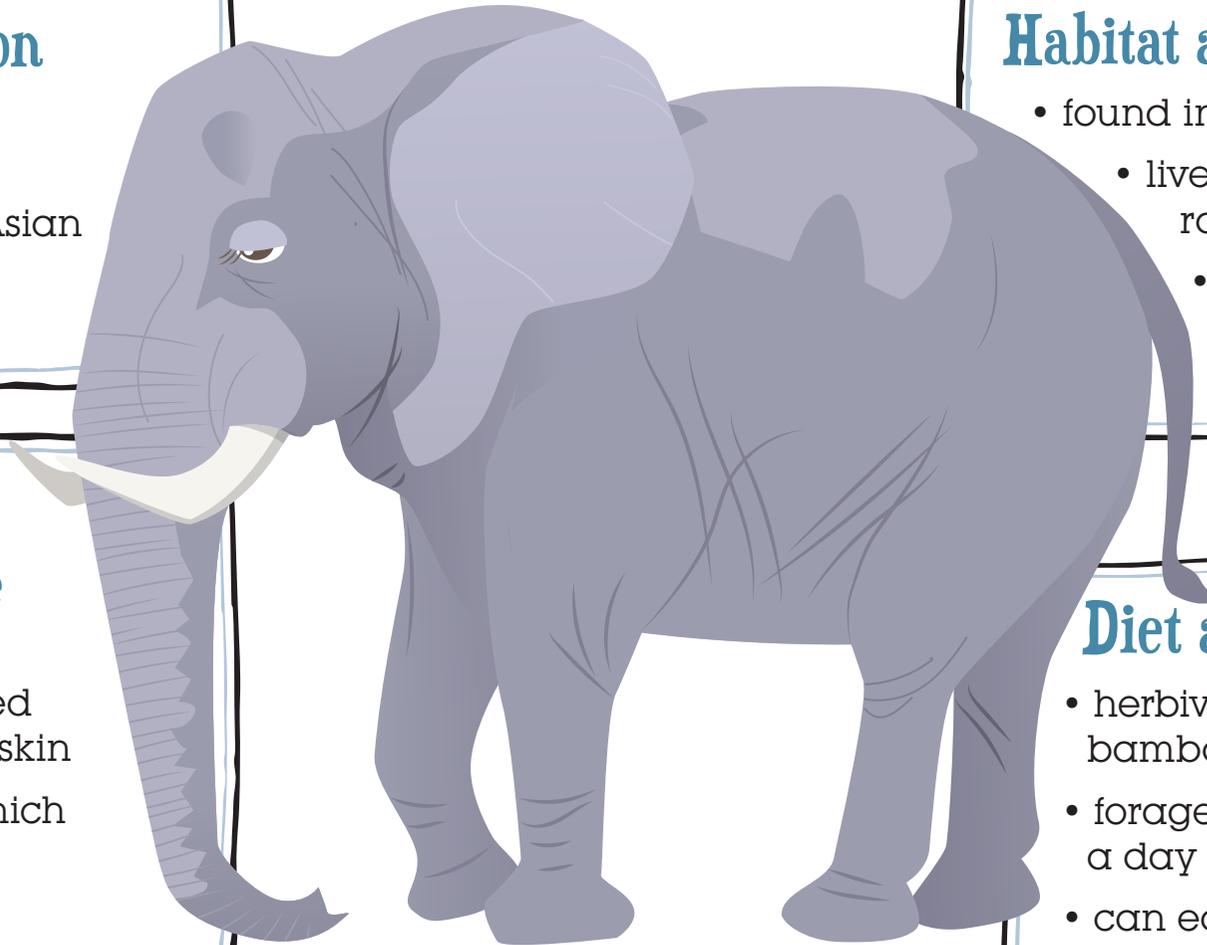
- mammals
- two species – African and Asian
- lifespan of 50-70 years

Habitat and Lifestyle

- found in Africa and Asia
- live in grasslands, rainforests and deserts
- stay in groups called herds, led by the oldest female

Size and Appearance

- large, bulky bodies covered in thick, grey skin
- large ears which help regulate temperature
- long trunks, used for lifting objects



Diet and Eating Habits

- herbivores – eat leaves, twigs, bamboo and roots
- forage for around 16 hours a day
- can eat 150 kg (300 lb) of food per day

Name _____

Date _____

Writing Sentences From Dot Points – Animals

Turn each dot point from the fact file into a full sentence.

Classification

1. _____

2. _____

3. _____

Size and Appearance

1. _____

2. _____

3. _____

Habitat and Lifestyle

1. _____

2. _____

3. _____

Diet and Eating Habits

1. _____

2. _____

3. _____

Name _____

Date _____

Informative Text - Scaffold

Introduction (This is a general statement about the subject of the text).

Paragraph 1 (Describe one detail about the subject of the text).

Paragraph 2 (Describe one detail about the subject of the text).

Name _____

Date _____

Paragraph 3 (Describe one detail about the subject of the text).

Conclusion (This is a concluding statement about the subject of the text).

Illustration



How to Play...

Today you are going to write a procedure.

The topic you have been given for your procedure is "How to Play...".

Think:

What game are you going to explain how to play?

Think of a game you know how to play well. This could be a board game, a game you play with your friends at lunch time, a computer game or a card game.

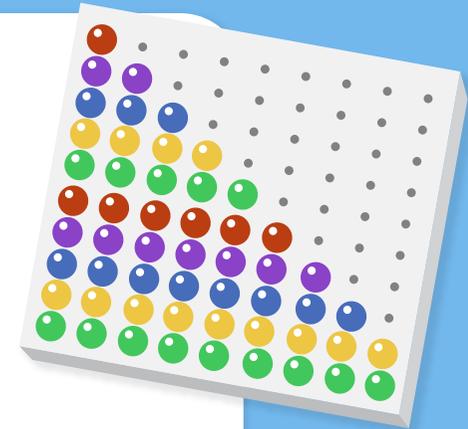
Plan:

Plan your writing before you begin. Remember to include:

- the goal
- the ingredients/materials/equipment
- the steps.

Remember to check:

- Use verbs, nouns, adjectives, adverbs and time sequence words.
- Check your spelling and punctuation carefully.
- Make sure your writing makes sense.



Name _____

Date _____

Procedure Text Writing Scaffold

Title: _____

Goal: _____

Materials/Equipment/Ingredients

Method

Step 1: _____

Step 2: _____

Step 3: _____

Step 4: _____

Step 5: _____

Name:

1

Date:

1) $0 \times 10 =$ _____

2) $9 \times 8 =$ _____

3) $7 \times 5 =$ _____

4) $10 \times 10 =$ _____

5) $9 \times 2 =$ _____

6) $10 \times 5 =$ _____

7) $4 \times 9 =$ _____

8) $5 \times 6 =$ _____

9) $2 \times 7 =$ _____

10) $1 \times 8 =$ _____

11) $10 \times 4 =$ _____

12) $8 \times 6 =$ _____

13) $8 \times 2 =$ _____

14) $6 \times 9 =$ _____

15) $9 \times 9 =$ _____

16) $5 \times 10 =$ _____

17) $1 \times 3 =$ _____

18) $10 \times 9 =$ _____

19) $7 \times 9 =$ _____

20) $5 \times 7 =$ _____

Name:

2

Date:

1) $8 \times 4 =$ _____

2) $10 \times 10 =$ _____

3) $4 \times 2 =$ _____

4) $3 \times 3 =$ _____

5) $10 \times 6 =$ _____

6) $6 \times 9 =$ _____

7) $0 \times 9 =$ _____

8) $2 \times 10 =$ _____

9) $3 \times 6 =$ _____

10) $1 \times 6 =$ _____

11) $3 \times 5 =$ _____

12) $1 \times 3 =$ _____

13) $10 \times 9 =$ _____

14) $7 \times 3 =$ _____

15) $3 \times 10 =$ _____

16) $3 \times 2 =$ _____

17) $2 \times 7 =$ _____

18) $2 \times 8 =$ _____

19) $4 \times 4 =$ _____

20) $2 \times 2 =$ _____

Time:

Score:

Time:

Score:

Name:

3

Date:

- 1) $4 \times 6 =$ _____
- 2) $4 \times 9 =$ _____
- 3) $6 \times 6 =$ _____
- 4) $8 \times 3 =$ _____
- 5) $5 \times 8 =$ _____
- 6) $9 \times 9 =$ _____
- 7) $2 \times 10 =$ _____
- 8) $0 \times 3 =$ _____
- 9) $10 \times 10 =$ _____
- 10) $8 \times 2 =$ _____
- 11) $7 \times 3 =$ _____
- 12) $10 \times 7 =$ _____
- 13) $5 \times 7 =$ _____
- 14) $4 \times 10 =$ _____
- 15) $9 \times 5 =$ _____
- 16) $6 \times 5 =$ _____
- 17) $9 \times 6 =$ _____
- 18) $5 \times 4 =$ _____
- 19) $6 \times 10 =$ _____
- 20) $2 \times 4 =$ _____

Time:

Score:

Name:

4

Date:

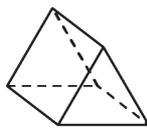
- 1) $4 \times 6 =$ _____
- 2) $1 \times 5 =$ _____
- 3) $10 \times 6 =$ _____
- 4) $5 \times 9 =$ _____
- 5) $7 \times 2 =$ _____
- 6) $3 \times 10 =$ _____
- 7) $8 \times 2 =$ _____
- 8) $4 \times 7 =$ _____
- 9) $2 \times 5 =$ _____
- 10) $10 \times 8 =$ _____
- 11) $3 \times 6 =$ _____
- 12) $6 \times 8 =$ _____
- 13) $6 \times 2 =$ _____
- 14) $0 \times 5 =$ _____
- 15) $2 \times 4 =$ _____
- 16) $4 \times 4 =$ _____
- 17) $5 \times 6 =$ _____
- 18) $1 \times 9 =$ _____
- 19) $6 \times 4 =$ _____
- 20) $9 \times 5 =$ _____

Time:

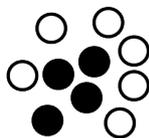
Score:

Day 1

1. $39 - 5 = \underline{\quad}$
2. $66 + 15 = \underline{\quad}$
3. $90 - 3 = \underline{\quad}$
4. $48 \div 6 = \underline{\quad}$
5. $10 \times 10 = \underline{\quad}$
6. What is the value of the number in the ones place in 183? $\underline{\quad}$
7. Complete this counting pattern:
28, 35, 42, 49, $\underline{\quad}$, $\underline{\quad}$, $\underline{\quad}$
8. In a group of 62 students, 12 would like to play netball and the rest want to play golf. How many want to play golf? $\underline{\quad}$
9. Share 55 apples between 5 children. $\underline{\quad}$
10. $\$1.00 + 5 \text{ cents} + \$2.00 = \underline{\quad}$
11. $50 \text{ cents} + 5 \text{ cents} + \$2.00 = \underline{\quad}$
12. 2 hours = $\underline{\quad}$ minutes
13. How many hours is 120 minutes? $\underline{\quad}$
14. How many faces does a triangular prism have?
 $\underline{\quad}$

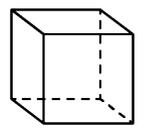


15. Which circle has the lowest chance of being selected? Black or white? $\underline{\quad}$



Day 2

1. $15 - 3 = \underline{\quad}$
2. $61 + 91 = \underline{\quad}$
3. $27 - 6 = \underline{\quad}$
4. $72 \div 6 = \underline{\quad}$
5. $9 \times 4 = \underline{\quad}$
6. What is the value of the number in the tens place in 4175? $\underline{\quad}$
7. Complete this counting pattern:
77, 81, 85, 89, $\underline{\quad}$, $\underline{\quad}$, $\underline{\quad}$
8. What is the difference between 78 and 18?
 $\underline{\quad}$
9. Divide 30 by 6. $\underline{\quad}$
10. $\$2.00 + 20 \text{ cents} + 10 \text{ cents} = \underline{\quad}$
11. $50 \text{ cents} + \$1.00 + 20 \text{ cents} = \underline{\quad}$
12. How many days are in February? $\underline{\quad}$
13. If it was 10:50 in the night, would you write am or pm? $\underline{\quad}$
14. What is the name of this 3D object? $\underline{\quad}$



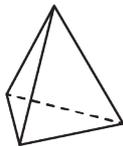
15. Which star has the lowest chance of being selected? Black or white? $\underline{\quad}$



Day 4

1. $7 + 19 = \underline{\quad}$
2. $33 - 8 = \underline{\quad}$
3. $86 + 17 = \underline{\quad}$
4. $4 \times 9 = \underline{\quad}$
5. $48 \div 6 = \underline{\quad}$
6. Write the smallest number you can using: 2, 2, 6, 5. $\underline{\quad}$
7. Complete this counting pattern:
75, 77, 79, 81, $\underline{\quad}$, $\underline{\quad}$, $\underline{\quad}$
8. What is the sum of 7, 8 and 9? $\underline{\quad}$
9. Share 27 apples between 3 children. $\underline{\quad}$
10. 50 cents + 10 cents + \$1.00 = $\underline{\quad}$
11. 50 cents + \$2.00 + 10 cents = $\underline{\quad}$
12. 300 minutes = $\underline{\quad}$ hours
13. How many hours from 5 am to 7 pm? $\underline{\quad}$

14. A triangle-based pyramid has $\underline{\quad}$ corners.



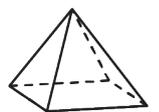
15. Which star has the highest chance of being selected? Black or white? $\underline{\quad}$



Day 5

1. $85 - 7 = \underline{\quad}$
2. $78 + 8 = \underline{\quad}$
3. $89 - 9 = \underline{\quad}$
4. $98 \div 2 = \underline{\quad}$
5. $2 \times 5 = \underline{\quad}$
6. Is 4915 an odd or even number? $\underline{\quad}$
7. Complete this counting pattern:
42, 45, 48, 51, $\underline{\quad}$, $\underline{\quad}$, $\underline{\quad}$
8. What is the difference between 35 and 27? $\underline{\quad}$
9. Share 90 avocados between 9 children. $\underline{\quad}$
10. 20 cents + 10 cents + 5 cents = $\underline{\quad}$
11. \$1.00 + 5 cents + 10 cents = $\underline{\quad}$
12. How many minutes is 300 seconds? $\underline{\quad}$
13. If it was 4:30 in the afternoon, would you write am or pm? $\underline{\quad}$

14. A square-based pyramid has $\underline{\quad}$ corners.



15. Which star has the highest chance of being selected? Black or white? $\underline{\quad}$



$Ra + 40a + 4$

PROBLEM SOLVING



Molly is moving around the furniture in her bedroom.

The bed must be placed under the window, but away from the door.

The desk must be against the wall, but away from the window.

The lamp must be next to the desk, but away from the bed.

Draw a plan of what Molly's bedroom could look like.

Open-ended Maths Task Cards

Teach Starter.com

$Ra + 40a + 4$

PROBLEM SOLVING



Katie's class are going on a school outing. There are 32 students in her class.

The students must be placed in small groups during the outing.

There must be no less than 2 and no more than 12 students in each group.

How many groups could there be? How many students would be in each group?

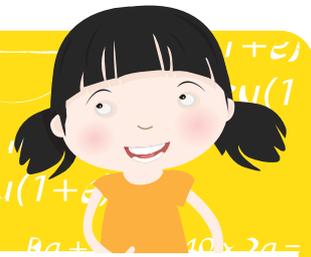
List some possibilities.

Open-ended Maths Task Cards

Teach Starter.com

$Ra + 40a + 4$

PROBLEM SOLVING



Mei is playing a lucky numbers game. She must pick three numbers out of a bag.

The numbers in the bag are: 12, 8, 15, 2, 11 and 9.

Mei will win a prize if the three numbers add up to a number less than 20; if the three numbers add up to a multiple of five; or if the three numbers add up to a number greater than 30.

List some winning combinations of numbers.

Open-ended Maths Task Cards

Teach Starter.com

$Ra + 40a + 4$

PROBLEM SOLVING



Pedro's grandmother has made 32 cookies for Pedro to share equally with some friends.

How many friends could Pedro share his cookies with?

How many cookies would each friend receive?

List some possibilities.

Make sure every friend receives the same number of cookies.

Open-ended Maths Task Cards

Teach Starter.com

$Ra + 40a + 4$

PROBLEM SOLVING 123

Choose four different digits between 1 and 9.

How many possible numbers can you make using these digits?

Write your numbers in ascending and descending order.

What is the difference between the largest and smallest numbers?

Write a word problem involving some of your numbers.

Open-ended Maths Task Cards

Teach Starter.com

$Ra + 40a + 4$

PROBLEM SOLVING



Dan has some 2-D shapes. He wants to use them to draw a creative picture.

Dan has 2 circles, 4 rectangles, 2 triangles and 1 square.

Sometimes, Dan uses all of the 2-D shapes in his drawing.

Other times, he chooses only some of the shapes to use.

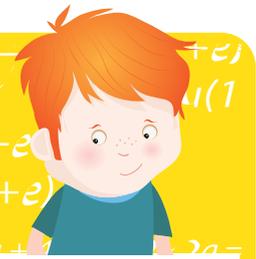
Draw some creative pictures using Dan's shapes.

Open-ended Maths Task Cards

Teach Starter.com

$Ra + 40a + 4$

PROBLEM SOLVING



Henry is at the toy store. He has \$10 to spend on a gift for his little brother.

Toy trains cost \$5.00. Balls cost \$2.50. Building blocks cost \$4.50.

List some different gift combinations that Henry could buy.

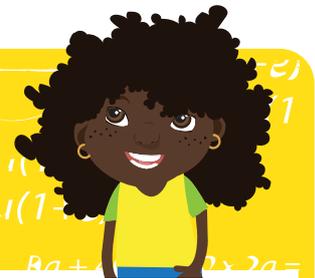
Calculate the total amount Henry would pay for each combination, as well as any change he might receive.

Open-ended Maths Task Cards

Teach Starter.com

$Ra + 40a + 4$

PROBLEM SOLVING



Alexia is having a dinner party. She has invited 24 friends.

Alexia must organise the tables and chairs.

There must be no less than 2 people and no more than 6 people at each table.

Draw some possible table plans for Alexia's dinner party.

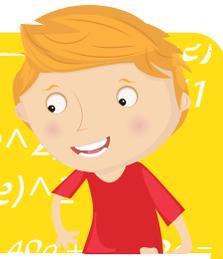
There does not need to be the same number of people at each table.

Open-ended Maths Task Cards

Teach Starter.com

$$Ra + 40a + 4$$

PROBLEM SOLVING



George has chosen a random card from a pack of number cards.

His number is even.

His number is less than 180 but greater than 120.

His number is a multiple of 2, but does not end in a 4 or an 8.

List some of the possible numbers that could be on George's card.

Open-ended Maths Task Cards

Teach Starter.com

$$Ra + 40a + 4$$

PROBLEM SOLVING



Susie was tracing over the letters of the alphabet in her workbook.

"This letter is symmetrical!" she called out suddenly. "You can draw a line down the middle and it looks exactly the same on both sides!"

Which letter of the alphabet could Susie have been tracing at that moment?

Draw some possibilities and show the line of symmetry.

Open-ended Maths Task Cards

Teach Starter.com

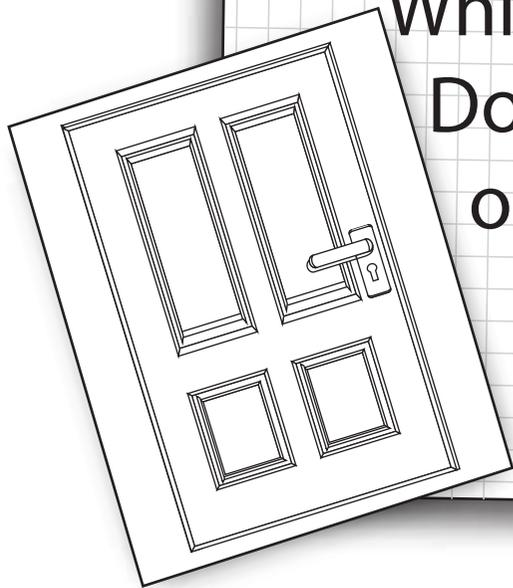
HOW MANY HANDLES?

Go from room to room counting how many handles there are in your house. Include handles on cupboards, doors, windows, drawers - anywhere you see a handle!

Which room has the most handles?

Do you have more handles on doors or more on drawers?

How many of your handles have locks?



HOW MANY HANDLES?

Room	Handles on cupboards	Handles on doors	Handles on windows	Handles on drawers	Other handles	Total handles per room
Total handles per category						

Which room has the most handles?

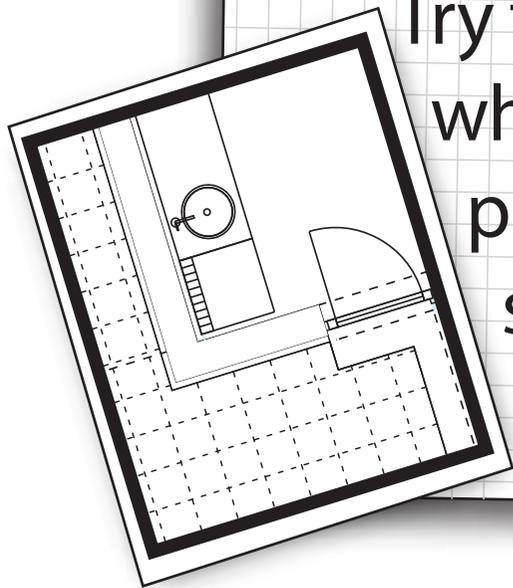
Do you have more handles on doors or more on drawers?

How many of your handles have locks?

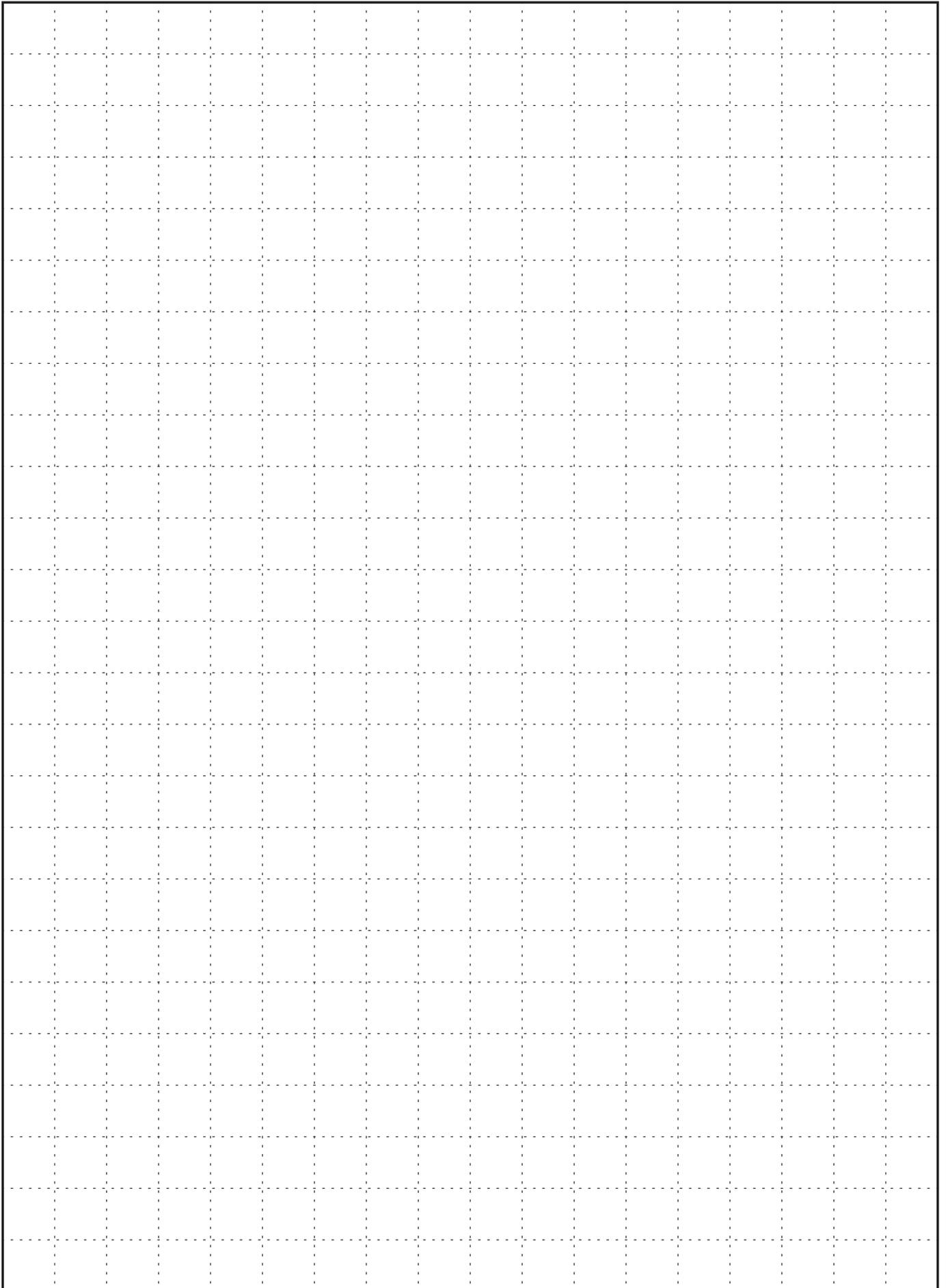
MAP MAKER

Draw a map of your bedroom as if you were looking at it from above. Label each of your pieces of furniture and all of the things in your room.

Try to draw the things in your bedroom to scale, which means that if your bed is the biggest piece of furniture in your room, then it should be the biggest piece of furniture on your map.



MAP MAKER



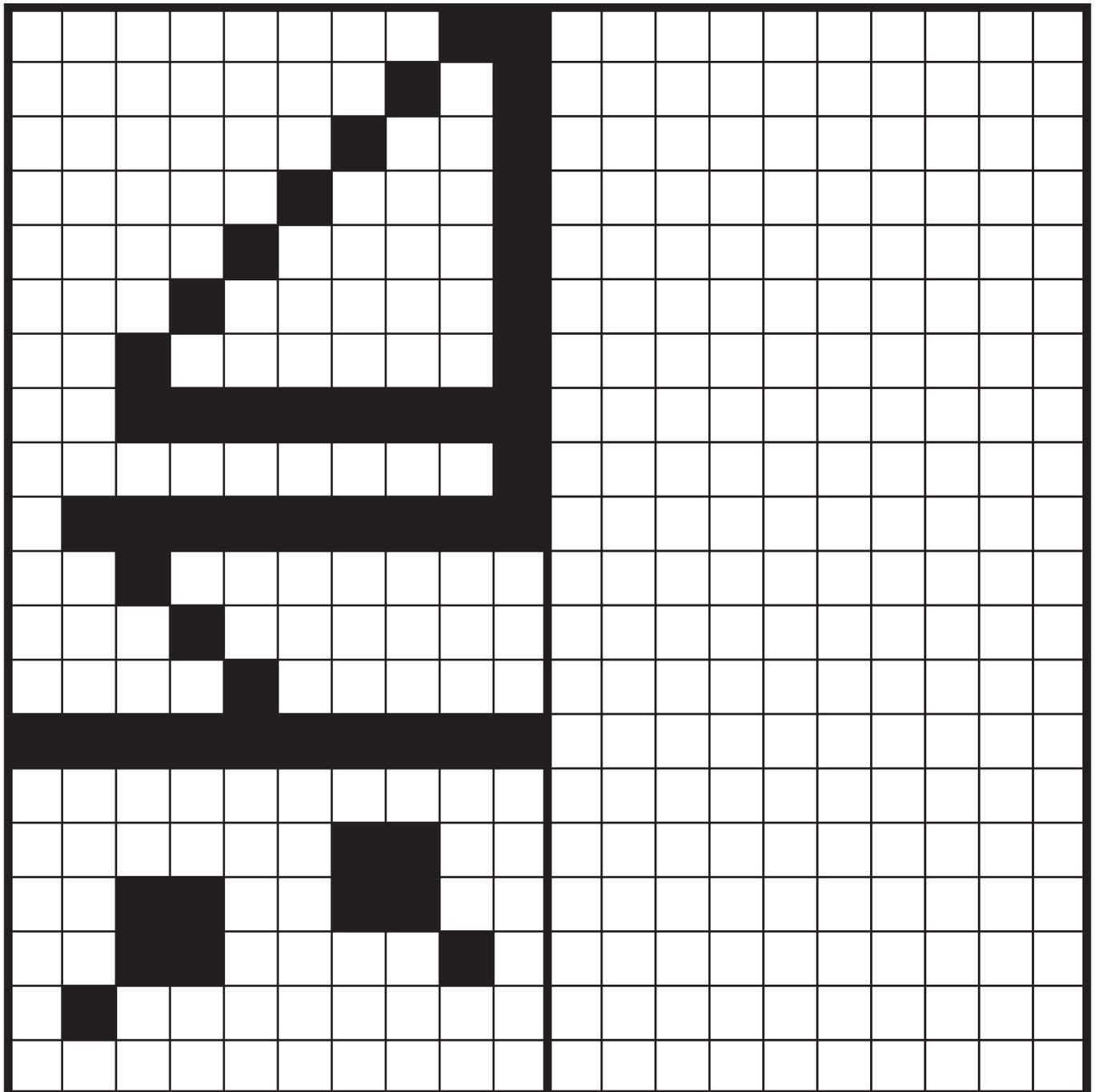
Scale: _____

Name: _____

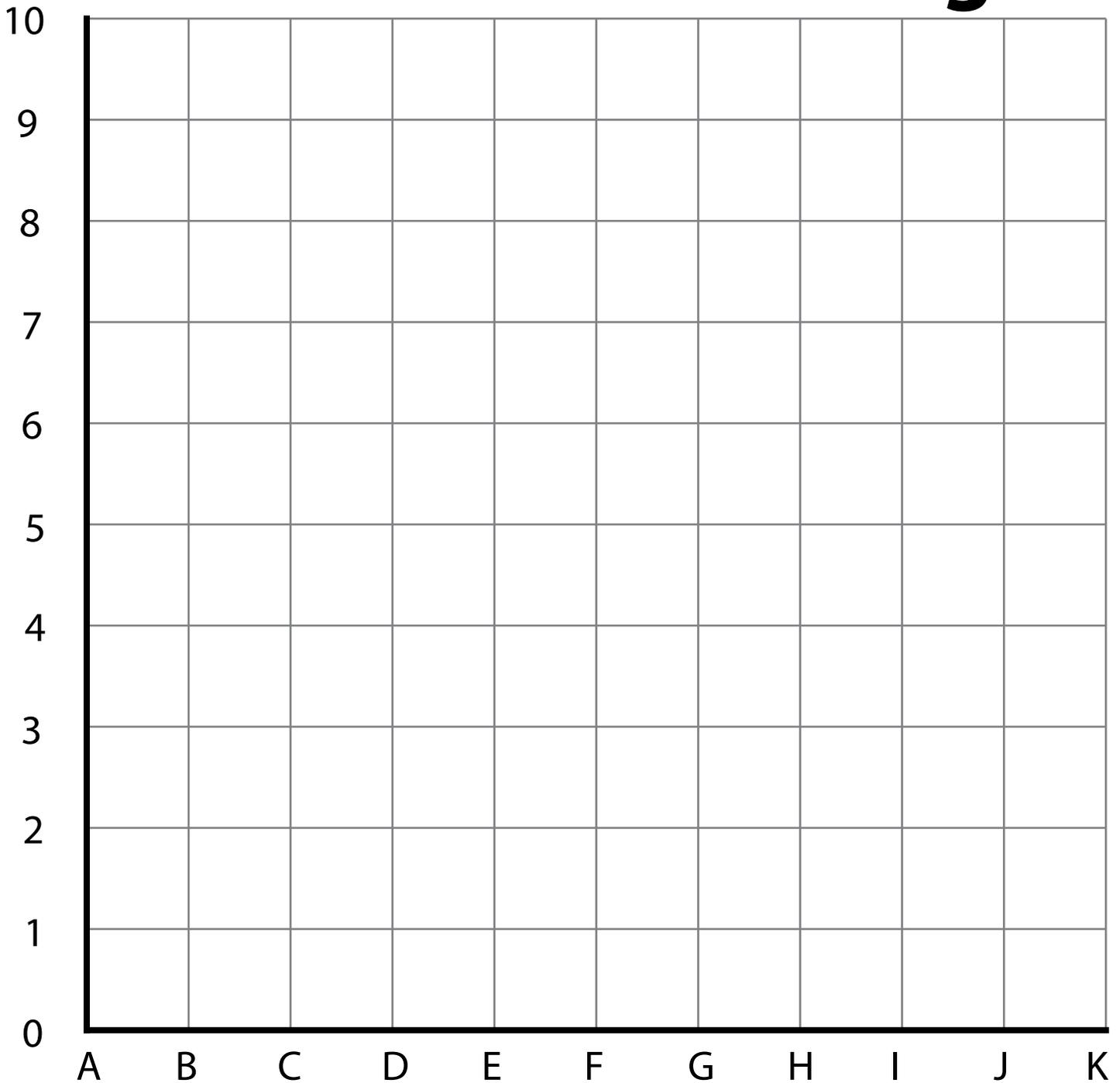
Symmetry Blocks

Use the grid to complete the other side of the picture. Colour it in when you have finished.

Boat



Coordinates Drawing



Use a ruler to draw a line between each of the following coordinates.
Cross them off as you go.

E2 to D4, D4 to D8, D8 to F10, F10 to H8, H8 to H4, H4 to G2, G2 to F3, F3 to E2.

E9 to G9.

E5 to G5, G5 to F4, F4 to E5.

E2 to D2, D2 to C1, C1 to D4.

G2 to H2, H2 to I1, I1 to H4.

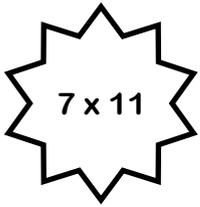
Draw a circle with a diameter between E7 and G7.

Draw flames coming out the bottom.

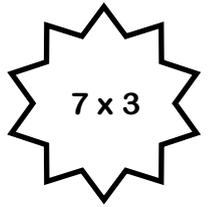
Draw some planets and stars in the background.

Colour it in!

Name: _____ Date: _____



7 x Colour Fun!



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

7 x 2

7 x 3

7 x 8

10 x 7

7 x 8

7 x 9

11 x 7

7 x 6

4 x 7

7 x 5

7 x 4

7 x 12

7 x 10

7 x 7

10 x 7

7 x 10

7 x 1

5 x 7

7 x 4

6 x 7

7 x 11

8 x 7

9 x 7

3 x 7

8 x 7

10 x 7

7 white

35 yellow

63 pink

14 black

42 dark green

70 light blue

21 red

49 dark blue

77 light green

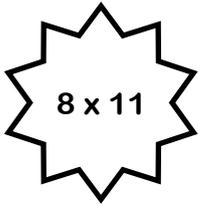
28 orange

56 purple

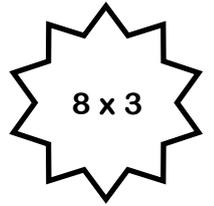
84 brown



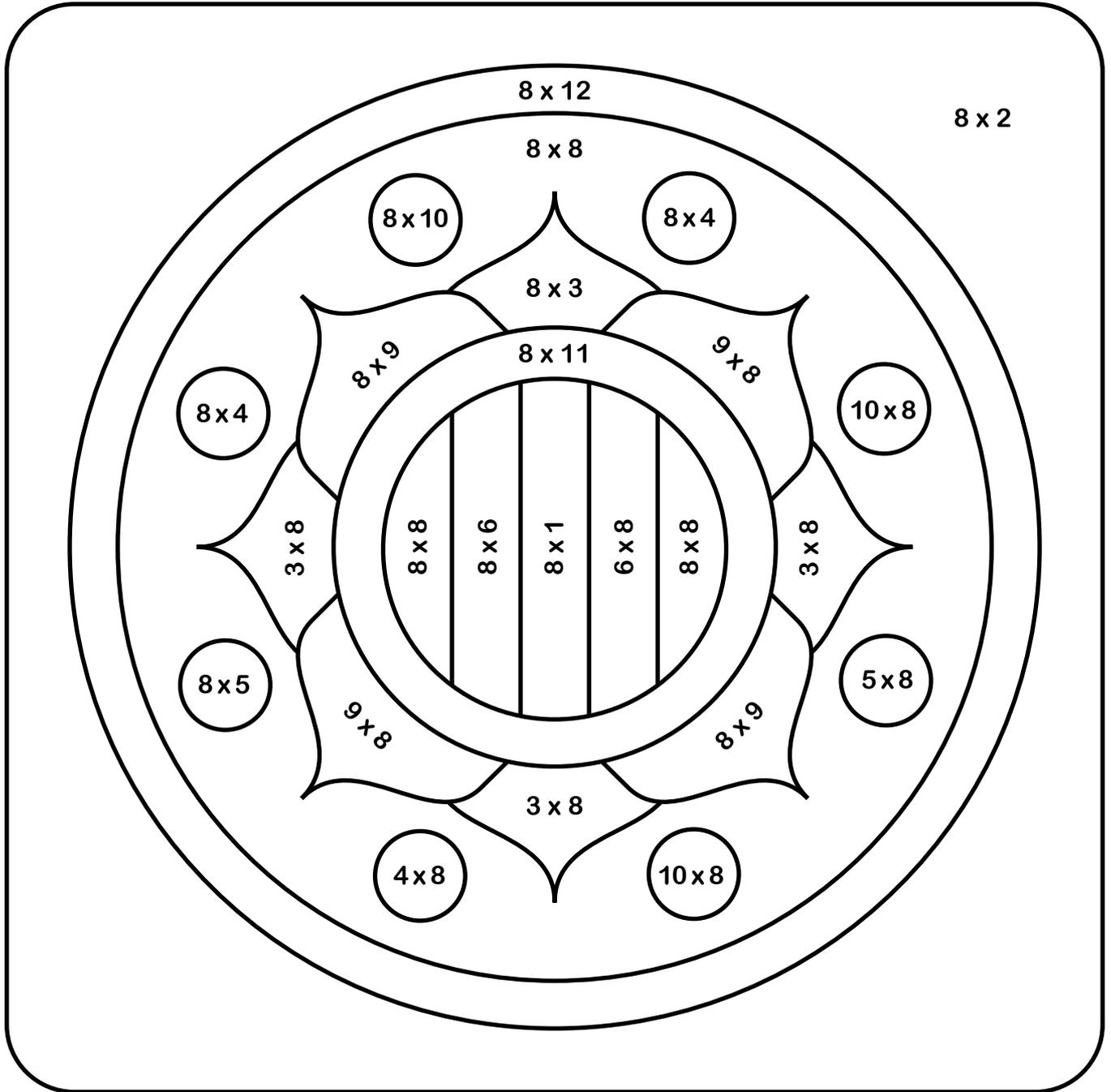
Name: _____ Date: _____



8 x Colour Fun!



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

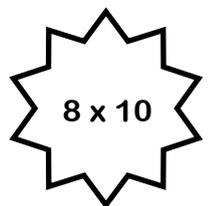
56 dark blue

88 light green

32 orange

64 purple

96 brown



Make an Eggshell Disappear



Make an Eggshell Disappear

Science topic: Chemistry

Let's Talk About It!

- Eggshells contain something called 'calcium carbonate'. This is what makes them hard.
- Vinegar is an acid known as 'acetic acid'.
- When calcium carbonate (the eggshell) and acetic acid (the vinegar) combine, a **chemical reaction** takes place and carbon dioxide (a gas) is released. This is what the bubbles are made of.
- By leaving the egg in the vinegar for a day, a chemical reaction occurs. This continues until all of the carbon in the eggshell is used up.
- When the egg is taken out of the vinegar, it is soft. This is because all of the carbon has floated out of the egg as bubbles.

Let's Experiment!

Materials

- 1 raw egg
- 1 cup of vinegar
- Glass jar with lid

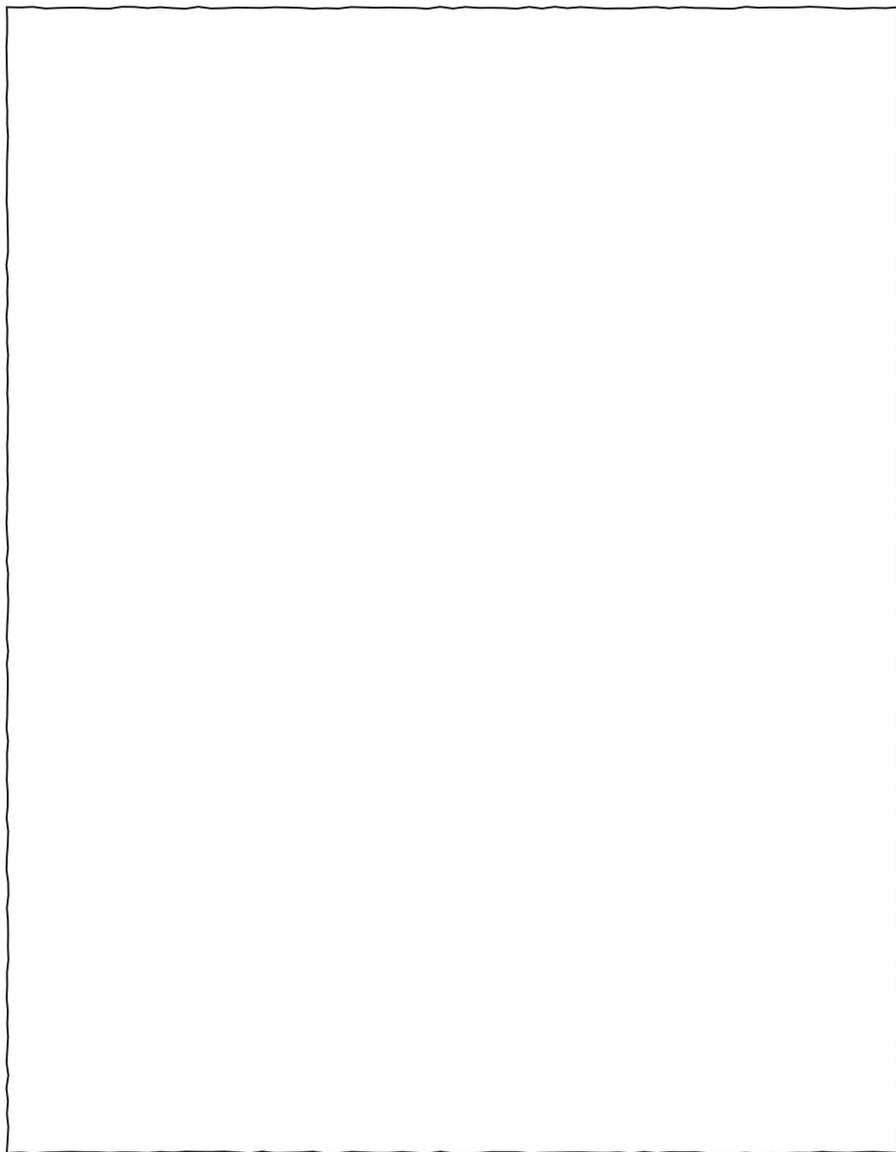


Method

1. Pour 1 cup of vinegar into a glass jar.
2. Carefully place the egg inside the jar of vinegar. You should notice tiny bubbles of carbon dioxide gas appear on the eggshell. This is one part of the chemical reaction.
3. Put the lid on the jar and leave it overnight (or longer if you can).
4. After a day or so, carefully remove the egg from the vinegar (don't throw away the vinegar yet). Gently rub off any remaining eggshell. If the eggshell isn't coming off easily, you may need to soak it for another day in the vinegar.
5. Now you have a rubbery, translucent egg!

Observations

In the box below, draw and label a diagram of what you observed during the experiment.



Take it Further

1. If you leave the translucent egg out of the vinegar overnight, what do you think will happen?
2. What do you think would happen if you used a cooked egg still in its shell?
3. Research some of the early chemists and the reactions they discovered.



Berzelius 1779 - 1848

Notes

— BUILD A — PIRATE SHIP

STEM CHALLENGE

The Scenario

Avast ye, mateys! Ching Shih, Princess of Pirates and scourge of the China Sea is about to set sail once again, seeking adventure and riches.

The Task

Ching Shih has asked you to design and build her a ship using the materials she has provided. She has demanded that the vessel have a mast with a flag on it, space to hold a coin and above all else, be able to float! Aaaarrrrgh... you up for the challenge, me hearty?

The Process

Follow the Engineering Design Process to help you to complete this task.

1. **Ask questions** - What is the problem? Are there any challenges?
2. **Imagine it** - Brainstorm your ideas. Pick the best one!
3. **Plan it** - Make a list of materials. Draw a diagram with labels.
4. **Create it** - Follow your plan. Create a model.
5. **Improve it** - Did it work? Can you make it better? What could be done differently?
6. **Share it** - What changes need to be made? What do others think?

Materials

- paper plates
- paper straws
- paper
- glue
- tin foil
- paper bowls
- pipe cleaners
- card
- sticky tabs
- paper cups
- cardboard tubes
- egg cartons
- tape



Name _____

Date _____

Build a Pirate Ship

I will use the following materials:

- _____
- _____
- _____
- _____
- _____
- _____

Diagram of My Ship

Label the mast, flag and space for the coin.

Every ship needs a name!

My ship is called: _____

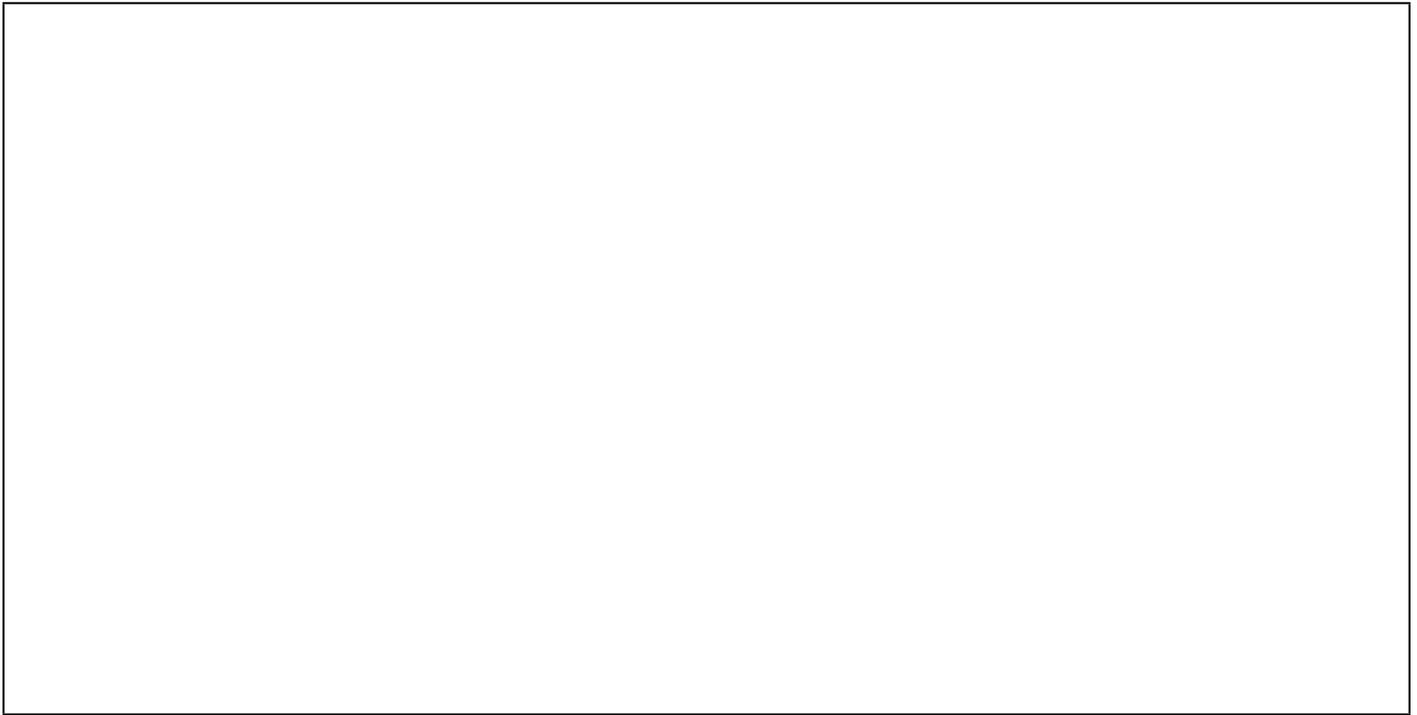


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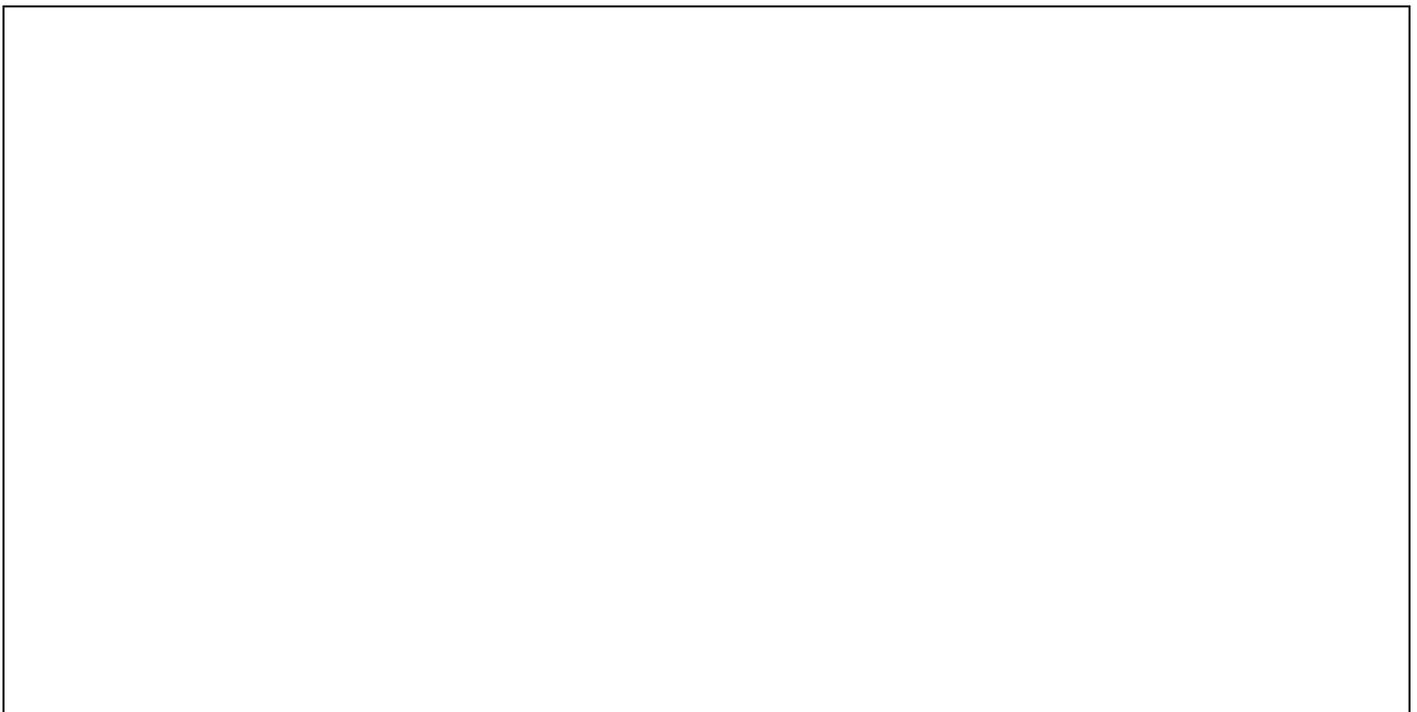
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Results and Reflection

Draw a picture showing what happened when your ship was tested.

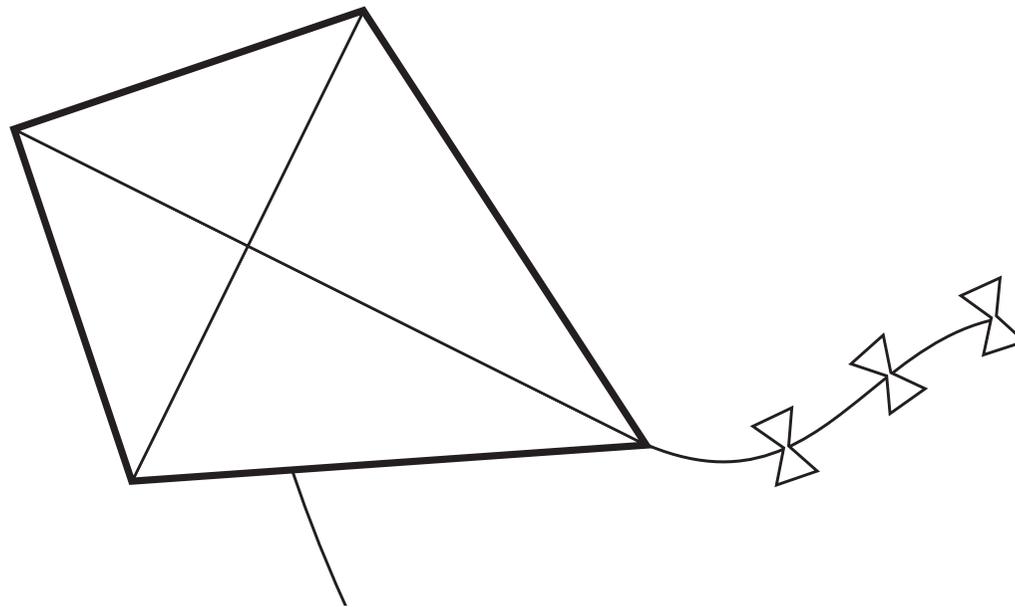


How could you make your ship better? Draw a diagram of your improved ship and label any changes e.g. shorter mast, thicker hull, use of different materials.



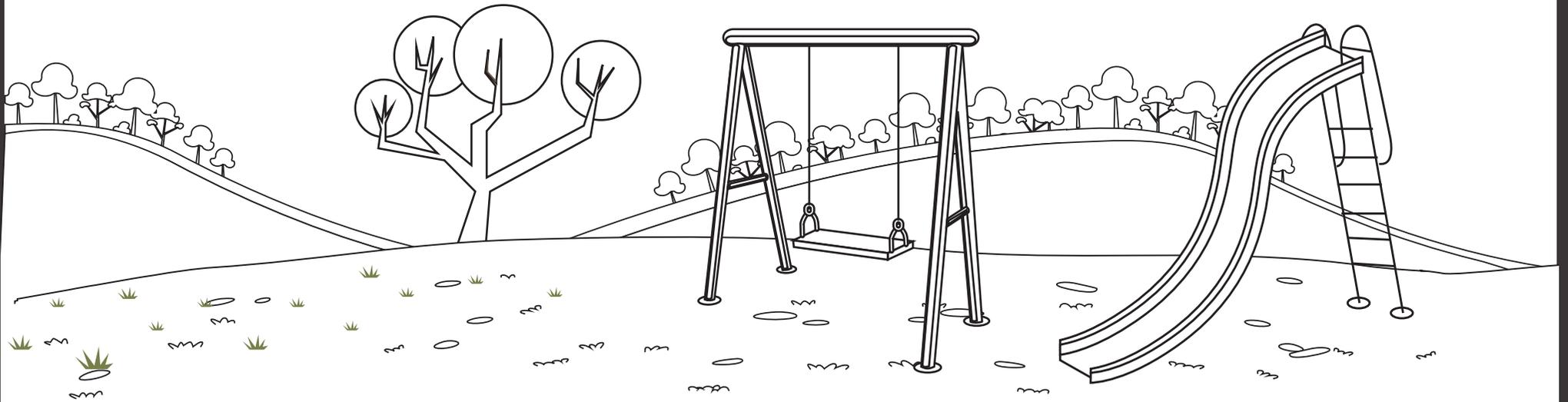
Let's Go Fly a Kite

Design and make kite that will fly successfully on a windy day.



A Place to Play

Design a new playground for your school. Present your plan as a coloured, labelled diagram.



Textured Mandala

Task

Experiment with texture while making a mandala.

Materials

Scrap paper

Mandala template

Materials with contrasting textures, e.g. sandpaper (variety of grits), combs, corrugated card, fly screen, woven mats, etc.

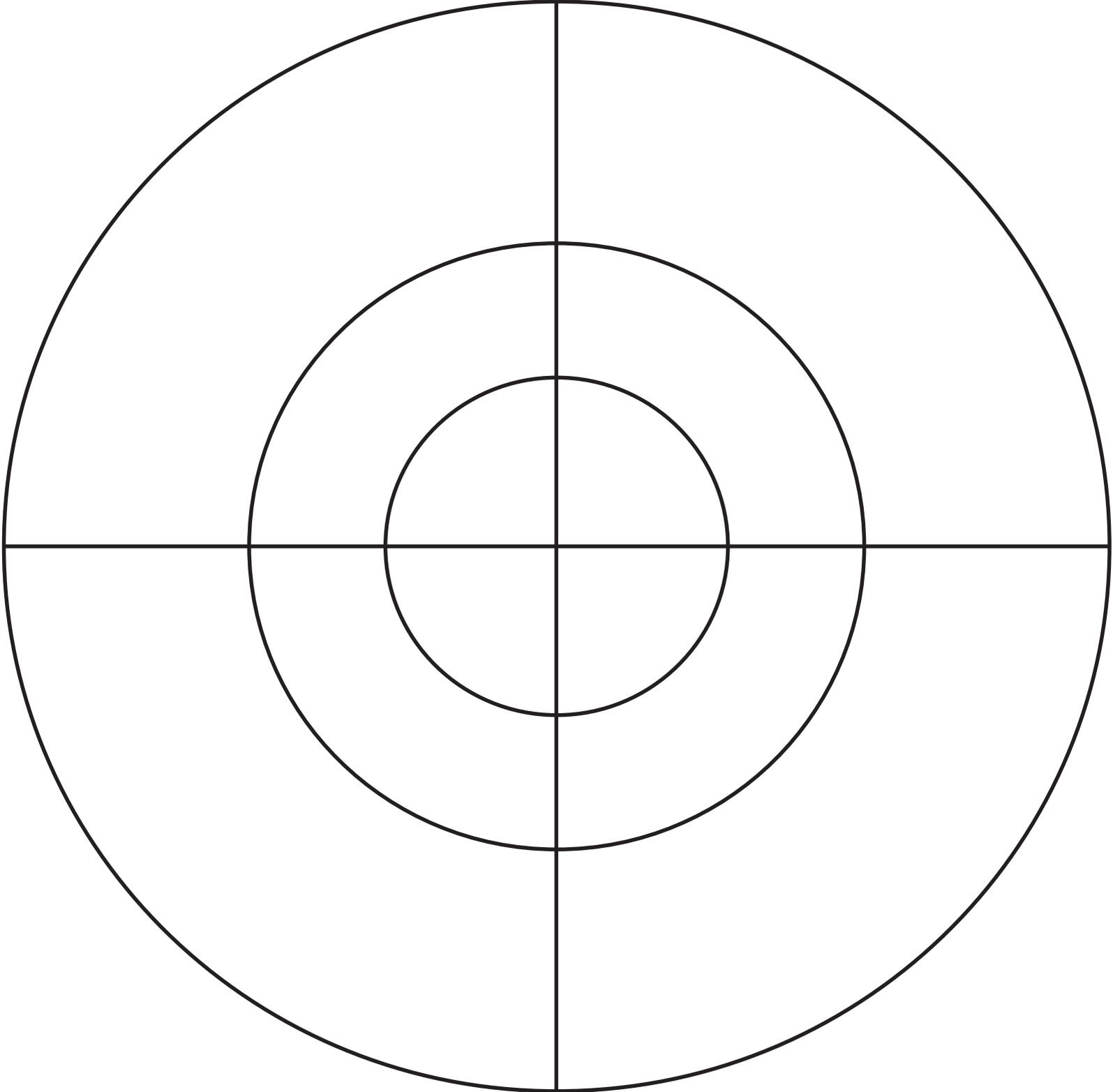
Coloured pencils

Procedure

1. From your collection of materials, choose several objects that have interesting textures.
2. Place your scrap paper over the first material you have chosen.
3. Using a coloured pencil, shade over the material to see the pattern it creates.
4. You are experimenting to see which textures you would like to use on your mandala, so repeat the process with all of your chosen materials.
5. Once you have decided on the textures you like, move onto the mandala template. Rub your chosen textures onto the sections of the mandala. Keep in mind that repeated patterns work well.

Finished artwork





Crazy Hair Line Drawing

TASK

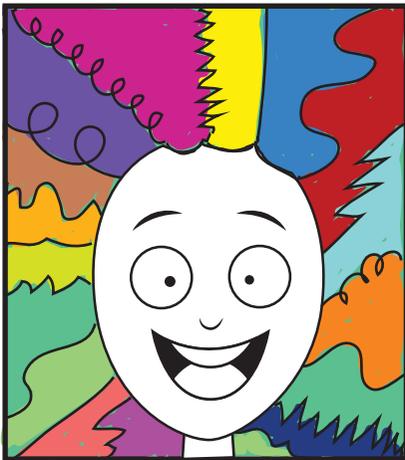
Create a portrait of someone with crazy hair by experimenting with different types of lines.

MATERIALS

a lead pencil, white card, a black marker, oil pastels or crayons

DIRECTIONS

1. Draw a person's face with a lead pencil on the bottom half of the white card.
2. Draw a variety of different lines (curly, straight, wavy) from the person's head to the top and side edges of the page.
3. Once you are happy with your design, trace over the lead pencil with a black marker.
4. Add colour to the crazy hair.



Exploring Line

Patterned Hand Art

TASK

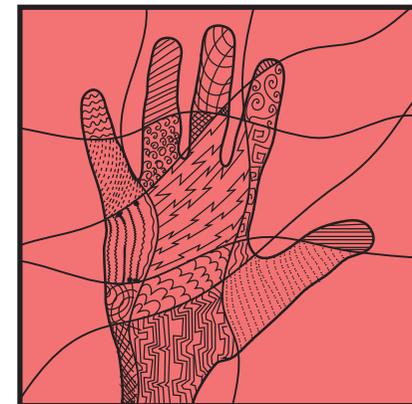
Create an abstract artwork by tracing your hand and experimenting with line.

MATERIALS

a lead pencil, coloured card, a black marker

DIRECTIONS

1. Trace your hand onto the coloured card with a lead pencil.
2. Make sure you have some of your wrist on the page.
3. Draw 6 wavy lines horizontally, vertically and diagonally across the page.
4. In each section on your hand, experiment with different line patterns.
5. Once you are happy with your design, use a black marker to trace over your patterns.



Exploring Line

