


Year 4 Home Booklet 14

Monday

<p>Spelling</p>	<p>Discuss the meaning of each of your spelling words with someone then write your words out <i>three times</i>.</p> <div style="border: 1px solid black; padding: 10px; text-align: center; margin: 10px 0;"> <p>The graph /t/ making the sound "ch" as in nature.</p> </div> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; padding: 5px;"> <p>Rainbow The digraph /er/ making the sound "er" as in fern. fern herb germ stern emerge</p> </td> <td style="width: 25%; padding: 5px;"> <p>Red nature picture feature capture adventure</p> </td> <td style="width: 25%; padding: 5px;"> <p>Orange lecturing puncture captured gesture scripture</p> </td> <td style="width: 25%; padding: 5px;"> <p>Green structure moisture natural future creature</p> </td> </tr> </table>	<p>Rainbow The digraph /er/ making the sound "er" as in fern. fern herb germ stern emerge</p>	<p>Red nature picture feature capture adventure</p>	<p>Orange lecturing puncture captured gesture scripture</p>	<p>Green structure moisture natural future creature</p>
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<p>Writing</p>	<p>Write a sizzling start and backfill based on the following picture:</p> <div style="display: flex; align-items: center;">  <div style="margin-left: 20px;"> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>A sizzling start should be 1-2 sentences long and hook your reader in straight away it may be a:</p> <ul style="list-style-type: none"> sound hook rhetorical question action hook </div> <div style="border: 1px solid black; padding: 5px;"> <p>Backfill is where we 'go back' and orientate our reader. it includes the:</p> <ul style="list-style-type: none"> who when where what </div> </div> </div>				
<p>Reading</p>	<p>Read for 20 minutes.</p>				
<p>Sentence of the Day</p>	<p>Use adjectives (describing words) to describe the underlined nouns in the sentence below to make it more interesting.</p> <ul style="list-style-type: none"> • A <u>house</u> stood at the corner of two <u>streets</u>. 				
<p>Comprehension</p>	<p>Read an article out of a newspaper or magazine. Read the article again. Find and highlight the key information. Using this information, summarise in your own words what the article was about.</p>				
<p>Maths activity</p>	<p>Maths activity for this week is race to 250, 2000 or 10,000 (work to your ability level)</p>				

Roll two dice or flip two cards to make a two-digit number. Write the number down and then roll the dice or flip the cards again, making 2 two-digit numbers.

e.g. $25+41=$

Once you find the answer 66, make another two-digit number again, 21.

Add this number to 66, so, $66+21=$ and then continue until you reach your goal.

Work out how many times you add on to reach your goal.

Repeat the task again and try to beat your last score.

$25+41 = 66$, $66+21= 87$, $87 + 13= 100$, $100+ 31= 131$

Maths
Problem
Solving

Tina buys 3 packages of cookies. Each package costs \$2. If she has a \$5 bill, does she have enough money for her cookies?

578 envelopes arrived at the post office. Mr. Jay, the clerk, needs to record this information. His choices are "about 500" and "about 600".

Which should he choose?

Maths:
Answer the
questions from
the worksheet
in your
workbook.

14 Counting with fractions

Mixed numerals are used when counting beyond 1 on a number line.
E.g. 0, 1, $1\frac{1}{2}$, 2, $2\frac{1}{2}$, 3

1 Complete the number line to count by halves, quarters and fifths.

a 0 $\frac{1}{2}$ 1 $1\frac{1}{2}$ 2 _____ 5

b 0 $\frac{1}{4}$ $\frac{2}{4}$ $\frac{3}{4}$ 1 $1\frac{1}{4}$ $1\frac{2}{4}$ _____ 3

c 0 $\frac{1}{5}$ $\frac{2}{5}$ $\frac{3}{5}$ $\frac{4}{5}$ 1 $1\frac{1}{5}$ _____ $2\frac{1}{5}$

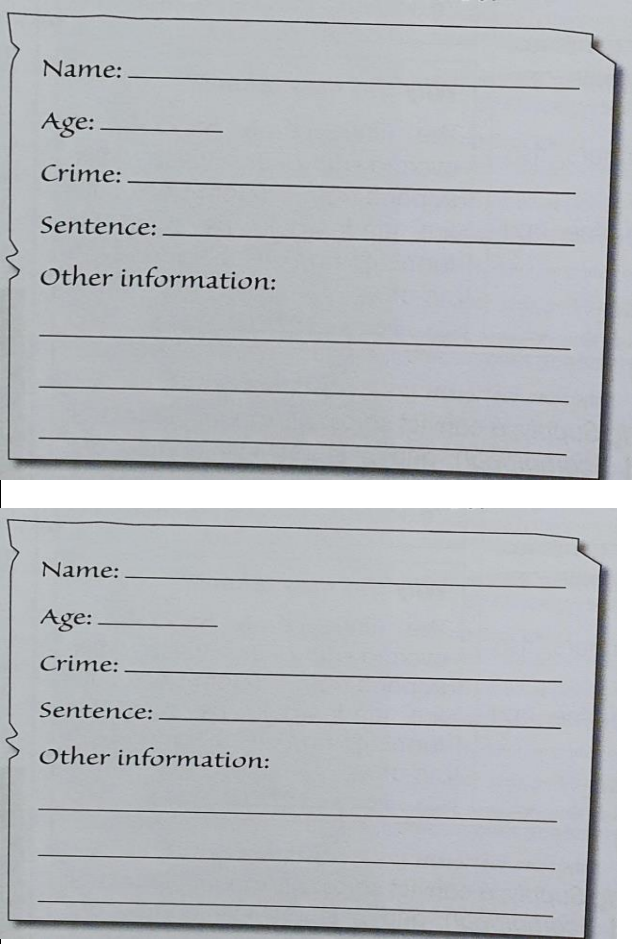
2 Draw a line to show where each fraction or mixed numeral belongs on the number line.

a $\frac{1}{2}$ $1\frac{1}{2}$ $4\frac{1}{2}$ $3\frac{1}{2}$ $2\frac{1}{2}$

b $\frac{1}{4}$ $1\frac{1}{4}$ $2\frac{1}{4}$ $2\frac{3}{4}$ $3\frac{1}{4}$ $3\frac{2}{4}$


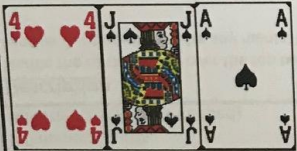
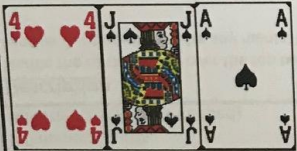
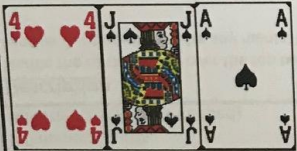
3 Write the missing mixed numerals on the T-shirts.

Other	Build a Indoor Cubby House/ Fort OR Cook something in the kitchen with an Adult
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Weekly History Project- The First Fleet	<p>The First Fleet- Why did they come? The Fleet came because of overcrowding in British jails. Reports from Captain Cook said the land would be good for farming and it 'belonged to no-one'. The Fleet included 6 convict ships: Alexander, Charlotte, Friendship, Lady Penrhyn, Prince of Wales and Scarborough; and 3 storeships: Borrowdale, Fishburn and Golden Grove.</p> <p>Task: Access the convicts of the First Fleet database at the address below and fill out the attached profiles with information about two convicts of your choosing. http://firstfleet.uow.edu.au/search.aspx</p> <p>Note: Do a 'simple search' and search by ship (e.g Alexander, Prince of Wales, etc), to bring up a list of names.</p> 
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Tuesday

Spelling	Write your spelling words and record the syllables and sounds in each of your words. Example: school s/ch/oo/l/. (4 sounds and 1 syllable)
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<p>Writing</p>	<p>Reread your sizzling start and backfill from yesterday. Today we are going to add the problems in your story. To make your problems interesting for a reader we are going to add <i>three problems that get bigger and bigger and bigger</i>. Can you brainstorm ideas for your pebble, rock and boulder? Once you've picked your problems add them to your writing from yesterday.</p> <div style="text-align: center;">  </div>												
<p>Reading</p>	<p>Read for 20 minutes</p>												
<p>Sentence of the Day.</p>	<p>Use adjectives (describing words) to describe the underlined nouns in the sentence below to make it more interesting.</p> <ul style="list-style-type: none"> The <u>book</u> contained many <u>pictures</u>. 												
<p>Comprehension</p>	<p>Think about a story you have read. Write down 3 Questions for the author about the characters, the setting and the plot.</p>												
<p>Maths activity</p>	<div style="border: 1px solid black; padding: 10px;"> <table style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #e91e63; color: white;"> <td style="width: 10%; text-align: center; font-size: 24px; font-weight: bold;">7</td> <td style="width: 60%; text-align: center; font-size: 24px; font-weight: bold;">Red or Black?</td> <td style="width: 30%; text-align: right; font-size: 18px; font-weight: bold;">Double Digits</td> </tr> <tr> <td style="border: 1px solid black; padding: 5px;"> <p>Materials Needed Pack of Playing Cards</p> </td> <td colspan="2" style="border: 1px solid black; padding: 5px;"> <p>Task Purpose To count forwards and backwards by tens and ones on and off the decade.</p> </td> </tr> <tr> <td colspan="3" style="border: 1px solid black; padding: 5px;"> <p>Description Rules: Red card = subtraction, Black card = addition, J = 11, Q = 12, K = 13, A = 1 Students begin at 50 and flip over a card. If they flip over a red 4, they would subtract 4 from 50. Their new number would now be 46. If the next card they flipped was a black king, they would add 13 to 46 getting a new number of 59. Have 6 turns to see how close you can get to 100. E.g.</p> </td> </tr> <tr> <td style="border: 1px solid black; padding: 5px; text-align: center;">  </td> <td colspan="2" style="border: 1px solid black; padding: 5px;"> <p>Use mental strategies to work out the problem. There are many ways. One way could be:</p> $50 - 4 = 46$ $46 + 11 = 50 + 7$ $= 57$ $57 + 1 = 58$ </td> </tr> </table> </div>	7	Red or Black?	Double Digits	<p>Materials Needed Pack of Playing Cards</p>	<p>Task Purpose To count forwards and backwards by tens and ones on and off the decade.</p>		<p>Description Rules: Red card = subtraction, Black card = addition, J = 11, Q = 12, K = 13, A = 1 Students begin at 50 and flip over a card. If they flip over a red 4, they would subtract 4 from 50. Their new number would now be 46. If the next card they flipped was a black king, they would add 13 to 46 getting a new number of 59. Have 6 turns to see how close you can get to 100. E.g.</p>				<p>Use mental strategies to work out the problem. There are many ways. One way could be:</p> $50 - 4 = 46$ $46 + 11 = 50 + 7$ $= 57$ $57 + 1 = 58$	
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<p>Maths Problem Solving Questions</p>	<p>Mr. Bob, the baker, has made a batch of cookies. All of his cookies have 3 sides, what shape are the cookies he has made?</p> <p>There are 5 third grade classes in the school. Each class has 20 students. How many students are in third grade?</p>												

Maths: Answer the questions from the worksheet in your workbook.

3-digit subtraction with trading

Trading in subtraction

Hund	Tens	Ones
3		13
2	1	9
1	2	4

Subtract 1 hundred from 2 hundred to give 1 hundred.

Subtract 1 ten from 3 tens to give 2 tens.

Process

9 ones from 3 ones can't be done. Trade a 10 from the tens column to make 13 ones. 4 tens becomes 3 tens. 9 ones from 13 ones equals 4 ones.

Hundreds	Tens	Ones

Trade a 10 for 10 ones.

1 Complete these 3-digit subtractions (trading in the ones).

a

Hund	Tens	Ones	
7	6	4	
-	5	4	8

b

Hund	Tens	Ones	
8	5	4	
-	6	2	9

c

Hund	Tens	Ones	
9	9	2	
-	4	6	5

d

Hund	Tens	Ones	
3	7	2	
-	1	4	4

e

Hund	Tens	Ones	
8	5	3	
-	4	2	6

f

Hund	Tens	Ones	
6	5	0	
-	3	3	8

g

Hund	Tens	Ones	
8	3	0	
-	4	1	7

h

Hund	Tens	Ones
4	9	0
-	6	7

i

Hund	Tens	Ones	
7	9	0	
-	3	1	4

j

Hund	Tens	Ones	
9	8	0	
-	7	3	6

2 Supply the missing numerals in these algorithms.

a

8	9	4
-	1	7
□	1	9

b

3	□	1
-	2	3
□	2	9

c

3	8	□
-	1	6
□	1	7

d

4	□	5
-	□	3
2	3	8

e

8	7	□
-	6	5
□	1	8

3 Solve each problem, then carefully check them by doing them again.

a The car park has space for 333 cars. Already 136 spots have been taken. How many spots are still available?

Hund	Tens	Ones	
3	3	3	
-	1	3	6


b The cruise ship can take 456 passengers. How many more tickets can be sold if 207 people have booked tickets at this stage?

Hund	Tens	Ones	
4	5	6	
-	2	0	7

Other



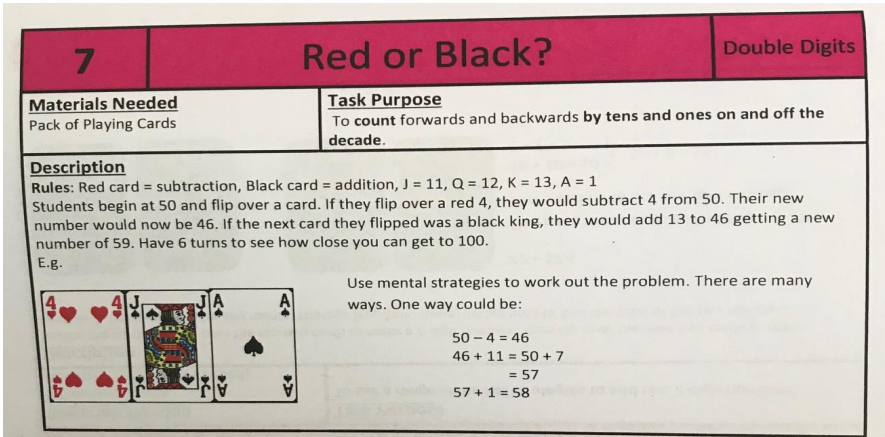
Go on a "TREASURE HUNT" around your house, find something: round, soft, hard, wet, dry, tiny, massive. Be creative with what find/ look for in each category.
OR
Tidy and vacuum your bedroom.

Wednesday

Spelling	Write all of your words in <i>alphabetical order</i> .
Writing	<p>Write an exciting ending for your story from this week. An ending should wrap up your story with an action ending and a character resolution.</p> 
Reading	Read for 20 minutes.
Sentence of the Day	<p>Use adjectives (describing words) to describe the underlined nouns in the sentence below to make it more interesting.</p> <ul style="list-style-type: none"> The <u>car</u> <u>drove</u> <u>along</u> the <u>road</u>.
Comprehension	<p>Choose a story book you have read or have at home. Read it again and then write a summary.</p> <p>A summary is when you explain what happens in a story to someone else. A good summary will include the main idea, characters, setting, problem and how it ends.</p>
Maths activity	<p>Maths activity for this week is race to 250, 2000 or 10,000 (work to your ability level)</p> <p>Roll two dice or flip two cards to make a two-digit number. Write the number down and then roll the dice or flip the cards again, making 2 two-digit numbers. e.g. 25+41=</p> <p>Once you find the answer 66, make another two-digit number again, 21. Add this number to 66, so, 66+21= and then continue until you reach your goal. Work out how many times you add on to reach your goal.</p> <p>Repeat the task again and try to beat your last score.</p> <p>25+41 = 66, 66+21= 87, 87 + 13= 100, 100+ 31= 131</p>
Maths Problem Solving	<p>The next train to Central Station leaves at 3:00 p.m. The time now is 12:30pm.</p> <p>How long do we have to wait until the train leaves?</p> <p>14 + 25 has the same value as 15 + ?</p>
Maths: Answer the questions from	<p>Create a table with the following headings:</p> <p>Certain, Likely, Unlikely, Impossible.</p>

the worksheet in your workbook.	List at least 5 events that would belong under each heading. Do not use these examples.			
	Certain	Likely	Unlikely	Impossible
	The sun will rise	clouds will cover the sky on a rainy day	Seeing the Sun and the Moon together	The Earth stops rotating
Other	Think of something that really interests you, design a lesson and activity to teach your classmates all about for when you return to school. OR Using plastic cups or empty bottles, play a game of "kick bowling". OR Play Outside.			

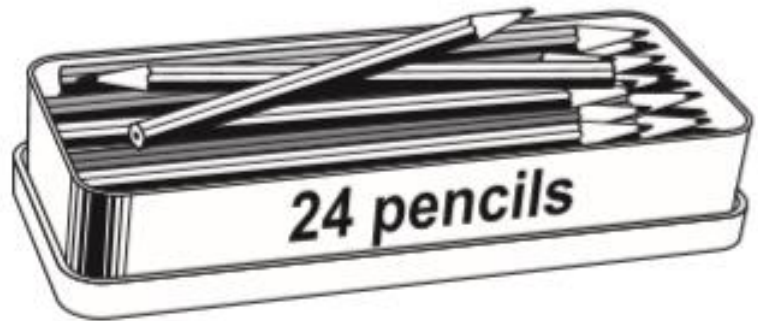
Thursday

Spelling	Rainbow write your spelling words (write each word in different colours of the rainbow.)
Writing	Write a descriptive sentence based on this picture, remember to include your five senses (see, hear, taste, touch, feel) to make your writing paint a picture.  
Reading	Read for 20 minutes.
Sentence of the Day	Use adjectives (describing words) to describe the underlined nouns in the sentence below to make it more interesting. <ul style="list-style-type: none"> The <u>lady</u> put on her <u>coat</u>.
Comprehension	Choose and watch a television advertisement. Write down three things you found out about this ad? (What are they selling, how much does it cost, where can you buy it from?)
Maths activity	 <p>7 Red or Black? Double Digits</p> <p>Materials Needed Pack of Playing Cards</p> <p>Task Purpose To count forwards and backwards by tens and ones on and off the decade.</p> <p>Description Rules: Red card = subtraction, Black card = addition, J = 11, Q = 12, K = 13, A = 1 Students begin at 50 and flip over a card. If they flip over a red 4, they would subtract 4 from 50. Their new number would now be 46. If the next card they flipped was a black king, they would add 13 to 46 getting a new number of 59. Have 6 turns to see how close you can get to 100. E.g.</p> <p>Use mental strategies to work out the problem. There are many ways. One way could be:</p> $50 - 4 = 46$ $46 + 11 = 50 + 7$ $= 57$ $57 + 1 = 58$

Maths
Problem
Solving

$22 + 78$ is the same value as $20 + ?$

Sally took this tin of coloured pencils to school.



She left 9 pencils on her desk and took the rest home.
How many pencils did she take home?


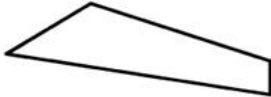
Maths:


Name

Date


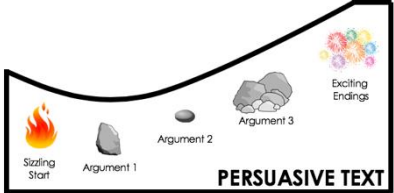


MENTAL MATHS SHEET 3:B2

1)	$62 - 11$	
2)	$4 + 8 + 11$	
3)	$700 + \underline{\quad} = 782$	
4)	What fraction is shaded? 	
5)	The time is 4:30pm. What will the time be in an hour and a half?	
6)	Write down the number seven hundred and sixty.	
7)	Subtract the number of days in a week from the number of months in a year.	
8)	What is the next number: 36 39 42 45 48 <u> </u>	
9)	How many lines of symmetry? 	
10)	Frazer has 4 TENS. Sally has 25p. How much more does Frazer have?	
11)	Write down the time quarter past 3 in digital time.	
12)	12 children get into teams of 3. How many teams?	
13)	4 cars need new tyres fitting. How many tyres?	
14)	Tyler is 1m 6cm tall. Joe is 10cm shorter. How tall is Joe?	
15)	How many 50s make 200?	
16)	Which is longest? 6 inches 6 mm 6 feet 6 cm	

Other	Design and create a person/object using toilet rolls OR Play a game of "fly" outside.	
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Friday

Spelling	Get someone to test you on your spelling words or do a look cover write check with them.	
Writing	Should Rosemeadow Public School students be allowed to wear mufti everyday? Write a persuasive text giving the reasons why or why not?	 
Reading	Read for 20 minutes	
Sentence of the Day	Use adjectives (describing words) to describe the underlined nouns in the sentence below to make it more interesting. My <u>cousins</u> played in the <u>park</u>.	
Comprehension	Choose a different TV show to watch. Pause the show after 10 mins. Predict what you think is going to happen next. Write your prediction, then watch the rest of the show to see if your predictions were correct. A prediction is when you make a guess about what you think is going to happen next. A good prediction will include what might happen to the characters, where they go, how they overcome the problem and how it ends.	
Maths activity	Maths activity for this week is race to 250, 2000 or 10,000 (work to your ability level) Roll two dice or flip two cards to make a two-digit number. Write the number down and then roll the dice or flip the cards again, making 2 two-digit numbers. e.g. 25+41= Once you find the answer 66, make another two-digit number again, 21. Add this number to 66, so, 66+21= and then continue until you reach your goal. Work out how many times you add on to reach your goal.	

	<p>Repeat the task again and try to beat your last score. $25+41 = 66$, $66+21= 87$, $87 + 13= 100$, $100+ 31= 131$</p>
<p>Maths Problem Solving</p>	<p>Which number is 100 bigger than 11?</p> <p>a) 10011 b) 1011 c) 111 d) 101</p> <p>There were 30 students in each class in Year 4. 8 students were away on Monday across all three classes.</p> <p>How many students were at school on Monday in Year 4?</p>
<p>Maths:</p>	<p>Remember when we round off numbers we go to the nearest 10, 100 or 1000.</p> <p>When rounding anything from 1-4 go down and any number between 5-9 go up.</p> <p>Write the following numbers.</p> <p>Round to the nearest 10: 14, 22, 28, 35, 56, 147, 202, 504</p> <p>Round to the nearest 100: 86, 136, 150, 323, 798, 851, 967, 1160, 2050</p> <p>Round to the nearest 1000: 1200, 1789, 2080, 3990, 9568</p> <p>Extension: Working individually or in pairs, students create 5-digit numbers using dice or cards and round to the number to the nearest 10, 100, 1000</p>
<p>Other</p>	<p>Create a fitness circuit. (You might include push-ups, star jumps, sit ups, high knee runs)</p> <p>OR</p> <p>Go for a walk / bike ride with an adult</p>