

Stage 2 (Year 4)- Peakhurst West Public School

You will need minimal access to a digital device to complete the following activities. You may need help from a parent/carer.

Please upload at least 2 activities per day to seesaw. One activity will be commented on and the other will be liked. You do not need to follow the daily schedule, this is just a plan to assist you with your school day at home.

Term 3 Week 2	Monday	Tuesday	Wednesday	Thursday	Friday
Check In					
Morning	<p>Write your spelling words. Write the day of the week on top.</p> <p>Spelling Conventions (yr 3) pg. 38 (yr 4) pg. 36</p> <p>Writing - Write a narrative (by Lisa Connolly) on SeeSaw Community Library. Writing prompt can be viewed below the grid.</p> <p>Reading - Read</p>	<p>Write your spelling words. Write the day of the week on top.</p> <p>Spelling Conventions (yr 3) pg. 39 (yr 4) pg.37</p> <p>Writing - use as many of your spelling words to create a short story.</p>	<p>Write your spelling words. Write the day of the week on top.</p> <p>Write 5 or more words that have the "ou" sound.</p> <p>Writing - Pobble 365: Using the picture as a stimulus, write a creative story. You may use the story starter or write a completely new story.</p>	<p>Write your spelling words. Write the day of the week on top.</p> <p>Grammar, spelling & punctuation - Fix the sentences so they make sense. Each sentence may have spelling and grammar mistakes. Add full stops, commas, speech marks and question marks if necessary.</p>	<p>Spelling test - on a blank piece of paper, have a family member call out your spelling words. Mark them and see how many you got right.</p> <p>Writing - sick sentences: expand the sentences to make them better by using adjectives and adverbs.</p> <p>Reading - Read through</p>

	<p>“Dragonfly’s surprise” (pages 5 and 6) by Dannielle Veira. Highlight the descriptions of the dragon and use them to create a drawing showing what you think the dragon will look like.</p>	<p>Reading - Finish reading “Dragonfly’s surprise” and complete the comprehension questions.</p>	<p>Reading - Read through the story “Stinky Sid” by Zoë Disher.</p> <p>Highlight in yellow the parts of the story that describe how Sid smells.</p> <p>Highlight in another colour how other people react to Sid’s smell.</p>	<p>Reading - Spend 20 minutes reading something you have at home. It could be a newspaper, book, instruction manual or anything else you can find. Take a photo of what you have found to read, give it a rating out of 5 and explain why you gave it that rating.</p>	<p>the information about Robert O’Hara Burke and William Wills. Circle any words you don’t know and write them down. If you have a dictionary try to find their meaning. Write down three questions you have about their journey.</p>
Break	Break	Break	Break	Break	Break
Middle	<p>Maths Plus year 3 Inverse operations p.11 Maths Plus year 4 Counting patterns p.48 Mathletics- Whole number tasks https://www.mathletics.com/au/ Seesaw activity -(Miss Robertson) Place value addition and subtraction.</p>	<p>Maths Plus Year 3 Connecting addition & subtraction p.14 Maths Plus yr 4 4-digit addition p.86 Mathletics - Addition & subtraction tasks Seesaw activity - (Ms Bedford) Two-digit addition without regrouping.</p>	<p>Yr 3 Problem Solved p.24 Yr 4 Problem Solved p.24 Mathletics - Patterns and algebra activity. Seesaw activity(Cara Robertson) Addition and Subtraction word problems.</p>	<p>Maths plus Yr 3 p.4 Maths Plus Yr 4 p.4 Mathletics - 3D and 2D space activity. Seesaw activity(Marianne Richenberger) 3D shapes.</p>	<p>Maths Plus Yr 3 Chance experiment p.51 Maths Plus Yr 4 Chance p.51 Mathletics - Chance activity Seesaw activity - (Annaliese Dawson) Describing chance events using chance language.</p>
Break	Break	Break	Break	Break	Break
	To begin this session	To begin this session	To begin this session	To begin this session	To begin this session

Afternoon	<p>DEAR (DROP EVERYTHING AND READ)</p> <p>read your favourite book - either quietly to yourself or you may choose to read to a younger sibling</p>	<p>DEAR (DROP EVERYTHING AND READ)</p> <p>read your favourite book - either quietly to yourself or you may choose to read to a younger sibling</p>	<p>DEAR (DROP EVERYTHING AND READ)</p> <p>read your favourite book - either quietly to yourself or you may choose to read to a younger sibling</p>	<p>DEAR (DROP EVERYTHING AND READ)</p> <p>read your favourite book - either quietly to yourself or you may choose to read to a younger sibling</p>	<p>DEAR (DROP EVERYTHING AND READ)</p> <p>read your favourite book - either quietly to yourself or you may choose to read to a younger sibling</p>
	<p>Make this a new house rule. During TV time, no sitting still during commercials! Jump up and down, dance, do jumping jacks, or wiggle like a worm until your show comes back on. Doing a little extra indoor exercise while in front of the TV can add up over time! See who can be the fastest, silliest, or sweatiest doing sit-ups, push-ups, or toe-touches</p>	<p>Play a game of minute to win it. Choose 5-10 activities to play <i>(Minute to Win It, appendix)</i></p>	<p>Stand on your right leg and tilt your left knee at a 90 degree angle. Touch your toe without falling. Repeat 10 times then switch sides.</p>	<p>4 Walls</p> <p>Face each wall in a room and do a different exercise for 30 seconds</p> <ul style="list-style-type: none"> - Side shuffle - Grapevine to the left then right - Wide stance punches - Vertical jumps 	<p>Complete the '1 Minute Fitness Challenge'. Record your results. <i>(1 Minute Fitness Challenge appendix)</i></p>
	<p>Seesaw activity - (Stacy Hunter) HIDDEN PICTURES</p>	<p>Seesaw activity - (Tara Rich) CREATIVE COLOURING SHEETS</p>	<p>Seesaw activity - (Morgan Brown) MINON DRAWING</p>	<p>Seesaw activity - (Mr Larter) ART THROUGH THE KEYHOLE</p>	<p>Seesaw activity - (Tony Clarke) HOW TO DRAW AN ELF STACK folding surprises</p>

If you are looking for extra learning activities please look at the resources available found at :

<https://education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home/learning-packages>

Monday 19/07

Write your spelling words. Write the day of the week on top.

Spelling Conventions

(yr 3) pg. 38

(yr 4) pg. 36

Writing - Write a narrative (by Lisa Connolly) on SeeSaw Community Library.

Writing prompt can be viewed below the grid.

Reading - Read "Dragonfly's surprise" (pages 5 and 6) by Dannielle Veira. Highlight the descriptions of the dragon and use them to create a drawing showing what you think the dragon will look like.

Break

Maths Plus year 3 Inverse operations p.11

Maths Plus year 4 Counting patterns p.48

Mathletics- Whole number tasks

<https://www.mathletics.com/au/> Patterns and Algebra - increasing patterns

Seesaw activity -(Miss Robertson) Place value addition and subtraction.

Break

To begin this session

DEAR

(DROP EVERYTHING AND READ)

read your favourite book - either quietly to yourself or you may choose to read to a younger sibling

Make this a new house rule. During TV time, no sitting still during commercials! Jump up and down, dance, do jumping jacks, or wiggle like a worm until your show comes back on. Doing a little extra indoor exercise while in front of the TV can add up over time! See who can be the fastest, silliest, or sweatiest doing sit-ups, push-ups, or toe-touches

Seesaw activity - (Stacy Hunter) HIDDEN PICTURES

Spelling

REVISION UNIT 18

Revision	Basic list - high frequency			Difficult	My Words
drive	share	angry	voyage	glorious	
cheap	guess	office	narrator	separate	
saint	point	follow	careless	anxiously	
cause	empty	person	yesterday	exhausted	
threw	beyond	mistake	octagonal	boisterous	



Spelling rule

Usually, when a word contains a long vowel sound, do not double the last consonant when adding **er**, **ed**, and **ing**.
For example: employ
employer
employed
employing

1 Use your spelling rule to add **er**, **ed** or **ing** to these words.

	er	ed	ing
a search	search _____	search _____	search _____
b steam	steam _____	steam _____	steam _____
c follow	follow _____	follow _____	follow _____
d preach	preach _____	preach _____	preach _____
e crawl	crawl _____	crawl _____	crawl _____
f climb	climb _____	climb _____	climb _____

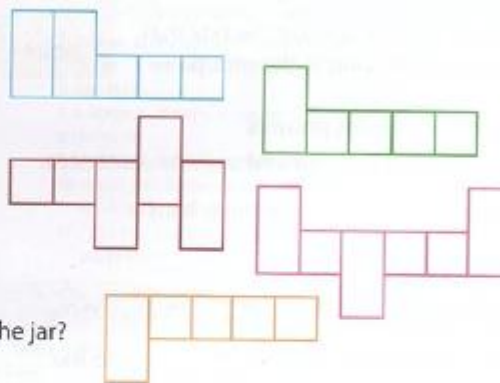
2 Put these **syllables** together to make list words.

a	voy	+	age	=	_____	d	emp	+	ty	=	_____
b	mis	+	take	=	_____	e	care	+	less	=	_____
c	per	+	son	=	_____	f	off	+	ice	=	_____

Words in context

3 In the word shapes, write the list words that are missing from the sentences.

- Tim the ball at the target.
- Mia is old enough to a car.
- The water tank was .
- We were heading the mountain.
- Can you how many marbles are in the jar?



Wrong spelling

4 Circle all the words that are spelt wrongly.

buteiful	calendar	voyage	tauht	office	octopus
create	computer	wunderful	family	repare	

Writing Task

Write a narrative using the writing prompt below. Post onto SeeSaw when you are finished.

Writing Prompt:

Imagine that you have been visited by a genie and granted the wish of becoming invisible for the day. Describe what happened. Write a story about the day you were invisible.

As you write your story, remember to:

- Focus your story on the day a genie granted you the wish of becoming invisible. Describe what happened.
- Use details to support the topic/subject of your story.
- Make sure your story is complete and has a beginning, middle, and end.
- Check to be sure that you are writing good paragraphs.
- Use your best grammar, spelling, punctuation, and capitalization.

Reading

Read “Dragonfly’s surprise” by Dannielle Veira. Highlight the descriptions of the dragon and use them to create a drawing showing what you think the dragon will look like. If you don’t have a highlighter you can draw a line under them instead.

Dragonfly's Surprise

story by Dannielle Veira | illustrated by Sheree Fiala

A BURST OF squeaks, squawks and snarls swirled around the Great Cave. Dragonfly darted here and there, trying to help. Two powerful paws suddenly slammed down onto the stone table in the centre of the cave. ‘What are we going to do about the dragon?’ bellowed Bear.

The chiefs of the animal clans glanced at one another. Eagle swooped down from a rocky outcrop. ‘I tried to soar over the valley, but the wretched dragon has wings of blistering speed. My feathers soon felt the singe of its sizzling breath.’

Elephant raised her trunk and trumpeted. ‘I tried to push my way through to the summer feasting fields, but the creature has claws like knives. My leathery hide ran red with blood.’

Silence fell as Elephant’s words wafted away. ‘Has anyone actually asked the dragon if we can travel through the valley?’ buzzed Dragonfly.

Lion threw his head back and roared. ‘The dragon scorches and slashes whenever we come near. Is anyone brave enough to face such a demon?’





Nobody spoke. Dragonfly looked around as the animals stared sheepishly at the ground. 'I am brave enough,' he said.

Thunderous laughter echoed around the cave. Bear bent down and peered at Dragonfly. 'No, little one—this is a matter for the animals,' he growled, and swiped his paw. Dragonfly tumbled out of the cave and landed on the dirt with a small thud.

Shaking slightly, Dragonfly stood and tapped each foot in turn. Confident that he was okay, he turned to gaze at the jagged peaks of the Dark Mountains. He took a deep breath and flew towards them.

As he neared the valley, Dragonfly noticed the beast curled up at the entrance. Scales shimmered in the sunlight as the dragon's chest rose and fell in sharp bursts. Glittering diamonds studded the dragon's cheeks. No, wait ...

'He's crying,' Dragonfly whispered.

Counting patterns

1 Continue these counting patterns.

a

3	6	9			
---	---	---	--	--	--

f

0	6	12			
---	---	----	--	--	--

b

8	16	24			
---	----	----	--	--	--

g

23	27	31			
----	----	----	--	--	--

c

15	30	45			
----	----	----	--	--	--

h

42	47	52			
----	----	----	--	--	--

d

17	20	23			
----	----	----	--	--	--

i

56	50	44			
----	----	----	--	--	--

e

10	14	18			
----	----	----	--	--	--

j

60	56	52			
----	----	----	--	--	--

2 Explain what has happened in these sequences.

a	2, 4, 6, 8, 10	
b	43, 40, 37, 34	
c	13, 17, 21, 25	
d	27, 33, 39, 45	
e	4, 8, 16, 32	
f	80, 40, 20, 10	

30, 39, 48, 57 ...
That's counting
by 9.



3 Follow the rules to complete the number patterns.

a Add 7

1	2	3	4	5	6	7	8
8	9	10					

d Take away 5

10	12	14	16	18	20	22	24

b Add 6

1	2	3	4	5	6	7	8

e Multiply by 5

1	3	5	7	9	11	13	15

c Add 8

2	4	6	8	10	12	14	16

f Divide by 5

5	10	15	20	25	30	35	40

Tuesday 20/07

Write your spelling words. Write the day of the week on top.

Spelling Conventions

(yr 3) pg. 39

(yr 4) pg.37

Writing - use as many of your spelling words to create a short story.

Reading - Finish reading "Dragonfly's surprise" and complete the comprehension questions.

Break

Maths Plus Year 3 Connecting addition & subtraction p.14

Maths Plus yr 4 4-digit addition p.86

Mathletics - Addition & subtraction tasks

Seesaw activity - (Ms Bedford) Two-digit addition without regrouping.

Break

To begin this session

DEAR

(DROP EVERYTHING AND READ)

read your favourite book - either quietly to yourself or you may choose to read to a younger sibling

Play a game of minute to win it.

Choose 5-10 activities to play

(Minute to Win It)

Seesaw activity - (Tara Rich) CREATIVE COLOURING SHEETS

Whole class zoom meeting - Tuesday 20 July at 1.30pm

4F Please note that we will be having a whole class zoom meeting today at 1.30pm. It will be great to see you all live on the screen, so if you can join us please do so. During this meeting we will be sharing some interesting things you may have done, watched or read during the break, and we will be playing "times table bingo". I will upload the template for the bingo into seesaw.

The meeting ID is: 8464512149

Passcode: 088659

Spelling

Word meanings

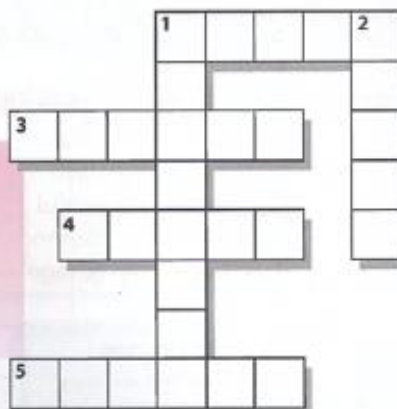
5 Solve the crossword puzzle.

Across

- 1 An attempt at an answer
- 3 Further away in the distance
- 4 The sharp end of something
- 5 A man, woman or child

Down

- 1 Very beautiful
- 2 To divide out



A	B	C	D	E	F	G	H	I
✓	□	*	✓	x	▷	↑	★	○
J	K	L	M	N	O	P	Q	R
◁	□	◻	△	\$	+	=	◼	▽
S	T	U	V	W	X	Y	Z	
◼	●	◇	↓	◁	⊙	⊗	◇	

Secret code

6 Find these words using the secret code.

- a ↑ ◇ x ◼ ◼ _____
- b ▷ + ◻ ◻ + ◁ _____
- c ✓ \$ ↑ ▽ ⊗ _____
- d ↓ + ⊗ ✓ ↑ x _____
- e △ ○ ◼ ● ✓ □ x _____

7 Write these words in alphabetical order.

- a point, empty, boisterous _____
- b guess, share, glorious _____
- c follow, angry, anxiously _____

Grammar – Pronouns

A pronoun is a word that is used in place of a noun. e.g. Jack has a bike. **He** likes to ride it.

8 Write a pronoun in each space.

- a Lucy went to school today. _____ learnt many things.
- b Ava and Ruby like chocolate. _____ also like pizza.
- c Can I go with David? _____ said that I could.
- d The book belongs to Will and Caleb. Will _____ lend it to me?



9 Add letters to the **aw** words.

claws awful bawl saw crawl draw

- a Something you cut with is a ___ aw.
- b A baby will ___ aw ___ before it walks.
- c To sketch is to ___ aw.
- d A lion has sharp ___ aw ___.

Same sounds

10 Cross out the word in the box that does not belong in the group.

taught caught saw awful sauce
lawn prawn laugh author paw

Words origins

The word **person** comes from the Latin word **persona**, meaning *human being*. It originally meant *actor wearing a mask*.

Reading

Finish reading “Dragonfly’s surprise” and complete the comprehension questions. You might need to go back and re-read the first half of the story from Monday to help you answer the questions.

He landed lightly on the end of the dragon’s nose and said, ‘Hello, cousin.’

The dragon squinted at the tiny insect and sniffed. ‘Who are you?’

‘Don’t you recognise me?’ Dragonfly asked. ‘I have wings and a long tail, just like you. I’m a dragon too.’

The dragon’s eyes crinkled and he almost smiled, before another tear slid down his cheek.

‘Why are you sad?’ Dragonfly asked.

‘You are the first creature to speak to me since I arrived in the valley. I tried to talk to an eagle and an elephant. But they ignored me.’

Dragonfly rubbed his face with one of his front legs. ‘Maybe there’s something I can do.’

A low drone from the cave revealed that the animals were still deep in discussion. Dragonfly hovered at the mouth of the cave. In his loudest voice, he shouted, ‘Quick! Come here!’





The animals stumbled out of the cave and stopped in their tracks. Dragonfly waved at them from the top of a scaly head. 'I'd like you to meet my new friend, Dragon,' he said.

Nobody uttered a sound.

'Don't you have a question for Dragon?' asked Dragonfly.

Bear stormed to the front. 'Why did you attack Eagle and Elephant?'

'I didn't,' Dragon said. 'I was trying to talk to them. I'm sorry if I accidentally hurt them.' A teardrop plopped to the ground with a splash.

Elephant rumbled gently. 'Can we please travel through the valley to the summer feasting fields?'

'Yes,' said Dragon, 'as long as you pay the toll.'

The animals frowned at one another.

'The cost is a conversation with me,' Dragon bowed his head.

'That is a price we are willing to pay,' Dragonfly declared, and the animals all nodded happily. ■



Comprehension Questions

1. Why did thunderous laughter echo around the cave when Dragonfly offered to face the dragon?

2. Who were the chiefs of the animal clans?

3. Why do you think Dragonfly said, 'Hello, cousin' to the dragon?

4. Why did the animals stop in their tracks at the sight of Dragon and Dragonfly?

5. What does the word 'toll' mean?

6. What piece of advice (or words of wisdom) would you give to the animal chiefs?

4-digit addition

4 thousands plus
3 thousands plus 1
thousand equals 8
thousands.

Thou	Hund	Tens	Ones
1	1	1	
3	8	5	5
4	5	6	8
8	4	2	3

8 ones plus 5 ones equals
13 ones. Exchange 10 ones
for 1 ten then record the
3 in the ones column.

5 hundreds plus 8 hundreds
plus 1 hundred equals 14 hundreds.
Exchange 10 hundreds for
1 thousand then record the
4 in the hundreds column.

6 tens plus 5 tens plus 1 ten
equals 12 tens. Exchange 10 tens
for 1 hundred then record the
2 in the tens column.

1 Add the 4-digit numbers without trading.

a	b	c	d	e
3 6 3 3	4 5 3 2	1 2 3 4	2 7 3 4	3 4 5 6
+ 4 2 3 5	+ 3 3 4 7	+ 4 3 5 1	+ 7 2 6 5	+ 3 2 3 3
_____	_____	_____	_____	_____





2 Add the 4-digit numbers with trading in the ones, tens and hundreds.

a	b	c	d	e
3 5 6 8	3 2 7 9	3 6 8 7	5 6 5 8	6 7 6 7
+ 4 2 9 4	+ 4 7 4 3	+ 4 0 4 6	+ 4 0 6 8	+ 2 4 5
_____	_____	_____	_____	_____



3 Add the 4-digit numbers with trading in the ones, tens or hundreds.


a	b	c	d	e
3 5 6 2	3 5 7 9	2 5 8 6	3 6 7 8	5 4 6 8
+ 4 7 5 3	+ 5 7 0	+ 5 8 0 7	+ 2 6 4 4	+ 3 7 5 5
_____	_____	_____	_____	_____

4 Solve these problems.

a	When the train left the city there were 165 passengers on board. At the first station 86 people boarded the train, and another 73 boarded at the next station. How many passengers altogether were on the train?		
b	A driver had 3 parcels to deliver. Their masses were 326 kg, 438 kg and 160 kg. What is the total mass of the parcels?		
c	A hired car was driven 1422 km from Sydney to Adelaide and then another 728 km to Melbourne. What is the total distance travelled?		
d	On Saturday 1378 people attended the fete and on Sunday 2486 people attended. How many people attended the fete during the weekend?		

Minute To Win It

<p>Dice Balance The kids try to see how many dice they can get on the stick in one minute (the most dice wins!). It's a little tricky and super fun to watch!</p> 	<p>Nose Dive The secret weapon in this game? Petroleum jelly dabbed on the nose. Using their noses (no hands allowed), players must move five cotton balls from one bowl to another, before the minute is up.</p> 
<p>Ping Pong Toss Players have one minute to try and toss ping pong balls in a container down the table. Three in a row wins, or, at the end of the minute, whoever has the most balls in his or her container.</p>	<p>Cereal Scramble Cut the front of a cereal box into equal pieces. Stack the pieces into a flat tower and set a timer for one minute. Each child has their own minute to piece the cereal box together.</p>
<p>Noodling Around Start this minute to win it game with one strand of uncooked spaghetti. The player puts the end of the dry noodle in their mouth. She then has 60 seconds to pick up six uncooked pieces of penne pasta—with the spaghetti. Oh, and without using her hands!</p>	<p>Cookie Face This is by far one of the favorites of kids just about everywhere. Not only do they get to play a super-silly game, but it's all done with cookies. Cookies! Place a regular ol' sandwich cookie on the child's forehead. They'll need to use their facial muscles to move it down their face and into their mouth—without using their hands.</p>
<p>Sticky Situation This popular game requires players to bounce a ping pong ball just right, in order to land it on a piece of bread slathered in peanut butter.</p>	<p>Penny Tower How many pennies can your child stack in one minute? If they just guessed a million, they're not exactly right. The trick to this game is that the child can only use one hand. And believe us, that makes it oh-so-challenging.</p>
<p>Johnny Applestack How about them apples? Another fun stacking game for kids using fruit from the kitchen—apples. Little ones have one minute to stack five apples (or three for younger kids) on top of each other and stay for three seconds.</p>	<p>Nut Stacker It's almost like the penny game, just slightly more difficult. Instead of stacking coins with one hand, each child has one minute to stack hex nuts onto a wooden stick or dowel.</p>
<p>Scoop It Up Move six ping pong balls from one bowl to another, using only a spoon. Again, like some of the other minute to win it games, the kids can't use their hands. Instead, each child will use a</p>	<p>Movin' On Up Stack up 25 plastic cups of one color and put in one cup of a different color at the bottom. Half-pints move the top cup to the bottom and see how far they can move the single-colored cup to</p>

<p>spoon—in their mouth.</p>	<p>the top in one minute.</p>
<p>Stack Attack This one might not be as tasty as cookie face, but it's still pretty popular. Give the kids one single stack of 36 plastic cups. Each child gets one minute to stack all of the cups into a pyramid and then unstack them, making a single column again.</p> 	<p>Chandelier Light up the fun! You'll need 15 empty soda cans and four paper plates. Kids have one minute to stack cans with paper plates in between to see how high they can go.</p> 
<p>Junk in the Trunk Each player will need a tissue box, pantyhose and ten ping pong balls. Put the ping pong balls in each tissue box. Then, tie the boxes around each player. Kids have one minute to shake out (no hands) as many balls as they can.</p> 	<p>Defying Gravity Up and away! Using one hand, kids keep their balloon in the air for one minute. If this is too easy, for the half-pints you can add two balloons (or more!). Remember, no resting a balloon on a body part.</p> 
<p>Doughnut Chew A piece of cake! Of all the minute to win it games, kids will eat this one up. First, tie a string around a doughnut, then hang it between two chairs. Littles need to eat the doughnut within a minute without it falling to the floor.</p>	<p>This Blows If you're looking for a minute to win it game that your tween or teen will still get a kick out of, this is the one. Each player has one minute to blow up a balloon and then use the air that's inside of it to knock over as many plastic cups as they can. If they still have time on the clock they can repeat the steps to blow down any leftover cups.</p>
<p>Go Fish! Whether it's crackers or mini marshmallows, this fun game for kids is easy to do. You'll need straws and two plates. Little gamers have one minute (to win it!) to see how many fish they can transfer from one plate to another with the</p>	<p>Spin Doctor Give it a spin! As far as a minute to win it games go, tweens find this a ton of fun. A player spins a coin on the table. A second player stops the coin with one finger on its edge (upright!). Either player can spin the coin, and it's a win when you</p>

suction from the straw and no hands.	stop the coin for three seconds within a minute.
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Wednesday 21/07

<p>Write your spelling words. Write the day of the week on top.</p> <p>Write 5 or more words that have the “ou” sound.</p> <p>Writing - Pobble 365: Using the picture as a stimulus, write a creative story. You may use the story starter or write a completely new story.</p> <p>Reading - Read through the story “Stinky Sid” by Zoë Disher. Highlight in yellow the parts of the story that describe how Sid smells. Highlight in another colour how other people react to Sid’s smell.</p>
<p>Break</p> <p>Yr 3 Problem Solved p.15 Yr 4 Problem Solved p.15</p> <p>Mathletics - Patterns and algebra activity.</p> <p>Seesaw activity(Cara Robertson) Addition and Subtraction word problems.</p>
<p>Break</p> <p>To begin this session DEAR (DROP EVERYTHING AND READ) read your favourite book - either quietly to yourself or you may choose to read to a younger sibling</p>
<p>Stand on your right leg and tilt your left knee at a 90 degree angle. Touch your toe without falling. Repeat 10 times then switch sides.</p>
<p>Seesaw activity - (Morgan Brown) MINON DRAWING</p>

Writing

Write a creative story using the stimulus below. You may use the story starter to help you or you can write a completely new story.

Story starter

Two mysterious portals had appeared in the twilight. The first door burst open and beams of light poured through, filling the countryside with a warm, amber glow.

Sleepily, a man stumbled over the cool grass in a dream-like trance. The Earth seemed to stand still. Everything seemed to have stopped. All he could hear was the distant rumble of thunder, and the constant drone of the television within.

He was now just a few steps away. What lay beyond the mysterious door ahead? What might that world be like?

Continue the story.



Reading

Read through the story “Stinky Sid” by Zoë Disher.

Highlight in **yellow** the parts of the story that describe how Sid smells.

Highlight in another colour how other people react to Sid’s smell.

If you don’t have any highlighters you can underline the sections using different coloured pencils.



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Stinky Sid

[story by Zoë Disher](#) , [illustrated by Anna Bron](#)

WHEN SID CAME into the house, flowers dropped their petals and the paint peeled off the walls. Bert’s feathers dropped out and fell in his birdseed.

‘Sid stinks!’ cried Mum, putting a peg on her nose. ‘I can’t put up with that any longer.’

‘It’s not his fault,’ said Ben, throwing his arms around Sid’s neck. But it was true—Sid smelt worse than an old sock in the bottom of a rubbish bin. The trouble was that Sid loved fetching the sticks that Ben threw into the creek for him. Sid’s fur picked up all the slime and muddy water from the creek. When his fur dried, the muddy smell wafted into the air. Today he smelt like dead fish and yabbies.

‘I’ve had enough!’ said Mum. She picked up Bert’s cage and marched out of the house. ‘I can’t live with that smell any longer.’ She slammed the car door and drove away.

Ben ran to Dad. ‘Mum’s left!’ he said. ‘She said she can’t live with Sid’s smell anymore and now she’s gone!’

Dad turned white. Sid bounced up and licked his face. Dad turned green. ‘Phew!’ he gasped. ‘I guess it’s time to give you a bath, old mate.’

In the laundry, Dad found carpet shampoo and nit shampoo—but no dog shampoo.

'He can use my shampoo,' offered Ben.

'No,' said Dad, 'it's bad for his skin.'

Sid squeezed into the laundry. His stink hung in a dirty cloud all around them. Dad staggered and fell over. 'I think this is a job for the professionals,' he wheezed. He looked up a dog grooming salon on his phone. 'Perfect!' he said. 'We'll catch the bus.'

'Sid can't catch a bus!' said Ben. Dad just winked.

At the bus stop, Sid whined. He didn't like hiding in a bag.

'Just some dirty washing!' Dad said to the driver when they bought their tickets. Ben and Dad dragged the bag to the back of the bus. Sid whined again. Dad slipped him a bone to chew on. The bag went *crunch!* And *slurp!* An old lady turned and stared. Then her nose twitched. Her eyes started to water. She pressed the bell to get off.

The stink rolled around the bus. It was like being in a big hot oven of pong. Dad and Ben stuck their heads as close as they could to the open window to get some fresh air.

'What's that stench?' coughed a man in a suit.

'We're being gassed!' groaned another man.

The stink hit the driver, and the bus began to wobble. He slammed on the brakes and veered off the road. He opened the doors and everyone ran out, gasping for breath.

'Let's get out of here,' said Ben, dragging the bag away.

Dad and Ben walked Sid the rest of the way. When they went into the dog salon, the dog groomer fainted and fell into the pot plants. Ben threw a glass of water on her.

'How could you let your dog get so smelly?' she spluttered.

'It's not his fault,' said Ben. 'Anyway, Sid likes the way he smells.'

'Just give him the works,' said Dad.

'I'll do my best,' said the dog groomer. She put on thick rubber gloves, safety goggles and a nose plug. Then she got to work.

When she finished, Sid didn't smell of creek water and slime anymore. He smelt of roses and flea powder. He looked different too. His fur was pink, and there were pompoms everywhere on his head, on his feet, on his hips, on his tail and even on the ends of his ears.

'Sid?' asked Dad. 'Is that you?'

The dog groomer charged double price. There was no money left for the bus so Dad and Ben walked Sid home. Dad kept shaking his head and saying, 'What has she done to you?'

Sid didn't seem too happy about his new smell. His tail lost its wag. It drooped down, dragging its pompom in the dust.

When Ben and Dad got home, the car was in the driveway.

'Mum's home!' cried Ben. Mum was in the driveway getting the birdcage out of the car. Bert was sitting back on his perch wearing a tiny jumper.

'Whose dog is that?' said Mum. She looked again, 'Is that Sid?' She was so surprised she dropped Bert's cage. It bounced down the hill to the creek. Bert swung wildly on his perch and chirped like mad as the cage splashed into the water.

'Oh no!' said Mum. 'Budgies can't swim!' The cage drifted down the creek and started to sink.

'Don't worry!' said Ben, 'Sid can help.' He unclipped Sid's lead. 'Go fetch, Sid!'

Sid raced to the creek like a pink cloud. He splashed into the muddy water. He paddled over to Bert and grabbed his cage with his teeth. When Sid brought Bert back, he didn't look like a cloud any more. He looked like a dirty puddle. Mum checked that Bert was okay. Then she gave Sid a big hug. 'You're a hero, Sid,' she said.

'But now he stinks again!' cried Dad. 'Please don't leave us!'

'Don't be silly; why would I leave you?' said Mum. 'I just took Bert to the vet—that's all. His feathers should grow back in a few weeks.'

'But you said you can't live with Sid's smell,' Ben pointed out.

'I can't,' said Mum, reaching into the car. 'That's why I picked up some dog shampoo at the vet's.'

'Come on,' she added, as Sid shook creek water all over her. 'You need a bath!'

Maths

Unit 12

Addition

Level 1

1. The truck driver used 153 litres of petrol last week and 231 litres this week. How much petrol did he use over the last two weeks?
2. During January, 432 millilitres of rain fell and during February, 257 millilitres fell. How much rain fell in the first two months of the year?
3. Sally was paid her normal wage of \$545 but was also given a \$50 bonus. How much was Sally paid?

Level 2

1. The train left Kolo carrying 2356 people and another 1443 got on later. How many people were on board?
2. The builder ordered 5500 bricks but ended up using an extra 1249. How many bricks did he use?
3. In the competition, Kia estimated that there were 4352 buttons. How many were there, if she was 37 short?

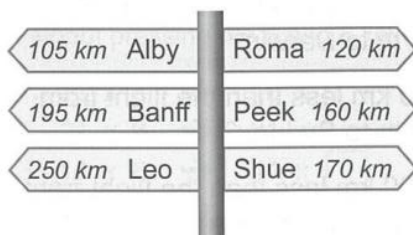


Level 3

1. 5325 people attended Day 1 of the tennis tournament and 4357 attended Day 2. What was the total attendance?
2. How many pedestrians used the overhead bridge if 4246 used it on Saturday and 3546 used it on Sunday?
3. How much was collected at the auction if \$6256 was collected in cash and \$3225 using credit cards?
4. At the moment, the club has 5300 senior members, 1200 boys and 1400 girls. What is the total membership of the club?

Investigation

Complete the log book to show how far the driver travelled.



Date	Start	Finish	Distance
June	Alby	Roma	
June	Banff	Peek	
June	Leo	Shue	
June	Alby	Peek	
June	Leo	Roma	

Thursday 22/07

Write your spelling words. Write the day of the week on top.

Grammar, spelling & punctuation - Fix the sentences so they make sense. Each sentence may have spelling and grammar mistakes. Add full stops, commas, speech marks and question marks if necessary.

Reading - Spend 20 minutes reading something you have at home. It could be a newspaper, book, instruction manual or anything else you can find. Take a photo of what you have found to read, give it a rating out of 5 and explain why you gave it that rating.

Break

Maths plus Yr 3 p.4
Maths Plus Yr 4 p.4

Mathletics - 3D and 2D space activity.

Seesaw activity(Marianne Richenberger) 3D shapes.

Break

To begin this session

DEAR

(DROP EVERYTHING AND READ)

read your favourite book - either quietly to yourself or you may choose to read to a younger sibling

4 Walls

Face each wall in a room and do a different exercise for 30 seconds

- Side shuffle
- Grapevine to the left then right
- Wide stance punches
- Vertical jumps

Seesaw activity - (Mr Larter) ART THROUGH THE KEYHOLE

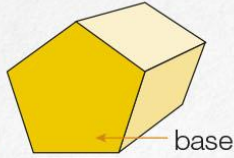
Spelling, grammar & punctuation

Fix the sentences so they make sense. Each sentence may have spelling and grammar errors. Add full stops, commas, speech marks and question marks if necessary.

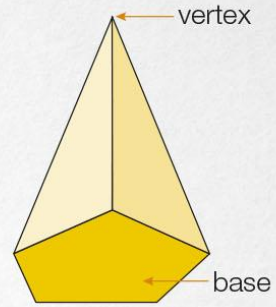
1. Is your pet hard to train asked billy. no he is very smart replied Sam.
2. Mum and I went to the shops to bye milk butter suger flour so we can bake a birthday cake for my dad
3. my dog wags his tale in exitment as he watches all the skool kids walk past our house.
4. The bake sail was extremely successful we raise too hundred dollers for our camping trip.
5. It is sed that melbourne has four seasons in won day. This refers to the citys changeable wether.
6. sally stairs into the distance. she new her brothers blake jim and george were going to be late. not again she said to her friend.

Revision of three-dimensional objects


Prisms have two parallel faces that are congruent. All the other faces on a prism are rectangular if the faces are square to the ends.





Pyramids have only one base with all the other faces being triangles. The triangular faces meet at a common vertex.





8 Place the letters in the correct position on the grid to identify the cylinders, cones, spheres, prisms and pyramids.


a 

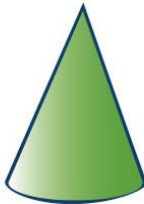
b 


c 


d 

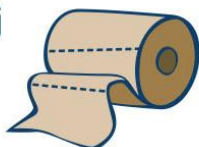
e 


f 


g 


h 

i 

j 

k 

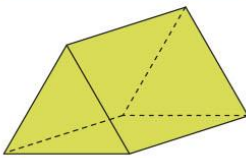
l 

m 

Cylinders				
Cones				
Spheres				
Prisms				
Pyramids				

9 Find two items in your school that are:

a prisms	b cylinders	c cones	d spheres
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<input style="width: 100%; height: 30px;" type="text"/>	<input style="width: 100%; height: 30px;" type="text"/>	<input style="width: 100%; height: 30px;" type="text"/>	<input style="width: 100%; height: 30px;" type="text"/>



10 Explain why this object is a prism. _____

Friday 23/07

Spelling test - on a blank piece of paper, have a family member call out your spelling words. Mark them and see how many you got right.

Writing - sick sentences: expand the sentences to make them better by using adjectives and adverbs.

Reading - Read through the information about Robert O'Hara Burke and William Wills. Circle any words you don't know and write them down. If you have a dictionary try to find their meaning. Write down three questions you have about their journey.

Break

Maths Plus Yr 3 Chance experiment p.51
Maths Plus Yr 4 Chance p.51

Mathletics - Chance activity

Seesaw activity - (Annaliese Dawson) Describing chance events using chance language.

Break

To begin this session

DEAR

(DROP EVERYTHING AND READ)

read your favourite book - either quietly to yourself or you may choose to read to a younger sibling

Complete the '1 Minute Fitness Challenge'. Record your results.

(1 Minute Fitness Challenge)

Seesaw activity - (Tony Clarke) HOW TO DRAW AN ELF STACK folding surprises

Sick sentences

Expand the sentences to make them better by using adjectives and adverbs.

1. The diamond was big. It flew through the sky and crashed. The sun shone on it.
2. A man was standing by the sea. It was nearly night. There was a tree. Something strange was happening.
3. It was night time. A boy walked on a road. He saw a figure. He felt happy.
4. The boy went along the street on the magic carpet. He went really fast. He felt happy.
5. The girl walked down the hill. She had cold hands and a cold face.
6. The creature put its head above the water. It was really big. It had big eyes and big teeth.
7. Michael heard a noise. He felt scared. He sat up in bed. He went to the floor. He looked under the bed.

Reading

Read through the information about Robert O'Hara Burke and William Wills.

[Robert O'Hara Burke and William Wills - The Australian Museum](#)

Circle any words you don't know and write them down. If you have a dictionary try to find their meaning.

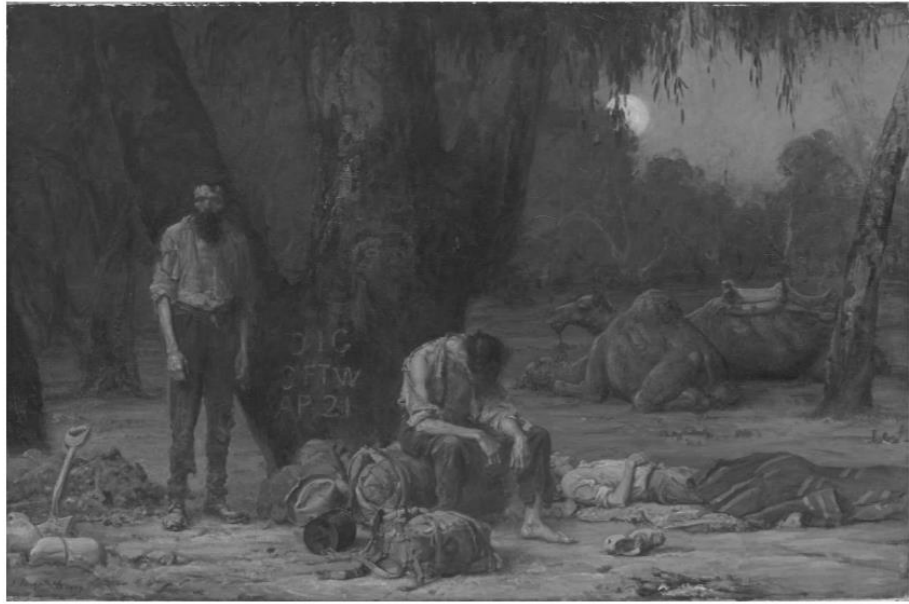
Write down 3 questions that you have about their journey.

Robert O'Hara Burke and William Wills

Readers note: This is an excerpt from the [Trailblazers: Australia's 50 Greatest Explorers](https://australian.museum/about/history/exhibitions/trailblazers/) exhibition, developed in 2015. This content was written as a brief biography on why this person was included in the exhibition.

Forever strung together as one, bonded in death, Robert O'Hara Burke and William Wills are two of Australia's most famous, and tragic, explorers. The first to successfully cross the continent from south to north, they died beside Cooper Creek in south-west Queensland on the return journey.

Burke was born in Ireland in 1821, and Wills in England 13 years later. They both happened to arrive in Australia in 1853, Burke becoming a police officer in Victoria, and Wills – who showed a love of learning – a surveyor and astronomer. Burke was by nature a risk-taker, and while rising rapidly through the ranks of the police force, began to look for something more. When the Royal Society of Victoria began organising its 1860 expedition to cross the continent from south to north, Burke worked hard to ensure he was appointed leader. He made 27-year-old Wills expedition surveyor and third in command.



Arrival of Burke, Wills and King at the deserted camp at Cooper's Creek, Sunday evening, 21 April 1861 Painted by John Longstaff in 1907.
Image: John LONGSTAFF



© National Gallery of Victoria, Melbourne

The lavishly equipped expedition – the most expensive ever mounted in Australia's history – included two dozen camels, two years of rations and six tonnes of firewood. The party's second-in-command was dismissed after an altercation and Wills became deputy.



Trailblazers exhibition

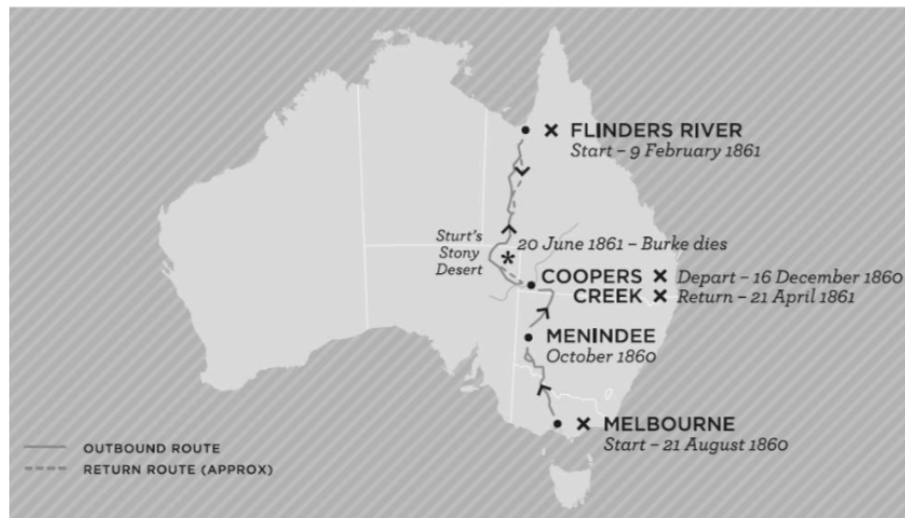
Past exhibition

[\(https://australian.museum/about/history/exhibitions/trailblazers/\)](https://australian.museum/about/history/exhibitions/trailblazers/)

Burke wanted to travel lightly and swiftly, so after reaching Cooper Creek, made a dash the rest of the way north with Wills, John King and Charles Gray, taking six camels, one horse and three months' provisions. They reached the Gulf of Carpentaria successfully, but a combination of short provisions, illness through scurvy, wild weather and hostile Aboriginals resulted in Gray's death. The trio stumbled back to the main camp on Coopers Creek to find the rest of the party had left for Melbourne that morning.

Both Wills and Burke died two months later within a few hundred metres of each other. King managed to stay alive for another month, helped by Aboriginals, before a search party found him.

Many memorials have been erected throughout Victoria to the Burke and Wills expedition, and small memorials can be found at their death sites near Innamincka, South Australia. Burketown, near the Gulf of Carpentaria, is named after Burke, as is the mainly dry Burke River in central western Queensland.



A map of the ill-fated journey taken by Robert O'Hara Burke, William Wills and their team.







Image: n/a

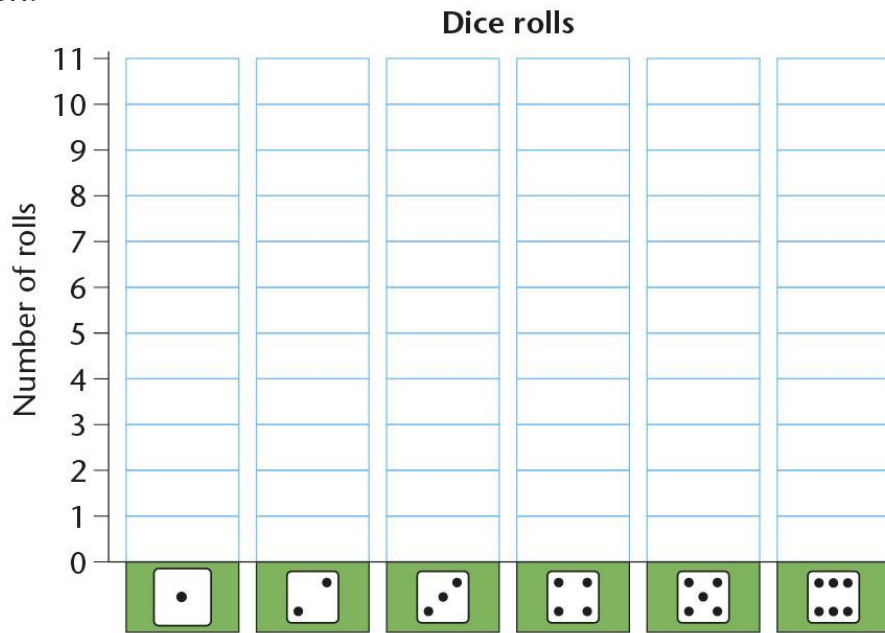


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- 10 Roll a dice 40 times and tally the number of times each dice face lands, then construct a column graph.

Dice	Tally IIII
	
	
	
	
	
	



- 11 Which face came up the most? _____
- 12 Which face came up the least? _____
- 13 Do you think this would always happen? Explain why. _____
-
- 14 Use these words to describe the chance that each event has of happening.

possibly, probably, likely, unlikely, maybe, might, never, always, fifty-fifty, even chance, 99% sure, certain

	Event	Chance
a	I'll turn 11 next year.	
b	My sister becomes School Captain.	
c	The next traffic light we come to will be red.	
d	Our teacher will be away tomorrow.	
e	My pencil breaks today.	
f	I get 100% in my spelling test.	
g	The Prime Minister visits our school.	
h	We go away for the weekend.	
i	I go on television.	



1 Minute Fitness Challenge

Station	Exercise	Challenge	Time	Time
1	Push ups	How many push ups can you do?		
2	Stretch	How many muscles can you safely stretch? Hold each stretch for 10 secs		
3	Sit ups	How many sit ups can you do?		
4	Pass and catch	How many times can you pass and catch a soft ball (or sock ball)?		
5	Water	Remember to stay hydrated. Get 1 quick and quiet drink		
6	Jump and think	How many fruits can you name while jumping rope?		
7	Ball plank	Hold long can you hold a plank on a ball? (basketball or football)		
8	Balance and think	Balance on 1 foot. How many vegetables can you name?		
9	Jump rope tricks	How many different jump rope tricks can you do?		
10	Heart rate	Take you pulse for the full minute. How many beats did you count?		