YEAR 4

LEARNING - FROM - HOME

teachstarter

ABOUT THIS PACK

This teaching resource pack has been handpicked by the Teach Starter team to include a range of resources that can be completed at home by children with the assistance of their parents or guardians.

The pack includes resources covering the key learning areas of English, Maths and Science, along with some additional craft and mindfulness activities - all for free!

In the rare event of a school closure or if a student needs to work remotely, this pack can be sent home with students or passed on directly to parents and guardians digitally to allow for students to complete the work with minimal preparation and supervision.

The pack is designed to allow for non-teachers to understand and implement the 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 for this purpose. Please feel free to share this pack digitally with your students, their parents or guardians, or other teachers.

You can share by copying the URL in the address bar of your browser, or simply clicking on the envelope icon above to send to an email address. You can also download the pack, and email the PDF document itself.

Please feel free to bundle this pack with your own home learning 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 if their school closes?

By downloading this free resource pack, you will be equipped with a wide range of activities to share with your child while their school is closed.

We have ensured that this pack can be delivered by non-teachers by providing a helpful table of contents and activity overviews. All activities are age-appropriate and most will relate to work that your child has experienced in the classroom.

The activities can be completed in any order and have been selected to allow parents and guardians to easily implement them.

YEAR 4

CONTENTS

English

Editing

2 x Editing Worksheets - Bees and Thunderstorm
Students are required to edit the pieces of text using the provided editing symbols and then re-write the text correctly. There are 20 errors in each piece of text.

Reading

11 x Comprehension Worksheets
A comprehensive set of worksheets that cover a variety of comprehension skills. Students are required to read the text and answer the questions either in a workbook or using the sheet provided. There is a Crazy Creative Challenge for each comprehension skill that can be completed also.

Book Review
Students can pick a recent text they have read and then complete this Book Review template.

Grammar

Verb Past Tense Worksheet
Students are required to add the simple past tense verbs to complete the sentences.

Grammar Crossword
Students can complete this Grammar Crossword using the words down the side as the answers to the clues.

Spelling

Word Work Grid - V1
Students use this grid of 15 activities when working with their spelling words. The activities can be completed using the provided templates or in a workbook.

Word Work Grid - V2
A second version has been provided to work with a new set of spelling words.

Persuasive Writing

Persuasive Writing Stimulus - Outdoor Play is Better Than Indoor Play
Students are required to use the stimulus, which includes for and against arguments, to construct a persuasive text. A planning template and scaffolding sheet have also been provided to plan their ideas before they begin writing the persuasive text.

Narrative Writing

Narrative Writing Stimulus - The Shoe
Students are required to use the stimulus piece provided to write a narrative text. A narrative planning template has been provided to use before they begin writing.

Maths

Operations

5 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.

Maths Word Problem Cards - Addition and Subtraction
Students can complete these word problem cards in their workbook.

Year 4 Daily Maths Problems
Students are required to work through these 20 maths word problems, identifying the important information and how they can work it out using a variety of methods. They can complete these word problem cards in their workbook.

Maths Investigation

Fractions - Fly that Flag!
In this investigation, students must use their knowledge and understanding of unit fractions to design a class flag. The flag must include a specific set of design elements and must adhere to a list of spacing guidelines. Students must record and explain their mathematical choices on the worksheet provided.

Science

My Ecological Footprint Worksheet
A worksheet which will have the students evaluate their families activities and how they impact the environment.

Other

Mindfulness Colouring Sheet - Horse
Students use this sheet when they require a brain break or at the end of the day.

Personal Coat of Arms
Students draw a personal coat of arms which represents their individual skills, interests and goals. A template has been provided for this activity.

The Cosmic Dance of the Sun, Earth and Moon.
Students create a model which demonstrates the interplay of the sun, planet Earth and the moon.

Bees - Editing

Add editing marks to text. There are 20 errors.

there are about 20 000 species of Bees in the world Bees live together in groups called colonys. There three types of bees in each colony! There is The queen bee the worker bee and the “drone”.

The queen is, the largest bee in the colony she is the only won that lays eggs. Drones are mail bees, Their only job is to mate with the queen-bee so that she can lay egs. Worker bees are Female and they do all the work. They clean and protect the hive. collect the pollen and necta to feed the colony and take care of the offspring.

Editing Marks:	
Capital letter	≡
End punctuation	⊙ ! ?
Insert a word	ʎ
Change to lower case	/ l.c.
Take something out	⁊
Check spelling	SP
New paragraph	¶

Re-write the text correctly:

teachstarter

teachstarter

Thunderstorms - Editing

Add editing marks to text. There are 20 errors.

A thunderstom is a storm with Thunder and Lightning There is ofen heavy rain during a thunderstorm?

Thunderstorm's happen when warm, moist air quickly mooves upwards. This causes Clouds to form and creates gusty winds heavy rain and some-times hail.

the loud sound that "thunder" makes caused by the heat of the lightning that happens befour you hear the thunder. sometimes the sound of thunder can last for severel seconds. This is because the thunder echos around the ground mountains, hills and building's.

Editing Marks:	
Capital letter	≡
End punctuation	⊙ ! ?
Insert a word	⅄
Change to lower case	/ l.c.
Take something out	⁊
Check spelling	SP ⬭
New paragraph	¶

Re-write the text correctly:

teachstarter

teachstarter

The Tortoise and the Hare

Once upon a time, there lived a tortoise and a hare. The hare was always making fun of the tortoise for being *too slow*. He would always yell out, "Hurry up you slow coach!" to the tortoise and complain that he took such a long time to get anywhere.

The tortoise begun to feel annoyed with the hare. Eventually, he challenged the hare to a race through the woods. The hare and the other animals laughed for hours at the tortoise for the silly suggestion. Finally, the hare agreed to the race and the course was set.

Later that day, the tortoise and the hare lined up and set off on their race. Almost immediately, the hare was out of sight. He was so far ahead that he decided to have a nap in the warm sun while he waited for the tortoise to catch up.

The tortoise slowly kept walking towards the finish line. Eventually, he passed the sleeping hare. When the hare woke up, he could not see the tortoise and thought he was still in the lead. To his surprise, when he reached the finish line, the other animals were cheering. The tortoise had already won the race!

Moral: Slow and steady wins the race.

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Identify Author's Purpose

The Tortoise and the Hare

1. Who do you think the author wrote this story for?

   Explain why you think it was written for that audience.

2. Why do you think the author has written *too slow* in italics?

3. Explain in your own words the moral of this story.

4. Write some questions that you would like to ask the author about *The Tortoise and the Hare*.

CRAZY CREATIVE CHALLENGE

Design and make a bookmark about the text.
Make sure you include:

- the title
- illustrations of the characters
- a summary, or the moral of the story.

Comprehension Task

TeachStarter.com

Name _____ Date _____

The Tortoise and the Hare

1. Who do you think the author wrote this story for?
Explain why you think it was written for that audience.

_____

_____

_____

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2. Why do you think the author has written *too slow* in italics?

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3. Explain in your own words the moral of this story.

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4. Write some questions that you would like to ask the author about *The Tortoise and the Hare*.

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Mr. and Mrs. Jones

Mr. and Mrs. Jones were moving house. They wanted a change of scenery. Mr. Jones wanted to move into the city, but Mrs. Jones wanted to move to the country.

Mr. Jones argued that the city would be a better place for them to live. He said that, in the city, they would make friends with lots of different people. There would be more technology available and lots of different restaurants to try something new to eat.

Mrs. Jones argued that the country would be better. She said that the city would be too noisy and the country would be nice and quiet. They would be able to live in a big house instead of a tiny apartment. They would be able to grow their own vegetables and eat fresh food.

Both the city and the country had their positives and negatives. In the end, Mr. and Mrs. Jones decided to buy a camper van. That way, they were able to move from one place to the other and enjoy the best of both worlds.

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Compare and Contrast

Mr. and Mrs. Jones

1. What arguments did Mr. Jones have to support his opinion that living in the city would be better?
2. What arguments did Mrs. Jones have to support her opinion that living in the country would be better?
3. What could be two positives and two negatives for Mr. and Mrs. Jones living in a camper van?
4. Write a list of all the positive and negative characteristics of where you live.

CRAZY CREATIVE CHALLENGE

Make a list of activities that you could do in both the city and the country.

Choose one of the activities and draw yourself doing your chosen activity.

Comprehension Task

TeachStarter.com

Name _____ Date _____

Mr. and Mrs. Jones

1. What arguments did Mr. Jones have to support his opinion that living in the city would be better?

_____

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2. What arguments did Mrs. Jones have to support her opinion that living in the country would be better?

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3. What could be two positives and two negatives for Mr. and Mrs. Jones living in a camper van?

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4. Write a list of all the positive and negative characteristics of where you live.

_____

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Inferences in Everyday Life

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TeachStarter.com

Make Inferences and Draw Conclusions

Inferences in Everyday Life

1. How do you know when it is almost time for lunch?
2. How do you know if your friend is angry with you?
3. How do you know it is hot outside?
4. How do you know your teacher wants the class to be quiet?

CRAZY CREATIVE CHALLENGE

Draw a picture to illustrate someone being happy.

- Include what is making them happy. Try and draw as many clues as possible.
- Give your drawing to a friend and see if they can guess the emotion of the character in your drawing and why they are feeling that way.

Comprehension Task

TeachStarter.com

Name _____ Date _____

Inferences in Everyday Life

1. How do you know when it is almost lunch time?

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2. How do you know if your friend is angry with you?

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3. How do you know if it is hot outside?

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4. How do you know if your teacher wants the class to be quiet?

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Fred the Firefighter

One summer's day, Fred the Firefighter was doing his morning workout at the fire station. In the middle of his weights routine, the fire alarm bell went off. Fred quickly slid down the fire pole, jumped into his firefighting gear and climbed into the truck. Mrs Doyle's cat was stuck up a tree!

Fred the Firefighter went racing down the road with the fire engine sirens blaring. Soon, he arrived at 23 Oak Street. Mrs Doyle was waiting for her cat to be saved. Fred leaped out of the truck and used his strong muscles to climb the tall tree. He carefully reached over, grabbed the cat and threw it down to the ground. Thankfully, it didn't get hurt! Mrs Doyle was so grateful that she gave Fred the Firefighter a cup of tea and a cupcake.

Fred the Firefighter started driving back to the fire station. Suddenly, the fire alarm bell went off again. This time, it was a real fire!

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Distinguish Between Real and Make-Believe

Fred the Firefighter

1. Which of these statements **could not** really happen?
   a) a firefighter sliding down a pole
   b) a firefighter going to a rescue on their own
   c) a firefighter driving in their fire truck
2. Which of these statements **could** really happen?
   a) a firefighter helping an old lady
   b) a firefighter using their muscles to climb a tree
   c) both of the above
3. Which of these statements **could not** really happen?
   a) a firefighter helping rescue an animal
   b) a firefighter throwing a cat
   c) being called to put out a fire on a summer's day
4. Is this story real or make-believe?
   List three pieces of evidence to support your answer.

CRAZY CREATIVE CHALLENGE

Design and make an acrostic poem for the word, FIREFIGHTER.

How will you use the acrostic poem to describe what a firefighter is and what they do?

Comprehension Task

TeachStarter.com

Name _____ Date _____

Fred the Firefighter

1. Which of these statements **could not** really happen?

a) a firefighter sliding down a pole
b) a firefighter going to a rescue on their own
c) a firefighter driving in their fire truck

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4. Is this story real or make-believe?
List three pieces of evidence to support your answer.

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Ice Hockey

Ice hockey is an international team sport played between two teams of six players each. It is played on a rectangular ice surface called a 'rink'. The rink is divided into four zones – the neutral, defending, attacking and offensive zones. There is also a red line in the middle to divide the rink in half for 'icing' violations.

The aim of ice hockey is to score points by hitting a puck with a stick into the opponent's goal. An ice hockey game is divided into three 20-minute periods.

To play ice hockey, the following equipment is required:

Puck – The puck is a black round disc made out of rubber.

Hockey sticks – Each player needs a hockey stick to retrieve, control, carry, pass and shoot the puck.

Ice skates – Each player needs ice skates to skate on the ice.

Protective equipment – To ensure players are safe during a game, they need to wear a jersey, gloves, helmet, pants and socks, as well as shoulder, elbow and shin pads.

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Find Word Meaning In Context

Ice Hockey

1. In the text, the word **score** means

a) a piece of music.

b) the number of points achieved in a game.

c) a group of twenty people.

2. *The aim is to score points by hitting a puck with a stick.*

Write a sentence using the word **stick** in another way.

3. *Each player needs a hockey stick to shoot the puck.*

What is another word that could have been used instead of **shoot**?

4. *A red line divides the rink in half for 'icing' violations.*

In your own words, what does **violations** mean?

CRAZY CREATIVE CHALLENGE

Design and create your own jersey to wear at an ice hockey game.

Think of a name and a mascot for your team.

Comprehension Task

TeachStarter.com

Name _____ Date _____

Ice Hockey

1. In the text, the word **score** means

a) a piece of music.

b) the number of points achieved in a game.

c) a group of twenty people.

2. *The aim is to score points by hitting a puck with a stick.*

Write a sentence using the word **stick** in another way.

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3. *Each player needs a hockey stick to shoot the puck.*

What is another word that could have been used instead of **shoot**?

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4. *A red line divides the rink in half for 'icing' violations.*

In your own words, what does **violations** mean?

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Stuck at the Airport

We were waiting for our flight at the airport, when suddenly a wild storm began and delayed all the flights. We were stuck! After a week of eating grandma's pea soup for dinner every night, all I wanted to do was go home and eat a whole pizza!

Hours had passed and still there was no sign of the storm easing. We couldn't even go back to grandma's house as the roads were closed. People were starting to get cranky. Lucky for us, Dad had found a comfy lounge for us to sit on while we waited.

We started to get hungry, but we didn't want to lose our seats. Dad allowed my brother and me to get us all something to eat. Dad stayed and minded our seats and our bags.

Eventually, we found our way to the food court. There were lines of people everywhere! There was no way we were going to get something to eat here. So, we went to the little store near the airport check-in. We stocked up on chocolate bars, chips and drinks.

By the time we got back to our seats, the storm had passed. An announcement said we would be boarding our flight in half an hour.

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Recognise Cause and Effect

Stuck at the Airport

1. There was a wild storm, so

a) they had to eat grandma's pea soup.

b) their flight was delayed.

c) they had to go home.

2. What caused them to get hungry?

3. They could only buy chocolate, chips and drinks because

a) Dad doesn't like fast food.

b) they didn't have enough money.

c) there were too many people at the food court.

4. What caused them to eventually board their flight?

CRAZY CREATIVE CHALLENGE

Design and make a travel board game that could be played whilst waiting for a flight at the airport.

Comprehension Task

TeachStarter.com

Name _____ Date _____

Stuck at the Airport

1. There was a crazy storm, so

a) they had to eat grandma's pea soup.

b) their flight was delayed.

c) they had to go home.

2. What caused them to get hungry?

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3. They could only buy chocolate, chips and drinks because

a) Dad doesn't like fast food.

b) they didn't have enough money.

c) there were too many people at the food court.

4. What caused them to eventually board their flight?

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The Big Race!

1

Molly's friend stopped to help her up.

2

Molly tripped over!

3

Molly and her friend were so happy they finished the race.

4

Molly was ready to start the race.

5

Molly and her friend crossed the finish line together.

6

Molly ran as fast as she could.

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The Big Race!

1. Look at the pictures. Place them into the correct order.

1st box number ____ 4th box number ____

2nd box number ____ 5th box number ____

3rd box number ____ 6th box number ____

2. Rewrite the story of the big race in the correct order, using the following time sequence words:

first, then, next, after that, soon after, finally

3. Explain how the story could have been put in a different order so that it had a new ending.

4. What do you normally do at the start of a race?

a) run as fast as you can

b) line up, ready to run

c) cross over the finish line

CRAZY CREATIVE CHALLENGE

Create your own picture story.

Use six boxes.

TeachStarter.com

Name _____ Date _____

The Big Race!

1. Look at the pictures. Place them into the correct number order.

1st box number _____ 4th box number _____

2nd box number _____ 5th box number _____

3rd box number _____ 6th box number _____

2. Rewrite the story of the big race in the correct order, using the following time sequence words:
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a) run as fast as you can
b) line up ready to run
c) cross over the finish line

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Lions

- Lions are the second largest cat species in the world.
- Lionesses are better hunters than males and do most of the hunting for a pride.
- In the wild, lions rest for around 20 hours a day.
- Most lions found in the wild live in southern and eastern parts of Africa.

I love lions, but I think that they are the most ferocious animals in the world. They have huge teeth that they use to bring down their prey. I believe that all other animals are terrified of lions. They are better than any other animal in the wild.

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Distinguish Between Fact and Opinion

Lions

1. Write **F** for fact or **O** for opinion next to each statement.

_____ Lions are the second largest cat species in the world.

_____ Lions are better than any other animal in the wild.

_____ In the wild, lions rest for around 20 hours a day.

_____ I think they are the most ferocious animal in the world.

_____ Lionesses are better hunters than males.

2. What is your opinion of lions?

3. What are some of the ways that you can tell the difference between a fact and an opinion?

4. Make a list of some common words that you might find in an opinion.

CRAZY CREATIVE CHALLENGE

Draw a lion.

Write any facts you know about lions on the body.

Write your opinions about lions around the body.

Comprehension Task

TeachStarter.com

Name _____ **Date** _____

Lions

1. Write **F** for fact or **O** for opinion next to each statement.

_____ Lions are the second largest cat species in the world.

_____ TLions are better than any other animal in the wild.

_____ In the wild, lions rest for around 20 hours a day.

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_____ Lionesses are better hunters than males.

2. What is your opinion of lions?

_____

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3. What are some of the ways that you can tell the difference between a fact and an opinion?

_____

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4. Make a list of some common words that you might find in an opinion.

_____

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Brilliant Bike Riding

Bike riding is a great activity to do with your friends and family to keep fit and have fun. However, it is important that you stay safe during your bike ride.

Before you ride your bike, you should check a few things. Firstly, make sure your brakes are working and the blocks are not worn down. Secondly, check that your bike chain is oiled and not too loose. Thirdly, make sure that both the front and back tyres have plenty of air in them. Next, check the height of your seat. Your toes should be able to reach the ground. Finally, always wear a correctly-fitted helmet, bright clothing and check that your shoe laces are tied up.

During your bike ride, it is important to ride responsibly, even with your friends. If you are under the age of twelve, you should have an adult supervising you. It is a good idea to plan your bike ride to avoid heavy traffic areas and, where possible, use bike tracks. Remember to be safe and have fun!

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Find the Main Idea

Brilliant Bike Riding

1. What is the main idea of this text?
2. What are three details that support the main idea?
3. Carefully read the text.

   Underline any words which are repeated, or seem important. Write them down.
4. Another good title for this text could be.

   a) Bike Riding Safety.

   b) I Like Bike Riding.

   c) Boring Bike Riding.

   d) Leslie's Bike Riding Fun.

CRAZY CREATIVE CHALLENGE

Write about a time you had fun bike riding with your family or friends.

If you haven't been riding before, then make up a story about a bike ride.

Comprehension Task

TeachStarter.com

Name _____ Date _____

Brilliant Bike Riding

1. What is the main idea of this text?

_____

_____

_____

_____

2. What are three details that support the main idea?

Detail 1: _____

_____

Detail 2: _____

_____

Detail 3: _____

_____

3. Carefully read the text.
Underline any words which are repeated, or seem important. Write them down.

_____

_____

_____

_____

4. Another good title for this text could be

a) Bike Riding Safety.

b) I Like Bike Riding.

c) Boring Bike Riding.

d) Leslie's Bike Riding Fun.

Getting Ready for the Party

"Marco, do you want Spiderman or Batman on the balloons?" asked Mum. I went with Spiderman - I think he is definitely my favourite superhero! The balloons were the last thing we needed to buy for the party.

When we got home, Mum and I started to decorate the house for the party. We put up the Spiderman balloons. Mum blew them up and I stuck them on the walls. We put balloons on our letterbox too, so that people knew where the party was.

Mum had made the most amazing cupcakes as well – green Hulk cupcakes, red Spiderman cupcakes and blue Superman cupcakes. She asked me to get them out of the fridge and put them on some plates. On the food table we also had fairy bread, fruit sticks and green slimy-looking jelly cups.

"Marco, it's time to get into your costume," Mum yelled from the kitchen. I bounced up the stairs. I was so excited that the day had finally arrived. I put on my costume just in time.

Ding dong. The first guest had arrived.

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Making Predictions

Getting Ready for the Party

1. What is the theme of the party?

   Why do you think this?

2. Who is the party for?

   Why do you think this?

3. Why are they having a party?

   Why do you think this?

4. Predict what costume Marco is wearing.

   Give three reasons to support your view

CRAZY CREATIVE CHALLENGE

If you were having a party, what theme would you pick?

Create an invitation to your party.

Comprehension Task

TeachStarter.com

Name _____ Date _____

Getting Ready for the Party

1. What is the theme of the party?
Why do you think this?

_____

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2. Who is the party for?
Why do you think this?

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3. Why are they having a party?
Why do you think this?

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4. Predict what costume Marco is wearing.
Give three reasons to support your view.

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The History of Pizza

Pizza has been around for thousands of years. Ancient Babylonians first made plain flat bread in mud ovens. The Ancient Greeks then improved the plain flat bread. They added a range of toppings, such as olive oil and herbs.

In the 17th century, mozzarella cheese was developed and added as a topping to the flat bread. Soon after, it was discovered that tomatoes were not poisonous and they too were added as a staple topping.

Eventually Greek and Italian peasants developed the pizza dough we know today.

By the 1800s, pizza became a popular fast food. It was mostly sold as street food by young boys wearing small tin stoves.

In 1830, Antica Pizzeria Port'Alba was the world's first pizzeria to open and is still in business today. In 1889, Queen Margherita went to Antica Pizzeria. The chef, Rafaele Esposito, made her a pizza using the Italian flag as inspiration – red tomato sauce, white mozzarella cheese and green basil leaves. Queen Margherita loved the pizza so much, they named it after her. Pizza is now one of the most popular meals in the world.

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Recall Facts and Details

The History of Pizza

1. What was used to make the first pizza?

   Who made it?

2. In the 17th century, what two ingredients were added as staple pizza toppings?

3. What was the name of the first pizzeria?

   When did it open?

   Who was the chef?

4. When and how was the Margherita pizza invented?

CRAZY CREATIVE CHALLENGE

Make a list of the ingredients you would use to make your ultimate pizza!

Give your pizza a name, explain how to make it and illustrate what it would look like.

Comprehension Task

TeachStarter.com

Name _____ Date _____

The History of Pizza

1. What was used to make the first pizza?
Who made it?

_____

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2. In the 17th century, what two ingredients were added as staple pizza toppings?

_____

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3. What was the name of the first pizzeria?
When did it open?
Who was the chef?

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4. When and how was the Margherita pizza invented?

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BOOK REVIEW

TITLE: _____

AUTHOR: _____

GENRE: _____

TIME ERA: _____

LOCATION: _____

MAIN CHARACTERS: _____

Favourite Character:

Gender: _____

Age: _____

Close Relationships: _____

Explain why this character is your favourite: _____

Book summary:

Favourite part:

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Verb Past Tense Worksheet

Name: _____

1. Yesterday we _____ (look) for bugs in the park.
2. We _____ (search) for bugs under rocks and on leaves.
3. I _____ (see) a butterfly. It _____ (fly) past the purple flowers.
4. I _____ (lift) up a big rock and _____ (find) a lady beetle.
5. I _____ (place) it in my bug jar, so that I could show my parents when I _____ (get) home.
6. I _____ (catch) three bugs at the park. I _____ (find) a ladybug, a rhino beetle and a tiny bug that I didn't know.
7. I _____ (think) my brother Sam could help me identify the tiny bug.
8. We _____ (get) out the bug book, and Sam _____ (open) my bug jar to get a closer look. The bug _____ (crawl) up Sam's sleeve.
9. It _____ (give) him a fright, and he _____ (spit) out the water he was _____(drink).
10. We _____ (laugh) until we _____ (fall) down.

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GRAMMAR CROSSWORD

* Abstract Noun
* Acronym
* Adjective
* Adverb
* Alliteration
* Antonym
* Common Noun
* Conjunctions
* Contraction
* Noun
* Pronoun
* Proper Noun
* Rhetorical Question
* Simile
* Verb

ACROSS CLUES

3. A doing word.
6. The repetition of the same sound at the beginning of words.
7. Words standing in place of a noun - I, she, we, us.
8. A word formed from the initial letters of other words - ANZAC.
10. Shortened word or words - it is and it's.
11. Words that add meaning to the verb on how, when, where or for how long something is happening.
12. Joining words - and, because, so.
13. Words that are opposite in meaning - hot and cold.
14. Names of everyday things - chair, car, shoes.

DOWN CLUES

1. Something you cannot taste, touch, hear, smell or see - honesty or courage.
2. The given name of people, places, objects and events - James, Australia.
4. A question where an answer is not expected.
5. A phrase that shows the likeness between two things.
6. Describing words for a person, place or thing.
9. Names a person, animal, place or thing.

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Word Work Grid

Complete each of the activities in this grid. Write the date you completed each activity on the line provided.

Syllable Sort Write your spelling words in order from the least amount of syllables to the most. Words with the same number of syllables should be in alphabetical order. Date:_____	**Odd One Out** For each of your spelling words, write four words. One is your spelling word, two relate to your spelling word and one is the odd word out that doesn't fit with the other two. Date:_____	**Wacky Words** On a sheet of paper, write your spelling words in different directions, filling up the whole sheet. Use different colours and types of writing for each word. Date:_____	**Word Detective** Write three clues about each of your spelling words. Ask someone to try to guess your spelling words using your clues. Date:_____	**Digging in the Dictionary** Use a dictionary to find the definition and write a sentence for each of your spelling words. Date:_____
Rhyming Wheels Think of as many words as you can that rhyme with your spelling words. Date:_____	**Alliteration** Write a sentence for each of your spelling words using as much alliteration as possible. Date:_____	**Sentence Smart** Write a sentence for each of your spelling words. Date:_____	**Story Time** Write a story using as many of your spelling words as you can. Underline each of your spelling words. Date:_____	**Sort Them Out** Sort the words on your spelling list into three different categories of your choice. Date:_____
Word Search Create your own word search using all the words on your spelling list. Date:_____	**Handwriting Hero** Write out your spelling words in your very best cursive hand writing. Date:_____	**Letter Lingo** Write a letter to a friend. Use as many spelling words in your letter as you can. Date:_____	**Words Within Words** Make a list of as many smaller words as you can find from your spelling list. Date:_____	**Code Breaker** Use the code guide to make a code for each of your spelling words. Date:_____

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Rhyming Wheels

Write as many words as you can that rhyme with the sound in the rhyming wheel. Use the alphabet at the bottom to help you think of more words.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

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Code Breaker

Write the numbers under each letter in your spelling word. Ask a partner to try and crack your code.

a	b	c	d	e	f	g	h	i	j	k	l	m
1	2	3	4	5	6	7	8	9	10	11	12	13

n	o	p	q	r	s	t	u	v	w	x	y	z
14	15	16	17	18	19	20	21	22	23	24	25	26

Code	Spelling Word
12, 9, 20, 20, 12, 5	little

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Digging in the Dictionary

Write your spelling word in the first column, the definition from the dictionary in the second column and the word in a sentence in the third column.

Spelling Word	Definition	Sentence

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Odd One Out

Write four words for each of your spelling words. One is your spelling word, two relate to your spelling word and one is the odd word out that doesn't fit with the other three.

e.g. happy, joyful, angry, cheerful

a) _____ _____ _____ _____

b) _____ _____ _____ _____

c) _____ _____ _____ _____

d) _____ _____ _____ _____

e) _____ _____ _____ _____

f) _____ _____ _____ _____

g) _____ _____ _____ _____

h) _____ _____ _____ _____

i) _____ _____ _____ _____

j) _____ _____ _____ _____

k) _____ _____ _____ _____

l) _____ _____ _____ _____

m) _____ _____ _____ _____

n) _____ _____ _____ _____

o) _____ _____ _____ _____

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Sort Them Out

Choose three different categories to sort your spelling words. A spelling word may go in more than one category.

Category 1:	Category 2:	Category 3:

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Word Detective

Write three clues about each of your spelling words. Ask someone to try to guess your spelling words using your clues.

a) _____

b) _____

c) _____

a) _____

b) _____

c) _____

a) _____

b) _____

c) _____

a) _____

b) _____

c) _____

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Word Work Grid – V2

Complete each of the activities in this grid. Write the date you completed each activity on the line provided.

Syllable Words Group your spelling words according to the number of syllables. Date:_____	**Working Out Words** Group your spelling words into nouns, adjectives, verbs, adverbs etc. Date:_____	**Spelling Search** Search for spelling words or words within words in your class novel/book you are currently reading. Date:_____	**Sell Your Words** Write a TV commercial for a product of your choice using as many spelling words as you can. Date:_____	**Cartoon Connection** Create a cartoon strip using as many spelling words as you can. Date:_____
Spelling Bee Write your words, definitions and sentences on the Spelling Bee Word Cards. Swap cards with a partner and ask them to spell the word. You can ask for the definition or the word used in a sentence. Date:_____	**Define It!** List your spelling words in the boxes on the left side of your paper and then write the definitions of each word on the right side, in random order. See if a partner can match the words and definitions correctly. Date:_____	**Lie Detector** Write a true or false statement explaining/ relating to each of your spelling words. Swap your words with a partner and see if they can correctly identify if the statement is true or false. Date:_____	**Script** Write a piece of dialogue between characters of your own creation. See how many spelling words you can use in the conversation. Use quotation marks and underline each spelling word. Date:_____	**Scrambled** Write each of your spelling words, jumbled up, on the left side of your page. Swap with a partner and see if they can unscramble each of the words and write the correct word on the right side of the sheet. Date:_____
Editing Expert In pairs, write a piece of text using each other's words. Spell them incorrectly, swap pieces of text and then correct the spelling of your words. Date:_____	**Texting Words** Translate your spelling words into numbers using the phone keypad on the Texting Words Worksheet. Write the number that represents each word. Date:_____	**Word Worth** Use the Word Worth worksheet to calculate the value for each of your spelling words. Highlight the word/s that are worth the most and the least. Date:_____	**Crossword** Use grid paper to make a crossword using your spelling words. Don't forget to provide clues for each word. Date:_____	**Spelling Search** Search through old magazines or newspapers to find as many spelling words as you can. Cut them out. Date:_____

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Name: _____ Date: _____

Syllable Words

1 Syllable

2 Syllables

3 Syllables

4 Syllables

5 Syllables

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Name: _____ Date: _____

Working Out Words

Noun

Adjective

Verb

Adverb

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Name: _____ Date: _____

Cartoon Connection

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Name: _____ Date: _____

Spelling Bee

Word: _____ Definition: _____ _____ _____ Sentence: _____ _____ _____	Word: _____ Definition: _____ _____ _____ Sentence: _____ _____ _____
Word: _____ Definition: _____ _____ _____ Sentence: _____ _____ _____	Word: _____ Definition: _____ _____ _____ Sentence: _____ _____ _____

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Name: _____ Date: _____

Define It

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Name: _____ Date: _____

Texting Words

1	2 abc	3 def
4 ghi	5 jkl	6 mno
7 pqrs	8 tuv	9 wxyz

T e x t i n g

8+3+9+8+4+6+4 = 42

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Name: _____ Date: _____

Word Worth

A$_{1}$	B$_{3}$	C$_{3}$	D$_{2}$	E$_{1}$	F$_{4}$	G$_{2}$
H$_{4}$	I$_{1}$	J$_{6}$	K$_{5}$	L$_{3}$	M$_{3}$	N$_{1}$
O$_{1}$	P$_{3}$	Q$_{10}$	R$_{2}$	S$_{1}$	T$_{1}$	U$_{1}$
	V$_{4}$	W$_{4}$	X$_{8}$	Y$_{4}$	Z$_{10}$	

_____

_____

_____

_____

_____

_____

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Name: _____ Date: _____

Crossword

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Outdoor Play is Better Than Indoor Play

Reasons For	Reasons Against
• There is plenty of space outdoors to run around and exercise while playing. • Outdoor play exposes children to fresh air and sunshine. • Outdoor play provides opportunities to solve real-life problems. • Outdoor play allows children to interact with nature. • Any game can be played outside, which encourages the use of imagination.	• Indoors is a comfortable and safe environment for play. • Indoor play cannot be interrupted by factors such as bad weather or insects. • Some activities, such as art and craft, are easier to complete indoors. • Indoor games, such as puzzles and board games, assist brain development. • Children can mirror and learn life skills during indoor play e.g. cooking.

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Name _____ **Date** _____

Persuasive Text – OREO Planning Template

Choose whether you are 'for' or 'against' the title statement. State your **opinion** in the box below.

Choose three **reasons** from the prompt to include in your persuasive text. Write these in the boxes below.

Reason 1:	Reason 2:	Reason 3:

Think about how to explain each reason using an **example**. Write some ideas in the boxes below.

Example 1:	Example 2:	Example 3:

Name _____ Date _____

Persuasive Text – Scaffold

Title _____

Opening statement (State your **opinion** about the topic of the text).

_____

_____

Reason 1 (State your first **reason** and provide an **example** to support it).

_____

_____

_____

_____

Reason 2 (State your second **reason** and provide an **example** to support it).

_____

_____

_____

_____

Reason 3 (State your third **reason** and provide an **example** to support it).

_____

_____

_____

_____

Concluding statement (Restate your **opinion** about the topic of the text).

_____

_____

The Shoe

Today you are going to write a narrative (a story).

The topic you have been given for your narrative is 'The Shoe'.

Think:

What do you want your story to be about? What kind of shoe is it? Why is there only one shoe? Who does the shoe belong to? What, if anything, is special about the shoe?

Plan:

Plan your writing before you begin and decide who your characters are, the setting of your story, the complication or problem and how it is solved and how the story will end.

Remember to check:

- your spelling and punctuation is all correct
- that you have used sentences
- that you have stayed on topic
- that you have edited your writing.

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Narrative Planning Template

Title _____

Orientation

Setting	Characters	Mood

Complication

Events and Climax

Resolution

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Name: _____ Date: _____

5 x 4

5 x Colour Fun!

5 x 3

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

5	white	25	yellow	45	pink
10	black	30	dark green	50	light blue
15	red	35	dark blue	55	light green
20	orange	40	purple	60	grey

11 x 5

6 x 5

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1. Shinji is 182 cm tall. Jane is 169 cm tall. If Brian is 15 cm taller than Jane, what is the combined height of all three people?

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2. What is the difference between the largest and smallest number that can be made with the digits 6, 4, 9, 3, 0, 2?

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3. Janine wanted to buy a new laptop. The laptop costs $1299, but has been reduced by $249. If Janine has $3423 in savings, how much money will she have left after she purchases the discounted laptop?

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4. The red team played five games of football. They lost the first game 1-3. They won the second and third games 2-1 and 4-0 respectively. The fourth game was a 2-2 draw. If they scored 12 goals and conceded 7 over the five games, what was the score of the last game?

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5. Mohammad has forgotten his password! He knows the first number and had written down sums to calculate the other three numbers. The third number equals the second number plus the first. The fourth number equals the third number minus 2. The second number equals the first number plus 4. If the first number is 2, what is the password?

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6. In a game of darts, my opponent had scored 321 points. I was 126 points behind my opponent and then scored the following points: 60, 6, 5, 3, 18, 5, 14, 22. Am I winning or losing?

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7. Neil decided to train for cross-country. On the first day of training he ran 3.2 km. On the second day he ran 5.4 km. On the 3rd and 4th day he ran a total of 8.9 km. If he ran 22 km in total after five days of training, how far did he run on the fifth day?

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8. There were 93 people on the high-speed train. 23 got off at the first station and 48 got off at the third station. If there are 5 people left on the train at the fourth station, how many got off at the second station?

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9. A shop buys skateboards for $83 and sells them for $159.95. If they have a sale and sell them for $20 less, what is the profit on each skateboard sold?

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10. How many sandwiches were sold in total? 15 chicken were sold. Vegetarian sold 8 less than chicken. Beef was the most popular sandwich and sold 14 more than vegetarian.

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11. A total of 96 239 fans attended the grand final of the World Cup. If 36 829 supported Germany and 48 293 supported Argentina, how many neutral supporters were in the stadium?

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12. Susan loves sushi! She ordered a plate with 4 chicken and avocado rolls, 6 California rolls and 3 prawn rolls. Her second plate had two less of each. How many sushi rolls did she have in total?

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13. Kevin is great at basketball. His team scored 24 points in the first quarter, 32 in the second, 19 in the third and 25 in the fourth. If his team mates scored 54 points, how many points did Kevin score?

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14. Jill's family fly 8 432 km to arrive at their favourite holiday destination. They are in mid-air and have flown 6 212 km. If the plane's tank of fuel can allow it to fly for 12 000 km, how much further could they fly from their current location?

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15. The class had their biggest exam of the year. The first half of the exam took 1 hour 40 minutes. They were allowed a 30 minute break before beginning the second part of the exam. If the exam began at 11.00 am and finished at 2.00 pm, how long did the second half of the exam take?

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16. The car's tank had 8.2 L of fuel remaining. It used 1.8 L driving to the supermarket and 2.4 L driving to the beach. If it needs 6 L to travel to the petrol station, will it make it without running out of fuel?

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17. Scott wanted to get to work at 8.00 am sharp. He stops at the shops for 13 minutes, after walking for 19 minutes. He then catches a bus for 32 minutes, then walks an additional 6 minutes. What time does he leave home?

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18. The book stand sold 678 magazines in the first month and 46 less than that in the second month. How many magazines did they sell in these two months?

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19. There are 88 elephants in the herd. 36 are male adults and 23 are children of which 10 are male. How many females are there in the herd?

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20. On Monday, Jose had 198 apples, 139 oranges, and 55 pears available at his shop. That day, he sold 15 apples, 22 oranges, and 18 pears. How many pieces of fruit were remaining on Tuesday?

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Name _____ **Date** _____

Year 4 Daily Maths Problems

1. Steven read 9 books each month. He read the same number of books each month for six months. How many books did Steven read in total?

2. Noah and his dad are visiting an amusement park. The entry fee for Noah is $34.95. The entry fee for his dad is $41.95. How much change would they receive from $100?

3. Sue chose a box of chocolates that had 6 rows of 3. Ben chose a box of chocolates that had 8 rows of 2. Who had more chocolates?

4. There are 12 koi fish swimming in a pond. These fish make up ¼ of all the fish in the pond. How many fish are in the pond altogether?

Name _____ Date _____

Year 4 Daily Maths Problems

5 Mr. Smith has 28 children in his class. If he wants to give each child 2 sweets each, how many sweets does he need to buy?

6 Each chicken coop can hold 8 chickens. What is the maximum number of chickens that can fit in 7 coops?

7 Liam collected 36 football cards. Lisa collected ¾ of the amount Liam did. How many football cards did Lisa collect?

8 A toy train weighs 35 grams. A toy truck weighs 127 grams. How much heavier is the truck than the train?

Name _____ **Date** _____

Year 4 Daily Maths Problems

9 Nathan's basketball game started at 9:15 am. Nathan was running late and missed 23 minutes of the game. What time did Nathan arrive?

10 Jack wanted to purchase three lollipops. Normally they are 35 cents each, but today they are on special and he can buy three for $1.00. How much money would Jack save by purchasing the special?

11 The perimeter of a square is 48 cm. What is the length of each side of the square?

12 24 marbles were shared equally amongst a group of children. Each child received 4 marbles. How many children were in the group?

Name _____ Date _____

Year 4 Daily Maths Problems

13 Darren has 32 seeds he wants to plant. Sam has three times as many seeds as Darren. How many seeds does Sam have?

14 When a number is added to 31, the answer is the same as 46 - 11. What is the number?

15 Robyn drew a number line from 0 to 100. What number would she place ¾ along the number line?

16 Alice started school at 8:30 am and finished school at 3:15 pm. How long was Alice at school for?

Name _____ Date _____

Year 4 Daily Maths Problems

17 Mrs. Campbell had 19 students in her class at the start of the school year. At the end of the school year, Mrs. Campbell had 32 students in her class.How many students joined Mrs. Campbell's class throughout the year?

18 Matthew is looking forward to celebrating his birthday in 8 weeks and 2 days. How many days are there until Matthew's birthday?

19 Jimmy swims one lap of the swimming pool in 1 minute and 12 seconds. How long would it take Jimmy to swim 10 laps?

20 Rob used number cards to make a four-digit number. His number was 1054. He added 100 more to his number. What was his new number?

Maths Investigation –

Fractions

Fly that Flag!

The Scenario

Your school is holding a mini-Games, where each class will compete against the others in a range of sports. The mini-Games will begin with an opening ceremony, where each class will walk around the school oval together. A class representative will walk at the front of each group, holding and waving the class flag.
Your teacher has asked each student in your class to submit a design for the class flag. The class will then vote on the best design. The most popular design will be used for the opening ceremony of the school mini-Games.

The Task

Design a class flag to be displayed during the opening ceremony of the school mini-Games.
Include all design elements and follow all spacing guidelines, set out below.

Design Elements

Your teacher has decided that the class flag **must** include the following elements:

- the name of your class
- a picture or symbol to represent your class
- a colourful pattern, consisting of lines or shapes
- the school colours of red, blue and yellow.

Your teacher does not like the colours white or black. These **must not** be included on the flag.

Spacing Guidelines

Your teacher is also very particular about how much space each element can occupy on the flag. You must follow the following guidelines when designing your flag:

- the class name must take **up at least** $\frac{1}{5}$ of the space on the flag
- the picture or symbol must take up **at least** $\frac{1}{8}$ of the space on the flag
- the colourful pattern must take up **no more than** $\frac{1}{4}$ of the space on the flag
- the school colours must appear on **no more than** $\frac{1}{2}$ of the flag.

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The Procedure

1. Check your understanding of the task

Carefully read through the task, the list of design elements and the spacing guidelines. If there are any instructions that you do not understand, ask your teacher to explain them to you.

2. Plan and sketch your design

Use your knowledge and understanding of unit fractions to plan and sketch a design for your class flag. A blank flag template is provided for you.

3. Check your design

Reread the list of design elements and spacing guidelines for the flag design. Carefully check that your design includes all of the design elements and meets each of the spacing guidelines.

4. Record and explain your choices

Use the table provided to explain how much space you used for each design element. Use words and numbers to prove how these choices meet the spacing requirements set out by the teacher.

The Materials

- Two blank flag templates
- A lead pencil
- Coloured pencils or markers
- A ruler

5. Create your flag

Draw and colour your flag design using the second blank flag template.

6. Present your design

Present your design to the class. Explain how you met all of the requirements of the task. As a class, vote on each flag to determine the most popular design.

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FLAG TEMPLATES

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Name _____ Date _____

Recording and Explaining

- The design elements for the class flag have been listed in the first column of the table below.
- In the second column, explain how much space you used for each element on your own flag.
- In the third column, use words and numbers to prove how these choices meet the spacing requirements set out by the teacher.

Design Elements	My Spacing Choices	My choices meet the spacing guidelines set out by the teacher because...
• the name of your class		
• a picture or symbol		
• a colourful pattern		
• the school colours		

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Name _____ Date _____

Reflection

1. Did you enjoy working on this investigation? Give reasons to explain your answer.

2. Did you face any challenges during the investigation? If so, how did you overcome them?

3. How do you feel about your flag design? Is there anything you would change if you repeated the task?

4. What new knowledge and skills did you learn by completing this investigation?

5. Circle the statement that best suits how you feel about fractions after completing this investigation.

   a) I feel very confident working with fractions.

   b) My understanding of fractions is improving.

   c) I still need some help when working with fractions.

Name _____ **Date** _____

My Ecological Footprint

Read the following questions. Take note of your household's behaviour over one week. For each question, shade a number from 1 to 7 which best describes your household situation. The last question asks you to tally your results.

1. How often do you eat animal-based products? This includes meat, poultry, seafood, eggs and dairy.

1	2	3	4	5	6	7
never			once a day			for every meal

2. Which foods that you eat have no packaging?

1	2	3	4	5	6	7
all of it			vegetables and fruit			it all has packaging

3. How many bedrooms and bathrooms does your house have all together?

1	2	3	4	5	6	7

If the number is greater than 7, just mark 7.

4. What material is the outside of your house made from?

1	2	3	4	5	6	7
straw	bamboo	wood	brick	concrete	adobe	steel

Name _____ **Date** _____

5. How many people live in your household?

1	2	3	4	5	6	7

If the number is greater than 7, just mark 7.

6. Do you use energy efficient appliances and lights in your home?

1	2	3	4	5	6	7

every appliance energy saving light bulbs none at all

7. What percentage of your electricity comes from 'Green' energy sources?

1	2	3	4	5	6	7

100% more than 20% 0%

8. Compared to your neighbours, how much rubbish do you generate?

1	2	3	4	5	6	7

much less about the same much more

9. How do you mostly get to and from school and other places you regularly visit?

1	2	3	4	5	6	7

always walk public transport always drive

Name _____ **Date** _____

10. How much does your family spend on petrol each week?

1	2	3	4	5	6	7

nothing between $20 and $50 more than $50

11. How often do members of your family carpool?

1	2	3	4	5	6	7

5 days a week 2 days a week never

12. How far do you travel on public transport each week?

1	2	3	4	5	6	7

more than 100 km more than 50 km less than 5 km

13. How many hours do you fly each year?

1	2	3	4	5	6	7

none around 5 more than 10

14. How often does your family plant trees, vegetables or other plants?

1	2	3	4	5	6	7

everyday weekly never

Name _____ Date _____

15. Use the space below to add up all the numbers you have shaded to work out your overall ecological footprint score. Then, use the data analysis table below to see what your score means.

Ecological Footprint - Data Analysis

Once you have tallied your results, find where your number sits in the table and read about your ecological footprint. Discuss your class data.

0 - 19	20 - 39	40 - 59	60 - 79	80 - 100
You have a very low ecological footprint. In fact, if everyone on Earth had a footprint in this range the earth wouldn't be in trouble.	Your ecological footprint is small enough that it will reduce the growth of ecological destruction but it will not provide a long-term solution to the problem.	You have an average ecological footprint. Remember that even though it is average, this number must be reduced.	Your ecological footprint is larger than average. You might consider how you can change your actions to reduce this number.	A number this high means you are living way beyond where you should be in order to protect the earth. Find ways to reduce your number now.

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Personal Coat of Arms

Aim

Students draw a personal coat of arms which represents their individual skills, interests and goals.

Materials

Personal coat of arms template (one per student)

Pencils, crayons or markers

Instructions

- Explain to the students that they are going to design a personal coat of arms which reflects who they are. If possible, show the students a sample coat of arms that you have designed.
- As a class, brainstorm some categories that each section of the coat of arms might represent e.g. personal strengths, passions and interests, goals for the future.
- Allow the students to choose a personal coat of arms template (you may wish to enlarge these to A3 size). Some students may choose not to use a template and may wish to create their own, individual design.
- Once completed, encourage the students to share their personal coats of arms with the class. These could remain on display in the classroom throughout the school year.

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THE COSMIC DANCE OF THE SUN, EARTH AND MOON

INSTRUCTIONS

AIM

To create a model which demonstrates the interplay of the sun, planet Earth and the moon.

MATERIALS

1 x sun, Earth and moon template

Coloured pencils or markers

2 x split pins

INSTRUCTIONS

1) Colour in the sun, Earth and moon on the template. (Note: These are not drawn to scale).
2) Carefully cut out each of the shapes.
3) Connect Earth to the sun by fastening the paper 'arm' connected to Earth to the back of the sun with a split pin.
4) Connect the moon to Earth by fastening the paper 'arm' connected to the moon to the back of Earth with a split pin.
5) Demonstrate the movement of Earth and the moon by moving Earth around the sun and moving the moon around Earth.

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