

# Learning From Home

Term 4  
Week 2

Stage 2  
Mon - Tues

## Spelling Week 2

List	Monday	Tuesday	Wednesday	Thursday	Friday
picnic					
panic					
topic					
basic					
you're					
we're					
here's					
where's					
he'd					
they'd					
natural					
examine					
external					
metamorphosis					
irrigation					
nitrogen					
potassium					
fertilisers					
invertebrate					
demo					
democracy					
pandemonium					
demography					
democrat					

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Spelling Word Think Board



Word:

Definition:

Picture:

Synonym:

Sentence:



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Parts of Speech Sort

Sort the spelling words into nouns, verbs, adjectives and other.

Noun

Verb

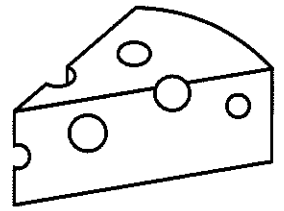
Adjective

Other

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Phoneme Split



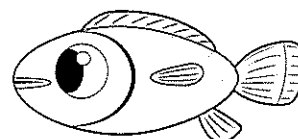
Write the weekly spelling words in the first column and then split the sounds (phonemes) into their own boxes.

<i>cheese</i>	<i>ch</i>	<i>ee</i>	<i>se</i>				

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Rhyming Words



Write the weekly spelling words in the first column, then write two rhyming words in the next two columns.

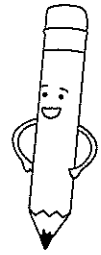
<i>fish</i>	<i>dish</i>	<i>wish</i>

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Alphabetical Order

Use the alphabet to help you put the weekly spelling words in alphabetical order.



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

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.



Monday



# A Real Virtual World



Ever since I moved to the new house, life had been a little boring. Don't get me wrong, the house itself was cool – brand new, only just built and way bigger than our last place. It's just that we were miles away from any of my friends now. I used to play out on the street with Lucas and Cody all the time but now they hung out together, while I was stuck in the middle of nowhere.

'Come on Jamie,' my mum kept saying. 'Go and explore. See what you can find, maybe you'll meet some new friends.' Huh! Not much chance of that. Our house is one of the first to be finished on this new estate. Looking out of my bedroom window, I can see diggers and a few big metal containers but apart from that just empty, muddy fields.

It's not all bad though because I have been able to spend loads more time building new worlds on my tablet computer. Before we moved, I wasn't that good at it. Now I'm practising all the time, I can create some really original stuff. I'm starting a new world today, beginning with the best house I've ever designed.

Something really weird has happened this morning. Last night, I made a start on that new world. I was determined to make a great job of it, to show Lucas and Cody when I next saw them, so I began carefully with all the foundations I needed. After flattening some land, I dug trenches for where all the walls needed to be built on this amazing new house I had planned. It had taken me ages to find the right spot, exploring in the virtual world – the battery almost died on the tablet and I had to plug it in to charge it up.

Anyway, the strange thing is when I looked out of my window today across our back garden, the trenches were there. I mean – outside, for real! I wasn't sure at first, I thought I was being ridiculous and imagining it. However, I dashed to get the

tablet and loaded up my world. Holding it up to compare side by side, I was sure those trenches that had appeared outside beyond our garden fence looked exactly like those I'd designed myself.

I figured there was only one thing for it – I needed to keep building and see what happened.

It has happened again! This time, I know it's true! I built the first rows of bricks for the house on my tablet and deliberately chose some really obscure colours. Just to make absolutely certain, I changed my design too and dug out the space for a swimming pool in the space at the side. You know what? There it was this morning! Outside my window, behind the far edge of our garden: same bricks with the same swirling pattern of orange and blue, in the same shape as my virtual house on the tablet. To the right, a great hole big enough for a swimming pool! It's amazing – my virtual world is becoming real.

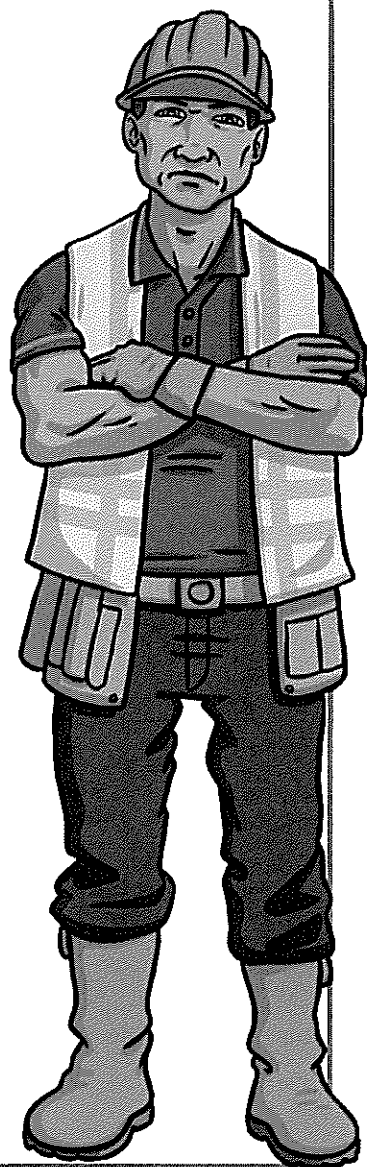
Maybe when it's finished, I can use it as my own personal hide-out. Like the biggest, best den ever. Imagine what Lucas and Cody will say when they come over to visit. I can't wait to keep building...

Early this morning, there was a knock on the door. This was before I'd even had chance to check on the progress of my real virtual house behind the garden. Hoping to see the beginning of my newest features, sad and disappointed I went to open the door.

Tall, with round glasses and wearing a yellow builder's hat and fluorescent yellow jacket, a serious-looking man stood at our doorstep as Mum and I arrived to answer the door together. There was some kind of Internet connection problem, he was explaining to my mum, looking occasionally down at me. Nothing to worry about and no-one to blame. Urgently needing to be fixed though he said; the Wi-Fi signal had been crossed and a device traced to our house had been accidentally saving files to their computer server, over-writing existing plans. I blushed.

Apparently, the builders hadn't thought anything of it when they first dug new trenches. They had been a bit bewildered when putting in the brightly coloured bricks and digging out the swimming pool, but suspicion had only really been aroused today when they viewed the plans for a shark-infested moat around the house, a drawbridge and watchtower!

*Steve Johnson; 2015*



## Questions 1 to 14 are about 'A Real Virtual World'

For questions 1 to 4, please circle the correct answer.

1. The story is written from the perspective of:

Lucas

Cody

Jamie

Mum

1 mark

2. The story teller has recently...

moved schools

moved house

made a  
new friend

bought a  
computer

1 mark

3. What can Jamie see from his window?

grassy fields

his friend's  
house

diggers and  
empty muddy  
fields

new houses

1 mark

4. What colour bricks did Jamie add to his house design?

orange and  
blue

orange and  
green

blue and green

blue and red

1 mark

total for  
this page

5. Order these events as they happen in the story. Number them 1, 2, 3, 4.

The builders dig out space  
for a swimming pool.

☐

Jamie learns to design  
houses on his tablet.

☐

A man visits Jamie's house  
with an explanation.

☐

The builders dig trenches  
which match Jamie's design.

☐

1 mark

6. Using evidence from the text, complete the table with words and phrases to describe how Jamie felt at these points in the story.

Section of the story	How Jamie felt
when the man knocks on the door	
when the problem with the Wi-Fi is revealed	

2 marks

7. Find and copy part of a sentence which shows that Jamie had spent a long time designing his virtual house.

1 mark

8. While the man was talking to Jamie's mum, he looked down at Jamie 'occasionally'.

Give one reason why he did this.

1 mark

total for  
this page

9. 'They had been a bit bewildered when putting in the brightly coloured bricks'

Which word is closest in meaning to 'bewildered'? Tick one.

confident

☐

confused

☐

unhappy

☐

1 mark

10. At the end of the story, Jamie's house design included a shark-infested moat, a drawbridge and a watchtower. **Find** and **copy** a sentence from the beginning of the text which tells us why Jamie thinks he is able to create such complicated designs.

1 mark

11. Jamie uses the words '*stuck in the middle of nowhere*' to describe where he is. These words show us that Jamie feels: (circle the correct answer)

happy and contented

isolated and lonely

interested and motivated

1 mark

12. The man at the door explained that the problem needed to be fixed 'urgently'. Give another word with the same meaning which could have been used instead.

1 mark

total for this page

13. Why is the story called 'A Real Virtual World'?

2 marks

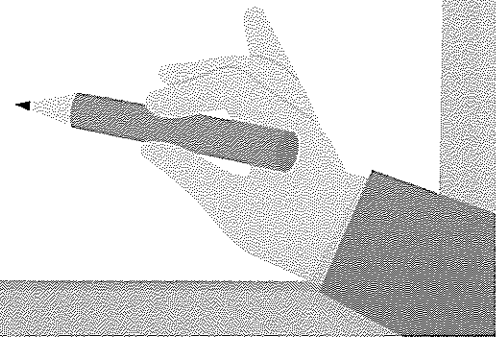
14. Based on what the man says, predict what Jamie might say to his mum when she asks him if he knows anything about what has happened.

3 marks

**End of questions about 'A Real Virtual World'**

total for  
this page

# SIMPLE SENTENCES



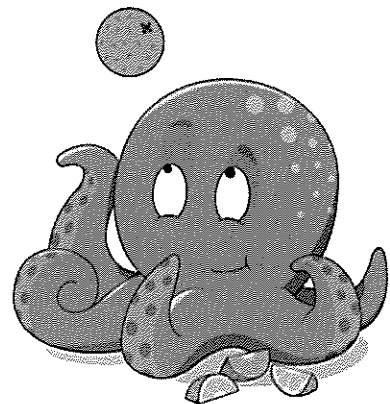
## What Is a Sentence?

A sentence is a group of words that express a complete thought. Sentences can be simple or complicated. They can be long or short. Sometimes a single word can be a sentence.

E.g. Run!

Sentences can sometimes be silly. As long as the words express a complete thought, it is still a sentence.

E.g. The octopus ate oranges for breakfast.





# Identifying Sentences

Listen carefully to the following groups of words. Decide if they are a sentence or not.

Remember, sentences express a complete thought. They have both a subject and a verb.

1. My sister annoys me every single day.
2. Ran through the trees.
3. Slowly.
4. Jacinta rode her bike to the park.



# Identifying Sentences – Answers

1. My sister annoys me every single day.

This is a sentence. It has a subject and a verb.

2. Ran through the trees.

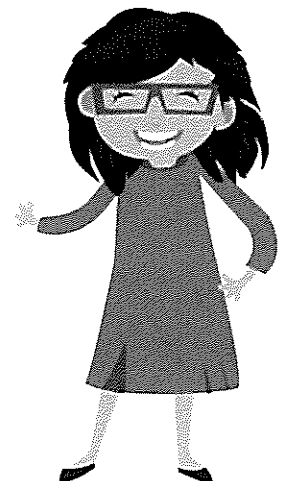
This is not a sentence. It has no subject.

3. Slowly.

This is not a sentence. It has no subject and no verb.

4. Jacinta rode her bike to the park.

This is a sentence. It has a subject and a verb.





# Identifying Sentences – Review

Complete the What is a Sentence? Worksheet.

Remember, a sentence is a group of words containing a subject and a verb that express a complete thought.

Once you have finished, check your answers with your classmates.

Simple Compound and Complex Sentences Worksheet

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### What is a Sentence?

Use colours to match a sentence beginning (the first column of boxes) with a sentence ending (the second column of boxes). Make a meaningful sentence.

The rabbit was hopping	around the horse track
The bunch of red roses	on their bee hives
The lion is roaring	in a purple vase
Bees make honey	is brown and white
The little white kitten was	in the cage
The horse galloped	by its food bowl

Write your own sentence. Make sure your sentence has a subject and a verb.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

© teachstarter

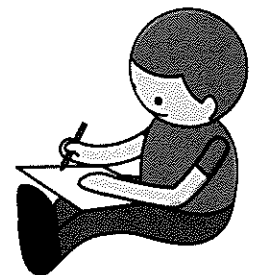
## Types of Sentences

There are three types of sentences: simple sentences, compound sentences and complex sentences.

Each of these sentence types has a unique structure.

It is important to use all three sentence types in your writing. This makes your writing more enjoyable and interesting for the reader!

Let's look at each type of sentence more closely.



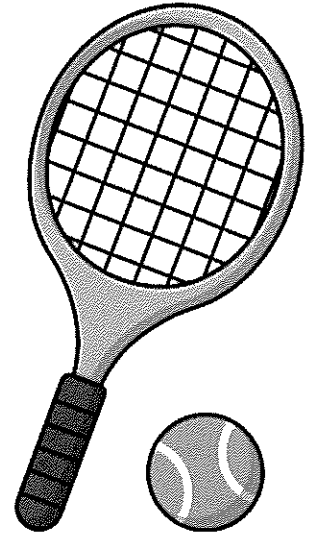
# Simple Sentences

A simple sentence is also called an independent clause. It contains a subject and a verb and expresses a complete thought.

Example:

Scott plays tennis.

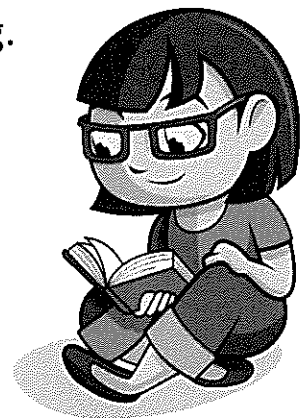
**simple sentence = subject + one verb**



# Simple Sentences

Identify the subject and the verb in these simple sentences.

1. The birds flutter gracefully through the treetops.
2. Sashini does gymnastics every Saturday morning.
3. Louisa reads every night before bed.
4. My dog hates baths.
5. I ate all of my dinner.



# Simple Sentences – Answers

Did you identify the subject and the verb in these simple sentences?

1. The birds flutter gracefully through the treetops.
2. Sashini does gymnastics every Saturday morning.
3. Louisa reads every night before bed.
4. My dog hates baths.
5. I ate all of my dinner.



# Simple Sentences – Review

Complete the Simple Sentences Worksheet.

Remember, a simple sentence contains a subject and a verb and expresses a complete thought.

Once you have finished, check your answers with your classmates.

Simple Sentences Worksheet

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Simple Sentences

Underline the subject and the verb in these simple sentences.

- The hamster ran around the hamster wheel.
- Scientists have discovered a new planet.
- The boy ate a hamburger.
- We have singing rehearsal before school.
- Bob washed themselves in our hot bath.
- Tom can read chapter books.
- I went to the beach.

Use the correct word from the word bank to complete the sentences.

banana	football	plane	post
bike	trains	apples	dog

Fill in the blanks.

My brother likes to play with his toy \_\_\_\_\_.

Ever went swimming at the school \_\_\_\_\_.

The jet \_\_\_\_\_ has two wings.

My \_\_\_\_\_ team won the final match on the weekend.

There were ten red \_\_\_\_\_ ready to be picked.

I went for a long ride on my \_\_\_\_\_.



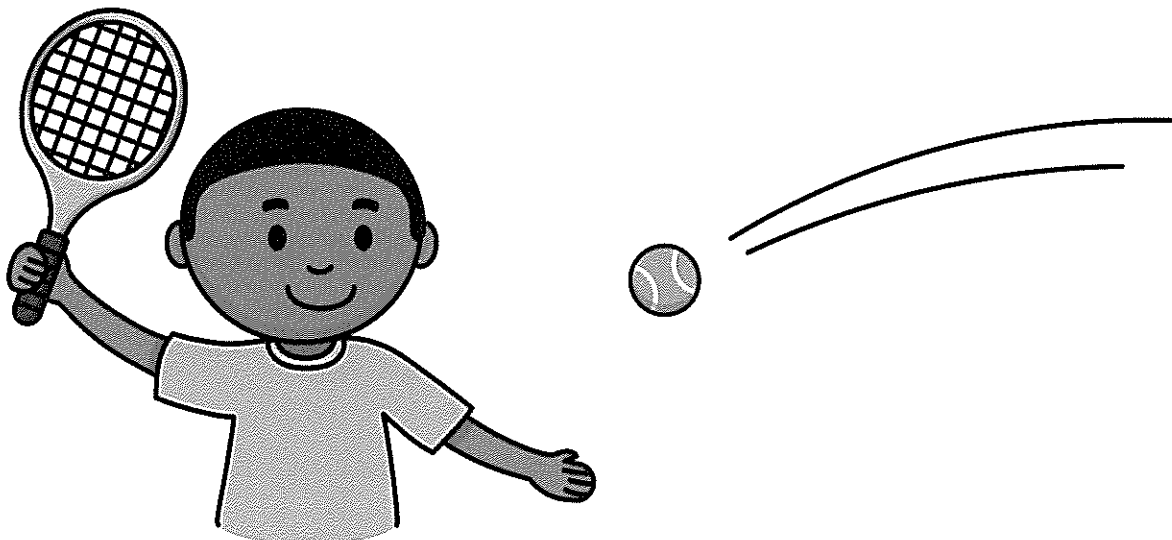
# Simple Sentences

A simple sentence is also called an independent clause. It contains a **subject** and a **verb**. A simple sentence expresses a complete thought.

**For example:**

**Scott plays tennis in the morning.**

**simple sentence = subject +  
ONE verb**



Name \_\_\_\_\_

Date \_\_\_\_\_

## Simple Sentences

**Underline the subject and the verb/s in these simple sentences.**

- The hamster ran around the hamster wheel.
- Scientists have discovered a new planet.
- The boy ate a hamburger.
- We have singing rehearsals before school.
- Birds wash themselves in our birdbath.
- Tom can read chapter books.
- I went to the beach.

**Use the correct word from the word bank to complete the sentences.**

bananas

football

plane

pool

bike

trains

apples

dog

I like to eat \_\_\_\_\_.

My brother likes to play with his toy \_\_\_\_\_.

Evie went swimming in the school \_\_\_\_\_.

The jet \_\_\_\_\_ has two wings.

My \_\_\_\_\_ team won the final match on the weekend.

There were ten red \_\_\_\_\_ ready to be picked.

I went for a long ride on my \_\_\_\_\_.

I hope to get a \_\_\_\_\_ one day.

# Times Table Test - 3× Table

Check

1.	$5 \times 3 =$		
2.	$3 \times 7 =$		
3.	$2 \times 3 =$		
4.	$11 \times 3 =$		
5.	$3 \times 12 =$		
6.	$1 \times 3 =$		
7.	$3 \times 4 =$		
8.	$3 \times 10 =$		
9.	$8 \times 3 =$		
10.	$3 \times 0 =$		
11.	$3 \times 6 =$		
12.	$3 \times 9 =$		
My score:			

Check

13.	$12 \div 3 =$		
14.	$9 \div 3 =$		
15.	$33 \div 3 =$		
16.	$6 \div 3 =$		
17.	$15 \div 3 =$		
18.	$24 \div 3 =$		
19.	$3 \div 3 =$		
20.	$36 \div 3 =$		
21.	$21 \div 3 =$		
22.	$18 \div 3 =$		
23.	$30 \div 3 =$		
24.	$27 \div 3 =$		
My score last time:			

How I can improve:



# Fact Family Triangles

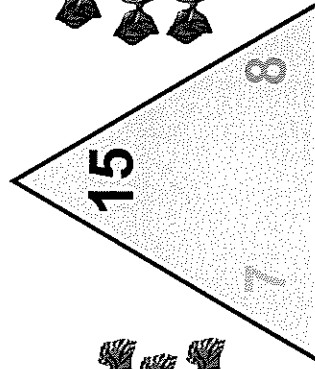
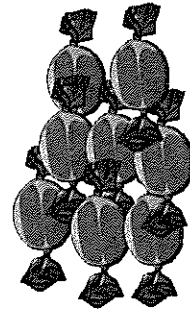
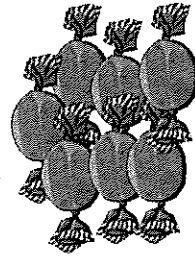
## Addition and Subtraction



### Fact Family Triangles

I have 15 lollies.

7 are green and 8 are blue.



### Aim

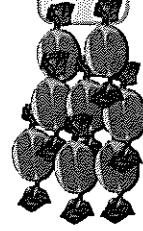
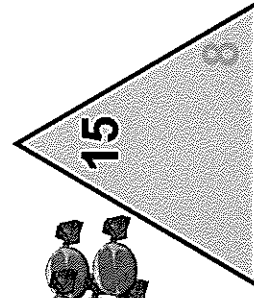
- I can understand and make fact families using addition and subtraction.



### Fact Family Triangles

I have 15 lollies.

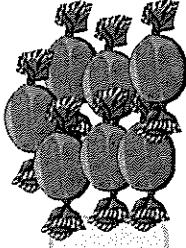
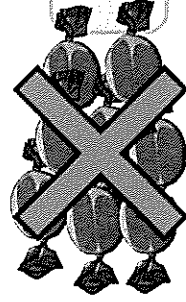
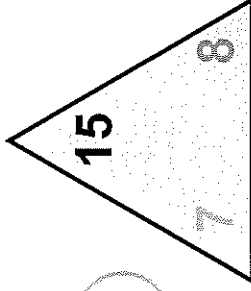
7 are green and 8 are blue.



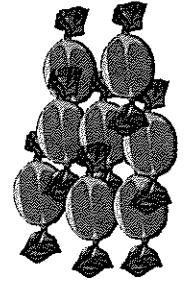
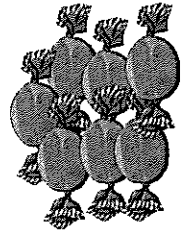
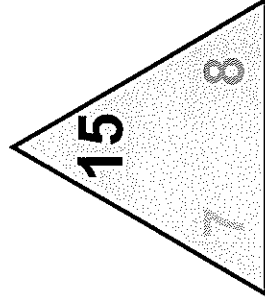
$$8 + 7 =$$

## Fact Family Triangles

I have 15 lollies.  
I eat the blue ones.

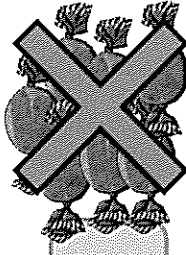
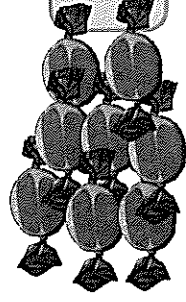
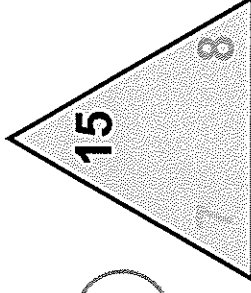


## Fact Family Triangles



## Fact Family Triangles

I have 15 lollies.  
I save the greens ones for later.

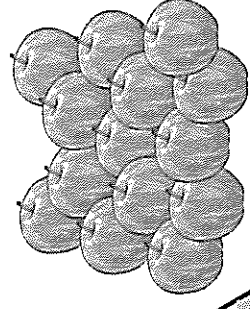
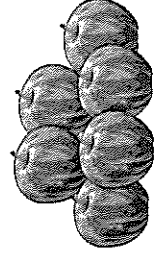
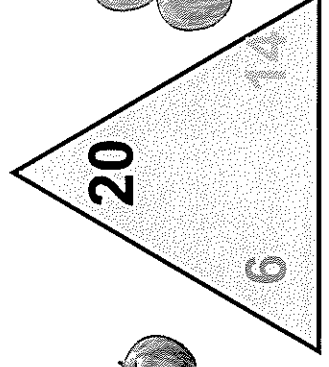


$$15 - 7 =$$

## Fact Family Triangles

I have 20 apples.

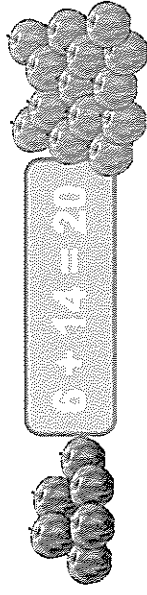
6 are red and 14 are green.



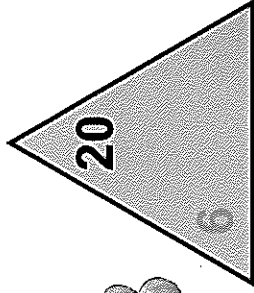


## Fact Family Triangles

I have 20 apples.  
6 are red and 14 are green.

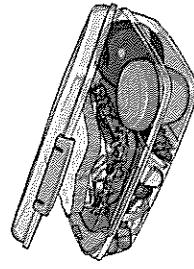


$$6 + 14 = 20$$

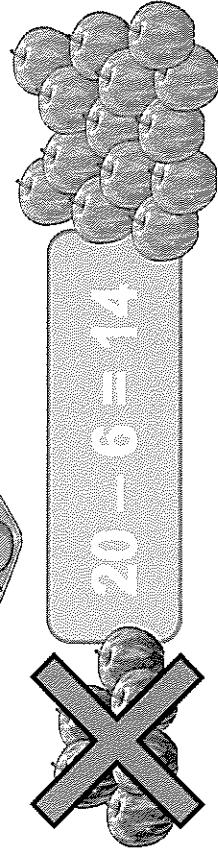
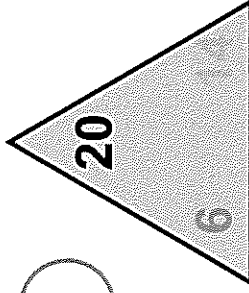


## Fact Family Triangles

I have 20 apples.  
I pack the 6 red apples for school lunches.

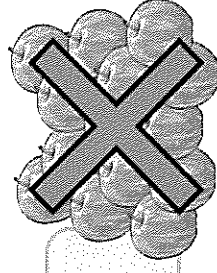
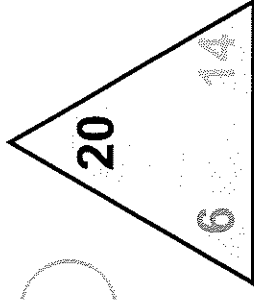
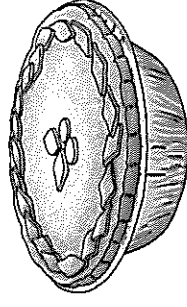


$$20 - 6 = 14$$

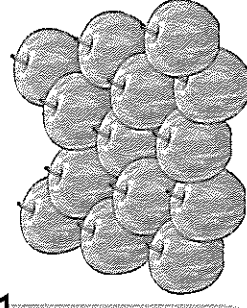
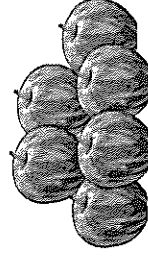
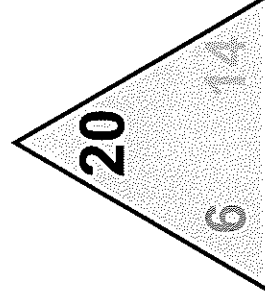


## Fact Family Triangles

I have 20 apples.  
I cooked the 14 green apples in a pie.



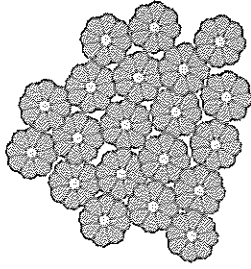
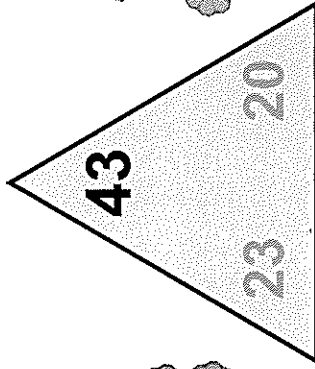
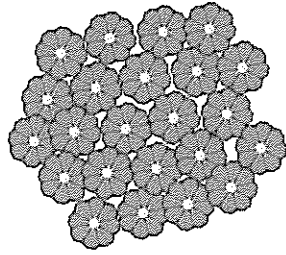
## Fact Family Triangles



## Fact Family Triangles

I have 43 flowers.

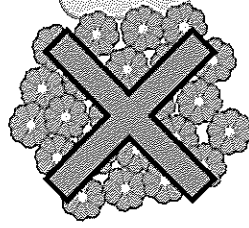
23 are pink and 20 are orange.



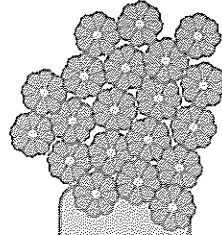
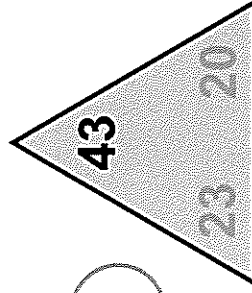
## Fact Family Triangles

I have 43 flowers.

I send the 23 pink flowers to my Aunty.



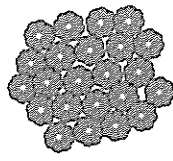
$$43 - 23 = 20$$



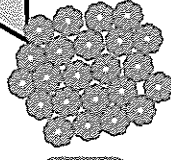
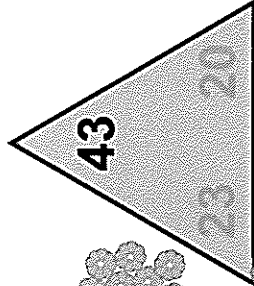
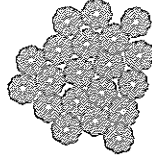
## Fact Family Triangles

I have 43 flowers.

23 are pink and 20 are orange.



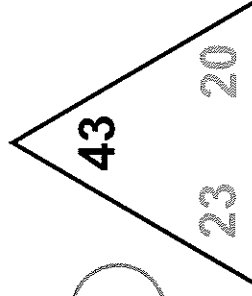
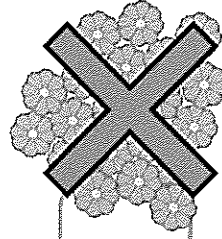
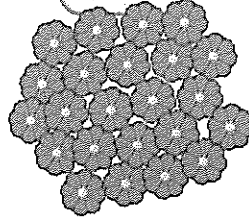
$$23 + 20 = 43$$



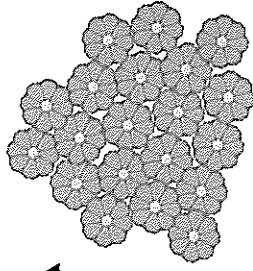
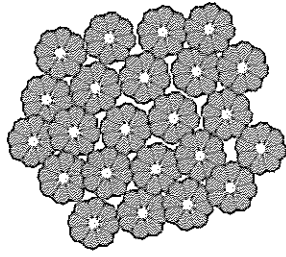
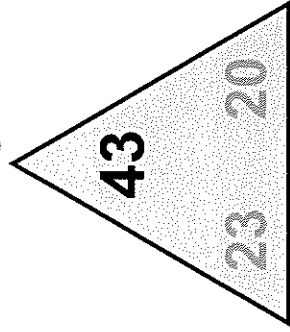
## Fact Family Triangles

I have 43 flowers.

I put 20 orange flowers in vases.

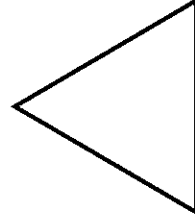


## Fact Family Triangles



## Fact Family Triangles

Can you match the triangle with the correct fact family?



$7 + 11 = 18$

$11 + 7 = 18$

$18 - 7 = 11$

$18 - 11 = 7$

$8 + 14 = 22$

$14 + 8 = 22$

$22 - 14 = 8$

$22 - 8 = 14$

$6 + 5 = 11$

$5 + 6 = 11$

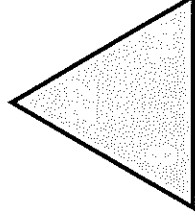
$11 - 6 = 5$

$11 - 5 = 6$

Next Question

## Fact Family Triangles

Can you match the triangle with the correct fact family?



$7 + 11 = 18$

$11 + 7 = 18$

$18 - 7 = 11$

$18 - 11 = 7$

$8 + 14 = 22$

$14 + 8 = 22$

$22 - 14 = 8$

$22 - 8 = 14$

$6 + 5 = 11$

$5 + 6 = 11$

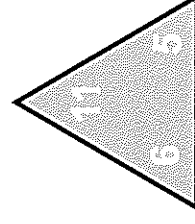
$11 - 6 = 5$

$11 - 5 = 6$

Next Question

## Fact Family Triangles

Can you match the triangle with the correct fact family?



$7 + 11 = 18$

$11 + 7 = 18$

$18 - 7 = 11$

$18 - 11 = 7$

$8 + 14 = 22$

$14 + 8 = 22$

$22 - 14 = 8$

$22 - 8 = 14$

$6 + 5 = 11$

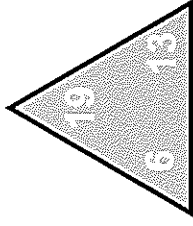
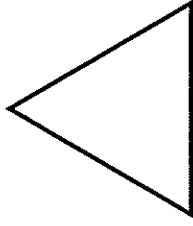
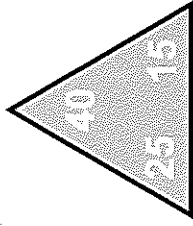
$5 + 6 = 11$

$11 - 6 = 5$

$11 - 5 = 6$

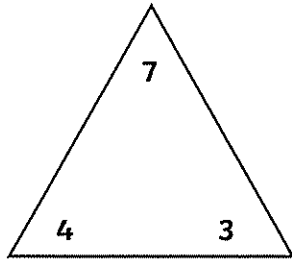
# Fact Family Triangles

Write your own fact families for these triangles.

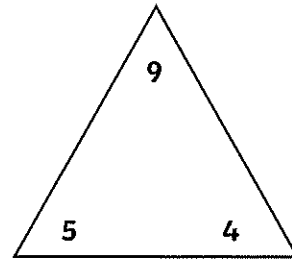


# Addition and Subtraction Fact Families to 10

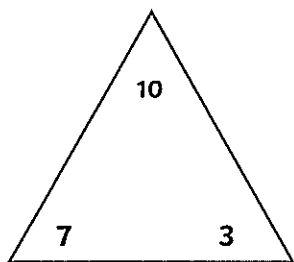
For each set of numbers, write four different addition and subtraction facts.



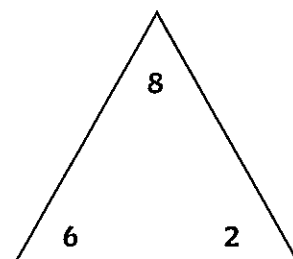
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<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	-	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	-	<input type="text"/>	=	<input type="text"/>



<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	-	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	-	<input type="text"/>	=	<input type="text"/>



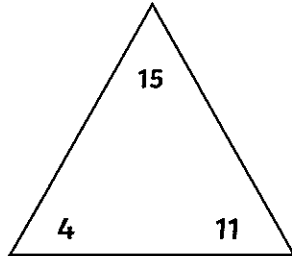
<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	-	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	-	<input type="text"/>	=	<input type="text"/>



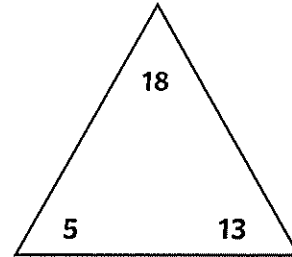
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<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	-	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	-	<input type="text"/>	=	<input type="text"/>

# Addition and Subtraction Fact Families to 20

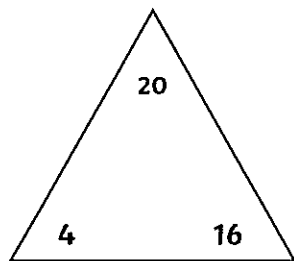
For each set of numbers, write four different addition and subtraction facts.



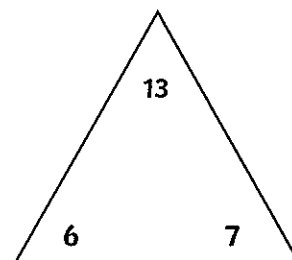
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<input type="text"/>	-	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	-	<input type="text"/>	=	<input type="text"/>



<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	-	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	-	<input type="text"/>	=	<input type="text"/>



<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>
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<input type="text"/>	-	<input type="text"/>	=	<input type="text"/>

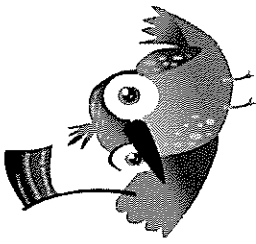


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<input type="text"/>	-	<input type="text"/>	=	<input type="text"/>

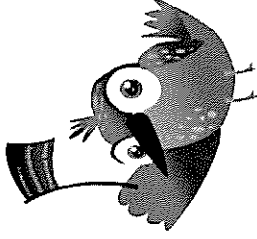


# PBL LESSON

## Return to School



We haven't at school for a really long time.  
Everyone has done an amazing job learning from home.  
It will be great when we can all be together



Some things might be a little bit different when we come back to school but our rules and our values haven't changed.

We will need to listen to our teachers carefully as there will be some new rules and some things may be done differently.

## RETURN TO SCHOOL

Respect

<https://youtu.be/uWXPcP8t00M>

Responsibility

<https://youtu.be/7ew6herS7Gg>

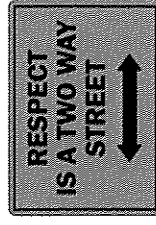
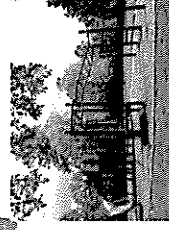
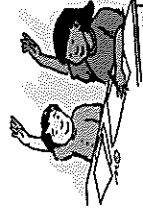
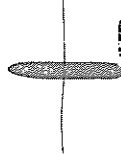
Personal Best

<https://youtu.be/l-gQLqv9f4o>

## RESPECT

It is important that our rights are respected everywhere, including at school.

We all need to make sure we respect our own rights and the rights of others.



# RESPECT

## EDUCATION

- \* I aim to achieve my personal best.
- \* I will respect others by listening to them and respecting their views.
- \* I will let other people get on with their work.
- I will respect others by calling them by their correct name.
- I will respect and abide by the rules.

## PLAY AND RELAX.

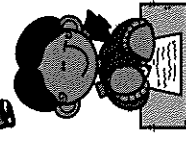
- \* I will respect this right by working hard in lessons, and playing and relaxing in my break times.
- \* I will behave safely at all times.

## PLAY WITH OTHER STUDENTS.

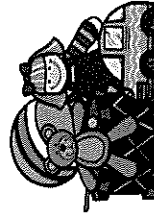
- \* I will respect this right by letting others play and join in with games and activities.
- \* I will be kind to others and use words to sort out any disagreements.
- \* I will ask an adult for help if I can't solve the problem with words.



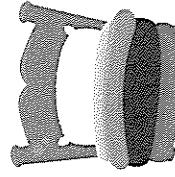
How can we show responsibility?  
Drag a ★ to each picture that shows responsibility.



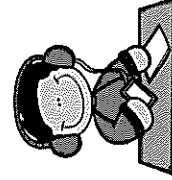
Doing schoolwork



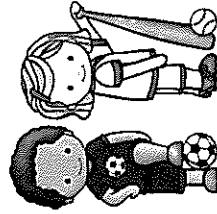
Taking care of your things



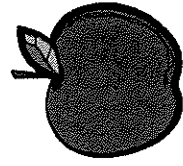
Oversleeping and coming to class late



Listening to teachers



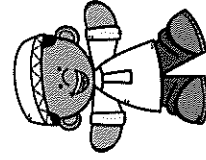
Following game rules



Eating healthy food



Breaking other people's property



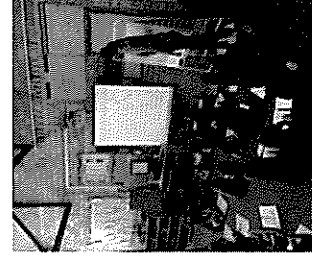
Doing your best



# RESPECT IS HOW WE TREAT EVERYONE.

## RESPONSE

- Respond in an appropriate manner to everyone.
- Excellence only. No sloppy work or excuses.
- Stay in your own personal space.
- Pay attention and participate.
- Encourage, not discourage others.
- Come prepared to learn.
- Take responsibility for your actions.

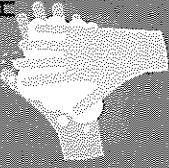


Responsibility means doing what is expected of you. It means making good choices, being trusted and taking ownership for your actions.

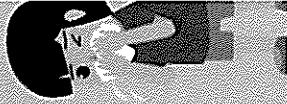


YOUR  
RESPONSIBILITY  
FOR YOU AND  
FOR OTHERS.

WASH  
your  
HANDS



COVER  
your  
COUGHS  
and SNEEZES



STAY HOME  
if you're sick



If you're  
concerned,  
visit your Gp  
or call 13 HEALTH  
(13 43 25 84)

## IN THE CLASSROOM

I will be prepared and  
ready to learn.  
I do my best work.  
I will listen and follow  
the rules.

## PERSONAL BEST

Personal Best is  
doing everything  
possible to make  
the best choices  
and preserving  
every step of the  
way!

## HEALTH AND SAFETY

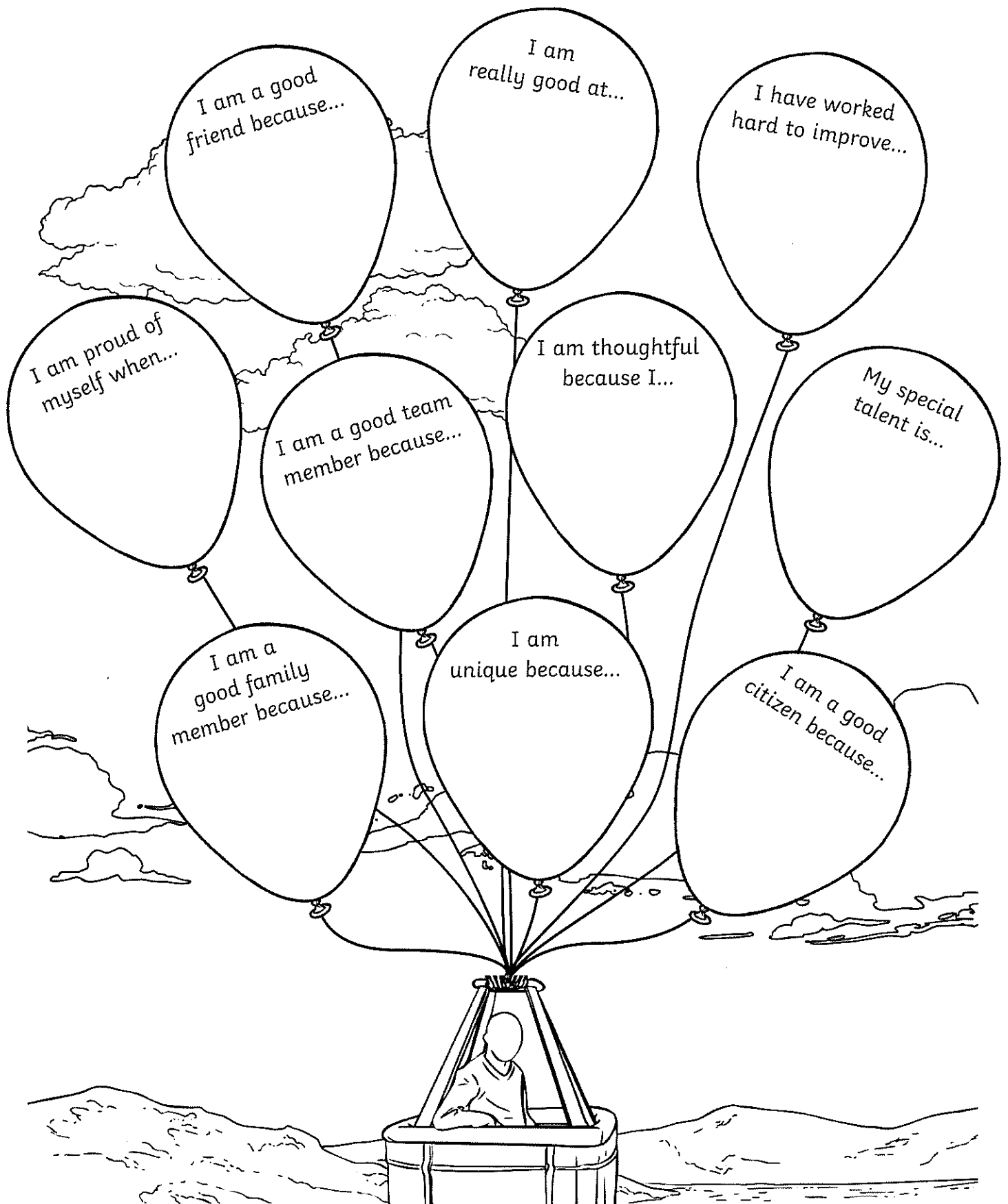
I practise social distancing  
rules.  
I will wash my hands.  
I will stay home if I am sick.  
I use the school guidelines for  
return to school practises.

I am a good sport.  
I am sun safe.  
I walk on hard surfaces.  
I am considerate of others.  
I respect the rules.  
I take turns.

## IN THE PLAYGROUND

# I Am an Amazing Person!

Read and finish the sentences in the balloons below.



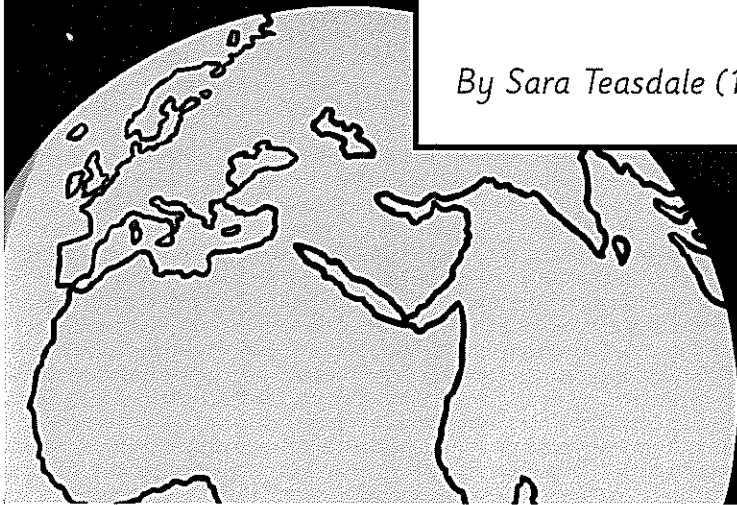
Tuesday

# The Star



A white star born in the evening glow  
Looked to the round green world below,  
And saw a pool in a wooded place  
That held like a jewel her mirrored face.  
She said to the pool: "Oh, wondrous deep,  
I love you, I give you my light to keep.  
Oh, more profound than the moving sea  
That never has shown myself to me!  
Oh, fathomless as the sky is far,  
Hold forever your tremulous star!"  
But out of the woods as night grew cool  
A brown pig came to the little pool;  
It grunted and splashed and waded in  
And the deepest place but reached its chin.  
The water gurgled with tender glee  
And the mud churned up in it turbidly.  
The star grew pale and hid her face  
In a bit of floating cloud like lace

*By Sara Teasdale (1883-1933)*



Questions 15 to 23 are about '*The Star*'

15. What time of day is it in the poem?

\_\_\_\_\_

1 mark

16. Find and copy **two** things that the star saw when she looked down.

1. \_\_\_\_\_

2. \_\_\_\_\_

2 marks

17. What did the star give to the pool to keep? Circle one.

the moving sea

a jewel

her light

1 mark

18. Look at line 4. Why is the star's face described as 'mirrored'?

\_\_\_\_\_

1 mark

total for  
this page

19. **Find** and **copy** the line which shows us that the pig disturbs the peaceful setting.

1 mark

20. *The star grew pale and hid her face*

1 mark

In this line, the word 'pale' is closest in meaning to... (**Tick one**)

- |           |                          |            |                          |
|-----------|--------------------------|------------|--------------------------|
| twinkling | <input type="checkbox"/> | colourless | <input type="checkbox"/> |
| sparkly   | <input type="checkbox"/> | bright     | <input type="checkbox"/> |

21. How did the actions of the pig affect the star? Circle one.

1 mark

the moving water didn't reflect the  
star any more

the star didn't like  
the pig so it hid itself

22. 'A brown pig came to the little pool  
It grunted and splashed and waded in  
And the deepest place but reached its chin'

2 marks

What do these lines tell us about the depth of the pool?

total for  
this page

23. Halfway through the poem (line 11) is the line '*But out of the woods as night grew cool*'. Using evidence from the text, give three ways in which the second half of the poem contrasts with the first half.

3 marks

End of questions about '*The Star*'

total for  
this page

Name \_\_\_\_\_

Date \_\_\_\_\_

## What is a Sentence?

Use colours to match a sentence beginning (the first column of boxes) with a sentence ending (the second column of boxes). Make a meaningful sentence.

The rabbit that is hopping  
around the yard

around the racetrack.

The bunch of red roses

in their beehives.

The lion is roaring

is in a purple vase.

Bees make honey

is brown and white.

The little white kitten was  
waiting patiently

in the cage.

The horse galloped

by its food bowl.

Write your own sentence. Make sure your sentence has a subject and a verb.

---

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---

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# Times Table Test - 4× Table

Check

1.	$5 \times 4 =$		
2.	$4 \times 7 =$		
3.	$4 \times 4 =$		
4.	$11 \times 4 =$		
5.	$4 \times 12 =$		
6.	$1 \times 4 =$		
7.	$4 \times 4 =$		
8.	$4 \times 10 =$		
9.	$8 \times 4 =$		
10.	$3 \times 4 =$		
11.	$4 \times 6 =$		
12.	$4 \times 0 =$		
My score:			

Check

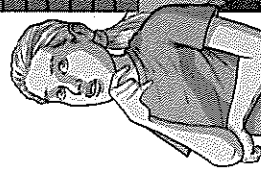
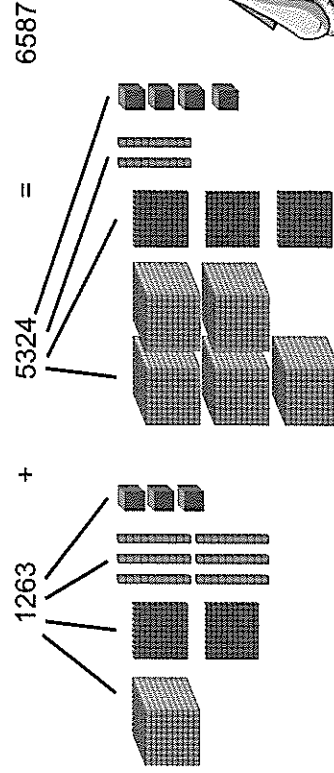
13.	$16 \div 4 =$		
14.	$12 \div 4 =$		
15.	$44 \div 4 =$		
16.	$8 \div 4 =$		
17.	$20 \div 4 =$		
18.	$32 \div 4 =$		
19.	$4 \div 4 =$		
20.	$48 \div 4 =$		
21.	$28 \div 4 =$		
22.	$24 \div 4 =$		
23.	$40 \div 4 =$		
24.	$36 \div 4 =$		
My score last time:			

How I can improve:

# Split Strategy for 4-Digit Numbers

## What is the Split Strategy?

- The split strategy is a tool we can use to help solve addition and subtraction equations.
- First we split, or partition both numbers into thousands, hundreds, tens and ones.



## Learning Objectives

### Learning Objective:

- To understand how to add or subtract four digit numbers using the split strategy.



### Success Criteria:

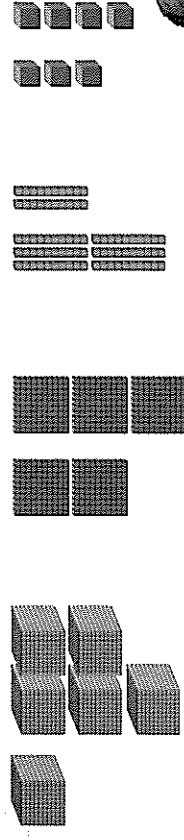
- I can split numbers into thousands, hundreds, tens and ones.
- I can use these splits to help solve addition and subtraction equations.

## Split Strategy for Addition

Now we add the thousands, hundreds, tens and units from each number together.

$$1263 + 5324 = 6587$$

$$1000 + 5000 = 6000 \quad 200 + 300 = 500 \quad 60 + 20 = 80 \quad 3 + 4 = 7$$



The last step is to add the hundreds, tens and units back together.

$$6000 + 500 + 80 + 7 = 6587$$



## Now it's your turn.

Solve this equation by using the split strategy.

$$4482 + 5316$$

4000 400 80 2 5000 300 10 6

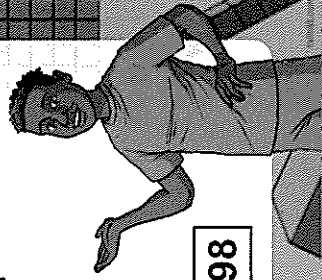
$$4000 + 5000 = 9000$$

$$400 + 300 = 700$$

$$80 + 10 = 90$$

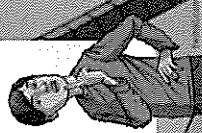
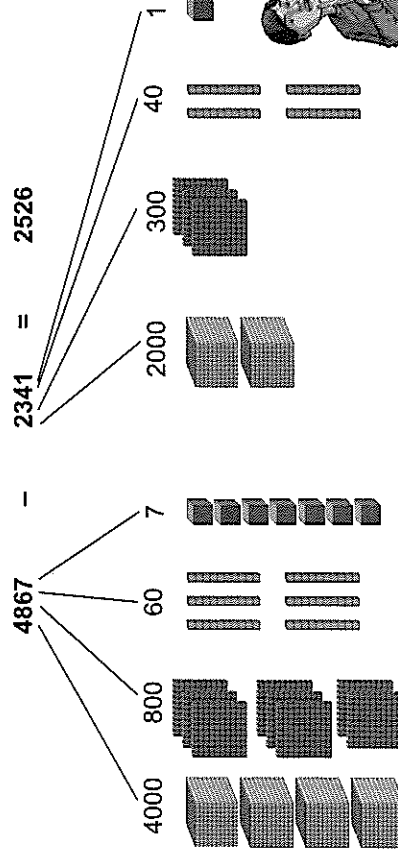
$$6 + 2 = 8$$

$$9000 + 700 + 90 + 8 + 8 = 9798$$



## Split Strategy for Subtraction

- Now that we have mastered addition, let's look at subtraction.
- Again we split, or partition both numbers into hundreds, tens and ones.



## What about 0 and Renaming?

This equation includes a 0 place value and larger numbers, but the strategy stays the same.

$$1709 + 3814$$

1000 700 0 9 3000 800 10 4

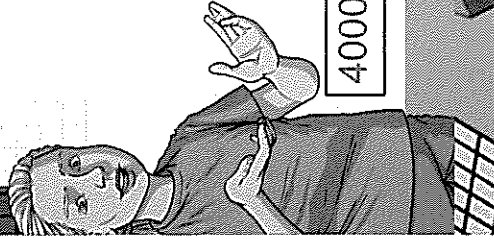
$$4000 + 3000 = 7000$$

$$700 + 800 = 1500$$

$$0 + 10 = 10$$

$$9 + 4 = 13$$

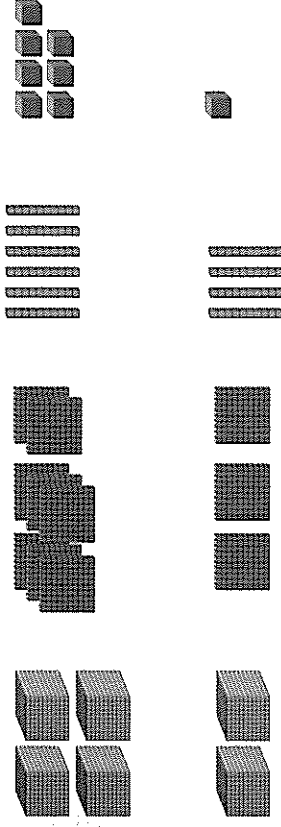
$$4000 + 1500 + 10 + 1 = 5523$$



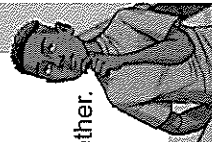
## Split Strategy for Subtraction

Again, we look at hundreds, tens then units. Except this time we are subtracting.

$$4000 - 2000 = 2000 \quad 800 - 300 = 500 \quad 60 - 40 = 20 \quad 7 - 1 = 6$$



And again, the last step is to add the hundreds, tens and units back together.  
 $500 + 20 + 6 = 526$   
 So  $867 - 341 = 526$



## Your Turn Again.

This equation includes a 0 place value and larger numbers, but the strategy stays the same.

$$\begin{array}{r} 7719 + 3602 \\ \hline 7000 \quad 700 \quad 10 \quad 9 \quad 3000 \quad 600 \quad 0 \quad 2 \end{array}$$

$$\boxed{7000} - \boxed{3000} = \boxed{4000}$$

$$\boxed{700} - \boxed{600} = \boxed{100}$$

$$\boxed{10} - \boxed{0} = \boxed{10}$$

$$\boxed{9} - \boxed{2} = \boxed{7}$$

$$\boxed{4000} + \boxed{100} + \boxed{10} + \boxed{7} = \boxed{4117}$$



## Have a go with this one

$$\begin{array}{r} 204 - 133 \\ \hline 200 \quad 0 \quad 4 \quad 100 \quad 30 \quad 3 \end{array}$$

~~$$\boxed{200} - \boxed{100} = \boxed{100}$$~~

~~$$\boxed{100} - \boxed{30} = \boxed{70}$$~~

$$\boxed{4} - \boxed{3} = \boxed{1}$$

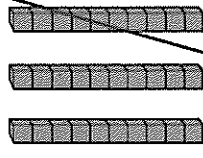
$$\boxed{0} + \boxed{70} + \boxed{1} = \boxed{71}$$

## What About Renaming.

You can rename with the split strategy just like you would with the written strategy.

$$37 - 18$$

$$30 - 10 = 20$$



$$7 - 8 = \text{Gah!}$$



You can rename with the split strategy just like you would with the written strategy.

# Split Strategy Addition

Find the answer to each calculation using the split strategy method.

a)  $37 + 21 =$

d)  $23 + 33 =$

b)  $32 + 36 =$

e)  $61 + 11 =$

c)  $15 + 43 =$

f)  $42 + 44 =$

# Split Strategy Addition

Find the answer to each calculation using the split strategy method.

a)  $77 + 21 =$

d)  $43 + 59 =$

b)  $27 + 66 =$

e)  $67 + 36 =$

c)  $53 + 65 =$

f)  $71 + 44 =$

# Tin Foil Boat STEM

## You will need:

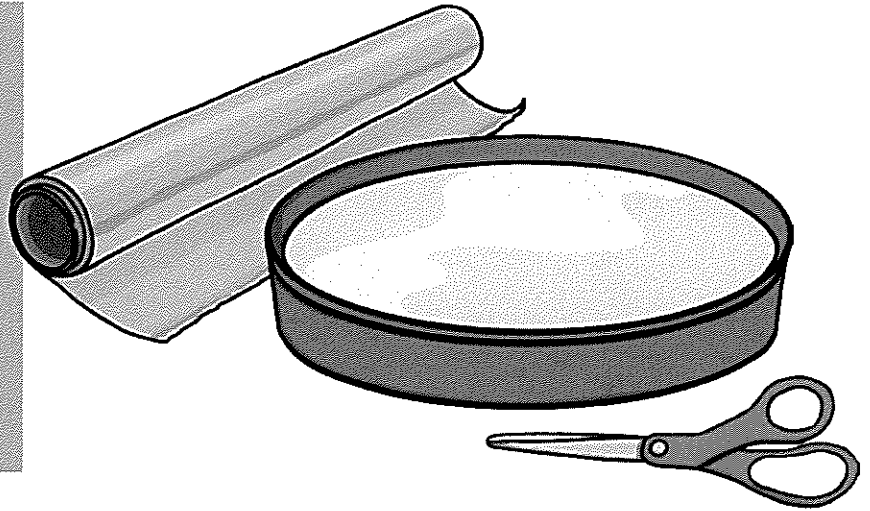
Tin foil

Scissors

A bowl of water

Coins

Boat Design Analysis Sheet



## Instructions

1. Use scissors to carefully cut the tin foil into 2 rectangle shapes.
2. With the first piece of foil, form a boat that can hold the coins but not sink.
3. Predict how many coins your boat will hold.
4. Place the foil boat in the bowl of water.
5. Place one coin at a time in the boat. Keep adding coins until the boat sinks. Make sure you count them as you go.
6. Use the second piece of foil to make a new boat, based on what you observed from your previous design.
7. Estimate how many coins the new design will hold.
8. Place the new boat in the water and carefully place one coin at a time in the boat until it sinks.
9. Complete the Boat Design Analysis Sheet.



# Tin Foil Boat STEM

## Science Behind the Experiment

There are two forces acting on the boat design:

1. Gravity – Gravity is pulling the tin foil and coins downward.
2. Buoyancy – Buoyancy is pushing the boat toward the surface.

As long as the force of buoyancy is greater than the force of gravity, the boat will continue to float. The force of buoyancy will be greater than the force of gravity when the weight of the foil and coins is spread across more surface area of the water, creating more buoyancy, or force, pushing upward.



# Foil Boat Design STEM Analysis

Design 1	
Prediction	
Actual Number of Coins	

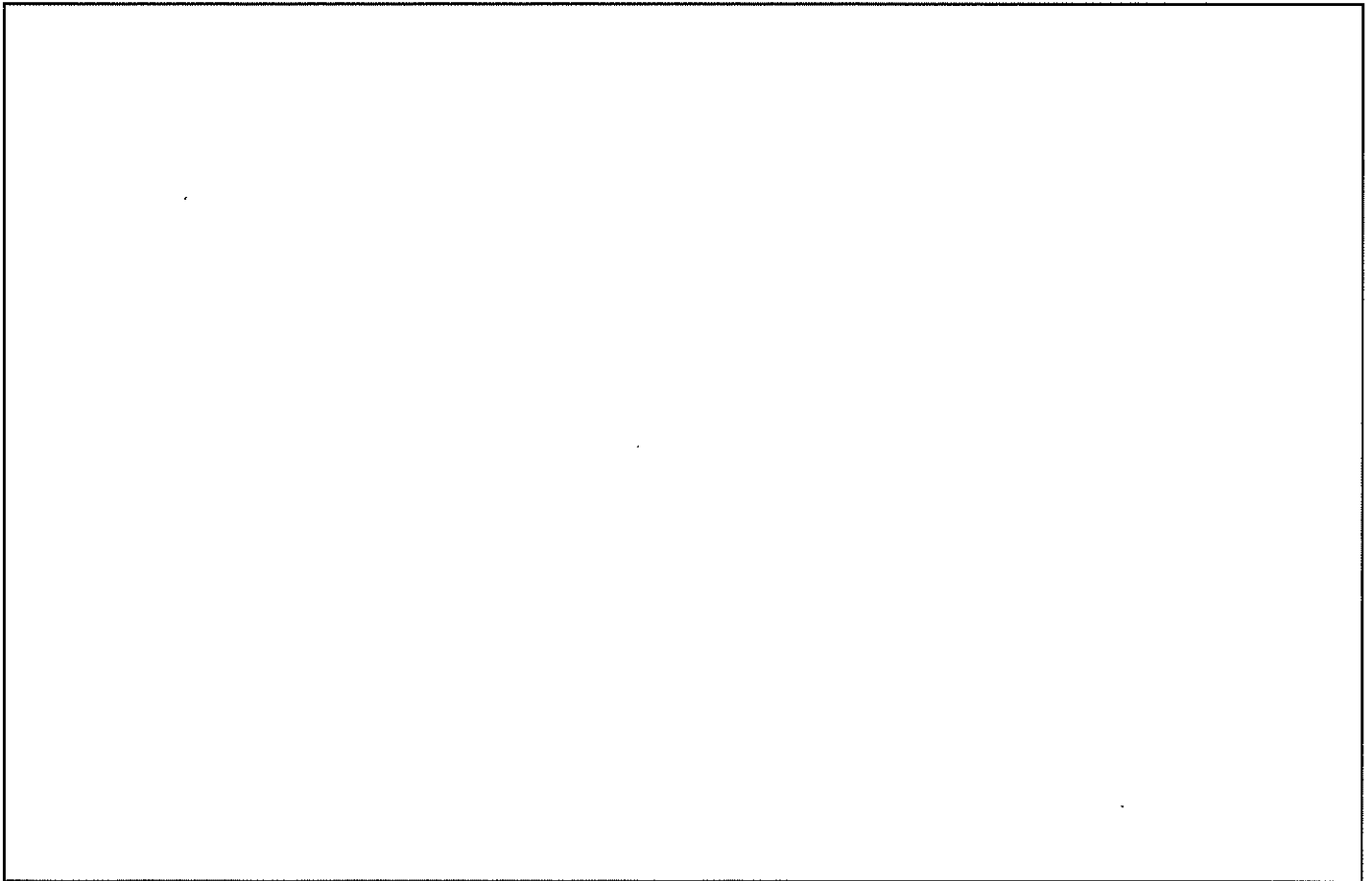
What changes will you make on design 2?

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Draw a diagram of your second boat design.



Design 2	
Prediction	
Actual Number of Coins	

Which design held more coins? \_\_\_\_\_

Why do you think that design held more coins?

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If you were to create a third boat, what would you do differently?

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