

Reading- Tuesday Week 1



Worksheet 1

Lesson 43 • A Hairy Question

Name _____

Visualisation

Good readers see pictures in their minds when they read a text. This is called visualising. Looking for key words in the text help us create the images in our heads.

Read the passage.

The Home Haircut

"Easy," said Jan as she cut. "Piece of cake!"

I remember when Jan said cooking was easy. We spent an afternoon scraping burnt food off the stove.

Jan also told me that camping was easy. The tent fell on top of us during the night.

By three o'clock on Saturday afternoon there was more hair on the bathroom floor than on my head.

Underline

Jan's thought on **cooking**

STAR

Jan's thought on **camping**

Circle

what happened when Jan cooked

Box

what happened when Jan camped

Colour the correct answer for each question.

- Which **key word** describes how Jan feels about cooking?
 remember scraping easy more
- Which phrase helps us **visualise** Jan's cooking?
 piece of cake cooking was easy
 scraping burnt food off the stove tent fell on top of us
- How does this help the reader **see** Jan's cooking adventure?
 unsuccessful lots of fun a hit tasteless

Lesson 42 • The World's Longest Toenail

Name _____



Read the passage.

The longest toenail in the world was growing. Longer and wider and taller! And it was growing FAST!

It curled three times round his body. It shot past his ears. It twisted over his head. It snaked up past the diving board.

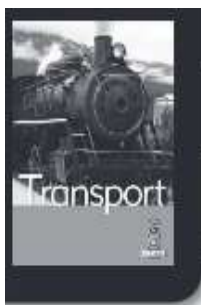
Jake gasped as his toenail snaked and grew. As big as himself . . . as tall as a tree ... as big as a house ... as tall as a crane.

1 Draw Jake and his enormous toenail.

2 How would you **feel** about having a very long toenail? _____

3 We can **infer** that Jake was worried. What is the clue? _____

Reading- Wednesday Week 1



Worksheet 1

Lesson 38 • Transport

Name _____

Compare and Contrast

Look for similarities and differences between details in the text.

Read the passage.

Underline
the **purpose**
of transport

Transport

Vehicles, such as cars, buses, trains, planes and boats, transport us from one place to another.

Some people use transport to make short, daily trips to work or school. Others use it for longer journeys, such as a holiday or business trip overseas.

Public transport is designed for moving large groups of people. Buses, trains, trams, ferries and planes are types of public transport.

Private transport includes cars, motorcycles and bicycles.

STAR
a **word**
that means
the same as
transport

Box
types of
public
transport

Circle
types of
private
transport

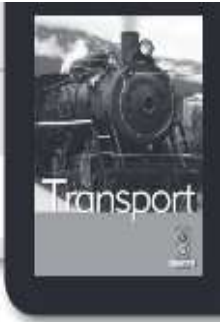
1 Complete the table about transport.

	Purpose	Examples
Private transport		
Public transport		

2 What do all transport do? _____

Lesson 38 • Transport

Name _____



Read the passage.

Cars

In the early 1900s, people began to buy their own cars. In 1908, Henry Ford began making cars on an assembly line. His factory made cars at a much faster rate. These mass-produced cars were cheaper to buy. In the 1950s, many more people owned cars. More cars meant more roads. With more cars on the road, people started to think about car safety. The first seat belts strapped across the driver's lap.

Box

 when people began **buying** cars

Circle

 why Ford's cars were **affordable**

Underline

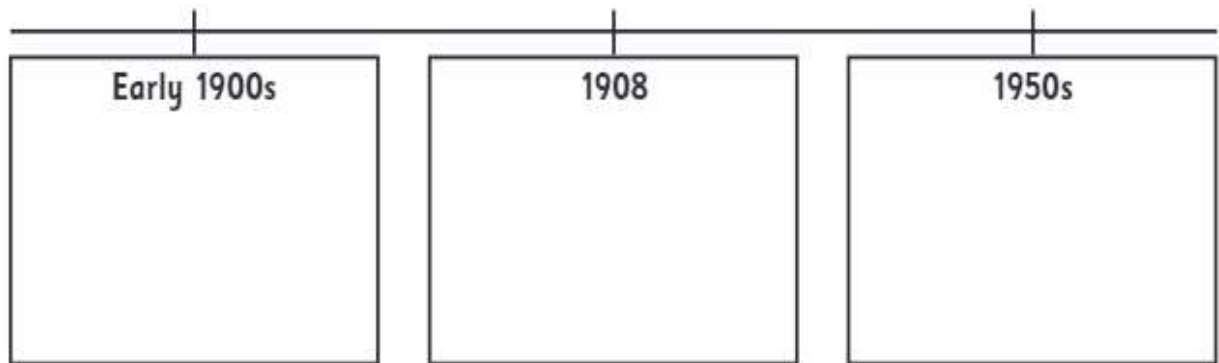
when more roads appeared

STAR

how road safety became an issue

Answer the questions below.

1 Make a timeline about cars.



2 **When** were cars first mass produced?
 1901–1910 1961–1970 1911–1920 1951–1960

3 **When** were more roads built?
 1931–1940 1901–1910 1951–1960 1941–1950

Reading- Thursday Week 1

Worksheet 2

Lesson 42 • The World's Longest Toenail

Name _____



Read the passage.

The longest toenail in the world was growing. Longer and wider and taller! And it was growing FAST!

It curled three times round his body. It shot past his ears. It twisted over his head. It snaked up past the diving board.

Jake gasped as his toenail snaked and grew. As big as himself . . . as tall as a tree ... as big as a house ... as tall as a crane.

1 Draw Jake and his enormous toenail.

2 How would you **feel** about having a very long toenail? _____

3 We can **Infer** that Jake was worried. What is the clue? _____



Lesson 42 • The World's Longest Toenail

Name _____

Making Inferences

To make inferences while reading, we have to use clues in the text.

The clues help us find the answers that are hiding in the text.

Read the passage.

Smelly and Stuck

Jake's toenail went PING! Jake spun around like a corkscrew. And there he stuck.

Everybody pushed and shoved. People with cameras took photos. People with notebooks asked questions.

"What does it feel like to be trapped by your toenail, Jake?" they asked.

The sacks were full of fertilizer. The longest toenail in the world was no fun anymore.

Circle

who was trapped

Box

what the people were doing

Underline

what trapped the person

STAR

how Jake is feeling

Colour the correct answer for each question.

- 1 Which best describes Jake at the moment?
 confused unhappy giddy happy
- 2 Which clue tells you this?
 Jake's toenail went PING!
 People pushed and shoved.
 "What does it feel like to be trapped by your toenail, Jake?"
 The sacks were full of fertilizer.
 The longest toenail in the world was no fun anymore.
- 3 What inference can we make about Jake?
 Jake is the center of attention. Jake wants the longest toenail in the world.
 Jake wants to travel the world. Jake likes having his photo taken.

Reading- Friday Week 1

Reading Task Friday Week 1 Term 4

- Draw a picture of the TriantiWontigongolope using all the information in the poem.

The Triantiwontigongolope



There's a very funny insect that you do not often spy,
And it isn't quite a spider, and it isn't quite a fly;
It is something like a beetle, and a little like a bee,
But nothing like a wooly grub that climbs upon a tree.
Its name is quite a hard one, but you'll learn it soon, I hope.
So try:

Tri-
Tri-anti-wonti-
Triantiwontigongolope.

It lives on weeds and wattle-gum, and has a funny face;
Its appetite is hearty, and its manners a disgrace.
When first you come upon it, it will give you quite a scare,
But when you look for it again, you find it isn't there.
And unless you call it softly it will stay away and mope.
So try:

Tri-
Tri-anti-wonti-
Triantiwontigongolope.

It trembles if you tickle it or tread upon its toes;
It is not an early riser, but it has a snubbish nose.
If you sneer at it, or scold it, it will scuttle off in shame,
But it purrs and purrs quite proudly if you call it by its name,
And offer it some sandwiches of sealing-wax and soap.
So try:

Tri-
Tri-anti-wonti-
Triantiwontigongolope .

But of course you haven't seen it; and I truthfully confess
That I haven't seen it either, and I don't know its address.
For there isn't such an insect, though there really might have been
If the trees and grass were purple, and the sky was bottle green.
It's just a little joke of mine, which you'll forgive, I hope.
Oh, try!

Tri-
Tri-anti-wonti-
Triantiwontigongolope _____

Correct the Sentence Punctuation

Write the correct sentence underneath by adding in capital letters, full stops and question marks.

1. my brother's dog is called tess

2. on sunday she went to the park

3. the titanic sank in 1912

4. toby and mark are going to spain in march

5. martha took her children to the zoo yesterday

6. when i go to the shop i will get some crisps

7. sameera and i are going to town on friday

8. did you sell buns at the fair

9. my mum has a cat he is called tom

Writing- Wednesday Week 1

Correct the Sentence Punctuation

Write the correct sentence underneath by adding in capital letters, full stops, question marks and inverted commas.

1. one warm, sunny day jessica and lilly went to the zoo when they arrived, they visited the monkeys

2. i like the zoo, said jessica lilly looked up and saw a monkey had stolen her lunchbox

3. do we have any money to buy more food asked jessica

4. lilly replied no now we dont have anything for lunch

5. dont worry girls, a voice called from behind them it was the zookeeper, who was holding their lunchbox, with a big smile on his face

Kangaroos – Editing

Read the following paragraph and make the necessary edits using the editing mark symbols.

Editing Marks	
Capital Letter	
Lower case letter	/
Add end marks	○ ? !
Spelling mistake	○
Add a word	^
Doesn't make sense	—
New paragraph	[]
Add a space	#

kangaroos are mammals and marsupials that are found in australia including tasmania there are about fifty of kangaroos in australia and they can be found in almost all types habitats They live high in the in deserts in rainforests and on the coast there is even a type of with a long that lives trees the kangaroo has large powerful hind legs large feet a long muscly tail The tail provides counter-balance when they hopping. the is also used as a weight when the kangaroo upright

After you have edited the paragraph, re-write the text correctly on the lines below.

Spelling- Week 1

1. Write out your spelling words EVERY day using Look, Cover, Write Check.
2. Complete ONE textbook page on Monday and ONE page on Thursday.
3. On the other days, write out your list words then choose one other activity (eg. Sentences, rhyming words, find-a-word, synonyms, antonyms, rainbow words etc)

Year 3

Term 4 Year 3 Spelling Lists

Week 1	Week 2	Week 3	Week 4
hair	bridge	ought	knit
stair	ridge	fought	knot
chair	edge	bought	knife
airport	hedge	thought	knee
repair	lodge	brought	know
does	part	state	air
don't	treat	quiet	hair
friend	graph	listen	early
you're	history	noise	earth
though	multiply	watch	ground
trouble	undertake	almost	fairy
through	understand	people	stairs
tight	lamb	invite	fence
sight	partly	fewer	dollar
flight	crumb	island	plenty
design	cream	unless	potato
belong	wheat	repeat	bridge
stream	thumb	please	danger
friendly	vibrate	engine	decide
decimal	supper	yesterday	decade
alien	prey	dreary	urban
attempt	engage	mineral	quality
October	express	muscles	measles
breakfast	passport	timetable	lightning
interesting	mystery	dictionary	sensible

UNIT 28

Phonics	Basic list - high frequency			Difficult	My Words
air	does	trouble	design	alien	
hair	don't	through	belong	attempt	
stair	friend	tight	stream	October	
chair	you're	sight	friendly	breakfast	
airport	though	flight	decimal	interesting	
repair					

1 Unjumble the list words.

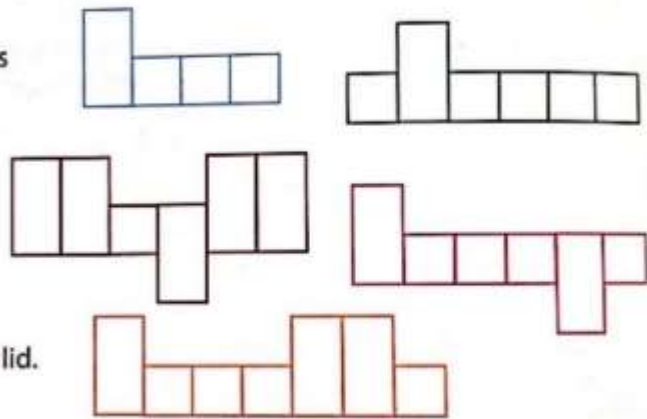
- a **esdo** _____
- b **irsta** _____
- c **ghthou** _____
- d **sindeg** _____
- e **trasem** _____
- f **enali** _____



Words in context

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

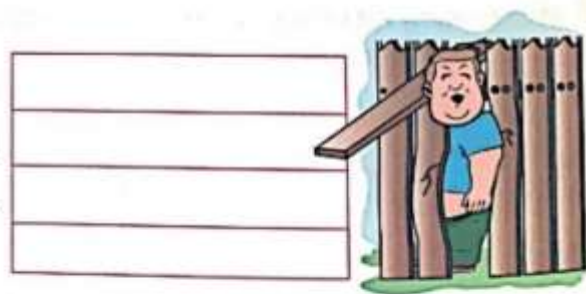
- a this pen belong to you?
- b The fish swam up the .
- c My friend is on the next .
- d Can you a bright dress?
- e The boy had opening the tight lid.



Wrong spelling

3 Correct the circled spelling mistakes.

- a **Yore** invited to the party.
- b My **frend** thought the play was wonderful.
- c The children had to **dezin** a new uniform.
- d The boy couldn't fit **through** the fence.



Building words

4 Build these words by adding s, ed and ing.

a belong __	d attempt __	g repair __	j design __
b belong ___	e attempt ___	h repair ___	k design ___
c belong ____	f attempt ____	i repair ____	l design ____

Word meanings

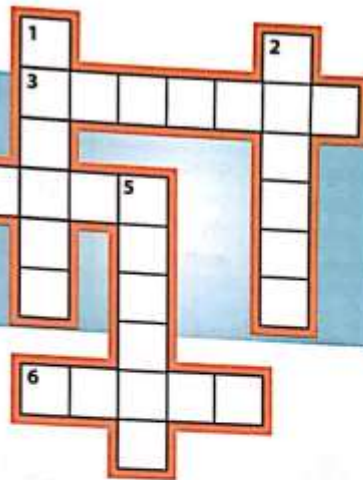
5 Solve the crossword puzzle.

Across

- 3 A problem or danger
- 4 A mate or pal
- 6 One of our senses

Down

- 1 A small river
- 2 A trip on a plane
- 5 To plan or to create



6 Take away one letter to make a new word.

a chair _____

c your _____

b hair _____

d flight _____



Secret code

7 Use the secret code to find these words.

- a _____
- b _____
- c _____
- d _____

Grammar – Using the correct word

8 Shade the correct word in each sentence.

- a Joe walked through threw the shop.
- b The captain of the ship sighted sighting land.
- c An alien ran run across planet Earth.
- d I know your you're very smart.



Punctuation

9 Shade bubbles to show all missing punctuation.

a The cake isnt ready yet

↑ ↑ ↑ ↑

b Why arent the boys happy

↑ ↑ ↑ ↑

Year 4



Week 1	Week 2	Week 3	Week 4
queue	bless	badge	comb
queen	worthless	hedge	crumb
quite	lessons	ledge	doubt
quiet	tireless	wedge	bomb
liquid	useless	bridge	thumb
apart	worth	party	single
change	heavy	system	human
double	surface	quarter	answer
trouble	straight	difficult	chapter
season	strength	television	hungry
necessary	flight	faith	strange
firm	hotel	flash	question
steal	motel	pride	therefore
piece	battle	price	themselves
feast	blame	devil	hero
parent	stretch	piano	cargo
whiten	respect	halves	native
shorten	happily	mighty	except
narrative	research	faithful	hunger
horseman	happiness	telescope	haven't
radius	polygon	illusion	version
vertices	trapezium	satisfied	antique
geometry	perimeter	autograph	receipts
properties	quadrilateral	completed	secluded
strategies	parallelogram	disappointed	marathon

Term 4 Year 4 Spelling Lists

UNIT 28

Phonics qu
queue
queen
quite
quiet
liquid

Basic list - high frequency		
apart	necessary	parent
charge	firm	whiten
double	steal	shorten
trouble	piece	narrative
season	feast	horseman

Difficult
radius
vertices
geometry
properties
strategies

My Words



Spelling rule
 Many words (verbs) that end in **en** do not have to double the last letter when adding **ed** or **ing**.
 For example: widen
 widened
 widening

1 Use your spelling rule to rewrite these words adding **ed** and **ing**.

	ed	ing
a shorten		
b lengthen		
c sweeten		
d ripen		
e deepen		

2 Unjumble the list words.

- a bdoule _____
- b queun _____
- c sonaes _____

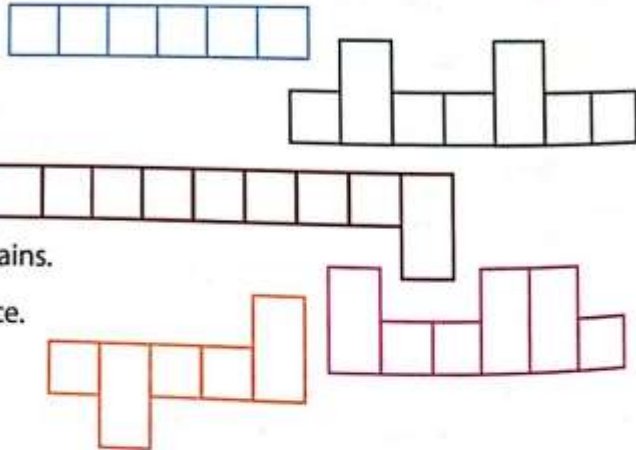
- d shneort _____
- e petarn _____
- f vrtisece _____



Words in context

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

- a What is it now?
- b Mum will my new trousers.
- c It is to close the window when it rains.
- d Stavros tried to roll a six on the dice.
- e The boys pulled the blocks .



Wrong spelling

4 Write the correct spelling for each wrongly spelt word.

- a Did the thief steale your purse?
- b The boy was in trowble for being rude.
- c I met my pairnt at the train station.
- d The hourseman rode through the bush.
- e The seesun after autumn is winter.



Word meanings

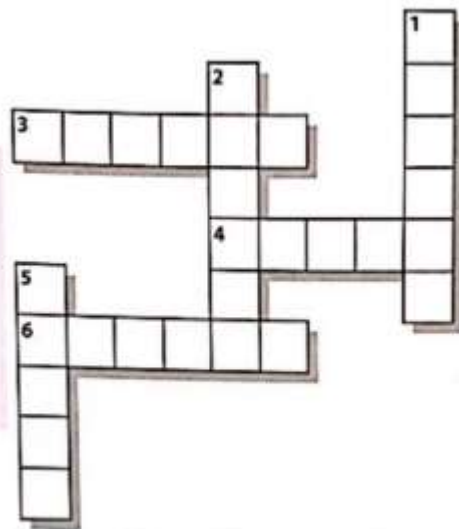
5 Solve the crossword puzzle.

Across →

- 3 To make whiter
- 4 To take what isn't yours
- 6 Your mum or dad

Down ↓

- 1 Times by two
- 2 Summer is one of these
- 5 Not together



6 Write these words in a sentence.

- a trouble _____
- b feast _____

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				

7 Find these words using the braille alphabet. Some help has been given.

- a e
- b i
- c u
- d r

Letter patterns – Suffixes

The suffix **est** means *most*.

8 Add the suffix **est** to these words to change their meanings.

- a quiet _____
- b short _____
- c firm _____
- d low _____

Opposites

9 Draw a line to match the opposites.

shorten	○	loud
firm	○	darken
whiten	○	answer
quiet	○	soft
question	○	lengthen

Multisyllabic words

10 Separate the words into syllables.

- a shorten [] [] []
- b parent [] [] []
- c properties [] [] [] []
- d horseman [] [] []



Mathematics- Tuesday Week 1

The Nearest 10

Learning Objective:

To round to the nearest 10.

Write the tens either side of the given number and mark it approximately on the number line. Then circle the 10 to which the given number is closer. (Remember, 5 goes up.)

a) 41



g) 89



b) 34



h) 55



c) 12



i) 183



d) 99



k) 367



e) 105



l) 896



f) 67



m) 1875



The Nearest 100

Learning Objective:

To round to the nearest 100.

Write the hundreds either side of the given number and mark it approximately on the number line. Then circle the 100 to which the given number is closer. (Remember, 5 and 50 go up.)

a) 234



g) 1290



b) 781



h) 2045



c) 167



i) 3950



d) 502



k) 4781



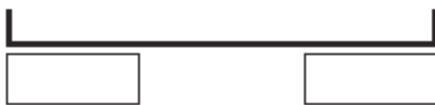
e) 450



l) 12 456



f) 631



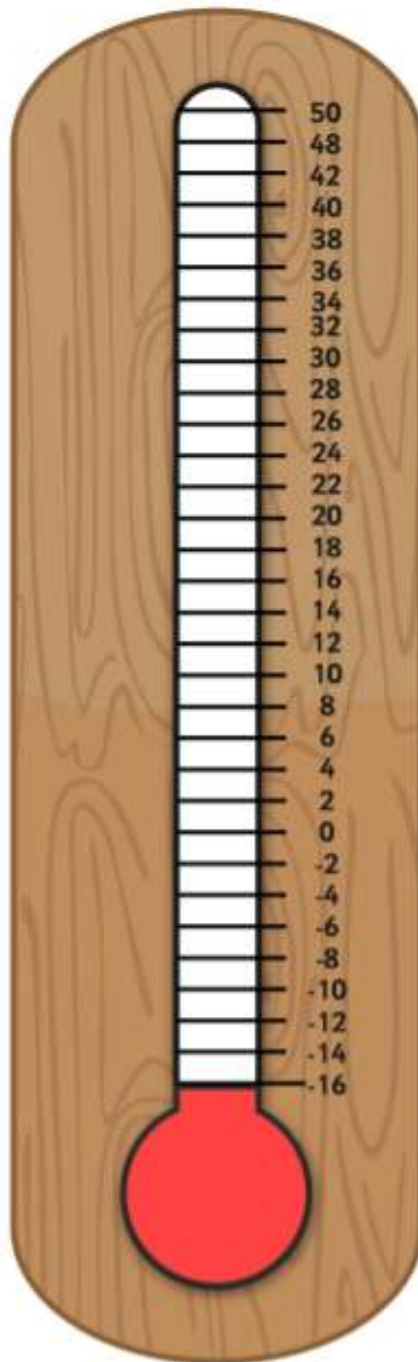
m) 34 780



Mathematics- Thursday Week 1

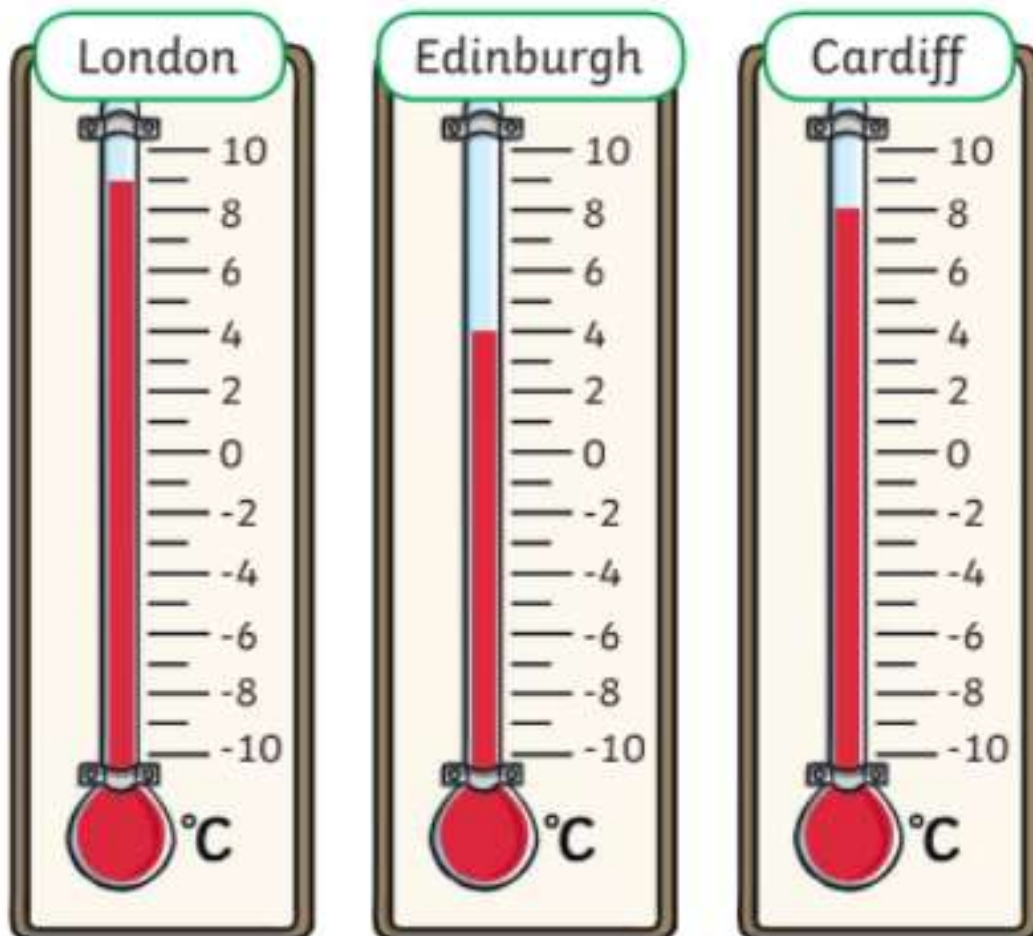
Cut out the labels and glue them on to the thermometer where you think they belong:

Temperature





These thermometers show the temperature at different weather stations around the UK.



How many more degrees warmer is London than Cardiff?

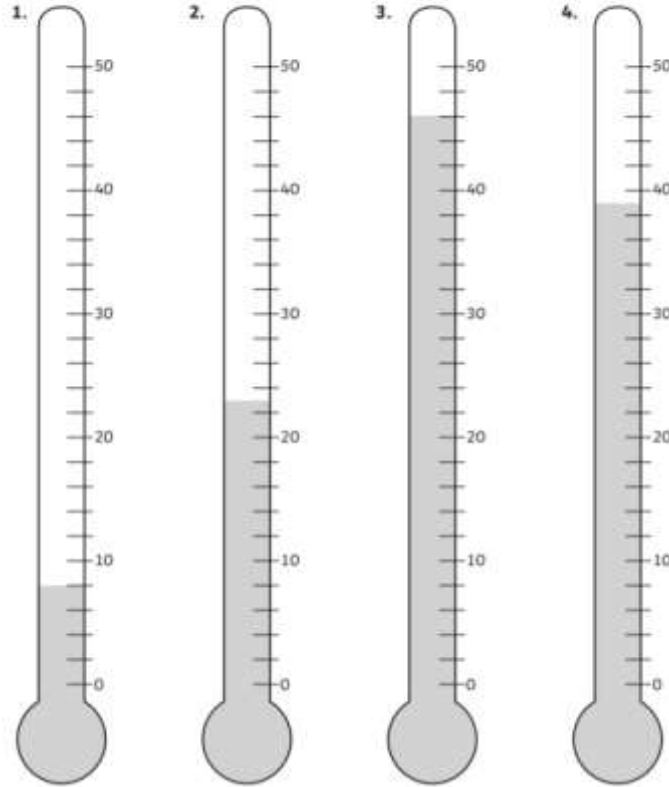
Belfast is warmer than Edinburgh but cooler than London. What could the temperature be in Belfast?

Mathematics- Friday Week 1

Write the temperatures shown on the thermometers below:

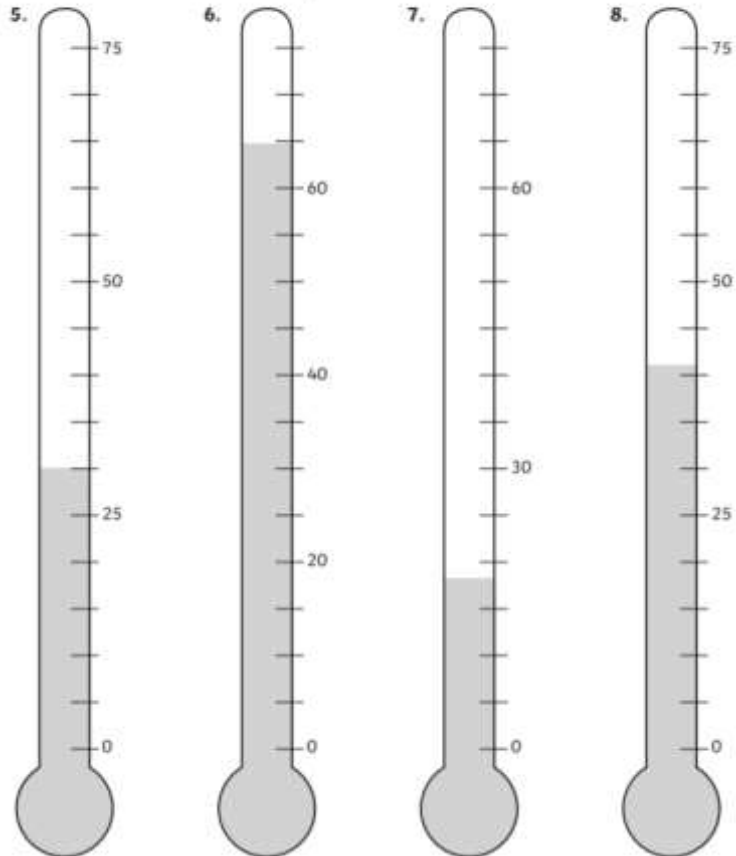
Reading Thermometers

Write the correct temperatures underneath each thermometer.



Reading Thermometers

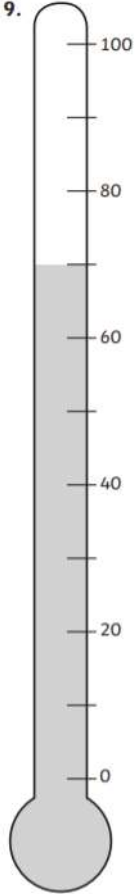
Write the correct temperatures underneath each thermometer.



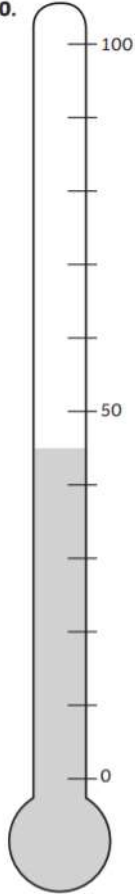
Reading Thermometers

Write the correct temperatures underneath each thermometer.

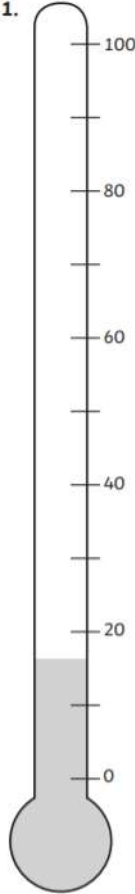
9.



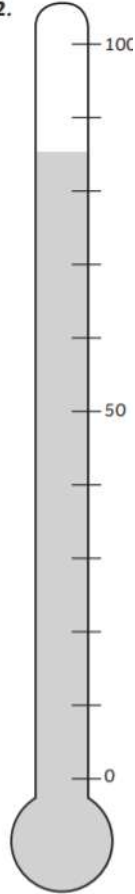
10.



11.



12.



What was life like in the new colony?



1 Below is the final instalment in this series. Fill in the speech bubbles with words the characters may be saying.

<h2>Stories of the First Fleet</h2> <h3>Chapter 4</h3> <p>When we left the story, Governor Arthur Phillip and the First Fleeters had landed in Sydney Cove, ready to begin their new colony. How did that go?</p>		
		
<p>Phillip was enthusiastic about the new colony but this was not shared by all. Many people hated the place and thought Phillip was doing everything wrong.</p>	<p>At the start, the First Fleeters and the Eora got on, but as time passed and the Eora realised the First Fleeters were staying, things got tense. People were killed. (More on this later...)</p>	<p>After a few tough years, things started to turn around for the colonists. The drought broke, ships started arriving with more people and supplies, and the farms started doing better. Sydney was taking a new shape...</p>

As you just read, life in the early years was tough for the First Fleeters. One of the biggest issues facing them was lack of food.



Everyone received the same weekly rations, from convicts to Governor Phillip. If they spread that out evenly over the week, this table shows what they could eat each day*.

Food	Males	Females
salted, dried beef OR	400 gm	250 gm 
salted, dried pork	300 gm	200 gm
dried pease	250 gm/ml	170 gm/ml
bread	300 gm	200 gm
butter	30 gm 	20 gm
flour OR	70 gm	50 gm
rice (raw)	30 gm	20 gm

*Numbers are rounded and based on first rations. Source: Terrell W., *Sydney's First Four Years*, p. 72

Imagine if this was your weekly rations.
Circle the foods that you would like to eat.

What healthy foods are missing from the list?

Why do you think they're missing?

Do you think it was fair that men received more food than women?

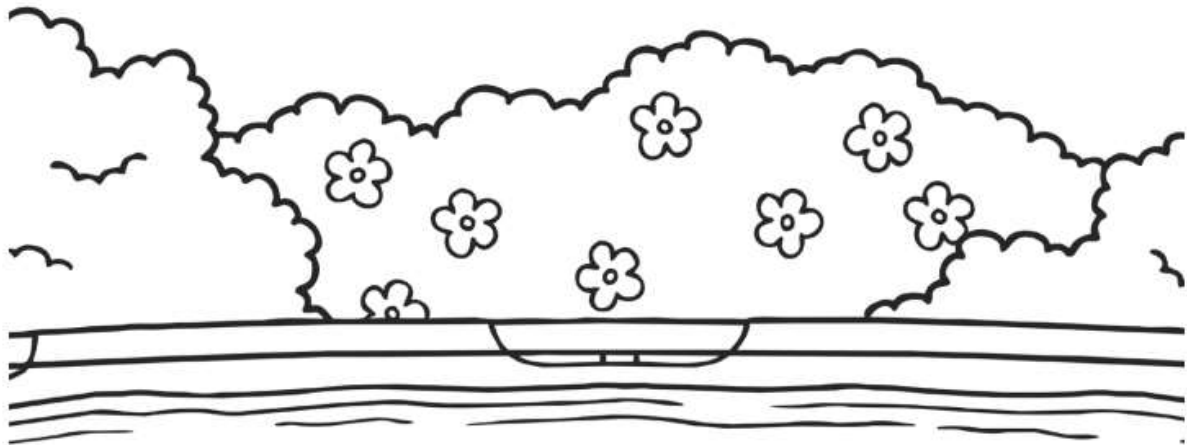
Design a Water Safety Poster

Using everything you know about water safety, design a poster telling people how to keep safe in the water. Your poster could be about general water safety or specific to a certain type of water, such as swimming pools or the beach. Decide whether your poster should be aimed at younger children, older children or adults.

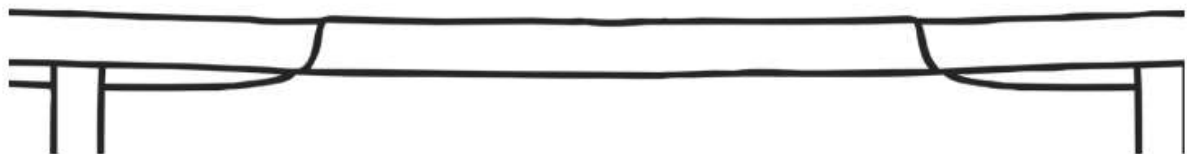


Pool Safety

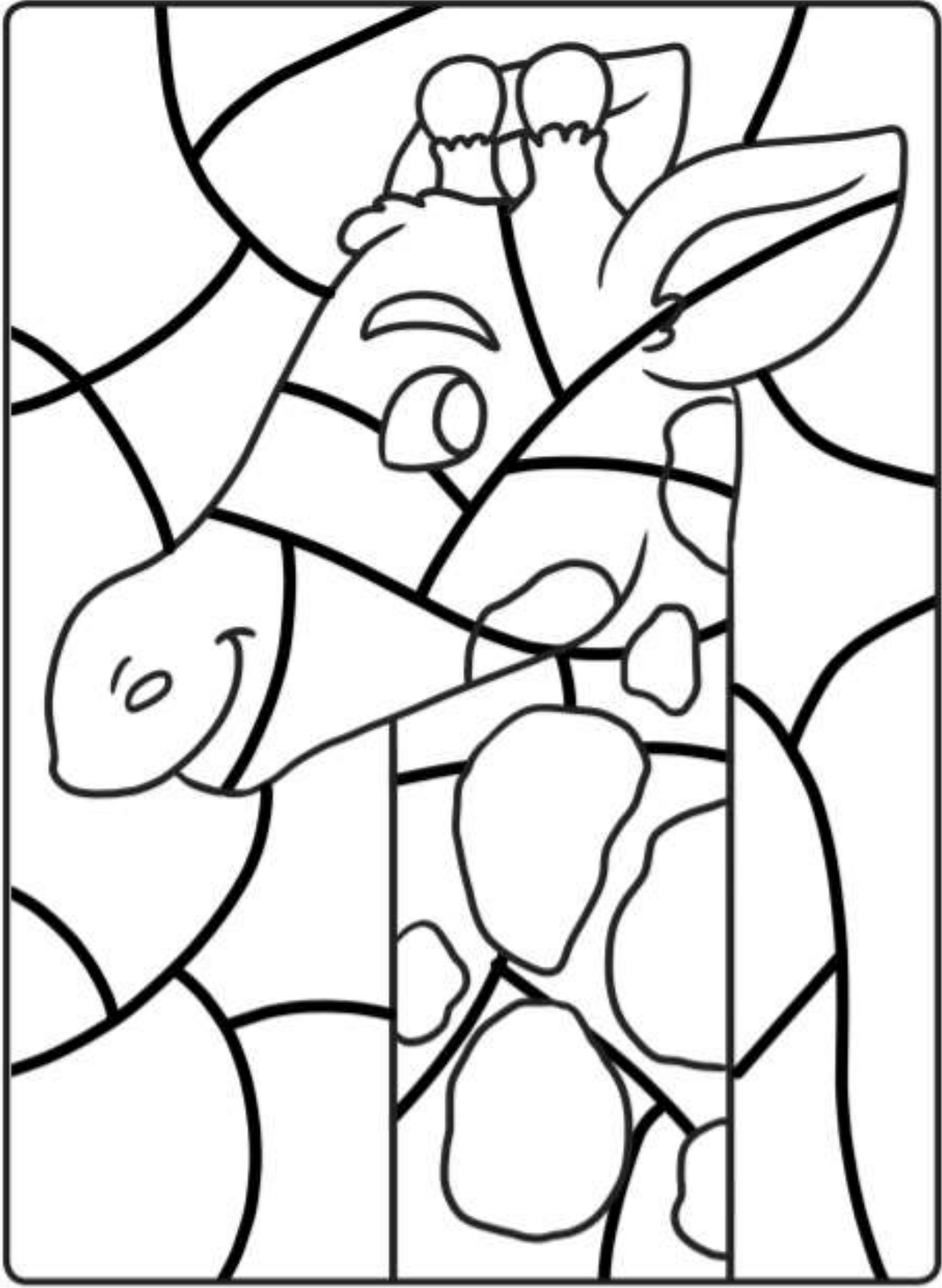
slowly	jump on	push
flotation	gate	shallow
lifeguard's	choke	adult



1. Never open the _____ or climb the pool fence.
2. Always have an _____ with you when you are in the pool.
3. Never jump into the _____ end of the pool.
4. Walk _____ around the edge of the pool.
5. Wear a _____ device if you are not confident.
6. Do not _____ people into the pool or _____ people in the pool.
7. Do not eat or chew gum in a pool as you could _____.
8. Always follow the pool rules and obey the _____ directions.



CAPA- Wednesday Week 1- Cubism



Technology- Thursday Week 1

STEM – Pasta Tower Challenge



Challenge

Design and build the tallest free-standing tower out of pasta, tape and string. The tower must be able to hold a small toy at the top.

Rules

1. You can only use the materials on the list
2. Your tower needs to be able to stand up by itself
3. The ruler is only for measuring and cannot be used in the tower structure
4. The toy needs to be at the top of the tower

Materials allowed

- 20 sticks of spaghetti pasta
- tape
- string
- small toy, such as a LEGO person, to be at the top
- ruler and scissors



Instructions

- Read the rules.
- Collect materials and think about how they could be used for the challenge.
- Record your ideas and results in your workbook.

Step 1: Brainstorm and design your tower

- Sketch some designs in your Workbook
- Think about how you are going to attach the toy to the top of the tower
- Does your design meet the challenge rules?
- Which solution are you going to trial? Why did you choose that solution?

Tip: think about ways to get pasta to stand up by itself and to support weight of the toy. Remember, triangles are a strong shape.



Step 2: Time to build! Make and test your tower

- Build your tower
- Make your design and test it. Does it stand up? Can it hold the weight of the toy?
- Draw or take a photo of your design
- Why do you think it did/did not work?
- What else could you try?

Step 3: Test, improve and present

- Redesign your tower. What improvements did you make?
Note this on your drawing
- How many times did you test your design?
- Did you meet the challenge?



Optional Challenge:

Too easy?

How much weight can your tower hold? Keep adding weights until it collapses!
Use more pasta and see how tall you can make the tower

Like building?

Architects are people who plan and design buildings. They think about where the building is being made, what materials to use and how the building will be used. Watch this clip about architecture Kid Architects - Classroom - BTN - <https://edu.nsw.link/IM9jgk>

Science- Friday Week 1

Read the following information about the Ice Age. Then write 5 VIPs (very important points) below:

ICE AGE

The Ice Age was the area of time when the Earth was much colder than it is now. This was a time when much of the Earth was covered by ice sheets. The Ice Age is thought to have started more than 70,000 years ago and it ended around 10,000 years ago, according to some scientists.

HOW MUCH OF THE EARTH WAS COVERED BY ICE?

Many scientists believe that 1/3 of the entire Earth was covered by some type of ice. It is thought that there were sheets of ice that were over a mile thick. It is said that New York was covered by ice that was thicker than 1,000 feet.

WHY DID THE ICE AGE HAPPEN?

Many people feel that the Ice Age happened because of the temperature changes that happened on the Earth.

When the Earth cools down and warms up again, it causes there to be different things that can happen, and one is thought to be the Ice Age.

Some believe that the way that the Earth was positioned and the sun was hitting the Earth and the way that the tilt of the Earth changed, that this caused the weather to change and it caused to currents of the ocean to change and this created the Ice Age.

HOW DO PEOPLE KNOW ABOUT THE ICE AGE?







When people study the Earth and the land around it, they find out things about the world that other people do not know. They are able to study things that have happened in the past by looking at fossils and different chemicals that are found in the rocks.

5 VIPs	
1.	
2.	
3.	
4.	
5.	

Fitness/Wellbeing- Week 1

Choose 1 activity per day.

PDH Matrix

<p>Create some new yoga moves. Use animals or plants as inspiration. Teach them to someone else.</p> 	<p>Set up a series of drills to practice your ball skills. You can use any type of ball, e.g. a handball, soccer, basketball or netball.</p>	<p>Create a daily food diary. List all the items you eat during the day. Can you swap any for a healthier option?</p>	<p>Practice skipping and create a routine to your favourite song.</p> 
<p>Invent a new fitness game. Write down the rules and equipment needed.</p>	<p>Go for a bush walk with your family. Take a journal with you and write down some of the special things you notice.</p>	<p>Design a poster for our new canteen. Promoting all the healthy eating options that might be available.</p> 	<p>Make a gratitude jar. Add in all the family, friends and joys of nature that you are grateful for.</p>
<p>Create a short TV advertisement for a sun safety campaign.</p> 	<p>Make your own healthy treat. This could be trail mix, a muesli bar, slice or fruit salad. Write down the recipe.</p>	<p>Practice your throwing skills. Overarm and underarm. Can you measure the distance you threw the ball and try to beat it? Keep a record of your attempts.</p>	<p>Create a fire escape plan for your home. Draw a map and write a list of instructions.</p> 
<p>Create a weekly activity log. Record all the physical activities you complete and how long you did them for. List two improvements</p>	<p>Set up a running or sprint track. Set a timer and challenge yourself to beat your time each lap. Record your track and times.</p> 	<p>Set up a bootcamp with a range of activities. E.g. star jumps, high knees, running on the spot, boxing. Try to get your family to participate and challenge each other.</p>	<p>Have a dance party in your lounge room. Put on your favourite music and your dancing shoes. Can you create a new dance routine?</p>