



Gunnedah South Public School



Home Learning Booklet

Week 3

Name: _____

Class: _____



Year 4





Monday

Week 3

Time	Subject	Lesson Focus	Worksheet
9 to 9.30	Reading	Predict events in a picture book.	
	Reading Eggs		
9.30 to 10	Writing	Meaning of words and locating nouns in a story	Page 1-2
10 to 10.30	Readiwriter Spelling		
10.30 to 11	Handwriting	a and o	Pages 3 and 4
11 to 11.30	Recess Break		
11.30 to 12	Mathematics	Kitchen/maths lesson: halves and quarters	Page 5
12 to 12.30	Mathletics		
12.30 to 1	Daily PE	Daily PE with Mrs Mitchell	
1 to 2	Lunch Break		
2 to 3	PBL PDH Wellbeing	PBL – Kindness PDH – Places to be Safe	Pages 6-8

THE GREAT KAPOK TREE

WORDS TO KNOW!

Word/Definition	Illustration & Sentence
lulled -	
generations -	
ancestors -	

THE GREAT KAPOK TREE

Noun Search!

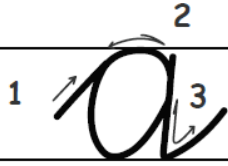
A noun is a person, place, or thing.

How many nouns can you find in THE GREAT KAPOK TREE?

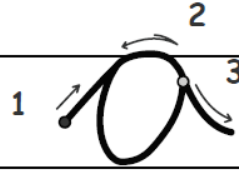
List them below.



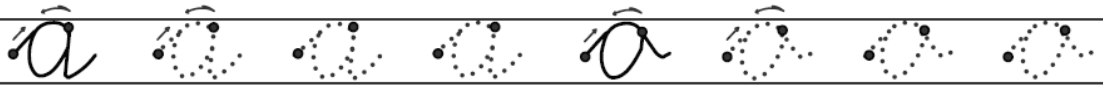
Date _____



- 1 Up and over.
- 2 Back and around.
- 3 Down and kick.



- 1 Up and over.
- 2 Back and around.
- 3 Kick out.



a

a

at

hot

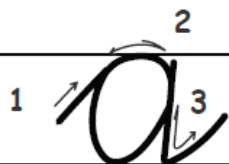
cat

at

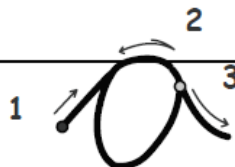
bath

I had a hot bath.

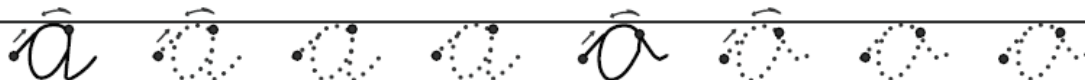
Date _____



- 1 Up and over.
- 2 Back and around.
- 3 Down and kick.



- 1 Up and over.
- 2 Back and around.
- 3 Kick out.



a

a

at

hot

cat

at

bath

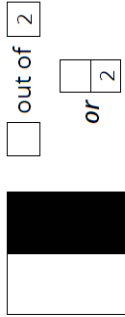
I had a hot bath.

WALT: compare and model halves and quarters

Fractions - Halves and Quarters (A)

① Halves

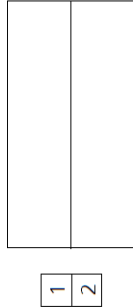
a) Represent the shaded part.



out of

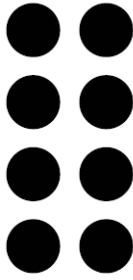
or $\frac{\quad}{\quad}$

b) Shade the shape to match the fraction.



$\frac{1}{2}$

c) Circle one-half of the group.



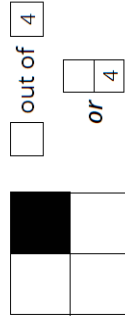
d) Use less than (<) or greater than (>) to make these sentences true.

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

$\frac{1}{5}$ $\frac{2}{2}$

② Quarters

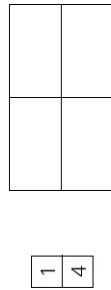
a) Represent the shaded part.



out of

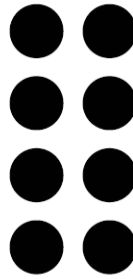
or $\frac{\quad}{\quad}$

b) Shade the shape to match the fraction.



$\frac{1}{4}$

c) Circle one-quarter of the group.



d) Use less than (<) or greater than (>) to make these sentences true.

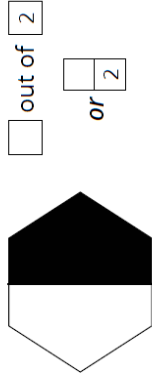
$\frac{1}{3}$ $\frac{1}{4}$

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

Fractions - Halves and Quarters (B)

① Halves

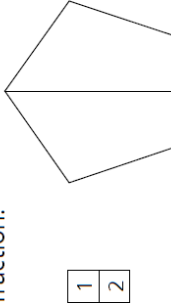
a) Represent the shaded part.



out of

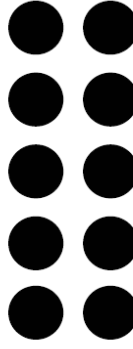
or $\frac{\quad}{\quad}$

b) Shade the shape to match the fraction.



$\frac{1}{2}$

c) Circle one-half of the group.



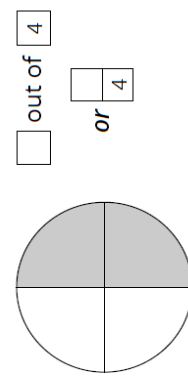
d) Use less than (<) or greater than (>) to make these sentences true.

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

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

② Quarters

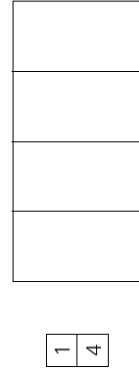
a) Represent the shaded part.



out of

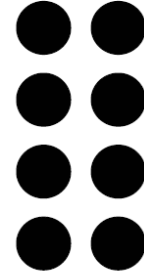
or $\frac{\quad}{\quad}$

b) Shade the shape to match the fraction.



$\frac{1}{4}$

c) Circle one-quarter of the group.



d) Use less than (<) or greater than (>) to make these sentences true.

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

$\frac{3}{4}$ $\frac{1}{5}$



SAFE
EVERYONE

RESPECTFUL
EVERYWHERE

LEARNER
EVERY TIME

We are learning to participate in acts of kindness.



TASK ONE – Make a kindness poster to display to your street by placing it in a window in your house.

TASK TWO – Southey loves students that participate in acts of kindness. He has created an acts of kindness chart for you. How many acts can you complete this week? Mark them off here

SOUTHEY'S ACTS OF KINDNESS CHART

Smile at someone	Give someone a compliment	Thank someone for something they have done	Play a game or read a book with your sibling/s or parents
Write a letter to someone - grandparent, friend, neighbour. You could post your letter or send a photo of it.	Kindness Cards - make cards that tell the people in your family your favourite thing about them.	Do something at home this week to help. Something you haven't been asked to do	Send someone a hug - Trace your arms on joined pieces of paper. Write kind things in your arms and send to someone you love
Help someone do something in your house.	Make a kindness poster to display in your window	Write a classmate a compliment in your TEAMS playground	Make thank you cards for people in your family

Personal Development & Health - Term 2 Week 3

We are learning to identify areas where we need to be safe

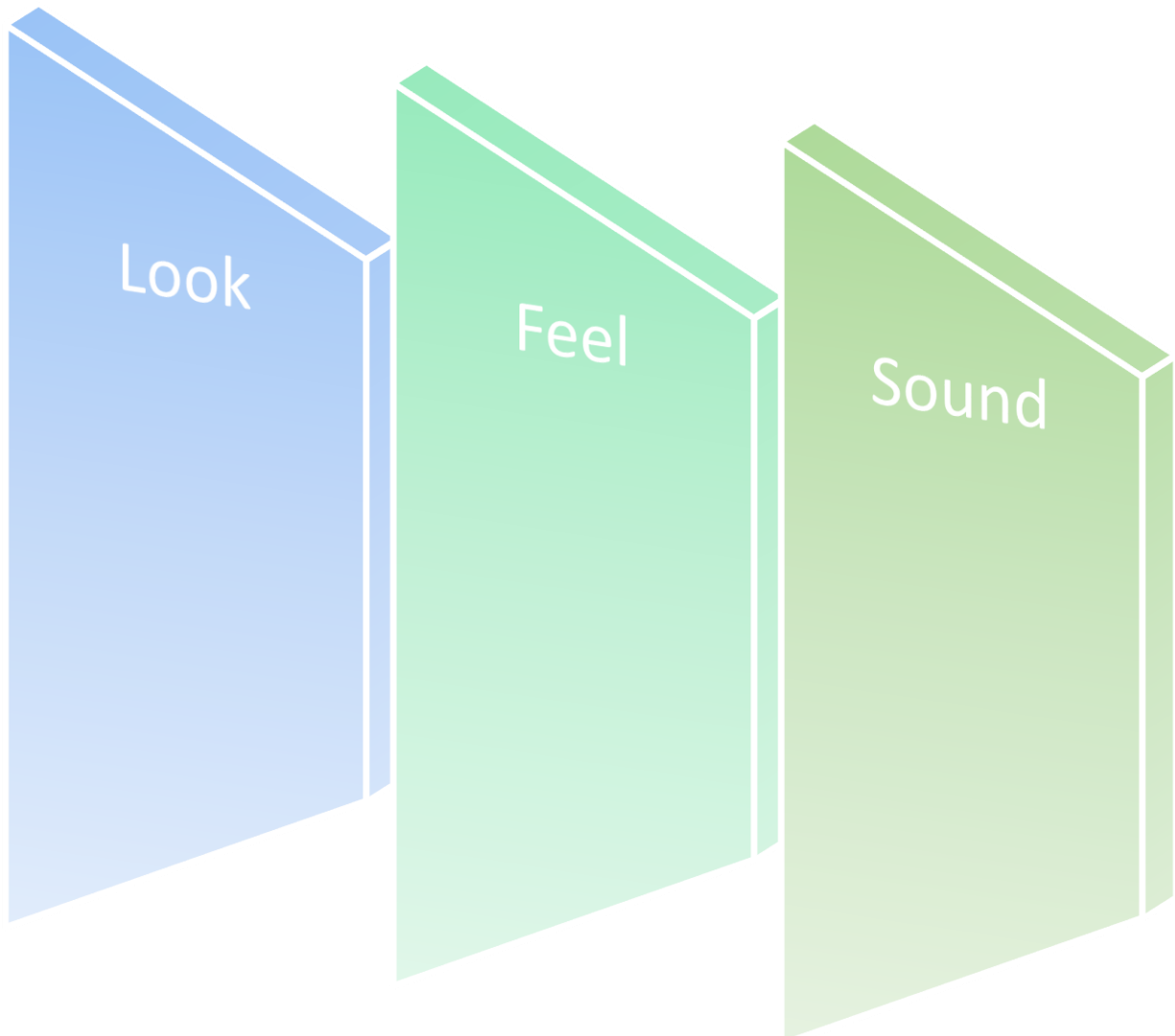
Success Criteria: I can

★ identify what being safe looks, feels and sounds like

★★ identify areas to be safe

★ ★ record actions to keep myself and others safe in these areas

Activity 1. Record what it looks, feels and sounds like when you are safe.



Activity 2. Can you recall a time you were not safe? *e.g. went swimming in water that was too deep*
What would you do differently?

Activity 3 - List all the people who can help you to feel safe.

Home

School

Other Areas

Activity 4 - Brainstorm areas where you need to be safe. Then list actions that you can take to be safe in these areas. How many areas can you think of?

*Places
to be
Safe*



Tuesday

Week 3

Time	Subject	Lesson Focus	Worksheet
9 to 9.30	Reading	Research facts about an author	Pages 1-2
	Reading Eggs		
9.30 to 10	Writing	Word meanings and locating adjectives in a story	Pages 3-4
10 to 10.30	Readiwriter spelling		
10.30 to 11	Handwriting	g and d	Page 5
11 to 11.30	Recess Break		
11.30 to 12	Mathematics	place value	Pages 6 -7
12 to 12.30	Mathletics		
12.30 to 1	Daily PE	Daily PE with Mrs Mitchell	
1 to 2	Lunch Break		
2 to 2.30	Geography	Explore Western Australia	Page 8
2.30 to 3			

Lynne Cherry Information

Lynne Cherry (born January 5, 1952) is an American writer and illustrator of nature-themed children's books and a film producer. Born in Philadelphia, Cherry attended the Tyler School of Art and Yale University. Other books include *Flute's Journey* (a book about the trials and tribulations of a wood thrush named Flute bird migration) and *A River Ran Wild* (which discusses the cleanup of the Nashua River in Massachusetts) *The Great Kapok tree* has been read by millions of children and translated into Dutch, French, German, Italian, Japanese and Portuguese.

In 2009 she was designated a Women's History Month Honoree by the National Women's History Project.

Lynne is the founder and director of the non-profit Young Voices for the Planet , an organisation dedicated to helping the voices of environmentally-concerned young people be heard. Lynne is also a movie producer. Her Young Voices for the Planet short films feature youth success stories: California kids helping to get a ban on plastic bags; Florida students saving their school \$53,000 in energy costs; An 11-year old German boy planting a million trees... Young people reducing the carbon footprint of their homes, schools and communities.



About the Author, Lynne Cherry

Hometown: _____

Other Books She's Written:

Interesting Facts About the Author:

THE GREAT KAPOK TREE

WORDS TO KNOW!

Word/Definition	Illustration & Sentence
pollinate -	
canopy -	
underbrush -	

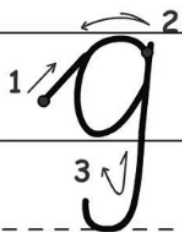
Adjectives (Describing Words) Words I Found!

THE GREAT KAPOK TREE

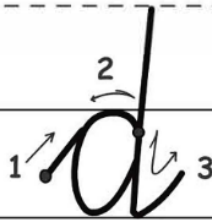
By: Lynne Cherry

Adjective	Noun or Pronoun this Word Describes
squawking	birds

Date _____



1 Up and over.
2 Back and around.
3 Down and around.



1 Up and over.
2 Back and around.
3 All the way up then down and kick.



g

d

ga

got

do

dog

gate

date

I have got two dogs.

Mathematics- Week 3- Lesson 1

WALT: Understand place value of numbers and to read and write these.

What is place value?

Draw your place value table below, similar to the one already in the PowerPoint. (please use a ruler and make it as neat as possible)

Please write your numbers 0-10 on this sheet of paper.

Lesson 3: Worksheet 1

The family has arrived in Western Australia. Read the relevant section of *Are We There Yet?* Make sure that you study all the drawings and maps carefully. When you have done this, complete the following table. Add information about the attraction/s seen at each place and the type of weather experienced.

Places visited	Attractions (points of interest)	Weather
Wave rock		
Rottneest Island		
Pinnacles		
Geraldton		
Monkey Mia		
Turquoise Bay		
Broome		
Windjana Gorge		
Tunnel Creek		
Tanami Track		



Wednesday

Week 3

Time	Subject	Lesson Focus	Worksheet
9 to 9.30	Reading	Summarise a story to demonstrate comprehension	Page 1
	Reading Eggs		
9.30 to 10	Writing	Word meaning and counting syllables	Pages 2-3
10 to 10.30	Readiwriter spelling		
10.30 to 11	Handwriting	q and c	Page 4
11 to 11.30	Recess Break		
11.30 to 12	Mathematics	expanded notation	Pages 5-6
12 to 12.30	Mathletics		
12.30 to 1	Daily PE	Daily PE with Mrs Mitchell	
1 to 2	Lunch Break		
2 to 2.30	CAPA	Complete a picture of a toucan - Mrs Merlehan	
2.30 to 3		Drama with Miss Christie	



Lynne Cherry

Story Summary: **THE GREAT KAPOK TREE**

Characters	Plot	Setting



THE GREAT KAPOK TREE

WORDS TO KNOW!

Word/Definition	Illustration & Sentence
homeless -	
blended -	
dappled -	

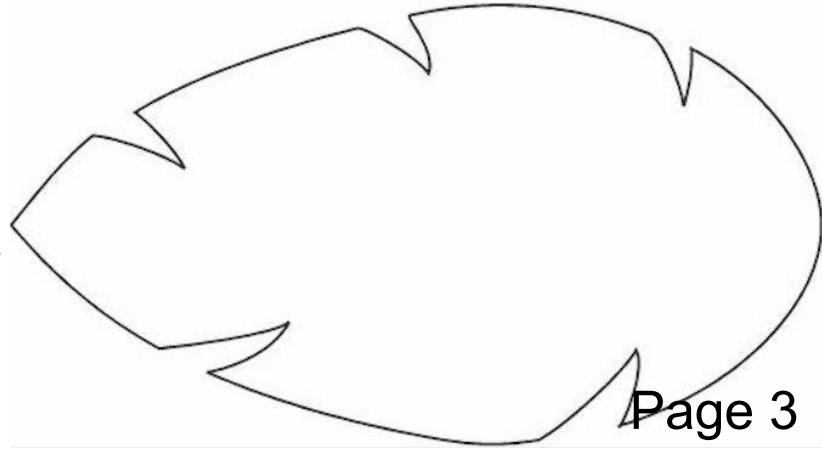
Count the syllables in these words from

THE GREAT KAPOK TREE.

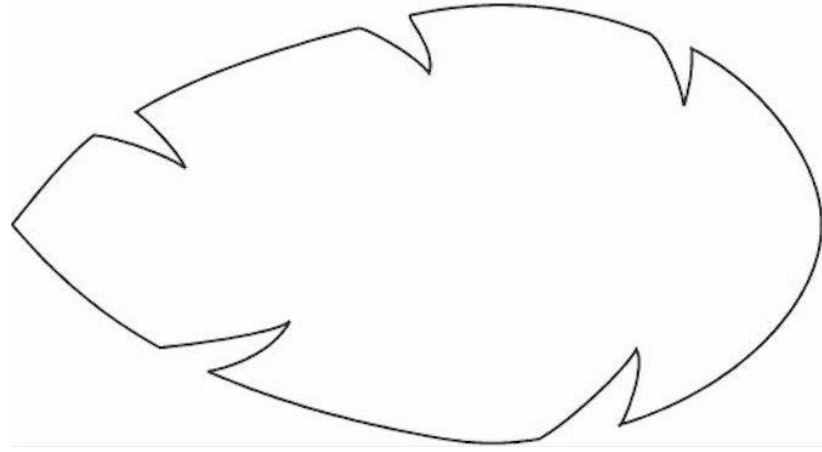
Write them on the correct tropical leaf!

- sloth canopy destroy animals tribe oxygen tree
- monkeys asleep axe jaguar porcupine

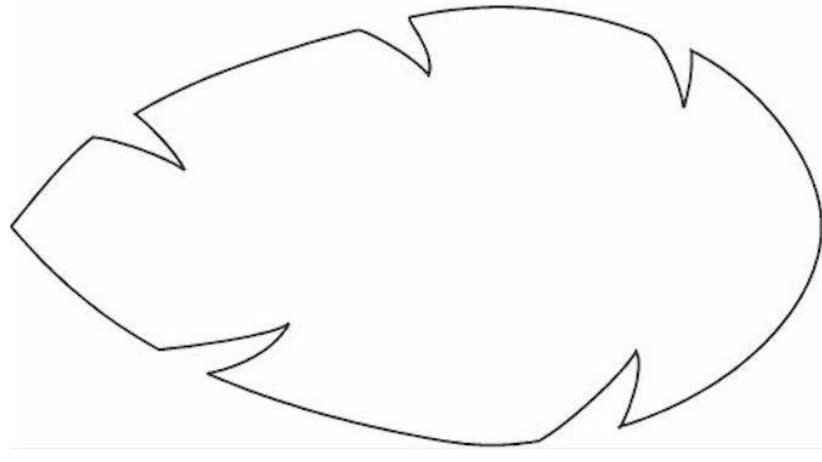
1 syllable



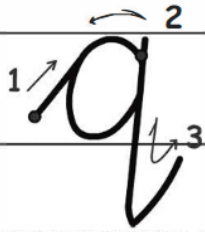
2 syllables



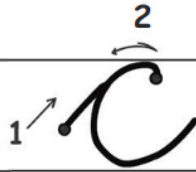
3 syllables



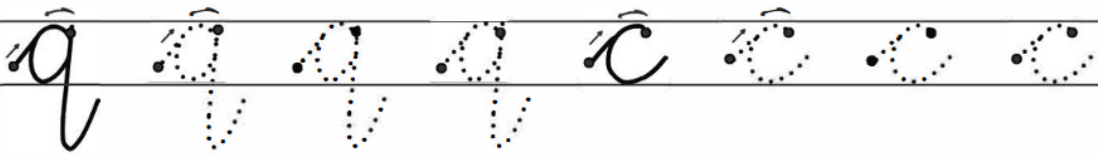
Date _____



- 1 Up and over.
- 2 Back and around.
- 3 Down and kick.



- 1 Up and over.
- 2 Back and around.



q

c

qu

ca

quake

cake

quack

I can hear a quacking duck.

Mathematics- Week 3- Lesson 2

WALT: Understand expanded notation.

What is expanded notation? Eg. $545 = 500 + 40 + 5$

Chilli Questions



a) 21

b) 45

c) 56

d) 80

e) 93

f) 120

g) 232

h) 333



a) 567

b) 898

c) 1284

d) 3831

e) 4892

f) 7045

g) 9603

h) 11345



a) 13476

b) 25901

c) 67324

d) 89976

e) 204,396

f) 723, 622

g) 957, 471

h) 1, 296,376

i) 4,862,431




Thursday

Week 3

Time	Subject	Lesson Focus	Worksheet
9 to 9.30	Reading	Describe the main characters of a story using story traits	Page 1
	Reading Eggs		
9.30 to 10	Writing	Word meaning and persuasive writing	Pages 2-6
10 to 10.30	Readiwriter spelling		
10.30 to 11	Handwriting	x and z	Page 7
11 to 11.30	Recess Break		
11.30 to 12	Mathematics	rounding numbers to 10, 100 and 1000	Page 8-10
12 to 12.30	Mathletics		
12.30 to 1	Daily PE	Daily PE with Mrs Mitchell	
1 to 2	Lunch Break		
2 to 2.30	Science	Mrs Pepper's science lesson: interdependence of organisms	Pages 11-13
2.30 to 3			

Lynne Cherry

THE GREAT KAPOK TREE

Character	Character Traits
The Smaller Man	
The Rain Forest Animals	
The Rain Forest Child	

THE GREAT KAPOK TREE

WORDS TO KNOW!

Word/Definition	Illustration & Sentence
oxygen -	
murmured -	
suspended -	



THE GREAT KAPOK TREE

Directions:

draw an animal from the Rain Forest on the left side of each page. Then, complete the big speech bubble. This is where you can write what the animal says or might say to convince the man not to cut down the tree.

Rain Forest Animal:



Please don't cut
down our Kapok tree
because...



Rain Forest Animal:



Please don't cut
down our Kapok tree
because...



Rain Forest Animal:

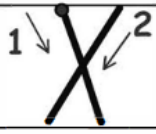


Please don't cut
down our Kapok tree
because...

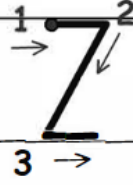
Five horizontal lines for writing.



Date _____



1 Join in.
2 Straight down,
curve up.
3 Kick.



1 Join in.
2 Straight down,
curve up.
3 Straight down,
curve up and kick.



x

z

box

fox

zany

ozone

exit

zeal

The zealous fox made a zany exit.

Mathematics- Week 3- Lesson 3

WALT: Round numbers to the nearest 10, 100 and 1000.

When do we round a number up?

When do we round a number down?

Chilli 1

Round to 10 or 0.

a 6 rounds to

b 3 rounds to

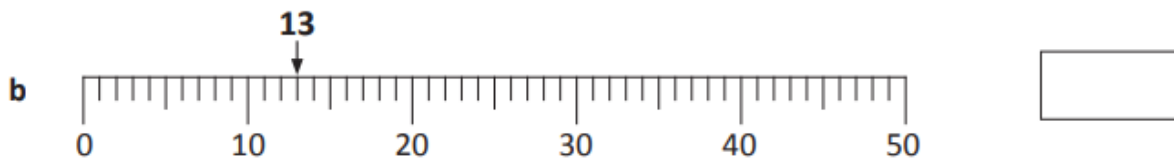
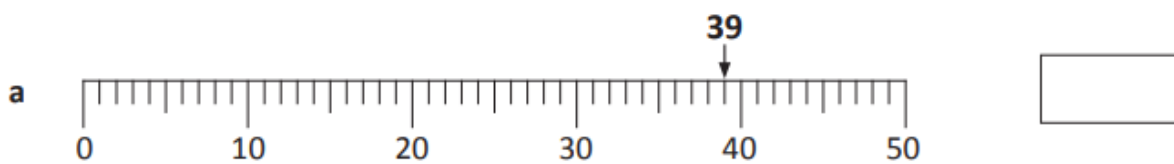
c 2 rounds to

d 8 rounds to

e 5 rounds to

f 7 rounds to

Round these numbers to the nearest 10:



Chilli 2

Round these according to the table directions. The first one has been done for you.

Number	Nearest 10	Nearest 100	Nearest 1 000
567	570	600	1 000
673			
287			
527			
970			

Chilli 3

Round the following numbers to the closest hundred:

a 235

b 680

c 513

d 450

e 5 164

f 3 748

Round the following numbers to the closest thousand:

a 942

b 4 964

c 2 435

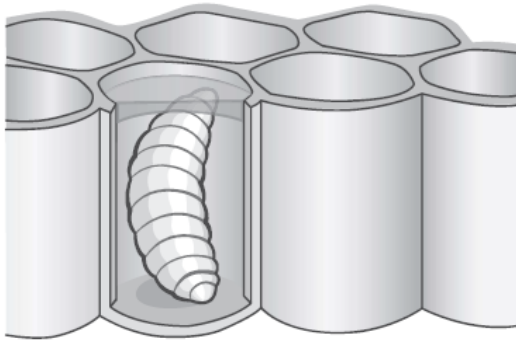
d 9 350

e 5 678

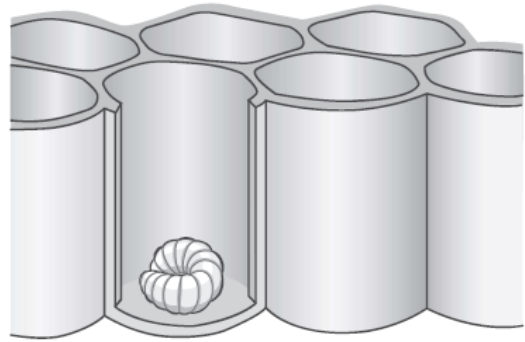
f 2 845

The honey bee life

Read the text. Cut out the images below and arrange them to show the life cycle of a bee.
Add arrows, words and pictures to the life cycle.



Larva, day 10



Larva, day 6



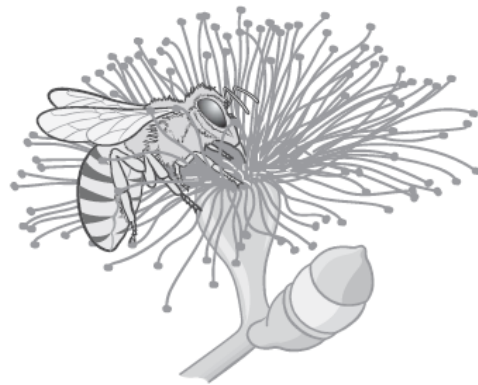
Adult coming out of cell



Pupa, day 15



Queen bee lays eggs in a cell



Adult on flower

The honey bee life

Types of European honey bees

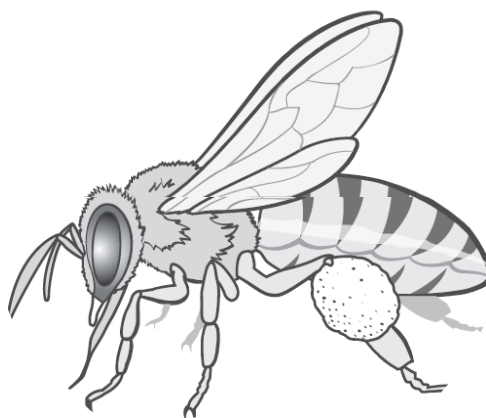
There are three types of bees: the Queen bee, the drones and the worker bees.

The **Queen** is the largest bee. Her body is specially formed for egg-laying into the cells of the honeycomb. The Queen can live up to five years.

The **drones** are stingless male bees who wait in the hive until they can mate with a Queen bee. They can wait months or just a few weeks. They die after mating.

Worker bees are female bees who do not lay eggs. They have lots to do! They find pollen and nectar to feed everyone in the hive, make honey from nectar, build honeycomb, look after the larvae and the Queen, clean the hive and defend against predators. Worker bees only live for about six weeks in spring or summer but can live for months over winter since they are a lot less busy with no larvae to care for, and fewer flowers to visit.

The worker bees that look for food for the colony are called 'foraging bees'. When they visit a flower they get pollen all over their body. They gather and collect the pollen into pouches on their legs but some remains on their body. This remaining pollen can be transferred to the pistil of another flower.



Life cycle of a European honey bee

Day 1: The Queen lays eggs in cells specially prepared by worker bees. The Queen lays all the eggs for the beehive, sometimes over 1,000 per day.

Day 3: The larvae hatch from the eggs. At first, all the larvae are fed by worker bees on a special food called 'royal jelly'. This food is a white liquid made by a gland in the head of the worker bees.

Day 6-9: The larvae that will become worker bees and drones are fed on pollen and nectar. The larvae that will become Queen bees are fed on more royal jelly.

Day 10: The larva spins itself a cocoon where it begins to change from a pupa to an adult. The worker bees place a cap of wax over the top of each cell to protect the pupa.

Days 16-24: The adult gnaws its way out of its cocoon and emerges as an adult bee. The amount of time it spends as a pupa depends on what type of bee it is. Queen bees take the least amount of time as a pupa and drones take the most.



Friday

Week 3

Time	Subject	Lesson Focus	Worksheet
9 to 9.30	Reading	Understand how a character changes throughout a story	Page 1
	Reading Eggs		
9.30 to 10	Writing	Write a poem with Miss Christie	Pages 2-3
10 to 10.30	Readiwriter spelling		
10.30 to 11	Handwriting	t and j	Page 4
11 to 11.30	Recess Break		
11.30 to 12	Mathematics	arranging numbers in ascending and descending order	Pages 5-6
12 to 12.30	Mathletics		
12.30 to 1	Daily PE	Daily PE with Mrs Mitchell	
1 to 2	Lunch Break		
2 to 2.30	Aboriginal Language and Culture	Aboriginal artefacts and tools	Page 7
2.30 to 3	Virtual Assembly		

Lynne Cherry

THE GREAT KAPOK TREE

CHARACTER(S)	At the beginning of the story...	At the end of the story...
The Smaller Man		

How and why does this character change throughout the story?

Poetry Writing - HAIKU

The magic formula for writing a Japanese Haiku is a poem of 3 lines.

There are 17 syllables only. That's it!

The poem DOES NOT RHYME.

They are usually about nature.



Example:

Lonely Billabong (5 syllables)

Frog leaps into still water (7 syllables)

Splash! Silence follows. (5 syllables)

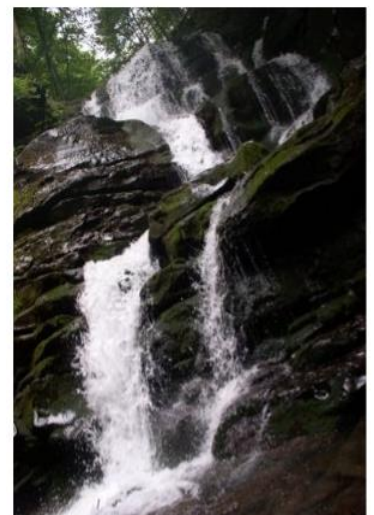
Your turn to have a try... Ask if you can go through your student portal and google videos of a waterfall so you can look at waterfalls and listen to the sounds to help you write one.

Here is a Starter.... Then you complete the the Haiku

Gentle Waterfall (5 syllables)

.....(7)

.....(5)



Here is another Starter....
Now you complete the
the Haiku



White Clouds float above (5 syllables)

.....(7)

.....(5)

Here is the last one. Your Starter....
Now complete the
the Haiku, be creative.



Ripened Golden Wheat (5 syllables)

.....(7)

.....(5)

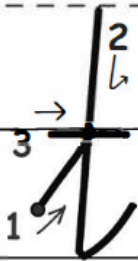
Choose your own topic and write a Haiku... remember it has to be about **nature**.

_____ (5 SYLLABLES)

_____ (7 SYLLABLES)

_____ (5 SYLLABLES)

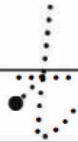
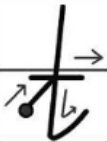
Date _____



1 Join in and go up.
2 Straight down and kick.
3 Cross the t.



1 Join in.
2 Straight down and turn to hook.
3 Dot the j



t

j

jet

jitter

twitter

jacket

the

I flew the jet in my jacket.

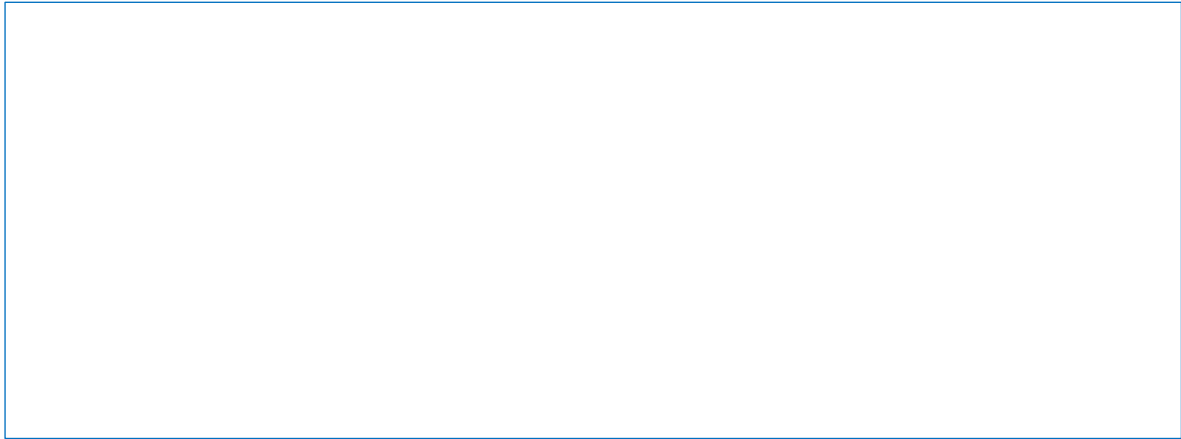
Mathematics- Week 3- Lesson 4

WALT: Arrange numbers in ascending and descending order.

What is ascending order?

What is descending order?

WHITEBOARD VIDEO ACTIVITY



Activities: Record as much as you can on this sheet. 😊

1. _____

2. _____

3. _____







4. _____

Aboriginal Artefacts and Tools - Week 3

We are learning to understand the purpose of Aboriginal artefacts and tools

Task: Fill in the table using the names and write a sentence about the purpose/use of each artefact or tool.

Coolamon	Clap Sticks	Emu Caller
Bullroarer	Killer Boomerang	Bundi

Picture	Name	Purpose/Use
		
		
		
		
		
		

**Note - Each Aboriginal tribal group may have different names or uses for artefacts or tools. Four of these were made by Ngemba Elder, Eugene Biles.*