



Gunnedah South Public School



Home Learning Booklet

Week 4

Name: _____

Class: _____



Year 4





Monday

Week 4

Time	Subject	Lesson Focus	Worksheet
9 to 9.30	Reading	Describe how the author has written a book	
	Reading Eggs		
9.30 to 10	Writing	Word meanings and colour and label a map	Pages 1-3
10 to 10.30	Readiwriter spelling		
10.30 to 11	Handwriting	i and l	Page 4
11 to 11.30	Recess Break		
11.30 to 12	Mathematics	Kitchen/maths lesson: capacity of containers	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 – Staying Motivated PDH – Passenger Safety	Pages 6-8

THE GREAT KAPOK TREE

by Lynne Cherry

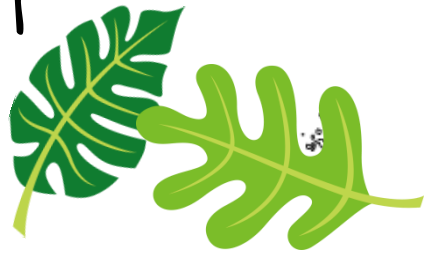
Character Motivation

CHARACTER	ACTION What did they do?	MOTIVATION Why did they do it?
The Smaller Man		
The Rain Forest Animals		

THE GREAT KAPOK TREE

WORDS TO KNOW!

Word/Definition	Illustration & Sentence
fragrant -	
mist -	
hesitated -	



The Continent of South America



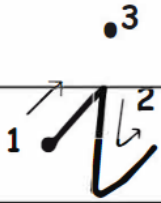
Colour the Amazon River blue. Label it.

Colour the Amazon Rain Forest green. Label it.

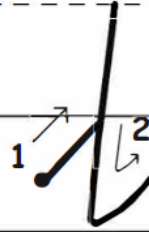
Draw a Kapok tree in the rain forest. Label it.



Date _____



- 1 Join in.
- 2 Straight down and kick.
- 3 Dot the i.



- 1 Join in and up.
- 2 Straight down and kick.



i

l

ill

lid

like

lily

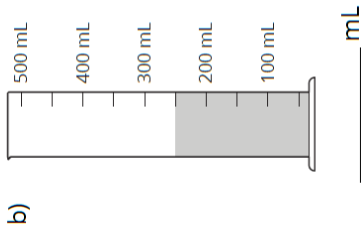
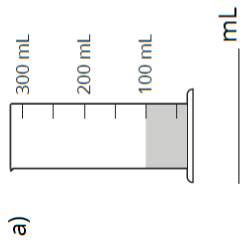
lilac

I like lilac lilies.

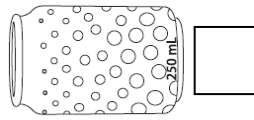
WALT: compare and record the capacity of containers

Capacity (A)

- ① Record the capacity of each jug.



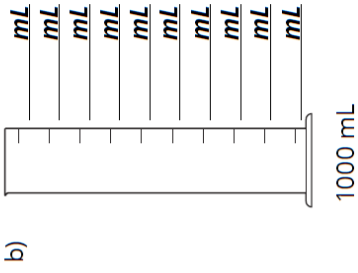
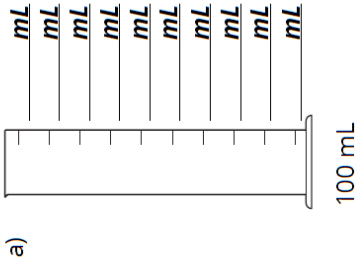
- ② Order these containers from the smallest capacity to the largest by numbering them 1 to 3.



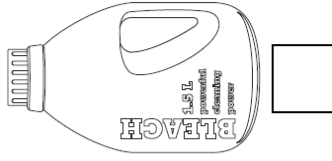
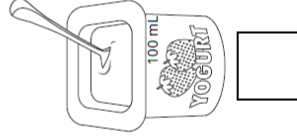
- ③ Kenny half-filled a 1 L jug with orange juice. How many millilitres of juice was in the jug?

Capacity (B)

- ① Fill in the missing values on each jug to represent the capacity shown.



- ② Order these containers from the smallest capacity to the largest by numbering them 1 to 3.



- ③ Kenny half-filled a 3 L bucket with water. How many litres of water was in the bucket?

We are learning to stay motivated

SAFE EVERYONE
RESPECTFUL EVERYWHERE
LEARNER EVERY TIME

Three things I can do to stay motivated

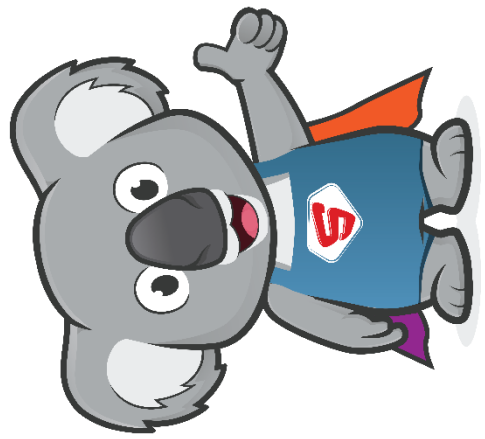
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People who can help me stay motivated

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What can stop your motivation and how can you change it.

--	--



Personal Development & Health – Term 2 Week 4

We are learning to understand passenger safety.

Success Criteria: I can

- ★ identify a cars safety features
- ★ display and explain the purpose and importance of a seatbelt
- ★ compare safe and unsafe situations in a car

1. List what safety features a car might have and then what the purpose of that safety feature is.

Safety Feature	Purpose

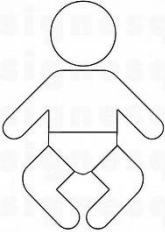
2. Answer the following questions.

What is the purpose of a seatbelt?

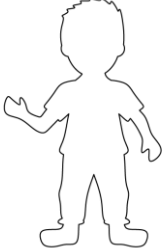
What would happen if you didn't wear a seat belt?

3. For the following people draw where the seatbelt should sit and write where should sit in the car. (front/back/either)

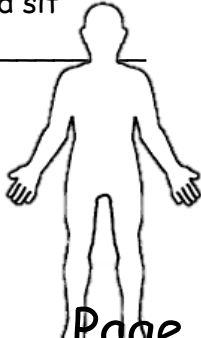
A baby should sit



A child should sit



An Adult should sit



4. Look at the following scenarios and then list them as safe or unsafe.

Laughing and talking loudly in the back seat	Buckling up your seatbelt for the whole journey	Putting any part of your body out of the window	Travelling with four passengers in the back seat
Putting the dog on the back seat for a drive	Throwing rubbish out of the window	Using a booster seat	Travelling in the front passenger seat
Getting out of the car on the footpath side	Waiting for an adult to let you out	Taking your seatbelt off to go to sleep	Having a break every two hours on a long trip
Running across the road before the car has driven away	Opening the car door before the car has stopped	Packing your school or shopping bag in the boot	Reading or listening to an ipod on a long journey

SAFE	UNSAFE



Tuesday

Week 4

Time	Subject	Lesson Focus	Worksheet
9 to 9.30	Reading	Visualise and describe the setting of a story	
	Reading Eggs		
9.30 to 10	Writing	Forming an opinion and understanding an author's purpose	Pages 1-3
10 to 10.30	Readiwriter spelling		
10.30 to 11	Handwriting	b and p	Page 4
11 to 11.30	Recess Break		
11.30 to 12	Mathematics	addition and subtraction mental strategies	Pages 5-8
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	Natural and human features of Australian places and environments	Pages 9-12
2.30 to 3			



Lynne Cherry

THE GREAT KAPOK TREE

Setting: The Amazon Rain Forest

My Picture of the Setting	My Description of the Setting
	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Lynne Cherry

THE GREAT KAPOK TREE

My favourite part was...

because...

My least favorite part was...

because...

Persuade?

Author's Purpose

Inform?

What was the author's purpose for writing
THE GREAT KAPOK TREE? Explain your thinking!

Entertain?

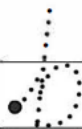
Date _____



- 1 Join in and go up.
- 2 Straight down.
- 3 Up and around.



- 1 Join in.
- 2 Straight down.
- 3 Up and around.



b

p

ba

pa

pop

bubbles

ripples

I popped the pretty bubbles.

Mathematics- Week 4- Lesson 1

WALT: Use a variety of mental strategies to solve addition and subtraction problems.

What is a mental strategy in Maths?

VIDEO WORK



For the following Chilli questions, solve them using one of the strategies we have learnt today or one you may already know. If you need more room, please draw up a margin, write the date, WALT and show your working in your workbook provided.

Chilli 1

a $47 + 8 = \square$

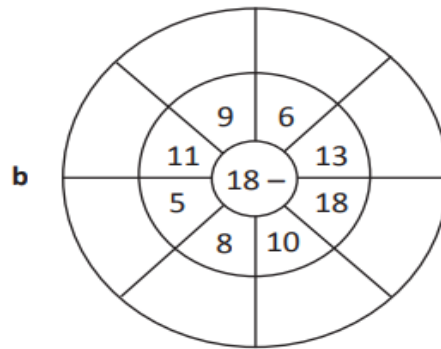
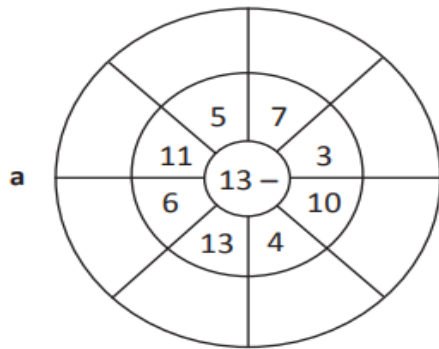
A number line starting at 47 and ending at an empty box. There are two jumps of 3 units each, indicated by curved arrows above the line. The first jump ends at 50, and the second jump ends at the final empty box. Plus signs in boxes are placed above each jump.

b $56 + 9 = \square$

A number line starting at an empty box and ending at another empty box. There are two jumps of 3 units each, indicated by curved arrows above the line. Plus signs in boxes are placed above each jump.

Mitch and Anna held a lemonade stall over the weekend. They sold 25 cups on Saturday and 18 cups on Sunday. How many cups did they sell altogether?

Complete the subtraction wheels. Use a ten frame in your mind.

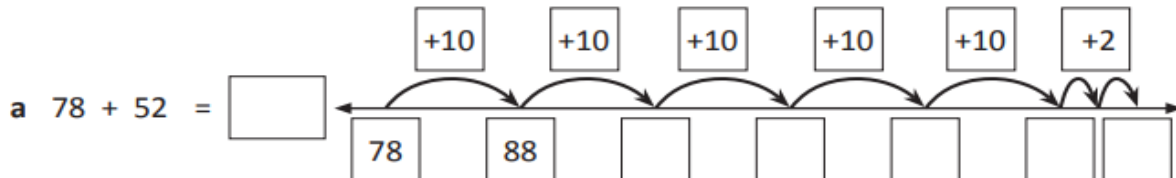


Chilli 2

a	+	356	78	586	287	385	984
	12						

b	+	298	566	252	176	368	146
	16						

Use the jump strategy to add these:



Use counting on to complete these:

- | | | |
|-----------------------|-------------------------|-------------------------|
| a $32 - 29 = \square$ | b $33 - 28 = \square$ | c $34 - 27 = \square$ |
| d $71 - 68 = \square$ | e $82 - 76 = \square$ | f $73 - 69 = \square$ |
| g $83 - 77 = \square$ | h $112 - 109 = \square$ | i $201 - 196 = \square$ |

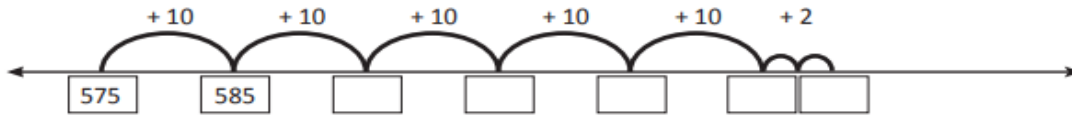
Solve these using the jump strategy:

a $125 - 42 = \square$

Chilli 3

Use the jump strategy to complete these additions:

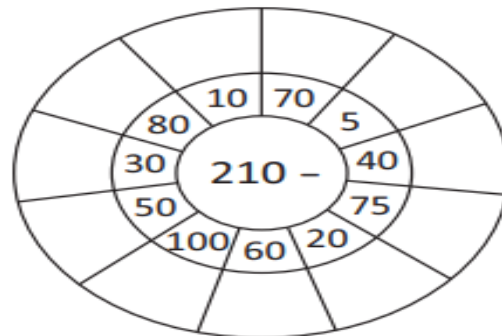
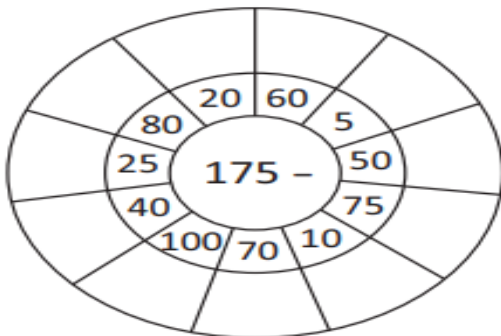
a $575 + 52 = \square$



b $759 + 41 = \square$







c $135 + 73 = \square$



The following problems require you to add and subtract. Use the split strategy to help you solve them:

Four different families went on a holiday over Easter. Work out the distance that each car has travelled on the missing days:

	 Robertsons	 Pankhursts	 Cailes	 Darnleys
Day 1	125 km	225 km		130 km
Day 2	375 km		525 km	
Day 3		110 km	125 km	270 km
Total distance	735 km	836 km	950 km	695 km

Make as many notes as you need to help you:

Lesson 4: Worksheet 1

Re-read/watch *Are We There Yet?* Identify the main attraction visited at each place and the weather experienced. Then select **one** of the places for additional study. Using the internet, investigate the importance of the place and why it deserves a special mention.

Northern territory

Place visited	Attractions (points of interest)	Weather
Alice Springs		
Uluru		
Kata Tjuta		
Katherine Gorge		
Darwin (Mindil Beach)		
Kakadu		

Queensland

Place visited	Attractions (points of interest)	Weather
Mount Isa		
Cloncurry		
Mareeba Rodeo		
Daintree River		
Great Barrier Reef		
Cow Bay		
Cairns		
Hinchinbrook Island		
Surfers Paradise		

New South Wales and the Australian Capital Territory

Place visited	Attractions (points of interest)	Weather
Sydney		
Blue Mountains		
Canberra		

Victoria and Tasmania

Place visited	Attractions (points of interest)	Weather
Mount Hotham		
Glenrowan		
Bass Strait		
Hobart		
Wilson's Promontory		
Phillip Island		
Melbourne		
Great Ocean Road		

Space for a picture or 2!



Wednesday

Week 4

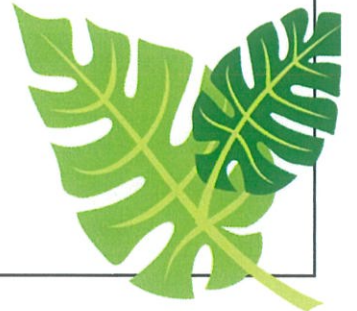
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9 to 9.30	Reading	Describe how the author has written the plot of a narrative	Page 1
	Reading Eggs		
9.30 to 10	Writing	Write a letter to the author	Pages 2-3
10 to 10.30	Readiwriter spelling		
10.30 to 11	Handwriting	f and h	Page 4
11 to 11.30	Recess Break		
11.30 to 12	Mathematics	Using formal algorithm to record addition and subtraction	Pages 5-7
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	CAPA	Colourful feet- Mrs Merlehan	
2.30 to 3		Drama - Miss Christie	

THE GREAT KAPOK TREE

Describing the Plot

What is the problem at the beginning of the story?

How is this problem solved by the end of the story?



Letter to the Author Activity

Write a letter to Lynne Cherry, the author

of **THE GREAT KAPOK TREE**.

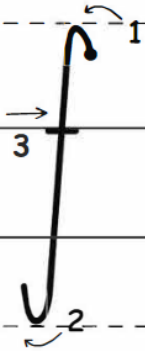
In this letter, please discuss your favorite part of the book.

Include details from the book and two reasons for your choice. Be sure to use correct punctuation in your writing.

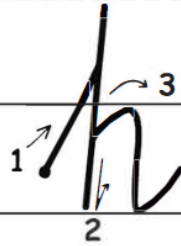
Have fun!

Pear Lynne Cherry,

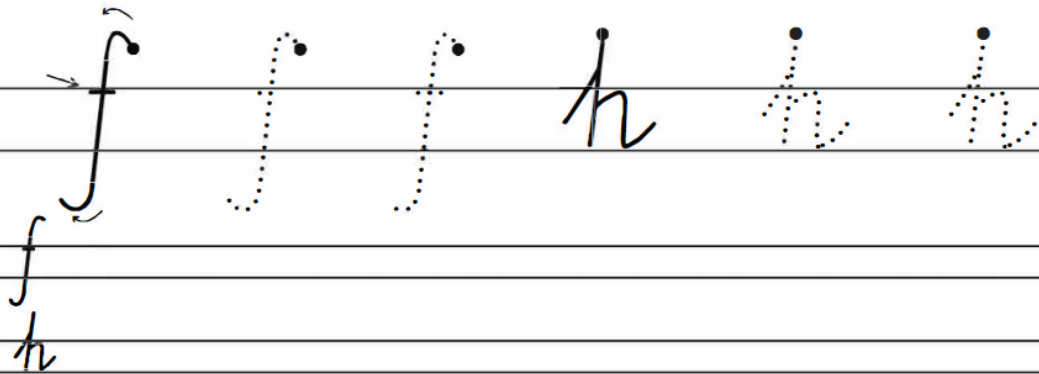
Date _____



- 1 Hook up and over.
- 2 Straight down and hook up.
- 3 Cross the f.



- 1 Join in and go up.
- 2 Straight down.
- 3 Up and around and kick.



fuss

fish

huff

puff

shell

She fussed over the puffer fish.

Mathematics- Week 4- Lesson 2

WALT: Use a formal algorithm to record addition and subtraction.

Chilli 1

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If you would like to, feel free to make your own equations below.



Thursday

Week 4

Time	Subject	Lesson Focus	Worksheet
9 to 9.30	Reading	Determine how an author writes a plot	Pages 1-2
	Reading Eggs		
9.30 to 10	Writing	What a theme is in a book	Page 3
10 to 10.30	Readiwriter Spelling		
10.30 to 11	Handwriting	e and s	Page 4
11 to 11.30	Recess Break		
11.30 to 12	Mathematics	addition and subtraction of money	Pages 5-7
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	Science	Mrs Pepper's science lesson: classifying the impact of animals on eucalyptus	Pages 8-9
2.30 to 3			

Lynne Cherry

THE GREAT KAPOK TREE

Determining Importance of Events in the Plot

Green Light Very Important Events	Yellow Light Important Events	Red Light Not Important Events

Most Important Events

THE GREAT KAPOK TREE

Draw and Describe the Most Important Event in the **Beginning** of the Book.

Draw and Describe the Most Important Event in the **Middle** of the Book.

Draw and Describe the Most Important Event in the **Ending** of the Book.

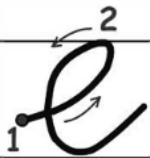
Lynne Cherry

THE GREAT KAPOK TREE

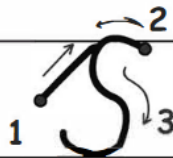
What is the **lesson** or **theme** of this book?
Give information from the text to support your answer.



Date _____



1 Scoop up and turn.
2 Back and around.



1 Up and over.
2 Back and around.
3 Scoop and turn.



e

s

end

est

sent

nest

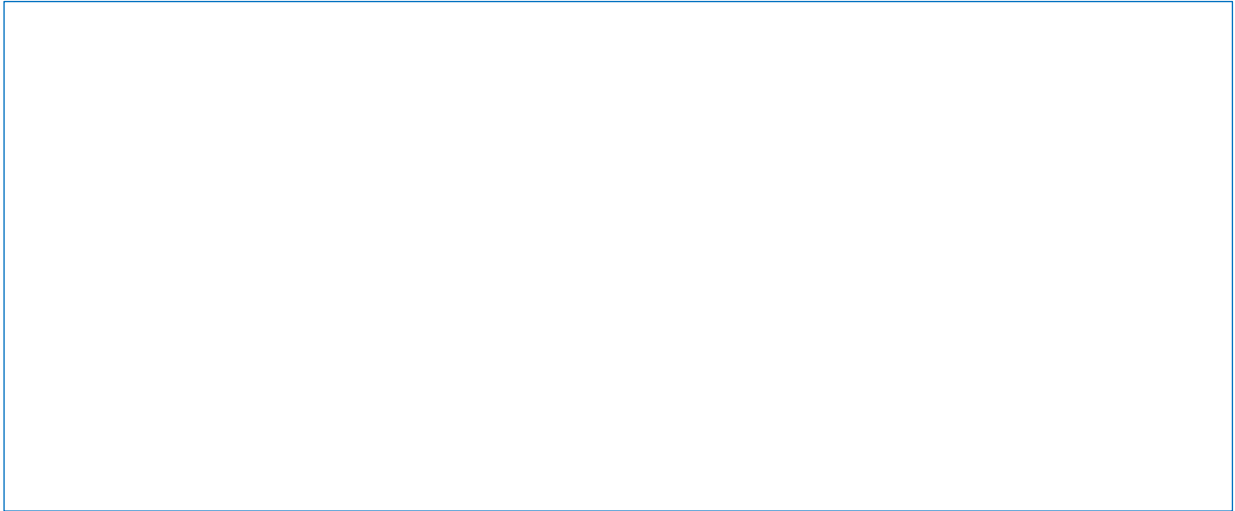
best

There is a nest in the tree.

Mathematics- Week 4- Lesson 3

WALT: Solve addition and subtraction problems involving money.

VIDEO WORKING



For all of the following questions, I would like you to show as much working out as you could underneath your question or in your workbooks.

1. When I was in a music shop I saw that a CD cost about \$22 and a tape about \$15. What might have been the price tag on the CD and the tape?

2. In my pocket I have \$36. What notes and coins might I have?

3. I bought something at a supermarket and got 5c change. How much did it cost and how much money did I give to pay for it?

4. The price tag on a toy car is \$2.75. What coins would I use to pay for this?

5. Show some different ways to give change for \$2 for an item costing \$1.35.

6. How could I spend exactly \$20 at the supermarket? (Use a catalogue and a calculator to help).

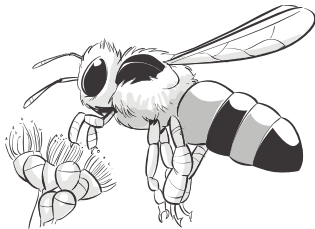
EXTENSION WORK

1. Students are to look at a shopping catalogue. They have \$30 to spend for their school recess and lunch for the week. They cannot go over the \$30 mark. What will you buy?

2. CREATE YOUR OWN WORD PROBLEM FOR SOMEONE ELSE TO SOLVE.

Friends and foes

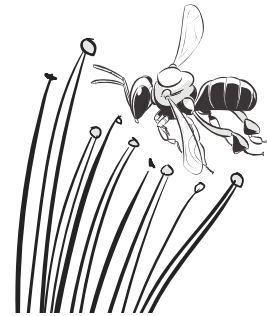
How do each of these animals interact with eucalypts?



European honey bee

Food: They collect nectar from flowers to make honey. They also collect and eat pollen, and by doing so can contribute to pollination.

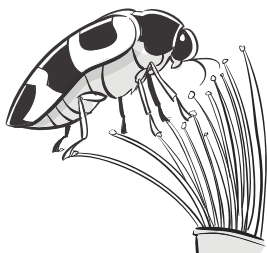
Shelter: They make their beehives in eucalypt hollows, which means birds and mammals cannot nest there.



Australian native stingless bee

Food: They collect nectar and pollen from eucalypts and contribute to pollinating many species. They compete with the European bees for nectar, pollen and places to live.

Shelter: They nest in eucalypt hollows.



Jewel beetle

Food: The adults are nectar feeders or leaf feeders. The young (larvae) are wood borers, feeding on the sapwood under the bark.

The adults can act as a pollinator, as they carry pollen on their head and under their body. Unlike some insects, the beetles do not eat the flowers, making them a good pollinator for the eucalypt.



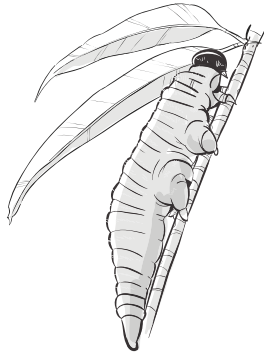
Honey possum

Food: They do not eat honey, but they do like nectar. They forage deep within flowers with their long snout and brush-tipped tongue. Pollen collects on their fur, which then gets transported to other flowers.

Shelter: They use hollows in eucalypts for a nesting site.

Friends and foes

How do each of these animals interact with eucalypts?



Spitfire sawfly

Food: The larvae hatch and eat the leaves.

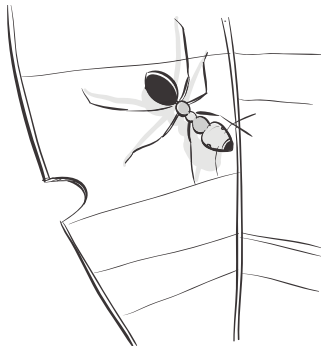
Bonus: Sawfly larvae store *Eucalyptus* oil in their stomachs. Despite their nickname, they do not actually spit it out, but it does make them more poisonous to eat.



Gang-gang cockatoo

Food: They feed on seeds and insect larvae.

Shelter: Like the sulfur-crested cockatoo, this cockatoo roosts and nests in eucalypt hollows. It is a lot less destructive than the sulfur-crested cockatoo, which has been known to tear off parts of the tree and eat the flower buds.



Purple meat ant

Food: They collect, store and eat the honey dew of insects, for example, aphids, which feed off the leaves of eucalypts.

Bonus: Ants sometimes hunt for insects on the leaves of eucalypts. Ants also gather seeds from eucalypts and store them back in their nest, helping distribute the seeds if they are not eaten.



Koala

Food: They mostly eat the leaves of a few particular species of eucalypts. The leaves do not provide a lot of nutrition so koalas sleep up to 20 hours a day. The leaves do have a lot of water, so the koala does not need to drink very often.



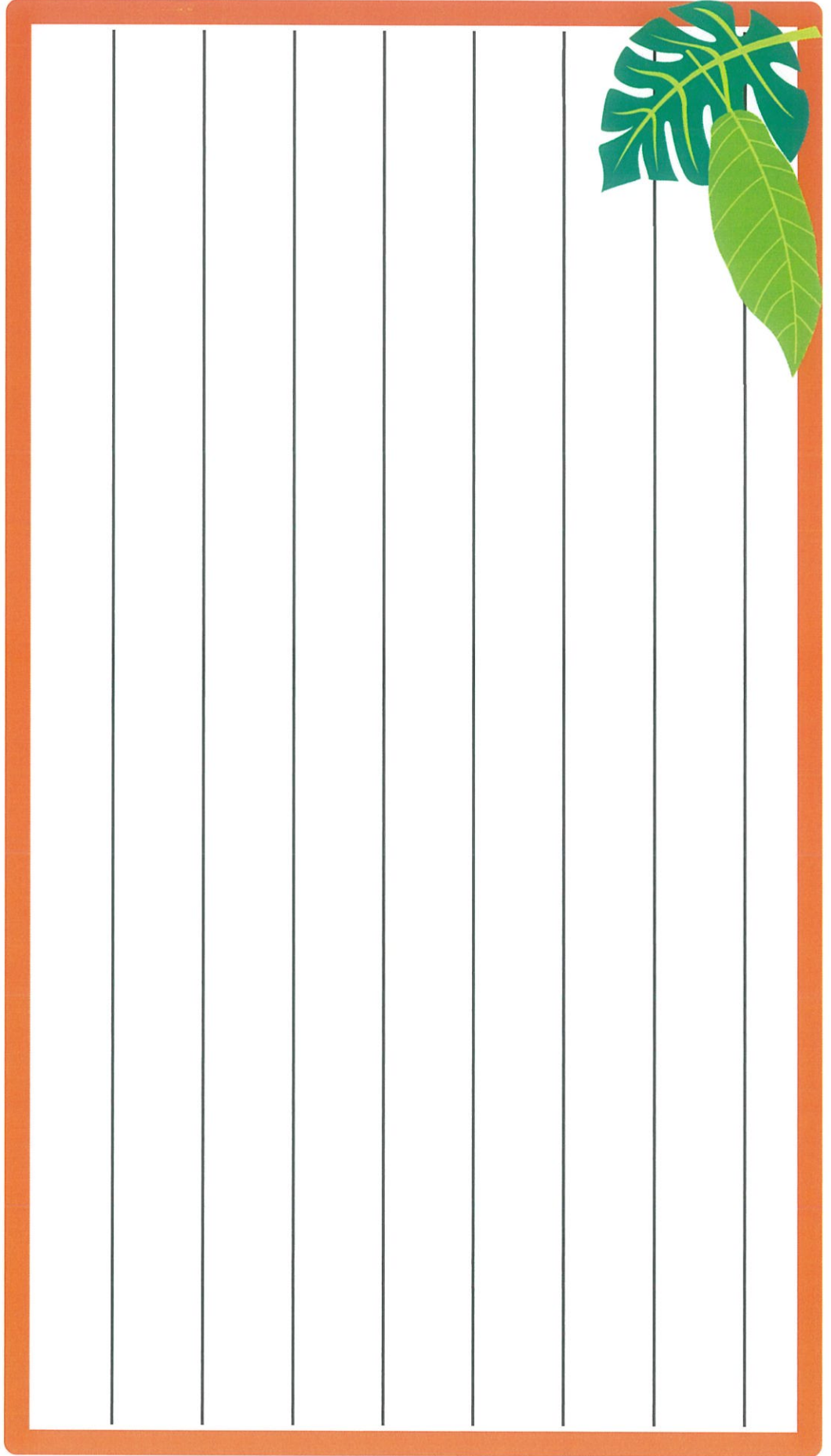
Friday

Week 4

Time	Subject	Lesson Focus	Worksheet
9 to 9.30	Reading	Summarise a story we have read	Page 1
	Reading Eggs		
9.30 to 10	Writing	Write a Senryu poem with Miss Christie	Pages 2-3
10 to 10.30	Readiwriter spelling		
10.30 to 11	Handwriting	m and n	Page 4
11 to 11.30	Recess Break		
11.30 to 12	Mathematics	Use estimation to check the reasonableness of addition and subtraction involving money	Pages 5-7
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	Aboriginal Language and Culture	Reconciliation Week	Page 8
2.30 to 3	Virtual Assembly		

Summarize!

Try to summarize this story in five sentences! Include only the important events of the story.



Poetry Writing - Senryu

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

There are 17 syllables only. Just like the Haiku.
The poem also does NOT RHYME.

The subject matter is the main difference.
Senryu Poems NOT about nature. They tend to be about human activities. They can be humorous.

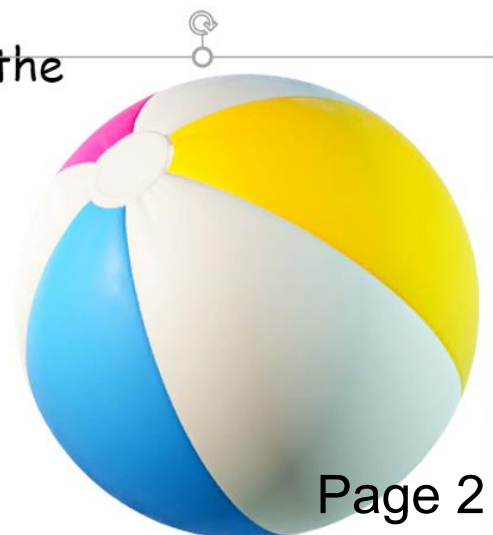
An example of a Japanese Senryu Poem:

A folded napkin	(5 syllables)
Is not intended to be	(7 Syllables)
A permanent thing	(5 Syllables)



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

Leap and take a ball (5 syllables)
.....(7)
.....(5)



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



Hot and tasty Chips (5 syllables)

.....(7)

.....(5)

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



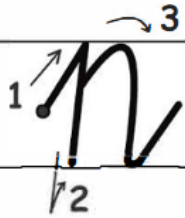
Gifts under the Tree (5 syllables)

.....(7)

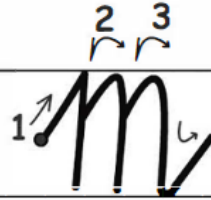
.....(5)

Your turn to choose a topic and write your own Senryu poem.

Date _____



- 1 Join in.
- 2 Straight down.
- 3 Up and around and kick.



- 1 Join in.
- 2 Straight down.
- 3 Up and around, up and around and kick.



n

m

mine

nn

running

mm

swimming

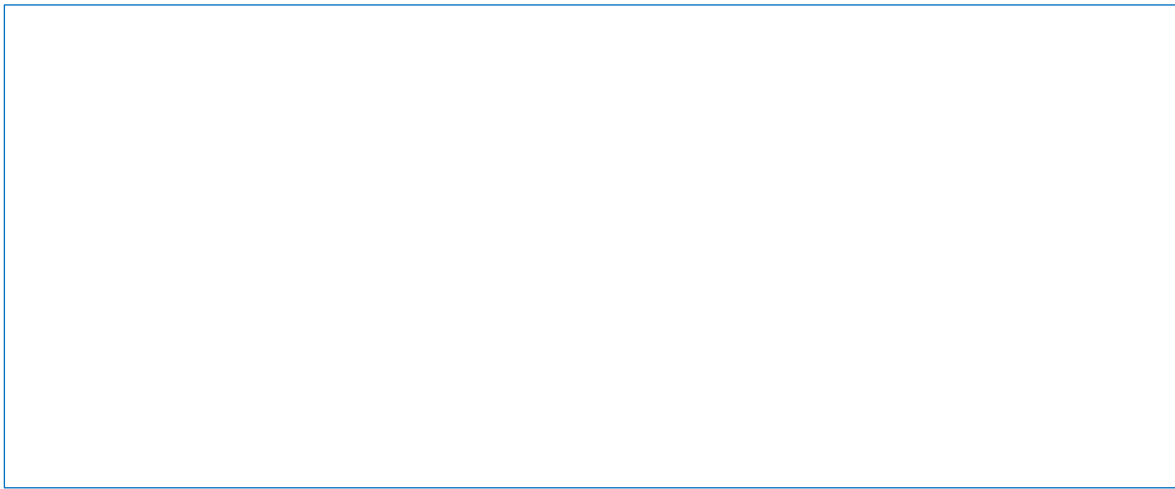
No running near the swimming pool.

Mathematics- Week 4- Lesson 4

WALT: Use estimation to check if the addition and subtraction solutions involving money are reasonable.

What is estimation? Provide an example.

VIDEO WORKING



Answer the following questions with all your working and estimations.

1. When I was in a music shop I saw that a CD cost about \$22 and a tape about \$15. What might have been the price tag on the CD and the tape?

Estimation:

2. In my pocket I have \$36. What notes and coins might I have?

Estimation:

3. I bought something at a supermarket and got 5c change. How much did it cost and how much money did I give to pay for it?

Estimation:

4. The price tag on a toy car is \$2.75. What coins would I use to pay for this?

Estimation:

5. Show some different ways to give change for \$2 for an item costing \$1.35.

Estimation:

EXTENSION:

1. In the Garden

I have \$1 000 and wish to purchase plants for my garden. Azaleas cost \$7.50, roses cost \$25.00 and shrubs cost \$30.00. How many of each can I buy? Is there only one alternative?

Estimation:

2. My New Homes

I have won \$5 000 000 in the Lotto. I wish to purchase a number of homes as an investment portfolio. Using copies of real estate advertisements find homes to purchase that total as close to \$4 000 000 as possible. Calculate the change from \$4 000 000.

Estimation:

Reconciliation Week - Week 4

We are learning to understand the importance of Reconciliation

Task: Design a tile (the square below) for the Schools Reconciliation Challenge including the 2020 theme 'Caring for Country'.

Extension: Primary students may like to write an explanation on the back of their tile design to explain what reconciliation means to them and the importance of the theme 'Caring for Country'.



Your tile must be returned to school to be included in the GSPS Schools Reconciliation Challenge. You can return this to school by taking a photo or scan and send it via:

- Email: gunnedahs-p.school@det.nsw.edu.au
 - Text: 0498 346 377
 - Booklet: postage to school