

NAME: Answers CLASS: \_\_\_\_\_

# YEAR 3 & 4

## Remote Learning Booklet

WEEK 9

MONDAY 6TH SEPTEMBER - FRIDAY 10TH

SEPTEMBER



Last Saturday we climbed a mountain!

William and I had decided that Saturday was the day—the day we would climb Mount Sturt. No-one else in our class had ever tried and we wanted to be the first. (2) (1)

We left early on our bikes, backpacks full of food and drink. It was a perfect autumn day. The air was calm and crisp with the promise of warmth to come.

Close up, the mountain looked much larger and higher than we had thought, but we were determined to try. We climbed steadily and soon conquered the lower slopes.

The upper reaches were steep and challenging. Loose earth gave way under every step. Nettles stung our bare arms and legs and prickles clawed at our socks. We were hot and thirsty and tired. We climbed and slithered and slid until finally we reached the top. It had taken us hours to get there. (5)

But ... what a view! The countryside spread out below us like a magnificent, patchwork quilt - green and brown and gold. We felt on top of the world.

We broke open our backpacks and ate hungrily and then sprawled out under a tree and closed our eyes. We must have dozed off, for we woke to the sound of a Kookaburra laughing. It was getting late. We set off down the mountain. Despite the loose earth, the snake vines that tripped us and the thistles and prickles that grabbed at us, we moved quickly.

The sun had almost set by the time we reached our bikes. Quickly, we headed for home. By the time we wheeled them into the shed, it was dark.

I think Mum hid a smile when she saw us standing at the door. We looked like something the cat had dragged in - tired, dirty, scratched and our socks full of prickles.

Read the text and shade a bubble or write an answer to each question.

1 What is the best title for this story? SUMMARISING

- Bushwalking  
 The Climbers

- The Conquering of Mt Sturt  
 Mountaintop Views

2 What did the boys want to do? MONITORING

- ride their bikes to the mountain  
 go for a picnic

2.  be the first to climb the mountain  
 visit the farmer at the foot of the mountain

3

What was the day like?

- warm and sunny       cool and windy  
 cloudy and wet       sunny and cold

MONITORING

4

In this story, what is the **foot** of the mountain?

- the starting track       base       slopes       dry gully

MONITORING

5

Which word tells us the boys climbed slowly and carefully?

- softly       anxiously       cheerfully       steadily

MONITORING

6

The boys **conquered** the lower slopes.

That means that they:

- cut their way through the bushes       climbed without stopping  
 climbed the slopes successfully       became tired and stopped

MONITORING

7

In the story what are the **upper reaches**?

- the treetops       the top part of the mountain  
 thickly wooded areas       the distance from the foot of the mountain

MONITORING

8

What challenges did the boys face on the upper slopes?

SUMMARISING

① loose earth gave way under every step

② nettles stung their arms and legs.

③ prickles clawed at their socks

9

The countryside looked like a **patchwork quilt**.

This means:

- houses and trees were dotted about  
 it looked soft and inviting  
 there were lots of wildflowers  
 different coloured paddocks joined each other

VISUALISING

10

Why do you think the boys dozed off?

MAKING CONNECTIONS

- they had eaten too much  
 they were tired after their climb  
 they had left early that morning  
 the sound of bees lulled them to sleep

11

Why were the boys able to move quickly?

PREDICTING

- they were going downhill       the sun had not gone down  
 they took bigger steps       they ran

12

The boys looked like **something the cat had dragged in**.

This Australian saying means:

VISUALISING

- something small       a ball of wool  
 something half-dead       something tasty to eat

NUMBER OF CORRECT ANSWERS

12
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## Week 9 Year 3 Word Search



- |         |           |         |               |        |
|---------|-----------|---------|---------------|--------|
| wrestle | often     | thistle | guide         | build  |
| guess   | Words     | biscuit | bristle       | column |
| rustle  | disguise  | guild   | castle        | hymn   |
| guilty  | whistle   | glisten | nestle        | hustle |
| moisten | guest     | fasten  | <u>listen</u> |        |
| guard   | Challenge | trestle | Christmas     |        |
| circuit | autumn    | soften  | guitar        |        |

*Parents please check*

## Week 9 Year 4 Word Search

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

*Parents please check.*

incorrect	immature	imbalance	irresponsible	insecure
impersonal	invisible	impartial	improbable	insincere
irrelevant	impolite	infertile	impure	
immobile	illegible	impossible	illogical	
imperfect	irreplaceable	incurable	immortal	
illegal	inactive	inaccurate	impractical	
irregular	illiterate	impatient	incomplete	

## Week 9 Year 3 Anagrams

These words have been mixed up. Can you unscramble

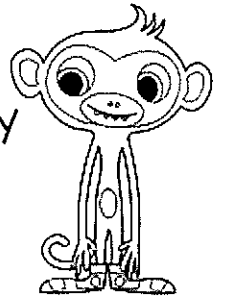
isiudesg <u>disguise</u>	etirbls <u>bristle</u>	ultsre <u>rustle</u>	entles <u>nestle</u>	libdu <u>build</u>	gteus <u>quest</u>
icsutbi <u>biscuit</u>	mistrasC <u>Christmas</u>	utlyig <u>guilty</u>	guedi <u>guide</u>	tunmau <u>autumn</u>	esltac <u>castle</u>
ltesert <u>trestle</u>	mtoisne <u>moisten</u>	snatef <u>fasten</u>	yhnsm <u>hymn</u>	itelsth <u>thistle</u>	ehtslwi <u>whistle</u>
tuigra <u>guitar</u>	dlugi <u>guild</u>	liestn <u>listen</u>	sehuti <u>hustle</u>	comnlu <u>column</u>	tfeons <u>soften</u>
esgsu <u>guess</u>	riestew <u>wrestle</u>	uccriti <u>circuit</u>	gdrua <u>guard</u>	nefto <u>often</u>	inletgs <u>glisten</u>

## Week 9 Year 4 Anagrams

These words have been mixed up. Can you unscramble

treamuim <u>immature</u>	maltiom <u>immortal</u>	iaeeitrlt <u>illiterate</u>	criaamitpc <u>impractical</u>	ulrgeria <u>irregular</u>	lmipaiart <u>impartial</u>
bilmmieo <u>immobile</u>	bipralmbeo <u>improbable</u>	lleglai <u>illegal</u>	beilsiinv <u>invisible</u>	ibpclaaeerler <u>irreplaceable</u>	goclailli <u>illogical</u>
oiteimp <u>impolite</u>	ieplctmeon <u>incomplete</u>	vrreeinalt <u>irrelevant</u>	salpreiomn <u>impersonal</u>	speilbinso <u>impossible</u>	acvetnii <u>inactive</u>
bcrnalue <u>incurable</u>	refinilet <u>infertile</u>	imupre <u>impure</u>	rscneiee <u>insincere</u>	aimaenclb <u>imbalance</u>	lgeilble <u>illegible</u>
coicenrtr <u>incorrect</u>	unsrceei <u>insecure</u>	itefepmc <u>imperfect</u>	ucrntcaiae <u>inaccurate</u>	ipribenerosls <u>irresponsible</u>	etinmaitp <u>impatient</u>

# Mango's Equations



1 Mango rolled 2 dice. She used the numbers to make a multiplication and division fact family. What fact family could she make?

a Underline the question.    b Circle the facts.

c Act it out. Roll 2 dice. Use the two numbers in the first multiplication. Complete the fact family.

$$\boxed{4} \times \boxed{6} = \boxed{24}$$

$$\boxed{24} \div \boxed{6} = \boxed{4}$$

$$\boxed{6} \times \boxed{4} = \boxed{24}$$

$$\boxed{24} \div \boxed{4} = \boxed{6}$$

Parents please check.

2 a What do you notice about the first number of each division sum?

It is the answer to the multiplication

b Does it matter if you swap the order of the numbers in division equations? Why?

Yes. You must always start with the largest number

3 Roll again. Write the new number fact family.

$$\boxed{3} \times \boxed{5} = \boxed{15}$$

$$\boxed{15} \div \boxed{3} = \boxed{5}$$

$$\boxed{5} \times \boxed{3} = \boxed{15}$$

$$\boxed{15} \div \boxed{5} = \boxed{3}$$

Parents please check

4 a How many fact families can you find that include the number 40?

$2 \times 20 = 40$  /  $1 \times 40 = 40$  /  $5 \times 8 = 40$  /  $4 \times 10 = 40$

b Compare with a partner. Did you have the same set of number facts using 40?



A	B	C	D
$6+3=9$	$6+0=6$	$6+2=8$	$6+0=6$
$6+4=10$	$6+4=10$	$6+4=10$	$6+1=7$
$6+2=8$	$6+3=9$	$5+3=8$	$6+2=8$
$5+5=10$	$6+2=8$	$4+4=8$	$6+3=9$
$4+6=10$	$6+1=7$	$6+1=7$	$6+4=10$
$3+3=6$	$5+0=5$	$6+0=6$	$5+5=10$
$2+8=10$	$4+6=10$	$6+3=9$	$4+4=8$
$1+9=10$	$3+3=6$	$3+1=4$	$3+3=6$
$6+1=7$	$2+8=10$	$2+8=10$	$2+2=4$
$6+0=6$	$1+1=2$	$1+9=10$	$1+1=2$

A	B	C	D
$3+3=6$	$5+0=5$	$6+0=6$	$5+5=10$
$4+6=10$	$6+1=7$	$6+1=7$	$6+4=10$
$2+8=10$	$4+6=10$	$6+3=9$	$4+4=8$
$1+9=10$	$3+3=6$	$3+1=4$	$3+3=6$
$5+5=10$	$6+2=8$	$4+4=8$	$6+3=9$
$6+2=8$	$6+3=9$	$5+3=8$	$6+2=8$
$6+1=7$	$2+8=10$	$2+8=10$	$2+2=4$
$6+0=6$	$1+1=2$	$1+9=10$	$1+1=2$
$6+4=10$	$6+4=10$	$6+4=10$	$6+1=7$
$6+3=9$	$6+0=6$	$6+2=8$	$6+0=6$

A	B	C	D
$6+3=9$	$6+2=8$	$6+3=9$	$6+3=9$
$4+6=10$	$6+0=6$	$4+4=8$	$3+3=6$
$1+9=10$	$3+3=6$	$6+2=8$	$6+4=10$
$6+4=10$	$6+1=7$	$3+1=4$	$6+0=6$
$3+3=6$	$6+4=10$	$6+1=7$	$2+2=4$
$6+1=7$	$2+8=10$	$6+4=10$	$5+5=10$
$6+2=8$	$5+0=5$	$2+8=10$	$6+1=7$
$2+8=10$	$6+3=9$	$6+0=6$	$1+1=2$
$6+0=6$	$1+1=2$	$5+3=8$	$4+4=8$
$5+5=10$	$4+6=10$	$1+9=10$	$6+2=8$

A	B	C	D
$6+1=7$	$2+8=10$	$6+4=10$	$5+5=10$
$3+3=6$	$6+4=10$	$6+1=7$	$2+2=4$
$6+2=8$	$5+0=5$	$2+8=10$	$6+1=7$
$6+4=10$	$6+1=7$	$3+1=4$	$6+0=6$
$2+8=10$	$6+3=9$	$6+0=6$	$1+1=2$
$1+9=10$	$3+3=6$	$6+2=8$	$6+4=10$
$6+0=6$	$1+1=2$	$5+3=8$	$4+4=8$
$4+6=10$	$6+0=6$	$4+4=8$	$3+3=6$
$5+5=10$	$4+6=10$	$1+9=10$	$6+2=8$
$6+3=9$	$6+2=8$	$6+3=9$	$6+3=9$

# COCKATOO

