

Year 4 Unit 2

- Part A

Name: _____

Class: _____





Learning environment checklist

In setting up this space the following should be considered:

- Is the area free of distraction?
- Is there excessive noise in the area?
- Are there trip hazards in the area?
- Is the area exposed to direct glare or reflections?
- Does the area have sufficient power points available?
- Is equipment (extension cords etc.) in good, safe, working condition?
- Is there a proper desk and chair and other necessary equipment (light, stationery and devices)?
- Is the chair adjusted correctly?
 - Feet should be flat on the floor and knees bent at right angles with thighs parallel to the floor.
 - The chair backrest should support the lower back and allow your child to sit upright.
 - The chair should move freely and not be restricted by hazards such as mats and power cords.
 - Chair arm rests should be removed or lowered when typing.
- Is the computer adjusted correctly?
 - The screen should be positioned directly in front of your child.
 - The screen should be at a distance where your child can see clearly and easily without straining. The top of the screen should be slightly lower than eye level.
 - The keyboard should be positioned at a distance where elbows are close to your child's body and their shoulders should be relaxed.
 - The mouse should be placed directly next to the keyboard.
- Are their most frequently used items within easy reach from a seated position?

Year 4 Weekly Learning Plan Unit 2 – 19/7/2021-27/7/2021

	Monday – 19/7	Tuesday – 20/7	Wednesday – 21/7	Thursday – 22/7	Friday – 23/7
Morning	<p>English</p> <p>Spelling</p> <p>This week’s focus is ‘-ically’.</p> <ul style="list-style-type: none"> -Write your spelling list. - Complete 2 parts of your spelling sheet <p>Jolly Grammar</p> <p>This week’s focus is ‘Root Words, Prefixes and Suffixes’</p> <ul style="list-style-type: none"> - Complete your Jolly Grammar sheet <p>Writing</p> <ul style="list-style-type: none"> - Complete vocabulary activity <p>Reading</p> <ul style="list-style-type: none"> - Understanding narrative focus. 	<p>English</p> <p>Spelling</p> <ul style="list-style-type: none"> - Write your spelling list - complete the remainder of your spelling sheet <p>Reading</p> <p>Read 2 chapters from a book you have at home.</p> <ul style="list-style-type: none"> - Write 1-2 paragraphs summarising what happened in those chapters. <p>Viewing</p> <p>Watch a BTN Classroom episode of your choice. If you do not have access to this, look for a news article in the local paper. Create a VIP summary with at least 3 dot points per new story. Present your summary to your family.</p>	<p>English</p> <p>Spelling</p> <ul style="list-style-type: none"> -Write your spelling list -Write your words from shortest to longest <p>Reading</p> <p>Read 2 chapters from a book you have at home</p> <ul style="list-style-type: none"> - Read these chapters of your book out loud to a family member. -Think about volume and smooth reading. <p>Writing</p> <p>Informative Writing - Recount</p> <p>Write a recount of at least one event/activity you did in your school holidays.</p>	<p>English</p> <p>Spelling</p> <ul style="list-style-type: none"> - Write your spelling list -Write your words with rainbow colours <p>Reading</p> <p>Read ‘Stinky Sid’ and answer the questions</p> <ul style="list-style-type: none"> - complete the set activities for ‘Stinky Sid’ <p>Handwriting</p> <ul style="list-style-type: none"> - Complete the handwriting work <p>Writing</p> <p>Read the BTN transcript for the news story ‘Maggie Season’ and complete the narrative writing activities</p>	<p>English</p> <p>Spelling</p> <ul style="list-style-type: none"> - Write your spelling list - Write your words in alphabetical order <p>Reading</p> <p>Find a short story or picture book and read out loud to a family member. Think about your expression during conversations in the story.</p> <ul style="list-style-type: none"> -Remember a ? and ! change the tone of your voice. <p>Journal Writing</p> <p>Write a journal entry about your experience while learning at home.</p> <ul style="list-style-type: none"> -You must write a minimum of 2 paragraphs. <p>Writing</p>



	<ul style="list-style-type: none"> - Read, or have an adult read to you, the 'Narrative Video Script'. - Complete the set comprehension activity. - Complete the extension task if you choose to. 	<p>Writing</p> <ul style="list-style-type: none"> - Complete vocabulary activity about newspaper headlines 	<ul style="list-style-type: none"> - Complete vocabulary activity on an advertisement. 		<p>Complete the Stinky Sid imagery writing task.</p>
Break					
Middle	<p>Mathematics</p> <p>Number of the Day</p> <p>Pick one of the numbers listed. Draw and write everything you know about that number (you can use any operation you like), and answer the questions.</p> <p>Timetables Practice</p> <p>Practice your x3, x4 and x5 tables. Try saying them out loud also.</p> <p>Problem a Day</p> <p>Complete today's PAD.</p>	<p>Mathematics</p> <p>Number of the Day</p> <p>Pick one of the numbers listed. Draw and write everything you know about that number (you can use any operation you like), and answer the questions.</p> <p>Mathletics</p> <p>Complete two Mathletics tasks set for you by your classroom teacher.</p> <p>Timetables Practice</p> <p>Practice your x3, x4 and x5 tables. Try saying them out loud also.</p>	<p>Mathematics</p> <p>Number of the Day</p> <p>Pick one of the numbers listed. Draw and write everything you know about that number (you can use any operation you like), and answer the questions.</p> <p>Mathletics</p> <p>Complete two Mathletics tasks set for you by your classroom teacher.</p> <p>Timetables Practice</p> <p>Practice your x3, x4 and x5 tables. Try saying them out loud also.</p>	<p>Mathematics</p> <p>Number of the Day</p> <p>Pick one of the numbers listed. Draw and write everything you know about that number (you can use any operation you like), and answer the questions.</p> <p>Mathletics</p> <p>Complete two Mathletics tasks set for you by your classroom teacher.</p> <p>Timetables Practice</p> <p>Practice your x6, x7 and x8 tables. Try saying them out loud also.</p>	<p>Mathematics</p> <p>Number of the Day</p> <p>Pick one of the numbers listed. Draw and write everything you know about that number (you can use any operation you like), and answer the questions.</p> <p>Mathletics</p> <p>complete two Mathletics tasks set for you by your classroom teacher.</p> <p>Timetables Practice</p> <p>Practice your x6, x7 and x8 tables. Try saying them out loud also.</p>



	<p>Number and Algebra- Multiplication and Division</p> <p>Complete the set activity on Multiplication Facts.</p> <p>Whole Number – Four Digit Numbers-</p> <p>Give each 4 digit number their correct place value.</p> <p>Place the numbers in ascending order.</p>	<p>Problem a Day</p> <p>Complete today's PAD.</p> <p>Number and Algebra- Multiplication and Division</p> <p>- Complete the set activity on Multiplication Facts.</p>	<p>Problem a Day</p> <p>Complete today's PAD.</p> <p>Measurement and Geometry - Time</p> <p>Complete the time activity.</p>	<p>Problem a Day</p> <p>Complete today's PAD.</p> <p>Number and Algebra- Multiplication</p> <p>Complete multiplication problems provided</p> <p><i>*Optional Extension Activity*</i></p>	<p>Problem a Day</p> <p>Complete today's PAD.</p> <p>Statistics and Probability- Data</p> <p>Complete the data activity</p> <p><i>*Optional Extension Activity*</i></p>
Break					
Afternoon	<p>HSIE- Geography</p> <p>Compare wildlife and plants of Sydney with the wildlife and plants of Darwin</p>	<p>DEAR – Drop everything and read (15minutes)</p> <p>Creative Arts – Visual Arts</p> <p>Create a 'Unicorn Ice Cream' artwork</p> <p>- follow the instructions on the following YouTube link to complete the activity</p> <p>https://www.youtube.com/watch?v=sjU9tEobw78</p>	<p>DEAR – Drop everything and read (15minutes)</p> <p>Science</p> <p>Complete the activities on melting and freezing</p> <p>Create a title page for the Science unit of work 'Melting Moments'</p> <p>PE</p> <p>Just Dance – Complete 4 Just Dance activities from Youtube.</p>	<p>DEAR – Drop everything and read (15minutes)</p> <p>PDH</p> <p>Keeping Yourself Safe Part 1</p> <p>- Complete the activities provided</p>	<p>DEAR – Drop everything and read (15minutes)</p> <p>PDH</p> <p>Keeping Yourself Safe Part 2</p> <p>- Complete the activities provided</p> <p>PE</p> <p>Set up a fitness circuit and complete 15 minutes of physical activity.</p>



Monday



Remember to check your spelling list daily 😊

Spelling -

This week's focus is '-ically'.

1. Write your spelling list.
2. Complete 2 parts of your spelling sheet.

Spelling List 21
«-ically»

Write the adjective and adverb for each of these root words.

	Noun	Adjective	Adverb
1. artistically	logic	_____	_____
2. critically	artist	_____	_____
3. logically	quiz	_____	_____
4. quizzically	critic	_____	_____
5. basically	technique	_____	_____
6. vertically	chaos	_____	_____
7. historically	type	_____	_____
8. politically	romance	_____	_____
9. romantically	majesty	_____	_____
10. technically	sarcasm	_____	_____
11. typically	trauma	_____	_____
12. chaotically	rhythm	_____	_____
13. alphabetically			
14. traumatically			
15. majestically			
16. rhythmically			
17. sarcastically			
18. catastrophically			

Is it **where**, **wear** or **were**? Write in the correct word to complete each sentence.

1. We _____ all going to a nice restaurant for Dad's birthday.
2. Edward asked me _____ I was going.
3. She is going to _____ her smart shoes in the interview.

Parse this sentence, identify the subject and choose the correct tense.

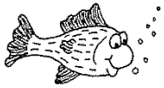
The queen waved majestically from the highest castle window.

simple past	simple present	simple future
past continuous	present continuous	future continuous

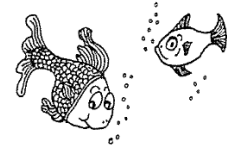


Jolly Grammar -

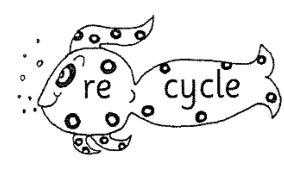
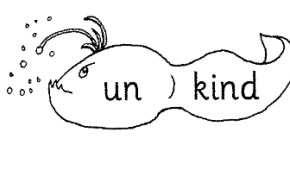
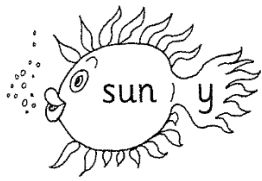
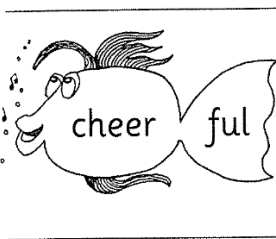
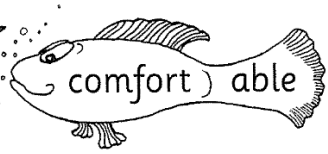
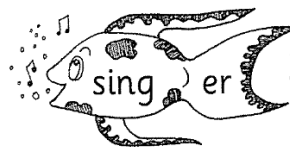
This week's focus is - Root Words, Prefixes and Suffixes



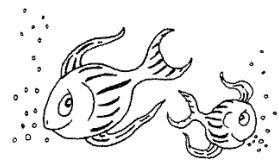
Root Words, Prefixes and Suffixes



Each fish has a root word, together with a prefix or suffix. Combine the two, using the spelling rules, to make a new word and write it underneath.



These words have a root word, plus a prefix or suffix. Divide them into their separate parts and put them in the fish. Write root words in the body, prefixes in the head and suffixes in the tail.

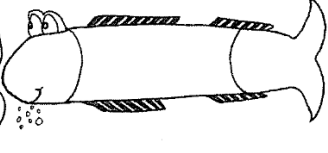
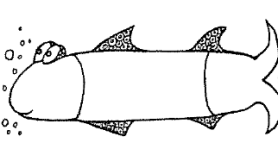
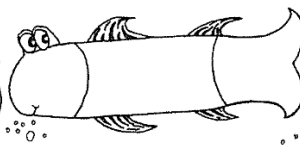
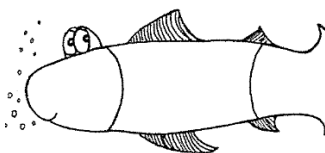


midnight

painting

quickly

misbehave

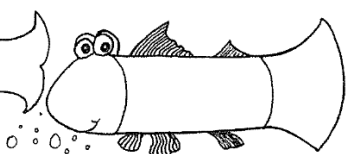
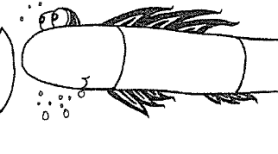
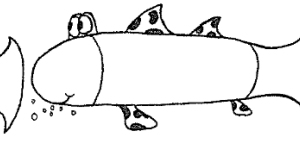
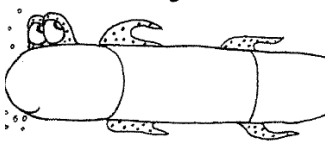


semifinal

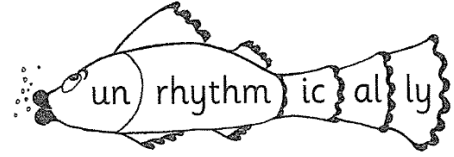
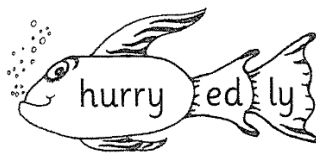
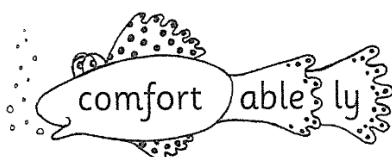
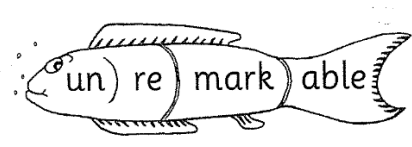
immature

nonsense

beautiful



Words can have both a prefix and a suffix, and some have more than one. Combine the prefixes, root words and suffixes in each fish to make a new word, and remember to use the spelling rules.



Writing -

Vocabulary Activity -

You will have 5 minutes to make as many words as you can using **5 consonants and 3 vowels**.

Mr Kristof's example - my letters are S, R, F, T, P, A, E, I

FIRST, FAST, PASTIER, TRIPS, STRIPE, TAPE

Choose your 5 consonants and 3 vowels: _____

Record your answers below.

Reading -

Understanding Narrative -

Read or listen to an adult read the script of the narrative video included below. As you read, think about these questions.

- What is narrative?
- Why is narrative useful?
- How can understanding 'narrative' help me?

As you read or listen, highlight the sections of the script that you think help answer the questions.



NARRATIVE VIDEO SCRIPT

INT. CLASSROOM – DAY

MR CRANNA is drawing in his sketchbook as STUDENT 1 runs in shocked and horrified, clutching their head.

STUDENT 1

Help! It's drawn blood!

Mr Cranna looks up from his sketch book.

MR CRANNA

What has?

STUDENT 1

Out there!

STUDENT 1 points O/S. MR CRANNA looks in the direction STUDENT 1 is pointing.

MR CRANNA

Where?

STUDENT 1

It flew down!

MR CRANNA

What flew down? From where? You're not making any sense.

STUDENT 1

Why not?

MR CRANNA

Because you haven't told me what's happened in a way I can understand. Your thoughts aren't organised and I can't make sense of them.

STUDENT 1

How do I make you understand?

MR CRANNA

Why don't you try telling me what happened in a narrative form?



SFX: record scratch. STUDENT 1 looks to camera, thoroughly confused.

STUDENT 1

Er, what's narrative?

CLOSE ON MR CRANNA as he addresses camera.

MR CRANNA

Narrative is the way we organise thoughts and make sense of things that happen to us or to other people.

WIDE ON MR CRANNA.

STUDENT 1

Can you help me make what happened to me into a narrative?

MR CRANNA

Sure. Why don't you start by telling me where you were when this happened?

STUDENT 1

I was in the park.

MR CRANNA

Okay, So the narrative takes place in the park.

Mr Cranna draws a picture of Student 1 in the park. He blue tacks it on the wall behind him.

MR CRANNA

Got it! What where you doing in the park?

STUDENT 1

I was skipping with the skipping rope under the big gum tree.

MR CRANNA

Okay...

Mr Cranna draws a picture of Student 1 skipping with a rope under a big gum tree. He blue tacks the picture on the wall.



MR CRANNA

Okay, what happened next?

STUDENT 1

Something hit me on the head. I was bleeding. It really hurt.

Mr Cranna draws a picture of Student 1 clutching their head and blue tacks it on the wall behind him.

MR CRANNA

How did you feel?

STUDENT 1

I was freaked out. It was such a shock. I didn't know what had hit me!

Mr Cranna draws a picture of Student 1 looking up at the tree in shock and blue tacks it on the wall behind him.

MR CRANNA

Hmm, did you hear anything before you were hit?

STUDENT 1

I heard a swooshing, whooshing, flapping sound. Then a squawk and smack! Something hit me on the skull!

MR CRANNA

Interesting...

Mr Cranna draws a picture of Student 1 hearing a swooshing flapping sound while skipping the rope. He blue tacks the picture on the wall behind him.

Mr Cranna looks at all the pictures on the wall and starts arranging them into order.

MR CRANNA

So you were in the park, skipping with a rope under the big gum tree. Then you...

He moves the picture of STUDENT 1 hearing the flapping sound to be third in the sequence.

MR CRANNA

...heard a swooshing, whooshing flapping sound and smack, something hit you on the head but we don't know what. It hurt, so you clutched your head and then you felt shocked because you didn't know what had hit you.



STUDENT 1

That's right!

MR CRANNA

I wonder what it was... When did this happen?

STUDENT 1

Today. At lunchtime.

MR CRANNA

Today, at lunch... what's special about today? (thinks) Well, it's spring... you were under a tree... you heard a flapping sound... oh I know!

Mr Cranna draws a picture of a magpie dive bombing STUDENT 1. He blue tacks it on the wall in between the picture of STUDENT 1 hearing the swooshing, and STUDENT 1 clutching their head.

MR CRANNA

You must've been pecked by a magpie! It's spring, which means its nesting season for magpies. They often swoop unsuspecting humans who they think are a threat to their babies. There must have been a magpie nest in the tree you were skipping underneath!

STUDENT 1

Wow, it's all making sense now!

MR CRANNA

Because you've organised your thoughts in a narrative form. You've made a story.

Mr Cranna admires his drawings.

MR CRANNA

If it's spring, someone else might get swooped by a magpie. We should put this narrative in the magazine.

STUDENT 1

But don't narratives usually have a meaning? Or a moral?

MR CRANNA

Yes...



Extension Challenge: See if you can redraw the pictures Mr Cranna drew in the narrative script and put them in the correct order below!



Success Criteria (student to complete):	Teacher Recognition (English)
<p><input type="radio"/> I have completed my spelling activities.</p> <p><input type="radio"/> I have completed my grammar activities.</p> <p><input type="radio"/> I created as many words as I can think of using my chosen 5 consonants and 3 vowels.</p> <p><input type="radio"/> I have read or listened to the script carefully and written my own definition of what a 'narrative' is and explained why it is important.</p>	<p><input type="radio"/></p>

Mathematics - Number of the Day

Today's numbers of the day are 71 and 410.

Choose one of these numbers. Draw and write everything you know about that number.

Problem A Day -

Complete today's problem.



Each year Rebecca collects food cans to donate to charity.

In 2018 she collected 259 cans and in 2019 she collected 375 cans.

How many more cans did she collect in 2019?

Write a number sentence and draw a diagram to explain how you solved it.



- 116 115 114 117 ○
- ○ ○ ○

Working out - Transformation step



Number and Algebra - Multiplication and Division

- Complete the set activity on Multiplication Facts

Using known facts – factors and multiples

Factors are numbers that you multiply together to give a multiple.



$$3 \times 6 = 18$$

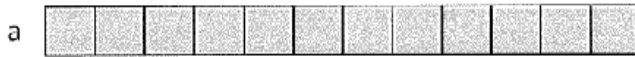


$$2 \times 9 = 18$$

These arrays show some of the factors of 18: 3, 6, 2 and 9.

Can you think of any other factors of 18?

1 Complete the number sentence for each set of arrays and then list the factors.



$$\square \times \square = \square$$



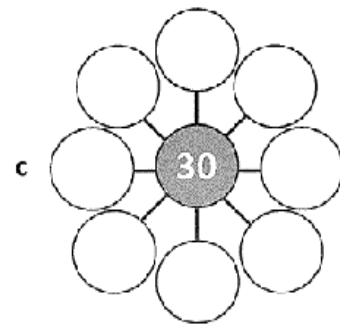
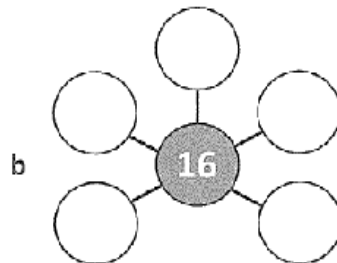
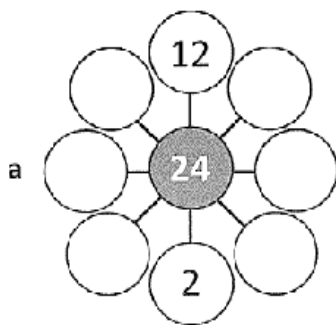
$$\square \times \square = \square$$



$$\square \times \square = \square$$

d The factors of 12 are:

2 Complete each diagram to show the factors of the number in the middle circle:



Whole Number - Four Digit Numbers -



Give the number 3414 its correct place value

Thousands	Hundreds	Tens	Ones
3	4	1	4

Give each of the 4 digit numbers below their correct place value

3728 2637 1230 7654 6527 2376 2001 7221 4231

Thousands	Hundreds	Tens	Ones

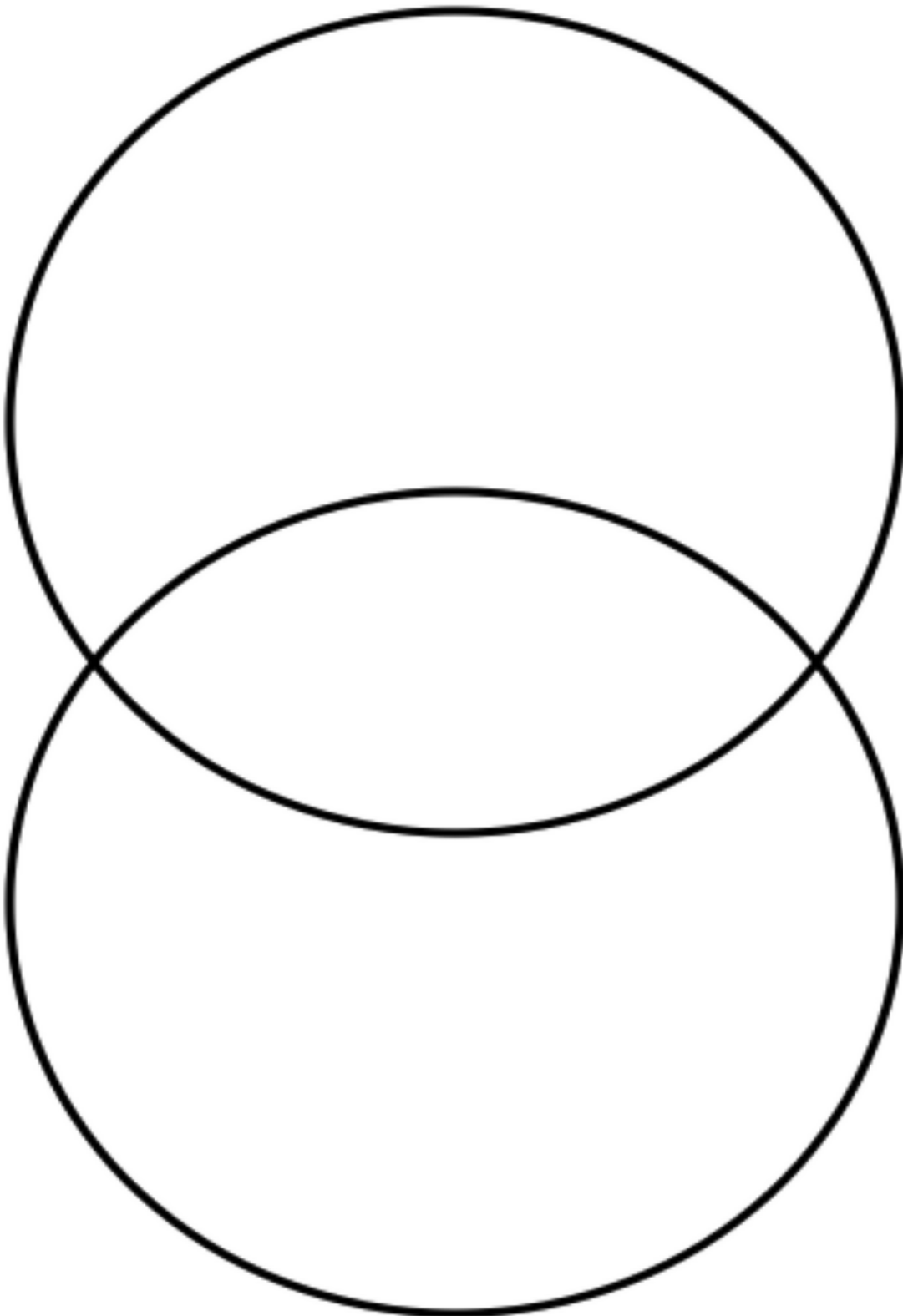
Now place these 4 digit numbers in ascending (smallest to largest) order

Success Criteria (student to complete):	Teacher Recognition (Mathematics):
<input type="checkbox"/> I have completed the Number of the Day activities.	<input type="checkbox"/>
<input type="checkbox"/> I have practised my timetables.	
<input type="checkbox"/> I have completed my Problem A Day.	
<input type="checkbox"/> I have completed the multiplication worksheet, focusing on learning my multiplication facts.	
<input type="checkbox"/> I have completed Place Value activity by placing each number in their correct place value column.	
<input type="checkbox"/> I have completed written each 4-digit number in ascending order.	

HSIE - Geography



Investigate and complete the Venn diagram related to the wildlife and plants in Sydney and compare and contrast that to the wildlife and plants in Darwin. Complete the Venn diagram to identify the differences and similarities of the wildlife and plants of each city.



<p>Success Criteria (student to complete):</p> <p><input type="checkbox"/> I have completed the HSIE activity by exploring the differences and similarities between the wildlife and plants in Sydney and the wildlife and plants in Darwin.</p>	<p>Teacher Recognition (Geography & Smiling Mind):</p> <p><input type="checkbox"/></p>
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I have completed today's work to the best of my ability.

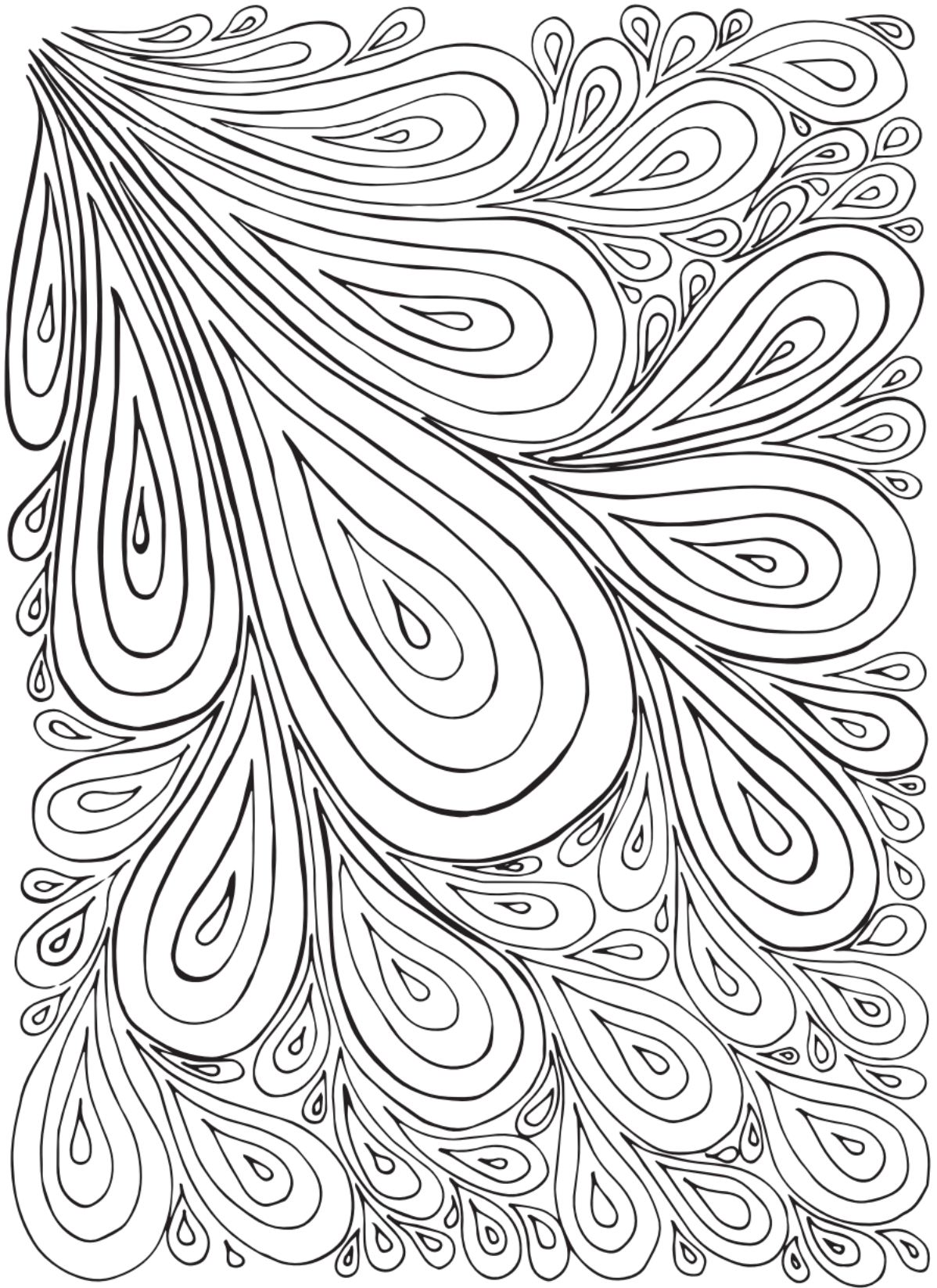
Signed: _____

I am happy with the quality and the amount of work my child has completed today.

Signed: _____



Tuesday



Writing -

Vocabulary - Newspaper Headlines

Sometimes newspapers, magazines or news shows want the title of their text to catch your attention. We call these catchy titles 'headlines'. They are short and snappy! Can you improve the titles below to make them shorter or to use more 'exciting' words to grab attention? You might want to find new words by asking your adult or looking in a thesaurus. You have 5 minutes to create the best headlines you can. Ready? Set, GO!

Magpies are protective because they are nesting (**Mr Kristof's example: 'Angry magpies defend their babies'**)

Elephant found in school yard

People get sick from food

Farmers need dogs to help with sheep

Computers stopped working in schools

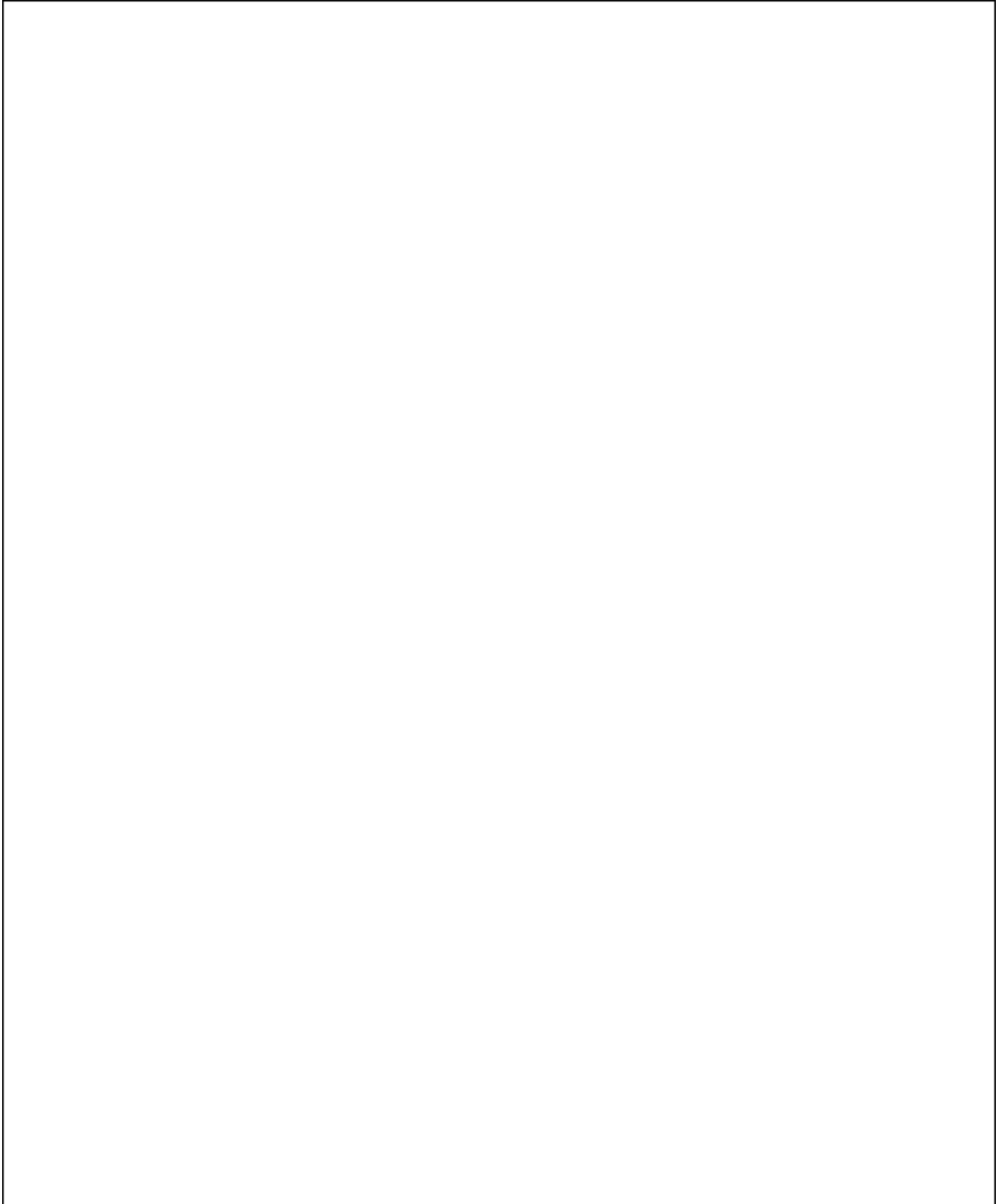
<p>Success Criteria (student to complete):</p> <ul style="list-style-type: none"><input type="radio"/> I have completed the reading activities.<input type="radio"/> I have completed my spelling list and the rest of my spelling sheet.<input type="radio"/> I have watched a BTN episode and written 3 VIP's per story.<input type="radio"/> I have written new versions of the headlines.	<p>Teacher Recognition (English):</p> <p><input type="radio"/></p>
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Mathematics - Number of the Day



Today's numbers of the day are 42 and 251.

Choose one of these numbers. Draw and write everything you know about that number.



Answer these questions focusing on your chosen number from the previous page:



My number is: _____ (write which number you have chosen from the previous page)

Write it in words	
10 more	
15 less	
Subtract 21	
Round to the nearest 10	
Next even number	
Write a pattern starting at your number	
List some factors	
Is it divisible by two?	
Double it	

If you would like an extra challenge, you can visit this website and complete the Number Of The Day there.

www.mathsstarters.net/numoftheday/

Mathletics -

Complete two Mathletics tasks set by your teacher.

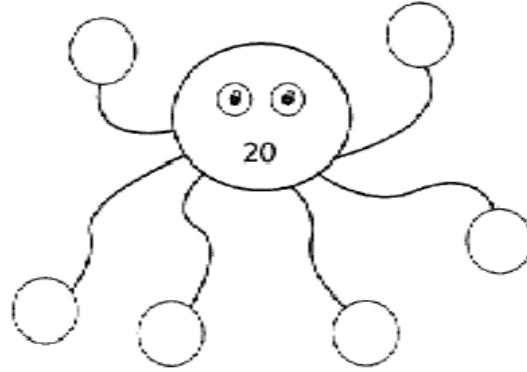
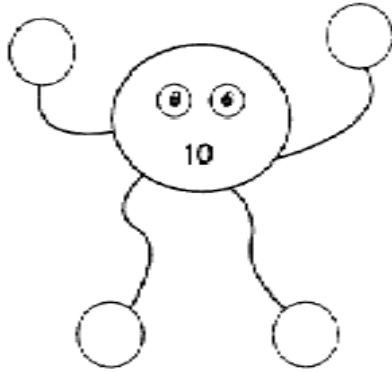
Task 1: _____

Task 2: _____

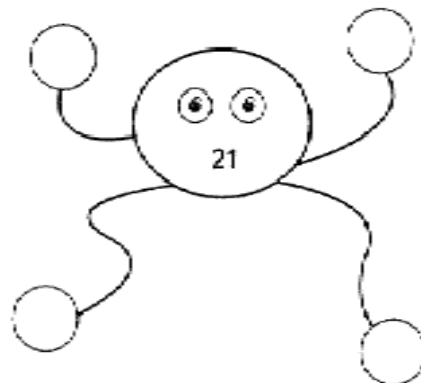
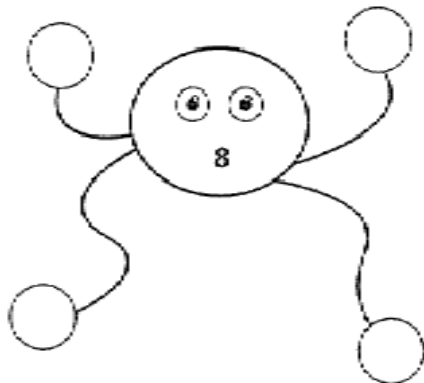


Number and Algebra - Multiplication and Division

Write the factors on each leg of the factorpuses below.



Write the factors on each leg of the factorpuses below.



Write the possible multiplication number sentences to go with each array.



Success Criteria (student to complete): <input type="checkbox"/> I have completed the Number of the Day activities. <input type="checkbox"/> I have practised my timetables. <input type="checkbox"/> I have completed my Problem A Day. <input type="checkbox"/> I have completed the multiplication worksheets.	Teacher Recognition (Mathematics): <input type="checkbox"/>
---	--

Drop Everything And Read (DEAR):

Read for 15 minutes. What did you Read? _____

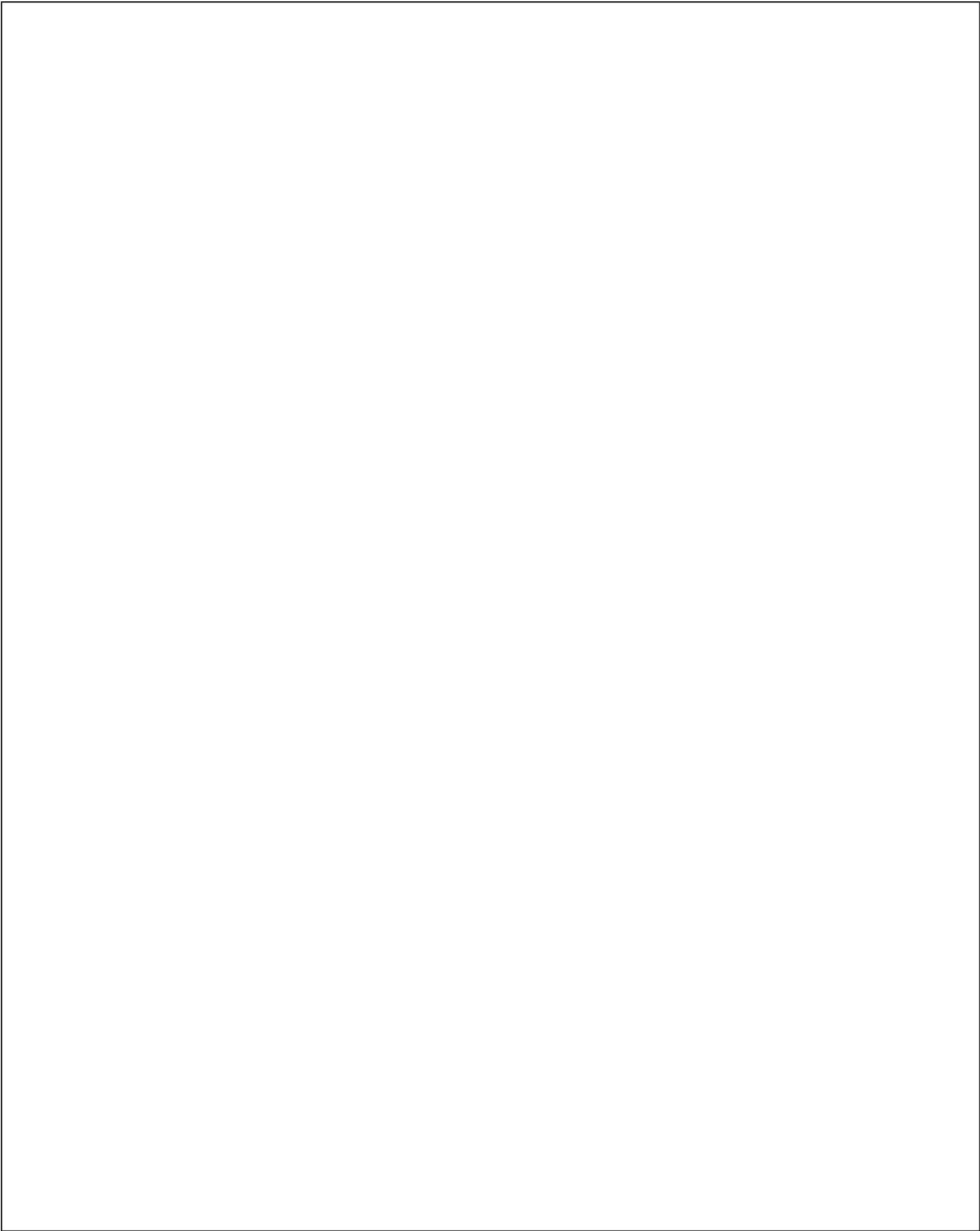
Creative Arts - Visual Arts

Directed drawing of 'Unicorn Ice Cream'. Click the following link to the YouTube tutorial on how to draw a 'Unicorn Ice Cream'. Follow the instructions to create your own Unicorn Ice Cream. Try to think of an interesting background to create (patterns, colours, other images, etc.) for your artwork.

<https://www.youtube.com/watch?v=sjU9tEobw78>



Unicorn Ice Cream - Artwork



<p>Success Criteria (student to complete):</p> <p>I have completed the Unicorn Ice Cream artwork.</p>	<p>Teacher Recognition (visual arts):</p>
---	---

I have completed today's work to the best of my ability.

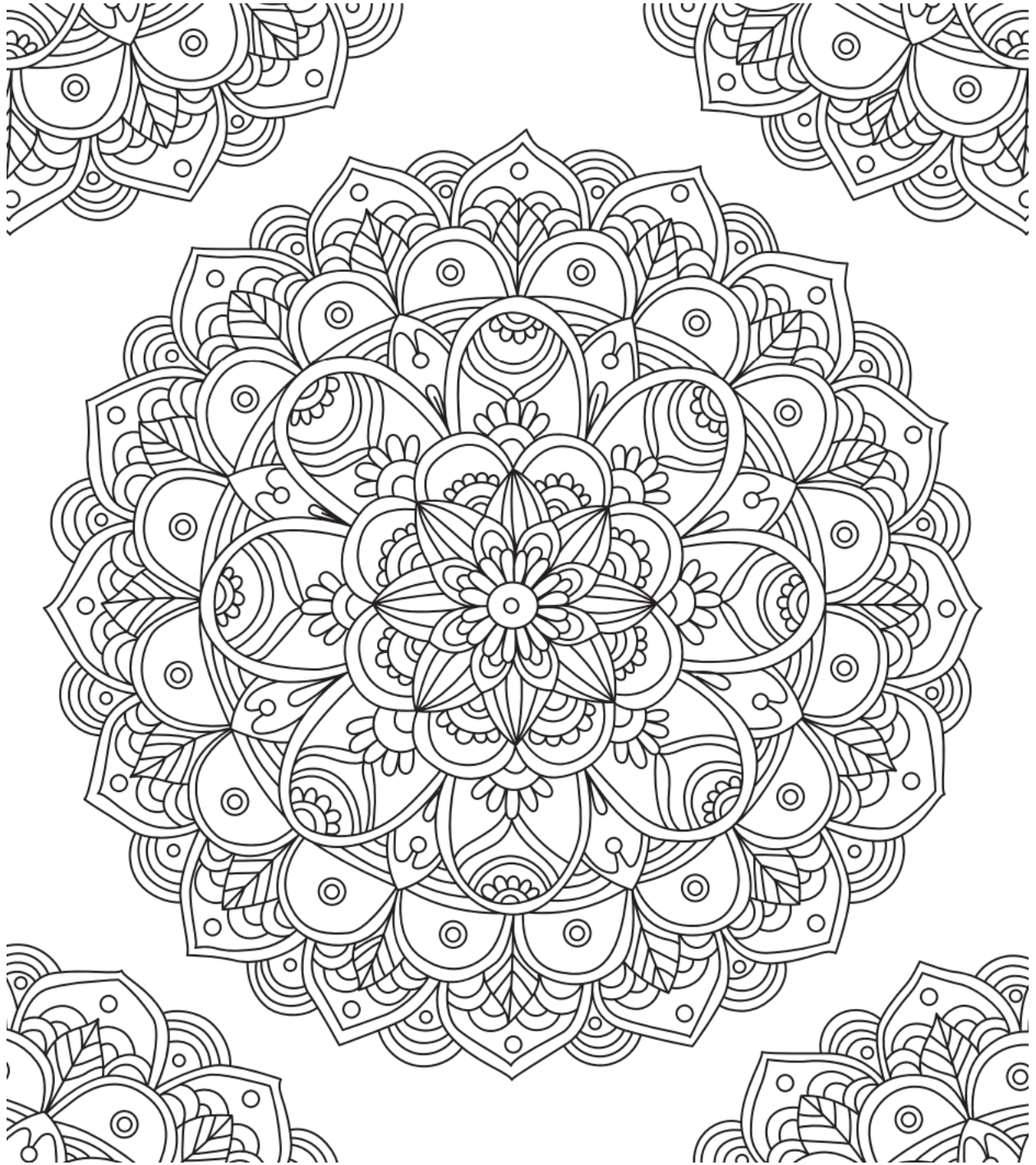
Signed: _____

I am happy with the quality and the amount of work my child has completed today.

Signed: _____



Wednesday



English

Spelling -

-Write your spelling list

-Use the box below to write your spelling words from shortest to longest

Reading -

Read 2 chapters from a book you have at home

- Read these next chapters of your book out loud to a family member.

-Think about volume and smooth reading.

<p>Success Criteria (student to complete):</p> <p><input type="checkbox"/> I have completed all of my spelling activities.</p> <p><input type="checkbox"/> I have read 2 chapters of my book out loud to a family member or peer.</p>	<p>Teacher Recognition (English):</p> <p><input type="checkbox"/></p>
---	---



Vocabulary Activity -

Find an advertisement. This may be a print ad or an ad on television.

Choose a word that you are not familiar with and answer the following questions:

The word is: _____

I think it means: _____

Clues I used: _____

Dictionary definition:

It makes me think of: _____

Put it in a sentence:

<p>Success Criteria (student to complete):</p> <ul style="list-style-type: none"><input type="checkbox"/> I have written a recount of at least one event/activity I did in the school holidays<input type="checkbox"/> I have given detail and description.<input type="checkbox"/> I have used time connective words.<input type="checkbox"/> I have completed the vocabulary activity.	<p>Teacher Recognition (English):</p> <p><input type="checkbox"/></p>
---	---



Mathematics - Number of the Day

Today's numbers of the day are 93 and 749.

Choose one of these numbers. Draw and write everything you know about that number.



Answer these questions focusing on your chosen number from the previous page:

My number is: _____ (write which number you have chosen from the previous page)

Write it in words	
10 more	
15 less	
Subtract 21	
Round to the nearest 10	
Next even number	
Write a pattern starting at your number	
List some factors	
Is it divisible by two?	
Double it	

If you would like an extra challenge, you can visit this website and complete the Number Of The Day there.

www.mathsstarters.net/numoftheday/

Mathletics -

Complete two Mathletics tasks set by your teacher.




Task 1: _____

Task 2: _____



Measurement and Geometry - Time

Complete the time activity

<p>1. Which season occurs during December, January, February?.</p> <p><input type="radio"/> spring <input type="radio"/> autumn</p> <p><input type="radio"/> winter <input type="radio"/> summer</p> <p>2. How many minutes in one hour?</p> <p style="text-align: center;"><input style="width: 40px; height: 20px;" type="text"/> minutes in one hour</p> <p>3. What time is shown on the clock?</p> <div style="text-align: center;">  </div> <p><input type="radio"/> 5 o'clock <input type="radio"/> 6 o'clock</p> <p><input type="radio"/> 12 o'clock <input type="radio"/> 1 o'clock</p>	<p>6. How many days in July?</p> <p><input type="radio"/> 30 <input type="radio"/> 28</p> <p><input type="radio"/> 31 <input type="radio"/> 29</p> <p>7. What is the date exactly 3 weeks after June 4?</p> <p><input type="radio"/> June 7 <input type="radio"/> June 18</p> <p><input type="radio"/> June 11 <input type="radio"/> June 25</p> <p>8. Three and a half hours after the time on the analog clock.</p> <div style="text-align: center;">  </div> <p><input type="radio"/> 2 o'clock <input type="radio"/> 4 o'clock</p> <p><input type="radio"/> 5 o'clock <input type="radio"/> 6 o'clock</p>
<p>4. Which digital clock's time is the same as the analog clock?</p> <div style="text-align: center;">  </div> <p><input type="radio"/> 6 : 10 <input type="radio"/> 10 : 30</p> <p><input type="radio"/> 11 : 30 <input type="radio"/> 6 : 30</p>	<p>9. How many hours in one day?</p> <p style="text-align: center;"><input style="width: 40px; height: 20px;" type="text"/> hours</p> <p>10. Jacelyn left home at 8:00. She arrived at school at 8:30. How long did it take her to walk to school?</p> <p style="text-align: center;"><input style="width: 40px; height: 20px;" type="text"/> min</p>
<p>5. How long till eleven o'clock? (from the time on the clock above).</p> <p><input type="radio"/> 10 min <input type="radio"/> 30 min</p> <p><input type="radio"/> 20 min <input type="radio"/> 40 min</p>	

<p>Success Criteria (student to complete):</p> <p><input type="radio"/> I have completed the number of the day activities.</p> <p><input type="radio"/> I have completed my timetables.</p>	<p>Teacher Recognition (mathematics):</p> <p><input type="radio"/></p>
---	--



<input type="checkbox"/> I have completed my Problem A Day. <input type="checkbox"/> I have completed the time activity. <input type="checkbox"/> I have checked my work.	
---	--

Drop Everything And Read (DEAR):

Read for 15 minutes. What did you Read? _____

Science -

Learning Intention: To engage students thinking about how objects can change shape when heat is added or removed.

Look at these two pictures



A



B

Do you think the candle in picture B always look like this? _____

What happened to the candle in picture B?

In what ways are the candles similar? _____

In what ways are they different? _____

<p><i>What do you think the word 'melt' means?</i></p>	<p><i>What do you think the word 'freeze' means?</i></p>
--	--

Look these words up in a dictionary or online and write down their meaning.

Melt:

Freeze:



Can you think of some things that melt or freeze?

Draw and label 3 or 4 things here.

What is happening when things melt? _____

What is happening when things freeze? _____

Title Page activity: Creating a title page “Melting Moments” for your Science book.

Use a blank piece of A4 paper

Your title page needs the unit name “Melting Moments” at the top. You could do it in bubble writing if you want. It also needs a picture of something that is melting. You can create your own or

You can use this link <https://youtu.be/L6ZSrmXJ7ns> or just google how to draw an ice cream to find some guided drawing instructions to draw an ice cream. (Remember to keep it somewhere safe so you can bring it in to paste into your science journal when school goes back. Maybe you could blutac it up in your bedroom temporarily so it doesn't get lost.) Take care to do quality work, using coloured pencils and textas.

Have a chat with mum and dad about things at home that have changed states. Gone from solid to liquid (runny).

PE -

Just Dance - Complete 4 Just Dance activities from YouTube.

1. _____
2. _____
3. _____
4. _____



Success Criteria (student to complete): <input type="checkbox"/> I have completed the melting and freezing science activities. <input type="checkbox"/> I have created a title page for the Science unit of work 'Melting Moments'. <input type="checkbox"/> I have completed four 'just dance' routines.	Teacher Recognition: <input type="checkbox"/>
--	--

I have completed today's work to the best of my ability.

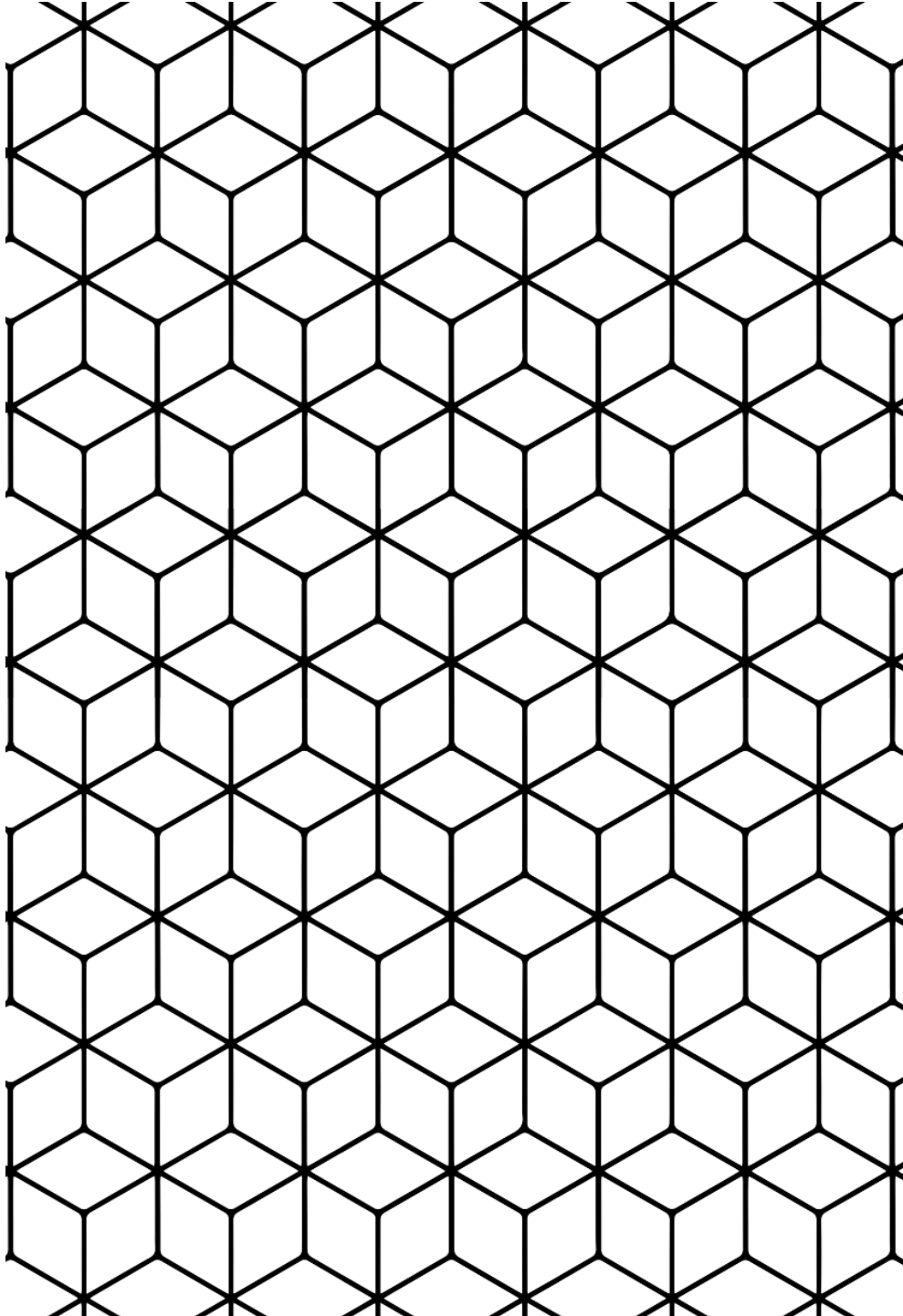
Signed: _____

I am happy with the quality and the amount of work my child has completed today.

Signed: _____



Thursday





Stinky Sid

[story by Zoë Disher](#), [illustrated by Anna Bron](#)

WHEN SID CAME into the house, flowers dropped their petals and the paint peeled off the walls. Bert's feathers dropped out and fell in his birdseed.

'Sid stinks!' cried Mum, putting a peg on her nose. 'I can't put up with that any longer.'

'It's not his fault,' said Ben, throwing his arms around Sid's neck. But it was true—Sid smelt worse than an old sock in the bottom of a rubbish bin. The trouble was that Sid loved fetching the sticks that Ben threw into the creek for him. Sid's fur picked up all the slime and muddy water from the creek. When his fur dried, the muddy smell wafted into the air. Today he smelt like dead fish and yabbies.

'I've had enough!' said Mum. She picked up Bert's cage and marched out of the house. 'I can't live with that smell any longer.' She slammed the car door and drove away.

Ben ran to Dad. 'Mum's left!' he said. 'She said she can't live with Sid's smell anymore and now she's gone!'

Dad turned white. Sid bounced up and licked his face. Dad turned green. 'Phew!' he gasped. 'I guess it's time to give you a bath, old mate.'

In the laundry, Dad found carpet shampoo and nit shampoo—but no dog shampoo.

'He can use my shampoo,' offered Ben.

'No,' said Dad, 'it's bad for his skin.'

Sid squeezed into the laundry. His stink hung in a dirty cloud all around them. Dad staggered and fell over. 'I think this is a job for the professionals,' he wheezed. He looked up a dog grooming salon on his phone. 'Perfect!' he said. 'We'll catch the bus.'

'Sid can't catch a bus!' said Ben. Dad just winked.

At the bus stop, Sid whined. He didn't like hiding in a bag.

'Just some dirty washing!' Dad said to the driver when they bought their tickets. Ben and Dad dragged the bag to the back of the bus. Sid whined again. Dad slipped him a bone to chew on. The bag went *crunch!* And *slurp!* An old lady turned and stared. Then her nose twitched. Her eyes started to water. She pressed the bell to get off.

The stink rolled around the bus. It was like being in a big hot oven of pong. Dad and Ben stuck their heads as close as they could to the open window to get some fresh air.

'What's that stench?' coughed a man in a suit.

'We're being gassed!' groaned another man.

The stink hit the driver, and the bus began to wobble. He slammed on the brakes and veered off the road. He opened the doors and everyone ran out, gasping for breath.

'Let's get out of here,' said Ben, dragging the bag away.

Dad and Ben walked Sid the rest of the way. When they went into the dog salon, the dog groomer fainted and fell into the pot plants. Ben threw a glass of water on her.

'How could you let your dog get so smelly?' she spluttered.

'It's not his fault,' said Ben. 'Anyway, Sid likes the way he smells.'

'Just give him the works,' said Dad.

'I'll do my best,' said the dog groomer. She put on thick rubber gloves, safety goggles and a nose plug. Then she got to work.

When she finished, Sid didn't smell of creek water and slime anymore. He smelt of roses and flea powder. He looked different too. His fur was pink, and there were pompoms everywhere on his head, on his feet, on his hips, on his tail and even on the ends of his ears.



'Sid?' asked Dad. 'Is that you?'

The dog groomer charged double price. There was no money left for the bus so Dad and Ben walked Sid home. Dad kept shaking his head and saying, 'What has she done to you?'

Sid didn't seem too happy about his new smell. His tail lost its wag. It drooped down, dragging its pompom in the dust.

When Ben and Dad got home, the car was in the driveway.

'Mum's home!' cried Ben. Mum was in the driveway getting the birdcage out of the car. Bert was sitting back on his perch wearing a tiny jumper.

'Whose dog is that?' said Mum. She looked again, 'Is that Sid?' She was so surprised she dropped Bert's cage. It bounced down the hill to the creek. Bert swung wildly on his perch and chirped like mad as the cage splashed into the water.

'Oh no!' said Mum. 'Budgies can't swim!' The cage drifted down the creek and started to sink.

'Don't worry!' said Ben, 'Sid can help.' He unclipped Sid's lead. 'Go fetch, Sid!'

Sid raced to the creek like a pink cloud. He splashed into the muddy water. He paddled over to Bert and grabbed his cage with his teeth. When Sid brought Bert back, he didn't look like a cloud any more. He looked like a dirty puddle. Mum checked that Bert was okay. Then she gave Sid a big hug. 'You're a hero, Sid,' she said.

'But now he stinks again!' cried Dad. 'Please don't leave us!'

'Don't be silly; why would I leave you?' said Mum. 'I just took Bert to the vet—that's all. His feathers should grow back in a few weeks.'

'But you said you can't live with Sid's smell,' Ben pointed out.

'I can't,' said Mum, reaching into the car. 'That's why I picked up some dog shampoo at the vet's.'

'Come on,' she added, as Sid shook creek water all over her. 'You need a bath!'



Below write the words and sentences that help you to create a clear picture of the setting for this narrative.

Handwriting -

- Complete the handwriting work

Practise your exit flicks. Rewrite as much as you can of the poem below. Add the exit flicks only to the letters that need them.

Then our mother came in and she said to us two, "did you have any fun? Tell me. What did you do?"
Sally and I did not know what to say. Should we tell her the things that went on there that day?
Should we tell her about it? Now, what should we do? Well... what would YOU do if your mother asked you?



Handwriting practice lines consisting of multiple sets of three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line.



Writing -

Read the transcript from the BTN website about 'Magpie season'.

BTN Transcript

MARCO: One day I was going for a walk I went to the park there was a lot of trees.

Magpies were obviously living in there and they started swooping me. I started running and they stole my hat.

JAY: They were going really fast, a big one as well and came behind us hit us in the back of the head.

ELLA: And they hit our helmets and it kind of hurt. I was really scared.

FATIK: All of a sudden my magpie swooped down and took my hat.

MARCO: So I got a branch and I scared the magpies away by waving the branch and when I stopped I thought it was safe, they swooped down again and scratched my head multiple times until I ran out of the vicinity of the area.

Yeah. We've all got an upsetting magpie story.

MATT: They beat the Tigers by 39 points in last year's Preliminary Final. One of the toughest days of my life. Sometimes I hate September.

MARCO: Yeah, scarred me mentally and physically.

Me too, Marco. Me too. Except he's talking about magpie season. Spring. It's the time of year when baby magpies start hatching, and it's thought adult magpies, particularly daddy magpies, are a little protective of their chicks. And they must worry that us two-legged predators are trying to eat them or something. But we're not. Probably. Anyway, magpie season usually lasts for about 6 weeks. So, if you spend a lot of time outside, you should probably be on the lookout around now for an angry magpie or two, because these birds can be really dangerous. People have reported being cut and bruised or even suffering really serious eye injuries.

FATIK: Aggressive. Mean.



MARCO: They don't really sneak up on me. They're very loud but you don't know which direction they're coming from. You hear them, you know they're coming, but you don't know where they're from.

And if you've ever felt like there's a certain magpie that just really hates you, you may be right. These birds are really smart. A Queensland study found magpies can recognise faces and remember who they've encountered before. So, what can you do about magpies? Well, experts say one of the best ways to avoid being attacked is to stay away from dangerous locations entirely. But if you can't avoid them, apparently dressing and acting weirdly, really weirdly, with masks and stuff can help discourage attacks. And these guys have a few extra tips of their own.

SAM: Yeah, in reality, just run, bolt off.

JAY: Have sharp objects if they come. Yeah.

SIENA: If you're walking around maybe use an umbrella or something to stop from getting swooped.

ELLA: Before you go make sure you check the areas that may have magpies not visit there or maybe put zip ties on your helmet.

Yep cable ties and drawing or sticking eyes on the back of your helmet might scare them away. Generally doing things that will protect you, like wearing a hat, sunglasses and getting off your bike if you're riding are all good ideas, too. Alternatively, you could just stay indoors, and re-watch the 2017 AFL Grand Final.

MATT: Go Dusty. Go Boys.

Activity:

Even though 'Magpie season' is clearly a news report (in other words a non-fiction text) it is still structured as a narrative to keep us interested. Narratives always present a view of the world.

In other words, narrative includes some things and leaves out others.

One way to explore what is included or left out is to think about who gets to 'tell' their story and who might not be included.

Use the transcript to retell the narrative that the following people or groups share with us in 'Magpie season'.



Matt's narrative

The children's narrative (Fatick, Marco, Ella, Jay, Sienna and Sam)

The magpies' narrative

Who's story is shared with us the least? _____

Why do you think the author made that story less powerful?



Can you think of a group, person or animal who was left out of this news report that the author might have included? How might the news report have changed if they were included?

Why do you think the author used narrative to engage the audience in this text?

<p>Success Criteria (student to complete):</p> <ul style="list-style-type: none"><input type="checkbox"/> I have completed my spelling activities, and checked that my words are spelt correctly.<input type="checkbox"/> I have completed my reading activities.<input type="checkbox"/> I have completed my handwriting activity, paying attention to exit flicks.<input type="checkbox"/> I have completed my writing activities.	<p>Teacher Recognition (English):</p> <p><input type="checkbox"/></p>
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Mathematics - Number of the Day

Today's numbers of the day are 29 and 621.

Choose one of these numbers. Draw and write everything you know about that number.



Answer these questions focusing on your chosen number from the previous page:

My number is: _____ (write which number you have chosen from the previous page)

Write it in words	
10 more	
15 less	
Subtract 21	
Round to the nearest 10	
Next even number	
Write a pattern starting at your number	
List some factors	
Is it divisible by two?	
Double it	

If you would like an extra challenge, you can visit this website and complete the Number Of The Day there.

www.mathsstarters.net/numoftheday/

Mathletics -

Complete two Mathletics tasks set by your teacher.

Task 1: _____

Task 2: _____



Number and Algebra - Multiplication

Complete the following multiplication questions.

Draw five groups of three.

$$5 \times 3 = \underline{\hspace{2cm}}$$

Draw eight groups of four.

$$8 \times 4 = \underline{\hspace{2cm}}$$

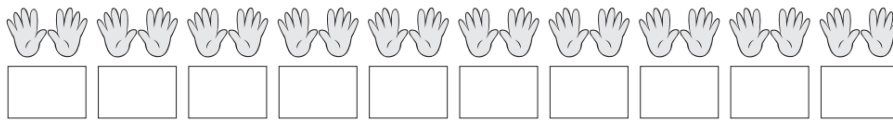
Draw three groups of nine.

$$3 \times 9 = \underline{\hspace{2cm}}$$

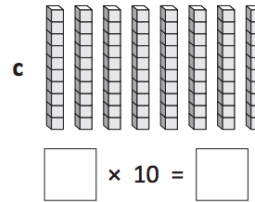
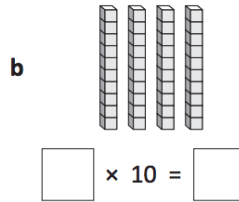
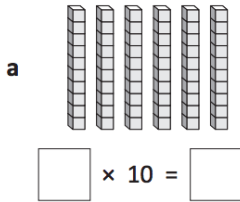


Optional Extension Activity

1 Complete this sequence by counting in 10s:



2 Count the longs and then complete the multiplication fact:



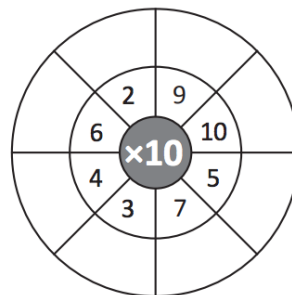
3 Complete the 10 times table:

- 1 × 10 =
- 2 × 10 =
- 3 × 10 =
- 4 × 10 =
- 5 × 10 =
- 6 × 10 =
- 7 × 10 =
- 8 × 10 =
- 9 × 10 =
- 10 × 10 =

4 Write the missing number in each 10 times table fact:

- a** × 10 = 50
- b** × 10 = 80
- c** × 10 = 70

5 Complete this × 10 wheel:



Success Criteria (student to complete):

- I have completed the number of the day activities.
- I have completed my timetables.
- I have completed my Problem A Day.
- I have completed the multiplication activity.

Teacher Recognition (mathematics):



Drop Everything And Read (DEAR):

Read for 15 minutes. What did you Read? _____

PDH -

Keeping Yourself Safe - Part 1

During this activity you will recognise how behaviours and decisions can help keep you safe.

1.1 Discuss with your parent/caregiver or another student the following questions:

- What can you do to keep yourself safe in your home?
- What can you do to keep yourself safe on the play equipment at school or in the park?
- What can you do to keep yourself safe in the car park at the shops?
- What can you do to keep yourself safe at the pool/dam/beach/river?

1.2 Write three safety considerations you apply to following scenarios:

In your home:

- 1) _____
- 2) _____
- 3) _____

Playing on the play equipment at school or at the park:

- 1) _____
- 2) _____
- 3) _____

In the car park:

- 1) _____
- 2) _____
- 3) _____



At the pool/dam/beach/river:

- 1) _____
- 2) _____
- 3) _____

1.3 Discuss with your teacher or parent/caregiver how you would react to each of the scenarios.

For each scenario write

- how you would feel if faced with the scenario
- some safe decisions you could make
- how you would feel after making them.

Example: You see sparks coming out of a power point in the classroom. In this scenario I would feel scared, worried and upset. Some safe decisions I could make would be to tell the teacher, keep others students away from it and move away from it. After making these safe decisions I would feel happy, safe and proud.

Table 1 Keeping myself safe scenario 1

Scenario 1
You and your friend are going for a bike ride. They're not wearing a helmet and try to convince you that you shouldn't wear one either.
In this scenario I would feel...
Some safe decisions I could make would be...
After making these safe decisions I would feel...



Table 2 Keeping myself safe scenario 2

Scenario 2
You're playing soccer at the park with your friends. Your ball is accidentally kicked over the fence and onto a busy road.
In this scenario I would feel...
Some safe decisions I could make would be...
After making these safe decisions I would feel...

Table 3 Keeping myself safe scenario 3

Scenario 3
You're about to go for a swim with your cousin. You realise you've left the sunscreen at home.
In this scenario I would feel...
Some safe decisions I could make would be...
After making these safe decisions I would feel...





1.4 Heather and Pedro are travelling to the skate park to go skateboarding. To get to the skate park they must cross several busy roads with many lanes of traffic.

Record your response to the following questions in Table 4.

- Explain why you think Heather may be excited while Pedro is feeling anxious. In your answer provide examples of how you may identify each person's feelings.
- Describe how you would support each person in this situation.

Table 4 Different emotions

Supporting our peers	
Heather is excited 	Heather is feeling excited because ...
	I would support Heather by...
Pedro is anxious 	Pedro is feeling anxious because...
	I would support Pedro by...



1.5 Consider the following questions and reflect on your learning.

Table 5 Self-reflection

Self-reflection	
What I have learned.	
How will what I have learned help me in the future?	
What I still want to know.	

Success Criteria (student to complete): <input type="checkbox"/> I have discussed how to keep myself safe in different situations. <input type="checkbox"/> I have written safety applications I can make in different settings. <input type="checkbox"/> I have considered how to keep myself and others safe in different scenarios.	Teacher Recognition: <input type="checkbox"/>
---	--

I have completed today's work to the best of my ability.

Signed: _____

I am happy with the quality and the amount of work my child has completed today.

Signed: _____



Friday



English

Spelling -

- Write your spelling list

-Write your words in alphabetical order

1.	10.
2.	11.
3.	12.
4.	13.
5.	14.
6.	15.
7.	16.
8.	17.
9.	18.

Reading -

Find a short story or picture book and read out loud to a family member. Think about your expression during conversations in the story.

-Remember a ? and ! change the tone of your voice.

Journal Writing -

Write a journal entry about your experience while learning at home. You must write a minimum of 2 paragraphs.



Writing -

- Imagery in Stinky Sid

'When Sid came into the house, flowers dropped their petals and the paint peeled off the walls. Bert's feathers dropped out and fell in his birdseed.'

Discuss with an adult or peer, the images the words created in your mind from the above passage.

What feelings does this imagery provoke?

What do you think is the purpose of this imagery? What impact does it have on the reader?

Use imagery to describe an object, family member or pet. This can be written below or shared with an adult.



<p>Success Criteria (student to complete):</p> <ul style="list-style-type: none"><input type="checkbox"/> I have completed my spelling activities, and checked that my words are spelt correctly.<input type="checkbox"/> I have completed my reading activities.<input type="checkbox"/> I have completed my journal writing, paying attention to spelling and punctuation.<input type="checkbox"/> I have completed the Stinky Sid imagery activity.<input type="checkbox"/> I have checked my work.	<p>Teacher Recognition (English):</p> <p><input type="checkbox"/></p>
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Mathematics - Number of the Day

Today's numbers of the day are 89 and 651.

Choose one of these numbers. Draw and write everything you know about that number.

Answer these questions focusing on your chosen number from the previous page:

My number is: _____ (write which number you have chosen from the previous page)

Write it in words	
10 more	
15 less	
Subtract 21	
Round to the nearest 10	
Next even number	
Write a pattern starting at your number	
List some factors	
Is it divisible by two?	
Double it	

If you would like an extra challenge, you can visit this website and complete the Number Of The Day there.

www.mathsstarters.net/numoftheday/

Mathletics -

Complete two Mathletics tasks set by your teacher.

Task 1: _____

Task 2: _____



Statistics and Probability - Data

The table shows the number of cars in the school's car park each day for one week.

1. Use the information to display the data using a picture graph.

Cars Parked				
Mon	Tues	Wed	Thurs	Fri
7	4	6	3	5

Cars Parked in the School's Car Park

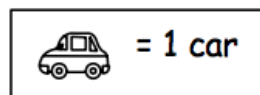
Monday

Tuesday

Wednesday

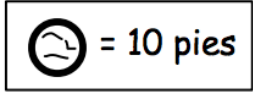
Thursday

Friday



Optional Extension Activity

The table shows the number of pies made each day for one week.
Display the data using a picture graph where one symbol represents many.
The key indicates the amount each symbol represents.



Pies Made During One Week

Pies Made	
Day	Quantity
Mon	60
Tues	80
Wed	100
Thurs	90
Fri	30

Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

Success Criteria (student to complete):

- I have completed the number of the day activities.
- I have completed my timetables.
- I have completed my Problem A Day.
- I have completed the data activity.
- I have checked my work.

Teacher Recognition (mathematics):



Drop Everything And Read (DEAR):

Read for 15 minutes What did you Read? _____

PDH -

Keeping Yourself Safe - Part 2

During this activity you will propose ways to keep yourself and others safe and suggest ways you can contribute to keep an environment safe.

Students:

2.1 Think about a game you play at school or in the community. Discuss with a family member or peer the following questions:

- What makes this game safe to play?
- What could make this game unsafe to play?
- What can you do to keep yourself safe during the game?
- What can you do to keep others safe during the game?

2.2 Consider each environment and answer the questions in the table.

Table 1 In your home

Environment: In your home		
How could you keep yourself safe?	How could you keep others safe?	Who else could help keep you safe?



Table 2 On the road as a pedestrian or cyclist

Environment: On the road		
How could you keep yourself safe?	How could you keep others safe?	Who else could help keep you safe?

Table 3 Beach/river/dam or pool

Environment: Beach/river/dam or pool		
How could you keep yourself safe?	How could you keep others safe?	Who else could help keep you safe?



2.3 Usually when we are able to help others stay safe we feel confident in that environment. For example, a life-guard at a pool is able to help others stay safe because they are confident swimmers, know first aid, understand water safety and the pool rules and have strong interpersonal skills.

Choose any environment where you feel confident to help keep others safe and/or contribute to the safety of the environment.

Environment: _____

Explain why you feel confident to help others stay safe in this environment.

Explain how you would help people stay safe and contribute to the safety of the environment.

Choose any environment where you don't feel confident to help others.

Environment: _____

Explain some ways you could contribute to the safety of that environment.



2.4 Everyone has a responsibility to contribute to the safety of themselves and others in the community. For example, all drivers should follow the speed limit. All school students should walk when on the concrete.

Explain why it is important that everybody takes responsibility to keep themselves and others safe in all environments.

2.5 Consider the following questions and reflect on your learning today.

Table 4 Self-reflection

Self-reflection	
What I have learned	
How will what I have learned help me in the future?	
What I still want to know	



PE -

Set up a fitness circuit and complete 15 minutes of physical activity.

<p>Success Criteria (student to complete):</p> <p><input type="checkbox"/> I have discussed how to keep myself safe in different situations.</p> <p><input type="checkbox"/> I have considered how to keep myself and others safe in different scenarios.</p> <p><input type="checkbox"/> I have completed 15 minutes of physical activity using a fitness circuit.</p>	<p>Teacher Recognition:</p> <p><input type="checkbox"/></p>
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I have completed today's work to the best of my ability.

Signed: _____

I am happy with the quality and the amount of work my child has completed today.

Signed: _____

