

# Year 4







# Unit 4 Part A

Name: \_\_\_\_\_





Class: \_\_\_\_\_





# Year 4 Weekly Learning Plan Unit 4 Part A – 4/8/2021-10/8/2021

	Wednesday – 4/8	Thursday – 5/8	Friday – 6/8	Monday – 9/8	Tuesday – 10/8
<b>Morning</b>	<p><b>English</b></p> <p><b>Spelling</b></p> <p>This week's focus is 'schwa el'.</p> <ul style="list-style-type: none"> <li>- Write your spelling list.</li> <li>- Complete 2 parts of your spelling sheet <a href="#">Google Classroom Demonstration Available Online</a> </li> </ul> <p><b>Jolly Grammar</b> </p> <p>This week's focus is 'Changing Person - 1st, 2nd and 3rd Person' <a href="#">Google Classroom Demonstration Available Online</a></p> <ul style="list-style-type: none"> <li>- Complete your Jolly Grammar sheet</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- Complete simile poetry activity</li> </ul>	<p><b>English</b></p> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>- Write your spelling list</li> <li>- Complete the remainder of your spelling sheet</li> </ul> <p><b>Reading</b></p> <p>Revise sketch-to-stretch video.</p> <p><a href="#">Google Classroom Demonstration Available Online</a> </p> <p>Choose one option from the below reading activities</p> <ol style="list-style-type: none"> <li>1. Login to Reading Eggspress complete the assigned reading task.</li> <li>2. Read 2 chapters from a book you have at home</li> </ol> <ul style="list-style-type: none"> <li>- Complete sketch-to-stretch activity.</li> </ul>	<p><b>English</b></p> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>- Write your spelling list</li> <li>- Use at least 5 of your words in interesting sentences.</li> </ul> <p><b>Reading - Stage Novel Ch4</b></p> <p>The Lion, The Witch and the Wardrobe <a href="#">Google Classroom Reading Available Online</a> </p> <p><b>Comprehension Strategy</b></p> <p>sketch-to-stretch visualisation.</p> <p><a href="#">Google Classroom Demonstration Available Online</a> </p> <ul style="list-style-type: none"> <li>-Use the comprehension strategy Sketch-to-Stretch to draw the most important events of the chapter.</li> </ul>	<p><b>English</b></p> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>- Write your spelling list</li> <li>- Write 6 of your spelling words and draw a picture or diagram for each one.</li> </ul> <p><b>Reading</b></p> <p>Read aloud 2 chapters from a book you have at home or login to Reading Eggspress and complete the assigned reading task.</p> <ul style="list-style-type: none"> <li>- Focus on volume and smooth reading.</li> </ul> <p><b>Handwriting</b></p> <p>Watch the 'exit flicks' video. <a href="#">Google Classroom Demonstration Available Online</a> </p>	<p><b>English</b></p> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>-Have a family member test you. If this isn't possible write your list doing look, cover, write, check.</li> </ul> <p><b>Reading</b></p> <p>Read aloud 2 chapters from a book you have at home or login to Reading Eggspress and complete the assigned reading task.</p> <ul style="list-style-type: none"> <li>- Focus on volume and smooth reading.</li> </ul> <p><b>Journal Writing</b></p> <p>Write a journal entry about anything of your choosing.</p> <ul style="list-style-type: none"> <li>- You must write a minimum of 2 paragraphs.</li> </ul>







	<p><b>Comprehension Strategy</b> Watch the video on Sketch-to-Stretch: visualisation <a href="#">Google Classroom Demonstration Available Online</a> </p> <p><b>Reading - Stage Novel Ch3</b> </p> <p>The Lion, The Witch and the Wardrobe <a href="#">Google Classroom Reading Available Online</a></p> <p>- Use the comprehension strategy Sketch-to-Stretch to draw the most important events of the chapter.</p>	<p><b>Viewing</b></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. Use the sketch-to-stretch strategy for one story.</p> <p><b>Writing</b> </p> <p>Revise procedure writing. <a href="#">Google Classroom Demonstration Available Online</a></p> <p>- Rewrite procedure substituting overused verbs</p>	<p><b>Writing</b></p> <p>- Rewrite procedure substituting overused adverbs</p> <p> <a href="#">Upload your work to Google Classroom.</a></p>	<p>- Complete the handwriting activity</p> <p><b>Writing</b></p> <p>Complete the free writing activity. You may choose to write about any topic in any style you like (e.g. an information piece, poetry, song, procedure, story, persuasive writing piece, speech, etc.) Include one simile in your writing.</p>	<p>- Be sure to check and edit your work.</p>
<b>Break</b>					



<b>Middle</b>	<p><b><u>Mathematics</u></b></p> <p><b>Number of the Day</b></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><b>Timetables Practice</b></p> <p>Practice your x6, x7 and x8 tables. Try saying them out loud also.</p> <p><b>Problem a Day</b></p> <p>Complete today's PAD.</p> <p><b>Mathletics</b></p> <p>Complete two Mathletics tasks set for you by your classroom teacher.</p> <p><b>Number and Algebra- Ordering Numbers</b></p> <p>Complete the set activity on ordering numbers.</p>	<p><b><u>Mathematics</u></b></p> <p><b>Number of the Day</b> </p> <p><i>Number of the Day Google Classroom Video Available</i></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> <i>Upload your work to Google Classroom.</i></p> <p><b>Mathletics</b></p> <p>Complete two Mathletics tasks set for you by your classroom teacher.</p> <p><b>Timetables Practice</b></p> <p>Practice your x6, x7 and x8 tables. Try saying them out loud also.</p> <p><b>Problem a Day</b></p> <p>Complete today's PAD.</p> <p><b>Number and Algebra- Whole Numbers</b></p> <p>- Complete the set activity on reading and writing numbers.</p>	<p><b><u>Mathematics</u></b></p> <p><b>Number of the Day</b></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><b>Mathletics</b></p> <p>Complete two Mathletics tasks set for you by your classroom teacher.</p> <p><b>Timetables Practice</b></p> <p>Practice your x6, x7 and x8 tables. Try saying them out loud also.</p> <p><b>Problem a Day</b></p> <p>Complete today's PAD.</p> <p><b>Measurement and Geometry - Perimeter</b></p> <p>Complete the unit of length activity.</p>	<p><b><u>Mathematics</u></b></p> <p><b>Number of the Day</b></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><b>Mathletics</b></p> <p>Complete two Mathletics tasks set for you by your classroom teacher.</p> <p><b>Timetables Practice</b></p> <p>Practice your x6, x7 and x8 tables. Try saying them out loud also.</p> <p><b>Problem a Day</b></p> <p>Complete today's PAD.</p> <p><b>Number and Algebra - Addition</b></p> <p>Complete the addition activity.</p> <p><i>*Optional Challenge Activity*</i></p>	<p><b><u>Mathematics</u></b></p> <p><b>Number of the Day</b></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><b>Mathletics</b></p> <p>complete two Mathletics tasks set for you by your classroom teacher.</p> <p><b>Timetables Practice</b></p> <p>Practice your x6, x7 and x8 tables. Try saying them out loud also.</p> <p><b>Problem a Day</b></p> <p>Complete today's PAD.</p> <p><b>Statistics and Probability- Data - Picture Graphs</b></p> <p>Complete the data activity on picture graphs</p>
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Break					
Afternoon	<p><b>DEAR</b> – Drop everything and read (15minutes)</p> <p><b>Creative Arts – Visual Arts National Aboriginal and Torres Strait Islander Children’s Day</b></p> <p>Complete a family kinship tree.</p> <p> <a href="#">Upload your work to Google Classroom.</a></p>	<p><b>DEAR</b> – Drop everything and read (15minutes)</p> <p><b>Geography</b></p> <p>Complete an informative comparison table on Australian Olympic Cities.</p>	<p><b>DEAR</b> – Drop everything and read (15minutes)</p> <p><b>Sport</b></p> <p>Create an obstacle course and complete the course as many times as you can in 30 minutes.</p>	<p><b>DEAR</b> – Drop everything and read (15minutes)</p> <p><b>PDH</b></p> <p>Watch the video and read grateful thinking questions to gain an understanding of what gratitude is. Complete a drawing of something you are grateful for.</p> <p> <a href="#">Upload your work to Google Classroom.</a></p>	<p><b>DEAR</b> – Drop everything and read (15minutes)</p> <p><b>Science</b> </p> <p><a href="#">Google Classroom Experiment Video Available</a></p> <p>Complete an experiment or watch classroom videos. Fill in the question sheet.</p> <p>Additional learning videos available.</p> <p> <a href="#">Upload your work to Google Classroom.</a></p> <p><b>FITNESS CHALLENGE</b></p> <p>Complete the bat tapping fitness activity</p>



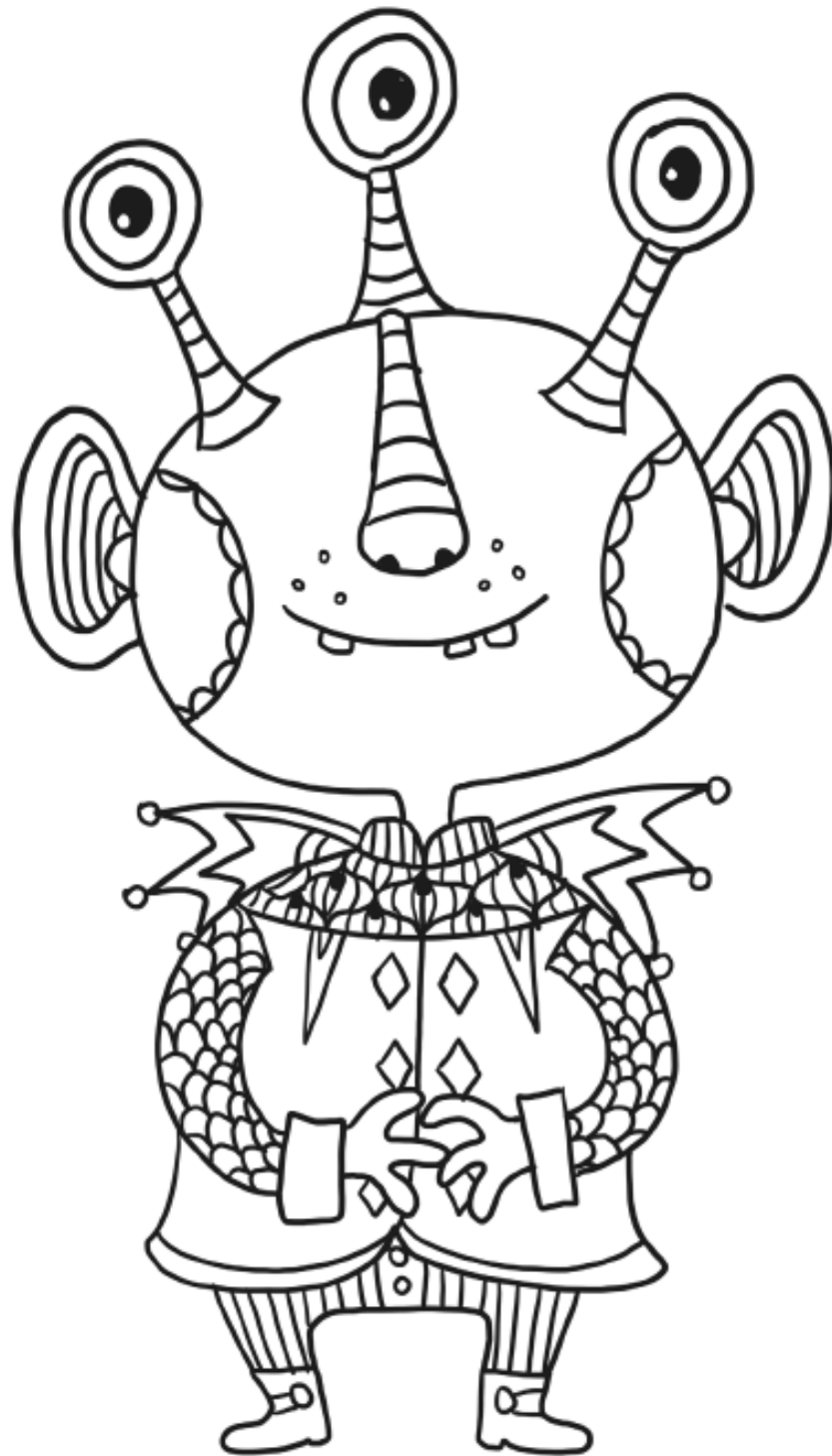


## Learning environment checklist

### 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?

# Wednesday 4.8.21







# Remember to check your spelling list daily 😊

## Spelling -


This week's focus is 'el'.

1. Write your spelling list.




2. Watch the video on [Google Classroom Online](#), and complete 2 parts of your spelling sheet.



Spelling List 23  
Schwa <el>



1. level
2. vowel
3. novel
4. camel
5. model
6. marvel
7. tunnel
8. barrel
9. travel
10. towel
11. cancel
12. mussel
13. morsel
14. snorkel
15. sequel
16. yodel
17. cockerel
18. scoundrel

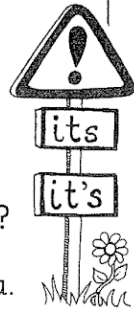




The words from the Spelling List have been misspelt. Correct each one, using a different colour, and then write it correctly underneath.

marvle	kamel	travl
touwel	moddel	levell
vouwel	tunnal	cansel
barral	sekwel	novil
snorekel	moresol	yoadel
skowndrel	cockrel	mussle

Should it be **its** or **it's**? Write in the correct word to complete each sentence.

1. This camel has two humps on \_\_\_\_\_ back.
2. The narrow tunnel had warning signs at \_\_\_\_\_ exit.
3. I washed my towel this morning. Do you think \_\_\_\_\_ dry yet?
4. "We must cancel the show. \_\_\_\_\_ a great shame!" said Neena.



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

In the novel, a cruel scoundrel travels through a long, dark tunnel.

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

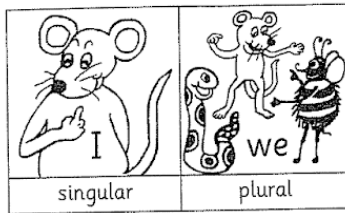
# Jolly Grammar -

This week's focus is - Changing Person - 1st, 2nd and 3rd Person

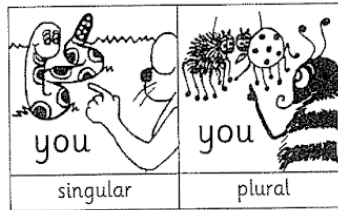


Watch the video on [Google Classroom Online](#), and complete the sheet below.

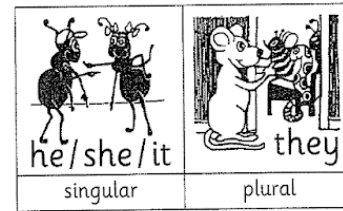
## Changing Person – 1st, 2nd and 3rd Person



1st person



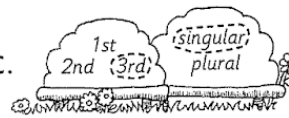
2nd person



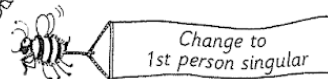
3rd person

Underline the verbs in red and the pronouns in pink, and decide whether they are in the first, second or third person, and if they are singular or plural. Then rewrite the sentences, changing the person each time, as instructed.

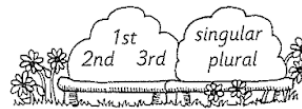
1. He listens carefully to the music.



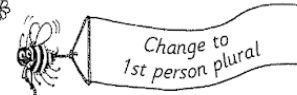
I listen carefully to the music.



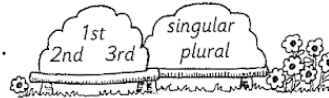
2. I descended the stairs gracefully.



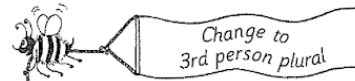
\_\_\_\_\_



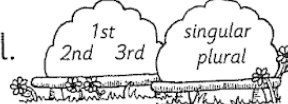
3. It is historically important.



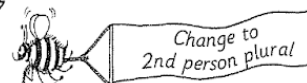
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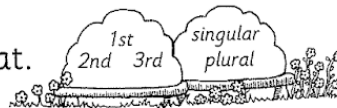
4. She will be visiting the hospital.



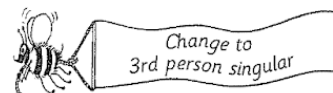
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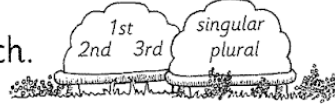
5. You are wearing a new hat.



\_\_\_\_\_



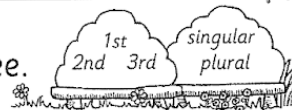
6. We are going to the beach.



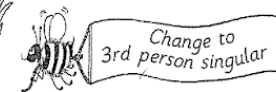
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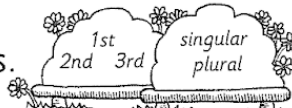
7. They were sitting in the gnarled tree.



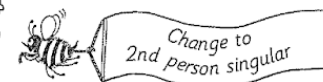
\_\_\_\_\_



8. You will do the work yourselves.



\_\_\_\_\_



## Parsing a Sentence

- nouns - naming words (black)
- adjectives - describe nouns or pronouns (blue)
- verbs - doing words (red)
- adverbs - describe verbs (orange)
- conjunctions - joining words (purple)
- prepositions - explain the position of an object (green)
- pronouns - the little words that replace nouns eg I, he, she, it, you, we, they (pink)
- articles - the, a, an (light blue)



## Writing - Poetry

Did you know that two of our Stage 2 classes are named after poetry devices? Class Simile and Class Kenning. Today we are going to have a go at simile poems.

A simile is where you compare or liken something or someone to another person or thing. Similes use the word 'like' or 'as' to compare/liken the two different things. Here are some well-known examples you may have heard -

As big as an elephant

As busy as a bee

As cool as a cucumber

Eats like a pig

Slept like a baby

Shine like a diamond

**Activity:** You are going to write a simile poem. You need to write different similes describing the person or thing that you have chosen, but **leave the title blank** and get a family member or peer to try and write the correct title for your simile poem, using the similes you have created as clues. Try to give at least 5 similes as the clues in your poem.

Mr Kristof's example -

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As fast as lightning

As red as a fire-truck

Loud like a jet plane

As exciting as fireworks

As powerful as an explosion

Have a go at writing the title for my simile poem

(see the correct answer on the next page)





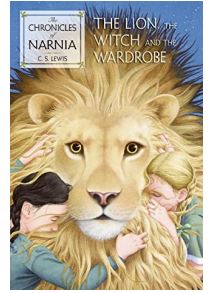
# Reading

## Stage Novel Ch 3

Watch a reading of *The Lion, The Witch and The Wardrobe* by CS Lewis and complete the comprehension activity.



Google Classroom reading available online.



## Comprehension Strategy



Sketch-to-Stretch - visualising [Google Classroom Demonstration Available Online](#)

- Use this strategy to sketch **the most important events** from the chapter or section of the chapter that you just read/viewed of the Stage Novel - *The Lion, The Witch and The Wardrobe*. **Remember** - you can pause the video at any time to work on your sketches before continuing the video.






Success Criteria (student to complete):	Teacher Recognition (English)
<ul style="list-style-type: none"><li><input type="radio"/> I have completed my spelling activities.</li> <li><input type="radio"/> I have completed my grammar activities.</li> <li><input type="radio"/> I have created a simile poem describing a person or thing.</li> <li><input type="radio"/> I have listened to the novel and completed the comprehension activity, making sure that I have sketched the most important events of the chapter.</li></ul>	<ul style="list-style-type: none"><li><input type="radio"/></li></ul>





## Mathematics - Number of the Day

Today's numbers of the day are 13 and 622.

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





## Problem A Day -

Complete today's problem.

There are 20 people on a bus. At the next stop, 12 people get off the bus and 4 people get on.  
How many people are on the bus?

- 4
- 8
- 12
- 16

Working out - Transformation step

## Mathletics -

Complete two Mathletics tasks set by your teacher.

Task 1: \_\_\_\_\_

Task 2: \_\_\_\_\_



# Number and Algebra - Ordering Numbers

- Complete the set activity on whole numbers.

## Looking at whole numbers – ordering numbers to 9 999

**Ascending** means going up. When we put numbers in ascending order it means we put them in order smallest to largest.

For example:



**Descending** means going down. When we put numbers in descending order it means we put them in order largest to smallest.

For example:



1 Write the numbers which come before and after the given number:

a  1 093

b  6 529

2 Circle the smallest number and underline the largest number in each group:

a 837 542 261

b 999 909 929

c 1 024 3 852 7 203

d 5 469 5 117 5 078

3 Re-write the following sets of numbers in ascending order:

a 3 203 2 033 2 303 \_\_\_\_\_

b 6 660 6 066 6 606 \_\_\_\_\_

4 Re-write the following sets of numbers in descending order:

a 4 156 4 651 4 561 \_\_\_\_\_

b 7 891 7 981 7 356 \_\_\_\_\_

5 Below is a number grid with some numbers missing. Look closely at the grid and fill in the missing spaces with the correct numbers.

a

515	516				
525		527			
			538	539	540
				549	550

b

863	864	
873		
883		

c

986		988
1 006		



<p>Success Criteria (student to complete):</p> <ul style="list-style-type: none"><li><input type="radio"/> I have completed the Number of the Day activities..</li><li><input type="radio"/> I have practised my timetables.</li><li><input type="radio"/> I have completed my Problem A Day.</li><li><input type="radio"/> I have completed two Mathletics tasks.</li><li><input type="radio"/> I have completed the ordering numbers activity.</li></ul>	<p>Teacher Recognition (Mathematics):</p> <ul style="list-style-type: none"><li><input type="radio"/></li></ul>
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## Drop Everything And Read (DEAR):

Read for 15 minutes. What did you Read? \_\_\_\_\_



# National Aboriginal and Torres Strait Islander Children's Day



Upload your work to Google Classroom.

## FAMILY KINSHIP TREE

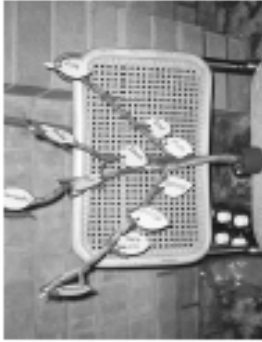
The family is a very important part of Aboriginal and Torres Strait Islander culture. Children learn who they are related to, and who they belong with in their community.



Draw leaf shapes on the green paper - make them big enough to place family members names on them. The more leaves the better. Punch a hole at the end of the leaves and tie with wool.



First write the child's name on a leaf. Then one-by-one continue to write the names of family members on the other leaves. Add brothers and sisters, parents, aunts and uncles, grandparents, cousins ...and other extended family members.



Place play dough in the cup and then press the twig firmly into it. Tie each leaf to the twig with wool starting with the child's name on the top branch.

### WHAT YOU NEED

- A twig with many branches
- Green paper
- Markers, scissors, wool, a hole punch, paper cup, lump of play dough or plasticine

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National Aboriginal and Torres Strait Islander Children's Day, 4 August



© SMAICC - National Voice for our Children



<p>Success Criteria (student to complete):</p> <p><input type="checkbox"/> I have completed a family kinship tree and uploaded my work to Google Classroom.</p>	<p>Teacher Recognition (National Aboriginal and Torres Strait Islander Children's Day):</p> <p><input type="checkbox"/></p>
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I have completed today's work to the best of my ability.

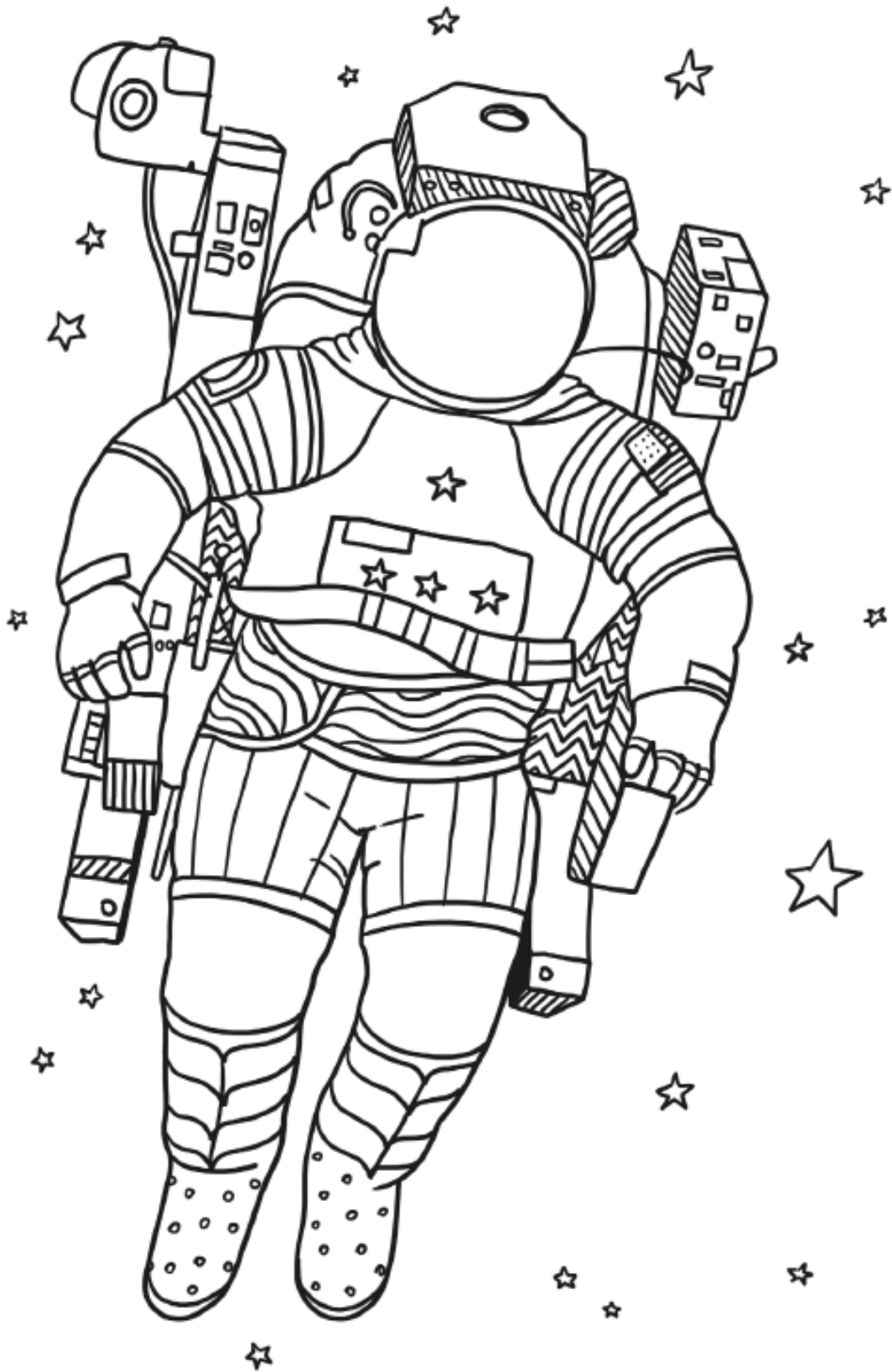
Signed: \_\_\_\_\_

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

Signed: \_\_\_\_\_



# Thursday 5.8.21





# English

## Spelling -

- Write your spelling list
- Complete the remainder of your spelling sheet

## Reading -

Choose one option from the below reading activities

1. Login to Reading Eggspress and complete the assigned reading task.
  2. Read 2 chapters from a book you have at home
- Create a sketch-to-stretch of the most important events that happened in those two chapters.
  - Review the [Google Classroom Demonstration](#) on Sketch-to-stretch












# Writing - Procedures



Review last week's lesson on procedures by rewatching the

[Google Classroom demonstration video on Procedures](#)

When writing procedures it is important to use the most accurate, descriptive verbs that you can in each step. It is easy to fall into the habit of using the same verbs over and over again when writing procedures. This creates the problems of your steps not being followed the way that you want them to be and of your procedure becoming boring to read.

**Activity:** In today's activity the verbs "get" and "grab" have been overused in the following procedure. Your task is to rewrite the steps using better, more descriptive and more interesting verbs to make the steps of these procedures clearer and easier to follow.

*Challenge - make the steps even better by adding adverbs with your replacement verbs*

## How to Make Toast

### Steps:

1. Grab two pieces of bread out of the bread packet.
2. Get the two pieces of bread into the toaster.
3. Get the toaster turned on at the powerpoint.
4. Get the lever on the toaster down so that it toasts the bread.
5. Grab your toast out of the toaster when it pops up and get it onto a plate.
6. Get the fridge open and grab out the butter.
7. Get the lid off the butter and grab the knife with your hand.
8. Get some butter on the knife.
9. Use the knife to get some butter on the two pieces of toast.
10. Put the knife down and grab the toast with your hand and get the toast into your belly!





Success Criteria (student to complete):	Teacher Recognition (English)
<p><input type="radio"/> I have completed my spelling list and the rest of my spelling sheet.</p> <p><input type="radio"/> I have completed the Reading Eggspress assigned activity or I have read 2 chapters from a book at home and created a sketch-to-stretch of the most important events of those chapters.</p> <p><input type="radio"/> I have watched a BTN episode and written 3 VIP's per story and completed sketch-to-stretch for one story.</p> <p><input type="radio"/> I have completed the overused adverbs in procedures activity.</p>	<p><input type="radio"/></p>



# Mathematics - Number of the Day



*Number of the Day Google Classroom Video Available*

Today's numbers of the day are 37 and 483.

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



Upload your work to *Google Classroom*.





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/](http://www.mathsstarters.net/numoftheday/)

## Mathletics -

Complete two Mathletics tasks set by your teacher.

Task 1: \_\_\_\_\_

Task 2: \_\_\_\_\_





# Number and Algebra - Number Patterns

## Looking at whole numbers – reading and writing numbers to 9 999

3 This is an exercise for one player that helps you to practise writing numbers.

Write the 4 digit number in words. Next, count the letters in the number – seven thousand, four hundred and sixty five has 36 letters. Write 36 in the number column and so on until you get to four. This is a sample game:

Numeral	Numeral in words
7 465	seven thousand, four hundred and sixty five
36	thirty six
9	nine
4	four

Now it is your turn:

one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, ninety, forty, thousand, hundred, sixty, seventy, eighty.

Use the words in the box to help with spelling.



CHECK

Numeral	Numeral in words
3 987	

4 What number am I? Write the numbers described below in words:

a I am the number before 945:

\_\_\_\_\_

b I am 1 less than 530:

\_\_\_\_\_

c I am 7 less than 700:

\_\_\_\_\_

d I am 100 more than 6 878:

\_\_\_\_\_



<p>Success Criteria (student to complete):</p> <ul style="list-style-type: none"><li><input type="radio"/> I have watched the demonstration video, completed the Number of the Day activities and uploaded my work to Google Classroom.</li><li><input type="radio"/> I have practised my timetables.</li><li><input type="radio"/> I have completed my Problem A Day.</li><li><input type="radio"/> I have completed two Mathematics tasks.</li><li><input type="radio"/> I have completed the reading and writing whole number activity.</li></ul>	<p>Teacher Recognition (Mathematics):</p> <ul style="list-style-type: none"><li><input type="radio"/></li></ul>
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## Drop Everything And Read (DEAR):

Read for 15 minutes. What did you Read? \_\_\_\_\_



# Geography

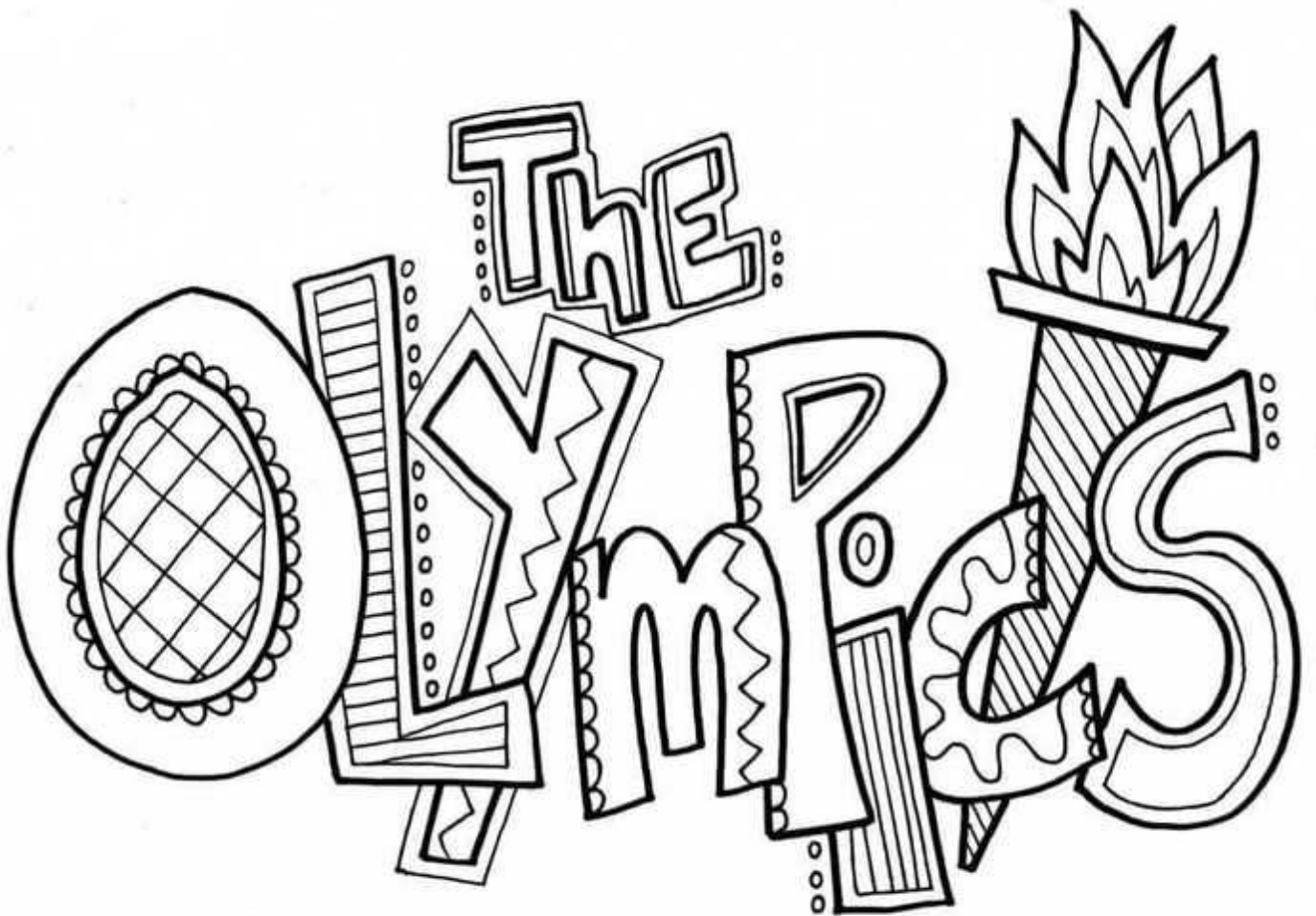
It was recently announced that the 2032 Olympic Games will be held in Brisbane. This will be the third time that the Olympics have been hosted by Australia. In 1956, the Olympics were in Melbourne, and in 2000, they were in Sydney.

Create a table comparing these three Australian cities.

Some things you may consider:

- Where in Australia each city is located
- Climate (for example: temperature, rainfall)
- Flora and fauna found in each city
- Population
- Natural or man-made features of each city

See if you can come up with some interesting facts that no one else will think about. Try to think of 6-10 facts about each city.



**Australian Olympic Cities**

<b><u>Brisbane</u></b>	<b><u>Melbourne</u></b>	<b><u>Sydney</u></b>



<p>Success Criteria (Student to complete)</p> <p><input type="radio"/> I have completed an informative comparison table on Australian Olympic Cities</p>	<p>Teacher Recognition</p> <p><input type="radio"/></p>
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I have completed today's work to the best of my ability.

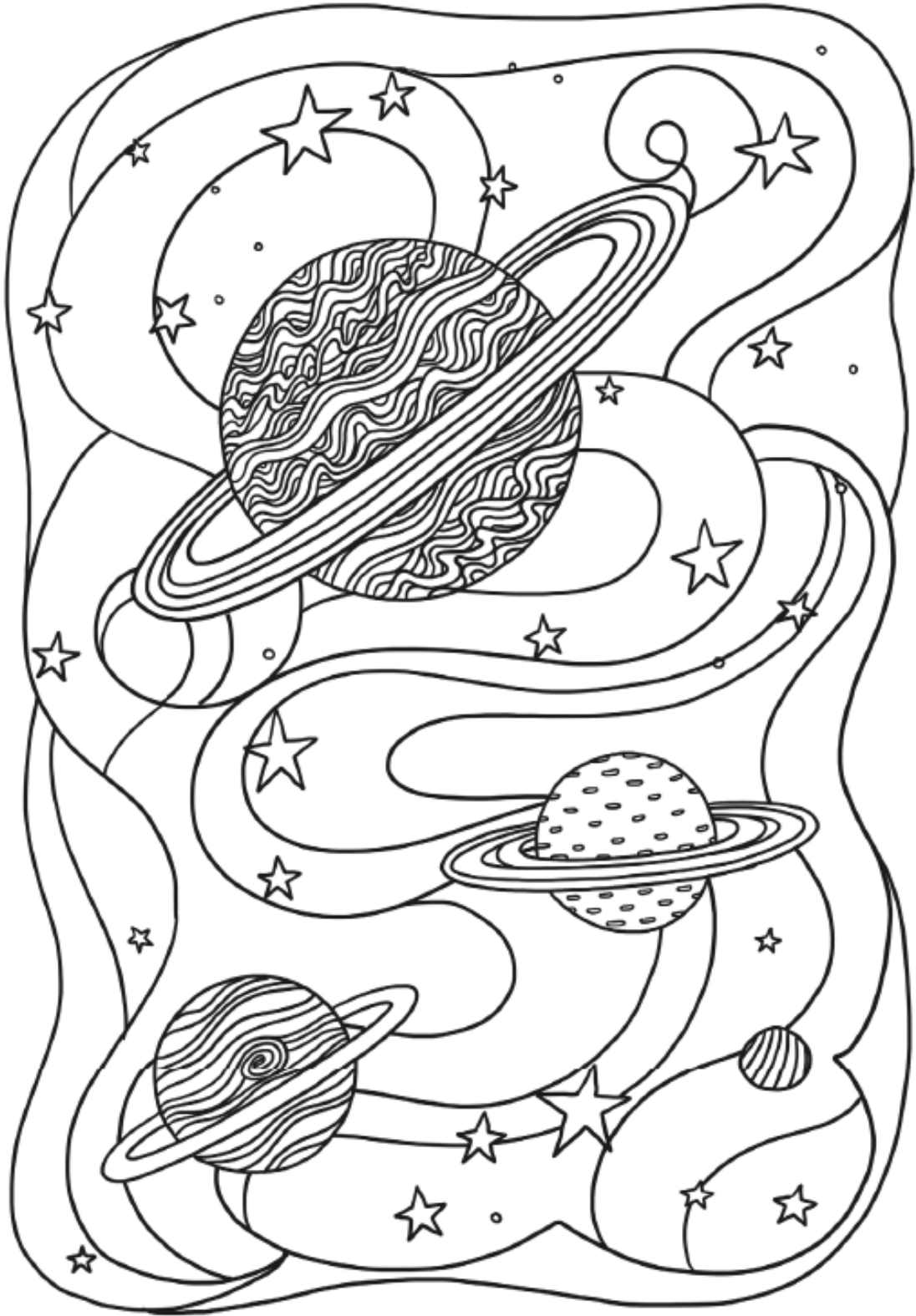
Signed: \_\_\_\_\_

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

Signed: \_\_\_\_\_



# Friday 6.8.21





# English

## Spelling -

-Write your spelling list

-Use at least 5 of your words in interesting sentences.

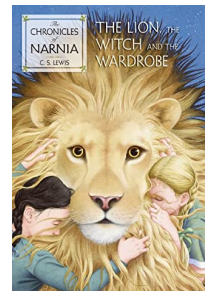

## Reading -

### Stage Novel Ch 4

Watch a reading of The Lion, The Witch and The Wardrobe by CS Lewis.



Google Classroom reading available online.



# Comprehension Strategy



Sketch-to-Stretch - visualising [Google Classroom Demonstration Available Online](#)

- Use this strategy to sketch **the most important events** from the chapter or section of the chapter that you just read/viewed of the Stage Novel - *The Lion, The Witch and The Wardrobe*. **Remember** - you can pause the video at any time to work on your sketches before continuing the video.







## Writing - Procedures

When writing procedures it is also important to use the most accurate, descriptive adverbs that you can in each step. Just like with verbs, it is easy to fall into the habit of using the same adverbs over and over again when writing procedures. Again, this creates the problems of your steps not being followed the way that you want them to be and of your procedure becoming boring to read.

**Activity:** In today's activity the adverbs "carefully" and "slowly" have been overused in the following procedure. Your task is to rewrite the steps using better, more descriptive and more interesting adverbs to make the steps of these procedures clearer and easier to follow.

*Challenge - make the steps even better by adding more detailed description - e.g. where on the toothbrush should you put the toothpaste? Do I use the cold or hot water tap?*

### How to Brush Your Teeth

#### Steps:

1. Carefully pick up your toothbrush.
2. Carefully put some toothpaste onto your toothbrush.
3. Turn the tap on slowly.
4. Carefully place your toothbrush under the tap and slowly wet your toothbrush.
5. Brush the front of your teeth carefully.
6. Brush the back of your teeth slowly.
7. Brush the tops and insides of your teeth both carefully and slowly.
8. Slowly spit out the toothpaste into the sink.
9. Carefully rinse your mouth with water and slowly spit the water into the sink.
10. Carefully put away your toothbrush and toothpaste.







## Mathematics - Number of the Day

Today's numbers of the day are 88 and 927.

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/](http://www.mathsstarters.net/numoftheday/)

## Mathletics -

Complete two Mathletics tasks set by your teacher.

Task 1: \_\_\_\_\_

Task 2: \_\_\_\_\_







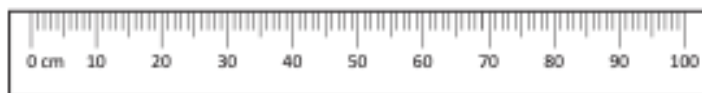
# Measurement and Geometry - Units of Length

Complete the measurement activity

## Units of length – metres and centimetres

We use metres, centimetres and millimetres regularly in everyday life. There are 100 centimetres in 1 metre. Another way to think about this relationship is that 1 centimetre is one hundredth of a metre.

$$100 \text{ cm} = 1 \text{ m} \quad 1 \text{ cm} = \frac{1}{100} \text{ m or } 0.01 \text{ m} \quad \text{So } \frac{1}{2} \text{ m} = 50 \text{ cm} = 0.5 \text{ m}$$



1 Convert each metre measurement into centimetres:

a  $2 \text{ m} = \boxed{\phantom{000}} \text{ cm}$     b  $4 \text{ m} = \boxed{\phantom{000}} \text{ cm}$     c  $\frac{1}{4} \text{ m} = \boxed{\phantom{000}} \text{ cm}$   
d  $9 \text{ m} = \boxed{\phantom{000}} \text{ cm}$     e  $\frac{1}{2} \text{ m} = \boxed{\phantom{000}} \text{ cm}$     f  $1\frac{1}{4} \text{ m} = \boxed{\phantom{000}} \text{ cm}$

2 Convert each centimetre measurement to metres:

a  $10 \text{ cm} = \boxed{\phantom{000}} \text{ m}$     b  $30 \text{ cm} = \boxed{\phantom{000}} \text{ m}$     c  $90 \text{ cm} = \boxed{\phantom{000}} \text{ m}$   
d  $50 \text{ cm} = \boxed{\phantom{000}} \text{ m}$     e  $75 \text{ cm} = \boxed{\phantom{000}} \text{ m}$     f  $80 \text{ cm} = \boxed{\phantom{000}} \text{ m}$

3 Estimate and measure three things that fit in each category:

	Estimate in cm	Measure in cm
a About $\frac{1}{2}$ metre		
b About $\frac{3}{4}$ metre		
c About 1 metre		

4 Match these objects to their correct measurement by connecting them with a line:



37 m      45 cm      5 cm      83 cm      1 m 15 cm      12 cm

<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 practised my timetables.</p> <p><input type="radio"/> I have completed my Problem A Day.</p> <p><input type="radio"/> I have completed two Mathematics tasks.</p> <p><input type="radio"/> I have completed the units of length activity.</p>	<p>Teacher Recognition (Mathematics):</p> <p><input type="radio"/></p>
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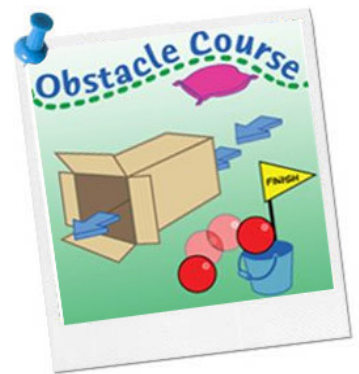
**Drop Everything And Read (DEAR):**

Read for 15 minutes. What did you Read? \_\_\_\_\_

**Sport - Obstacle Course**

Create an obstacle course in your yard. Be as creative as you can using anything from around the house. See how many times you can complete the course in 30 minutes.

Number of course completions: \_\_\_\_\_



<p>Success Criteria (student to complete):</p> <p><input type="checkbox"/> I have completed 30 minutes of my obstacle course.</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.

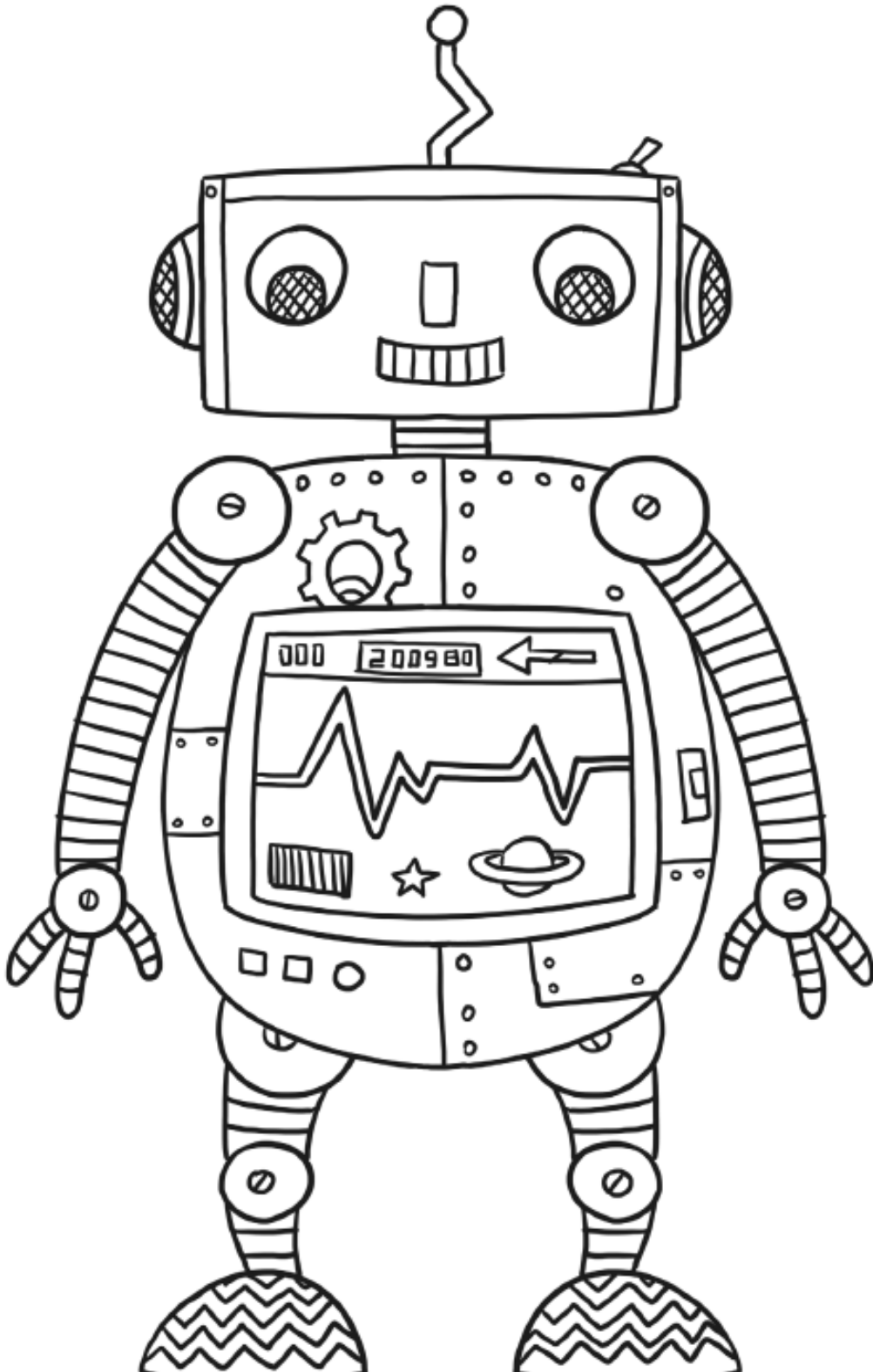
Signed: \_\_\_\_\_

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

Signed: \_\_\_\_\_



# Monday 9.8.21



# English

## Spelling -

- Write your spelling list
- Write 6 of your spelling words and draw a picture or diagram for each one.


## 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.

## Handwriting

- Watch the video demonstrating exit flicks for handwriting.

[Google Classroom Demonstration Available Online](#)



# -Unit 4 - Handwriting

- Complete the handwriting work by copying the text inside the box - Part 2 of the poem "I Hypnotised the Teacher" by Kenn Nesbitt.

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

It made my classmates laugh to see the teacher act so funny. He hopped and nibbled carrots when I said he was a bunny. I said he was a fierce, ferocious, giant dinosaur. It worked, but now he won't do what I tell him anymore.

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



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









Success Criteria (student to complete):

- I have completed my spelling activities, and checked that my words are spelt correctly.
  
- I have completed the reading activities, making sure that I have read aloud clearly, fluently and with expression.
  
- I have completed my handwriting activity, paying attention to exit flicks.
  
- I have completed my free writing activity using neat handwriting, adding description and using a simile.

Teacher Recognition (English):

## Mathematics - Number of the Day

Today's numbers of the day are 46 and 464.

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/](http://www.mathsstarters.net/numoftheday/)

## Mathletics -

Complete two Mathletics tasks set by your teacher.

Task 1: \_\_\_\_\_

Task 2: \_\_\_\_\_




## Timetables practice -

Practise your x6, x7 and x8 tables. Say them out loud as you go.

x6	x7	x8

## Problem A Day -

Complete today's problem.

There are 25 people on a bus. At the next stop,   
5 people get off the bus and 8 people get on.  
How many people are on the bus?

- 33
- 28
- 23
- 20

Working out - Transformation step



# Number and Algebra - Addition

Complete the following addition activity.

## Addition mental strategies – number complements

Two numbers that add together are called complements.

12 and 8 are complements to 20 because  $12 + 8 = 20$

35 and 65 are complements to 100 because  $35 + 65 = 100$

### 1 Loop the complements in each set:

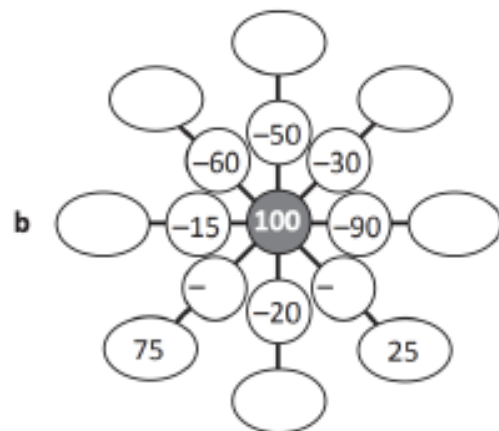
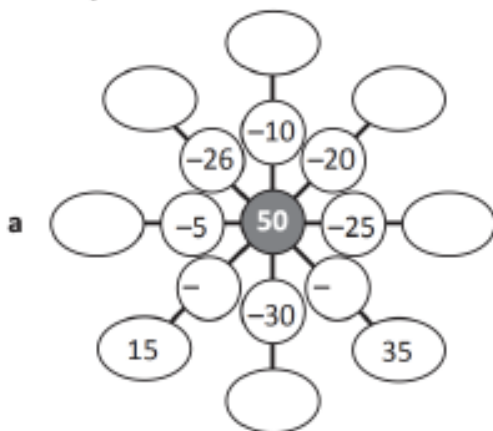
- a Complements to 20. There are three to find. The first one has been done for you.

7	4	14
10	1	6
10	12	8

- b Complements to 50. There are eight to find:

26	12	30	20
24	38	15	35
17	45	5	40
33	18	32	10

### 2 Complete these complement webs. Start with the centre number and subtract. Write your answers in the ovals:



### 3 Show how knowing the complements to 20, 50 and 100 makes adding easier. You may want to loop the complements first. The first one has been done for you.

a  $(80 + 20) + (15 + 5) = 100 + 20 = 120$

b  $18 + 2 + 30 + 20 + 10 + 10 =$  \_\_\_\_\_

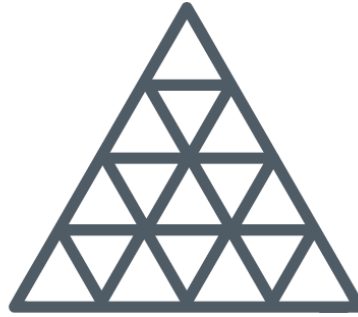
c  $25 + 25 + 40 + 30 + 20 + 10 =$  \_\_\_\_\_

d  $15 + 35 + 20 + 30 + 10 + 12 =$  \_\_\_\_\_



*\*Optional Extension Activity\**

**Puzzle 4: How many triangles can you count?**



Success Criteria (student to complete):

- I have completed the Number of the Day activities.
- I have practised my timetables.
- I have completed my Problem A Day.
- I have completed two Mathematics tasks.
- I have completed the addition activity.

Teacher Recognition (Mathematics):

**Drop Everything And Read (DEAR):**

Read for 15 minutes. What did you Read? \_\_\_\_\_



## PDH - Gratitude

[https://www.youtube.com/watch?v=XIQKaClO\\_xY](https://www.youtube.com/watch?v=XIQKaClO_xY)



Watch this animation about Nick's assignment to write a Gratitude Journal of all the things he is grateful for, but he doesn't know what to write. His friend gives him a pair of Goggles, to see things in a more positive way.

People are more likely to experience gratitude when they consider the three grateful thinking questions:

1. How did someone's actions make things better for me?
2. What effort did they make for me?
3. Why might they have taken that action for me?

Draw a picture of something you are grateful for.



Upload your work to **Google Classroom**.



Success Criteria (student to complete):  <input type="radio"/> I have watched the the gratitude animation.  <input type="radio"/> I have completed the gratitude drawing.	Teacher Recognition  <input type="radio"/>
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I have completed today's work to the best of my ability.

Signed: \_\_\_\_\_

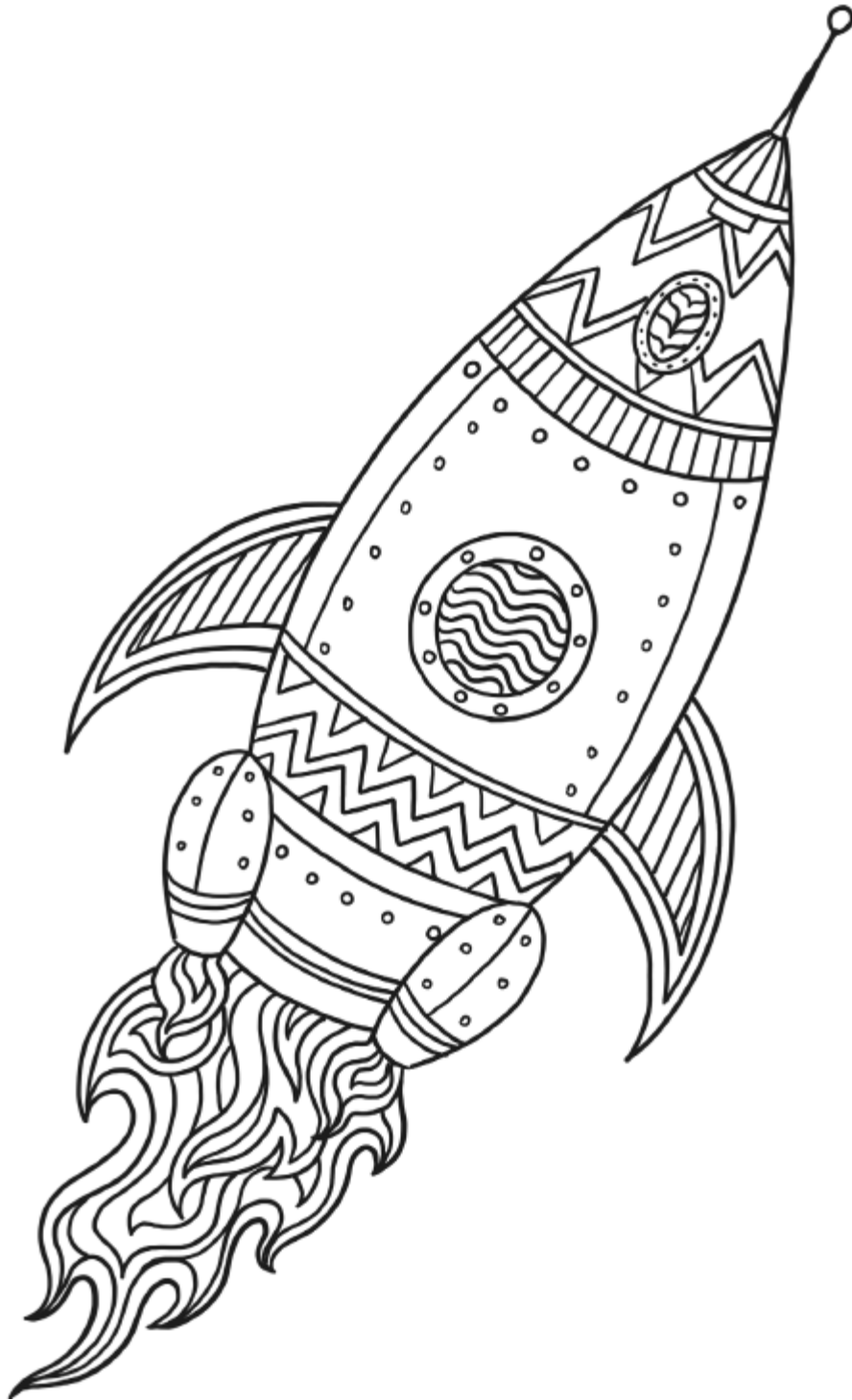
I am happy with the quality and the amount of work my child has completed today.

Signed: \_\_\_\_\_





# Tuesday 10.8.21



# English

## Spelling -

Have a family member test you. If this isn't possible write your list doing look, cover, write, check.

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

## Reading -

Choose one option from the below reading activities

1. Login to Reading Eggspress and complete the assigned reading task.
2. Read 2 chapters from a book you have at home






<p>Success Criteria (student to complete):</p> <ul style="list-style-type: none"><li><input type="radio"/> I have completed all of my spelling activities and checked that my words are spelt correctly.</li><li><input type="radio"/> I have read 2 chapters of my book out or completed an activity on reading eggs.</li><li><input type="radio"/> I have completed my journal writing with at least 2 paragraphs and I have paid attention to spelling and punctuation.</li></ul>	<p>Teacher Recognition (English):</p> <ul style="list-style-type: none"><li><input type="radio"/></li></ul>
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## Mathematics - Number of the Day

Today's numbers of the day are 59 and 350.

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/](http://www.mathsstarters.net/numoftheday/)

## Mathletics -

Complete two Mathletics tasks set by your teacher.

Task 1: \_\_\_\_\_

Task 2: \_\_\_\_\_




## Timetables practice -

Practise your  $\times 6$ ,  $\times 7$  and  $\times 8$  tables. Say them out loud as you go.

$\times 6$	$\times 7$	$\times 8$

## Problem A Day -

Complete today's problem.

There are 25 people on a bus. At the next stop,   
11 people get off the bus and 20 people get on.  
How many people are on the bus?


- 34
- 46
- 36
- 14

Working out - Transformation step



# Statistics and Probability - Data - Picture Graphs

## Data – tallies

The tally method is where we count in 5s. We put a stroke for each number and the fifth one is a line that goes diagonally through. 

1 Find the total of each tally amount:




a 

b 

c 

d 

2 Molly is keeping a training diary where she records the laps she runs around the oval near her house. Redo this data using the tally method.

Molly's training	
Monday	
Wednesday	
Friday	

Molly's training	
Monday	
Wednesday	
Friday	

3 A movie theatre collected data on the number of kids and adults that attended a recent movie screening. A kid's ticket is all ages up to 15 and an adult's ticket is 16 and above.

Ages of ticket buyers										
40	12	19	42	36	25	9	12	12	40	14
8	21	30	10	14	28	30	15	7	27	10
9	25	5	32	15	8	16	19	36	12	18

a Count how many kids' tickets and how many adults' tickets were sold using the tally method in this table:

Type of ticket	Amount sold
Kids	
Adults	

b Why do you think they conducted this survey?



<p>Success Criteria (student to complete):</p> <ul style="list-style-type: none"><li><input type="radio"/> I have completed the Number of the Day activities.</li><li><input type="radio"/> I have practised my timetables.</li><li><input type="radio"/> I have completed my Problem A Day.</li><li><input type="radio"/> I have completed two Mathematics tasks.</li><li><input type="radio"/> I have completed the data - picture graphs activity.</li></ul>	<p>Teacher Recognition (Mathematics):</p> <p><input type="radio"/></p>
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**Drop Everything And Read (DEAR):**

Read for 15 minutes What did you Read? \_\_\_\_\_





# Science

Google Classroom Demonstration Available Online



Learning Intention: For students to identify solid materials that melt when warmed and continue to form an understanding of the terms 'solid' and 'liquid'.

## Melting and Freezing

Heating a substance gives it more energy. The process of a solid becoming a liquid by adding heat is called melting. Solids melt at different temperatures.

Removing heat from a substance takes away some of its energy. The process of a liquid becoming a solid by removing heat is called solidifying. Some liquids need to be very cold to solidify. This process is called freezing.

## Melting and Freezing Investigation

**Aim:** To observe how a change of state between solid and liquid (and back again) can be caused by adding or removing heat.

### Equipment

ice cubes

plastic cups

a sunny area

a freezer

### Method

1. Place an ice cube into a plastic cup. Draw what you observe.
2. Place the plastic cup in full sun for about one hour. Draw what you observe.
3. Place the plastic cup in a freezer for about one hour. Draw what you observe.

Set up your investigation and answer the first two questions on the following page.

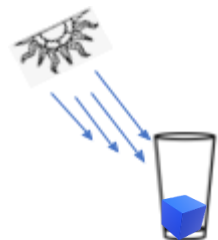
While the cup is in the sun for an hour watch the follow videos on youtube:

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

Freezing - More Grades 3-5 Science on the Learning Videos Channel

<https://www.youtube.com/watch?v=tuE1LePDZ4Y>

Changing water- States of matter



<p>Success Criteria (student to complete):</p> <ul style="list-style-type: none"><li><input type="radio"/> I have watch the videos about freezing and water</li><li><input type="radio"/> I have placed an ice cube out in the sun and observed a change of state from solid to liquid.</li><li><input type="radio"/> I have completed the melting and freezing sheet to the best of my abilities.</li></ul>	<p>Teacher Recognition:</p> <ul style="list-style-type: none"><li><input type="radio"/></li></ul>
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# Melting and Freezing

1. Explain what you think will happen when heat is added to the solid water (ice cube).

---

---

2. Explain what you think will happen when heat is removed from the liquid water.

---

---

3. In the glasses below, record what you observe during the activity.

before heat is added

after heat is added

after heat is removed



4. Complete the following sentences using the words from the word bank.

When heat is added to a solid, it begins to \_\_\_\_\_.

Solids that have melted have changed into a \_\_\_\_\_ state.

A liquid can \_\_\_\_\_ if \_\_\_\_\_ is removed.

Liquids have more \_\_\_\_\_ than solids.

liquid	energy	solidify	melt	heat
--------	--------	----------	------	------

Can you think of some other things that will melt when heat is added? Remember they will change shape?

---

## Optional extension:

If you enjoyed that investigation watch the following link

<https://www.youtube.com/watch?v=OVjNS1hSEeo> and try out their ice investigation.



# FITNESS CHALLENGE-

## Bat Tapping

Players tap their ball up and down on their bat, and count the number of consecutive taps they get. If you don't have a bat, find an alternative such as a rolled up newspaper.



Highest Score: \_\_\_\_\_

<p>Success Criteria (student to complete):</p> <p><input type="checkbox"/> I have completed 15 minutes of Bat Tapping.</p>	<p>Teacher Recognition:</p> <p><input type="checkbox"/></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: \_\_\_\_\_



# Fast Finishers Activities

## TP Bird Feeder

How to make a toilet paper roll bird feeder.

Here's what you need:

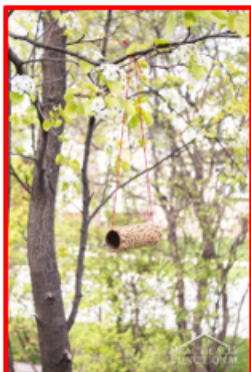
- toilet paper rolls (or use paper towel rolls or wrapping paper rolls!)
- peanut butter
- bird seed
- yarn or string

**STEP ONE** Clean off any extra bits of paper from your toilet paper rolls, then cover them in a thin layer of peanut butter.



**STEP TWO** Pour out some bird seed onto a plate, then gently roll the toilet paper roll over the plate to pick up the bird seed.

**STEP THREE** Thread a piece of string through the roll and tie it into a loop.



**STEP FOUR** Head outside and hang the toilet paper roll bird feeder from a tree!

# Tornado in a Jar

If you have access to the internet, watch the video below.

<https://www.youtube.com/watch?v=cU7jUx5Mvx0>

If not, that's fine, just follow the instructions below. 😊

How to make your very own tornado that you can hold in your hand.

What you will need

- 1 empty glass jar or plastic bottle
- Water
- Dishwashing liquid
- Food dye (optional)
- Glitter (optional)



What you need to do

- Make sure your glass jar or plastic bottle is clean. Clear jars and bottles work best for this.
- Fill your jar/bottle  $\frac{3}{4}$  of the way up with water.
- Add a squirt of dishwashing liquid to the water.
- If you choose, you can add a drop of food colouring and a pinch of glitter too.
- Put the lid on tightly.
- Now you can start swirling your tornado. Put one hand on the top of the jar/bottle and the other hand on the bottom. Swirl the jar/bottle around in a circular motion.
- Do not shake the jar/bottle because it will cause the dishwashing liquid to foam up too much and you will have to wait for it to settle to continue.
- If you are using a glass jar, please be careful not to break it.
- Enjoy watching your tornado swirl!

