Year 4
Unit 4 Part B

Name: _____

Class: _____

Year 4 Weekly Learning Plan Unit 4 Part B – 11/8/2021-18/8/2021

	Wednesday – 11/8	Thursday – 12/8	Friday – 13/8	Monday –16/8	Tuesday – 17/8
Morning	**English** *Spelling* This week's focus is 'schwa il'. - Write your spelling list. - Complete 2 parts of your spelling sheet *Google Classroom Demonstration Available Online* *Jolly Grammar* This week's focus is 'Parsing Verbs' *Google Classroom Demonstration Available Online* - Complete your Jolly Grammar sheet *Writing* - Complete kenning poetry activity	**English** *Spelling* - Write your spelling list - Complete the remainder of your spelling sheet *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. *Viewing* 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. Make 3	**English** *Spelling* - Write your spelling list - Put your words into grammatical categories e.g. nouns, verbs, adjectives, adverbs *Reading - Stage Novel Ch 6* The Lion, The Witch and the Wardrobe *Google Classroom Reading Available Online* *Comprehension Strategy* - Use the comprehension strategy 'I Predict' to make 3 predictions for the chapter and 3 predictions for later in the book.	**English** *Spelling* - Write your spelling list - Write a dictation passage using all of your words. *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 - Make 3 predictions for what you think will happen in the next chapter. Make 3 predictions for what you think will happen before the end of the book.	**English** *Spelling* - Write your spelling list -Find dictionary meanings for at least 5 of your words. Select words you are unsure of. *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. *Journal Writing* Write a journal entry about anything of your choosing.

	Comprehension Strategy 📓 Watch the video on 'I Predict' - Prediction Strategy *Google Classroom Demonstration Available Online* ***Reading - Stage Novel Ch 5*** 📓 The Lion, The Witch and the Wardrobe *Google Classroom Reading Available Online* - Use the comprehension strategy 'I Predict' to make 3 predictions for the chapter and 3 predictions for later in the book.	predictions about one of the stories you will be viewing. ***Writing*** ▶ Create a procedure on how to make a volcano. *Link Available on Google Classroom* - Write a procedure using correct structure and language features.	***Writing*** Create a procedure on how to make the perfect jam sandwich. - Write a procedure using correct structure and language features. 📷 *Upload your work to Google Classroom.*	- Review the Google Classroom Demonstration on "I Predict" strategy **Handwriting** 📓 Watch the 'diagonal joins' video. *Google Classroom Demonstration Available Online* - Complete the handwriting activity focusing on exit flicks and diagonal joins. ***Writing*** 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 kenning in your writing. 📷 *Upload your work to Google Classroom.*	- You must write a minimum of 2 paragraphs. - Be sure to check and edit your work.
Break				

Middle	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
	Number of the Day 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. **_Timetables Practice_** Practice your x9, x11 and x12 tables. Try saying them out loud also. **_Problem a Day_** Complete today's PAD. _Google Classroom Demonstration Available Online_ **_Mathletics_** Complete two Mathletics tasks set for you by your classroom teacher. **_Number and Algebra- Comparing Numbers_** Complete the set activity on Comparing Numbers.	**_Number of the Day_** 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. **_Mathletics_** Complete two Mathletics tasks set for you by your classroom teacher. **_Timetables Practice_** Practice your x9, x11 and x12 tables. Try saying them out loud also. **_Problem a Day_** Complete today's PAD. _Upload your work to Google Classroom_ **_Number and Algebra- Subtraction_** - Complete the set activity on Subtraction.	**_Number of the Day_** 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. **_Mathletics_** Complete two Mathletics tasks set for you by your classroom teacher. **_Timetables Practice_** Practice your x9, x11 and x12 tables. Try saying them out loud also. **_Problem a Day_** Complete today's PAD. **_Measurement and Geometry - Area_** Complete the area activity.	**_Number of the Day_** 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. **_Mathletics_** Complete two Mathletics tasks set for you by your classroom teacher. **_Timetables Practice_** Practice your x9, x11 and x12 tables. Try saying them out loud also. **_Problem a Day_** Complete today's PAD. **_Number and Algebra - Addition_** Complete the addition activity. *Optional Challenge Activity*	**_Number of the Day_** 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. **_Mathletics_** complete two Mathletics tasks set for you by your classroom teacher. **_Timetables Practice_** Practice your x9, x11 and x12 tables. Try saying them out loud also. **_Problem a Day_** Complete today's PAD. **_Statistics and Probability- Chance_** Complete the chance activity

Break					
Afternoon	*DEAR* – Drop everything and read (15minutes) ***Creative Arts – Visual Arts*** Directed Drawing: Waterfall 📷 *Upload your work to Google Classroom.*	*DEAR* – Drop everything and read (15minutes) ***Geography*** Complete KWL chart on Australia and Indonesia	*DEAR* – Drop everything and read (15minutes) ***Sport*** ▶️ Watch the SISA YouTube dance video and learn the dance.	*DEAR* – Drop everything and read (15minutes) ***PDH*** Positive Relationships - Complete the activities provided	*DEAR* – Drop everything and read (15minutes) ***Science*** ▶️ *Link Available on Google Classroom* Watch video and fill in the question sheet on melting points. **Optional Challenge Activity** *Balga Resin* 📷 *Upload your work to Google Classroom.* ***FITNESS CHALLENGE*** Complete the Bullseye fitness activity

Wednesday – 18/8

Morning	Break	Middle	Break	Afternoon
English *Spelling* - Have a family member test you. If this isn't possible write your list doing look, cover, write, check. *Upload your work to Google Classroom* *Reading* Read aloud 2 chapters from a book you have at home or login to Reading Eggspress and complete the assigned reading task. - Write 1-2 paragraphs summarising what happened in those chapters. *Writing* - Rewrite the procedure to make pancakes in the correct order.	**Break**	**Mathematics** *Number of the Day* 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. *Timetables Practice* Practice your x9, x11 and x12 tables. Try saying them out loud also. *Problem a Day* Complete today's PAD. *Number and Algebra- Multiplication and Division* - Complete the multiplication grid.	**Break**	*DEAR* – Drop everything and read (15minutes) *PDH* Positive Relationships 2 - Complete the activities provided

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 11.8.21
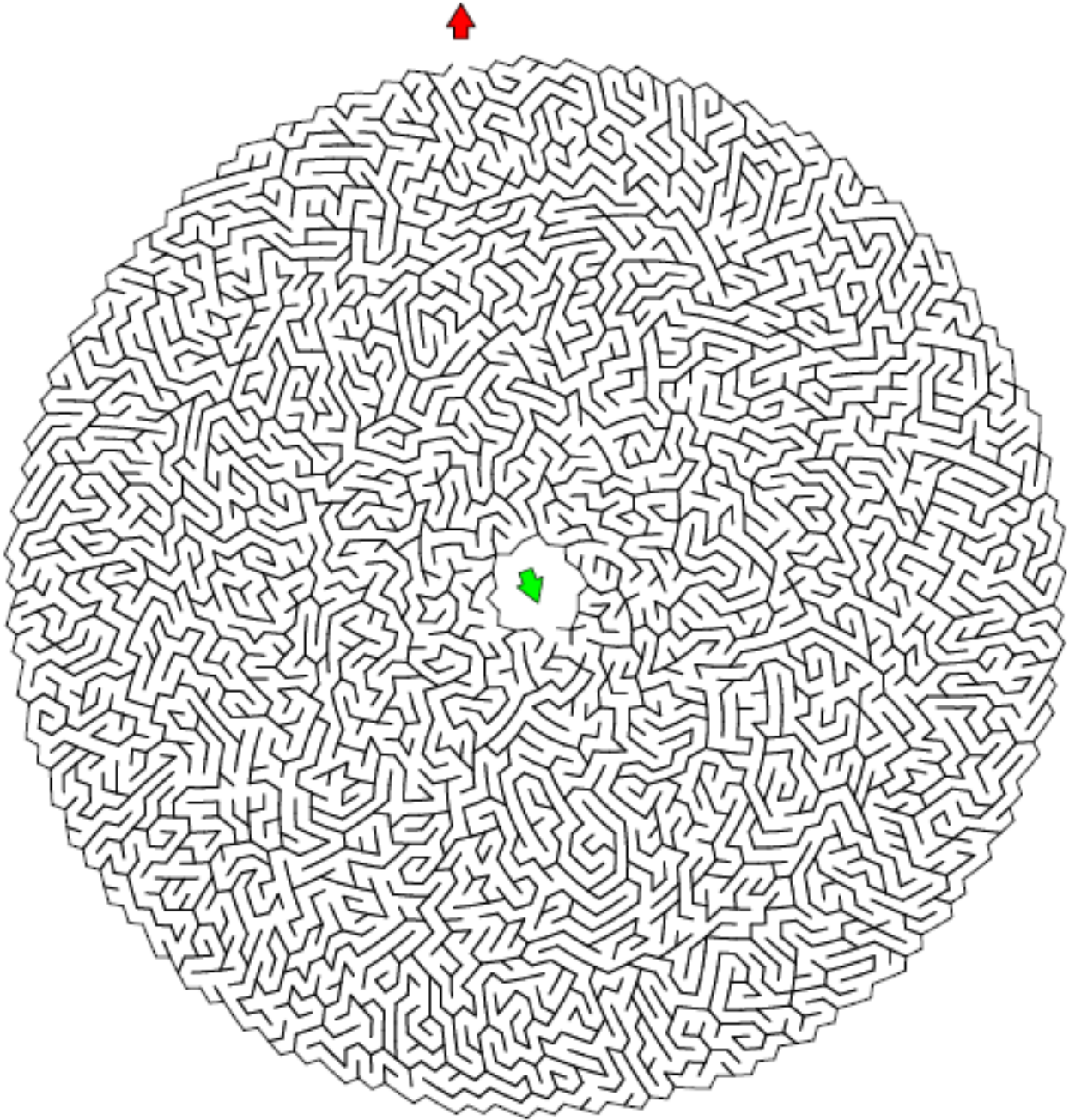
Daily Spelling

Wednesday	Thursday	Friday	Monday	Tuesday

Remember to check your spelling list daily 😊

Spelling -

This week's focus is 'schwa il'.

1. Write your spelling list.

2. Watch the video on *Google Classroom Online,* and complete 2 parts of your spelling sheet.

Spelling List 24
Schwa ⟨il⟩

1. civil
2. pupil
3. pencil
4. weevil
5. evil
6. peril

7. nostril
8. basil
9. April
10. fossil
11. gerbil
12. anvil

13. utensil
14. tendril
15. lentil
16. council
17. stencil
18. tranquil

Unscramble the letters and add them to ⟨il⟩ on the pencils to make words from the Spelling List.

cenp _ _ _ _ i l

ppu _ _ _ i l

weve _ _ _ _ i l

tenl _ _ _ _ i l

berg _ _ _ _ i l

sofs _ _ _ _ i l

sentu _ _ _ _ _ i l

tencs _ _ _ _ _ i l

trnos _ _ _ _ _ i l

sba _ _ _ i l

van _ _ _ i l

trend _ _ _ _ _ i l

erp _ _ _ i l

vic _ _ _ i l

quarnt _ _ _ _ _ _ i l

cocun _ _ _ _ _ i l

Look at each picture and description below, and write down the personal pronoun to match.

SINGULAR

1st Person

2nd Person

3rd Person

PLURAL

1st Person

2nd Person

3rd Person

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

The pupil is drawing carefully inside the stencil with a green pencil.

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

Spelling Sheet 24 (GH4)

Jolly Grammar -

This week's focus is - Parsing Verbs

Watch the video on *Google Classroom Online,* and complete the sheet below.

Red

Parsing Verbs

Identify the verb and subject in each sentence, and then parse the verb. If the subject is a noun, think about which pronoun would replace it to help you choose the right answer.

1. **She** will cook a lentil stew.

    singular | plural | 1st person | 2nd person | 3rd person | past | present | future | simple | continuous

2. I explored the tranquil crystal cave.

    singular | plural | 1st person | 2nd person | 3rd person | past | present | future | simple | continuous

3. He travels abroad regularly in winter.

    singular | plural | 1st person | 2nd person | 3rd person | past | present | future | simple | continuous

4. The camel was eating hay at the zoo.

    singular | plural | 1st person | 2nd person | 3rd person | past | present | future | simple | continuous

5. We were washing the utensils.

    singular | plural | 1st person | 2nd person | 3rd person | past | present | future | simple | continuous

6. Zack sorted the books alphabetically.

    singular | plural | 1st person | 2nd person | 3rd person | past | present | future | simple | continuous

7. They will cancel their next trip.

    singular | plural | 1st person | 2nd person | 3rd person | past | present | future | simple | continuous

8. I am wrestling with my brother.

    singular | plural | 1st person | 2nd person | 3rd person | past | present | future | simple | continuous

9. You yodel beautifully together.

    singular | plural | 1st person | 2nd person | 3rd person | past | present | future | simple | continuous

10. The climbers are ascending the cliff.

    singular | plural | 1st person | 2nd person | 3rd person | past | present | future | simple | continuous

11. We will be roasting chestnuts.

    singular | plural | 1st person | 2nd person | 3rd person | past | present | future | simple | continuous

Grammar Sheet 24 (GH4)

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 kenning poems.

A kenning is a way of describing something using clues rather than just saying what it is. It is a type of riddle that uses two words, joined by a hyphen (hey - there's another Stage 2 class name), but you might know a hyphen as a dash (hey!!! That's ANOTHER Stage 2 class name!).

Each line in a kenning poem is two words long. Kennings originally came from the Vikings who used kennings to name their swords and axes, such as 'bone-crusher' or 'blood-taker'.

Here are some modern day examples of kennings that you might have heard of -

Sky-scraper (a tall building)   Book-work (someone who reads a lot of books)

Ankle-biter (a baby)   Tear-jerker (something that is really sad)

Activity: You are going to write a kenning poem. You need to write different kennings 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 kenning poem, using the kennings you have created as clues. Try to give at least 5 kennings as the clues in your poem.

Mr Kristof's example -

_____

tail-wagger

ball-catcher

face-licker

cat-chaser

furry-jumper

Have a go at writing the title for my kenning poem

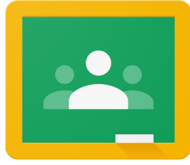(see the correct answer on the next page)

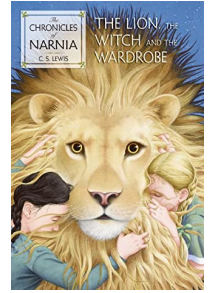Correct answer: A Dog

Activity - Kenning Poem

| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |

Reading

Stage Novel Ch 5

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

" I Predict…" - Making Predictions *Google Classroom Demonstration Available Online*

-Use this strategy to make 3 predictions at the halfway point **(pause video)** of the chapter (for what you predict will happen in the rest of the chapter) and then 3 predictions at the end of the chapter (for what you predict will happen in the next chapter/later in the book) based on the Stage Novel - The Lion, The Witch and The Wardrobe reading from today

| |
| |
| |
| |
| |
| |
| |
| |
| |

Success Criteria (student to complete):	Teacher Recognition (English)
○ I have completed my spelling activities.	○
○ I have completed my grammar activities.	
○ I have created a kenning poem describing a person or thing.	
○ I have listened to the novel and completed the comprehension activity, making sure that I have made 3 predictions halfway through the chapter and 3 predictions at the end of the chapter.	

Mathematics - Number of the Day

Today's numbers of the day are 14 and 633.

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	

Timetables practice -

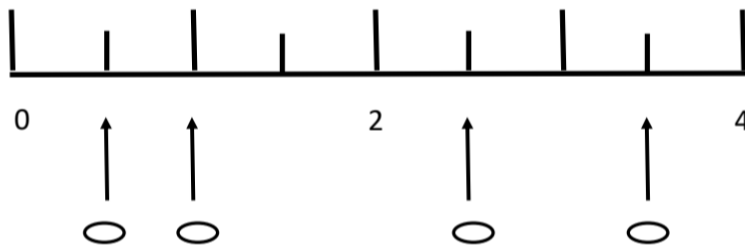Practise your times tables below. Say them out loud as you go.

x9	x11	x12

Complete today's problem.

On the number line, which arrow is pointing to 2½ ?

0   2   4

Working out - Transformation step

Mathletics -

Complete two Mathletics tasks set by your teacher.

Task 1: _____

Task 2: _____

Number and Algebra - Addition

- Complete the set activity on comparing numbers.

Addition mental strategies – jump strategy

3 Below are some number lines that only show the jumps. Complete the number line for the problem that matches and then write the complete problem.

| 187 + 54 | 179 + 62 | 78 + 53 |

a ☐ + ☐ = ☐

b ☐ + ☐ = ☐

c ☐ + ☐ = ☐

4 Use the jump strategy to add these:

Cupcake sales				
Day	Red velvet	Lemon drop	Coconut	Chocolate
Saturday	165	82	55	135
Sunday	43	98	65	36

a How many red velvet cupcakes were sold over the weekend?

☐ + ☐ = ☐

b How many lemon drop and coconut cupcakes were sold on Saturday?

☐ + ☐ = ☐

c How many chocolate cupcakes were sold over the weekend?

☐ + ☐ = ☐

Success Criteria (student to complete):	Teacher Recognition (Mathematics):
○ I have completed the Number of the Day activities..	○
○ I have practised my timetables.	
○ I have viewed the Problem A Day example video and have completed my Problem A Day.	
○ I have completed two Mathletics tasks.	
○ I have completed the addition activity.	

Drop Everything And Read (DEAR):

Read for 15 minutes. What did you Read? _____

Visual Arts - Natural World Landscape

Complete a directed drawing of "A Waterfall". Click on the link to the YouTube tutorial o............ draw a waterfall. Follow the instructions to create your own directed drawing of a waterfall.
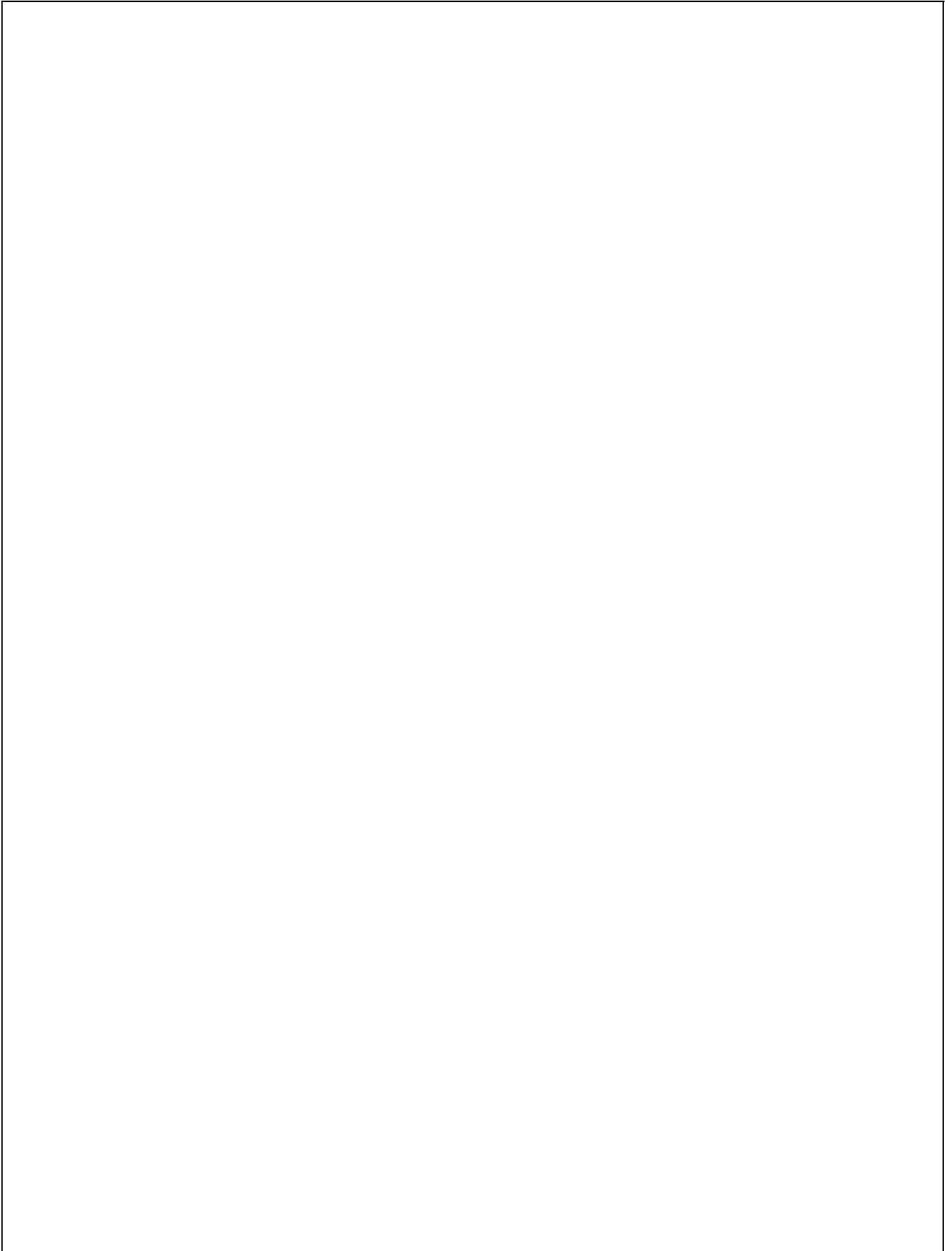
https://www.youtube.com/watch?v=lIOjk00njxM

Upload your work to Google Classroom.

Success Criteria (student to complete):	Teacher Recognition (Visual Arts):
○ I have completed a waterfall artwork and uploaded my work to Google Classroom.	○

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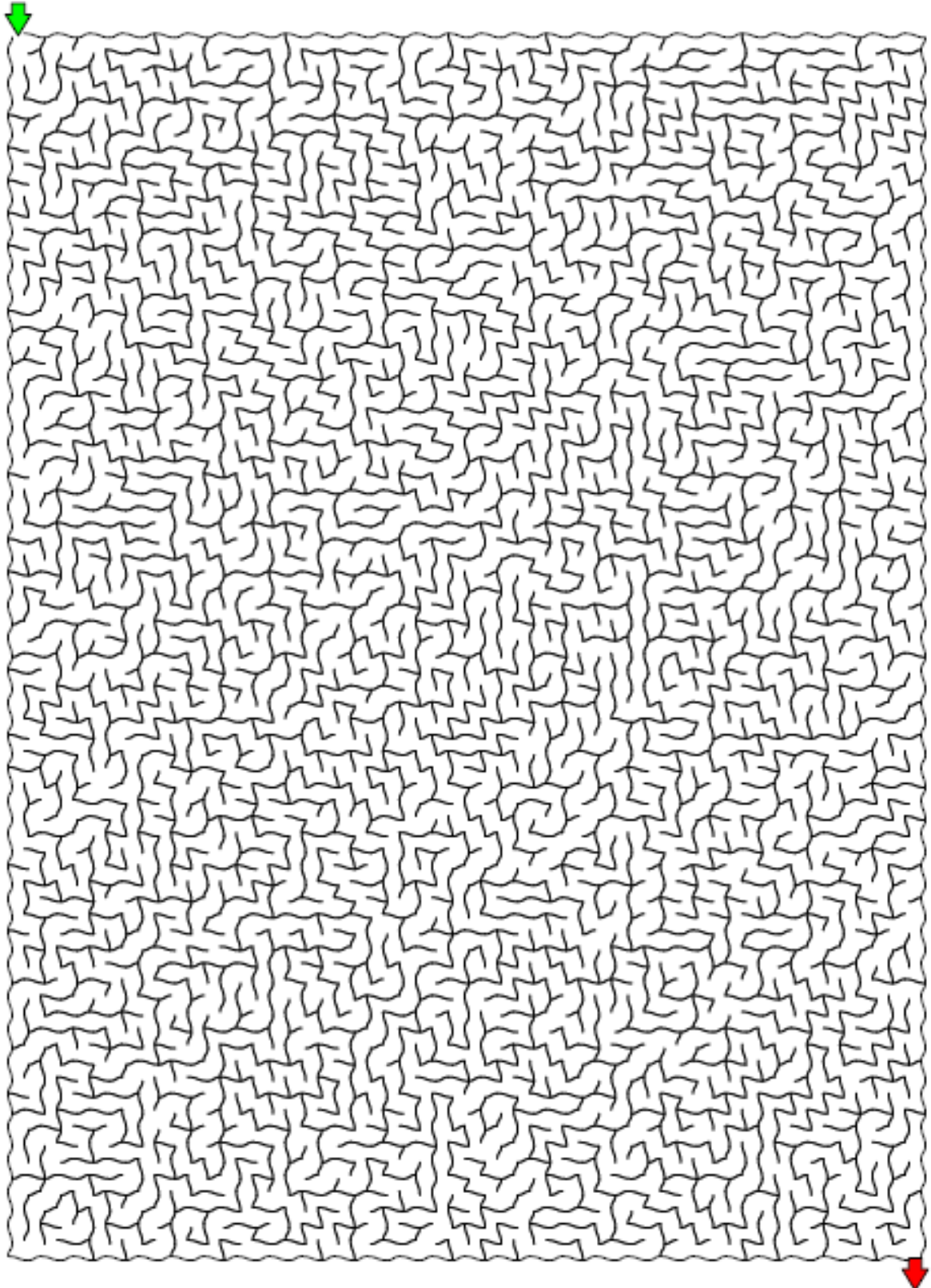
Signed: _____

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

Signed: _____

Thursday 12.8.21

English

Spelling -

- Write your spelling list

- Complete the remainder of your spelling sheet

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.

Viewing

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. **For one of the stories in this episode, make 3 predictions about what could happen in the future, regarding the topic of that news story.** Present your summary to your family.

| |
| |
| |
| |
| |
| |
| |
| |
| |

Writing - Procedures

Watch the YouTube video of how to make a volcano. While watching the video, make some notes about the materials used and the steps taken to make the volcano.

https://www.youtube.com/watch?v=SqUKL8CSLI8

Activity: Create a procedure on how to make a volcano. Remember to include the 5 parts of a procedure (title, goal, materials, steps, conclusion). Make sure you use verbs and adverbs to write clear instructions. Don't forget to use numbers or time connectives to put your steps in order.

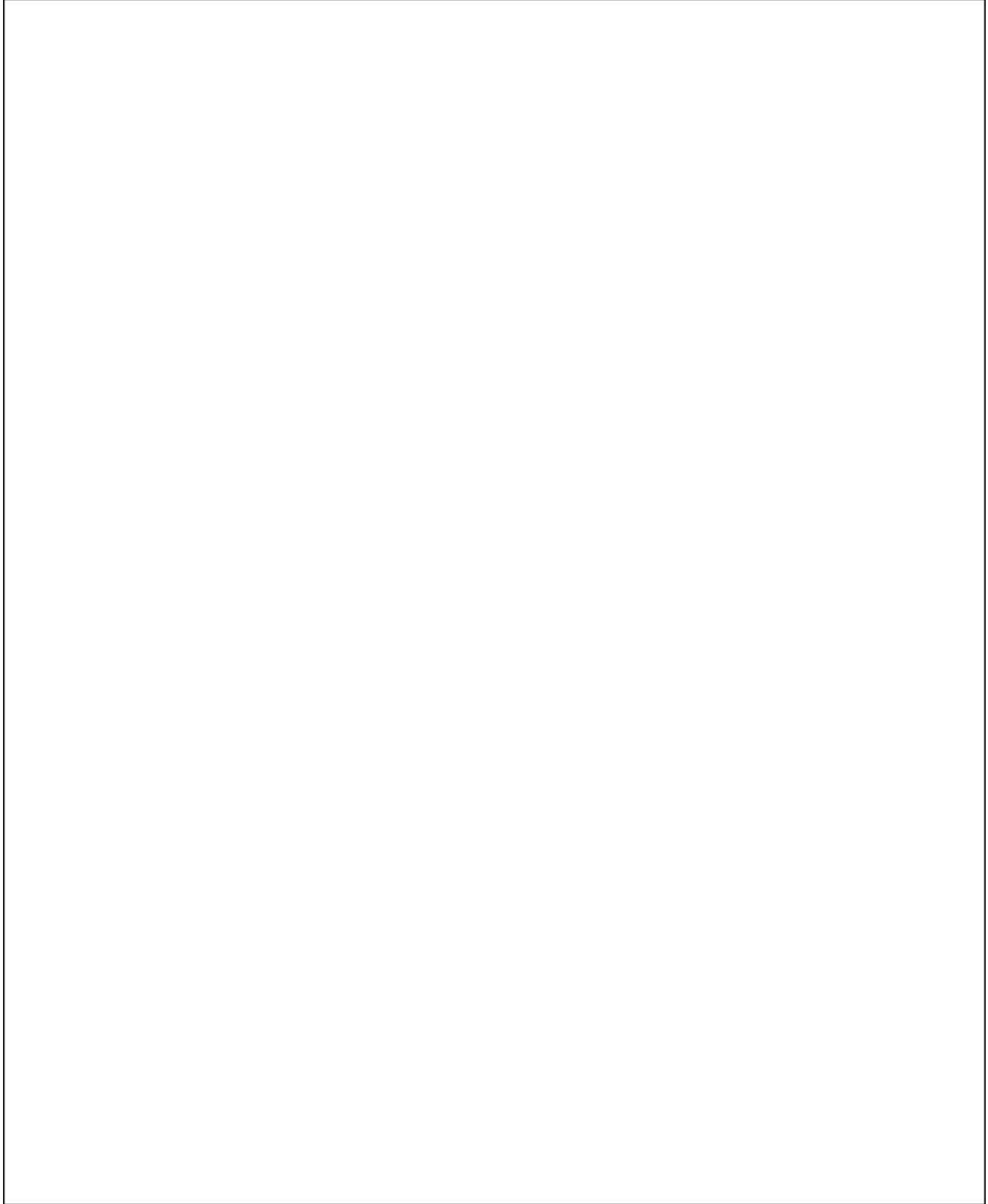| Success Criteria (student to complete):	Teacher Recognition (English)
○ I have completed my spelling list and the rest of my spelling sheet. ○ I have completed the reading activities, making sure that I have read aloud clearly, fluently and with expression. ○ I have watched a BTN episode and written 3 VIP's per story and completed 3 predictions for one story. ○ I have watched the YouTube video on how to make a volcano and have written a procedure based on this video.	○

Mathematics - Number of the Day

Number of the Day Google Classroom Video Available

Today's numbers of the day are 38 and 494.

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: _____

Timetables practice -

Practise your x9, x11 and x12 tables. Say them out loud as you go.

x9	x11	x12

Problem A Day -

Problem A Day Google Classroom Video Available

Complete today's problem.

Upload your work to Google Classroom.

On the number line, which arrow is pointing to 1½ ?

| 0 | | 2 | | 4 |
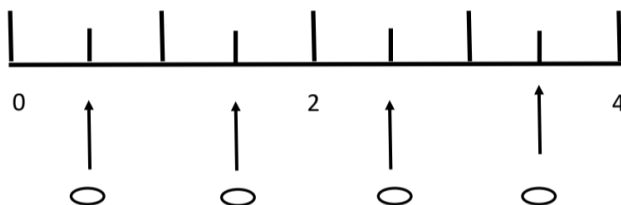
Working out - Transformation step

Number and Algebra - Subtraction

Subtraction mental strategies – subtraction strategy review

3 Use counting on to complete these:

a 32 − 29 = ☐

b 33 − 28 = ☐

c 34 − 27 = ☐

d 71 − 68 = ☐

e 82 − 76 = ☐

f 73 − 69 = ☐

g 83 − 77 = ☐

h 112 − 109 = ☐

i 201 − 196 = ☐

4 Complete these function tables using counting on:

a

In	Rule	Out
120		
123	−118	
126		
124		

b

In	Rule	Out
102		
104	−96	
108		
101		

c

In	Rule	Out
87		
81	−78	
85		
83		

5 Complete this cross number puzzle. Using complements to 100 will help.

Across

1 100 − 80 = ☐

2 100 − 89 = ☐

3 100 − 5 = ☐

4 100 − 28 = ☐

5 100 − 22 = ☐

7 100 − 64 = ☐

8 100 − 49 = ☐

9 100 − 61 = ☐

10 100 − 52 = ☐

11 100 − 66 = ☐

12 100 − 75 = ☐

Down

1 100 − 78 = ☐

2 100 − 88 = ☐

3 100 − 2 = ☐

4 100 − 24 = ☐

5 100 − 29 = ☐

6 100 − 11 = ☐

7 100 − 62 = ☐

8 100 − 46 = ☐

9 100 − 65 = ☐

Success Criteria (student to complete):	Teacher Recognition (Mathematics):
○ I have completed the Number of the Day activities.	○
○ I have practised my timetables.	
○ I have reviewed the demonstration video, completed the Problem A Day activity and uploaded my work to Google Classroom.	
○ I have completed two Mathletics tasks.	
○ I have completed the subtraction activity.	

Drop Everything And Read (DEAR):

Read for 15 minutes. What did you Read? _____

Geography

One of Australia's closest neighbours is Indonesia. Over the next few weeks, you will be asked to compare the climate, plants and animals in Australia and Indonesia.

Complete the KWL Chart below to show:

1. What you already **KNOW**
2. What you **WANT** to know
3. What you have **LEARNED** (this will need to be completed after your research)

	What I already KNOW		What I WANT to know		What I have LEARNED	
	Australia	Indonesia	Australia	Indonesia	Australia	Indonesia
Climate						
Plants						
Animals						

Success Criteria (Student to complete) ○ I have completed a KWL Chart about Australia and Indonesia	Teacher Recognition ○

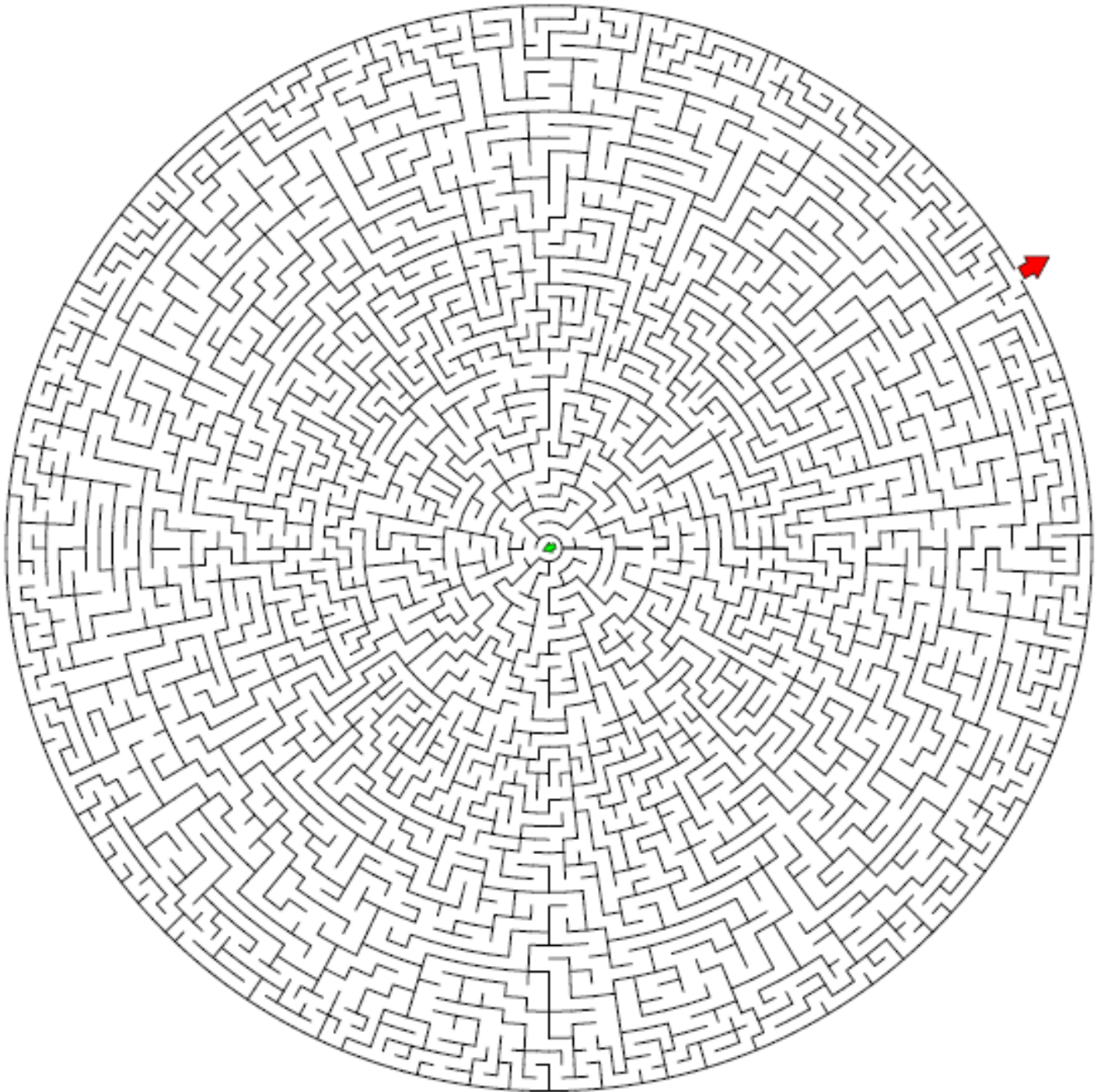I have completed today's work to the best of my ability.

Signed: _____

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

Signed: _____

Friday 13.8.21

English

Spelling -

- Write your spelling list

- Put your words into grammatical categories e.g. nouns, verbs, adjectives, adverbs

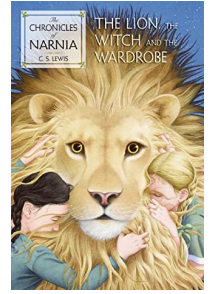| |
| --- |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |

Reading -

Stage Novel Ch 6

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

Google Classroom reading available online.

Comprehension Strategy

" I Predict…" - Making Predictions *Google Classroom Demonstration Available Online*

-Use this strategy to make 3 predictions at the halfway point **(pause video)** of the chapter (for what you predict will happen in the rest of the chapter) and then 3 predictions at the end of the chapter (for what you predict will happen in the next chapter/later in the book) based on the Stage Novel - The Lion, The Witch and The Wardrobe reading from today.

Writing - Procedures

Today you are going to write a procedure on how to make the perfect jam sandwich. Remember to include the 5 parts of a procedure (title, goal, materials, steps, conclusion). Make sure you use verbs and adverbs to write clear instructions. Don't forget to use numbers or time connectives to put your steps in order.

Try to make the instructions in your procedure so clear that anyone could follow it and make the perfect jam sandwich.

Once you have finished your procedure - take a photo of it and upload it to Google Classroom - Mr Kristof will be using your procedures in one of the videos for the next booklet!

Upload your work to Google Classroom.

Success Criteria (student to complete):	Teacher Recognition (English)
○ I have written my spelling words and completed the spelling activity. ○ I have listened to the novel and completed the comprehension activity, making sure that I have made 3 predictions halfway through the chapter and 3 predictions at the end of the chapter. ○ I have completed my procedure on how to make the perfect jam sandwich and I have uploaded it to Google Classroom..	○

Mathematics - Number of the Day

Today's numbers of the day are 89 and 938.

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: _____

Timetables practice -

Practise your x9, x11 and x12 tables. Say them out loud as you go.

x9	x11	x12

Problem A Day -

Complete today's problem.

On the number line, which arrow is pointing to 1½ ?

Working out - Transformation step

Measurement and Geometry – Units of Length

Complete the length activity

Units of length – metres and centimetres

5 Measure the length of the lines below using a ruler. Write each length in centimetres, to the nearest centimetre.

a ————————————————————— ☐ cm

b ——————————————————————— ☐ cm

c ———————— ☐ cm

---

6 Answer these questions about the lines above:

a How much longer is line **b** than line **c**? ☐ cm

b What would the length of line **b** be if it was 3 cm shorter? ☐ cm

c What would the length of line **c** be if it was 9 cm longer? ☐ cm

---

7 Draw lines for the following measurements. Make sure you start each line on the dot.

a 14 cm •

b $\frac{1}{2}$ cm •

c $8\frac{1}{2}$ cm •

---

8 Work with a partner to measure the following parts of your body with a tape measure. Label your measurements to the nearest centimetre in the boxes.

a Across your shoulders. ☐ cm   b Around your head. ☐ cm

c Around one ankle. ☐ cm   d Around one wrist. ☐ cm

e From your foot to the top of your thigh. ☐ cm   f Around one knee. ☐ cm

g From the top of your forehead to your chin. ☐ cm
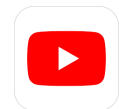
Success Criteria (student to complete):	Teacher Recognition (Mathematics):
○ I have completed the Number of the Day activities.	○
○ I have practised my timetables.	
○ I have completed my Problem A Day.	
○ I have completed two Mathletics tasks.	
○ I have completed the length activity.	

Drop Everything And Read (DEAR):

Read for 15 minutes. What did you Read? _____

Sport - Dance

Watch the SISA YouTube dance and learn the dance.

https://www.youtube.com/watch?v=LaB9c3kQkfU&t=231s

Success Criteria (student to complete):	Teacher Recognition:
○ I have completed SISA Dance Video.	○

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 16.8.21
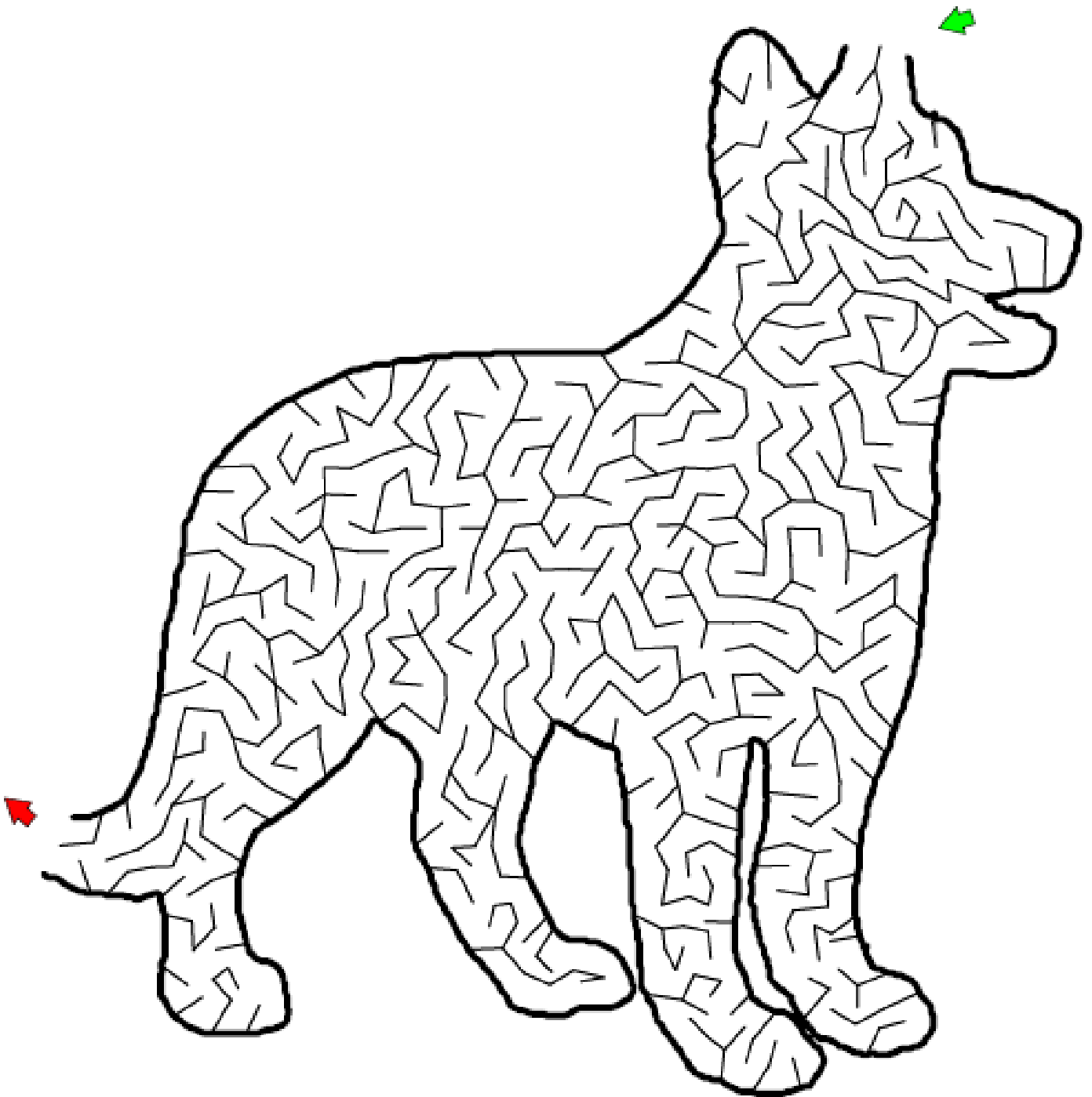
English

Spelling -

- Write your spelling list

- Write a dictation passage using all of your words.

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

- Make 3 predictions for what you think will happen in the next chapter. Make 3 predictions for what you think will happen before the end of the book.

- Review the Google Classroom Demonstration on "I Predict" strategy

Handwriting

- Watch the video demonstrating exit flicks for handwriting.

Google Classroom Demonstration Available Online

- Complete the handwriting work by copying the text inside the box - Part 3 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.

Our class is now directed by this stomping, roaring creature. I recommend that you don't ever hypnotise your teacher! By Kenn Nesbitt www.poetry4kids.com

Writing -

Write about anything that you like. It can be an information piece (such as an information report), poetry, song, procedure, story, persuasive writing piece, speech, etc.

Whatever style of writing you choose to do, make sure you take care to write as neatly as possible and to include detail and description and a wide vocabulary. Try to include at least one kenning in your writing.

Upload your work to Google Classroom

Success Criteria (student to complete):	Teacher Recognition (English):
○ I have completed my spelling activities, and checked that my words are spelt correctly. ○ I have completed the Reading Eggspress assigned activity or I have read 2 chapters from a book at home and made 3 predictions about what will happen in the next chapter and 3 predictions about what will happen later in the book. ○ I have completed my handwriting activity, paying attention to exit flicks and diagonal joins. ○ I have completed my free writing activity using neat handwriting, adding description and using a kenning.	○

Mathematics - Number of the Day

Today's numbers of the day are 48 and 475.

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.
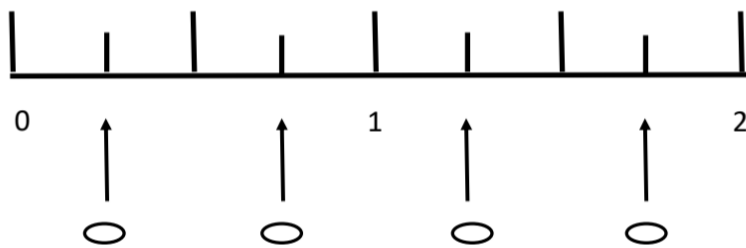
Task 1: _____

Task 2: _____

Timetables practice -

Practise your x9, x11 and x12 tables. Say them out loud as you go.

x9	x11	x12

Problem A Day -

Complete today's problem.

On the number line, which arrow is pointing to ¾ ?

0   1   2

Working out - Transformation step

Number and Algebra - Addition

Complete the following addition activity.

Written methods – 3 digit addition with regrouping

Continued from page 28.

2 Add these 3 digit numbers using the written method:

e: [____]

	H	T	U
d	2	6	3
+	1	3	9

e: [____]

	H	T	U
e	3	4	4
+	4	5	9

e: [____]

	Th	H	T	U
f		2	5	2
+		2	4	9

e: [____]

	Th	H	T	U
g		2	6	2
+		5	4	9

e: [____]

	Th	H	T	U
h		6	2	9
+		2	8	9

e: [____]

	Th	H	T	U
i		3	4	9
+		3	8	7

3 Solve these word problems using the written method:

a At a muffin shop, 456 banana choc chip muffins were sold on Saturday and 458 caramel chunk muffins were sold on Sunday. How many muffins were sold that weekend?

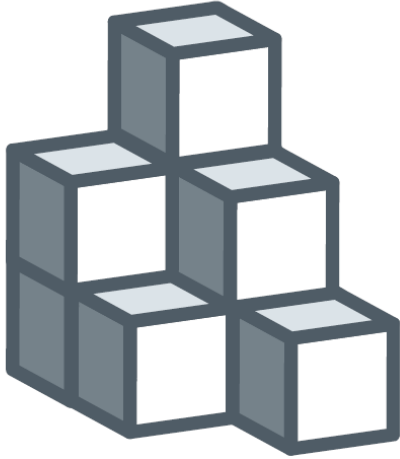|	H	T	U
+			

b A train left the station with 389 people on board and then another 678 people got on over the next three stops. How many passengers were on the train altogether?

	Th	H	T	U
+				

Puzzle 5: How many blocks do you think there are?

Success Criteria (student to complete):	Teacher Recognition (Mathematics):
○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 Mathletics tasks.	
○ I have completed the addition activity.	

Drop Everything And Read (DEAR):

Read for 15 minutes. What did you Read? _____

PDH - Positive Relationships

Read the below table and match the appropriate response to each scenario. Students then identify the type of behaviour demonstrated in the response column by circling one of the three options. (Respectful/Disrespectful/Empathy)

Scenario	Draw an arrow	Response
1) A new student has joined your class and is sitting alone at lunch time. They are crying and look very sad.		A) You may not always agree with a response you are given, but should always talk calmly and respectfully about the issues. Respectful/Disrespectful/Empathy
2) A number of your classmates are ignoring the teacher's instructions by throwing objects and yelling rude comments.		B) You think how hard it would be if you had to start at a new school. You walk over, introduce yourself and ask if you could sit with them. The student talks to you about how they are feeling and you acknowledge these feelings. Respectful/Disrespectful/Empathy
3) You really want to go to a friend's house for a play on the weekend, but have been told you can't go. You scream really loudly that you hate everyone and slam the bedroom door.		C) You ask the students being rude to stop because their behaviours are making you feel uncomfortable. You ask them to please follow the teacher's instructions so everyone can learn. Respectful/Disrespectful/Empathy

Complete the sentences.

I can be respectful to my parents/caregiver by…

_____

_____

_____

I can be respectful to my teacher by…

_____

_____

_____

I can be respectful to my friends by…

_____

_____

_____

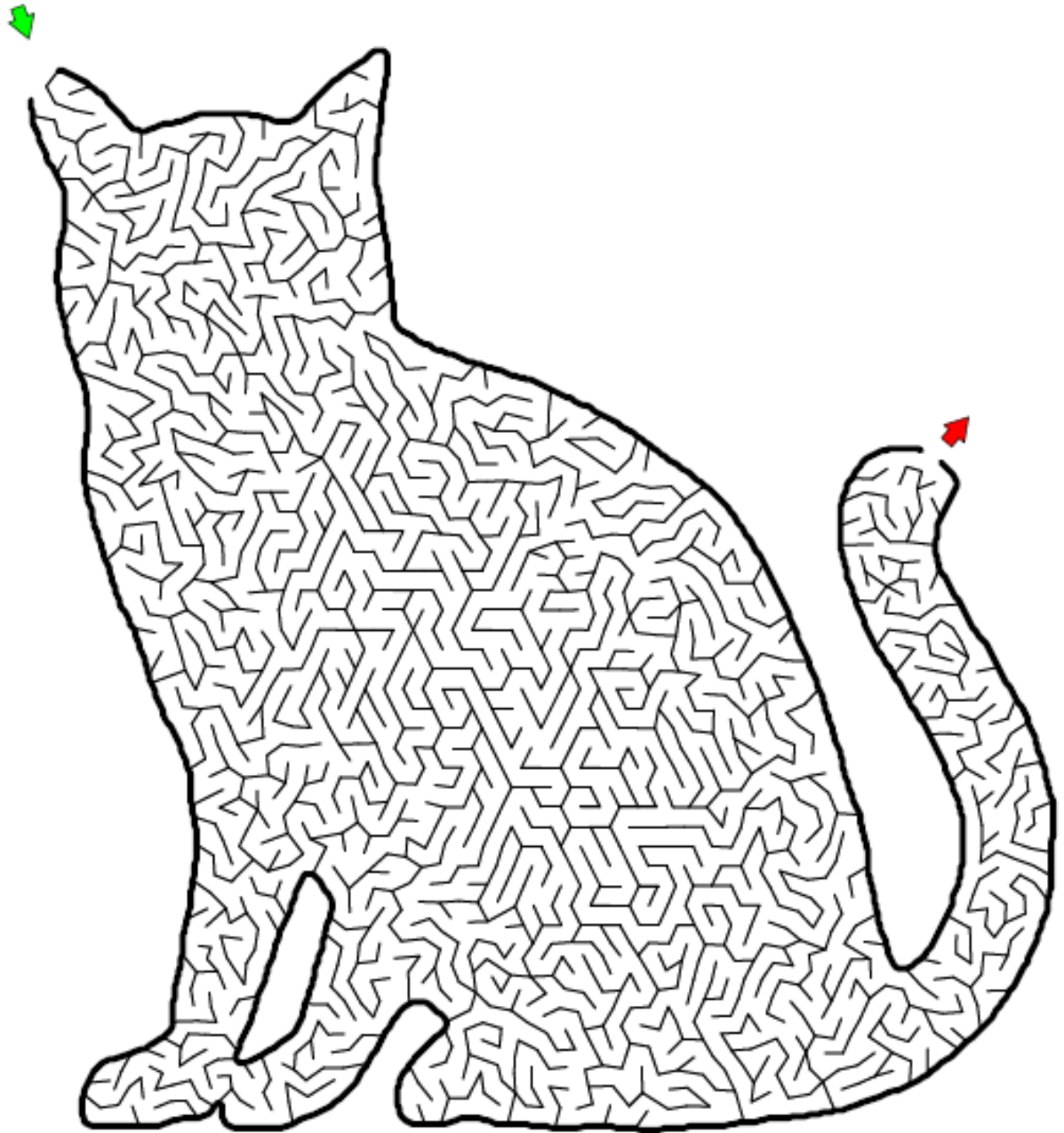| Success Criteria (student to complete):	Teacher Recognition
○ I have completed PDH activities.	○

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 17.8.21

English

Spelling -

- Write your spelling list

- Find dictionary meanings for at least 5 of your spelling words. Select words you are unsure of.

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.

Journal Writing -

Write a journal entry about anything you choose. You must write a minimum of 2 paragraphs.

| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |

Success Criteria (student to complete):	Teacher Recognition (English):
○ I have completed all of my spelling activities and checked that my words are spelt correctly. ○ I have read 2 chapters of my book out loud to a family member or peer. ○ I have completed my journal writing with at least 2 paragraphs and I have paid attention to spelling and punctuation.	○

Mathematics - Number of the Day

Today's numbers of the day are 60 and 361.

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.
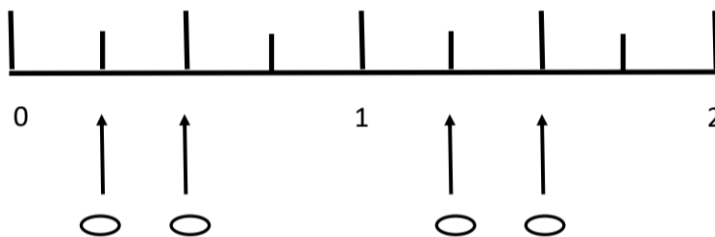
Task 1: _____

Task 2: _____

Timetables practice -

Practise your x9, x11 and x12 tables. Say them out loud as you go.

x9	x11	x12

Problem A Day -

Complete today's problem.

On the number line, which arrow is pointing to 0·5 ?

Working out - Transformation step

Chance – coin investigation

If we toss 2 coins, we can expect 4 possible outcomes.

Coin 1

		H	T
Coin 2	**H**	HH	HT
	T	TH	TT

If we use a table to show the possible outcomes of tossing 2 coins 4 times, we would expect it to look like this:

Possible outcomes

Toss	TT	TH	HH	HT
1				✓
2			✓	
3		✓		
4	✓			

Would it be possible for the coins to land on HH 4 times? Yes it would, however, it would be a surprising result.

1 Complete these experiments:

a Toss 2 coins 8 times and show the results on this table:

Possible outcomes

Toss	TT	TH	HH	HT
1				
2				
3				
4				
5				
6				
7				
8				

b Repeat this experiment again, and show the results on this table:

Possible outcomes

Toss	TT	TH	HH	HT
1				
2				
3				
4				
5				
6				
7				
8				

c Were your results in question **a** and **b** surprising? Why or why not?

Success Criteria (student to complete):	Teacher Recognition (Mathematics):
○ 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 Mathletics tasks.	
○ I have completed the chance activity.	

Drop Everything And Read (DEAR):

Read for 15 minutes What did you Read? _____

Science

Learning Intention: For students to develop an understanding that different materials have different melting points.

We have been learning that materials can melt when heat is applied. However we need to understand that some materials need less heat than others to melt. The temperature of a substance can be changed by adding or removing heat. Adding heat to a substance increases its temperature. If the temperature of a substance is increased enough, this can lead to a change of state. For example solids can be changed to liquids by adding heat. This process is called melting. But do all solids take the same amount of time to melt? View the following video.

https://www.youtube.com/watch?v=zOUconVysFY

(**Do not try to do this experiment yourself. Watch the video**.) Do your best to complete the investigation sheets. At points in the video it tells you to stop and think, use this time to fill in bits of your investigation sheets. You may want to watch the video more than once.

How Long Will It Take to Melt?

Fair Investigation Planner

Variables: (Which variables will stay the same, which should be changed and which will be measured?)

Constants (What things are being kept the same?)	One Variable? (What is different each time?)
	Measurements (What is being measured?)

Prediction: (What do you think will happen in the experiment?)

I think that the solids will / will not (circle one) take the same time to melt. I think this because

_____

_____

_____

Results: (What happened during the experiment?) Record the video results here.

Name of solid	Amount of time needed to melt

Discussion: (What do the results tell you?)

1. Explain what the results of this experiment tell you about the melting point of solids.

_____

_____

2. Explain what you could do to return the melted substances to a solid state.

_____

_____

3. Solids are melted into liquids for various purposes. For example, ice is often put into drinks to cool them as it melts. Describe another situation in everyday life when it is useful to melt a solid.

_____

_____

Conclusion: (Was your hypothesis correct? How do you know?)

Solids do / do not (circle one) take the same time to melt. I know this because

_____

_____

Extension: Working with Balga Resin- Aboriginal Cultural Connection
https://www.youtube.com/watch?v=AmcvgsaKZP8

For thousands of years, humans have been manipulating the state of various substances to make them better suited to particular purposes. Aboriginal and Torres Strait Islander peoples used heat to melt the resins contained within natural grasses (as shown in the video). In their liquid form, these resins could be used as adhesive (glue) and a waterproofing agent.

What change of state is happening in the video? _____

What is causing the change of state? _____

Why might this change of state be useful? _____

Success Criteria (student to complete):	Teacher Recognition:
○ I have watched the experiment video about melting at least once. (Best twice.)	○
○ I have used the information in the video to help me complete my fair investigation planner.	
○ I have to the best of my abilities answered the discussion questions and conclusion	

FITNESS CHALLENGE-

Bullseye!

Set up a target on the ground or the wall using chalk/rope/buckets. Move 3 metres away and throw 5 balls at the target (or similar objects). Add your points and try to beat your score.
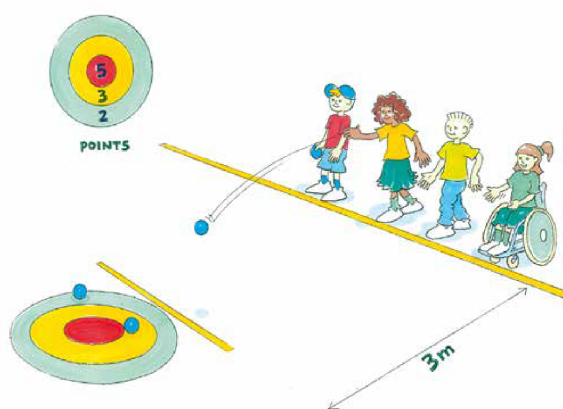
Highest Score: _____

Success Criteria (student to complete):	Teacher Recognition:
○have completed 15 minutes of Bullseye.	○

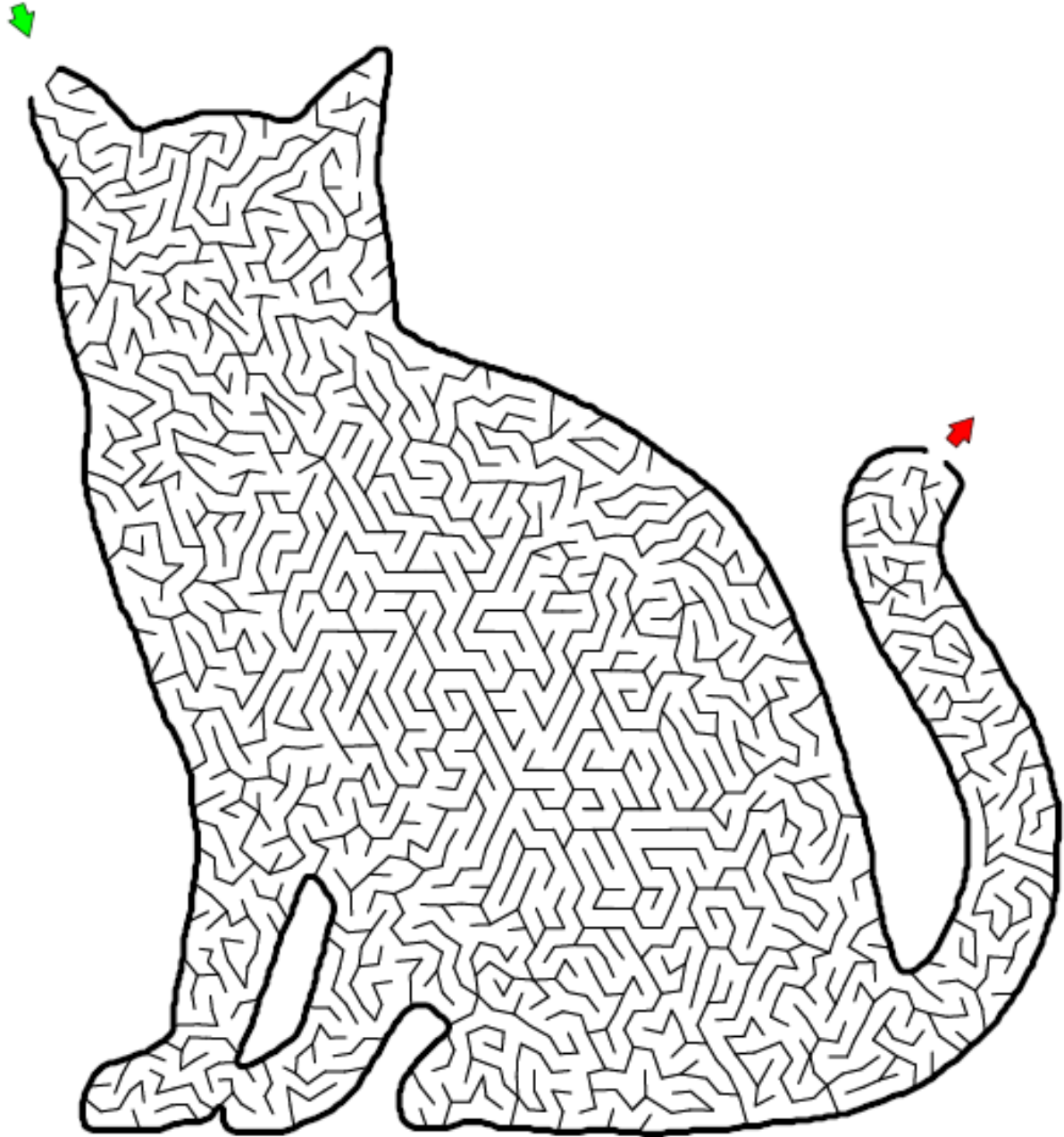I have completed today's work to the best of my ability.

Signed: _____

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

Signed: _____

Wednesday 18.8.21

English

 Upload your work to Google Classroom

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.

Tester's Name: _____

Tester's Signature: _____

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

Write 1 - 2 paragraphs summarising what happened in those chapters.

Procedure Writing -

Below is a procedure showing you 'How to Make Pancakes' but there is a problem. When it was written the author got a little confused and the method was mixed up. Rewrite this procedure making sure to put the method in the correct order. Also see if you can add more adverbs to give the reader more information.

How to Make Pancakes

Goal

To make pancakes for my family.

Ingredients

100g plain flour

300ml milk

2 eggs

1tbsp caster sugar

Lemon juice

Equipment

Sifter, Large mixing bowl, Kitchen scales, Measuring jug, Measuring spoons, Wooden spoon, Frypan,

Spatula, Stove, Plate

Method

- Serve sprinkled with lemon juice and sugar
- .Pour a spoonful of the mixture into a hot frypan (you may want to use oil).
- Turn the pancake when the bubbles begin to pop.
- Stir vigorously until smooth.
- Pour the milk into the bowl.
- Crack the eggs into the bowl
- Sift the flour into the mixing bowl.

<u>Mathematics</u> - Number of the Day

Today's numbers of the day are 65 and 261.

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: _____

Timetables practice -

Practise your x9, x11 and x12 tables. Say them out loud as you go.

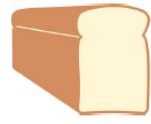| x9	x11	x12

Problem A Day -

Complete today's problem.

WEDNESDAY

Tom bought 1 loaf of bread and 1 carton of milk. This picture shows how much each item costs.

What is the correct change from $10?

milk $4.80

$2.55

Working out - Transformation step

Number and Algebra – Multiplication

x	1	2	3	4	5	6	7	8	9	10	11	12
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												

Success Criteria (student to complete):	Teacher Recognition (Mathematics):
○ 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 Mathletics tasks.	
○ I have completed the multiplication grid	

Drop Everything And Read (DEAR):

Read for 15 minutes What did you Read? _____

PDH – Positive Relationships

We all perform many different roles in our lives. Some examples are student, team mate, best friend, bus driver, doctor or teacher. When we talk about a role in a relationship we mean the expected behaviour and obligations of a person in that position. For example, the role of a police officer is to help the community by keeping people safe, helping people in need and reducing crime.

Draw an arrow to match the role with the appropriate responsibilities.

Role	Draw an arrow	Responsibilities of the role
Teacher		Support the school, care for and support their own child.
Parent/Caregiver		Care for and teach students, communicate with parents.
Student		Leads the school, support teachers, students and parents.
Principal		Learn, respect all members of the school community and try their personal best.

There are roles in all areas of our community, in sporting teams, families, jobs, cultural groups (choir, drama). Identify a group you belong to and think about the roles within it. List these roles in the table below and all the responsibilities you can think of. For example, in a drama group the roles could be; director – leads the group, actor – plays the character, stage hand – opens the curtain.

Role	Responsibilities of the role

Success Criteria (student to complete):	Teacher Recognition (PDH):
○ I have read the examples. ○ I have completed the roles and responsibilities tables.	○

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

Emoji Code Breaker

Match the letter to the emoji underneath it. Example: A = 🙂

A	B	C	D	E	F	G	H	I
🙂	😌	😋	😛	😍	😙	🧐	😎	🤓

J	K	L	M	N	O	P	Q	R
🤪	😚	😃	😂	😇	😫	😡	😑	😨

S	T	U	V	W	X	Y	Z
🤭	😖	🤐	😷	🥰	🤩	😢	😆

Crack the code. Write the letter that corresponds to the emoji underneath the emoji to reveal the sentence.

😂	😨	🤭		🤓	😷	🤓	😂	😍	😢	
🤭	🙂	😢	🤭		🤭	😎	😍			
😋	🙂	😇	😖		🥰	🙂	🤓	😖		
😖	😫		😙	😍	😍		😢	😫	😑	

Backyard Scavenger Hunt

How many items can you find in your backyard?

☐ bird	☐ feather	☐ trampoline
☐ butterfly	☐ cloud	☐ rabbit
☐ grass	☐ piece of bark	☐ bird cage
☐ dandelion	☐ tree roots	☐ pegs
☐ clothesline	☐ seed or see	☐ bike
☐ ant	☐ ladybug	☐ garbage bin
☐ stick	☐ flower	☐ barbeque
☐ green leaf	☐ herb or vegetable	☐ shed
☐ lizard	☐ hose	☐ pool
☐ bug	☐ ball	☐ fenc
☐ rock	☐ Native plant or flower	☐ umbrella
☐ flowerpot	☐ basketball hoop	☐ clovers
☐ fly	☐ petal	☐ swing set
☐ worm	☐ gardening tool	☐ cubbyhouse
☐ brown leaf	☐ kids' toy	☐ sandpit
☐ spiders web	☐ bee	☐ slide
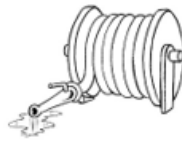
How many things did you check off the list?