

# Year 4









# Unit 5 Part B

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





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








# Year 4 Weekly Learning Plan Unit 5 Part B – 26/8/2021-2/9/2021

	Thursday – 26/8	Friday – 27/8	Monday – 30/8	Tuesday – 31/8	Wednesday – 1/9
<b>Morning</b>	<p><b>English</b></p> <p><b>Spelling</b></p> <p>This week's focus is '-ary'.</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 a Statement into a Question' <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 Haiku poetry activity <a href="#">Google Classroom Demonstration Available Online</a> </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 Inference Equations 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 Inference Equations 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><a href="#">Upload your work to Google Classroom.</a> </p> <p><b>Reading - Stage Novel Ch10</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>Inference Equations - making connections</p> <p><a href="#">Google Classroom Demonstration Available Online</a> </p> <ul style="list-style-type: none"> <li>- Use the comprehension strategy Inference Equations to make connections between</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 synonyms for 5 of your spelling words.</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> <ul style="list-style-type: none"> <li>- Complete the handwriting activity</li> </ul> <p><a href="#">Upload your work to Google Classroom.</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 your favourite present that you have ever received.</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 Inference Equations  <a href="#">Google Classroom Demonstration Available Online</a></p> <p><b>Reading - Stage Novel Ch9</b>  The Lion, The Witch and the Wardrobe <a href="#">Google Classroom Reading Available Online</a></p> <p>- Use the comprehension strategy Inference Equations to make connections between the novel and your own prior knowledge.</p>	<p><b>Viewing</b> 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 Inference Equations strategy to make inferences for one of the stories.</p> <p><b>Writing</b>  Watch the Narrative Writing video. <a href="#">Google Classroom Video Available Online</a></p> <p>- Complete the adjectives activity.</p>	<p>the novel and your own prior knowledge.</p> <p><b>Writing</b> - Complete the adverbs activity.</p>	<p><b>Writing</b> 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 a Haiku poem in your writing.</p>	<p>- Be sure to check and edit your work.</p> <p><a href="#">Upload your work to Google Classroom.</a> </p>
<b>Break</b>					



<b>Middle</b>	<p><b><u>Mathema cs</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 opera on you like), and answer the ques ons.</p> <p><b>Times Tables Prac ce</b></p> <p>Prac ce 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>Mathle cs</b></p> <p>Complete two Mathle cs tasks set for you by your classroom teacher.</p> <p><b>Number and Algebra-Modelling Frac ons</b> </p> <p>Complete the set ac vity on modelling frac ons. <a href="#">Google Classroom Demonstra on Available Online</a></p>	<p><b><u>Mathema cs</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 opera on you like), and answer the ques ons.</p> <p><b>Mathle cs</b></p> <p>Complete two Mathle cs tasks set for you by your classroom teacher.</p> <p><b>Times Tables Prac ce</b></p> <p>Prac ce 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-Modelling Frac ons</b> </p> <p>- Complete the set ac vity on modelling frac ons. <a href="#">Google Classroom Demonstra on Available Online</a></p>	<p><b><u>Mathema cs</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 opera on you like), and answer the ques ons.</p> <p><b>Mathle cs</b></p> <p>Complete two Mathle cs tasks set for you by your classroom teacher.</p> <p><b>Times Tables Prac ce</b></p> <p>Prac ce 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 - Volume and Capacity - Litres</b> </p> <p>Complete the symmetry and tessella on ac vity. <a href="#">Google Classroom Demonstra on Available Online</a></p>	<p><b><u>Mathema cs</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 opera on you like), and answer the ques ons.</p> <p><b>Mathle cs</b></p> <p>Complete two Mathle cs tasks set for you by your classroom teacher.</p> <p><b>Times Tables Prac ce</b></p> <p>Prac ce 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 - Volume and Capacity - Millilitres</b> </p> <p>Complete the millilitres ac vity. <a href="#">Google Classroom Demonstra on Available Online</a></p> <p><b>*Op onal Challenge Ac vity*</b></p>	<p><b><u>Mathema cs</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 opera on you like), and answer the ques ons.</p> <p><b>Mathle cs</b></p> <p>complete two Mathle cs tasks set for you by your classroom teacher.</p> <p><b>Times Tables Prac ce</b></p> <p>Prac ce 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 - Volume and Capacity - Millilitres</b></p> <p>Complete the volume and capacity - litres ac vity. <a href="#">Google Classroom Demonstra on Available Online</a> </p>
---------------	---	--	---	---	---



Break					
Afternoon	<p><b>DEAR</b> – Drop everything and read (15minutes)</p> <p><b>Creative Arts – Coral Reef Artwork</b></p> <p>Complete the Coral Reef directed drawing activity. </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 research activity on Indonesian climate, native plants and native animals.</p> <p> <a href="#">Upload your work to Google Classroom.</a></p>	<p><b>DEAR</b> – Drop everything and read (15minutes)</p> <p><b>Sport</b> </p> <p>Complete a video and then create a Floor is Lava 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>Complete the well-being mindfulness activities.</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 the ‘changing solids to liquids and liquids to solids’ activities. Ensure that you watch all YouTube links. </p> <p><b>FITNESS CHALLENGE</b></p> <p>Complete the Kidz Bop Dance Video activity </p>



Thursday – 2/9

**Morning**

**English**

***Spelling***

Create a find-a-word for someone in your family to complete, the words from this booklet's focus of '-ary'.

***Reading***

Revise Inference Equations video.

[Google Classroom Demonstration Available Online](#)



Choose one option from the below reading activities

1. Login to Reading Eggspress complete the assigned reading task.
  2. Read 2 chapters from a book you have at home
- Complete Inference Equations activity.



***Writing***

- Use the picture stimulus to write a narrative. Use descriptive language, neat handwriting and your narrative should be at least 1 ½ pages long.



Break	
Middle	<p><b><u>Mathematics</u></b></p> <p><b><i>Number of the Day</i></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><i>Times Tables Practice</i></b></p> <p>Practice your x6, x7 and x8 tables. Try saying them out loud also.</p> <p><b><i>Times Tables Challenge</i></b></p> <p>Complete the 5 minute times tables challenge.</p> <p><b><i>Mathletics</i></b></p> <p>Complete two Mathletics tasks set for you by your classroom teacher.</p> <p><b><i>Number and Algebra- Addition with large numbers</i></b></p> <p>Complete the addition with large numbers activity.</p>



Break	
<b>Afternoon</b>	<p><b>DEAR</b> – Drop everything and read (15 minutes)</p> <p><b>Creative Arts</b> Complete the Origami dolphin activity by following the steps on the YouTube video. </p> <p><b>PE</b> Just Dance – Complete 30 minutes of Just Dance activities from Youtube. </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?



Thursday 26.8.21



# Daily Spelling

Thursday	Friday	Monday	Tuesday	Wednesday



# Remember to check your spelling list daily

## Spelling -

This week's focus is '-ary'.

1. Write your spelling list.


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



### Spelling List 26


(-ary)

1. literary
2. primary
3. solitary
4. diary
5. library
6. glossary
7. ordinary
8. necessary
9. imaginary
10. dictionary
11. temporary
12. vocabulary
13. itinerary
14. secretary
15. hereditary
16. anniversary
17. evolutionary
18. complementary




Put the words in the Spelling List into alphabetical order. Use a dictionary to check the meanings of any words you do not know.

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



Find out what this word means and see how many other words you can make, using its letters.

## a p o t h e c a r y



Identify the subject, then parse the sentence and the verb.

The boy in the library has a huge vocabulary.

singular

1st person

past

simple

plural

2nd person

present

continuous

3rd person

future



# Jolly Grammar -

This week's focus is - Changing a Statement into a Question



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

## ? . ? . ? Changing a Statement into a Question ? . ? . ?

If you want to change a statement into a question and it has an auxiliary verb and a main verb, you only move the auxiliary verb to the beginning of the sentence. Rewrite these statements as questions by moving the auxiliary verb in bold.

1. The tent **has** split down the side.  
Has the tent split down the side?
2. Adjectives **can** describe nouns.  
\_\_\_\_\_
3. I **may** buy some flowers today.  
\_\_\_\_\_
4. She **had** read many classic novels.  
\_\_\_\_\_
5. The crumbs **have** fallen on the floor.  
\_\_\_\_\_
6. A castle **should** have huge stone walls.  
\_\_\_\_\_
7. We **must** finish our homework tonight.  
\_\_\_\_\_
8. It **would** be nice to live in a palace.  
\_\_\_\_\_
9. The play **could** be more dramatic.  
\_\_\_\_\_
10. He **does** like chocolate ice cream.  
\_\_\_\_\_
11. The blackbird **was** looking for earthworms.  
\_\_\_\_\_
12. They **might** have chocolate cake at the party.  
\_\_\_\_\_
13. You **did** get jostled in all the hustle and bustle.  
\_\_\_\_\_



## 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

Read the below information and watch the [Google Classroom demonstration video on Haiku Poems](#).



Today we are going to write some Haiku poems. (pronounced Hi-koo). Haiku is a type of poetry that originally came from Japan. Haikus are poems that only have three lines and each line is made up of an exact number of syllables.

Line 1 - 5 syllables

Line 2 - 7 syllables

Line 3 - 5 syllables

Haiku poems describe the features, actions or characteristics of the chosen topic.

Example -

## Frogs

Green and speckled legs

Hop on logs and lily pads

Splash in cool water

**Activity:** Write three different Haikus about different topics (so don't write three Haikus about dogs - you might choose to write one Haiku about dogs, one about cats and the last about dinosaurs). You can choose any topic at all. **You can choose to write a Haiku about yourself but are not allowed to write a Haiku about somebody else.** If you get stuck - use animals as your theme for your Haikus.

Mr Kristof's examples -

## Dogs

Furry and fluffy

Tails wag when they are happy

Chases after balls

## Mr Kristof

Smart, funny, gorgeous

Even better than Batman

Really modest, too







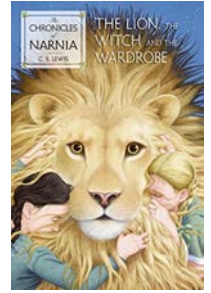
# Reading

## Stage Novel Ch 9

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

Inference Equations [Google Classroom Demonstration Available Online](#)



- Use this strategy to make inferences by creating Inference Equations for the Stage Novel - *The Lion, The Witch and The Wardrobe* reading from today. **Write your inference equations using the template on the next page.**

This is a complex and tricky comprehension strategy - just aim to create one inference using the inference equation, any more than one is a bonus! Use the tips below to help you.

Inference Equation tips for if you get stuck -

- If you think of an inference you can make whilst listening to the reading - PAUSE straight away and have a go at doing the inference equation.
- If you can't think of any inferences whilst listening, write a few VIPs of the chapter after the reading has stopped and see if you can use any of those VIPs to make an inference.
- Draw a picture of something that happened during the chapter and then make an inference based on your picture (just like how we made inferences of the pictures in the Google Classroom Demonstration Video)
- The "My own prior knowledge" part of the inference equation is the hardest part. To help with this section, choose one key word from the "information from the text" section that you have some prior knowledge or experience with to focus on in the "My own prior knowledge" part of the equation.
- Just have a go! The only "bad mistake" you can make is the mistake of not giving it a go :)



# Inference Equation

Name \_\_\_\_\_ Date \_\_\_\_\_

**Information (clues) + my prior knowledge = inference.**



+



=



**Clues ... (from real life or from a book)**

**What I already know ...**

**I can infer ...**

Example:

There are big, black clouds in the sky.

Dark clouds can mean rain.

I can infer that it is going to rain.


<p>Success Criteria (student to complete):</p> <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 three Haiku poems on different topics.</li><li><input type="radio"/> I have listened to the novel and completed the Inference Equations comprehension activity.</li></ul>	<p>Teacher Recognition (English)</p> <p><input type="radio"/></p>
--	---

## Mathematics - Number of the Day

Today's numbers of the day are 85 and 227.

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	

## Times tables practice -

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

x6	x7	x8

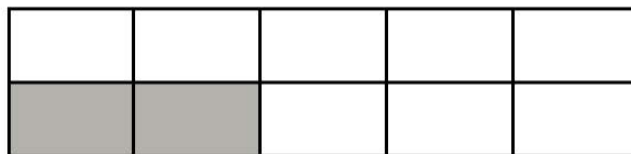


## Problem A Day -

Complete today's problem.

Hannah shaded the grid to show a decimal.

Which decimal did she represent?



- 0.1       0.2       0.4       0.6

Working out - Transformation step

## Mathletics -

Complete two Mathletics tasks set by your teacher.

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

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



# Number and Algebra - Modelling Fractions

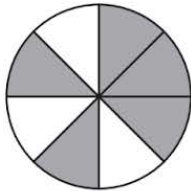


Fractions Introduction Video and Modelling Fractions Demonstration Video Available on Google Classroom.

- Complete the set activity on modelling fractions.

## Working with fractions – modelling fractions

A fraction is a part of a whole. This circle had been divided into 8 pieces and has 5 pieces shaded.

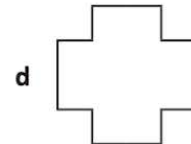
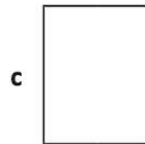
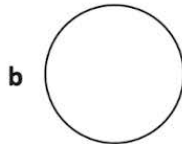
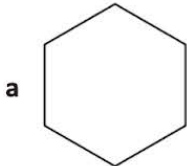


$$\frac{5}{8} = \frac{5 \text{ shaded parts}}{8 \text{ parts altogether}}$$

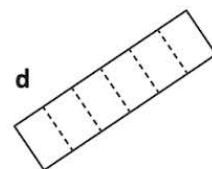
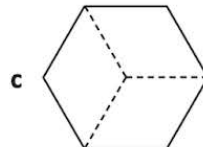
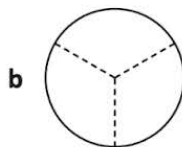
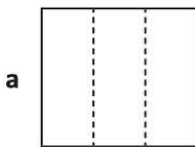


The top number is the numerator, the bottom number is the denominator.

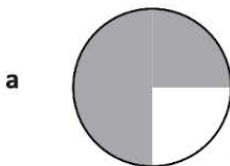
**1** Divide each shape into quarters. Shade one quarter:



**2** Shade one third on each shape:



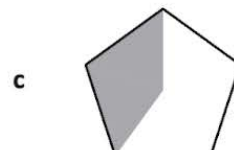
**3** What fraction is shaded?



Fraction shaded  $\frac{\square}{\square}$



Fraction shaded  $\frac{\square}{\square}$



Fraction shaded  $\frac{\square}{\square}$

**4** If this is  $\frac{1}{3}$  of a shape, what does the whole shape look like?



<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 times tables.</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 modelling fractions activity.</li></ul>	<p>Teacher Recognition (Mathematics):</p> <ul style="list-style-type: none"><li><input type="radio"/></li></ul>
--	---

## Drop Everything And Read (DEAR):

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

## Creative Arts

Directed Drawing of "A Coral Reef". Click on the link to the You Tube tutorial on how to draw a coral reef. Follow the instructions to create your own directed drawing of a coral reef.

<https://www.youtube.com/watch?v=kX2g3AMmjHw>



Coral Reef Artwork - Upload your work to Google Classroom.





<p>Success Criteria (student to complete):</p> <p><input type="radio"/> I have completed a coral reef directed drawing and uploaded my work to Google Classroom.</p>	<p>Teacher Recognition:</p> <p><input type="radio"/></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: \_\_\_\_\_



Friday 27.8.21



## 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 inferences from the chapters you just read, using the Inference Equations activity sheet on the next page.
  - If needed, review the [Google Classroom Demonstration](#) on Inference Equations.



# Inference Equation

Name \_\_\_\_\_ Date \_\_\_\_\_

**Information (clues) + my prior knowledge = inference.**



+



=



**Clues ... (from real life or from a book)**

**What I already know ...**

**I can infer ...**

Example:

There are big, black clouds in the sky.

Dark clouds can mean rain.

I can infer that it is going to rain.


## 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 at least one inference using the Inference Equation template.** Present your summary to your family.




# Inference Equation

Name \_\_\_\_\_ Date \_\_\_\_\_

**Information (clues) + my prior knowledge = inference.**



+



=



**Clues ... (from real life or from a book)**

**What I already know ...**

**I can infer ...**

Example:

There are big, black clouds in the sky.

Dark clouds can mean rain.

I can infer that it is going to rain.


# Writing - Narratives



Narrative Writing revision - read the below information and watch the [Google Classroom demonstration video on Narrative Writing](#).

What is a narrative?

- A narrative is an imaginative text that tells a story. It follows a set structure that helps to ensure that the story flows in order and makes sense to the readers.

What are the parts that make up a narrative?

- A narrative is made up of 6 parts -
  - Title
  - Orientation
  - Problem
  - Series of Events
  - Resolution
  - coda

Language features to focus on -

- Use a wide and interesting vocabulary. Make sure you are not using the same words over and over again (e.g. "then", "next", "after").
- Use **adjectives and adverbs** to add detail, interest and excitement
- Spelling and punctuation. Always check and edit your work with particular focus on correct spelling and punctuation.
- Use poetic devices - such as alliteration, onomatopoeia, similes and metaphors

Rewrite the sentences on the following page and add interesting adjectives describing the nouns that are written in bold. Try to add two adjectives for each noun.



**Add in the Adjectives**

David was standing on the **footpath** wearing his **shoes**.

---

---

Jeremy caught the **fish** with his **fishing rod**.

---

---

Laura chopped down the **tree** with her **axe**.

---

---

James drove his **car** to **park**.

---

---

Alexis won the **prize** for doing the **dance**.

---

---

Noelle sat on the **grass** during the **day**.

---

---

Jo watched the **movie** whilst sitting on her **sofa**.

---

---





Success Criteria (student to complete):	Teacher Recognition (English)
<ul style="list-style-type: none"><li data-bbox="81 188 580 255">○ I have completed my spelling list and the rest of my spelling sheet.</li> <li data-bbox="81 300 580 479">○ I have completed the Reading Eggspress assigned activity or I have read 2 chapters from a book at home and made some inferences from the section that I read.</li> <li data-bbox="81 524 580 613">○ I have watched a BTN episode and written 3 VIP's per story and made inferences for one of the stories.</li> <li data-bbox="81 658 580 748">○ I have watched the narrative writing video, and completed the adjectives activity.</li></ul>	<ul style="list-style-type: none"><li data-bbox="580 188 1481 232">○</li></ul>

## Mathematics - Number of the Day



*Number of the Day Google Classroom Video Available*

Today's numbers of the day are 44 and 376.

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: \_\_\_\_\_



## Times tables practice -

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

x6	x3	x8

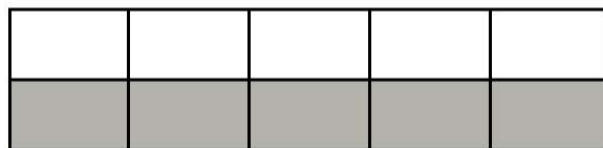
## Problem A Day -

Complete today's problem.

Hannah shaded the grid to show a decimal.



Which decimal did she represent?



- 0.3       0.2       0.5       0.6

Working out - Transformation step



# Number and Algebra - Modelling Fractions

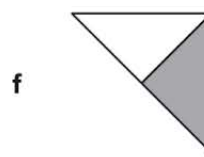
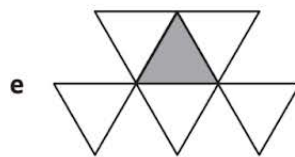
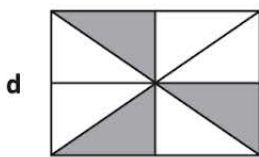
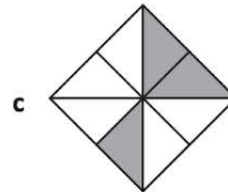


Modelling Fractions Demonstration Video Available on Google Classroom.

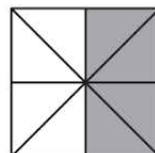
- Complete the set activity on modelling fractions.

## Working with fractions – modelling fractions

5 Complete the table for each shape.

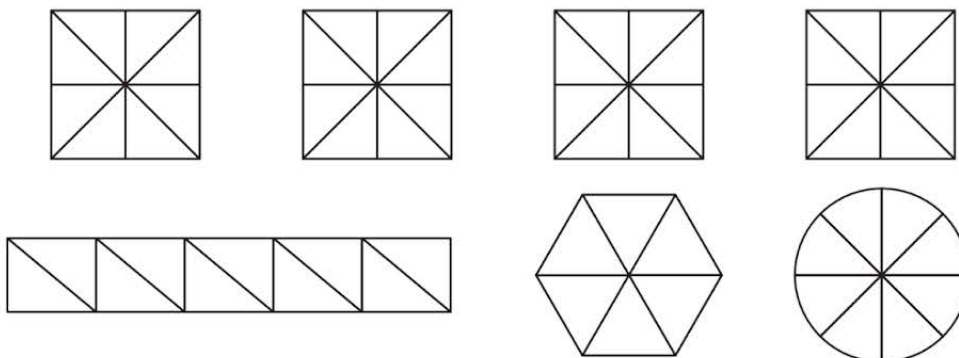


Shape	a	b	c	d	e	f
Fraction that is shaded	—	—	—	—	—	—
Fraction that is unshaded	—	—	—	—	—	—



This shape has 8 pieces. To show half, I have shaded 4 pieces.

6 How many different ways can you show a half?



<p>Success Criteria (student to complete):</p> <p><input type="radio"/> I have watched the demonstration video, completed the Number of the Day activities and uploaded my work to Google Classroom.</p> <p><input type="radio"/> I have practised my times tables.</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 modelling fractions activity.</p>	<p>Teacher Recognition (Mathematics):</p> <p><input type="radio"/></p>
--	--

## Drop Everything And Read (DEAR):

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



## Geography - Upload your work to Google Classroom.

Although Australia and Indonesia are close neighbours, they are different in many ways. You are required to complete research about Indonesia's climate, native plants and native animals. You may need to use some of this information again in coming weeks.

Use your research to complete the information table below to show.



**INDONESIA**

**CLIMATE RESEARCH**

**NATIVE PLANT RESEARCH**

**NATIVE ANIMAL RESEARCH**

**Success Criteria (Student to complete)**

I have completed research about the climate, native plants and native animals in Indonesia.

**Teacher Recognition**

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

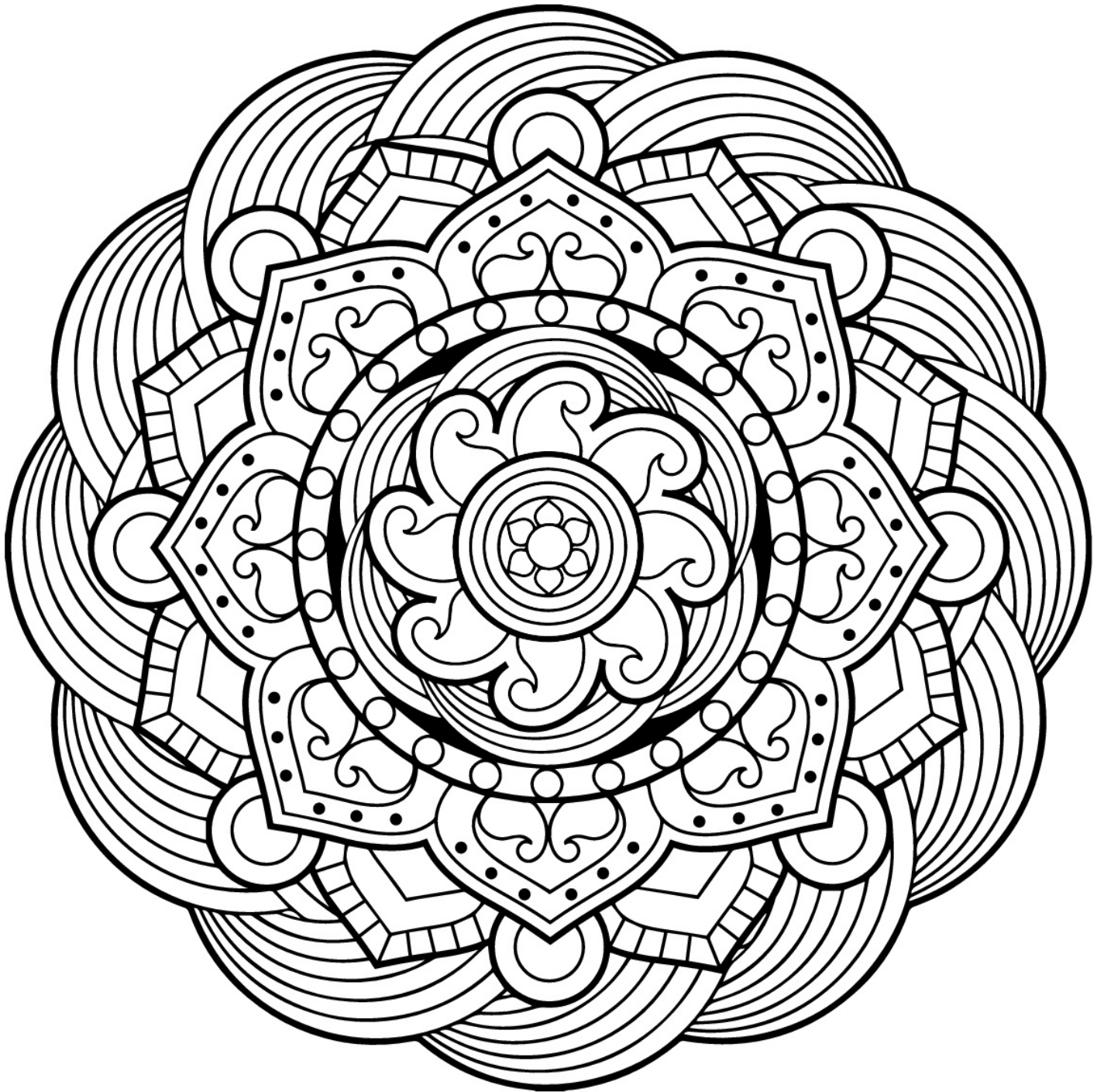
Signed: \_\_\_\_\_

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

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



Monday 30.8.21



# English



## Spelling - Upload your work to Google Classroom.

-Write your spelling list

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

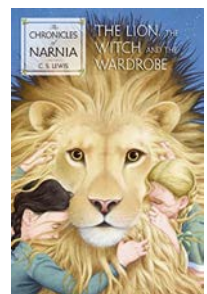

## Reading -

### Stage Novel Ch 10

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



Google Classroom reading available online.





# Comprehension Strategy



Inference Equations [Google Classroom Demonstration Available Online](#)

- Use this strategy to make inferences by creating Inference Equations for the Stage Novel - The Lion, The Witch and The Wardrobe reading from today. **Write your inference equations using the template on the next page.**

This is a complex and tricky comprehension strategy - just aim to create one inference using the inference equation, any more than one is a bonus! Use the tips below to help you.

Inference Equation tips for if you get stuck -

- If you think of an inference you can make whilst listening to the reading - PAUSE straight away and have a go at doing the inference equation.
- If you can't think of any inferences whilst listening, write a few VIPs of the chapter after the reading has stopped and see if you can use any of those VIPs to make an inference.
- Draw a picture of something that happened during the chapter and then make an inference based on your picture (just like how we made inferences of the pictures in the [Google Classroom Demonstration Video](#))
- The "My own prior knowledge" part of the inference equation is the hardest part. To help with this section, choose one key word from the "information from the text" section that you have some prior knowledge or experience with to focus on in the "My own prior knowledge" part of the equation.
- Just have a go! The only "bad mistake" you can make is the mistake of not giving it a go :)



# Inference Equation

Name \_\_\_\_\_ Date \_\_\_\_\_

**Information (clues) + my prior knowledge = inference.**



+



=



**Clues ... (from real life or from a book)**

**What I already know ...**

**I can infer ...**

Example:

There are big, black clouds in the sky.

Dark clouds can mean rain.

I can infer that it is going to rain.


# Writing - Narrative

Rewrite the sentences on the following page and add interesting adverbs describing the verbs that are written in bold.

## Add in the Adverbs

Brenden **jumped** high in the air and **slammed** the ball into the hoop.

---

---

Samantha **folded** the paper and **threw** the paper plane into the air.

---

---

Kellie **climbed** the tree and **swung** off the branch.

---

---

Angus **peeled** the potatoes and **poured** on the sauce.

---

---

Belinda **spun** the wheel and **yelled** in excitement.

---

---

Alannah **danced** on the stage and then **sang** the song.

---

---

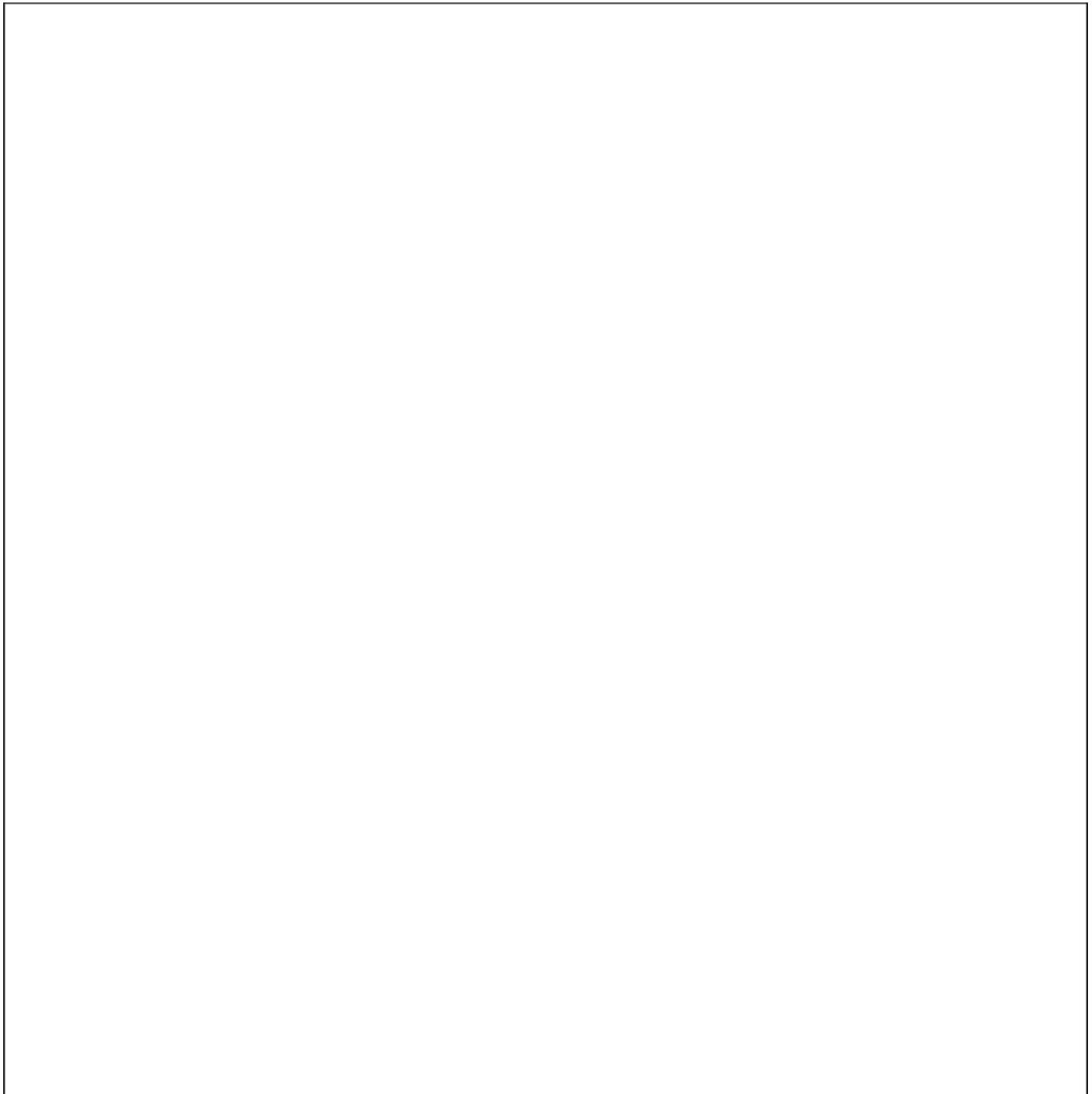


<p>Success Criteria (student to complete):</p> <ul style="list-style-type: none"><li><input type="radio"/> I have written my spelling words and completed the spelling activity.</li><li><input type="radio"/> I have viewed chapter 10 of the Stage 2 novel and applied the Inference Equations comprehension strategy.</li><li><input type="radio"/> I have completed the adverbs activity.</li></ul>	<p>Teacher Recognition (English)</p> <ul style="list-style-type: none"><li><input type="radio"/></li></ul>
---	--

## Mathematics - Number of the Day

Today's numbers of the day are 70 and 705.

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: \_\_\_\_\_



# Times tables practice -

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

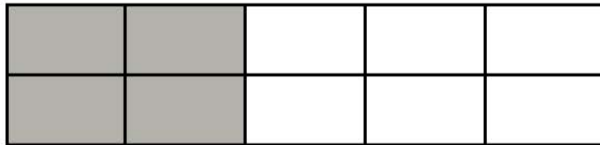
x6	x7	x8

## Problem A Day -

Complete today's problem.

Hannah shaded the grid to show a decimal.

Which decimal did she represent?



- 0.3       0.2       0.4       0.6

Working out - Transformation step



# Measurement and Geometry - Volume and Capacity - Litres






Volume and Capacity - Litres Demonstration Video Available on Google Classroom.



- Complete the litres activity

## Volume and capacity – litres

- 5 Water is a precious resource so we should take care not to waste it. This table shows some of the ways we use water at home. Complete the last column if the bucket stands for 5 litres.

Ways we use water	Number of 5 litre buckets	Amount of water used in litres
a Leaving the water running while brushing teeth.		
b Flushing the toilet five times a day.		
c Taking a five minute shower.		
d Washing the dishes using a dishwasher.		
e Taking a bath.		

- 6 For homework, Jaz kept a diary of how much water his family used over 1 day on the weekend. There are four people in his family. This is what he noticed:

- Jaz had an extra shower after swimming training.
- Each person brushed their teeth twice and left the water running.
- The toilet was flushed 10 times.
- The dishwasher ran twice.
- Barnaby the dog had one bath.
- Each person had two 5 minute showers.

How many litres of water did Jaz and his family use in 1 day?

<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 times tables.</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 symmetry and tessellation activity.</p>	<p>Teacher Recognition (Mathematics):</p> <p><input type="radio"/></p>
--	--

### Drop Everything And Read (DEAR):

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

### Sport - Floor is Lava + Obstacle Course



<https://www.youtube.com/watch?v=DI05gZgQ-6Q>

Complete the video then Create a Floor is Lava obstacle course in your house or yard. Be as creative as you can using anything from around the house. Challenge your family to see if they survive.

<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="radio"/></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: \_\_\_\_\_





# Tuesday 31.8.21



## English

### Spelling -

- Write your spelling list

- Write synonyms (words that have the same or a similar meaning) for at least 5 of your words. Write them as neatly as you can.


### 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



- Rewatch the video demonstrating diagonal joins for handwriting.

*Google Classroom Demonstration Available Online*

- Complete the handwriting work by copying the text inside the box - **All About Jupiter** (taken from the NASA Science for Kids website - <https://spaceplace.nasa.gov/all-about-jupiter/en/>).

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



**Upload your work to Google Classroom.**

Jupiter is a gas giant and doesn't have a solid surface, but it may have a solid inner core about the size of Earth. Jupiter also has rings, but they're too faint to see very well. It is made of mostly hydrogen and helium and has a very thick atmosphere.

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.



# 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 a Haiku poem in your writing.






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 Haiku.

Teacher Recognition (English):

## Mathematics - Number of the Day

Today's numbers of the day are 54 and 448.

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: \_\_\_\_\_





# Times tables practice -

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

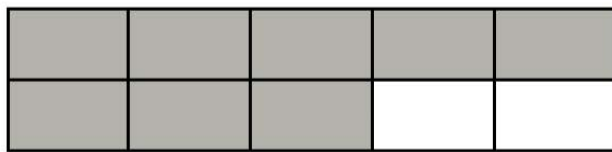
x6	x7	x8

## Problem A Day -

Complete today's problem.

Hannah shaded the grid to show a decimal.

Which decimal did she represent?



- 0.2
- 0.4
- 0.5
- 0.8

Working out - Transformation step



# Measurement and Geometry - Volume and Capacity - Millilitres

Volume and Capacity - Millilitres Demonstration Video Available on Google Classroom.



- Complete the following millilitres activity.

## Volume and capacity – millilitres

Millilitres are used to measure small amounts of liquid.



A drop measures about 1 millilitre (mL)



A teaspoon holds about 5 mL



A cup is about 250 mL

**1** Based on the information above, how many millilitres are in:

a 15 raindrops  mL

b 26 raindrops  mL

c 2 cups of water  mL

d 4 cups of orange juice  mL

e 10 teaspoons  mL

f 6 teaspoons  mL

**2** Look carefully at the capacity of each of these items. Use numbers to order them from smallest to largest: 1 is the smallest, 7 is the largest.











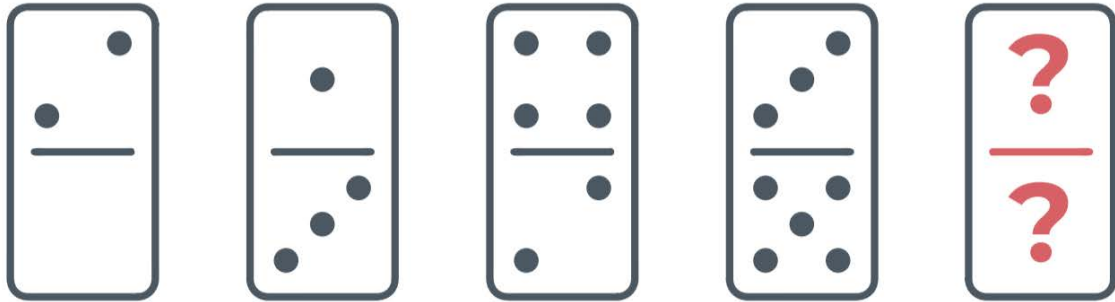





**3** Based on the items in question 2, complete this table. Write down the capacity of each item and also how many more millilitres are needed to make 1 litre.

Item	Capacity	How many more millilitres?
a Shampoo		
b Juice pack		
c Soap		
d Tomato sauce		

**Puzzle 5: Which domino completes the pattern?**



**A**



**B**



**C**

Success Criteria (student to complete):

- I have completed the Number of the Day activities.
- I have practised my times tables.
- I have completed my Problem A Day.
- I have completed two Mathematics tasks.
- I have completed the millilitres activity.

Teacher Recognition (Mathematics):

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

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



## MINDFUL BELLY BREATHING

SIT OR LIE DOWN

PLACE HANDS ON YOUR BELLY

COUNT TO 3 AS YOU BREATHE IN SLOWLY THROUGH YOUR NOSE

FEEL YOUR BELLY EXPAND

COUNT TO 3 AS YOU BREATHE OUT THROUGH YOUR MOUTH

FEEL YOUR BELLY GO FLAT



IF YOU FEEL WORRIED, SCARED, FRUSTRATED OR ANY STRONG EMOTION, TAKE A PAUSE AND PRACTICE THE MINDFUL BELLY BREATHING. BELLY BREATHING CALMS THE BRAIN AND ALLOWS THE BODY TO RELAX.



## FINGER BREATHING

- Hold out your hand and spread your fingers.
- Using the pointer finger of your other hand trace along each finger, starting from the base of the thumb.
- As you rise up each finger take a breath in and then as you go down the other side of the finger breath out.
- Pause between each in and out breath.
- Breathe in through your nose and then out through your mouth. Or you can just notice how you are breathing - do whatever feels comfortable.
- Do this for each hand.



Did you know that when we take in 5 deep belly breaths that it calms the mind down and also the body down? It slows down the heart rate and brings the body back into balance. We can use the finger breathing at any time to feel calm or to just take a mindful break.

## NOW USE YOUR IMAGINATION

- Imagine when you breathe in that you are smelling a beautiful smelling flower.
- Imagine you are slowly blowing out a candle when you breathe out – slow and steady and not too rushed.

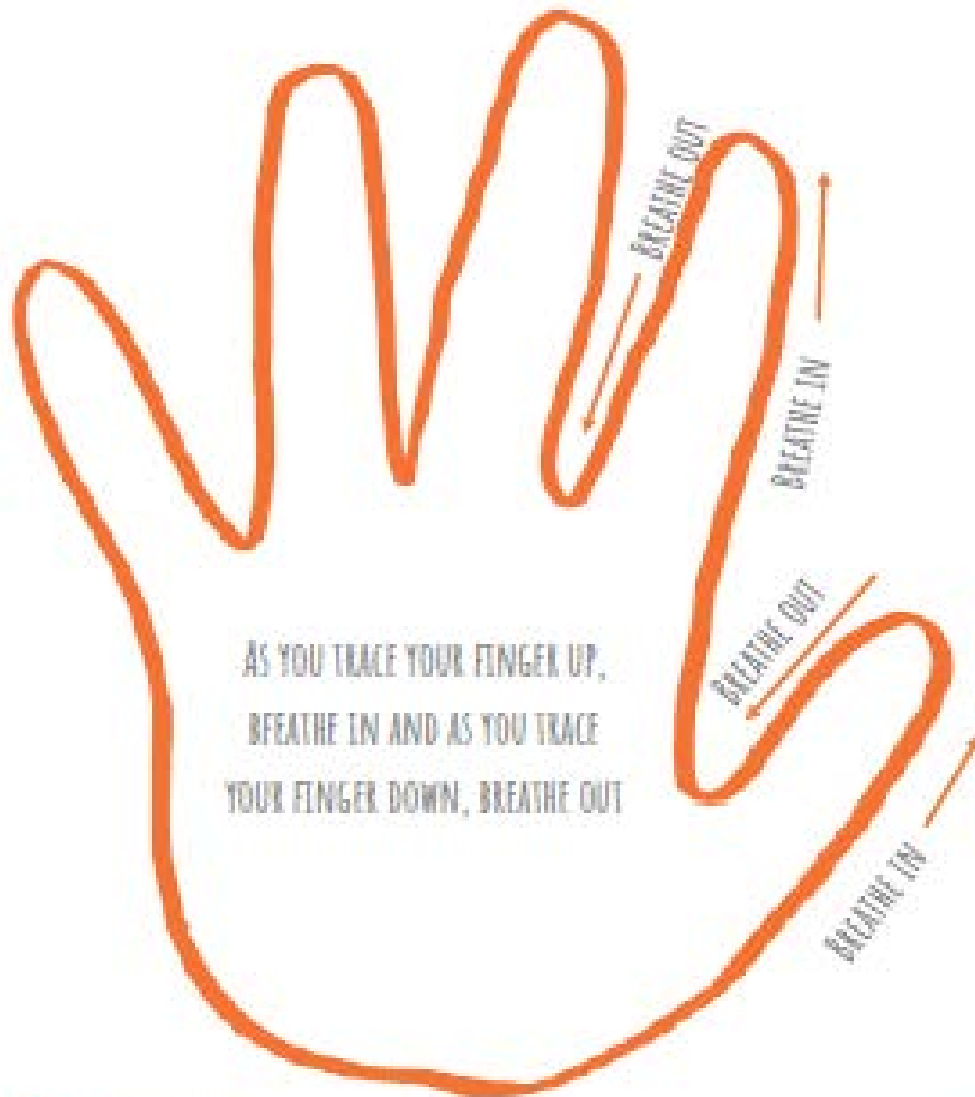


© Wellbeing For Kids Pty. Ltd. [www.peacefulkids.com.au](http://www.peacefulkids.com.au)





# FINGER BREATHING



© Wellbeing For Kids Pty. Ltd. [www.peacefulkids.com.au](http://www.peacefulkids.com.au)



<p>Success Criteria (student to complete):</p> <p><input type="radio"/> I have completed the well-being mindfulness activities.</p> <p><input type="radio"/></p>	<p>Teacher Recognition</p> <p><input type="radio"/></p>
--	---

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

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

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

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



Wednesday 1.9.21





# 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>
--	---

## Mathematics - Number of the Day

Today's numbers of the day are 96 and 607.

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: \_\_\_\_\_



# Times tables practice -

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

x6	x7	x8

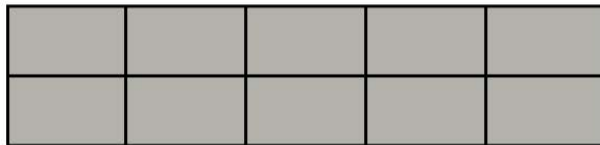
## Problem A Day -

Complete today's problem.

Hannah shaded the grid to show a decimal.



Which decimal did she represent?



- 0.1       1.0       0.5       10.0

Working out - Transformation step



# Measurement and Geometry - Volume and Capacity - Millilitres

Volume and Capacity - Millilitres Demonstration Video Available on Google Classroom.



- Complete the following millilitres activity.

## Volume and capacity – millilitres




- 4 All of these capacities are parts of a litre. Draw a line to match them to the correct fraction of a litre:

500 mL	$\frac{1}{4}$ litre
750 mL	$\frac{1}{2}$ litre
250 mL	$\frac{3}{4}$ litre




- 5 Connect each label to the correct place on the jug by drawing a line:

$\frac{1}{2}$ litre		$\frac{1}{4}$ litre
$\frac{3}{4}$ litre		$\frac{1}{10}$ litre

- 6 Label each container with the amount of liquid it has:

<p>a</p>  <p>_____ mL</p>	<p>b</p>  <p>_____ mL</p>	<p>c</p>  <p>_____ mL</p>
--	--	--

- 7 Show the amount of water in each jug:

<p>a</p>  <p style="border: 1px solid black; border-radius: 10px; padding: 5px; text-align: center;"><math>\frac{1}{2}</math> litre</p>	<p>b</p>  <p style="border: 1px solid black; border-radius: 10px; padding: 5px; text-align: center;">100 mL</p>	<p>c</p>  <p style="border: 1px solid black; border-radius: 10px; padding: 5px; text-align: center;"><math>\frac{3}{4}</math> litre</p>
--	--	--



<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 times tables.</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 volume and capacity - millilitres activity.</li></ul>	<p>Teacher Recognition (Mathematics):</p> <ul style="list-style-type: none"><li><input type="radio"/></li></ul>
---	---

### Drop Everything And Read (DEAR):

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



# Science

*Learning Intention: For students to identify that adding heat can change solid materials to liquids and removing heat can change liquid materials to a solid.*

1. Can metal and plastic materials become liquid ? \_\_\_\_\_
  2. What happens to materials at high temperatures and low temperatures ?
- 
- 

Use the word bank below to complete the cloze passage.

Almost all solid materials become \_\_\_\_\_ when they have received enough \_\_\_\_\_ but different solid materials become liquid at different times.

Remember that the changing of materials from solid to liquid affects the \_\_\_\_\_ of objects, since liquid are \_\_\_\_\_ and do not hold their shape.

Some plastic bottles and glass bottles are recycled into new shapes by heating their materials to a very, very hot temperature until they \_\_\_\_\_ and can be poured into new shapes.

shape	melt	heat	runny	liquids
-------	------	------	-------	---------

Watch the videos below and answer the following active listening questions. You may want to watch the videos more than once or pause them.

How Glass is Made

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



What does glass start as ? \_\_\_\_\_

Soda ash and lime are added to the sand. Why? (circle the correct answer)

- a) To make it look pretty.
- b) To lower the melting point of sand.
- c) To make it better for building sandcastles.
- d) To raise the melting point of sand.

The mixed raw materials for glass are heated in tanks to (circle the correct answer)

3000° (three thousand degrees)    3° (three degrees)    30° (thirty degrees)

which is hotter than (circle the correct answer) the sun / molten lava.





Why do they need protective gear when mixing the melting ingredient for glass?  
\_\_\_\_\_

What annoys (drives them nuts) glass window makers? \_\_\_\_\_

What metal does the liquid glass float on? \_\_\_\_\_

Do tin and glass have the same melting point? \_\_\_\_\_

Optional super sleuth question

What is the chemical name for: soda ash \_\_\_\_\_

lime \_\_\_\_\_

Melting Points of Metal

<https://www.youtube.com/watch?v=P21NZipSeT4>



The temperature at which a metal melts is call its (circle the correct answer)

- a.) liquid zone    b.) runny point    c.) melting point    d.) soft spot

What do they do at a foundry ? \_\_\_\_\_

Which object melted first ? (circle the correct answer)    a.)the pot    b.)the smiley face    c.)the owl

What metal was it made of ? \_\_\_\_\_

At what temperature did it melt? \_\_\_\_\_

Which object melted second ? \_\_\_\_\_

What metal was it made of ? \_\_\_\_\_

At what temperature did it melt? \_\_\_\_\_

Where did they put the last object to melt it ? \_\_\_\_\_

What was it made of ? \_\_\_\_\_

At what temperature did it melt ? \_\_\_\_\_

**Extension: Role Play**

Find a large area to split into two sections (possibly use a rope to divide the area) You will stand on the 'solid' side of the rope when the material you are representing is solid and on the other side when the material you are representing is a liquid. Brainstorm the difference between solids and liquids and how you could act on either side of the rope. For example, stay still on the solid side and moving around with flowing gestures on the liquid side. Have someone call out materials and situations. Eg 'chocolate in the fridge', 'butter in a frying pan', 'ice cream in a warm place', 'water in the freezer', 'chocolate in your tummy', etc. Think about and discuss what



is causing the material's state of matter. (Adding or removing heat.) If you are doing this on your own make up some material and situations cards. On separate cards write things like "marshmallow over a campfire", "jelly in sitting in the hot sun" or "honey in the freezer". Shuffle the cards and turn them over one at a time and decide if you would be on the solid side or the liquid side. Play with siblings if available.

<p>Success Criteria (student to complete):</p> <ul style="list-style-type: none"> <li><input type="radio"/> I have watched the video about melting and freezing</li> <li><input type="radio"/> I have answered the three questions about the video.</li> <li><input type="radio"/> I have made my predictions about what would happen to the listed liquids if placed in the freezer.</li> <li><input type="radio"/> I have, <u>if possible</u>, followed the freezing investigation procedure and recorded my observations.</li> <li><input type="radio"/> I have to the best of my abilities answered the discussion questions.</li> </ul>	<p>Teacher Recognition:</p> <p><input type="radio"/></p>
--	--

## FITNESS CHALLENGE-

Using Youtube complete 15 minutes of the Kidz Bop dance video.



[https://www.youtube.com/watch?v=sHd2s\\_saYsQ](https://www.youtube.com/watch?v=sHd2s_saYsQ)



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



# Thursday 2.9.21



# Spelling -

- Write your spelling list
- Create a find-a-word for the words in your spelling list and get a family member or peer to solve it.




## 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 inferences from the chapters you just read, using the Inference Equations activity sheet on the next page.

- If needed, review the [Google Classroom Demonstration](#) on Inference Equations.



# Inference Equation

Name \_\_\_\_\_ Date \_\_\_\_\_

**Information (clues) + my prior knowledge = inference.**



+



=



**Clues ... (from real life or from a book)**

**What I already know ...**

**I can infer ...**

Example:

There are big, black clouds in the sky.

Dark clouds can mean rain.

I can infer that it is going to rain.



## Writing - Narrative

Write a narrative (story) for the following stimulus picture. Your narrative should be at least one and a half pages long and should include detail and description.









Success Criteria (student to complete):	Teacher Recognition (English)
<p><input type="radio"/> I have created a find-a-word using my spelling list.</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 made some inferences from the section that I read.</p> <p><input type="radio"/> I have written a narrative for the stimulus picture provided.</p>	<p><input type="radio"/></p>



# Mathematics - Number of the Day

Today's numbers of the day are 57 and 844.

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: \_\_\_\_\_

## Times tables practice -

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

x6	x7	x8

## Times Tables Challenge -

Set a timer for 5 minutes and answer as many of the questions on the sheet on the next page as you can. Check your answers once the time is up and write your score at the top of the page.





# Number and Algebra - Addition with Large Numbers

- Complete the addition with large numbers activity.

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

Teacher : \_\_\_\_\_ Date : \_\_\_\_\_

---

$$\begin{array}{r} 122507 \\ + 917510 \\ \hline \end{array}$$

$$\begin{array}{r} 886649 \\ + 795436 \\ \hline \end{array}$$

$$\begin{array}{r} 389553 \\ + 133965 \\ \hline \end{array}$$

$$\begin{array}{r} 652295 \\ + 497230 \\ \hline \end{array}$$

$$\begin{array}{r} 110031 \\ + 824486 \\ \hline \end{array}$$

$$\begin{array}{r} 543074 \\ + 197436 \\ \hline \end{array}$$

$$\begin{array}{r} 675423 \\ + 356122 \\ \hline \end{array}$$

$$\begin{array}{r} 412694 \\ + 180349 \\ \hline \end{array}$$

$$\begin{array}{r} 210800 \\ + 274002 \\ \hline \end{array}$$

$$\begin{array}{r} 105903 \\ + 940784 \\ \hline \end{array}$$

$$\begin{array}{r} 191758 \\ + 599213 \\ \hline \end{array}$$

$$\begin{array}{r} 519394 \\ + 943686 \\ \hline \end{array}$$

$$\begin{array}{r} 678469 \\ + 747637 \\ \hline \end{array}$$

$$\begin{array}{r} 531962 \\ + 718857 \\ \hline \end{array}$$

$$\begin{array}{r} 444078 \\ + 739693 \\ \hline \end{array}$$

$$\begin{array}{r} 813431 \\ + 453740 \\ \hline \end{array}$$



<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 times tables.</li><li><input type="radio"/> I have completed the times tables challenge..</li><li><input type="radio"/> I have completed two Mathletics tasks.</li><li><input type="radio"/> I have completed the addition with large numbers activity.</li></ul>	<p>Teacher Recognition (Mathematics):</p> <ul style="list-style-type: none"><li><input type="radio"/></li></ul>
---	---

## Drop Everything And Read (DEAR):

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

## Creative Arts

Dolphin Origami paper folding. Click on the link to the YouTube tutorial on how to make an origami dolphin. Follow the instructions to create your own origami dolphin using a square piece of paper.

<https://www.youtube.com/watch?v=Zj0MqeAxu4w>



# PE -

Just Dance - Complete 30 minutes of Just Dance activities from YouTube.



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_



Success Criteria (Student to complete)

I have completed an origami dolphin.

I have completed 30 minutes of 'just dance' routines.

Teacher Recognition (Visual Arts)





# Fast Finishers Activities

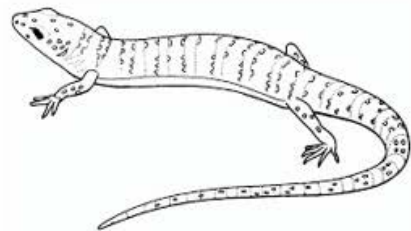
## Backyard Scavenger Hunt

How many items can you find in your backyard?



- |  |   |   |
|--|---|---|
| <input type="checkbox"/> bird  | <input type="checkbox"/> feather  | <input type="checkbox"/> trampoline   |
| <input type="checkbox"/> butterfly    | <input type="checkbox"/> cloud  | <input type="checkbox"/> rabbit   |
| <input type="checkbox"/> grass   | <input type="checkbox"/> piece of bark  | <input type="checkbox"/> bird cage  |
| <input type="checkbox"/> dandelion   | <input type="checkbox"/> tree roots   | <input type="checkbox"/> pegs   |
| <input type="checkbox"/> clothesline   | <input type="checkbox"/> seed or see  | <input type="checkbox"/> bike   |
| <input type="checkbox"/> ant   | <input type="checkbox"/> ladybug  | <input type="checkbox"/> garbage bin  |
| <input type="checkbox"/> stick   | <input type="checkbox"/> flower   | <input type="checkbox"/> barbeque   |
| <input type="checkbox"/> green leaf  | <input type="checkbox"/> herb or vegetable  | <input type="checkbox"/> shed   |
| <input type="checkbox"/> lizard  | <input type="checkbox"/> hose        | <input type="checkbox"/> pool  |
| <input type="checkbox"/> bug   | <input type="checkbox"/> ball   | <input type="checkbox"/> fence  |
| <input type="checkbox"/> rock  | <input type="checkbox"/> Native plant or flower   | <input type="checkbox"/> umbrella   |
| <input type="checkbox"/> flowerpot  | <input type="checkbox"/> basketball hoop  | <input type="checkbox"/> clovers  |
| <input type="checkbox"/> fly   | <input type="checkbox"/> petal  | <input type="checkbox"/> swing set  |
| <input type="checkbox"/> worm  | <input type="checkbox"/> gardening tool   | <input type="checkbox"/> cubbyhouse   |
| <input type="checkbox"/> brown leaf  | <input type="checkbox"/> kids' toy  | <input type="checkbox"/> sandpit  |
| <input type="checkbox"/> spiders web   | <input type="checkbox"/> bee  | <input type="checkbox"/> slide  |

How many things did you check off the list?



# 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.

😂	😱		😛	😍	😊	😱	😄	😍		
😍	😊	🙏		😊		🙏	😎	🙏	😞	
😡	😐	😞		🙏	😊	😞	😂	😡	😄	😛
😜	😎	😊	😂	😡	😄	🙏	😇			

