

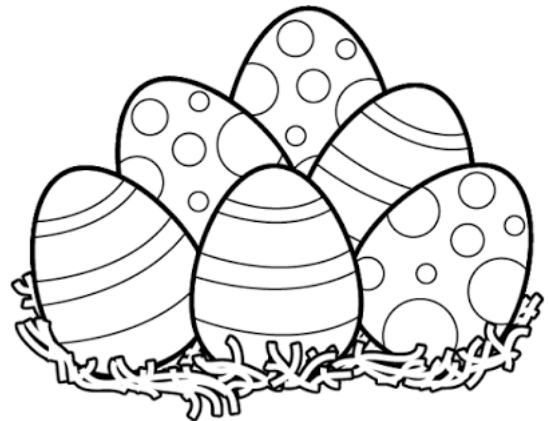
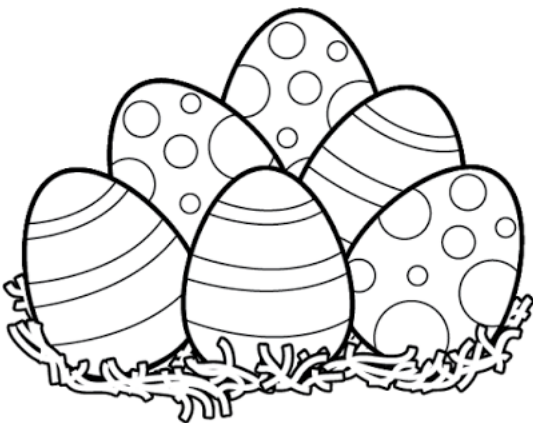
Year 4

Unit 3



Name: _____

Class: _____



Teaching and Learning Continuity Plan – Unit 3

Dear Parents and Caregivers,

9th April 2020

We would like to thank you for the wonderful work you are doing at home to support your children at this time. The first units of work are being returned to school via the office and on-line and both students and parents should be very proud of the work that has been completed. We would like to thank students for their hard work and parents who are obviously supporting and assisting their children with remote online learning.

Our continued partnership ensures that we can support our students through online learning and enable our wonderful staff the opportunity to plan appropriately. We have compiled Unit 3 of the Teaching and Learning package, which will continue to be communicated to parents on a weekly basis using our school email system, Google Classroom, Facebook and the School Webpage.

We will make a member of our school staff available for questions and feedback each day for all grades. Please be mindful that the school has only limited phone lines available to use so please be fair and limit your questions to allow all parents access to this provision. Please ask to speak to one of our Assistant Principals.

Stage 2 Unit 3 Information

The Unit 3 booklet includes:

- A Weekly Learning Plan – this is effectively a timetable that outlines daily learning activities that would be completed throughout the course of a week.
- A Learning Environment Checklist that will enable you to set up the best possible environment for your child.
- Following these items will be each day's activities in order. There is space for your child to complete these activities in the booklet only.
- Under most daily activities will be a Success Criteria for your child to complete. This will also be the space for teacher recognition.
- At the end of each day, there is a section for Students and Parents/Caregiver's to sign stating they are happy with the amount of work completed.



- Stage 2 teachers have set two Mathletics learning tasks and to be completed daily. Please don't feel restricted to only completing these set tasks if students would like to complete more activities. If you don't have the password for your child please respond to the school email about Mathletics.
- Google classroom contains the videos mentioned in the teaching and learning framework for students to view to help them with their learning. The two Google Classroom videos this unit will include are *TENS Race to 100* and *Science with Mrs Stoeckl*.
- We have added a fast finishers table at the end of the booklet with extra activities for students who would like to engage in additional tasks.

Weekly Learning Booklets are due on a Thursday

At this stage we are anticipating that this form of learning may continue into Term 2 and have made the following arrangements for Stage 2 if this does occur.

- **Unit 3 will be due on Thursday the 30th April, after the Term 1 School Holidays.**
- Please ensure your child's name and class is on the front cover of the booklet.
- Each Stage will have their booklets collected and distributed on different days, as we wish to be as mindful of social distancing.
- If you are returning your work via email, the subject line must be **Mrs Hetherington** only. You must include your child's name and class in the body of the email. This will ensure that your child's work will be forwarded to the right teacher to provide recognition of work. The school's email address is cambridgegp.school@det.nsw.edu.au
- For returned student work via email, teacher recognition will be provided back via email on the following Thursday.
- For returned student work via the front office, teacher recognition will be provided in a timely manner. This can be collected with the new weekly booklet on the next Thursday.

Google Classroom

- Teachers are creating learning activities/videos which will be placed on our Google Classrooms platform. This will link to this unit of work.
- A video has been placed on the school Facebook page and a how to document has been included at the front of each student's Unit 3 booklet.
- Students will need a joining code, which is outlined below. Please only join the grade that your child is in. Any child joining the incorrect classroom will be deleted and need to re-join the correct class.



Cambridge Gardens Public School

Innovation, Excellence, Connections & Fun

- If you're having difficulty joining your class and cannot access the videos please contact the school for additional options such as dropping off a USB for us to copy the videos on.
- If parents have any questions please contact Mr Wood or Mr Hunter by phone or the school email. If you require your child's student portal information please email the school account.

Joining Codes: Year 3 – ahmg4ou

Year 4 – vlgycbv

Please be aware that over the coming period, the type, style and delivery of work to students may develop and change. We would like to thank all of our fantastic students and families for their support, patience and kindness during Term 1. May Easter and the holidays be a very special and safe time for you.

Stage 1 Teachers,

Mr Sheaves, Mr Sargeant, Mrs Stoeckl, Mrs Hiser-Smith, Miss Barbagallo and Mrs Hethering



Year 4 Weekly Learning Plan Unit 3 – 9/4 28/4 29/4

Thursday – 9/4 on

Tuesday – 28/4

Wednesday 29/4

Morning	<u>English</u>	HOLIDAYS	HOLIDAYS	<u>English</u>	<u>English</u>
	<p><i>Reading</i></p> <p>Read the next 2 chapters of your book. If you have finished choose a new chapter book to complete these tasks. Try the following website https://www.getepic.com/. Your parents will need to open an account for you.</p> <p>-Complete a sketch to stretch</p> <p><i>Spell a Find-a-Word</i></p> <p>Create a find-a-word of your own.</p> <p>-Think of 10 words.</p> <p>-Ask someone at home to check your spelling before you complete it</p>			<p><i>Reading</i></p> <p>Before reading the next chapter of your book.</p> <p>-Complete the prediction sheet</p> <p>-Read the chapter</p> <p>-Complete the reflection sheet</p> <p><i>Viewing</i></p> <p>Watch a BTN Classroom episode of your choice. If you do not have access to this, look for a news article in the local paper Create a VIP summary with at least 3 dot points per new story. Present your summary to your family.</p>	<p><i>Reading</i></p> <p>Read the next chapter of your book out loud to a family member.</p> <p>-Think about volume and smooth reading.</p> <p><i>Dictionary Activity</i></p> <p>-look up the meaning of 5 words that you used in your find-a-word.</p> <p><i>Antonyms</i></p> <p>-Can you think of 10 pairs of antonyms?</p>



	<p><i>Journal Writing</i></p> <p>Write a reflection piece on your experience of learning from home so far.</p> <p>-include your favourite things about it and your least favourite things.</p>			<p><i>Writing</i></p> <p>Holiday recount</p> <p>- Brainstorm ideas.</p> <p>-Consider sequence of events</p>	<p><i>Writing</i></p> <p>Holiday Recount</p> <p>-use your brainstorm from yesterday to write your story today.</p>
Break					
Middle	<p><u>Mathematics</u></p> <p><i>Number of the Day- Example on Google Classroom</i></p> <p>Pick one of the numbers listed. Draw and write everything you know about that number (you can use any operation you like), and answer the questions.</p> <p><i>Mathletics</i></p> <p>Complete two Mathletics tasks set for you by your classroom teacher.</p>			<p><u>Mathematics</u></p> <p><i>Number of the Day- Example on Google Classroom</i></p> <p>Pick one of the numbers listed. Draw and write everything you know about that number (you can use any operation you like), and answer the questions.</p> <p><i>Mathletics</i></p> <p>Complete two Mathletics tasks set for you by your classroom teacher.</p>	<p><u>Mathematics</u></p> <p><i>Number of the Day- Example on Google Classroom</i></p> <p>Pick one of the numbers listed. Draw and write everything you know about that number (you can use any operation you like), and answer the questions.</p> <p><i>Mathletics</i></p> <p>Complete two Mathletics tasks set for you by your classroom teacher.</p>



Timetables Practice

Practice your x11 tables 3 times. Try saying them out loud also.

Problem a Day

Complete today's PAD

TENS- [Example on Google Classroom](#)

Race to 100

*Measurement and Geometry-
Time*

Record your daily activities at the following times: 10:00am, 1:30pm, 3:00pm, 6:30pm.

Timetables Practice

Practice your x6 tables 3 times. Try saying them out loud also.

Problem a Day

Complete today's PAD

TENS- [Example on Google Classroom](#)

Race to 100

*Number and Algebra-
Multiplication*

Complete the multiplication activity

Timetables Practice

Practice your x8 tables 3 times. Try saying them out loud also.

Problem a Day

Complete today's PAD

TENS- [Example on Google Classroom](#)

Race to 100

*Statistics and Probability-
Chance*

Using the words impossible, unlikely, likely, or certain, record the chance of the following things happening.

Break



<p>Afternoon</p>	<p>DEAR – Drop everything and read (15minutes)</p> <p>Creative Arts – Dance</p> <p>Dance can be used to describe how you are feeling in a physical way.</p> <p>-Select a piece of music reflecting your current mood and create a dance you can perform for your family.</p>			<p>DEAR – Drop everything and read (15minutes)</p> <p>Science</p> <ol style="list-style-type: none"> 1. Watch the science with Mrs Stoeckl video on your Google Classroom. 2. Throw a ball in the back yard and complete the following questions. <p>PE</p> <p>Balancing Act</p> <p>-Complete and record the balancing activity.</p>	<p>DEAR – Drop everything and read (15minutes)</p> <p>HSIE- History</p> <p>Take a nature walk in your front or back yard.</p> <p>-Complete the task set for you</p>
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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



English-

Read the next 2 chapters of your book. If you have finished, choose a new chapter book to complete these tasks. Try the following website <https://www.getepic.com/>. Your parents will need to open an account for you.

-Complete a sketch to stretch. The worksheet is on the next page.

Success Criteria (student to complete): <input type="radio"/> I have read two chapters of my book. <input type="radio"/> I have completed my sketch to stretch (next page).	Teacher Recognition: <input type="radio"/>
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Sketch to Stretch – Think about the chapter or chapters you have read in your story today. In the boxes sketch some simple pictures illustrating what has happened in the story. You are drawing and writing to capture important ideas from your book.

1.	2.
3.	4.



Mathematics-

Today's numbers of the day are 31 and 182.

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



Answer these questions focusing on your chosen number:

My number is: _____ (write which number you have chosen)

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.

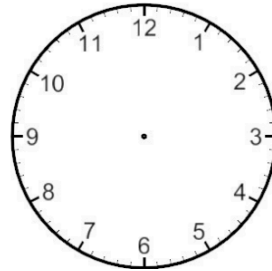
www.mathsstarters.net/numoftheday/

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

It was 2:15 when the movie started. It only lasted for 2 hours and 10 minutes. At what time did the movie end?
Show your thinking below.



2:27



4:27



4:25



12:17



Working out - Transformation step

TENs-

Race to One Hundred

For two or more players, please feel free to modify or adapt games.

Preparation/Equipment:

Using the hundreds chart provided at the end of the booklet, two dice and a marker for each player.

How to play:

1. Player one rolls dice and add together. They place their counter on that number.
2. Player two has their turn.
3. Player one rolls dice again adds them together and then adds them to the number their marker is sitting on.



Eg Player one's marker is on 7. New roll is 5 and 6 which makes 11. So $11 + 7 = 18$ Player one moves their marker to 18.

Variations

If double 6 is rolled go back to one, if doubles are rolled take away that much, use three dice.

Measurement and Geometry- Time-

Record your daily activities at the following times: 10:00am, 1:30pm, 3:00pm, 6:30pm.

Time	Activity
10:00am	
1:30pm	
3:00pm	
6:30pm	

Success Criteria (student to complete): <input type="radio"/> I have played race to 100. <input type="radio"/> I have completed the tie activity.	Teacher Recognition: <input type="radio"/>
---	---



Drop Everything And Read (DEAR):

Read for 15 minutes.

Creative Arts - Dance-

Dance can be used to describe how you are feeling in a physical way.

-Select a piece of music reflecting your current mood and create a dance you can perform for your family.

Success Criteria (student to complete): <input type="radio"/> I have performed a dance for my family	Teacher Recognition: <input type="radio"/>
---	---

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

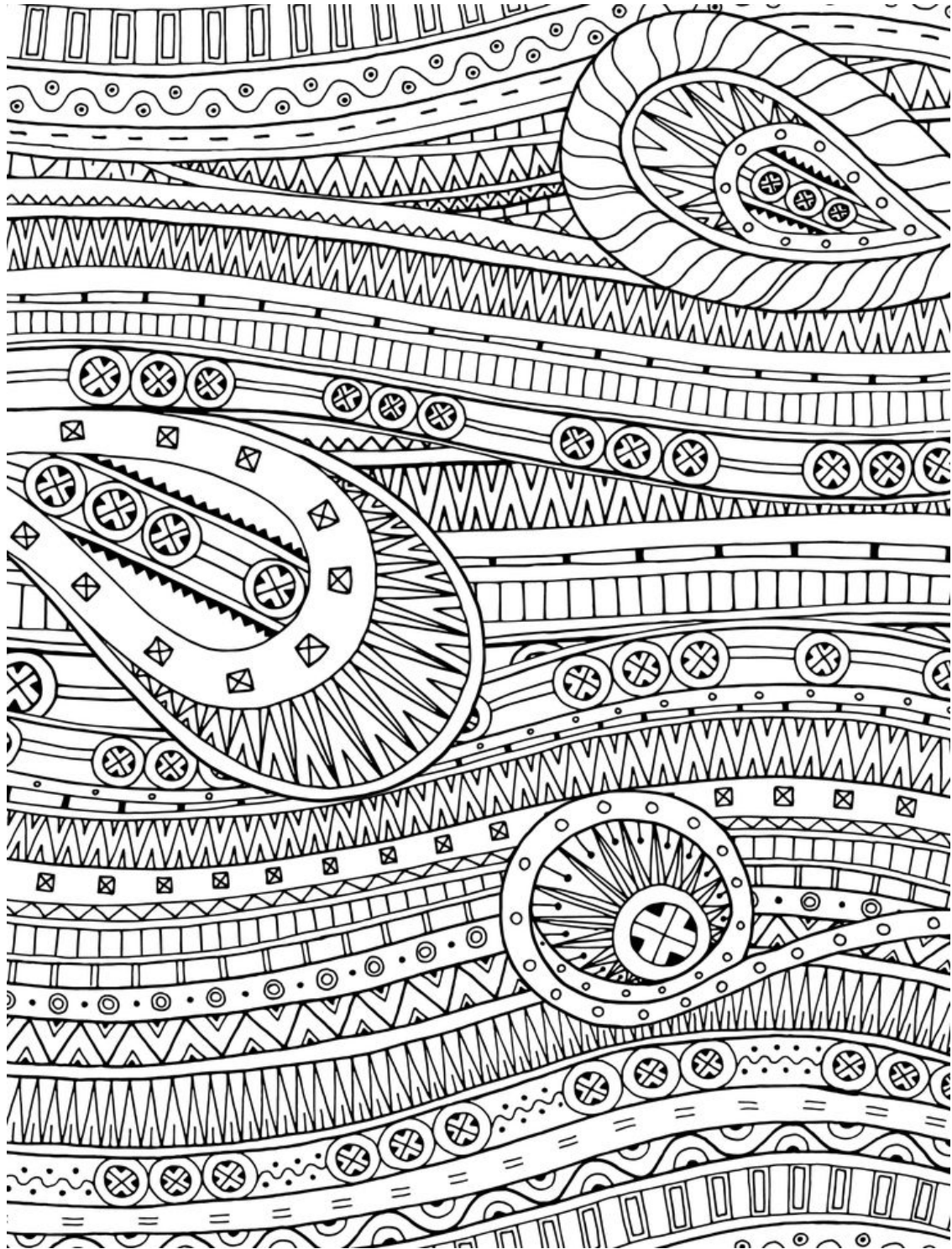
Signed: _____

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

Signed: _____



Tuesday (28.4.20)



English-

Before reading the next chapter of your book.

-Complete the prediction sheet

Predicting - Before you read the next chapter of your book think about what might happen next in the story? Write one or two predictions of what you think will happen and why. Consider what has happened so far in the story.

I think _____
_____ because _____

I think _____
_____ because _____

After reading reflect on your predictions. Were they right?

Success Criteria (student to complete):

I have completed the reading activities.

Teacher Recognition:



Writing-

Use the space below to brainstorm your ideas before you write a holiday recount. Don't forget to consider the sequence of events.

My holiday
recount



Mathematics-

Today's numbers of the day are 18 and 169.

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



Answer these questions focusing on your chosen number:

My number is: _____ (write which number you have chosen)

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/

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



Mathletics-

Complete two Mathletics tasks set by your teacher.

Task 1: _____

Task 2: _____

Success Criteria (student to complete): <input type="radio"/> I have completed two Mathletics tasks.	Teacher Recognition: <input type="radio"/>
---	---

Timetables practise:

Practise your x6 tables three times. Say them out loud as you go.

Success Criteria (student to complete): <input type="radio"/> I have written my 6x timetables three times.	Teacher Recognition: <input type="radio"/>
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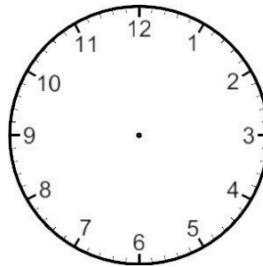


Problem A Day-

Hector caught the bus to the shops at 8:10.

At what time did the bus arrive at the shops if the trip took 25 minutes?

Show/explain your thinking below.



8:25



9:00



8:30



8:35



Working out - Transformation step

TENs-

Race to One Hundred

For two or more players, please feel free to modify or adapt games.

Preparation/Equipment:

Using the hundreds chart provided at the end of the booklet, two dice and a marker for each player.

How to play:

1. Player one rolls dice and add together. They place their counter on that number.
2. Player two has their turn.
3. Player one rolls dice again adds them together and them adds them to the number their marker is sitting on.



Eg Player one's marker is on 7. New roll is 5 and 6 which makes 11. So $11 + 7 = 18$ Player one moves their marker to 18.

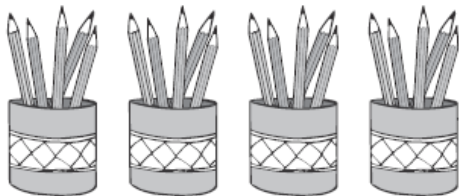
Variations

If double 6 is rolled go back to one, if doubles are rolled take away that much, use three dice.

Number and Algebra- Multiplication

Complete the multiplication activity

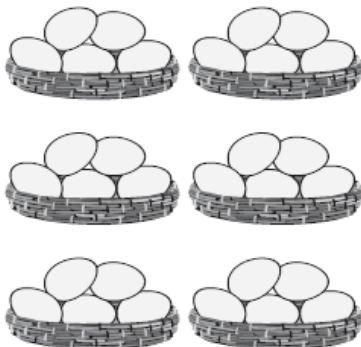
a How many pencils?



$$\square + \square + \square + \square = \square$$

$$\square \text{ groups of } \square \text{ is equal to } \square$$

b How many eggs?



$$\square + \square + \square + \square + \square + \square = \square$$

$$\square \text{ groups of } \square \text{ is equal to } \square$$

c How many beads?



$$\square + \square + \square + \square + \square = \square$$

$$\square \text{ groups of } \square \text{ is equal to } \square$$



Drop Everything And Read (DEAR):

Read for 15 minutes.

Science-

You might like to watch the Science with Mrs Stoeckl video on your Google Classroom.

Push and Pull

Throw a ball in the back yard and complete the following questions.

I wonder what would happen if

_____?

I have a question about

_____.

I wonder why

_____?

What caused

_____?

How would it be different if

_____?

What do you think will happen if



Physical Activity-

Balancing Act

Use different body parts to balance 5 objects, such as your palm or back of your hand, or knee, foot, elbow or chin. Try and beat your best time on each object. Complete this game for 15 minutes.



Object 1: _____ Time: _____

Object 2: _____ Time: _____

Object 3: _____ Time: _____

Object 4: _____ Time: _____

Object 5: _____ Time: _____

Success Criteria (student to complete): <input type="radio"/> I have completed 15 minutes of Balancing Act.	Teacher Recognition: <input type="radio"/>
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I have completed today's work to the best of my ability.

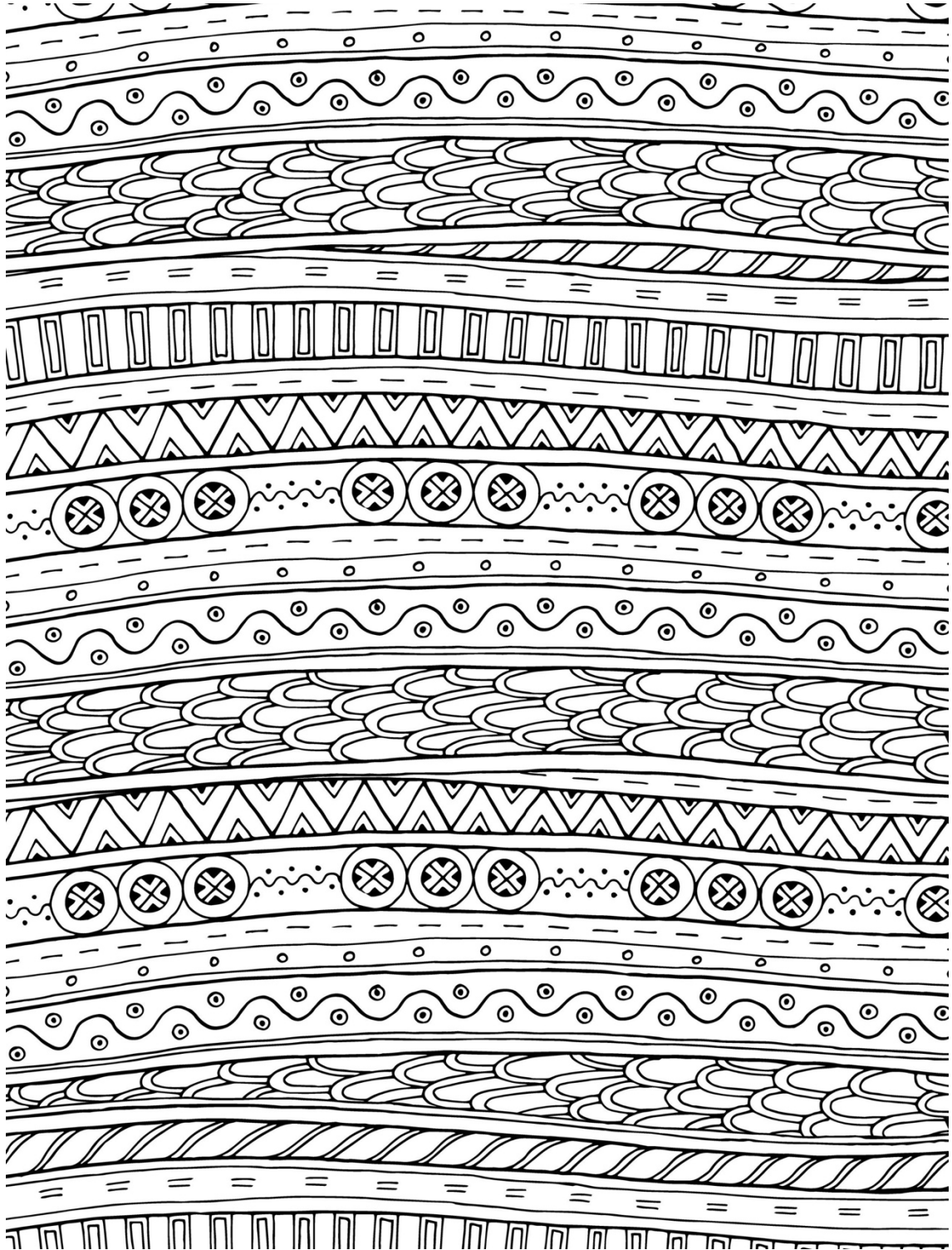
Signed: _____

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

Signed: _____



Wednesday



English

Read the next chapter of your book out loud to a family member.

-Think about volume and smooth reading.

Dictionary Activity

-look up the meaning of 5 words that you used in your find-a-word.

Word	Meaning



Antonyms

-Can you think of 10 pairs of antonyms? One of them has been done for you.

Soft	Hard

Success Criteria (student to complete): <input type="radio"/> I have completed the dictionary and antonym activities.	Teacher Recognition: <input type="radio"/>
--	---



Large empty rectangular box for student work.

<p>Success Criteria (student to complete):</p> <ul style="list-style-type: none"><input type="radio"/> I have used my brainstorm to help me write.<input type="radio"/> I have proof read my work.	<p>Teacher Recognition:</p> <p><input type="radio"/></p>
---	--



Mathematics-

Today's numbers of the day are 22 and 205.

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



Answer these questions focusing on your chosen number:

My number is: _____ (write which number you have chosen)

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/

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

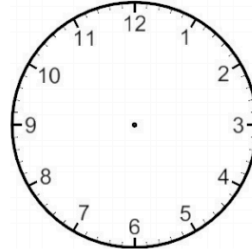


Problem A Day-

Robert spent three hours cleaning his room (He got distracted).

If he started at 3:20, what time did he finish?

Demonstrate how you solved it in
the transformation box.



4:20



3:23



5:20



6:20



3:50



Working out - Transformation step

TENs-

Race to One Hundred

For two or more players, please feel free to modify or adapt games.

Preparation/Equipment:

Using the hundreds chart provided at the end of the booklet, two dice and a marker for each player.

How to play:

1. Player one rolls dice and add together. They place their counter on that number.
2. Player two has their turn.



3. Player one rolls dice again adds them together and then adds them to the number their marker is sitting on.

Eg Player one's marker is on 7. New roll is 5 and 6 which makes 11. So $11 + 7 = 18$ Player one moves their marker to 18.

Variations

If double 6 is rolled go back to one, if doubles are rolled take away that much, use three dice.

Statistics and Probability- Chance-

Using the words impossible, unlikely, likely, or certain, record the chance of the following things happening.

I will have breakfast today	
Santa Claus will come tonight	
The sun will set this evening	
It will rain tomorrow	
I will go to Disneyland on the weekend	
I will have a delicious dinner	

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

Drop Everything And Read (DEAR):

Read for 15 minutes.



HSIE-

Take a nature walk in your front or back yard. Examine the environment and record your observations below, be sure to include a description of any plants and/or insects you noticed.

<p>Success Criteria (student to complete):</p> <p><input type="radio"/> I have completed the HSIE activity and recorded all of my observations.</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: _____



Hundreds Chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



Fast finishers!

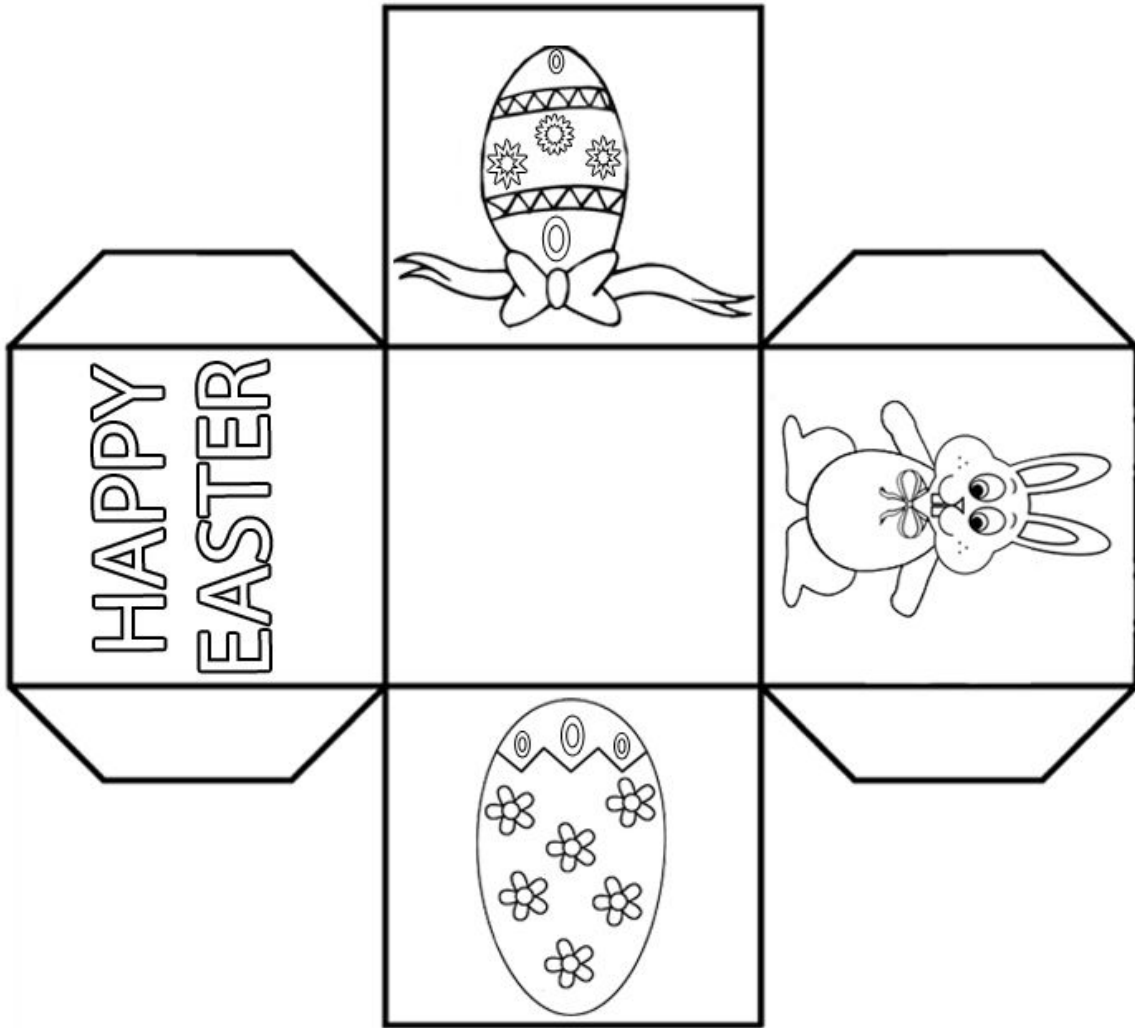
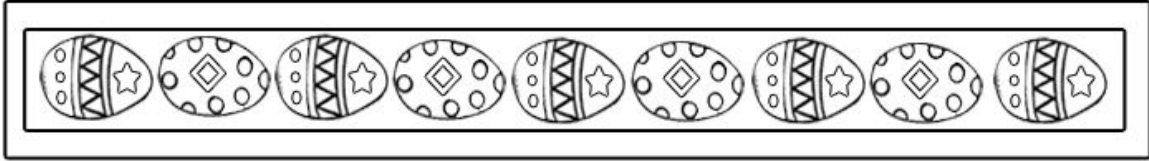
If you are looking for more activities- here are some ideas. You might like to colour in the boxes as you complete them.

Create a treasure map with a map and clues.	Pick a word from a dictionary and see how many other words you can make from it.	Draw 20 circles and turn each one into something different (a pizza, a wheel, a planet etc.)	Draw your favourite fish.
Write instructions to make a sandwich for somebody to follow.	Invent a toy for your pet.	Draw a detailed map of a room of your house.	Draw a garden.
Draw a toy.	Draw outer space.	Draw someone you love.	Write a poem about food.
Invent something to solve a problem you have in your home.	Invent your own recipe.	Draw yourself.	Draw your most recent accomplishment.
Write your own book with pictures and a front cover.	Invent a board game.	Draw your home.	Write an interview transcript of an interview between you and a celebrity.



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