

Remote learning Grid – Week 2 Term 3 – Year 4

This grid covers both online and offline options. Activities that are highlighted yellow will receive explicit feedback from teachers. Optional activities are highlighted in green. If the learning is completed offline, please submit the work via one of the 2 options. Option 1: submit work via Google Classroom. Option 2: hand in completed work to the teacher at the end of each week via the front office. Make sure you answer the attendance question on Google Classroom by 9am each morning. Students working online with Google Classroom will also be monitored every second day to ensure that work is being completed. If work is not completed parents will be contacted via Class Dojo. For those working on the home package progress will be checked by Class Dojo with parents on Thursday mornings. Feedback on activities will be provided in school hours only.

	Monday 19.7.21	Tuesday 20.7.21	Wednesday 21.7.21	Thursday 22.7.21	Friday 23.7.21
Morning	<p>Admin: Login to Google Classroom and answer the attendance question</p> <p>English</p> <ul style="list-style-type: none"> ● Reading: Login to Wushka and read the text assigned to your group. Mars: The best birthday Earth: Travelling to Titan Venus: Lost Mercury: Bea's resolution *Identify who, when, where, what and why/how: * Use this information to write a short 	<p>Admin: Login to Google Classroom and answer the attendance question</p> <p>English</p> <ul style="list-style-type: none"> ● Reading: Login to Wushka and re-read the text assigned to your group. *Identify a text to text connection for your Wushka text and then compare how they are similar or different. ● Spelling: Login to Soundwaves Unit 19 ● Choose 5 words from your spelling list and write an interesting sentence for each word that includes adjectives and conjunctions. 	<p>Admin: Login to Google Classroom and answer the attendance question</p> <p>English</p> <ul style="list-style-type: none"> ● Spelling- Choose 5 words from your spelling list and put them in alphabetical order. Choose another 5 words and make up rhyming words. ● Writing- Writing a narrative. Writing about setting and characters. 	<ul style="list-style-type: none"> ● Admin: Login to Google Classroom and answer the attendance question. <p>English</p> <p>Reading: Based on your wushka text, identify an interesting or unknown word and look up the meaning.</p> <ul style="list-style-type: none"> ● Spelling- Rewrite the sentences with the correct spelling. ● Writing- Writing a narrative. Writing about complications and series of events in a story. 	<ul style="list-style-type: none"> ● Admin: Login to Google Classroom and answer the attendance question <p>English</p> <ul style="list-style-type: none"> ● Reading Making connections with text and personal experiences: ● Spelling: Log in to Soundwaves Unit 19. Highlight the words that contain the grapheme. Complete the sentences. Unjumble the words. ● Journal Writing: Write about how you have been feeling this week. ● Writing- Writing a narrative. Writing about the resolution of a story.

	<p>summary of what your text was about.</p> <p>Spelling- Choose 10 words from Soundwaves Unit 19. Brainstorm 15 words with the grapheme. Segment the words from your spelling list.</p> <p>Writing- Journal Writing. Writing about how you are feeling today.</p> <p>Sentence of the day. Write 3 sentences about someone in your family.</p>	<p>Underline the word that you used from your spelling list.</p> <ul style="list-style-type: none"> BTN- Watch 'Behind the News' at 10am on ABC Me. Write a summary of your favourite story. 			
Wellbeing break	<p>Physical Wellbeing</p> <p>Complete 30 minutes of incidental physical activity (everyday activities like vacuuming, putting clothes on the line or taking the bins out).</p>	<p>Emotional wellbeing</p> <p>Participate in a self-care activity</p>	<p>Social Wellbeing-</p> <p>Play a board game with your family members</p>	<p>Spiritual Wellbeing:</p> <p>Planting seeds'</p>	<p>Emotional wellbeing</p> <p>Turn off all devices for at least 5 hours (after school!)</p>
Break					
Middle	<p>Mathematics</p> <ul style="list-style-type: none"> Number Ninja Activity Topic: Fractions <p>To identify, compare</p>	<p>Mathematics</p> <ul style="list-style-type: none"> Number Ninja Activity Topic: Fractions <p>To identify, compare and order common fractions, decimals</p>	<p>Mathematics</p> <ul style="list-style-type: none"> Number Ninja Activity Topic: Fractions <p>To identify, compare and order common fractions, decimals and mixed</p>	<p>Mathematics</p> <ul style="list-style-type: none"> Number Ninja Activity Topic: Fractions <p>To identify, compare and order common fractions, decimals and</p>	<p>Mathematics</p> <ul style="list-style-type: none"> Number Ninja Activity Topic: Fractions <p>To identify, compare and order common fractions, decimals and mixed</p>

	<p>and order common fractions, decimals and mixed numerals.</p> <ul style="list-style-type: none"> ● Problem of the day ● Login to Mathletics and complete 2 of the tasks assigned. 	<p>and mixed numerals.</p> <ul style="list-style-type: none"> ● Problem of the day ● Login to Mathletics and complete 2 of the tasks assigned. 	<p>numerals.</p> <ul style="list-style-type: none"> ● Problem of the day ● Mathletics: Login to Mathletics and complete 2 of the tasks assigned. ● PE: Create a game that includes rules, a way to score and at least one piece of equipment. Play the game with a family member or friend. After playing the game discuss ways that you could change the game 	<p>mixed numerals.</p> <ul style="list-style-type: none"> ● Problem of the day ● Mathletics: Login to Mathletics and complete 2 of the tasks assigned. ● PDHPE: Design a healthy menu for a day at home using the healthy eating plate. Share this in our Google Classroom so that we can share ideas. 	<p>numerals.</p> <ul style="list-style-type: none"> ● Problem of the day ● Mathletics: Login to Mathletics and go on to Live Mathletics. ● PE: Make up a dance to your favourite song or a play to show your family. You can get some inspiration from <u>Just Dance</u>
Wellbeing break		<p>Emotional wellbeing</p> <p>Turn off all devices for at least 5 hours (after school!)</p>	<p>Cognitive wellbeing</p> <p>Read a book/listen to a podcast or listen to your favourite artist</p>	<p>Emotional wellbeing</p> <p>Complete a journal activity for the day or compile a list of things you are grateful for</p>	<p>Physical wellbeing</p> <p>Create your own game to play with your family members. Be creative with your objects e.g.wrap up some socks to make a ball.</p>
Break	Break	Break	Break	Break	Break
Afternoon	Pupil Free Day	<p>KLA</p> <p>Creative arts</p> <p>Think of one sound in your environment that is of interest to you. Choose an instrument or any available item you can use to imitate that sound. For example, a whistle for a bird, a glass like the wind, hitting something strongly</p>	<p>KLA-</p> <p>Science & Technology</p> <ul style="list-style-type: none"> ● Earth & Space - Exploring Geology - Complete the task assigned 	<p>KLA- HSIE: geography</p> <p>Places are similar and different</p> <p>Key Inquiry question-</p> <p>How and why are places similar and different?</p> <p>Discussion about places students have visited.</p> <p>Locating Australia on a</p>	<p>KLA</p> <p>Creative arts</p> <ul style="list-style-type: none"> ● Sketch an object from your home using pencils. Pay attention to shape, shading and tone. Post a photo of your sketch in Google Classroom..

with their hands like a storm, a paint brush on a table like sand or water, a book slamming like thunder, tissue coming out of a box like brushing your hair, clicking a ring pull like a frog and so on.

Write about the sound you have chosen in the activity page describing what it represents.

World map

MONDAY
WORKBOOK

TIMETABLE

Activities that are highlighted yellow will receive explicit feedback from teachers. Optional feedback activities are highlighted in green

	Monday	Tuesday	Wednesday	Thursday	Friday
9am	Log in to Google Classroom and answer the attendance question				
Morning session	Reading Spelling Writing - journal writing	Reading Spelling BTN	Spelling Writing	Reading Spelling Writing	Reading Spelling Journal writing Writing
Wellbeing Break	Physical wellbeing	Emotional wellbeing	Social wellbeing	Spiritual wellbeing	Emotional wellbeing
Middle session	Maths Number of the day	Maths Number of the day	Maths Number of the day	Maths Number of the day	Maths Number of the day
	PE	PE	PE	PDHPE	PE
LUNCHTIME					
Afternoon session	Library	Music	Science	Geography	Visual Arts

READING

LEARNING INTENTION

We are learning to recount or describe the most relevant details from a
text

SUCCESS CRITERIA:

- I can explain what the main idea is in a text without giving too much detail
- I will include details on who, where, when and what, whenever possible

READING - LOG IN TO WUSHKA AND READ YOUR TEXT

Then complete the quiz!

Summarise the book you read using these prompts:

1. Identify who, when, where, what and why /how
 - Who:
 - When:
 - Where:
 - What:
 - Why /how:
2. Use this information to write a short summary of what your text was about:

SPELLING - SOUNDWAVES UNIT 19



The soundwaves password is:

Year 4 - near766

Log in to Soundwaves and choose 10 words to form your spelling list for the week from unit 19. Type them in below.

Brainstorm 15 words that have the phoneme at the beginning, middle and at the end of the word.

Brainstorm

List Words

1	
2	
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14	
15	

WRITING

LEARNING INTENTION

We are learning to write an informative text containing key information and supporting details

SUCCESS CRITERIA:

- I can write meaningful sentences with correct punctuation
- I can include four or more simply stated and clearly connected ideas
- I can write ideas appropriate to a task or topic in sequenced sentences

WRITING ACTIVITIES

Do your sentences have:

- capital letters at the beginning of a sentence and for proper nouns
- correct punctuation
- makes sense

Did you:

- spell most words correctly
- write using neat, joined letters

Sentence a Day

Write three sentences about someone in your family.

Journal

Write about how you are feeling today. After you have written how you're feeling you could draw a picture to go with it. If you can, upload your picture so your teacher can see it, otherwise share it with someone you live with.

PHYSICAL WELLBEING

Complete 30 minutes of incidental physical activity (everyday activities like vacuuming, putting clothes on the line or taking the bins out).

RECESS

YEAR 4 MATHS
ACTIVITY

YEAR 4 - MATHS

LEARNING INTENTION

To identify, compare and order common fractions, decimals and mixed numerals.

SUCCESS CRITERIA:

- I can identify quarters, halves and thirds as fractions and in mixed numerals.
- I can compare and order fractions by using diagrams and placing common fractions on a number line.
- I can compare the size of fractions by comparing each denominator.

MATHS NUMBER NINJA!

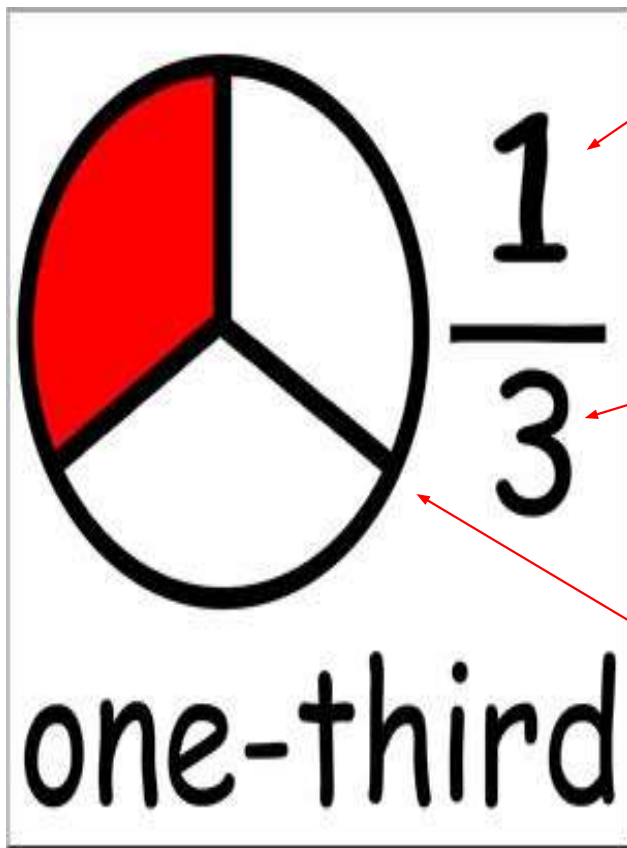
Q1	62		+	4	=		
Q2	64		-	13	=		
Q3	5		x	11	=		
Q4	86		+	48	=		
Q5	104		-	43	=		
Q6	12		x	4	=		
Q7	10		x	104	=		
Q8	Round to nearest 100 and 1000			32585	=		=
Q9	Double the number			713	=		
Q10	Halve the number			756	=		
Q11	Smallest:	7		4	3	4	1 =
Q12	Biggest:	0		5	2	0	7 =
Q13		2901		+	720	=	
Q14		5512		-	1746	=	
Q15		42		÷	7	=	

(remember to give yourself a 5 minute timer)



PROBLEM OF THE DAY

Time to review the parts of a fraction and what they mean:



Numerator

This number shows how many parts you currently have of the whole (shaded).

Denominator

This number shows how many equal parts there are in total to make a whole.

Fraction diagram

A picture to represent a fraction.

A fraction represents parts of a whole.

Does that mean a fraction like $\frac{1}{3}$ is worth more than 1 whole, or less than 1 whole?

How do you know?

FRACTIONS - DRAWING FRACTIONS

1. Draw the following fractions by splitting the rectangles beside them into equal parts using lines.

2. Write whether the fraction is less than or equal to 1 whole.

The number of parts you colour is shown by the numerator. The number of parts in total is shown by the denominator. Remember the rectangle represents one whole. An example is shown below.

Less than or equal to 1?

$1/3$



Less than 1

$1/2$



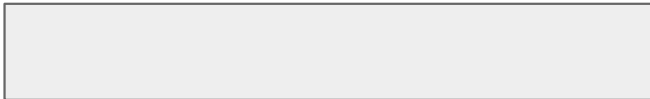
$1/4$



$2/4$



$2/3$



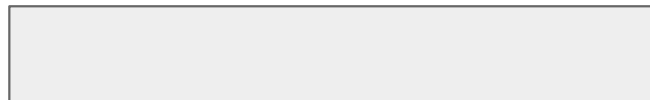
$2/2$



$3/4$



$3/3$



$4/4$



FRACTIONS - DRAW AND WRITE FRACTIONS

1. Draw a diagram to show each fraction below.
2. Write each fraction as using a numerator and denominator (For example one half is shown as $\frac{1}{2}$).

a) Two halves

b) One third

c) Three quarters

From the last two activities, what do you notice about fractions that have the same numerator and denominator?

NUMBER NINJA ANSWERS!

A1	66					
A2	51					
A3	55					
A4	134					
A5	61					
A6	48					
A7	1040					
A8	32600	and	33000			
A9	1426					
A10	378					
A11	1	3	4	4	7	
A12	7	5	2	0	0	
A13	3621					
A14	3766					
A15	6					

COMPLETE TWO
TASKS FROM
MATHLETICS

DAY 1

Catching

Follow the link below to watch the episode and join in the catching fun with Adam and Elissa.

[GetActive@Home - Episode](#)



CATCHING CHALLENGES

GetActive@Home

Episode 1 - Catching

Stage 2

Challenges

- Throw and catch.
- Throw, clap and catch - throw the ball in the air and clap as many times as possible before trying to catch the ball.
- Throw, spin, clap and catch - throw the ball in the air and try to spin on the spot and clap before catching the ball.
- Kneel, sit, throw and catch - kneel or sit on the ground, throw the ball in the air and try to stand before catching the ball.

Mega Challenges

- Flick and catch - place the ball in between your feet on the ground. Throw the ball forward with one hand and try to catch with the other.
- Bunny hop and catch - place the ball in between your feet on the ground. Grab the ball with your feet, jump, release then catch.
- Creative challenge - move in any way you can while throwing and catching the ball.

Other variations

Using a wall or with a partner try:

- Two handed catching.
- One handed (dominant/non-dominant) use a big ball/object to make it easier.



Suggested PDHPE Outcomes

These activities may address the outcomes listed as part of a whole school PDHPE scope and sequence.

PD2-4 performs and refines movement skills in a variety of sequences and situations.

PD2-11 combines movement skills and concepts to effectively create and perform movement sequences.

Sample questions

When catching a ball on the move, what should you look at? The ball? Your hands?

How do you move your body when catching a hard ball?

Teaching cues

Throw the ball - 'toss the egg'!

Eyes on the ball - 'eyes on the prize'!

Arms extended and hands together - 'make the nest'!

Bend the knees and slightly lower hands - 'soften the nest'!

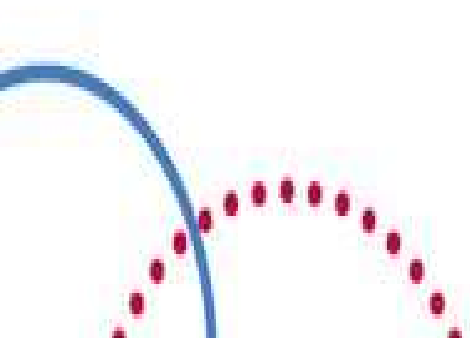
Equipment

Ball, soft toy, pair of rolled up socks.

WELLBEING BREAK

Spiritual Wellbeing

THINK ABOUT SOMEONE YOU ADMIRE -
WHAT VALUES DO YOU SHARE?



LUNCH

LIBRARY - RESEARCH SKILLS - NOTE TAKING

Read each paragraph from the text about sharks.

- Highlight the key information in each paragraph.

Hint: Look for key words which inform the reader about the subject.

- Next to each paragraph, write notes about the key information.

Hint: Dot point notes should be a few words only, not full sentences.

Sharks are a type of fish. There are over 450 species of shark on the planet. Most sharks live for approximately 20-30 years in the wild.

-
-
-

Sharks have a stream-lined body which is covered in tiny scales. They have five different types of fins which help to support their bodies as they move through the water. Sharks also have gills which allow them to breathe in oxygen.

-
-
-

Sharks are found all around the world. Most sharks are ocean dwellers, though some live in freshwater. Sharks live together in large groups known as schools.

-
-
-

Sharks are carnivores, which means they are meat-eaters. Most sharks eat smaller fish or small invertebrates, such as crabs, squid and turtles. They prey on the weakest animals in order to make hunting easier.

-
-
-

TUESDAY
WORKBOOK

TIMETABLE

Activities that are highlighted yellow will receive explicit feedback from teachers. Optional feedback activities are highlighted in green

	Monday	Tuesday	Wednesday	Thursday	Friday
9am	Log in to Google Classroom and answer the attendance question				
Morning session	Reading Spelling Writing - journal writing	Reading Spelling BTN	Spelling Writing	Reading Spelling Writing	Reading Spelling Journal writing Writing
Wellbeing Break	Physical wellbeing	Emotional wellbeing	Social wellbeing	Spiritual wellbeing	Emotional wellbeing
Middle session	Maths Number of the day	Maths Number of the day	Maths Number of the day	Maths Number of the day	Maths Number of the day
	PE	PE	PE	PDHPE	PE
LUNCHTIME					
Afternoon session	Library	Music	Science	Geography	Visual Arts

READING

LEARNING INTENTION

We are learning to make connections between texts and our personal experiences and what we have read/seen/listened to previously.

SUCCESS CRITERIA:

- I can connect something in the story to my own life
- I can connect something in the story to something in another text type (ie, news article, show, podcast)
- Year 4: I can compare this story to another text and describe how the authors have represented the same ideas differently

YEAR 4: CONNECT TO YOUR WUSHKA TEXT

Text to text

Think about something from another book, show, movie, text that you have seen that is similar to the book you read this week for Wushka. Make sure you use the word because to describe your connection.

This text remind me of:

Now compare!

Compare how the text you have chosen is similar or different to the Wushka text.

These two texts are similar because:

-
-
-

These texts are different because:

-
-
-

SPELLING - SOUNDWAVES UNIT 19



Choose 5 words from your spelling list and write an interesting sentence for each word. Underline (ctrl+u) the word that you used from your spelling list. Include **adjectives** (describing words) and **conjunctions** (for, and, as, nor, because, so, yet).

1	
2	
3	
4	
5	

BEHIND THE NEWS



Watch ['Behind the News'](#) at 10am on ABC Me.

Write a summary of your favourite story below.

My favourite story was ...

EMOTIONAL WELLBEING

PARTICIPATE IN A SELF-CARE
ACTIVITY

E.G. GOING TO BED EARLY,
PAINTING, DEEP BREATHING,
WATCHING THE SUNSET OR
HAVING A BATH.

RECESS

YEAR 4 MATHS
ACTIVITY

YEAR 4 - MATHS

LEARNING INTENTION

To identify, compare and order common fractions, decimals and mixed numerals.

SUCCESS CRITERIA:

- I can identify quarters, halves and thirds as fractions and in mixed numerals.
- I can compare and order fractions by using diagrams and placing common fractions on a number line.
- I can compare the size of fractions by comparing each denominator.

MATHS NUMBER NINJA!

Q1	59	+	40	=		
Q2	54	-	28	=		
Q3	7	x	4	=		
Q4	64	+	64	=		
Q5	194	-	71	=		
Q6	3	x	8	=		
Q7	1000	x	494	=		
Q8	Round to nearest 100 and 1000		3646	=		=
Q9	Double the number		793	=		
Q10	Halve the number		274	=		
Q11	Smallest:	2	2	4	6	4 =
Q12	Biggest:	0	3	6	1	1 =
Q13		9176	+	554	=	
Q14		8105	-	4967	=	
Q15		35	÷	7	=	

(remember to give yourself a 5 minute timer)

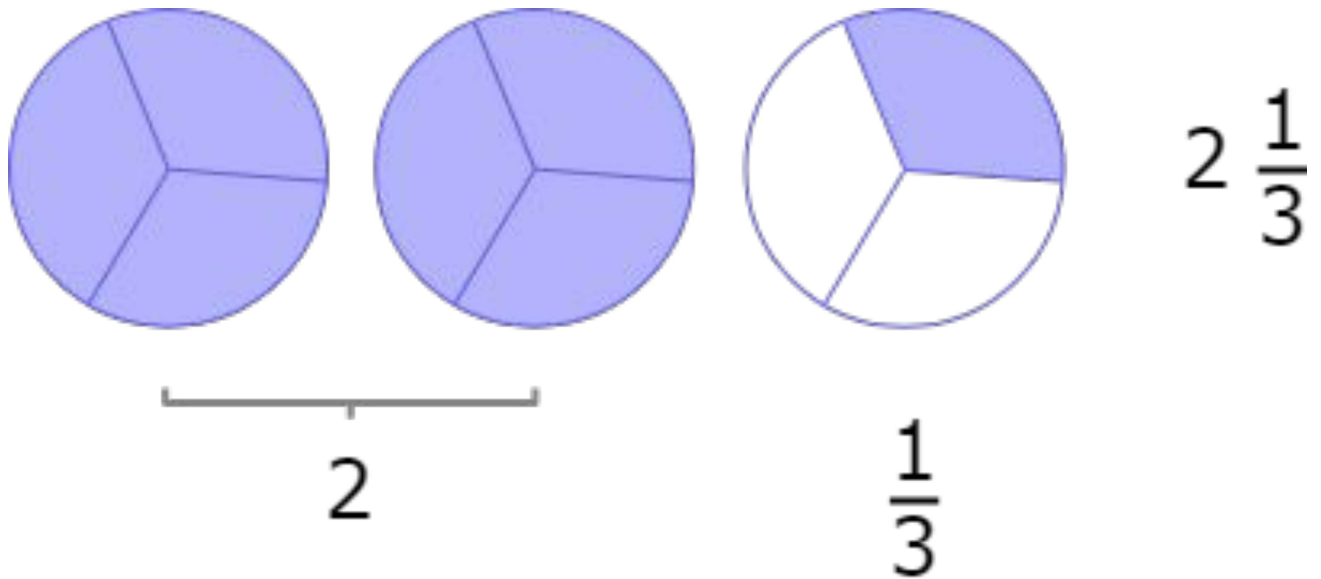


5:00

PROBLEM OF THE DAY

A fraction is part of a whole number.

A mixed numeral is a combination of a fraction and whole numbers.



Draw shapes below to show a mixed numeral which includes quarters.

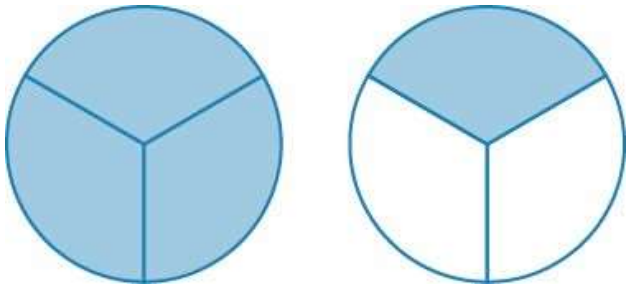
Below the shape, write the number or fraction as shown in the example above.

FRACTIONS - MATCHING MIXED NUMERALS

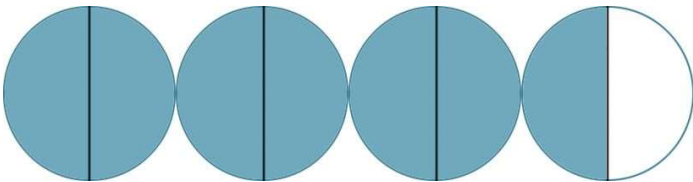
Draw a line between each mixed numeral and its equivalent diagram.



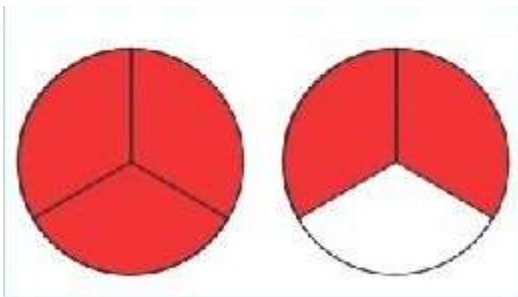
$1 \frac{2}{3}$



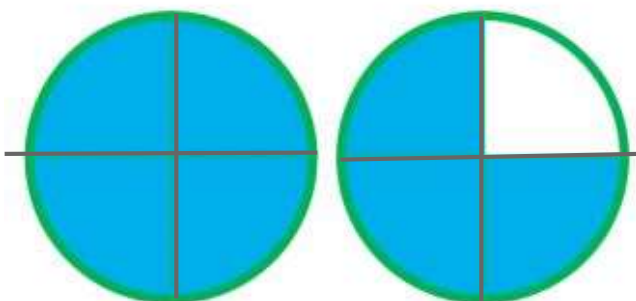
$3 \frac{1}{2}$



$1 \frac{3}{4}$



$1 \frac{1}{3}$



$1 \frac{1}{5}$

FRACTIONS - DRAWING FRACTIONS AND MIXED NUMERALS

Draw a diagram of each fraction or mixed numeral below (any shape).

a) $1 \frac{1}{2}$

b) $3 \frac{1}{4}$

c) $\frac{2}{3}$

d) $\frac{3}{4}$

e) $2 \frac{3}{4}$

NUMBER NINJA ANSWERS!

A1	99				
A2	26				
A3	28				
A4	128				
A5	123				
A6	24				
A7	494000				
A8	3600	and	4000		
A9	1586				
A10	137				
A11	2	2	4	4	6
A12	6	3	1	1	0
A13	9730				
A14	3138				
A15	5				

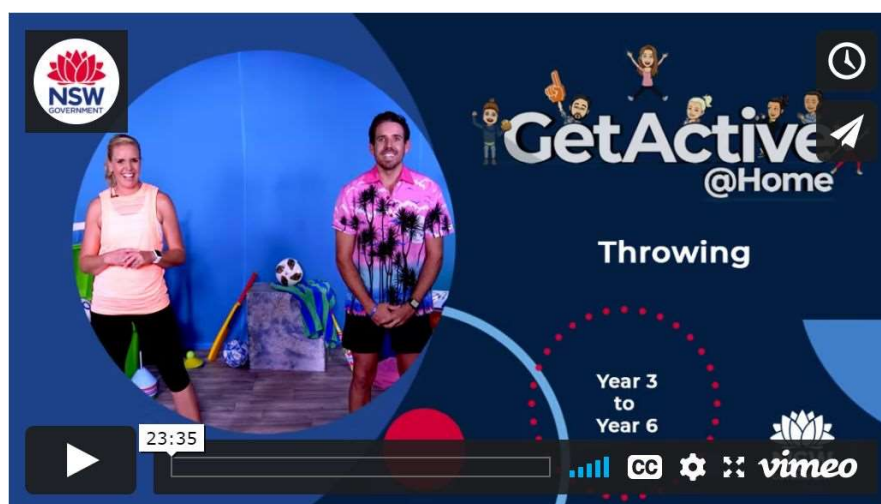
COMPLETE TWO
TASKS FROM
MATHLETICS

SPORT DAY 2

Throwing - underarm throw

Follow the link below to watch the episode and join in the throwing fun with Adam and Elissa.

[GetActive@Home - Episode](#)



GetActive@Home

Episode 2 - Underarm throw

Stage 2

Challenges

Perform the following underarm throwing activities with a ball.

- From a close distance, throw the ball at a set target.
- Set markers at varying distances to throw the ball at the target.

Mega Challenges

- Set out a number of balls at varying distances from the target. Perform five 'ice skater' movements (step one foot to the side then bring the other foot in behind) before throwing the ball at the target. Then complete a standing long jump to the next ball before repeating the sequence.
- Creative challenge: Repeat the sequence and create varying throwing positions using dominant/non-dominant hand.

Other variations

With a partner try:

- choosing different starting positions for the ball before throwing it at the target
- marking out a set distance for relay running in between throwing the ball at the target
- combining different fitness infusion activities for example, performing a set number tuck jumps before throwing.



Suggested PDHPE Outcomes

These activities may address the outcomes listed as part of a whole school PDHPE scope and sequence.

PD2-4 performs and refines movement skills in a variety of sequences and situations.

PD2-11 combines movement skills and concepts to effectively create and perform movement sequences.

Sample questions

How can you move your feet to create a new throwing position?

How can you use your eyes to create more awareness of your surroundings whilst throwing?

Teaching cues

Eyes on the target (laser eyes).

Step forward (opposite leg to throwing arm).

Throwing arm back then forward (smiley arm).

Point at the target.

Equipment

Ball, soft toy or rolled up pair of socks.

SOCIAL WELLBEING

WRITE A THANKYOU NOTE TO SOMEONE AND POST IT/
EMAIL IT.

LUNCH

CREATIVE ARTS- CONNOTATION, IMAGERY AND SYMBOL IN VISUAL ARTS

- **Reflect and make symbolic art**

Go outside to a special place within your backyard or a balcony. Where possible take a plastic surface, some cardboard, a paver or alternatively find a concrete, tiled or paved area. Take some water in a container and a paintbrush.

Look around at the environment in silence. Find something important about the environment - either natural or man-made.

Create a quick symbol of something in this environment that is important to you. Take a photo for your teacher to look at. Once it has vanished, repeat with another symbol and take a photograph. Your teacher wants to check you can show a symbol through your artwork. You can put your photos on the page below.

Reflect and make symbolic art

Here is an example to look at. It is a symbol (umbrella) of a wet area:



WEDNESDAY
WORKBOOK

TIMETABLE

Activities that are highlighted yellow will receive explicit feedback from teachers. Optional feedback activities are highlighted in green

	Monday	Tuesday	Wednesday	Thursday	Friday
9am	Log in to Google Classroom and answer the attendance question				
Morning session	Reading Spelling Writing - writing a narrative	Reading Spelling BTN	Spelling Writing	Reading Spelling Writing	Reading Spelling Journal writing Writing
Wellbeing Break	Physical wellbeing	Emotional wellbeing	Social wellbeing	Spiritual wellbeing	Emotional wellbeing
Middle session	Maths Number of the day	Maths Number of the day	Maths Number of the day	Maths Number of the day	Maths Number of the day
	PE	PE	PE	PDHPE	PE
LUNCHTIME					
Afternoon session	Library	Music	Science	Geography	Visual Arts

SPELLING - SOUNDWAVES UNIT 19



The soundwaves passwords are:

Year 4 - near766

Choose 5 spelling words and put them in alphabetical order.
Underline (ctrl+u) the grapheme represented this week.

1	
2	
3	
4	
5	

Rhyming Words

Choose another 5 words from your spelling list then make up rhyming words.

Spelling Word	Rhyming Word

WRITING

LEARNING INTENTION

We are learning to write a narrative text.

SUCCESS CRITERIA:

- I can create a setting and characters.
- I can plan a beginning, middle and an end of a story.

WRITING ACTIVITY

LOOK AT THE PICTURE BELOW:



Some questions to think about. Write your answers if you like.

What do you think the girl is doing?

Why is she doing this?

Who is the girl?

Are the dogs her dogs?

Where are they?

What might she do with the dogs?

Let's write a story about that picture.

First we need to plan our ideas. Let's start with characters and setting. This is our **ORIENTATION**

Where does the story take place? This is the **setting**.

Write at least 3 sentences about the setting here:

Who are the **main characters** in the story?

Write at least 3 sentences about the setting here:

Tomorrow we will start working on our **complication!!**

SOCIAL WELLBEING

PLAY A BOARD GAME WITH YOUR
FAMILY MEMBERS

RECESS

YEAR 4 MATHS
ACTIVITY

YEAR 4 - MATHS

LEARNING INTENTION

To identify, compare and order common fractions, decimals and mixed numerals.

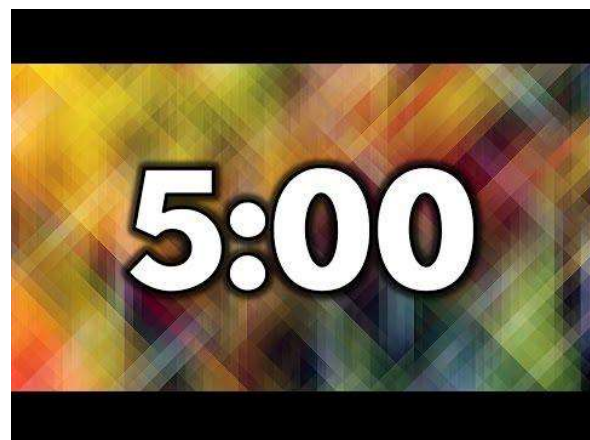
SUCCESS CRITERIA:

- I can identify quarters, halves and thirds as fractions and in mixed numerals.
- I can compare and order fractions by using diagrams and placing common fractions on a number line.
- I can compare the size of fractions by comparing each denominator.

MATHS NUMBER NINJA!

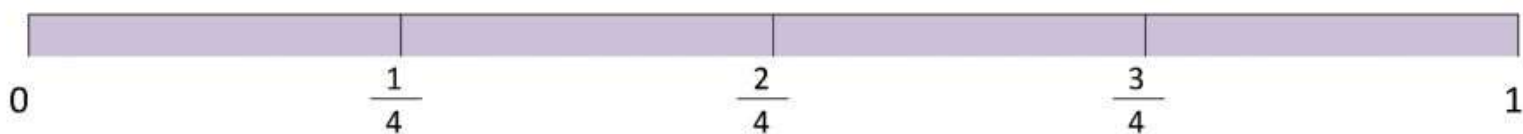
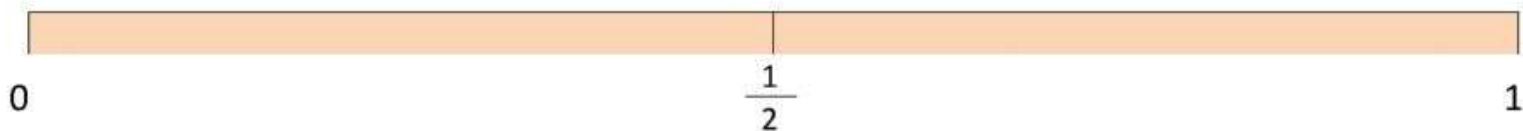
Q1	39	+	21	=			
Q2	52	-	10	=			
Q3	5	x	9	=			
Q4	54	+	20	=			
Q5	200	-	14	=			
Q6	7	x	5	=			
Q7	100	x	299	=			
Q8	Round to nearest 100 and 1000		69537	=			=
Q9	Double the number		933	=			
Q10	Halve the number		312	=			
Q11	Smallest:	2	2	7	6	6	=
Q12	Biggest:	7	9	0	3	6	=
Q13		1887	+	901	=		
Q14		5164	-	3323	=		
Q15		84	÷	7	=		

(remember to give yourself a 5 minute timer)

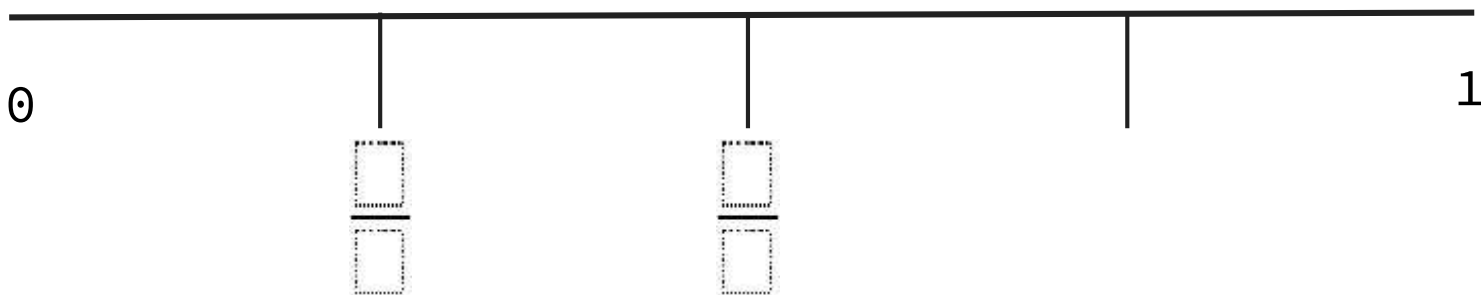
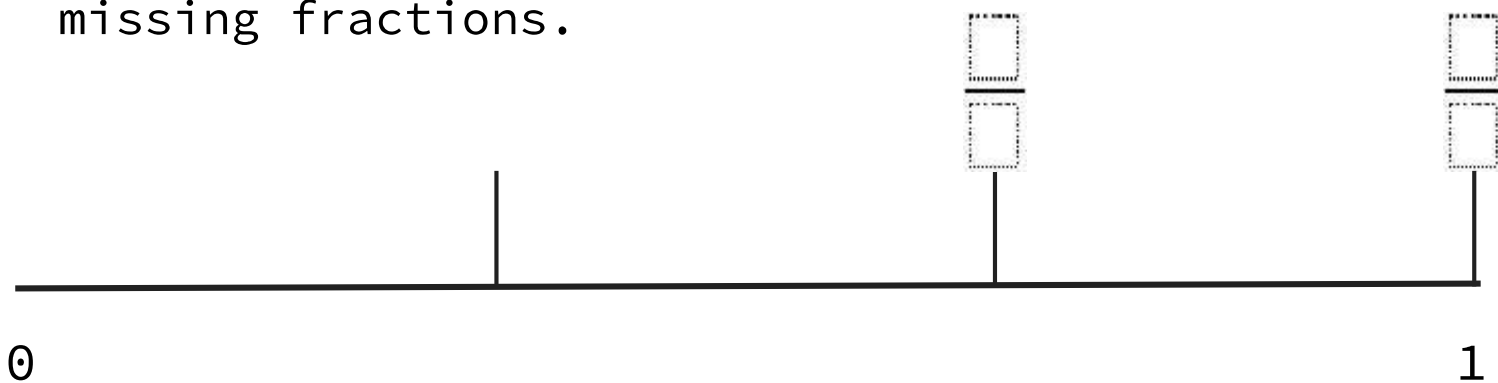


PROBLEM OF THE DAY

Fractions can be placed on a number line to compare their values. Remember the number of parts on the number line can help you to figure out the value of each fraction.



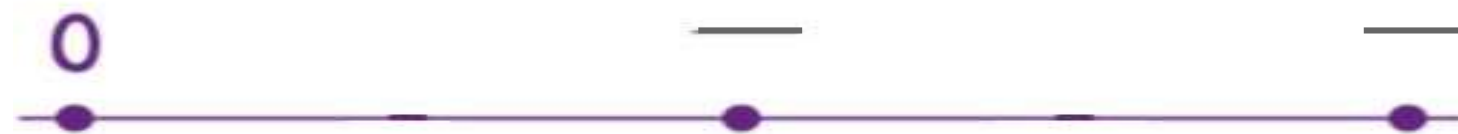
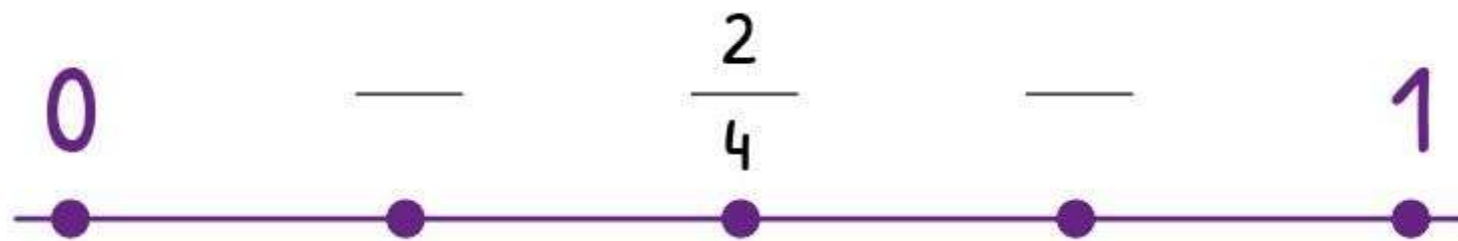
On the blank number lines below, fill in the missing fractions.



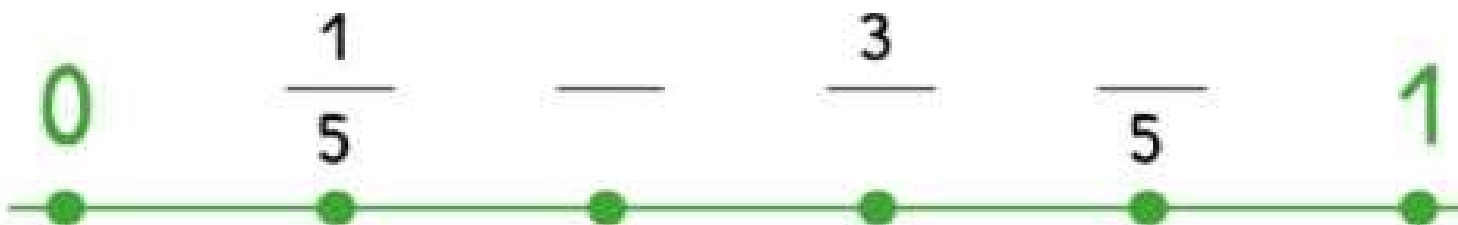
FRACTIONS - FINDING FRACTIONS ON A NUMBER LINE

Find the value of each fraction on the number lines below. The first one has been completed as an example.

Can you add the missing fractions?

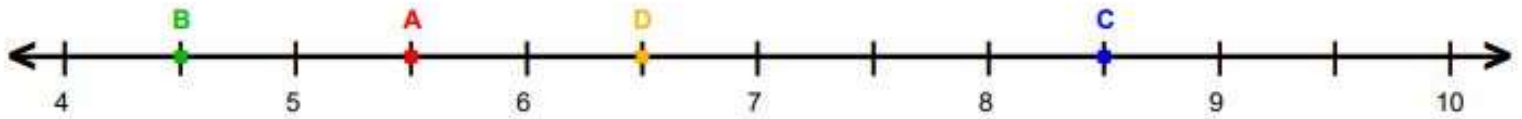


Bonus!

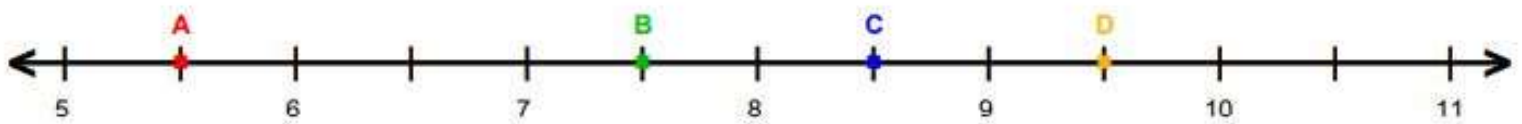


FRACTIONS - FINDING MIXED NUMERALS ON A NUMBER LINE

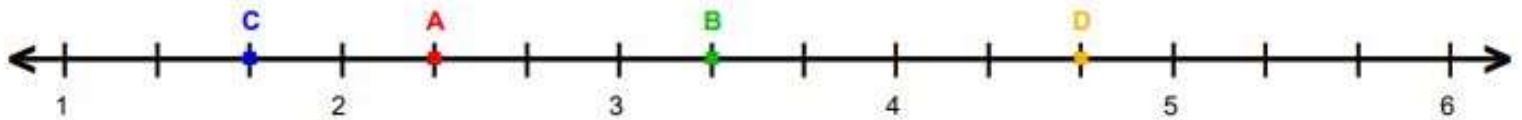
Fill in the missing mixed numerals. Some examples are done for you.



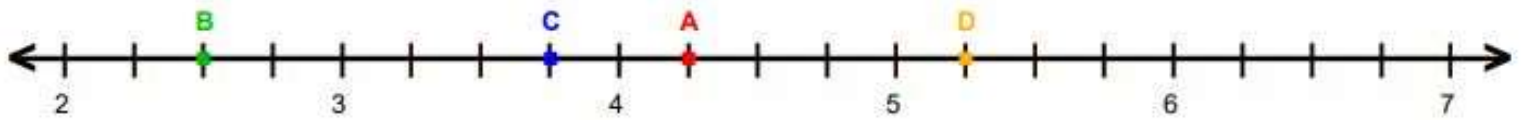
A = $5\frac{1}{2}$ B = _____ C = _____ D = _____



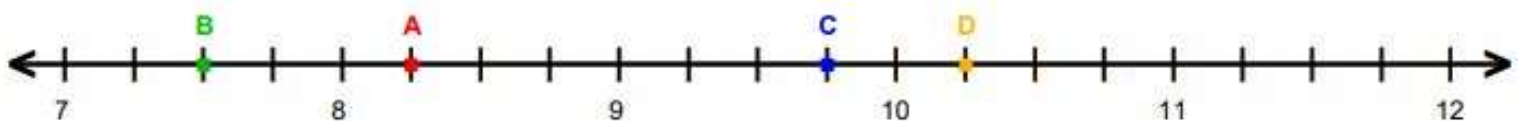
A = _____ B = _____ C = _____ D = _____



A = _____ B = _____ C = $1\frac{2}{3}$ D = _____



A = _____ B = _____ C = _____ D = $5\frac{1}{4}$



A = _____ B = _____ C = _____ D = _____

NUMBER NINJA ANSWERS!

A1	60					
A2	42					
A3	45					
A4	74					
A5	186					
A6	35					
A7	29900					
A8	69500	and	70000			
A9	1866					
A10	156					
A11	2	2	6	6	7	
A12	9	7	6	3	0	
A13	2788					
A14	1841					
A15	12					

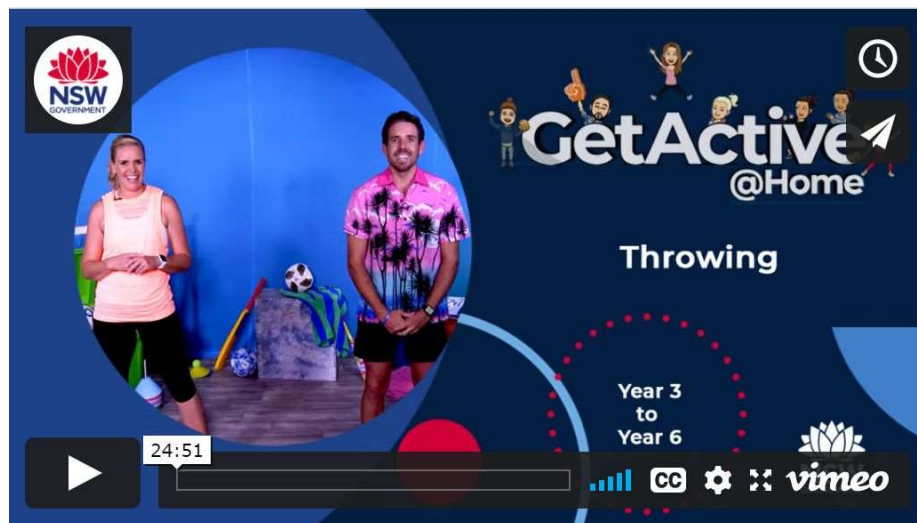
COMPLETE TWO
TASKS FROM
MATHLETICS

SPORT- DAY 3

Throwing - overarm throw

Follow the link below to watch the episode and join in the throwing fun with Adam and Elissa.

[GetActive@Home - Episode](#)



OVERARM THROW CHALLENGES

GetActive@Home

Episode 3 - Overarm throw

Stage 2

Challenges

Perform the following throwing activities using a bean bag, ball or similar.

- From a set distance, throw towards positioned targets.
- Play a game of throw, catch, return with a partner.

Mega Challenge

- Set targets at varying levels and distances to challenge throwing accuracy.
- Throw to a partner while they are moving.

Creative Challenge

- Combine different movements such as hopping and ball handling combinations whilst throwing at set targets or to a partner.

Other variations

With a partner try:

- Choosing different starting positions for the ball before throwing it at the target.
- Marking out a set distance for running to receive a ball from your partner.
- Try combining different fitness infusion activities for example, performing a set number of burpees before throwing.



Suggested PDHPE Outcomes

These activities may address the outcomes listed as part of a whole school PDHPE scope and sequence.

PD2-4 performs and refines movement skills in a variety of sequences and situations.

PD2-11 combines movement skills and concepts to effectively create and perform movement sequences.

Sample questions

How can we combine hand and foot movement to throw?

Why do we need to follow through when we throw?

How hard do we need to throw when our target is moving closer or further away?

Teaching cues

Stand side on to the target (warrior pose).

Throwing arm at side then up (thumb to thigh, ball to the sky).

Step opposite leg forward.

Throw the ball and follow through.

Equipment

3 bean bags, balls or similar.

3 small items or a wall to use as a target area.

COGNITIVE WELLBEING

Complete a Jigsaw puzzle, sudoku or
crossword puzzle

LUNCH

SCIENCE - EARTH & SPACE

Last week's science lesson was supposed to have this slide at the end, but some of you didn't get it, so here it is.

Go to the [Rock Hound Kids](#) website and have a look at the different rock images. Then go to the [rock cycle](#) section to learn about the classification of rocks and the rock cycle. Please note the links on that site are not working, but read the information, look at the images and watch the video.

Once you've done that, answer the questions below.

1. What are the three types of rocks found on Earth?
2. Pick one type of rock and explain how it is formed.

SCIENCE - EARTH & SPACE

Let's take a look at what we have learnt..

Classification of Rocks

1. **Igneous rocks** form when molten rock (magma or lava) cools and solidifies.
2. **Sedimentary rocks** form when particles (tiny bits of rock) clump together out of water or air. They accumulate in layers.
3. **Metamorphic rocks** form when existing rocks are changed by intense heat or pressure.

The change of these rocks from one type to the other is called the *rock cycle*.

FIND SOME ROCKS!

Go outside (somewhere physically and COVID-safe and with your parents' permission) and find four rocks. Look at them carefully and complete the information on the following slides.

SCIENCE - EARTH & SPACE

Rock 1

What colour or colours are in the rock? Are there any layers of colours?

What does it feel like (rough, smooth, bumpy or something else)?

Is it really hard and solid or is it crumbly or flaky?

What kind of rock do you think this is?

Rock 2

What colour or colours are in the rock? Are there any layers of colours?

What does it feel like (rough, smooth, bumpy or something else)?

Is it really hard and solid or is it crumbly or flaky?

What kind of rock do you think this is?

SCIENCE - EARTH & SPACE

Rock 3

What colour or colours are in the rock? Are there any layers of colours?

What does it feel like (rough, smooth, bumpy or something else)?

Is it really hard and solid or is it crumbly or flaky?

What kind of rock do you think this is?

Rock 4

What colour or colours are in the rock? Are there any layers of colours?

What does it feel like (rough, smooth, bumpy or something else)?

Is it really hard and solid or is it crumbly or flaky?

What kind of rock do you think this is?

SCIENCE - EARTH & SPACE

SOIL

Watch this whacky video about soil and we'll review this information and do some activities with soil in the next lesson.

LAYERS OF SOIL



THURSDAY
WORKBOOK

TIMETABLE

Activities that are highlighted yellow will receive explicit feedback from teachers. Optional Feedback activities are highlighted in green

	Monday	Tuesday	Wednesday	Thursday	Friday
9am	Log in to Google Classroom and answer the attendance question				
Morning session	Reading Spelling Writing - journal writing	Reading Spelling BTN	Spelling Writing Writing a narrative	Reading Spelling Writing a narrative	Reading Spelling Writing a narrative
Wellbeing Break	Physical wellbeing	Emotional wellbeing	Social wellbeing	Spiritual wellbeing	Emotionall wellbeing
Middle session	Maths Number of the day	Maths Number of the day	Maths Number of the day	Maths Number of the day	Maths Number of the day
	PE	PE	PE	PDHPE	PE
LUNCHTIME					
Afternoon session	Library	Music	Science	Geography	Visual Arts

READING

LEARNING INTENTION

We are learning to identify and explain the meaning of unknown words, and can show how it fits in the context of the sentence.

SUCCESS CRITERIA:

- I can look up the meaning of an unknown word in the dictionary and then use the word in a sentence

READING - LOG IN TO WUSHKA AND RE-READ YOUR TEXT

Which book did you read? _____

Finding word meaning in context

1. Find a new word from the text.
2. Look the word up in the dictionary (you can use an online dictionary like [Britannica Kids](#))
3. Write it into a sentence to show its meaning.

New word	
Dictionary meaning	
Use it in a sentence	

SPELLING - SOUNDWAVES UNIT 19



Read the sentences below. Rewrite the sentences with the correct spelling.

1. My alm was so itchi from the moskitoe bite.
2. I can't weight for my frends to come ova again.
3. There were lots of peepal riding their byke around the Cooks River.
4. When I kicked the AFL to my brother, it went too hi and broke the glass windoe.

Challenge Questions

5. My kind smyle and friendly nachure makes me more approachable.
6. For dinner, I am in charg of peeling the pitatoes for the pitato bake.

1	
2	
3	
4	
	Challenge Sentences:
5	
6	

WRITING

LEARNING INTENTION

We are learning to write a narrative text.

SUCCESS CRITERIA:

- I can create a setting and characters.
- I can plan a beginning, middle and an end of a story.

HERE IS OUR PICTURE FROM WEDNESDAY:



Yesterday you worked on characters in your narrative and the setting of your narrative, which is the **ORIENTATION** of the story. Today we will try and think of some ideas for our **COMPLICATION** which is the problem in the story. Every story has one! We will also work out what the **SERIES OF EVENTS** are in our story. These are the things that actually happen.. We are going to use a template to help us. Write your ideas in the template on the next page.

Use the template below to write your ideas.
Don't worry about the ending yet!

Title

Orientation

Type here!

Complication This is the problem in the story.

Type here!

Series of Events This is what happens in the story.

Type here!

Resolution

Type here!

SPIRITUAL WELLBEING

UNDER ADULT SUPERVISION
PLANT SOME SEEDS, LISTEN
TO SOME BIRDSONG OR DO
SOME WEEDING

RECESS

YEAR 4 MATHS
ACTIVITY

YEAR 4 - MATHS

LEARNING INTENTION

To identify, compare and order common fractions, decimals and mixed numerals.

SUCCESS CRITERIA:

- I can identify quarters, halves and thirds as fractions and in mixed numerals.
- I can compare and order fractions by using diagrams and placing common fractions on a number line.
- I can compare the size of fractions by comparing each denominator.

MATHS NUMBER NINJA!

Q1	19	+	17	=			
Q2	74	-	22	=			
Q3	12	x	4	=			
Q4	111	+	43	=			
Q5	141	-	1	=			
Q6	10	x	8	=			
Q7	10	x	450	=			
Q8	Round to nearest 100 and 1000		85401	=			=
Q9	Double the number		333	=			
Q10	Halve the number		550	=			
Q11	Smallest:	6	0	9	0	3	=
Q12	Biggest:	1	5	3	3	5	=
Q13		8745	+	932	=		
Q14		7436	-	1940	=		
Q15		63	÷	7	=		

(remember to give yourself a 5 minute timer)



5:00

PROBLEM OF THE DAY

The higher the numerator, the more parts you have of the whole.

The higher the denominator, the more parts a whole is split into.

If the numerator is always 1 and the denominator increases, does the value of the fraction get larger or smaller?

Draw diagrams, use number lines and explain your answer.

For example, is $\frac{1}{2}$ or $\frac{1}{4}$ a larger fraction?
Why?

FRACTIONS - COMPARING FRACTIONS

Using the number lines and fraction walls on the next page to help you, **arrange the fractions** and mixed numerals shown below **from smallest to largest**.

- a) Draw a diagram to represent each fraction or mixed numeral.

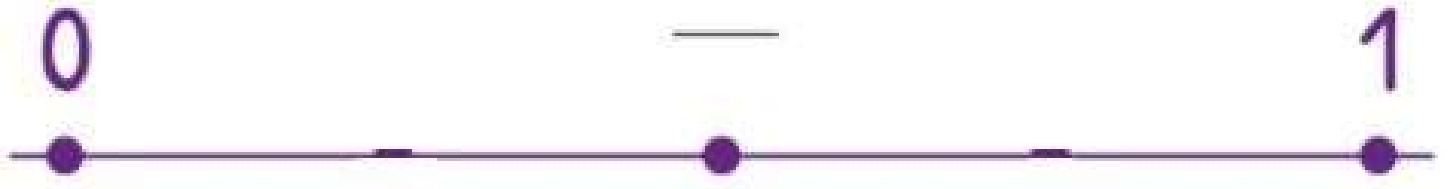
$$\frac{1}{3}, 1 \frac{1}{2}, \frac{2}{4}, 2 \frac{1}{4}, \frac{3}{3}$$

- b) Draw each fraction or mixed numeral on a number line to compare them (the short lines are quarters, the longer lines are thirds).

$$\frac{2}{3}, \frac{3}{4}, \frac{2}{2}, 1 \frac{1}{3}, 3 \frac{1}{4}$$



FRACTIONS - COMPARING FRACTIONS



1 Whole



NUMBER NINJA ANSWERS!

A1	36					
A2	52					
A3	48					
A4	154					
A5	140					
A6	80					
A7	4500					
A8	85400	and	85000			
A9	666					
A10	275					
A11	0	0	3	6	9	
A12	5	5	3	3	1	
A13	9677					
A14	5496					
A15	9					

COMPLETE TWO
TASKS FROM
MATHLETICS

PDHPE

HOW CAN I BUILD POSITIVE RELATIONSHIPS WITH OTHERS?

IN THIS LESSON YOU WILL:

- RECOGNISE YOUR OWN EMOTIONAL RESPONSES AND HOW THEY MIGHT DIFFER TO OTHERS

IDENTIFYING EMOTIONS

DISCUSS WITH YOUR YOUR PARENT/CARER THE FOLLOWING QUESTIONS:

- WHAT ARE EMOTIONS?
- HOW CAN EMOTIONS BE SHOWN?

PDHPE

Read this scenario

"You have spent 10 weeks making a model for your school project. On the day that it is due, you argue with your brother and the model is smashed to pieces. You don't want to go to school but Mum and Dad send you anyway. At school your teacher asks for you to hand your project in and you say you haven't done it."

Discuss with your teacher or parent/caregiver how the following people would react to the scenario. What emotion would they show?

You

Parents/caregivers

Teacher

Best friend

Brother

Anyone else you can think of

EMOTIONAL WELLBEING

Continuation of
PDHPE lesson

LUNCH

GEOGRAPHY - PLACES ARE SIMILAR AND DIFFERENT

What can we learn about the map of Australia?



Map of Australia Lesson

Australia is an island continent. What does this mean?

Find and circle the seas and oceans that surround Australia. List them here:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Find the Great Barrier Reef. In which state is it located?

Find Uluru. In which state is it located?

Find the Great Victoria Desert. In which two states is it located?

FRIDAY
WORKBOOK

TIMETABLE

Activities that are highlighted yellow will receive explicit feedback from teachers. Optional feedback activities are highlighted in green

	Monday	Tuesday	Wednesday	Thursday	Friday
9am	Log in to Google Classroom and answer the attendance question				
Morning session	Reading Spelling Writing - journal writing	Reading Spelling BTN	Spelling Writing Writing a narrative.	Reading Spelling Writing Writing a narrative	Reading Spelling Writing a narrative.
Wellbeing Break	Physical wellbeing	Emotional wellbeing	Social wellbeing	Spiritual wellbeing	Emotional wellbeing
Middle session	Maths Number of the day	Maths Number of the day	Maths Number of the day	Maths Number of the day	Maths Number of the day
	PE	PE	PE	PDHPE	PE
LUNCHTIME					
Afternoon session	Library	Music	Science	Geography	Visual Arts

READING

LEARNING INTENTION

We are learning to pose and answer inferential questions

SUCCESS CRITERIA:

- I can *infer* a character's feelings from their actions
- I can draw an inference based on the text and give reasons.

ASKING INFERENTIAL QUESTIONS

Ask two inferential questions based on your wushka text for the week. Then answer your questions by explaining what you think. Use the word because in your answer!

Examples of inferential questions:

Why do you think the character did.....?

How do you think the character would have felt when.....?

What do you think might happen to the character next?

What do you think might have happened if the character had done this instead of that?

My questions:

1.

2.

My answers:

1.

2.

WRITING

LEARNING INTENTION

We are learning to write a narrative text.

SUCCESS CRITERIA:

- I can create a setting and characters.
- I can plan a beginning, middle and an end of a story.

HERE IS OUR PICTURE FROM THURSDAY:



Yesterday you worked on **Orientation, Complication** and **Series of Events**. Today you're going to think about your **RESOLUTION**. The resolution is how the problem in the story is solved, and how the story ends.

Here is the template again. Use it to write your resolution and then get started on your story!

Title

Orientation

Complication

Series of Events

Resolution

WRITE YOUR STORY HERE.

A large, empty rectangular box with a thin black border, intended for writing a story. The box is positioned below the text 'WRITE YOUR STORY HERE.' and occupies most of the page's vertical space.

SPELLING LEARNING INTENTION

SUCCESS CRITERIA

SPELLING YEAR 4 - SOUNDWAVES UNIT 19



Oa, o_e, ow, o Boat, Rose, Window, Comb

Log in to soundwaves.

1. Highlight the words that contain the grapheme.

Drove Towards Tough Awoke Coat Allow
Money Froze Road Rough Four Bone

2. Complete the following sentences.

Clue	Word
The cold water	F _ _ _ _ .
The boiling pot was on the	_ _ O _ E.
I _ _ _ a letter.	W _ _ _ E
Can you please _ _ _ the door?	_ _ _ S _
When I'm by myself I feel all _ _ _	A _ _ _ _ .

3. Unjumble and rewrite the words in the box below

owl eto now cselo :swohn wfol

SPIRITUAL WELLBEING

Just like in Week 1, create a weekly list of affirmations (e.g. I am capable of making it through this storm).

RECESS

YEAR 4 MATHS
ACTIVITY

YEAR 4 - MATHS

LEARNING INTENTION

To identify, compare and order common fractions, decimals and mixed numerals.

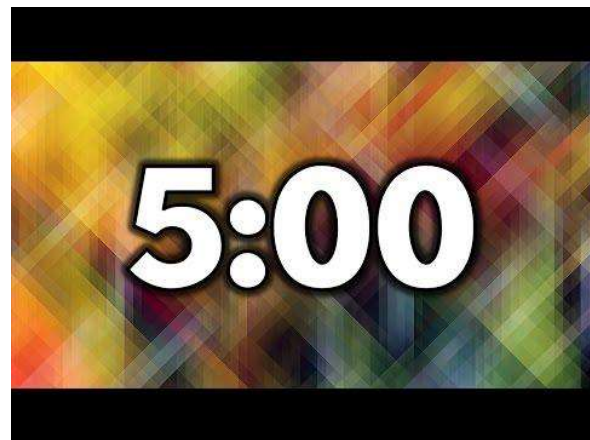
SUCCESS CRITERIA:

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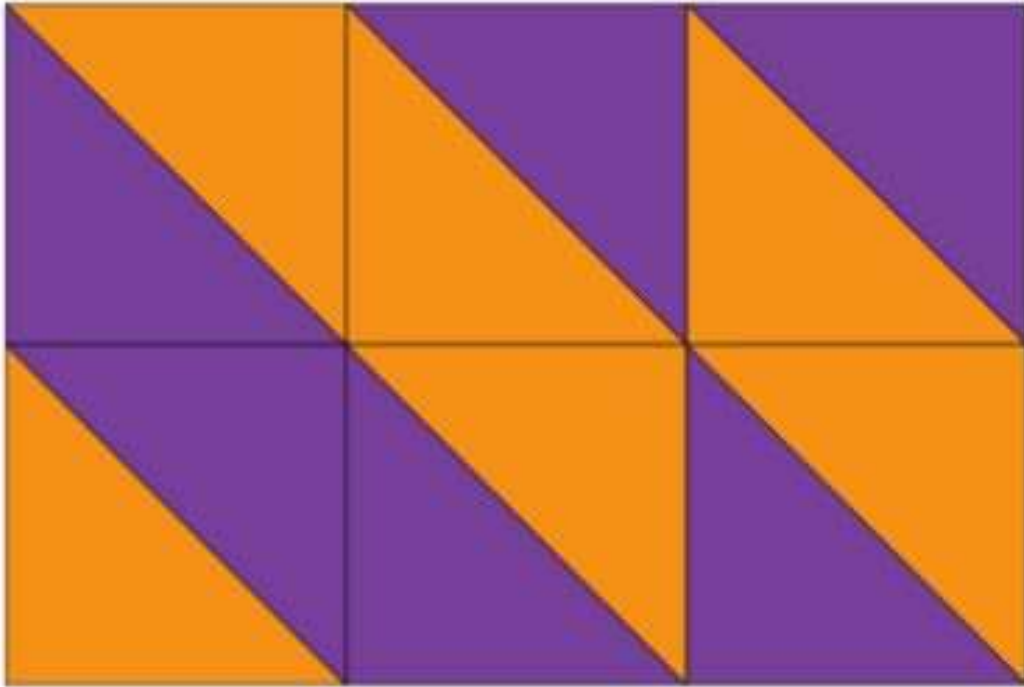
MATHS NUMBER NINJA!

Q1	47		+	58	=		
Q2	65		-	17	=		
Q3	3		x	7	=		
Q4	68		+	65	=		
Q5	159		-	66	=		
Q6	7		x	8	=		
Q7	10		x	189	=		
Q8	Round to nearest 100 and 1000			96738	=		=
Q9	Double the number			692	=		
Q10	Halve the number			276	=		
Q11	Smallest:		0	5	8	2	9 =
Q12	Biggest:		5	8	2	2	6 =
Q13		3704		+	1053	=	
Q14		9698		-	4591	=	
Q15		56		÷	7	=	

(remember to give yourself a 5 minute timer)



PROBLEM OF THE DAY



What fraction of the shape above is orange?

What fraction is not orange?

Create your own interesting design to show a fraction of your choice (e.g. $\frac{3}{4}$)



FRACTIONS - COMPARING FRACTIONS

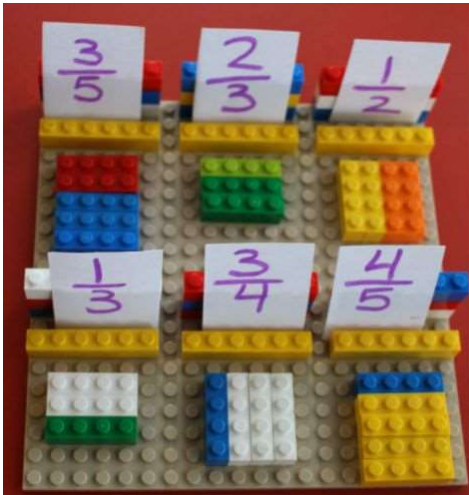
Create 8 of your own fractions or mixed numerals and arrange them from smallest to largest. Draw diagrams and use number lines to help you.

For example:

$\frac{1}{3}$, $\frac{1}{2}$, $1\frac{3}{4}$, $4\frac{2}{3}$, $\frac{2}{4}$, $\frac{3}{3}$, $\frac{1}{4}$, $2\frac{1}{2}$

FRACTION - ACTIVITIES

Try one or more of the following activities for fractions.

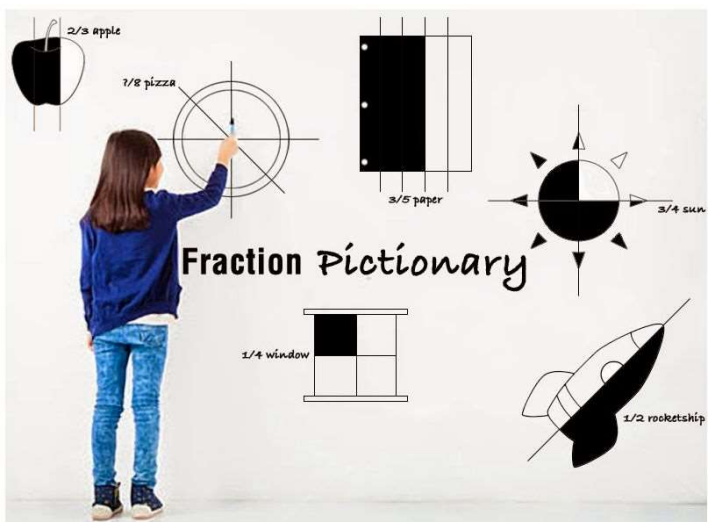


Create fractions out of lego (or dominoes, or cards)

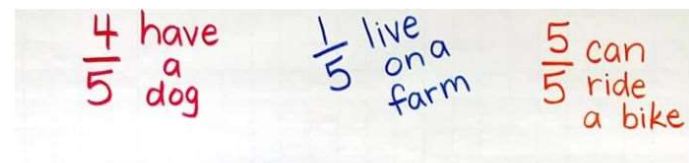
Create (or draw) fraction art - This bird is made using fractions of coloured paper circles.



Create a fraction poster about the class, or your family.



Play fraction pictionary - draw a fraction of an image and see if a partner can guess what you're drawing (and the fraction).



If you don't have resources at home, you could use the shape app from last week to make shape fractions/drawings! <https://apps.mathlearningcenter.org/pattern-shapes/>

NUMBER NINJA ANSWERS!

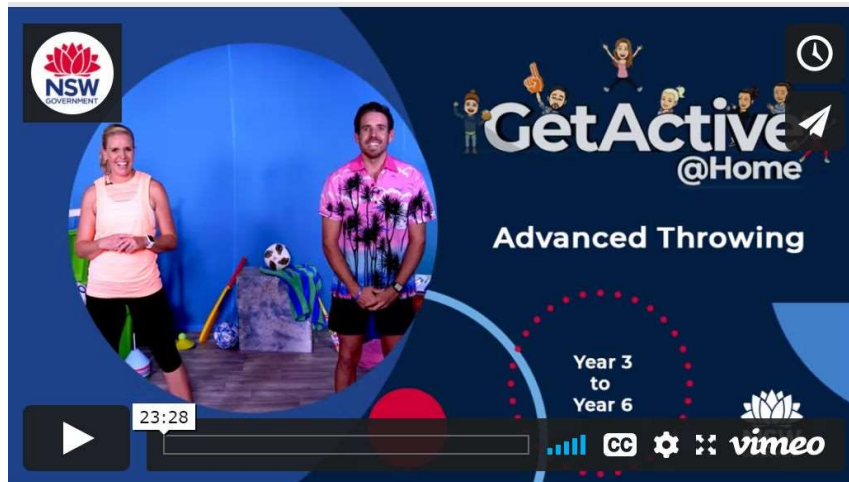
A1	105					
A2	48					
A3	21					
A4	133					
A5	93					
A6	56					
A7	1890					
A8	96700	and	97000			
A9	1384					
A10	138					
A11	0	2	5	8	9	
A12	8	6	5	2	2	
A13	4757					
A14	5107					
A15	8					

COMPLETE TWO
TASKS FROM
MATHLETICS

Advanced throwing

Follow the link below to watch the episode and join in the throwing fun with Adam and Elissa.

[GetActive@Home - Episode](#)



LUNCH

ART

Sketch an object from your home using pencils. Pay attention to shape, shading and tone. Post a photo of your sketch in Google Classroom.