

# Remote learning Grid – Week 4 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 2.8.21	Tuesday 3.8.21	Wednesday 4.8.21	Thursday 5.8.21	Friday 6.8.21
Morning	<p><b>Admin:</b> Login to Google Classroom and answer the attendance question <b>English</b></p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Log into Wushka, read text and complete quiz</li> <li><input type="checkbox"/> Identify the beginning, middle and end of the story</li> <li><input type="checkbox"/> Silent read for 15 minutes</li> </ul> <p>Mercury - Double Danger Venus - The break in Earth - Beating the frost Mars - The Time capsule Jupiter - Rainforest adventure</p> <p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Choose 10 words from</li> </ul>	<p><b>Admin:</b> Login to Google Classroom and answer the attendance question <b>English</b></p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Silent read for 15 minutes</li> <li><input type="checkbox"/> Log into Wushka, read text</li> <li><input type="checkbox"/> Connect to your Wushka text, and identify the genre of your text</li> </ul> <p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Choose 5 words from Soundwaves Unit 20 "R" and write an interesting sentence for each word that includes adjectives and</li> </ul>	<p><b>Admin:</b> Login to Google Classroom and answer the attendance question <b>English</b></p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Silent read for 15 minutes</li> </ul> <p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Choose 5 words from Soundwaves Unit 20 "R" and put them in alphabetical order. Choose another 5 words and make up rhyming words.</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Writing a narrative. Writing about setting and characters.</li> </ul>	<p><b>Admin:</b> Login to Google Classroom and answer the attendance question.</p> <p><b>English</b></p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Silent read for 15 minutes.</li> <li><input type="checkbox"/> Select the right prefix and change the root word</li> <li><input type="checkbox"/> Find an example of a prefix in a text and use it in your own sentence</li> </ul> <p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Rewrite the sentences with the correct spelling.</li> </ul>	<p><b>Admin:</b> Login to Google Classroom and answer the attendance question</p> <p><b>English</b></p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Silent read for 15 minutes.</li> <li><input type="checkbox"/> Match three descriptions with character emotions</li> <li><input type="checkbox"/> Can you find an example of when an author has shown you how the character in one of your texts feels?</li> </ul>

	<p><b>Soundwaves</b>  <b>Unit 20 "R".</b>  <b>Brainstorm 15</b>  <b>words with the</b>  <b>phoneme.</b>  <b>Segment using</b>  <b>Soundwaves</b>  <b>online.</b></p> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Journal Writing. Writing about how you are feeling today.</li> <li><input type="checkbox"/> Sentence of the day. Write 3 sentences about some things you enjoyed on your weekend at home.</li> </ul>	<p><b>conjunctions.</b>  <b>Underline the word</b>  <b>that you used from</b>  <b>your spelling list.</b></p> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>BTN:</b> Watch 'Behind the News' at 10am on ABC Me. Write a summary of your favourite story.</li> </ul>		<p><b>Writing:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Writing a narrative. Writing about complications and series of events in a story. .</li> </ul>	<p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Log in to Soundwaves Unit 20 "R". Use these words to create 3 tongue twisters.</li> </ul> <p><b>Writing-</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Writing a narrative. Writing about the resolution of a story.</li> <li><input type="checkbox"/> <b>Journal Writing:</b> Write about how you have been feeling this week.</li> </ul>
<p><b>Wellbeing break</b></p>	<p><b>Emotional Wellbeing</b>  Think about times when you have been brave. How did you overcome your fears?</p>	<p><b>Emotional wellbeing</b>  You were having a party but could only invite six people. You don't want to upset anyone, so how do you choose?</p>	<p><b>Wellbeing task</b>  Sing or hum your favorite song</p>	<p><b>PhysicalWellbeing:</b>  Sit on the ground, stretch out your legs and lift your arms up to the sky.</p>	<p><b>Wellbeing</b>  Lie down with a teddy on your tummy. Breathe in and out. How does teddy move.?</p>
<p><b>Break</b></p>					
<p><b>Middle</b></p>	<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Number Ninja Activity</b></li> <li><input type="checkbox"/> <b>Topic: Capacity</b>  To measure and compare capacities.</li> <li><input type="checkbox"/> <b>Problem of the</b></li> </ul>	<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Number Ninja Activity</b></li> <li><input type="checkbox"/> <b>Topic: Capacity</b>  To measure and compare capacities.</li> <li><input type="checkbox"/> <b>Problem of the day</b></li> </ul>	<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Number Ninja Activity</b></li> <li><input type="checkbox"/> <b>Topic: Capacity</b>  To measure and compare capacities.</li> <li><input type="checkbox"/> <b>Problem of the day</b></li> </ul>	<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Number Ninja Activity</b></li> <li><input type="checkbox"/> <b>Topic: Capacity</b>  To measure and compare capacities.</li> <li><input type="checkbox"/> <b>Problem of the day</b></li> </ul>	<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Number Ninja Activity</b></li> <li><input type="checkbox"/> <b>Topic: Capacity</b>  To measure and compare capacities.</li> <li><input type="checkbox"/> <b>Problem of the day</b></li> </ul>

	<input type="checkbox"/> <b>day</b> Login to Mathletics and complete 2 of the tasks assigned.	<input type="checkbox"/> Login to Mathletics and complete 2 of the tasks assigned	<input type="checkbox"/> <b>Mathletics:</b> Login to Mathletics and complete 2 of the tasks assigned.  <b>Class Zoom Session</b> <ul style="list-style-type: none"> <li>• 1pm: 4M, 3/4B, 3W</li> <li>• 1:30pm: 4J, 3I</li> </ul>	<input type="checkbox"/> <b>Mathletics:</b> Login to Mathletics and complete 2 of the tasks assigned.  <b>PDHPE:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> How does it feel to be treated with respect?</li> </ul>	<input type="checkbox"/> <b>Mathletics:</b> Login to Mathletics and go on to Live Mathletics.  <b>Class Zoom Session</b> <ul style="list-style-type: none"> <li>• 1pm: 4M, 3/4B, 3W</li> <li>• 1:30pm: 4J, 3I</li> </ul>
<b>Break</b>	Break	Break	Break	Break	Break
<b>Afternoon</b>	<b>Library</b>  Practising your note taking skills	<b>KLA PE with Mr Ellis</b>  Explore your fitness with Mr Ellis' at home challenges	<b>KLA- Science &amp; Technology</b>  <input type="checkbox"/> <b>Earth &amp; Space</b> - Exploring Geology - Complete the task assigned	<b>KLA- HSIE: Geography</b> <b>Places are similar and different</b> <b>Natural Features</b> What are the features of places?	<b>KLA Creative arts</b>  <input type="checkbox"/> Draw athletes competing in the Olympics. You may use your own ideas or the videos attached to the slides from Kids Art Hub.

# MONDAY WEEK 4 TO DO: YEAR 4

## Reading

- Log into Wushka, read text and complete quiz
- Identify the beginning, middle and end of the story
- Silent read for 15 minutes

## Spelling

- Log on to Soundwaves Unit 20 "R"
- Choose 10 list words and brainstorm 15 words
- Practice segmenting your words using soundwaves online

## Writing

- Complete sentence a day
- Complete journal task

**TAKE A BREAK**

## Maths

- Number ninja
- Capacity task
- Complete 2 mathematics set tasks

**TAKE A BREAK**

## Library

- Note taking activity

Yellow highlighter - task you will receive feedback on and MUST DO

Green highlighter - task you may receive feedback on

# READING - LOG IN TO WUSHKA AND READ YOUR TEXT

Then complete the quiz!

1. What happened in the beginning, middle and end of the story?

Beginning	
Middle	
End	

2. **Do the events happen in time order? If not, why not?** (For example does the story start in the morning, then follow through to the afternoon and then the next day, or does it start with the ending and then go back and explain what happened?)
  
3. **Silent read your own choice novel for 15 minutes.**
  - a. Book read:
  - b. Pages read:

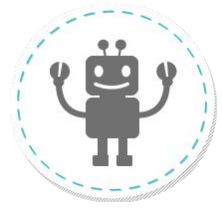
## Reading Learning intention

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

# SPELLING - SOUNDWAVES UNIT 20 (R)



The soundwaves password is:

Year 3 - work212

Log in to Soundwaves and choose 10 words to form your spelling list for the week from unit 20 (r). Type them in below.

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

## List Words

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

## Brainstorm

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	

Practice segmenting your words using soundwaves online

# 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 3 sentences about an animal you love.*

## 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.*

## Success criteria

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

# WELLBEING BREAK

## Emotional Wellbeing

Think about times when you have been brave.  
How did you overcome your fears?



# Year 4 Mathematics

## Learning intention

To measure and compare capacities.

## Success criteria:

- I can recognise that there are 1000ml in 1L and compare capacities of containers.
- I can use the millilitre to measure volume and capacity.
- I can convert between milliliters and litres.

## MATHS NUMBER NINJA!



5:00

Q1	60	+	54	=				
Q2	82	-	23	=				
Q3	5	x	4	=				
Q4	36	+	87	=				
Q5	110	-	75	=				
Q6	2	x	10	=				
Q7	10	x	439	=				
Q8	Round to nearest 100 and 1000		34362	=		=		
Q9	Double the number		673	=				
Q10	Halve the number		846	=				
Q11	Smallest:	9	8	4	7	6	=	
Q12	Biggest:	1	4	0	2	2	=	
Q13		5866	+	1090	=			
Q14		6128	-	4239	=			
Q15		24	÷	8	=			



# PROBLEM OF THE DAY

Capacity is a measure of how much liquid a container can hold. Units used to measure capacity are millilitres (ml) and Litres (L).



You have seen L and ml on the sides of containers. A bottle of milk might be 1L, 2L (the one show here) or 3L for example.

A bottle of medicine is usually smaller, so it might be 100ml.

There are 1000ml in 1L.



Draw and write about some of the places you see millilitres (ml) and litres (L) in daily life. Try to include a small capacity container measured in ml, a medium capacity container which is around a few L and a large capacity container measured in many L. You must include at least 3 examples!

# CAPACITY - ESTIMATING CAPACITY

Estimate the capacity of the containers below. Make sure you include the units litres (L) and milliliters (ml) in your answers.












Find 4 containers from around your house which will hold approximately 100ml, 500ml, 1L, and 2L. Some labels include the capacity of the item. List your containers and their capacities below. You can include a photo of some of your items in the blank space on the right.

Container	Estimate

# LIBRARY RESEARCH SKILLS - NOTE TAKING

Read each paragraph from the text about smartphones.

- Look for keywords and information 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.

Smartphones are a type of telephone. They are a mode of communication. Smartphones are available in a variety of different models.

Type your notes here

- 
- 

Smartphones are made from plastic, metal and scratch-resistant glass. They are usually small enough to fit inside a person's pocket. Smartphones have a touchscreen which covers most of the front surface of the device.

Type your notes here

- 
- 

Smartphones are used for making and receiving telephone calls and text messages. They are equipped with cameras and can capture photos and videos. Smartphones have wi-fi capabilities and can access the internet from most areas.

Type your notes here

- 
- 

Smartphones are quite expensive and can cost several hundred dollars. The price of the device usually depends on the features it has. Like most technological devices, the value of older smartphones usually goes down as newer models are created.

Type your notes here

- 
-

# TUESDAY WEEK 4 TO DO: YEAR 4

## Reading

- Silent read for 15 minutes
- Log into Wushka, read text
- Connect to your Wushka text, and identify the genre of your text

## Spelling

- Write a sentence for five of your spelling words

## Writing

- BTN - summarise one story

## Wellbeing task- Social Wellbeing

**TAKE A BREAK**

## Maths

- Number ninja
- Capacity task
- Complete 2 mathematics set tasks

**TAKE A BREAK**

## PE with Mr Ellis

- Welcome to the Olympics! Watch the video and see if you can keep up with Mr Ellis



Yellow highlighter - task you will receive feedback on and MUST DO

Green highlighter - task you may receive feedback on

# YEAR 4: CONNECT TO YOUR WUSHKA TEXT

## 1. Text to SELF

*Describe a time when you been in a similar situation/felt the same as one of the characters in the book. Please be detailed and explain your connection.*

## 3. Silent read your own choice novel for 15 minutes.

- a. Book read:
- b. Pages read:

## 2. Text to TEXT

*What is the genre of the story? (underline)*

- *Fantasy*
- *Science fiction*
- *Biography*
- *Mystery*
- *Horror*
- *Comedy*
- *Action*
- *Other: (please describe!)*

*How do you know which genre your story is? (what clues are there in the text, or in other similar texts you have read/seen)*

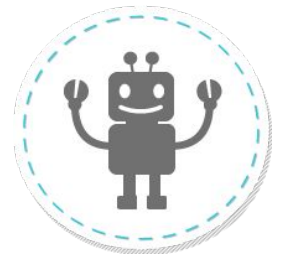
## Reading Learning intention

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) y

# SPELLING - SOUNDWAVES UNIT 20 (R)



The soundwaves password is::

Year 4 - near766

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. Use at least 3 sentences.

My favourite story was ...

## WELLBEING BREAK

### Social Wellbeing

You were having a party but could only invite six people. You don't want to upset anyone, so how do you choose?



# Year 4 Mathematics

## Learning intention

To measure and compare capacities.

## Success criteria:

- I can recognise that there are 1000ml in 1L and compare capacities of containers.
- I can use the millilitre to measure volume and capacity.
- I can convert between milliliters and litres.

## MATHS NUMBER NINJA!



5:00

Q1	9	+	74	=				
Q2	99	-	28	=				
Q3	4	x	11	=				
Q4	47	+	64	=				
Q5	153	-	49	=				
Q6	11	x	12	=				
Q7	10	x	461	=				
Q8	Round to nearest 100 and 1000		88803	=	=			
Q9	Double the number		520	=				
Q10	Halve the number		152	=				
Q11	Smallest:	7	5	7	6	1	=	
Q12	Biggest:	6	7	6	0	1	=	
Q13		4320	+	1057	=			
Q14		5236	-	1900	=			
Q15		72	÷	8	=			



# PROBLEM OF THE DAY



- A. 10L
- B. 1L
- C. 15L
- D. 25L

- A. 500ml
- B. 350L
- C. 500L
- D. 300ml

- A. 25 mL
- B. 25 Litres
- C. 2 Litres
- D. 250 mL

- A. 200L
- B. 10L
- C. 2L
- D. 20ml

- A. 15 mL
- B. 1500 mL
- C. 2 L
- D. 80 mL

Select which capacity is correct for each container (A, B, C or D).

Coconut water→

Glass of water→

Baked beans→

Paint tin→

Teaspoon of medicine→

Which container has the largest capacity?

What is another container which would have a similar capacity?

# CAPACITY - COMPARING AND ORDERING

Move the images to place the containers below in ascending order.



2L



302L



600  
ml



25000000L



9.6L

A person showering uses 8-10 litres a minute. A 10 minute shower uses 80-100 litres of water.

Flushing a toilet uses 11 litres of water.

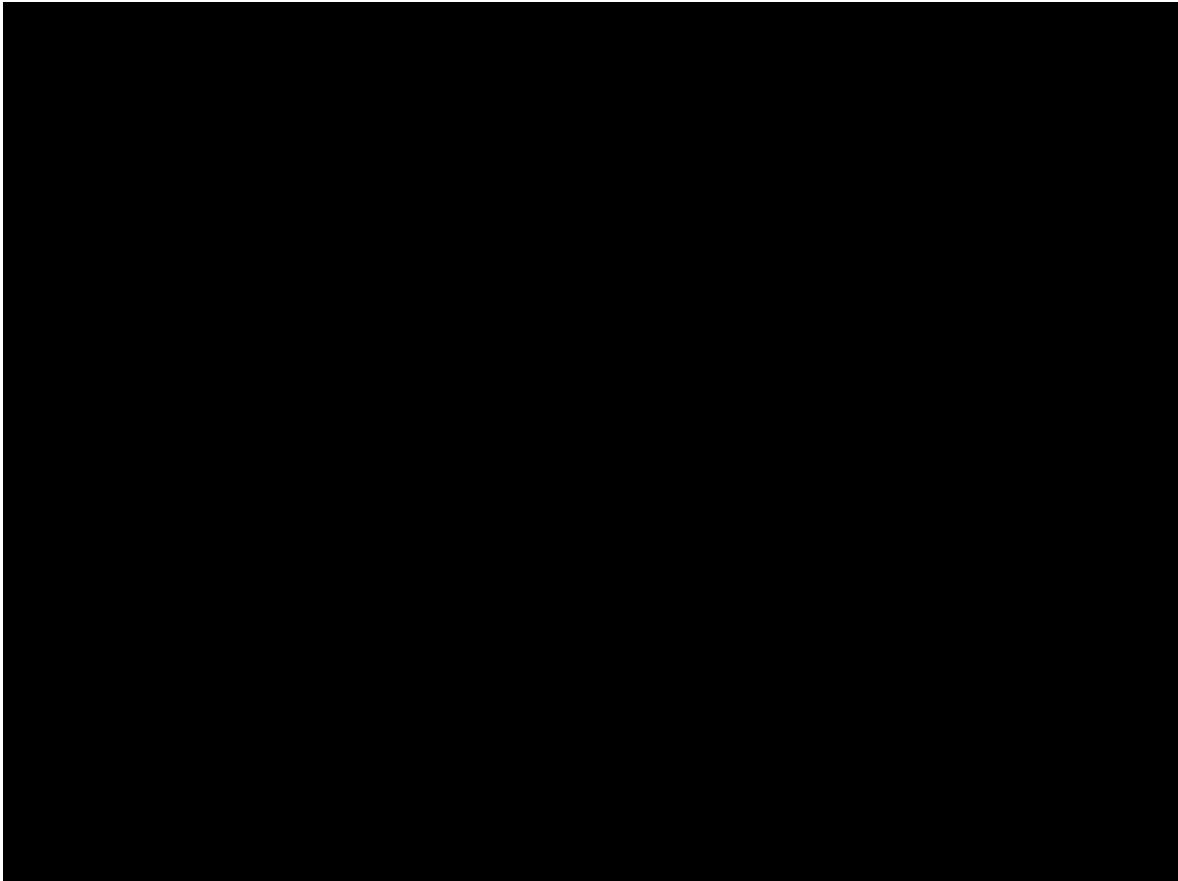
Having a bath uses 75-150 litres of water.

Find 2 more interesting capacity facts and add them below.

Complete 2 assigned activities on mathletics.

PE

Watch this week's Got Game lesson based on the Olympics. Come on Aussie!



Extra Olympic activities:

[Javelin with Laura](#)

[Handball with Emily](#)

[Water Polo with Emily](#)

[Hockey with Ben](#)

[Boxing with Ben](#)

[Rugby 7's with Michelle](#)

[Softball with Mitchell](#)

# WEDNESDAY WEEK 4 TO DO: YEAR 4

## Reading

- Silent read for 15 minutes. Record your book here
  - Book read:
  - Pages read:

## Spelling

- Choose 5 spelling words and put them in alphabetical order
- Choose 5 spelling words and think of words that rhyme

## Writing

- Describing setting

Wellbeing task - Sing or hum your favorite song

**TAKE A BREAK**

## Maths

- Number ninja
- Capacity task
- Complete 2 mathematics set tasks

**TAKE A BREAK**

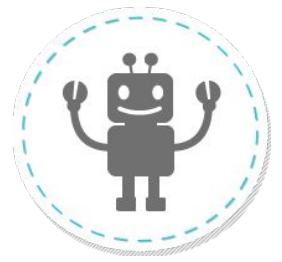
## Science

- Weathering and erosion experiment

Yellow highlighter - task you will receive feedback on and MUST DO

Green highlighter - task you may receive feedback on

# SPELLING - SOUNDWAVES UNIT 20 (R)



The soundwaves password is::

Year 4 - near766

Choose 5 spelling words and put them in alphabetical order.  
Underline (ctrl+u) the phoneme 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 NARRATIVES - SETTINGS.

Stories can be set anywhere! They can have one setting, or many. Settings are very important and make a big difference to what the story is actually about. A story set in a modern city will be different to a story set in a medieval castle.



Use your senses to help you describe the second picture of the castle

See The buildings looked like tall rockets	Hear The sound of beeping horns filled my ears.	Touch The buildings were cold cement.	Smell The acid smell of rain ran off the streets.
Type here	Type here	Type here	Type here

## Learning intention

We are learning to write a narrative text

## Success criteria:

- I can create a setting.
- I can use my five senses to help me describe a setting.
- I can use adjectives and adverbs to enhance my writing .

Now try one more picture. Describe the setting thinking of those four senses. You can also add taste if you wish.



See	Hear	Smell	Touch	Taste

**WELLBEING BREAK**  
Sing or hum your favorite song



# Year 4 Mathematics

## Learning intention

To measure and compare capacities.

## Success criteria:

- I can recognise that there are 1000ml in 1L and compare capacities of containers.
- I can use the millilitre to measure volume and capacity.
- I can convert between milliliters and litres.

## MATHS NUMBER NINJA!



5:00

Q1	47	+	43	=				
Q2	62	-	11	=				
Q3	7	x	11	=				
Q4	63	+	120	=				
Q5	91	-	20	=				
Q6	5	x	5	=				
Q7	1000	x	321	=				
Q8	Round to nearest 100 and 1000		63492	=	=			
Q9	Double the number		969	=				
Q10	Halve the number		244	=				
Q11	Smallest:	2	8	7	9	6	=	
Q12	Biggest:	9	3	4	7	5	=	
Q13		7645	+	1266	=			
Q14		9018	-	719	=			
Q15		56	÷	8	=			



# PROBLEM OF THE DAY

Today you have a capacity riddle to solve. Show your working out below. You can write or draw to help you solve the problem.

You have a 3 and a 5 litre water container, each container has no markings except for that which gives you its total volume. You also have a running tap. You must use the containers and the tap in such a way as to exactly measure out 4 litres of water. How is this done?



# CAPACITY - MEASURING ML AND L

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

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

$\frac{1}{2}$  litre

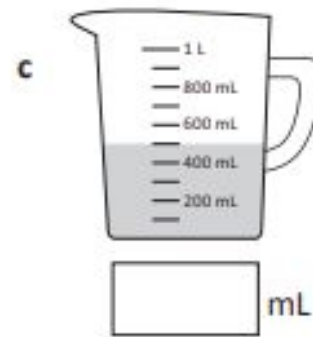
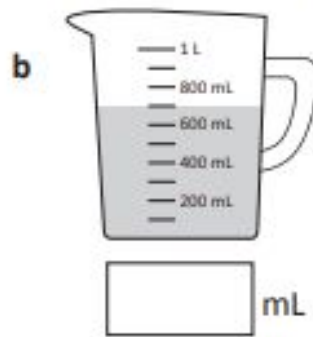
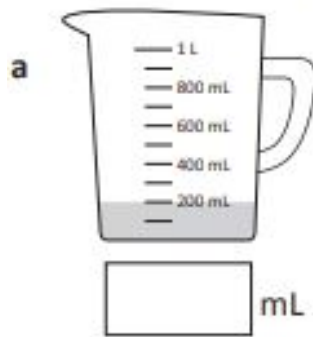


$\frac{1}{4}$  litre

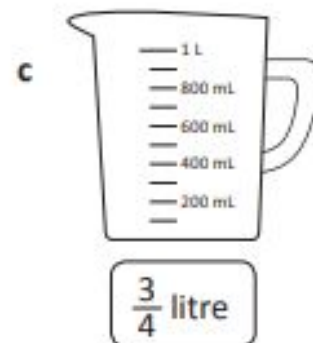
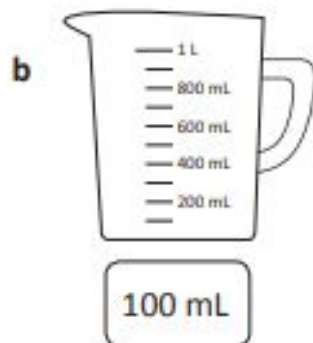
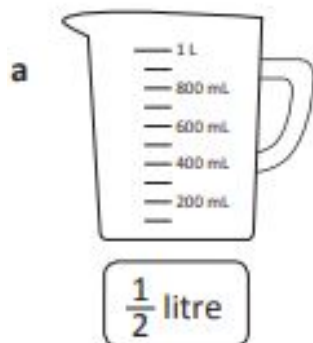
$\frac{3}{4}$  litre

$\frac{1}{10}$  litre

Label each container with the amount of liquid it has:



Show the amount of water in each jug:



# SCIENCE - EARTH & SPACE

## Let's simulate weathering and erosion!

You will need to [watch the short video here](#). That is your activity. However, I am aware that sand might be difficult to get. If this is the case, use soil or dirt. Be creative - you don't have to do this in exactly the same way as the video.

Upload a video of yourself pouring the water at the top of your river (this part MUST be the same, in order to recreate real life weathering and erosion) OR take photos of what it looked like before and after you poured the river.

Write one paragraph explaining what happened and which part of it was weathering and which part was erosion.

# THURSDAY WEEK 4 TO DO: YEAR 4

## Reading

- Silent read for 15 minutes. Record your book here
  - Book read:
  - Pages read:
- Select the right prefix and change the root word
- Find an example of a prefix in a text and use it in your own sentence

## Spelling

- Edit the sentence by rewriting them using the correct spelling.

## Writing

- Describing setting

## Wellbeing Break - Physical Wellbeing

*TAKE A BREAK*

## Maths

- Number ninja
- Capacity task
- Complete 2 mathematics set tasks

## PDHPE:

- How does it feel to be treated with respect?

*TAKE A BREAK*

## Geography - Natural Features - What are the features of places?

Yellow highlighter - task you will receive feedback on and MUST DO

Green highlighter - task you may receive feedback on

# READING - ADDING THE PREFIXES 'PRE-' 'DE-' AND 'RE-' TO ROOT WORDS

1. Drag the tick to the box that would be the correct prefix for the underlined word. The first one has been done for you.

sentence	pre-	de-	re-	Write the correct word using the prefix
My tea's gone cold, I will have to <u>heat</u> it.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>reheat</b>
I needed a drink soon because I was feeling <u>hydrated</u> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
If the train went too fast around a corner, it could <u>rail</u> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
There would need to be a <u>play</u> , as the game ended in a draw.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Tom saw the <u>view</u> of the film a week before it was released.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I need to <u>heat</u> the oven before I begin baking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
If you break the vase, it will <u>value</u> the antique.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



2. Find an example of a prefix in your wushka text or own choice novel and use it in your own sentence below:

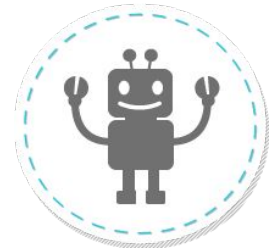
## Learning intention

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
- I can use my knowledge of prefixes to read and interpret unfamiliar words

# SPELLING - SOUNDWAVES UNIT 20



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

1. My free time was intarupted by the announcement.
2. We were so excited to go on the roller coaster ryde that we were first in line.
3. I reseaved a prize for participating in the runing race.
4. When I scrap my knee I creyed.

## Challenge Questions

5. The wrestler was wherering a stawberri coloured spandex outfit.
6. I was delighted to rediscova my passion for science, it was ritten all over my face.

1	
2	
3	
4	
	Challenge Sentences:
5	
6	

# WRITING



Yesterday we used our senses to describe different settings. Today we are going to write at least 4 sentences (a paragraph) about this desert oasis setting. Remember to use your senses to help you bring this image to life for the reader. Use adjectives and adverbs to add to your description.

Type Here:

**Learning intention:** We are learning to write a narrative text.

**Success criteria:**

- I can create a setting.
- I can use my five senses to help me describe a setting.
- I can use adjectives and adverbs to enhance my writing.

## WELLBEING BREAK

### Physical Wellbeing

Sit on the ground, stretch out your legs and lift your arms up to the sky.



# Year 4 Mathematics

## Learning intention

To measure and compare capacities.

## Success criteria:

- I can recognise that there are 1000ml in 1L and compare capacities of containers.
- I can use the millilitre to measure volume and capacity.
- I can convert between milliliters and litres.

## MATHS NUMBER NINJA!



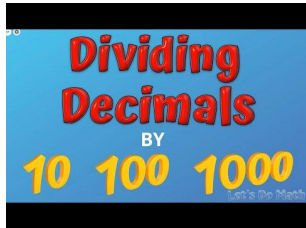
5:00

Q1	34	+	58	=			
Q2	51	-	29	=			
Q3	4	x	10	=			
Q4	33	+	59	=			
Q5	167	-	38	=			
Q6	8	x	4	=			
Q7	1000	x	409	=			
Q8	Round to nearest 100 and 1000		70468	=		=	
Q9	Double the number		327	=			
Q10	Halve the number		414	=			
Q11	Smallest:	8	0	8	3	1	=
Q12	Biggest:	2	0	6	1	8	=
Q13		2461	+	1433	=		
Q14		8852	-	4395	=		
Q15		40	÷	8	=		



# PROBLEM OF THE DAY

There are 1000ml in 1L. To convert quickly you need to be able to multiply and divide by 10, 100 or 1000 just like in number ninja!



There are videos on either side to explain multiplying and dividing by 10, 100 or 1000 if you get stuck!

Explain your methods, then answer the questions below

To convert L to ml, you need to multiply by 1000. Explain how to do that easily.

To convert ml to L you need to divide by 1000. Explain how to do that easily.

a) A container contains 1.25 L of milk. In milliliters, what's the volume of milk in the container? \_\_\_\_\_ mL

b) A barrell of oil has a capacity of 8 liters. How many 1000 mL containers can be filled by a full barrell of oil? \_\_\_\_\_

c) How many 250 mL containers of juice are needed to fill a 1 liter jug?  
\_\_\_\_\_

d) A large pot has a capacity of 15 liters. How many 500 mL jugs of water are needed to fill the pot? \_\_\_\_\_

e) Two 500 mL jugs of water and two 200 mL glasses of water are poured into a jug. In liters, how much water is in the jug? \_\_\_\_\_ L

# CAPACITY - CONVERTING MILLILITRES AND LITRES

Watch the video linked here ([https://youtu.be/LhMEqsL\\_M5o](https://youtu.be/LhMEqsL_M5o)) and then answer the questions below.

Note: In America they spell the words differently (milliliter and liter). In Australia we spell the words millilitre and litre.

**Note:** 1 Litre=1000ml

Convert litres to milliliters

1. 15 L = \_\_\_\_\_ mL      2. 54 L = \_\_\_\_\_ mL

3. 3 L = \_\_\_\_\_ mL      4. 2 L = \_\_\_\_\_ mL

5. 5 L = \_\_\_\_\_ mL      6. 0.83 L = \_\_\_\_\_ mL

7. 0.7 L = \_\_\_\_\_ mL      8. 4.4 L = \_\_\_\_\_ mL

9. 92 L = \_\_\_\_\_ mL      10. 0.46 L = \_\_\_\_\_ mL

Convert milliliters to liters

11. 600.0 mL = \_\_\_\_\_ L      12. 20,000 mL = \_\_\_\_\_ L

13. 1,000 mL = \_\_\_\_\_ L      14. 4,000.0 mL = \_\_\_\_\_ L

15. 70.00 mL = \_\_\_\_\_ L      16. 400.00 mL = \_\_\_\_\_ L

17. 10,000 mL = \_\_\_\_\_ L      18. 300.00 mL = \_\_\_\_\_ L

19. 3,000.0 mL = \_\_\_\_\_ L      20. 5,000 mL = \_\_\_\_\_ L

Complete 2 assigned activities on mathletics.

# GEOGRAPHY - PLACES ARE SIMILAR AND DIFFERENT

The Australian Continent

Natural Features

## Learning Intention

- Represent Australia as states and territories. (rubric)
- Develop an understanding of the representation of Australia as Country / places of Aboriginal and Torres Strait Islander Peoples. (rubric)
- Identify major places in Australia, both natural and human.

## What are the features of places?



What are the features of places?

Watch the video

<https://www.inquisitive.com/video/45-why-i-love-australia>

Write about what you liked about the book. This book is based on settings instead of characters. The settings are the landforms or natural features of Australia.

Can you match the natural feature to the word?



river



desert



beach



hill



mountain

# FRIDAY WEEK 4 TO DO: YEAR 4

## Reading

- Silent read for 15 minutes. Record your book here
  - Book read:
  - Pages read:
- Find three examples to explain how the main character's actions show their thoughts/feelings?

## Spelling

- Log on to Soundwaves Unit 20 "R"
- Choose words to create 3 different tongue twisters

## Writing

- Core task

**Wellbeing Break** - Lie down with a teddy on your tummy. Breathe in and out. How does teddy move.?

## TAKE A BREAK

## Maths

- Number ninja
- Capacity task
- Complete 2 mathematics set tasks

### Class Zoom Session

- 1pm: 4M, 3 / 4B, 3W
- 1:30pm: 4J, 3I

## *TAKE A BREAK*

**Visual arts** - Create an Olympic Collage using the videos attached

Yellow highlighter - task you will receive feedback on and MUST DO

Green highlighter - task you may receive feedback on

# ASKING INFERENTIAL QUESTIONS

How do the main character's actions show their thoughts/feelings?

For example, you could write: When Brad threw the tea towel on the table it showed that he was angry and frustrated that his mum had asked him to dry the dishes.

Find three example in your wushka text or own choice novels:

- 1.
- 2.
- 3.

## Learning intention

We are learning to pose and answer inferential questions

## Success criter

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

# WRITING

This week you have described a number of different settings. Today it is your turn to describe the setting of a story. It can be any type of setting that you wish. Try not to do one we have already done this week. You can use a picture to help you if you wish, but it can come straight from your imagination. Use your five senses to help get you started, and don't forget adjectives and adverbs to help paint a picture in your reader's mind.

Type here:

## Learning intention:

We are learning to write a narrative text.

## Success criteria:

- I can create a setting.
- I can use my five senses to help me describe a setting.
- I can use adjectives and adverbs to enhance my writing.

# SPELLING YEAR 4 - SOUNDWAVES UNIT 20

The soundwaves password is::

Year 4 - near766

Use your spelling words to come up with at least 3 tongue twisters.  
You can use different colours and fonts for each

Example: Robyn Rafter ran readily round a rare rambling rose

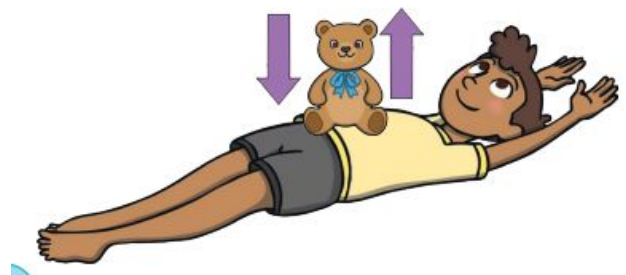
1. *Type here*

2. Type here

3. Type here

## WELLBEING BREAK

Lie down with a teddy on your tummy.  
Breathe in and out. How does teddy move.?



# Year 4 Mathematics

## Learning intention

To measure and compare capacities.

## Success criteria:

- I can recognise that there are 1000ml in 1L and compare capacities of containers.
- I can use the millilitre to measure volume and capacity.
- I can convert between milliliters and litres.

## MATHS NUMBER NINJA!



5:00

Q1	29	+	46	=				
Q2	92	-	30	=				
Q3	12	x	12	=				
Q4	68	+	57	=				
Q5	128	-	55	=				
Q6	11	x	4	=				
Q7	100	x	409	=				
Q8	Round to nearest 100 and 1000	46363	=		=			
Q9	Double the number	615	=					
Q10	Halve the number	186	=					
Q11	Smallest:	0	1	1	0	8	=	
Q12	Biggest:	7	3	0	3	3	=	
Q13		8589	+	1009	=			
Q14		7285	-	4152	=			
Q15		64	÷	8	=			



# PROBLEM OF THE DAY

Read about water use in the home, then complete the task on the next slide!

## The toilet

- A dual flush cistern uses 3 litres for a half flush and 6 litres for a full flush.
- A single flush cistern uses 9 to 11 litres per flush.

## The shower

- A water-efficient showerhead uses approximately 9 litres per minute.
- An older style showerhead uses approximately 19 litres per minute - that's 10 litres more!
- Having a daily 5 minute shower with an older style showerhead uses about 36,500 litres of water a year.

## The bath

- A bath uses between 50 to 150 litres of water per fill, depending on the water level.

## Dishwashing by hand

- It takes around 15 to 18 litres of water to fill a kitchen sink.

## Dishwashers

- Modern dishwashers use around 15 litres for a fast cycle and 20 litres for a normal cycle. Check your manual to find out how much your dishwasher uses.

## Washing machine

- A modern front loading machine uses 50 litres on a normal cycle.
- A top loader uses 120-150 litres on a normal cycle.
- A twin tub uses approximately 70 litres of water on a normal cycle.

## General use

- For hand washing, brushing teeth, cooking and household cleaning you will use around 18 litres per person per day.
- Leaving the tap running while brushing your teeth uses about 5 litres of water.

## Watering the garden

- A garden sprinkler uses approximately 1000 litres of water an hour. Put a rain gauge near the sprinkler to measure the amount of water.

## Dripping taps or leaking toilets

- A dripping tap can waste up to 200 litres of water a day.

# CAPACITY - ACTIVITIES

Create an **interesting poster** about water use in your home. You can also include tips and tricks about saving water and why it is important. Use the activities on the previous slide to help you think about how water is used every day in the household.

Include an estimate of how much water your family uses in one day. There is a more detailed water use information in the links.

Water use calculator

<https://www.melbourne.vic.gov.au/sitecollectiondocuments/water-use-household-calculator.pdf>

Water use infographic

<https://cdn.24.co.za/files/Cms/General/d/5242/fa771c1cbea7411ba6e633ff6b9e2956.jpg>



## 9 neat ways to save

<b>Dusk or Dawn</b>  Water your garden before 10am and after 3pm	<b>Trigger Up</b>  Fit a trigger nozzle to all hand-held hoses	<b>Raining? Tank it</b>  Install a rainwater tank. Rebates can save you \$
<b>Fix the Drip</b>  Fix dripping taps. Check toilet leaks with food dye in the cistern	<b>Wash Wisely</b>  Wash vehicles on the lawn. Use a bucket	<b>Taps off, Plug in</b>  When brushing your teeth or rinsing dishes and food
<b>Recycle, Re-use</b>  Connect to recycled water for garden, toilets and laundry use	<b>Line up the Stars</b>  Choose water efficient appliances. More stars = more savings	<b>Shower Smart</b>  Install a water saving shower head. Short showers, 1-4 minutes

Complete 2 assigned activities on mathletics.

# VISUAL ART - CREATE AN OLYMPIC COLLAGE

1. Pick a few of the videos below to watch and follow along. Put your athletes on one page to create an Olympic collage!

