Remote learning Grid – Week 5 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 9.8.21	Tuesday 10.8.21	Wednesday 11.8.21	Thursday 12.8.21	Friday 13.8.21
Morning	**Admin:** Login to Google Classroom and answer the attendance question **English** **Reading**: ● Log into Wushka, read text and complete quiz ● Identify the purpose of your text, whether it is fiction or nonfiction and the main idea ● Silent read for 15 minutes Mercury and Venus - Shaping the Earth (read to Chapter 3 today) Earth - Our Changing Earth *(Read to chapter 3 today and* <u>*use the narration feature*</u>*)*	**Admin:** Login to Google Classroom and answer the attendance question **English** **Reading**: ❏ Silent read for 15 minutes ❏ Log into Wushka, and finish your text from yesterdat ❏ Connect the theme of your Wushka text to a newspaper article ❏ Decide if you believe one text is more accurate than another and explain your thinking **Spelling**: ● Choose 5 words from Soundwaves	**Admin:** Login to Google Classroom and answer the attendance question **English** **Reading**: ● Silent read for 15 minutes ● Complete the fact or opinion activity **Spelling**: ● Choose 5 words from Soundwaves Unit 21 and put them in alphabetical order. Choose another 5 words and make up rhyming words. **Writing:** ● Writing a narrative. Writing about setting and characters.	**Admin:** Login to Google Classroom and answer the attendance question. **English** **Reading:** ● Silent read for 15 minutes. ● Find examples of suffixes in the texts you are reading Then use one of these examples in a sentence of your own. **Spelling:** ● Rewrite the sentences with the correct spelling.	**Admin:** Login to Google Classroom and answer the attendance question **English** **Reading:** ● Silent read for 15 minutes. ● Find three examples to prove your theory about who the audience is for you Wushka text **Spelling:** ● Highlight words with the phoneme ● Make the words plural ● Finish the sentences

	Mars - Our Changing Earth *(only to p19 and use the narration feature)* Jupiter: The changing land ==Spelling:== ● ==Choose 10 words from Soundwaves Unit 21== ● ==Brainstorm 15 words with the phoneme. Segment using Soundwaves online.== **Writing**: ● Journal Writing. Writing about how you are feeling today. ● Sentence of the day. Write 3 sentences about some things you enjoyed on your weekend at home.	==Unit 21 and write an interesting sentence for each word that includes adjectives and conjunctions. Underline the word that you used from your spelling list.== **Writing:** ● **BTN**: Watch 'Behind the News' at 10am on ABC Me. Write a summary of your favourite story.		**Writing:** ●Writing a narrative. Writing about complications and series of events in a story. .	==Writing-== ● ==Writing a narrative. Writing about the resolution of a story.== ● ==Journal Writing:== Write about how you have been feeling this week.
Wellbeing break	Listen to some relaxing music or put on Headphones to block out sound.	**Mindfulness breathing** Repeat the process of-**Breath in-Breath out-Hold** for at least 5 minutes	**I Am Grateful for…** Think of five things that you are grateful for today and complete the statement	**Mindfulness Activity** Sit in a comfy spot and hug a cushion.	**Physical Wellbeing** Hold this strong pose as long as you can.
Break					

Middle	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
	●**Number Ninja Activity**	●**Number Ninja Activity**	●**Number Ninja Activity**	●**Number Ninja Activity**	●**Number Ninja Activity**
	●**Topic: Multiplication and division** To develop efficient mental and written multiplication and division strategies. ●Problem of the day ●Login to Mathletics and complete 2 of the tasks assigned.	●**Topic: Multiplication and division** To develop efficient mental and written multiplication and division strategies. ●**Problem of the day** ●Login to Mathletics and complete 2 of the tasks assigned	●**Topic: Multiplication and division** To develop efficient mental and written multiplication and division strategies. ●**Problem of the day** ●**Mathletics:** Login to Mathletics and complete 2 of the tasks assigned. Class Zoom Session ● 1pm: 4M, 3/4B, 3W ● 1:30pm: 4J, 3I	●**Topic: Multiplication and division** To develop efficient mental and written multiplication and division strategies. ●**Problem of the day** ●**Mathletics**: Login to Mathletics and complete 2 of the tasks assigned. **PDHPE:** ● How does it feel to be treated without respect?	●**Topic: Multiplication and division** To develop efficient mental and written multiplication and division strategies. ●**Problem of the day** ●**Mathletics:** Login to Mathletics and go on to Live Mathletics. Class Zoom Session ● 1pm: 4M, 3/4B, 3W ● 1:30pm: 4J, 3I
Break	Break	Break	Break	Break	Break
Afternoon	**Library** Practisting your note taking skills	**KLA PE with Mr Ellis** Explore your fitness with Mr Ellis' at home challenges	**KLA- Science & Technology** ●Earth & Space - Exploring Geology - Complete the task assigned	**KLA- HSIE: Geography Places are similar and different** **MAPPING-** We can use a compass to help us find places. A compass shows north, east, south and west	**KLA Creative arts** ● Finish the pictures using your imagination

Monday week 5 To do: year 4

Reading

- ❏ Log into Wushka, read text and complete quiz
- ❏ <mark>Identify the purpose of your text, whether it is fiction or nonfiction and the main idea</mark>
- ❏ Silent read for 15 minutes

Spelling

- ❏ Log on to Soundwaves Unit 21
- ❏ <mark>Choose 10 list words and brainstorm 15 words</mark>
- ❏ Practice segmenting your words using soundwaves online

Writing
- ❏ Complete sentence a day
- ❏ Complete journal task
- ❏ WELLBEING BREAK

TAKE A BREAK

Maths

- ❏ <mark>Number ninja</mark>
- ❏ <mark>Multiplication and division task</mark>
- ❏ Complete 2 mathletics set tasks

TAKE A BREAK

Library: Note taking activity

<mark>Yellow highlighter - task you will receive feedback on and MUST DO</mark>
<mark>Green highlighter - task you may receive feedback on</mark>

Reading - log in to <u>wushka</u> and read your text

<mark>Then complete the quiz!</mark>

1. Was your book this week: (you can highlight your answer!)
    - Fiction (made up)
    - Non-fiction? (factual)

2. What is the purpose of your text? (you can highlight your answer!)
    - To entertain
    - To inform
    - To persuade

3. What was the main idea in your Wushka book? Summarise below.

1. Silent read your own choice novel for 15 minutes.
    a. Book read:
    b. Pages read:

Reading Learning intention

We are learning to identify the purpose of texts and the main idea

Success criteria:

- I can identify the purpose of a text
- I can identify whether a text is fiction or non-fiction
- I can describe the main idea in a text without giving too much detail

Spelling – Soundwaves unit 21

Log in to Soundwaves and choose 10 words to form your spelling list for the week from unit 21. Type them in below.

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

Brainstorm

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

List Words

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

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.

<u>Success criteria</u>
- 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
Listen to some relaxing music or put on Headphones to block out sound.

Listen to some relaxing music or put on headphones to block out sound.

Year 4 Mathematics

Learning intention

To develop efficient mental and written multiplication and division strategies.

Success criteria:

- I can recognise the inverse relationship between multiplication and division.

- I can use known facts (times tables,, halving, doubling) to solve problems.

- I can use strategies (area multiplication, splitting, factors, algorithms) to flexibly solve problems.

MATHS NUMBER NINJA!

5:00

Q1	47	+	61	=					
Q2	83	-	25	=					
Q3	9	x	8	=					
Q4	59	+	90	=					
Q5	87	-	58	=					
Q6	4	x	7	=					
Q7	1000	x	284	=					
Q8	Round to nearest 100 and 1000	74045	=		=				
Q9	Double the number	665	=						
Q10	Halve the number	910	=						
Q11	Smallest:	1	0	2	0	4	=		
Q12	Biggest:	7	6	4	7	5	=		
Q13		8002	+	459	=				
Q14		7415	-	4493	=				
Q15		96	÷	12	=				

Problem of the day

Explain how you would halve and double the numbers below:

14

Half:

Double:

48

Half:

Double:

184

Half:

Double:

Using the numbers below which are filled in, use doubling and halving to find the missing numbers from x1 to x12!

1	2	3	4	5	6	7	8	9	10	11	12
16				80		112					192

If you get stuck remember these tips:

To double a number, split the digits, double each and then add them together. So 126 doubled is 100x2 + 20x2 + 6x2 = 200 + 40 + 12 = 252

To halve a number, split the digits, halve each number and then add them together. So 126 halved is 100÷2 + 20÷2 + 6÷2 = 50 + 10 + 3 = 63

You can also add 16 or subtract 16 to find the times table above or below a number you know. So if 7x16=112, then 6x16=112-16=96

Use doubling and halving to help find larger x and ÷ solutions→
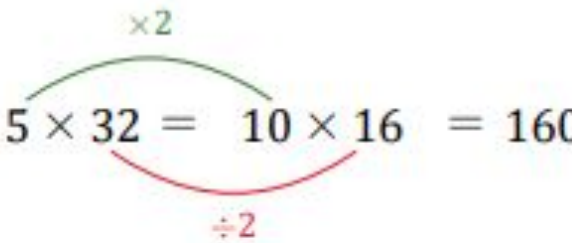
16x2x2=16x4   **16x2x2x2=16x8**   **192÷2÷2=192÷4**   **192÷2÷2÷2=192÷8**

Multiplication and division- doubling and halving

Use a halving and doubling strategy to calculate each product.

$\times 2$

1. $5 \times 32 = 10 \times 16 = 160$

2. $25 \times 12 = \boxed{}$

$\div 2$

3. $38 \times 20 = \boxed{}$

4. $18 \times 3 = \boxed{}$

5. $36 \times 50 = \boxed{}$

6. $41 \times 4 = \boxed{}$

7. $4 \times 24 = \boxed{}$

8. $35 \times 14 = \boxed{}$

9. $18 \times 6 = \boxed{}$

10. $22 \times 6 = \boxed{}$

Complete 2 assigned activities on mathletics.

Library Research Skills – Note Taking

Research a natural wonder of Australia. You many choose one below or find your own.
- Great Barrier Reef
- Shark Bay
- The Twelve Apostles
- The Pinnacles
- Uluru

Fill in the note taking template below about what you've learned about the natural wonder.

Main Idea
-

Key Vocabulary
- - -

Important Information
- - - - -

Source
- - -

Tuesday week 5 To do: year 4

Reading

- ❏ Silent read for 15 minutes. Record your book here
  - ❏ Book read: Pages read:
- ❏ Log into Wushka, read text
- ❏ Connect the theme of your Wushka text to a newspaper article
- ❏ Decide if you believe one text is more accurate than another and explain your thinking

Spelling

- ❏ Write a sentence for five of your spelling words

Writing
- ❏ BTN - summarise one story

Wellbeing Break

TAKE A BREAK

Maths

- ❏ Number ninja
- ❏ Multiplication and division task
- ❏ Complete 2 mathletics set tasks
- ❏ *TAKE A BREAK*

PE with Mr Ellis: Welcome to the Olympics! Watch the video & 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

Connect to your wushka text

Find a news article that represents similar topics or events to the text you are reading. Try looking on ABC.net.au (or in a newspaper). Use the search function to put in the topic from your Wushka text yesterday. For example, if your Wushka text was about storms, you would type storm in the search box. Compare your wushka text to the news article.

	Wushka text	Newspaper article
Is there a heading or title?		
Are subheadings used to break up information?		
Does the author use paragraphs to separate information?		
Does the text contain facts?		
Does the text contain some opinions?		
Does the author refer to other sources of information like newspaper articles, websites, quoting people, etc		
Does the author use technical words words?		

Is one of these texts more accurate than the other? Which one and why?

Spelling - <u>Soundwaves</u> unit 21

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
Mindfulness breathing

Repeat the process of-
Breath in-Breath out- Hold
for atleast 5 minutes

Year 4 Mathematics

Learning intention

To develop efficient mental and written multiplication and division strategies.

Success criteria:

- I can recognise the inverse relationship between multiplication and division.

- I can use known facts (times tables,, halving, doubling) to solve problems.

- I can use strategies (area multiplication, splitting, factors, algorithms) to flexibly solve problems.

Maths number ninja!

5:00

Q1	28	+	11	=					
Q2	84	-	13	=					
Q3	6	x	12	=					
Q4	34	+	89	=					
Q5	198	-	53	=					
Q6	9	x	8	=					
Q7	10	x	459	=					
Q8	Round to nearest 100 and 1000	83116	=		=				
Q9	Double the number	368	=						
Q10	Halve the number	102	=						
Q11	Smallest:	6	1	4	9	4	=		
Q12	Biggest:	0	6	6	0	8	=		
Q13		1269	+	1414	=				
Q14		8219	-	1103	=				
Q15		120	÷	12	=				

Problem of the day

The commutative law means that the order you multiply numbers in doesn't matter, the answer stays the same→

2x5=5x2   or   8x3=3x8

<u>Give another example of this law:</u>

The associative law means that a number can be split into its factors and order of operations in multiplication doesn't matter→

2x15=2x3x5   or   (5x3)x2=(2x3)x5

(3 and 5 are factors of 15)   (the brackets and order don't change the answer)

<u>Give another example of this law:</u>

The distributive law means that you can split multiplication problems into 2 smaller problems→

17x5=10x5+7x5 or 9x6=5x6+4x6

<u>Give another example of this law:</u>

Remembering the names of these laws doesn't matter, but knowing them helps us to solve multiplication problems!

If you need to figure out 8x5 and you are better are your 5 times tables, now it's 5x8. We use the commutative law with arrays.

If you need to figure out 9x8 the associative law can help you to make the numbers smaller using factors! It is the same as 9x2x4

If you need to figure out 12x12 but you only know up to 8x12, you can solve it by doing 8x12+4x12. We use the distributive law in the compensation strategy.

Remember these laws do <u>**not**</u> all apply to <u>**division.**</u>

Multiplication and division - times tables

Multiply each row number by each column number.
(Range 2 to 12)

✕	6	8	7	4	10	2	3	9	5	12
2										
11										
6										
8										
5										
12										
7										
3										
9										
10										

Time: _____

Score: _____ /100

Try this trainer → click the 2x2 to 9x9 button
https://www.mathsisfun.com/numbers/math-trainer-multiply.html

Complete 2 assigned activities on mathletics.

PE

This week you will be learning how to train like an athlete as well as putting the spotlight on some of the Australian athletes who are competing at the Games. The Aussies are doing so well in the medal tally!
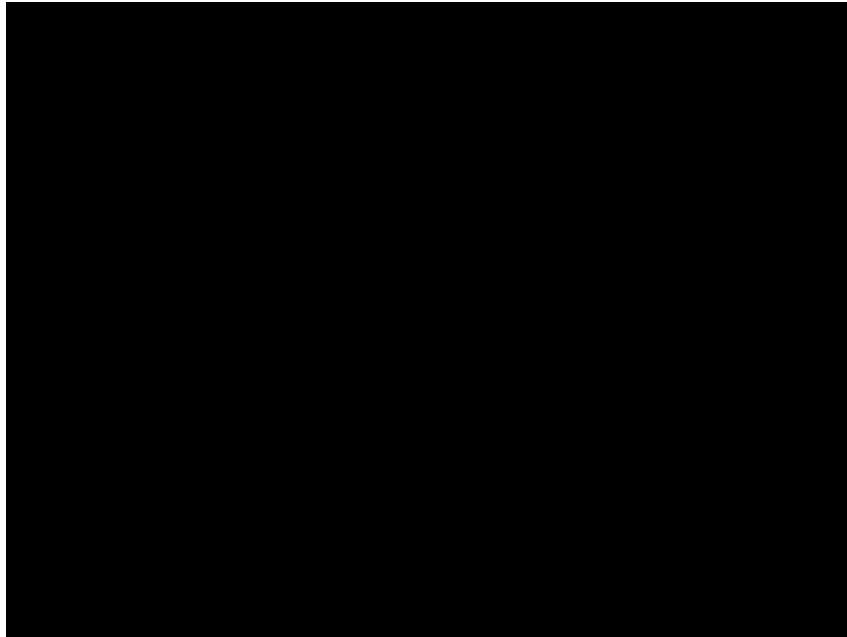
Extra Olympic activities:
[Canoe, Slalom and Rowing with Laura](#)
[Sports Climbing with Laura](#)
[Workout like Owen Wright with Mitchell](#)
[Workout like Brandon Starc with Mitchell](#)
[Workout like Sam Kerr with Michelle](#)
[Workout like Patty Mills with Michelle](#)

Wednesday week 5 To do: year 4

Reading

- ❏ Silent read for 15 minutes. Record your book here
  - ❏ Book read:
  - ❏ Pages read:
- ❏ Complete the fact or opinion activity

Spelling

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

Writing
- ❏ Describing characters

Wellbeing Break

TAKE A BREAK

Maths

- ❏ Number ninja
- ❏ Multiplication and division task
- ❏ Complete 2 mathletics set tasks

TAKE A BREAK

Science

- ❏ The sun and the water cycle

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

Fact and Opinion

Facts tell us about things that have been proven to be true.

Opinions tell us what someone believes.

Read each sentence carefully to decide if it is a fact or an opinion. Write either, 'Fact' or 'Opinion' next to each sentence on the line provided.

Statement	Fact or Opinion?
Dogs are the perfect pet for all families.	
Caterpillars turn into butterflies and moths	
Pizza is the most delicious food	
The beach is the best place to be in summer	
The stage 2 teachers really miss their classes.	
Ice melts when left out of the freezer.	

Write one fact about cats: Write one opinion about cats:

Spelling - Soundwaves unit 21

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 - characters.

Characterisation

The main characters are the focus of a narrative. They can be people, animals, imaginary beings or magical objects.

It is important to make characters seem 'real' by describing their appearance, personality and emotions.

The process of describing the characters of a narrative is called 'characterisation'.

teachstarter

Who are your favourite characters from stories you have read? Write 3 sentences **describing** the **personality** and **appearance** of a favourite character from a book or movie. For example, Mrs Trunchbowl, Harry Potter, the list goes on.

Learning intention

We are learning to write a narrative text

Success criteria:

- I can create a character..
- I can use my the STEAL technique to help me describe a character..
- I can use adjectives and adverbs to enhance my writing. .

Now let's use the STEAL technique to help us develop a character.

Look at this picture of a woman.

Speech: What would the character say?	Thoughts What would the character think?	Effects What effect would the character have on others?	Actions What kinds of things does the character do?	Looks What do they look like?

I am grateful for_____

Year 4 Mathematics

Learning intention
To develop efficient mental and written multiplication and division strategies.

Success criteria:

- I can recognise the inverse relationship between multiplication and division.

- I can use known facts (times tables,, halving, doubling) to solve problems.

- I can use strategies (area multiplication, splitting, factors, algorithms) to flexibly solve problems.

Maths number ninja!

5:00

Q1	72	+	73	=				
Q2	43	-	21	=				
Q3	4	x	5	=				
Q4	73	+	55	=				
Q5	177	-	22	=				
Q6	9	x	3	=				
Q7	100	x	205	=				
Q8	Round to nearest 100 and 1000	36196	=		=			
Q9	Double the number	242	=					
Q10	Halve the number	464	=					
Q11	Smallest:	4	0	7	7	8	=	
Q12	Biggest:	1	0	0	3	3	=	
Q13		8818	+	906	=			
Q14		9589	-	3262	=			
Q15		60	÷	12	=			

Problem of the day

Follow the steps below to fill in the empty times tables for the number **12 or 16** (you choose).

X	0	1	2	3	4	5	6	7	8	9	10	11	12

Multiplying any number by 0 = 0
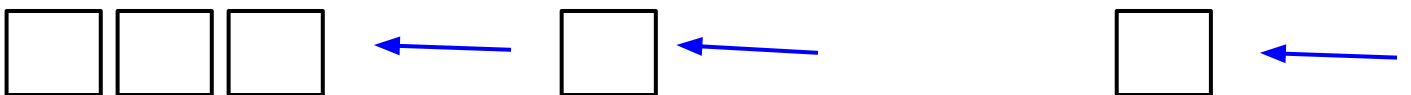
☐ ←

Multiplying any number by 1 = the same number
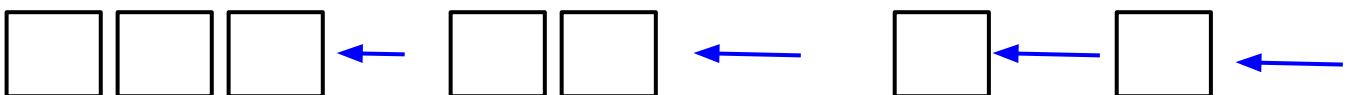
☐ ☐ ←

Double your 1s answer = 2 X table

☐ ☐ ☐ ←

Add a 0 to the end of the 1s answer = 10 X table

☐ ☐ ☐ ←   ☐ ←

Halve the 10s answer = 5 X table

☐ ☐ ☐ ←   ☐ ←   ☐ ←

Double your 2s answer = 4 X table, double your 4s answer = 8 X table

☐ ☐ ☐ ←   ☐ ☐ ←   ☐ ☐ ←

Add 1s answer + 2s answer= 3 X table, double your 3s answer= 6 X table

☐ ☐ ☐ ☐ ☐ ☐ ☐ ←   ☐ ←   ☐ ←

Use doubling, halving, adding or subtracting 12 or 16 to fill in the blanks.

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ←

Multiplication and division - known facts

For each problem below, find **2 strategies** to solve them. Show your working for each strategy in one of the boxes!

a) 8x9=

b) 11x7=

c) 16x8=

d) 6x14=

e) 12x25=

Complete 2 assigned activities on mathletics.
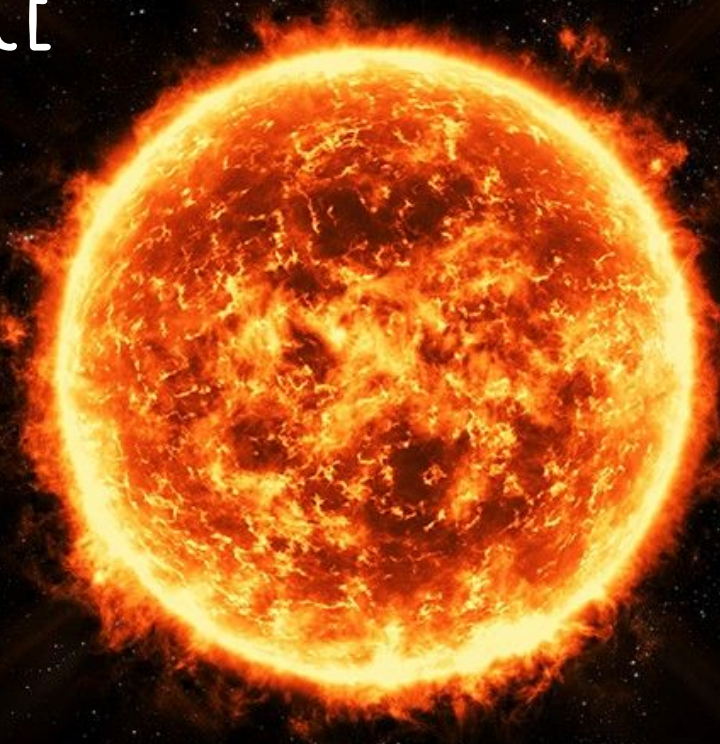
The Sun

Here are a few facts about the sun.

- It's a star.
- It's the closest star to Earth (150 million km, from Earth).
- It is made of mostly hydrogen and helium (the first person to discover this, was a woman named Cecilia Payne-Gaposchkin in 1925, but silly male astronomers didn't believe her because she was a woman! Can you believe it? On behalf of men, I apologise to you, ladies).
- It's actually not that big compared to other stars. It's smallish/medium sized.
- It is the centre of our solar system, which has 8 planets and all the planets revolve around the sun.
- It's been around for about 4 and a half BILLION years and has another 5 BILLION years of energy left..

Watch the video below.

After watching that video, watch this video and draw a picture of how the sun helps the water cycle on Earth. **AND write a short paragraph about it.** Make sure you label the diagram. Upload it to your workbook.

What's your favourite song about the sun? Mine is probably Here Comes the Sun by The Beatles.

Thursday week 5 To do: year 4

Reading

- ❏ Silent read for 15 minutes. Record your book here
  - ❏ Book read:
  - ❏ Pages read:
- ❏ <mark>Find examples of suffixes in the texts you are reading Then use one of these examples in a sentence of your own.</mark>

Spelling

- ❏ <mark>Edit the sentence by rewriting them using the correct spelling.</mark>

Writing
- ❏ Describing characters.

Wellbeing Break

TAKE A BREAK

Maths

- ❏ <mark>Number ninja</mark>
- ❏ <mark>Multiplication and division task</mark>
- ❏ Complete 2 mathletics set tasks

<u>PDHPE:</u>   How does it feel to be treated <u>without</u> respect?

TAKE A BREAK

<u>Geography –</u> Mapping

<mark>Yellow highlighter – task you will receive feedback on and MUST DO</mark>
<mark>Green highlighter – task you may receive feedback on</mark>

Reading - using suffixes

Suffixes go at the end of the word and change the meaning of the word. Find examples of each suffix in your Wushka text or own choice novel. You might not find one for each suffix.

Suffix	meaning	example	My examples
ful	full of	joyful	
est	most	tallest	
ing	doing now	cycling	
less	without	fearless	
ly	how something is done	quickly	
er	more (adjective)	taller	
er	Someone's job	teacher	

Pick one example you found above and use it in a sentence:

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 find examples of suffixes in the texts I am reading

Spelling – Soundwaves unit 21

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

1. My mum filled up the <u>barf</u> with water <u>halveway.</u>
2. The fruit <u>basquet</u> was filled with delicious apples, <u>bannanas</u> and pears.
3. Sometimes I <u>carnt</u> help but sound like a whistling tea kettle when I <u>laff</u>.
4. The teacher enjoyed reading his student stories, but had to remind them to use <u>paragrafs.</u>

Challenge Questions

5. At the excursion, we took a <u>photograf</u> under the <u>Harbar</u> Bridge.

6. The <u>garmet</u> of clothing <u>camoflajed</u> with the green and brown background.

1	
2	
3	
4	
	Challenge Sentences:
5	
6	

Writing: Use the steal technique to describe one of these characters.

Speak What would the character say or talk about?	Thought What would the character think about?	Effect What effect would the character have on other people?	Actions What kinds of things would the character do?	Look What does the character do?

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

Success criteria:
- I can create a character.
- I can use the STEAL technique to help me describe a setting.
- I can use adjectives and adverbs to enhance my writing. .

WELLBEING BREAK

Mindfulness Activity
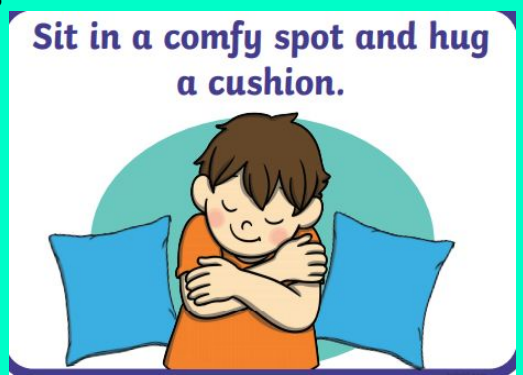
Sit in a comfy spot and hug a cushion.

Sit in a comfy spot and hug a cushion.

Year 4 Mathematics

Learning intention

To develop efficient mental and written multiplication and division strategies.

Success criteria:

- I can recognise the inverse relationship between multiplication and division.

- I can use known facts (times tables,, halving, doubling) to solve problems.

- I can use strategies (area multiplication, splitting, factors, algorithms) to flexibly solve problems.

MATHS NUMBER NINJA!

5:00

Q1	16	+	68	=					
Q2	45	-	24	=					
Q3	9	x	9	=					
Q4	106	+	53	=					
Q5	147	-	11	=					
Q6	2	x	3	=					
Q7	10	x	120	=					
Q8	Round to nearest 100 and 1000	78825	=		=				
Q9	Double the number	498	=						
Q10	Halve the number	882	=						
Q11	Smallest:	9	3	0	1	7	=		
Q12	Biggest:	0	6	3	8	0	=		
Q13		6455	+	1385	=				
Q14		5928	-	4395	=				
Q15		72	÷	12	=				

Problem of the day

In mathematics inverse means the opposite of another operation. Multiplication and division are inverse operations.

So if 8x6=48 and 6x8=48 then 48÷6=8 and 48÷8=6

You will notice that Q15 in your number ninja is always related to this fact. If you know your times tables, then you also know division related to those times tables!

Try to fill in the blank spaces below based on your times tables.

9x___=54   54÷9=___   10x___=60   60÷10=___

___x8=88   88÷8=___   5x___=45   45÷5=___

12x___=72   72÷12=___   7x___=49   49÷7=___

Note that the division problems always start with the largest number. In division the order of the numbers matters →
25÷5 is **not** the same as 5÷25

Circle or draw an arrow to the tick or cross if the answers are correct or incorrect.
Explain your answers below.
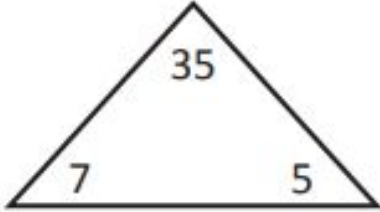
132÷12= 8 ✅ ❌	81÷9= 9 ✅ ❌	28÷4= 10 ✅ ❌
12x___=132	9x___=81	4x___=28
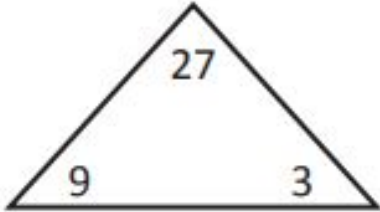
Multiplication and division - inverse relationship

Write a fact family for each set of numbers in the triangle. The first one has been done for you. **Create your own fact family for the last one.**

a
$5 \times 7 = 35$
$7 \times 5 = 35$

35
7   5

$35 \div 5 = 7$
$35 \div 7 = 5$

b
$\square \times \square = \square$
$\square \times \square = \square$

27
9   3

$\square \div \square = \square$
$\square \div \square = \square$

c
$\square \times \square = \square$
$\square \times \square = \square$

48
6   8

$\square \div \square = \square$
$\square \div \square = \square$

d
$\square \times \square = \square$
$\square \times \square = \square$

72
6 ____ 12

$\square \div \square = \square$
$\square \div \square = \square$

$\square \times \square = \square$
$\square \times \square = \square$

$\square \div \square = \square$
$\square \div \square = \square$
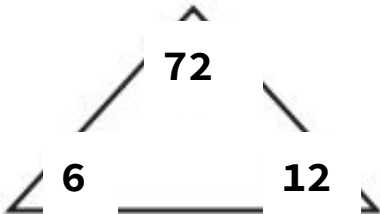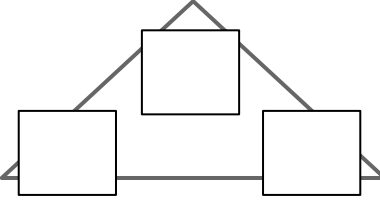
Try this trainer → click the divide button, then the divide by 2 to 10 button
https://www.mathsisfun.com/numbers/math-trainer-multiply.html

How Does It Feel to Be Treated without Respect?

ignoring others

being unkind

using
bad manners

not listening to
someone's ideas

name-calling

being unhelpful

Type here

Type here

Type here

Type here

Type here

Type here

Angry

Geography – Places are similar and different
MAPPING

Learning Intention: Use mapping conventions of North Point, title and scale

Locate and collect information from different sources.

Mapping – Compass – North Point

We can use a compass to help us find places. A compass shows north, east, south and west. Just the first letter is used on a compass. The moving pointer always points to North. The North Point is always marked on a map.

Add the other letters to the compass. Put the words in the correct spaces. North, East, South, West.
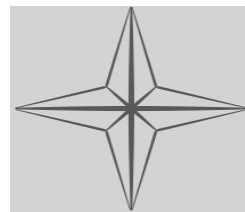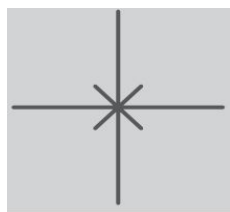
N_____

The sun sets in the

_____

The sun rises in the

_____

The _____ Pole is the most southern place.

How to draw a Compass star
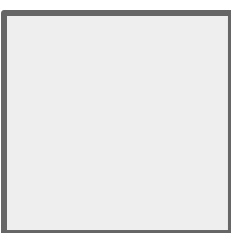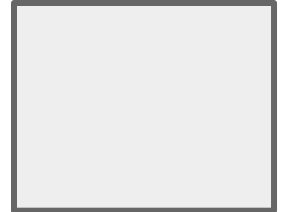
Design your own compass

Friday week 5 To do: year 4

Reading

- Silent read for 15 minutes. Record your book here
    - Book read:
    - Pages read:
- ==Find three examples to prove your theory about who the audience is for you Wushka text==

Spelling

- Highlight the words that contain the phoneme
- Change the ending of words to make them plural
- Order the words alphabetically and place them correctly in the sentences

Writing
- ==Writing about characters==

Wellbeing Break

TAKE A BREAK

Maths

- ==Number ninja==
- ==Multiplication and division task==
- Complete 2 mathletics set tasks

TAKE A BREAK

Visual arts - finish the pictures!

Class Zoom Session
- **1pm:** 4M, 3/4B, 3W
- **1:30pm**: 4J, 3I

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

Asking inferential questions

1. What audience do you think the author wrote this text for? Example, do you think it's for children, adults, older people, people who are interested in the topic, etc)
2. Give three pieces of evidence that support your view.

Example: I think the text 'The One and Only Ivan' was written for children in year 5 and 6 because:

1. *The characters do funny things to entertain the reader which makes me think kids would like it*
2. *The author has used a pretty wide vocabulary of hard words*
3. *The book isn't written in normal paragraphs, which makes it a bit harder to understand and read.*

Your turn:

I think the text _____ has been written for: _____ because:

1.
2.
3.

Learning intention

We are learning to pose and answer inferential questions

Success criter

- I can *infer* the audience that the author wrote the text for
- I can draw an inference based on the text and give reasons.

WRITING

This week we have described characters using the STEAL technique. Now it is your turn to describe TWO characters of your choice. You can use pictures of people or you can just use your imagination. Use the STEAL technique to help you describe them, but this time, write your ideas in a paragraph. You can also draw them if you wish.

Speak   Think   Effect   Actions   Looks

Character 1	Character 2

Learning intention:

We are learning to write a narrative text.

Success criteria:
- I can create a character..
- I can use the STEAL technique to help me describe a character.
- I can use adjectives and adverbs to enhance my writing. .
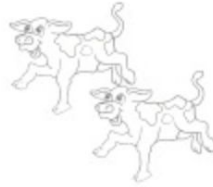
Spelling Year 4 - Soundwaves unit 21

1. Read the sentence below and ==highlight== words that contain the 'ar' phoneme

Father ate a banana and an apple while Grandad put
a tomato and a potato in the basket.

We often change **f** or **fe** on the end of a word to **ve** and add **s**, for example *loaf to loaves, leaf to leaves.*

one half   two _Type here_   one calf   two _Type here_   one scarf   two _Type here_

Write the words *pass, past, passed, path* and *particle* in alphabetical order. **Finish** the sentences with these words.

★ The words *pass* and *passed* are regular verbs.

1. _Type here_
2. _Type here_
3. _Type here_
4. _Type here_
5. _Type here_

My aunty laughed as she walked _Type here_ us.

We _Type here_ a calf on the path.

Did we _Type here_ you on the grass?

There was not one _Type here_ of dust on the glass.

We heard an argument along the _Type here_ .

Hold this strong pose as long as you can.

==WELLBEING BREAK==
==Physical Wellbeing==

Hold this strong pose as long as you can.

Year 4 Mathematics

Learning intention

To develop efficient mental and written multiplication and division strategies.

Success criteria:

- I can recognise the inverse relationship between multiplication and division.

- I can use known facts (times tables,, halving, doubling) to solve problems.

- I can use strategies (area multiplication, splitting, factors, algorithms) to flexibly solve problems.

MATHS NUMBER NINJA!

5:00

Q1	28	+	17	=					
Q2	54	-	21	=					
Q3	5	x	4	=					
Q4	67	+	116	=					
Q5	107	-	7	=					
Q6	9	x	8	=					
Q7	100	x	474	=					
Q8	Round to nearest 100 and 1000		47862	=		=			
Q9	Double the number		892	=					
Q10	Halve the number		38	=					
Q11	Smallest:	7	4	9	5	6	=		
Q12	Biggest:	6	2	1	9	6	=		
Q13		1795	+	1024	=				
Q14		6711	-	3249	=				
Q15		108	÷	12	=				

PROBLEM OF THE DAY

1 Rearranging Numbers (using the commutative law)
e.g. 9×5 may be more easily calculated as 5×9 because the $5\times$ table is more familiar than the $9\times$ table. ✅ ❌

2 Rearranging Operations (using the associative law)
e.g.   changing the order of operations when multiplying so $(16 \times 2) \times 5$, for example, is more easily tackled as $16 \times (2 \times 5)$. ✅ ❌

3 Using Repeated Operations
e.g.   finding $128 \div 8$ by dividing by 2 three times
or   multiplying by 16 by doubling four times. ✅ ❌

4 Compensation/Adjustment (using distributive law for multiplication)
e.g.   calculating 12×7 by working out 12×5 and then adding 24 ✅ ❌

5 Using Doubling and Halving together
e.g.   calculating 15×6 as 30×3 (doubling the 15 and halving the 6)
or   to multiply by 50, multiply by 100 and halve the answer obtained ✅ ❌

6 Partitioning into Multiples of Powers of Ten followed by use of the Distributive Law for Multiplication
e.g. $27 \times 6 = (20 + 7) \times 6 = (20 \times 6) + (7 \times 6)$
or $27 \times 19 = 27 \times (20 - 1) = (27 \times 20) - (27 \times 1)$ ✅ ❌

7 Using Inverse Relationships
e.g.   calculating $100 \div 5$ by knowing that $20 \times 5 = 100$ and that multiplication and division are inverse operations. ✅ ❌

8 Splitting numbers into factors
e.g. $25 \times 32 = 5 \times 5 \times 4 \times 8 = 5 \times 4 \times 5 \times 8 = 20 \times 40 = 800$
or   calculating $324 \div 18$ by calculating $324 \div 3 = 108$ and then $108 \div 6 = 18$. ✅ ❌

9 Moving All Digits in a Number to the Left or Right to Multiply or Divide by Powers of Ten
e.g. $32 \times 20 = 32 \times 2 \times 10 = 64 \times 10 = 640$
or $643 \div 100 = 6\cdot43$ ✅ ❌

Bonus: Create a poster or video or artwork showing your understanding of a variety of multiplication and division facts and strategies.
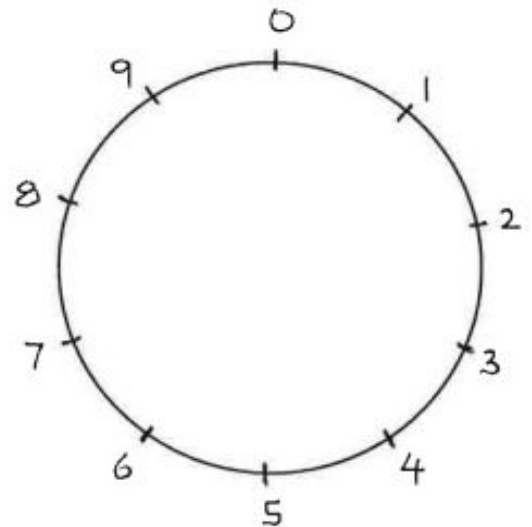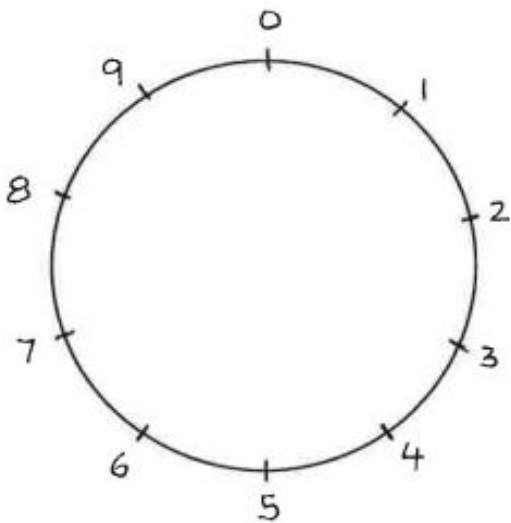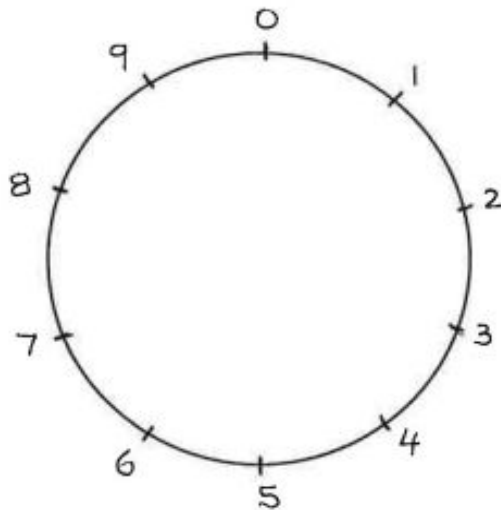
Multiplication and division - multiplication patterns

Start with a 10 point circle and connect the dots around the circle for the **ones digit** of your times table.
E.g. Counting by 3's would connect these numbers 3,6,9,2,5,8,1,4,7,0
{3,6,9,12,15,18,21,24,27,30)
Complete a different pattern in each circle below. The first is done for you. You can colour them in if you like!
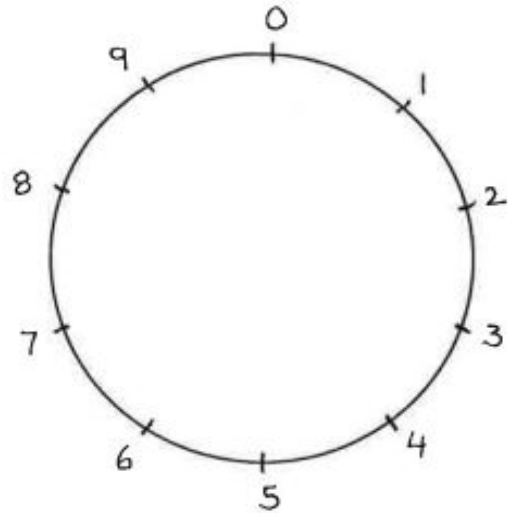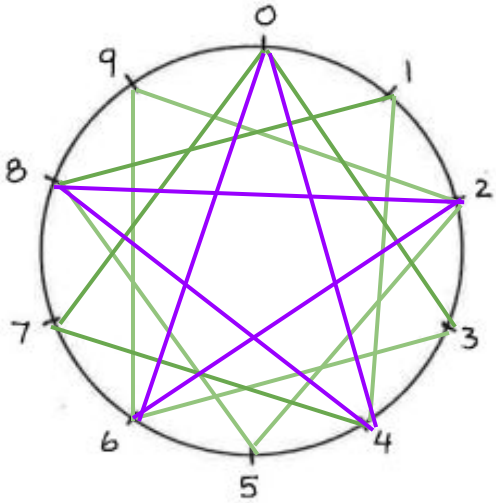
E.g. 3s and 4s

Bonus: If you can, play one of our multiplication maths games at home (sucked in, buzz off hairy legs) with a sibling or parent.

Complete 2 assigned activities on mathletics.

CREATIVITY WARM-UP

Whoops! Someone forgot to finish these pictures. Use your imagination to draw the rest. You can use pencil, crayons, markers, or colored pencils to design.