

# Remote learning Grid – Week 9 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 6.9.21	Tuesday 7.9.21	Wednesday 8.9.21	Thursday 9.9.21	Friday 10.9.21
<b>Morning</b>	<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>• Silent read for 15 minutes</li> <li>• Watch the two videos for today's reading lesson about retells</li> <li>• Summarise the characters and setting for your text this week - Chance of a storm</li> <li>• Post your work on Padlet.</li> </ul> <p>THERE IS NO WUSHKA THIS WEEK</p> <p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>• 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>☐ Silent read for 15 minutes</li> <li>☐ Drag the rubric markers to where YOU THINK they belong on the rubric</li> <li>☐ Rewrite a character summary for Bluey</li> </ul> <p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>• Choose 5 words from Soundwaves Unit 25 and write an interesting sentence for each</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>• Silent read for 15 minutes</li> <li>• Identify the problem, events and resolution for 126 scoops.</li> <li>• Pick your best example and paste it on the class padlet. 'Like' one of your classmates' examples that you think is great.</li> </ul> <p><b>Spelling:</b></p>	<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>• Silent read for 15 minutes.</li> <li>• Record your retell for Chance of a Storm using mote or another recording device.</li> <li>• How confident are you feeling with each of the parts of the retell? Complete the form so your teacher can see where you still need help</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>• Silent read for 15 minutes.</li> <li>• Listen/read along to the BFG and then answer the questions.</li> </ul> <p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>• Highlight the words that contain the phoneme</li> <li>• Finish the word by adding the correct ending</li> </ul>

	<p><b>Soundwaves</b> <b>Unit 25</b></p> <ul style="list-style-type: none"> <li>Brainstorm 15 words with the phoneme.</li> </ul> <p>Segment using Soundwaves online.</p> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>Finishing our story from last week.</li> </ul>	<p>word that includes adjectives and conjunctions.</p> <p>Underline the word that you used from your spelling list.</p> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li><b>BTN:</b> Watch 'Behind the News' at 10am on ABC Me. Write a summary of your favourite story.</li> </ul>	<ul style="list-style-type: none"> <li>Write a conversation using list words.</li> <li>Choose 5 spelling words and make up rhyming words.</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>Writing a narrative.</li> <li>Writing our plan for a new story using a picture prompt.</li> </ul>	<p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>Edit the paragraph using correct spelling and punctuation.</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>Writing a narrative.</li> <li>Continuing our plan for narrative.</li> </ul>	<p><b>Writing-</b></p> <ul style="list-style-type: none"> <li>Writing a narrative.</li> </ul> <p>Writing our story using our plans.</p>
<b>Wellbeing break</b>	<p>Write or draw the perfect menu-</p> <ul style="list-style-type: none"> <li>Starter</li> <li>Main</li> <li>dessert</li> </ul>	<p>Can you think of a name for each letter of the alphabet?</p>	<p>Guess and count how many soft toys, cars books, dolls do you have?</p>	<p>How many different animal noises can you make in five minutes.</p>	<p>Draw a strange creature.</p>
<b>Break</b>					
<b>Middle</b>	<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li><b>Number Ninja Activity</b></li> <li><b>Topic: Angles</b> To identify, describe and compare angles.</li> <li><b>Problem of the day</b></li> </ul> <ul style="list-style-type: none"> <li>Login to Mathletics and complete 2 of the tasks assigned.</li> </ul> <p><b>Live ZOOM Disco</b></p> <ul style="list-style-type: none"> <li>1:20pm- 2:00pm</li> </ul>	<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li><b>Number Ninja Activity</b></li> <li><b>Topic: Angles</b> To identify, describe and compare angles.</li> <li><b>Problem of the day</b></li> </ul> <ul style="list-style-type: none"> <li>Login to Mathletics and complete 2 of the tasks assigned</li> </ul>	<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li><b>Number Ninja Activity</b></li> <li><b>Topic: Angles</b> To identify, describe and compare angles.</li> <li><b>Problem of the day</b></li> </ul> <ul style="list-style-type: none"> <li><b>Mathletics:</b> Login to Mathletics and complete 2 of the tasks assigned.</li> </ul> <p><b>Class Zoom Session</b> <b>Share your favourite book with the class.</b></p> <ul style="list-style-type: none"> <li>1pm: 4M, 3/4B, 3W</li> <li>1:30pm: 4J, 3I</li> </ul>	<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li><b>Number Ninja Activity</b></li> <li><b>Topic: Angles</b> To identify, describe and compare angles.</li> <li><b>Problem of the day</b></li> </ul> <ul style="list-style-type: none"> <li><b>Mathletics:</b> Login to Mathletics and complete 2 of the tasks assigned.</li> </ul> <p><b>PDHPE:</b></p> <ul style="list-style-type: none"> <li>Write a recipe for making a good friend.</li> </ul>	<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li><b>Number Ninja Activity</b></li> <li><b>Topic: Angles</b> To identify, describe and compare angles.</li> <li><b>Problem of the day</b></li> </ul> <ul style="list-style-type: none"> <li><b>Mathletics:</b> Login to Mathletics and go on to Live Mathletics.</li> </ul> <p><b>Class Zoom Session - Book Week Parade</b></p> <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>	<p><b>Library</b></p> <p>Watch the video about internet safety and take the quiz.</p>	<p><b>KLA PE with Mr Ellis</b></p> <p>Explore your fitness with Mr Ellis' at home challenges</p>	<p><b>KLA- Science &amp; Technology</b></p> <ul style="list-style-type: none"> <li>• Earth &amp; Space</li> <li>- Exploring Geology</li> <li>- Complete the task assigned</li> </ul>	<p><b>KLA- HSIE: Geography</b></p> <p><b>Climate and Weather</b></p> <p><b>What is the difference between weather and climate?</b></p>	<p><b>KLA Creative arts</b></p> <ul style="list-style-type: none"> <li>• Make a shadow art and share on your google classroom stream</li> </ul>



# MONDAY WEEK 9 TO DO: YEAR 4

## Reading

- Silent read for 15 minutes. Record your book here.
  - Book read:
  - Pages read
- Watch the two videos for today's reading lesson about retells
- Summarise the characters and setting for your text this week - Chance of a storm
- Post your work on Padlet

## Spelling

- Log on to Soundwaves Unit 25
- Choose 10 list words and brainstorm 15 words
- Practice segmenting your words using soundwaves online

## Writing

- Finish writing your story from last week.
- WELLBEING BREAK

## **TAKE A BREAK**

## Maths

Live Zoom Disco

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

1:20 pm - 2:00pm

## **TAKE A BREAK**

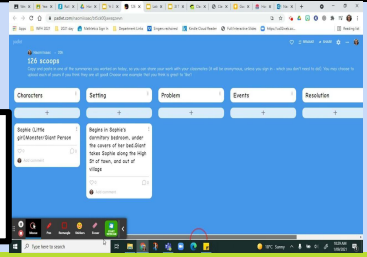
## Library: Internet Safety

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

# READING

Watch this video first!

Watch this video second!



## Success criteria for a retell

What do you think the success criteria should be for a retell? Use 'I can' statements

Anonymous 6d  
I can retell my story in the shortest summary

Gabriel Salameh 6d  
I can summarise my text using the 5 fingers.

Anonymous 6d  
I can summarise a text with out giving too little or too much and making sure the important points are included.

Anonymous 7d  
I can tell the most important parts of the story in my own way.

Anonymous 6d  
I can retell the story with a beginning, middle and ending.

Anonymous 7d  
I can retell my story in start, middle or end without too many words

Anonymous 7d  
I can summarise a story by using the beginning middle and end strategy

Anonymous 7d  
I can remember important parts of a story

Anonymous 7d  
I can have big ideas

Anonymous 7d  
I can tell the most important part of the story

Anonymous 7d  
I can write a few sentences that provide lots of detail.

Anonymous 7d  
I can put a picture in someone's head.

Alexander So 7d  
I can memorise the story and think of the pictures

Anonymous 7d  
I can remember the key parts of the text.

Anonymous 7d  
I can summarize a long story and abbreviate it into a shorter version of the story

Anonymous 7d  
I can retell the important points in a story.

Anonymous 7d  
I can remember an important detail from the beginning, middle and end

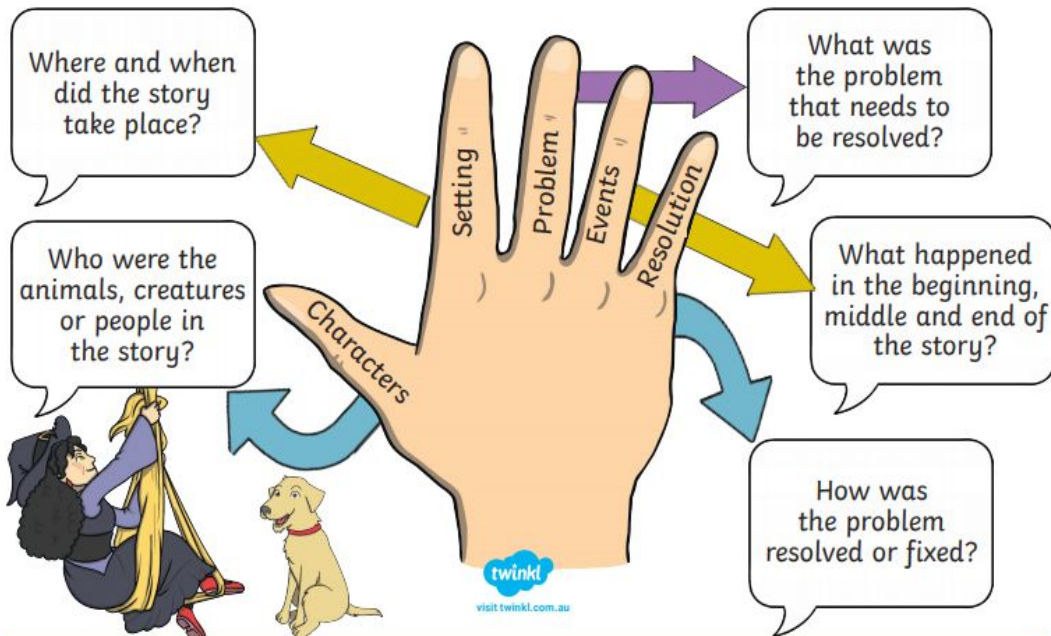
Anonymous 7d  
I can summarise any text

Anonymous 7d  
I now how to put my sentences in paragraphs.

Naomi Isaac 13d  
I can summarise a text without giving too much detail

## Five Finger Retell

I can remember and retell the different parts of a story



## The BFG

## School magazine text

### Characters:

Sophie (Little girl)

Monster / Giant Person

Who were the animals, creatures or people in the story?

### Characters:

### Setting:

Begins in Sophie's dormitory bedroom, under the covers of her bed.

Giant takes Sophie along the High St of town, and out of village

Where and when did the story take place?

### Setting:

Post your work from today onto the class Padlet under the correct heading. Read the work your classmates have posted and choose a high quality example to 'like'.

4B

4M

4J

# CHANCE OF A STORM BY AMY DUNJEY

There are two recordings on slide 6 if you'd like to hear the story read aloud!

GEORGIE WOKE to the warm sun peeking through her curtains, casting golden patterns across her wall. As she watched the light dance, she heard the gentle rumbling of her dad's old ute coming up the drive. Leaping out of bed, she raced down the hallway and out the back door, just as her dad pulled up.

'You're up early, G,' her dad said. 'Go and get dressed and meet me at the shed. I have something to show you.'

Within minutes, Georgie was dashing from the house, down the hill to the big shed next to the windmill. She could hear the cattle starting to moo from the paddock beyond the shed, as they woke for the day. Georgie loved the farm. She loved the rolling hills, the earthy smells and, of course, the animals!

She pushed through the creaky gate into the shed and saw her dad crouched down across from her, near a pile of hay.

'What do you want to show me, Dad?' Georgie asked, her legs jiggling with anticipation.

Her dad lifted a finger to his lips, then beckoned her over. Craning around him, Georgie saw a white ball of fur, scattered with black splodges. She gasped. It was a calf! She knelt down beside her dad and watched as the tiny bundle tilted its head towards her. Its large, black eyes studied her.

'This little one was born last night,' Georgie's dad said quietly. 'His mum can't look after him, so he'll need us to take care of him. I thought you might like to help me.'

Georgie didn't answer. She gazed over the tiny body lying before her and thought how the calf's patterns looked like black storm clouds. She reached out to the calf's soft ears and stroked them.

'Hello, Storm.'

\* \* \*

Each morning, Georgie would wake early and race down to the shed to see Storm. She would mix the special milk formula in the way her dad had shown her and pour it into a bottle with a teat. Storm would dance impatiently until he was guzzling at the bottle, and then his tail would wag with satisfaction.

After a week, Storm was strong enough to follow Georgie around like a puppy. He would trail her back to the house and they would play for hours, trotting around the garden, pretending to be pirates, dragons and fairies. It wasn't long before Storm didn't need his special milk anymore and he would graze happily at the lawn and drink from the fishpond.

\* \* \*

One morning, Georgie's dad found her under the jasmine bush with Storm, in the middle of a game of Kings and Queens. Storm had a crown of leaves perched on his head, which he was trying to reach with his long tongue. Dad crawled under the bush to join them.

'G, you know Storm is getting bigger. You've done a wonderful job of looking after him, but it's time he joined the rest of the mob.'

Georgie looked up at her dad in horror. 'He can't! He belongs here with me! He needs me!'

Dad looked down at Georgie and rested a hand gently on her shoulder. 'One more week, sweetheart.'

\* \* \*

The next morning, Georgie packed her bag for school and rushed out the front door. She gave Storm a scratch behind his ear on the way past.

'Be good today. We'll play after school!' Then she skipped down the track to the bus stop. As the bus pulled up, Georgie noticed the kids on the bus laughing and pointing from the windows. She spun around. There was Storm, staring up at her, tail wagging.

'Storm! You can't come to school with me! Quick, go home!' She chased Storm until he was plodding back up the track towards home, looking back with sad eyes. Georgie felt a pang of guilt, watching from the bus window as it pulled away in a cloud of dust.

\* \* \*

That evening there was a storm. Georgie watched through the kitchen window as lightning cracked across the sky, followed by the deep rumble of thunder.

'Dad! We have to get Storm! He'll be so frightened!'

'He's in the shed. He'll be fine, Georgie.' Dad gave her a squeeze.

Georgie could barely sleep for worrying. By morning, the sky had cleared. Georgie raced outside and gasped when she saw the damage the weather had caused. Leaves and sticks were strewn across the backyard and her mum's favourite rose bush had been ripped from the ground. Georgie raced down the track, leaping over fallen branches and rubble, and stopped at the shed. The gate lay crushed beneath a large branch. Holding her breath, Georgie climbed over the broken gate and desperately searched the shed.

'Storm!' she yelled, tears welling in her eyes.

He was gone.

\* \* \*

Dad arrived just as Georgie collapsed to the ground, sobbing heavily.

'C'mon, G, we'll find him.' Dad helped Georgie to her feet. Lifting the branch off the gate, he led the way out of the shed.



'Look!' Georgie raced past her dad to the paddock below. The fence was lying in a tangled mess on the ground. 'Maybe he went in here?'

They stepped carefully over the fallen fence and set off through the paddock. Soon they crossed a grassy crest, and as they started down the other side they could see a herd of cattle gathered below. Georgie's heart pounded as she scanned the huddle of black and white animals. Then her eyes fell upon a small body nestled amongst the others: a small, white body with black patches ... like storm clouds!

'Storm!'

The calf's eyes flashed open at the sound of Georgie's voice. He sprang up and bounded across to Georgie, who fell to her knees, throwing her arms around his neck.

'Oh Storm, I was so worried!'

Georgie stood and turned to head back up the hill. 'Okay, bud, time to go.'

She looked back over her shoulder and saw that Storm wasn't following her.

'Come on, Storm, we're going home!'

Storm didn't move. He stared up at her with his big black eyes, then looked over to the rest of the cattle. Georgie's dad placed a hand on her shoulder and gave a gentle squeeze.

Georgie felt her heart sink. She dropped down to her knees once more, and Storm came over and nuzzled at her cheeks.

'You want to stay with your family.'

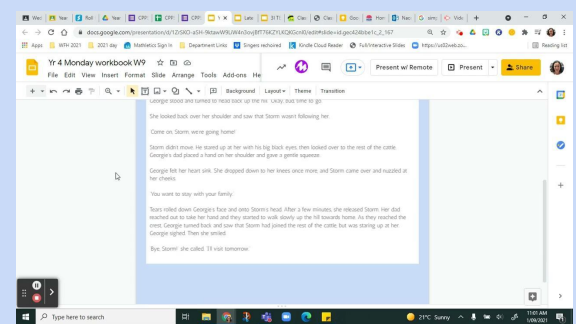
Tears rolled down Georgie's face and onto Storm's head. After a few minutes, she released Storm. Her dad reached out to take her hand and they started to walk slowly up the hill towards home. As they reached the crest, Georgie turned back and saw that Storm had joined the rest of the cattle, but was staring up at her. Georgie sighed. Then she smiled.

'Bye, Storm!' she called. 'I'll visit tomorrow.'

## Chance of a Storm p1



## Chance of a Storm p2



# SPELLING - SOUNDWAVES UNIT 25



or ore a aw au



horse



paw



core



sauce



ball

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 25. Type them in below.

## List Words

1	
2	
3	
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10	

## Brainstorm

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

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14	
15	

Practice segmenting your words using soundwaves online

# WRITING

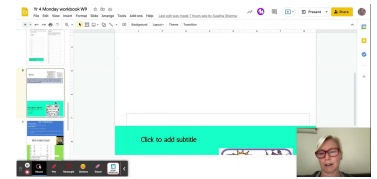
Do your sentences have:

- 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

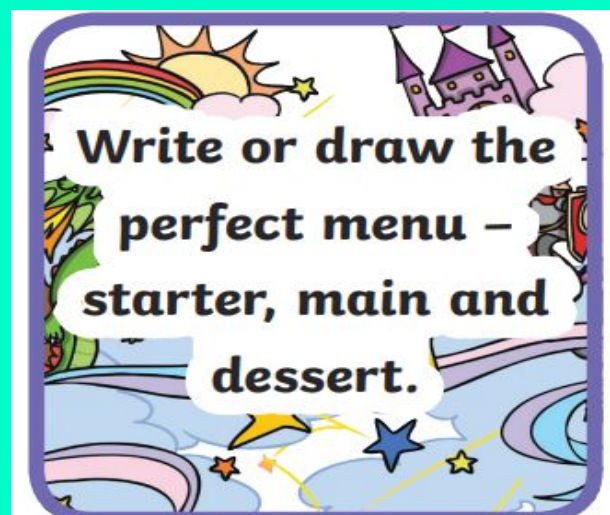
Last week you wrote a plan for a story, and wrote about your settings and characters. Today you are going to finish that story. Make sure that your story has a problem in it, and the problem gets resolved. Also, try to make your language descriptive, using adjectives, similes and metaphors. Be sure to go back and READ YOUR PLAN.



## WELLBEING BREAK

Write or draw the perfect menu -

- Starter
- Main
- dessert



# Year 4 Mathematics

## Learning intention

To Identify, describe and compare angles..

## Success criteria:

- I can identify the arms, vertex and angle.
- I can recognise and describe angles that are less than, equal to or greater than a right angle.
- I can classify angles based on their properties and draw different types of angles.

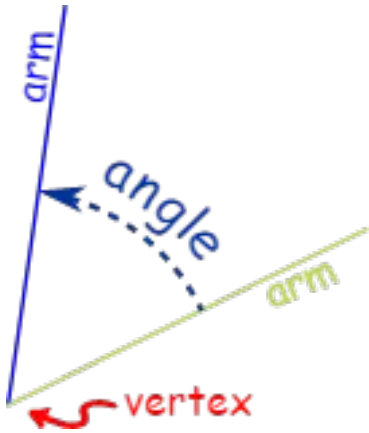
## MATHS NUMBER NINJA!



5:00

Q1	50	+	71	=				
Q2	88	-	23	=				
Q3	4	x	7	=				
Q4	103	+	119	=				
Q5	158	-	72	=				
Q6	2	x	2	=				
Q7	10	x	412	=				
Q8	Round to nearest 100 and 1000		13015	=	=			
Q9	Double the number		416	=				
Q10	Halve the number		812	=				
Q11	Smallest:	4	7	7	8	7	=	
Q12	Biggest:	6	6	8	0	2	=	
Q13		1802	+	1277	=			
Q14		5313	-	2415	=			
Q15		108	÷	9	=			

# PROBLEM OF THE DAY



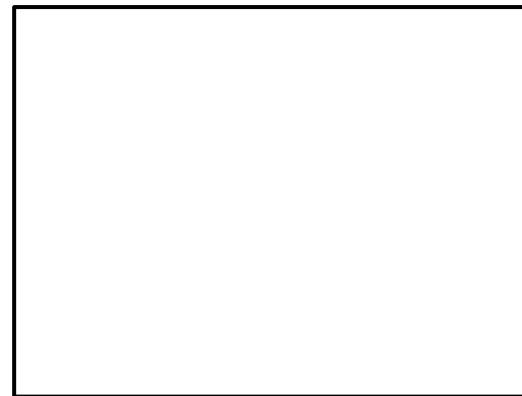
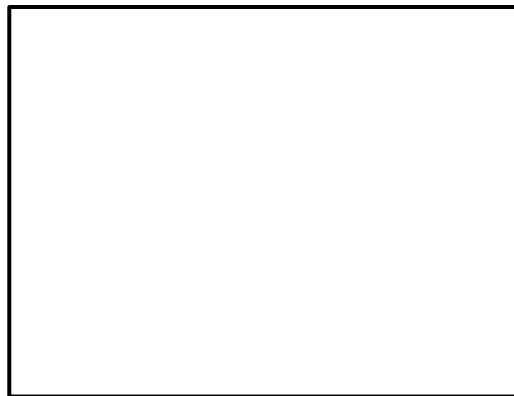
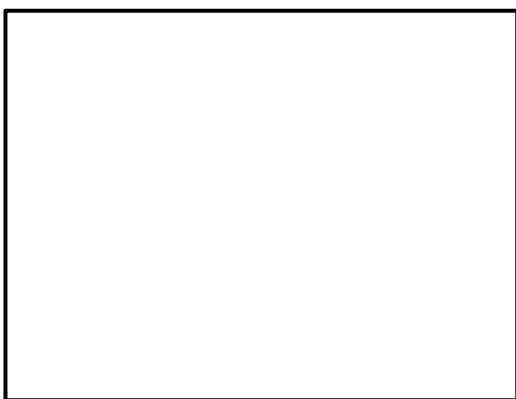
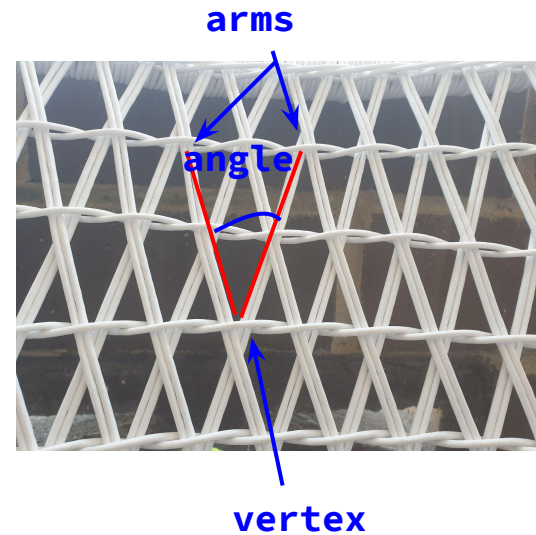
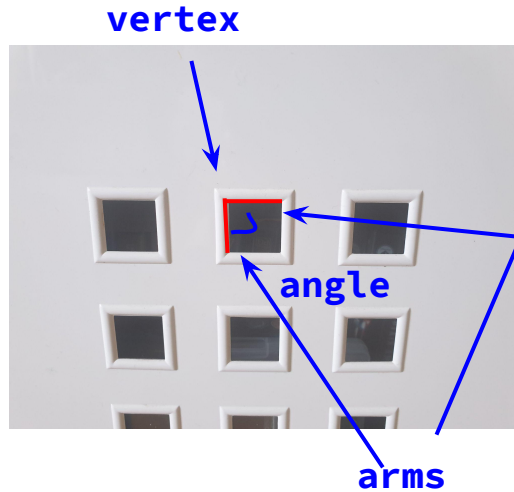
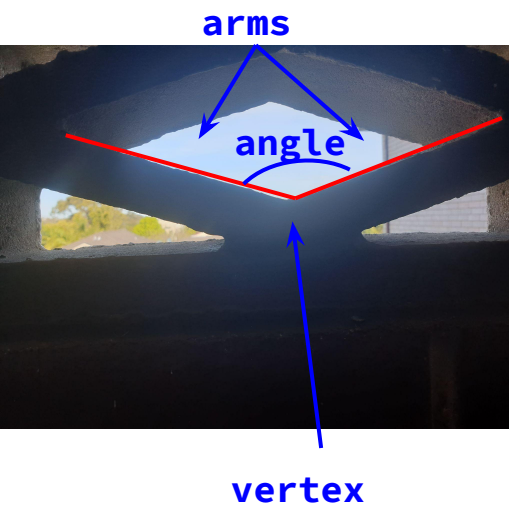
An angle is created by two lines called arms which join at a point called the vertex.

Angle: The amount of turn between the two arms.

Arm: Each of the two lines which meet to form an angle.

Vertex: The point at which two lines meet.

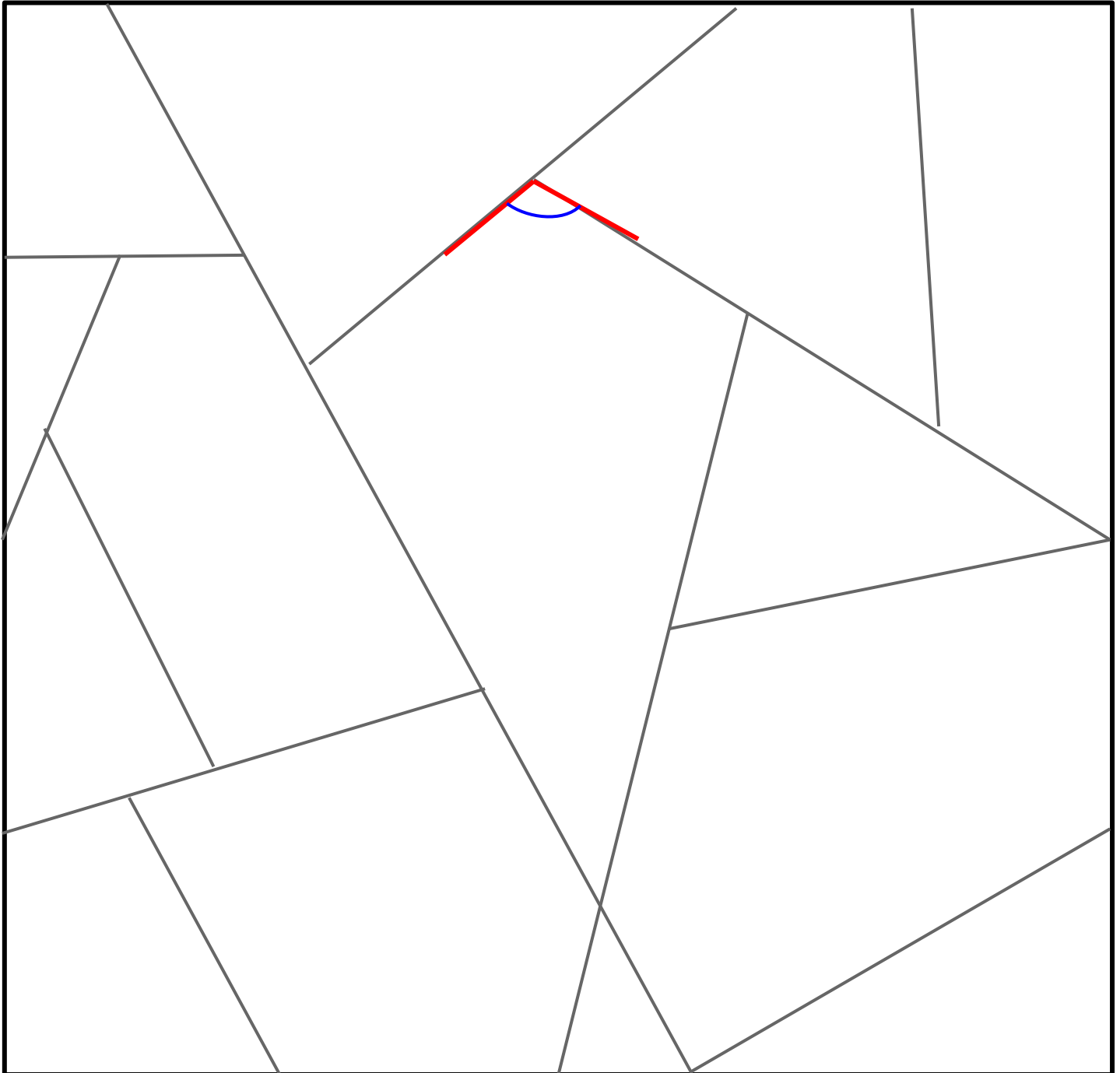
Take 3 photos around the house (or safely outside) and then use the drawing tools to draw and label 3 different angles over your photos. Examples are shown below.



If you can't take photos, instead find pictures online, then draw your angles over the top of them and label the parts of the angles.

# ANGLES- IDENTIFYING THE PARTS OF AN ANGLE

In the drawing below, find 5 interesting angles, then draw lines over the arms in a different colour for each angle and a curved line between the arms. An example has been done for you.



You can colour in the artwork after you finish your task, or create your own artwork using only straight lines (you can create a new slide so you have more space).

Complete 2 assigned activities on mathletics.

# LIBRARY RESEARCH SKILLS - INTERNET SAFETY

Go to the website by clicking on the image below:



Watch the video about Internet safety and click on either EASY QUIZ or HARD QUIZ.

Tell us three things you've learnt about Internet safety

<b>Internet Safety</b>
- - -



# TUESDAY WEEK 9 TO DO: YEAR 4

## Reading

- Silent read for 15 minutes. Record your book here
  - Book read:
  - Pages read:
- Drag the rubric markers to where YOU THINK they belong on the rubric
- Rewrite a character summary for Bluey

## Spelling

- Write a sentence for five of your spelling words

## Writing

- BTN - summarise one story

## Wellbeing Break- TAKE A BREAK

## Maths

- Number ninja
- Angles task
- Complete 2 mathematics set tasks
- TAKE A BREAK**

PE with Mr Ellis: Watch the video & see if you can keep up with Mr.Ellis

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

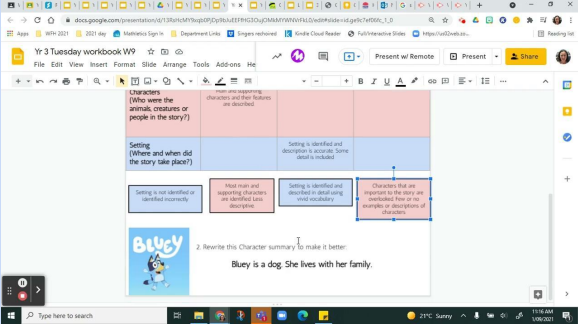
Green highlighter - task you may receive feedback on





# READING

Watch this video to see today's lesson explained!



## Reading Learning intention

We are learning to retell a story

## Success criteria

I can use the five finger retell strategy to help me retell the story without forgetting any details!

1. Drag the rubric markers to where YOU THINK they belong on the rubric.

Narrative retell rubric	Doing great! 3	On your way 2	Needs more work 1
<b>Characters</b> (Who were the animals, creatures or people in the story?)	Main and supporting characters and their features are described.		
<b>Setting</b> (Where and when did the story take place?)		Setting is identified and description is accurate. Some detail is included	

Setting is not identified or identified incorrectly

Most main and supporting characters are identified. Less descriptive.

Setting is identified and described in detail using vivid vocabulary

Characters that are important to the story are overlooked. Few or no examples or descriptions of characters



2. Rewrite this Character summary to make it better:

**Bluey is a dog. She lives with her family.**

# SPELLING - SOUNDWAVES UNIT 25



The soundwaves password is:  
Year 4 - near766

<b>or</b>	<b>ore</b>	<b>a</b>	<b>aw</b>	<b>au</b>
	horse		paw	
	core		sauce	
	ball			

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.

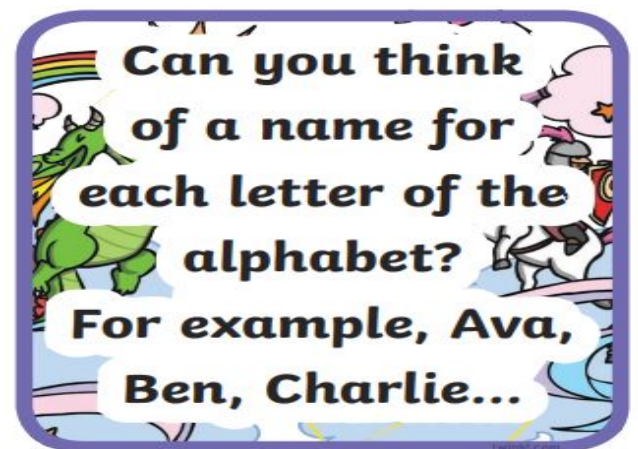
Write a summary of your favourite story below. Use at least 3 sentences.

My favourite story was ...

## WELLBEING BREAK -

Can you think of a name for each letter of the alphabet?

For example, Ava, Ben, Charlie, Duke.....



# Year 4 Mathematics

## Learning intention

To Identify, describe and compare angles..

## Success criteria:

- I can identify the arms, vertex and angle.
- I can recognise and describe angles that are less than, equal to or greater than a right angle.
- I can classify angles based on their properties and draw different types of angles.

## MATHS NUMBER NINJA!



5:00

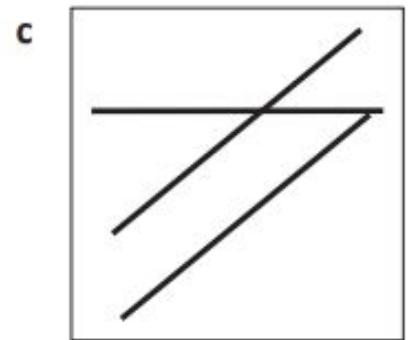
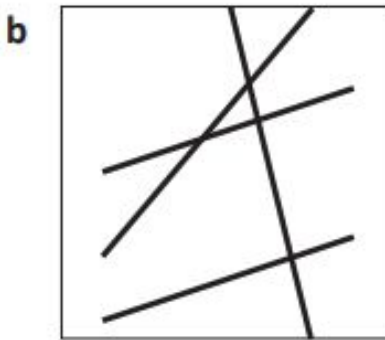
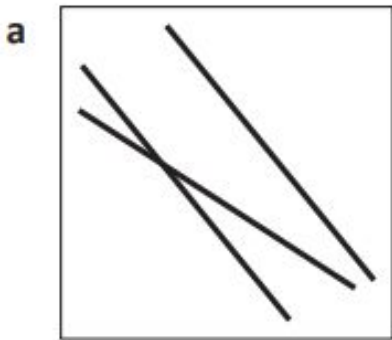
Q1	2	+	67	=				
Q2	37	-	12	=				
Q3	11	x	7	=				
Q4	25	+	82	=				
Q5	138	-	41	=				
Q6	5	x	5	=				
Q7	1000	x	402	=				
Q8	Round to nearest 100 and 1000		57627	=		=		
Q9	Double the number		232	=				
Q10	Halve the number		766	=				
Q11	Smallest:	6	1	2	3	1	=	
Q12	Biggest:	2	1	5	5	3	=	
Q13		729	+	1049	=			
Q14		5042	-	2023	=			
Q15		81	÷	9	=			

# PROBLEM OF THE DAY

Parallel lines are always the same distance away from each other at any point and can never meet. They can be any length and go in any direction.



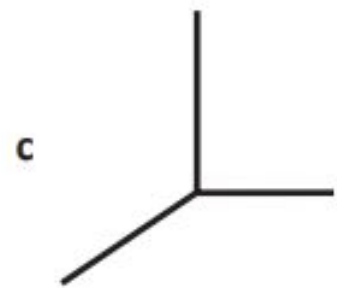
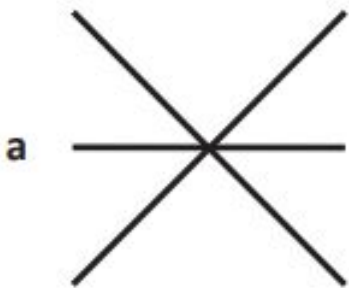
Look at each group of lines. Use the line tool to draw over any pairs of parallel lines in red.



Perpendicular lines meet at right angles. Sometimes they intersect (cross over), sometimes they do not intersect.



Look at each group of lines. Use the line tool to draw over any perpendicular lines in red.



**Countdown** is a game where you use  $+$ ,  $-$ ,  $\times$  or  $\div$  and 6 random numbers to find a **target** number in 2 minutes or less. You can only use each number once, but you can use any operation any number of times.

50

100

8

4

3

7

Target=  
237

2:00

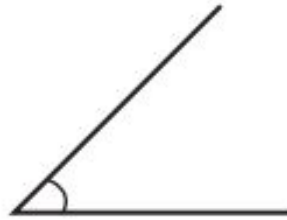
# ANGLES- LESS THAN, EQUAL TO OR GREATER THAN A RIGHT ANGLE

A common angle which you see all the time is a right angle, which is formed from a pair of perpendicular lines.

A right angle is  $90^\circ$  (degrees).



An acute angle is smaller than a right angle.

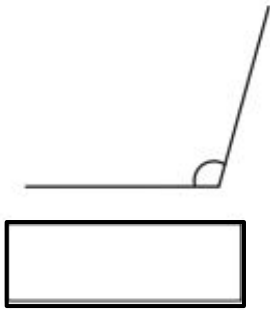


An obtuse angle is larger than a right angle.

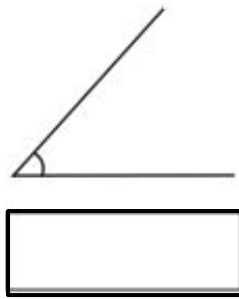


1 Classify each angle as right, acute or obtuse.

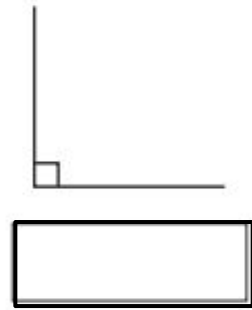
a



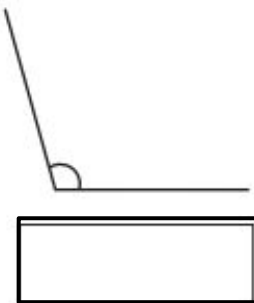
b



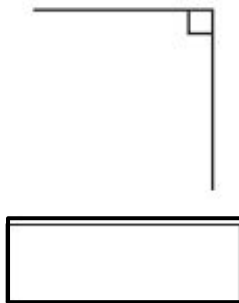
c



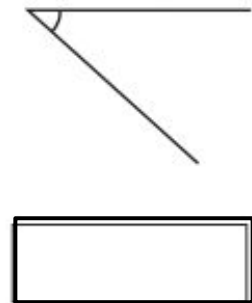
d



e

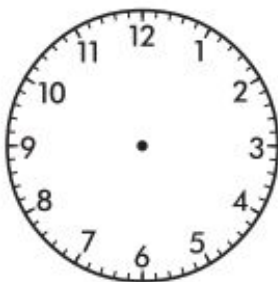


f

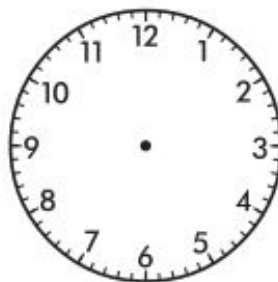


2 Draw hands on each clock that show a time for each type of angle.

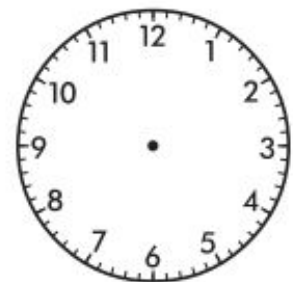
a Right angle



b Obtuse angle



c Acute angle



Complete 2 assigned activities on mathletics.

# P.E MUSCULAR STRENGTH & ENDURANCE

Our Got Game lesson this week is all about Muscular Strength and Endurance. You will learn what each one is and what exercises/activities you can do to increase your strength and endurance in your body. You will be working hard in this video with Rob and I so get your water bottle ready and make sure you've got plenty of energy and enthusiasm! Click on the link below to get stuck into it.

Good luck, Mr Ellis

<https://loom.com/share/Oe6e1f2283f7443f9ad63cd3876220f3>

Extra activities

[Skipping combinations with Michelle](#)

[Speed skipping with Michelle](#)

[Side swing crossover skipping with Michelle](#)

[Boxing muscular strength and endurance with Emily](#)

[Muscular endurance activity with Emily](#)

[Roll the dice activity with Emily](#)

Kahoot (If one link has too many players, try the next)

[https://kahoot.it/challenge/08132235?challenge-id=4e948176-9013-45b9-960d-2c108477c092\\_1630452015453](https://kahoot.it/challenge/08132235?challenge-id=4e948176-9013-45b9-960d-2c108477c092_1630452015453)

[https://kahoot.it/challenge/03046507?challenge-id=4e948176-9013-45b9-960d-2c108477c092\\_1630452059266](https://kahoot.it/challenge/03046507?challenge-id=4e948176-9013-45b9-960d-2c108477c092_1630452059266)

[https://kahoot.it/challenge/06345366?challenge-id=4e948176-9013-45b9-960d-2c108477c092\\_1630452118440](https://kahoot.it/challenge/06345366?challenge-id=4e948176-9013-45b9-960d-2c108477c092_1630452118440)

[https://kahoot.it/challenge/02124285?challenge-id=4e948176-9013-45b9-960d-2c108477c092\\_1630452201967](https://kahoot.it/challenge/02124285?challenge-id=4e948176-9013-45b9-960d-2c108477c092_1630452201967)



# WEDNESDAY WEEK 9 TO DO: YEAR 4

## Reading

- Silent read for 15 minutes. Record your book here
  - Book read:
  - Pages read:
- Identify the problem, events and resolution for 126 scoops.
- Pick your best example and paste it on the class padlet. 'Like' one of your classmates' examples that you think is great.

## Spelling

- Write a conversation using at least 5 list words
- Choose 5 spelling words and think of words that rhyme

## Writing

- Writing narratives: starting your story plan.

## Wellbeing Break

**TAKE A BREAK**

## Maths

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

**TAKE A BREAK**

## Science

- Phases of the moon

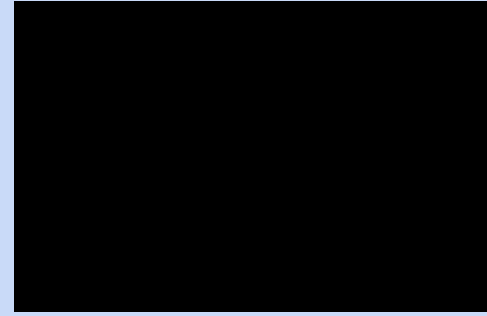
- The sun and the water cycle
  - Yellow highlighter - task you will receive feedback on and MUST DO
  - Green highlighter - task you may receive feedback on





# READING

Watch this video to see today's lesson explained!



## Reading Learning intention

We are learning to retell a story

## Success criteria

I can use the five finger retell strategy to help me retell the story without forgetting any details!

- ☐ Identify the problem, events and resolution for *Chance of a Storm*

Problem: (What is the problem that needs to be solved?)

**Events**  
(What happened in the beginning, middle and end of the story!)

Beginning

Middle

End

Resolution: (How was the problem resolved or fixed?)

Pick your best example from above and post it on your class Padlet under the correct heading. Read the work your classmates have posted and choose the best example to 'like'..

4J

4M

4B

# SPELLING - SOUNDWAVES UNIT 25



or ore a aw au



horse



paw



core



sauce



ball

The soundwaves password is::

Year 4 - near766

Write a conversation between two people that includes at least 5 of your list words and underline them. Remember to use speech marks when someone is talking.

Example: Paul: "Incoming ball Saul". "Watch out!"

Saul: "Thanks for looking out for me Paul. If I got hit by the ball, boy I would be sore"

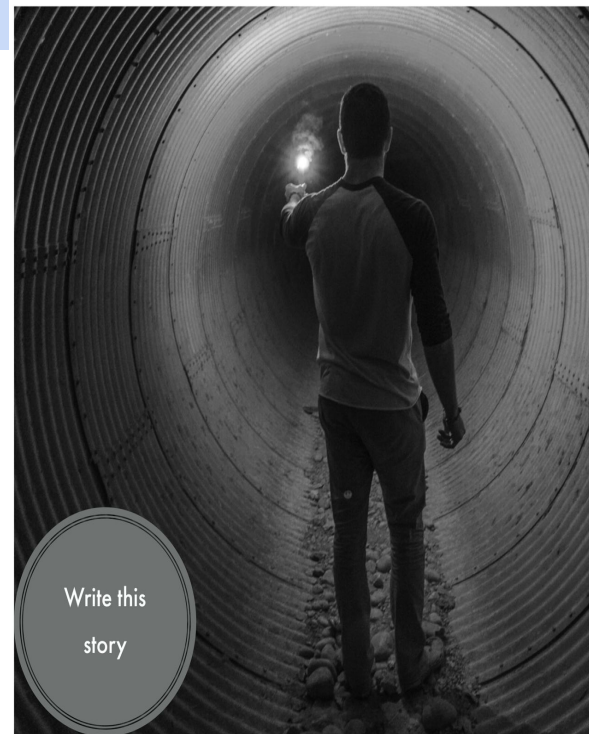
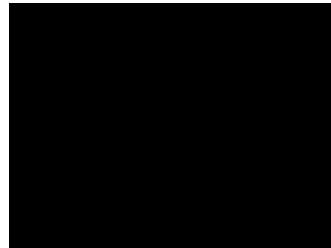
## Rhyming Words

Log on to Soundwaves and choose 5 words from your spelling list then make up rhyming words.

Spelling Word	Rhyming Word

# WRITING: NARRATIVES

This week we are going to write a new story. We are going to use a picture to help us come up with some ideas. You **MUST** choose from **ONE** of these 2 pictures:



Today, you are going to start **PLANNING** your story. You're going to start with your **orientation**, then you can start thinking about your **complication** tomorrow.

Remember your **orientation** is about your **setting** and **mood** of the story (is it a mystery, a horror, a love story?) and where you introduce your **characters**. Remember all of the things we have learned about making our characters and settings more interesting and descriptive. Use plenty of adjectives and adverbs. Use your senses to help you describe settings. Use the STEAL technique to help describe your characters and try and use some similes and metaphors as well.

The STEAL technique in case you have forgotten!

	<b>S</b> peech: What would the character say?	<b>T</b> houghts: What would the character think?	<b>E</b> ffects: What effect would the character have on others?	<b>A</b> ctions: What kinds of things does the character do?	<b>L</b> ooks: What do they look like?
<b>Y</b> <b>O</b> <b>U</b>					

LEARNING INTENTION: WE ARE LEARNING TO WRITE NARRATIVES

SUCCESS CRITERIA: I CAN PLAN MY ORIENTATION.

I CAN USE MY SENSES TO DESCRIBE THE SETTING AND MOOD

I CAN DESCRIBE THE CHARACTERS USING ADJECTIVES, ADVERBS AND THE STEAL TECHNIQUE.

I CAN ADD SOME SIMILES AND METAPHORS TO ENHANCE MY WRITING.

# Narrative Planning Template

Title \_\_\_\_\_

## Orientation

### Setting

Where does the story take place? When?

### Characters

Who are the main characters? Describe them.

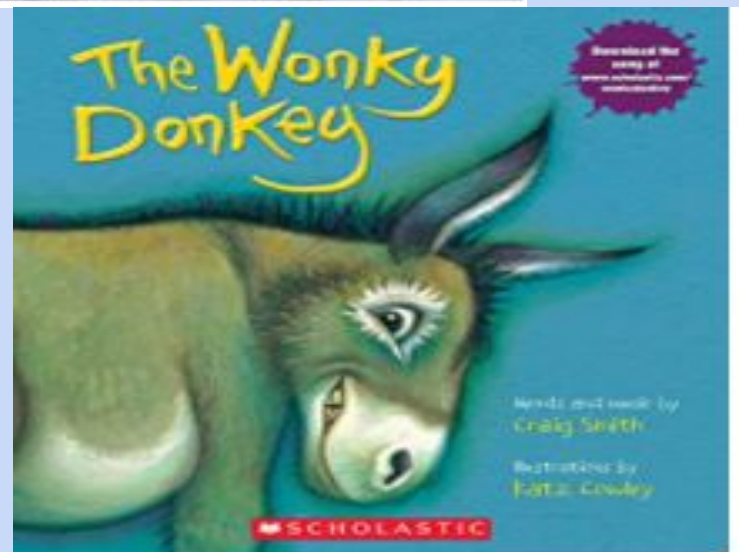
### Mood

Is this a mystery, a fantasy story, a love story? Is it scary or funny or a drama?



# WELLBEING BREAK

How many soft toys / cars  
books, dolls do you have?  
Have a guess then count them -  
were you close?



# Year 4 Mathematics

## Learning intention

To Identify, describe and compare angles..

## Success criteria:

- I can identify the arms, vertex and angle.
- I can recognise and describe angles that are less than, equal to or greater than a right angle.
- I can classify angles based on their properties and draw different types of angles.

## MATHS NUMBER NINJA!



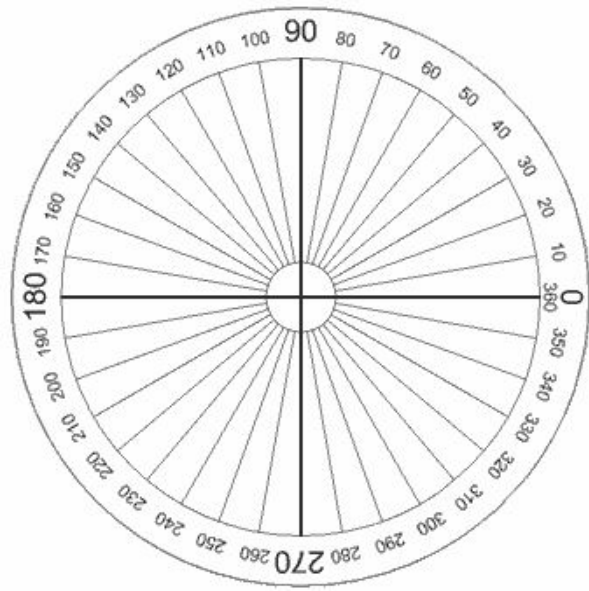
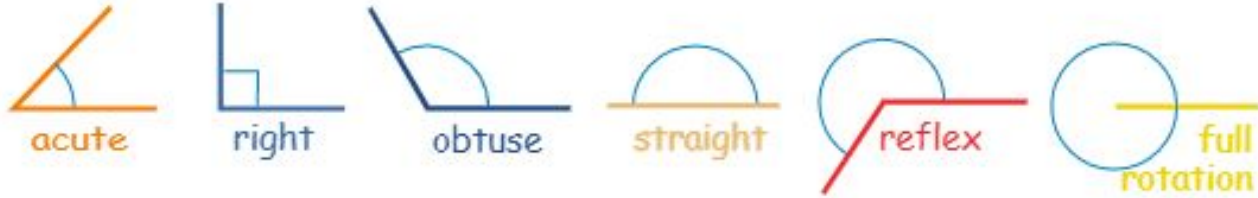
5:00

Q1	22	+	20	=				
Q2	94	-	30	=				
Q3	2	x	10	=				
Q4	32	+	28	=				
Q5	105	-	75	=				
Q6	12	x	12	=				
Q7	10	x	315	=				
Q8	Round to nearest 100 and 1000		94789	=	=			
Q9	Double the number		331	=				
Q10	Halve the number		834	=				
Q11	Smallest:	8	2	3	7	8	=	
Q12	Biggest:	6	4	6	4	9	=	
Q13		8296	+	697	=			
Q14		9485	-	4407	=			
Q15		90	÷	9	=			

# PROBLEM OF THE DAY

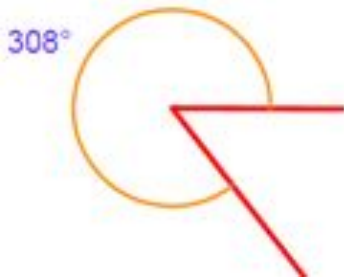
There are 6 different types of angles, each one different because of the number of degrees between the arms of the angle. You can use this [link](#) to try to create angles yourself if you need.

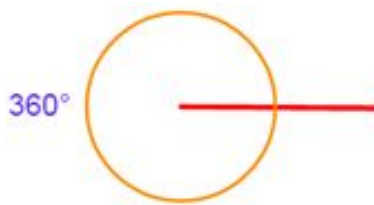
As the Angle Increases, the Name Changes:

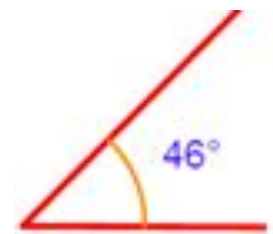


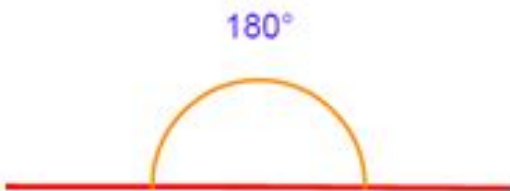
Type of Angle	Description
<a href="#">Acute Angle</a>	is less than $90^\circ$
<a href="#">Right Angle</a>	is $90^\circ$ exactly
<a href="#">Obtuse Angle</a>	is greater than $90^\circ$ but less than $180^\circ$
<a href="#">Straight Angle</a>	is $180^\circ$ exactly
<a href="#">Reflex Angle</a>	is greater than $180^\circ$
<a href="#">Full Rotation</a>	is $360^\circ$ exactly

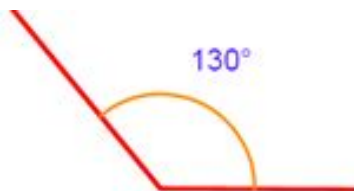
Label each angle below with its correct name.

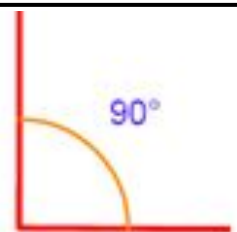












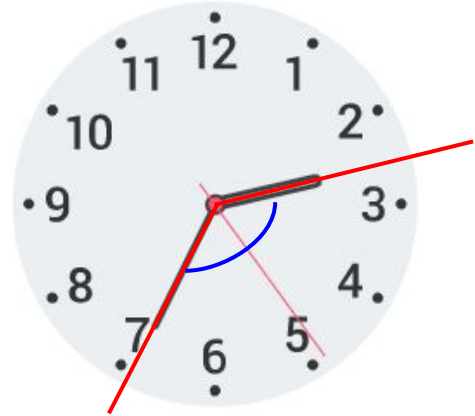
# ANGLES- TYPES OF ANGLES

Look at your analog clock at home. If you don't have one, use this [link](#) (or [this](#) one) to find one online. Write down the time first, then identify the angle shown between the hour and minute hands. Estimate the degrees between the two hands. To help, remember that the space between each number (e.g. between 2 and 3) is equal to 30 degrees. An example is shown below.

**Time:** 2:34

**Angle:** obtuse

**Degrees:** 125 degrees



Complete this a for a total of 6 different times. See if you can find a time to show each type of angle. You can copy a clock if you would like to help you.

**Time:**

**Angle:**

**Degrees:**

**Time:**

**Angle:**

**Degrees:**

**Time:**

**Angle:**

**Degrees:**

**Time:**

**Angle:**

**Degrees:**

**Time:**

**Angle:**

**Degrees:**

**Time:**

**Angle:**

**Degrees:**

Complete 2 assigned activities on mathletics.





## PHASES OF THE MOON

© timeanddate.com

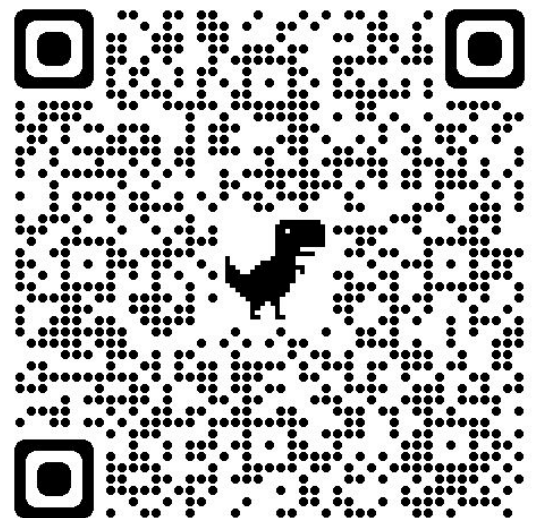
### Phases of the Moon

As I mentioned last week, we have finished our science unit for this term. So for these last few weeks I'm just providing you with some related activities that are hopefully fun and also enable you to learn a couple of things.

Watch the video about the phases of the moon and then write five facts you learnt. If you have access to a smartphone or tablet (with your parents' permission) scan the QR code for a great little GIF on why we always see the same side of the moon. If you are at school, ask the teacher to put it up on the screen.



- 1.
- 2.
- 3.
- 4.
- 5.



If you have access to a smartphone or tablet (with your parents' permission) scan the QR code for a great little GIF on why we always see the same side of the moon. If you are at school, ask the teacher to put it up on the screen.



# THURSDAY WEEK 9 TO DO: YEAR 4

## Reading

- Silent read for 15 minutes. Record your book here
  - Book read:
  - Pages read:
- Record your retell for CHance of a Storm using mote or another recording device.
- How confident are you feeling with each of the parts of the retell? Complete the form so your teacher can see where you still need help

## Spelling

- Annotate the sentences with the correct spelling

## Writing

- Continue planning your story.

Write 2 of your own.

## **Wellbeing Break**

**TAKE A BREAK**

## Maths

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

**PDHPE:** Create a recipe for making a good friend

**TAKE A BREAK**

## Geography - Climate and Weather

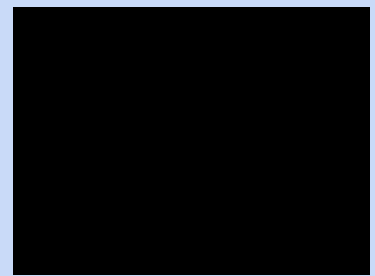
Yellow highlighter - task you will receive feedback on and MUST DO

Green highlighter - task you may receive feedback on



# READING

Watch this video to see today's lesson explained!



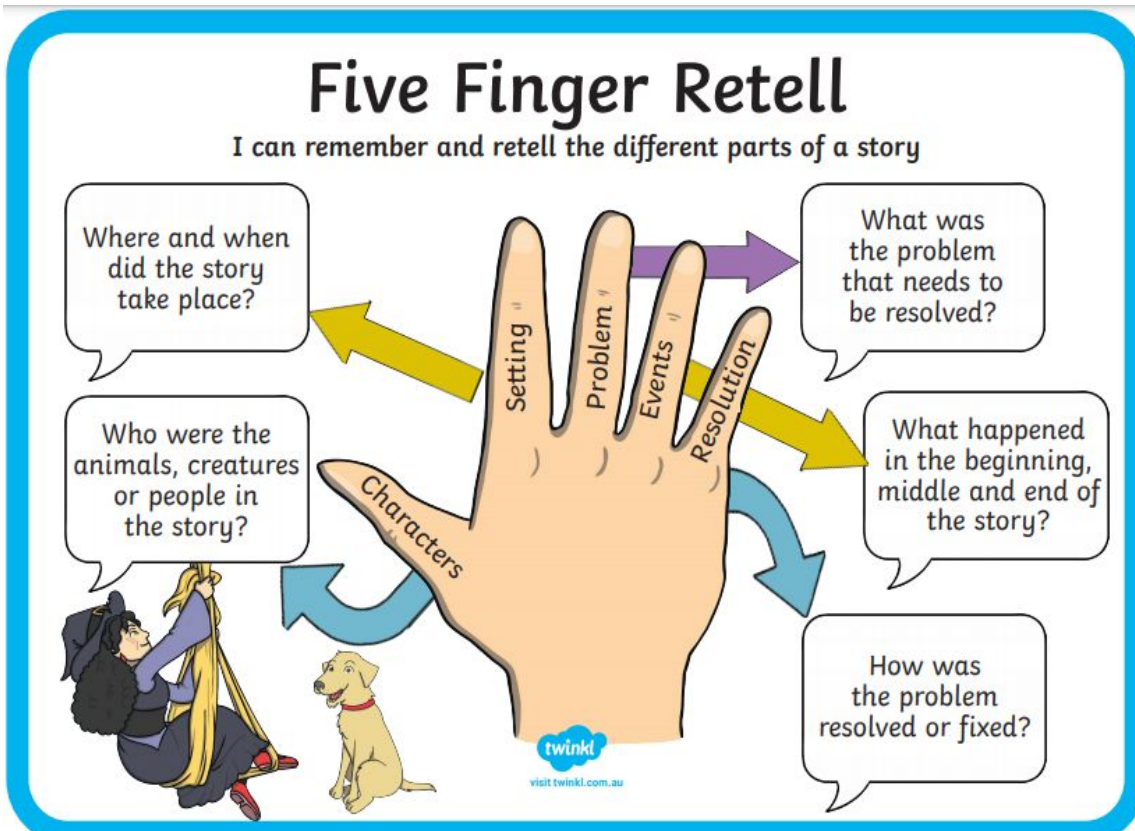
## Learning intention

We are learning answer literal and inferential questions

## Success criteria

I can use the five finger retell strategy to help me retell the story without forgetting any details!

Use mote or a recording device (ie, a phone or tablet!) to record yourself doing a retell for this week's School Magazine text. Use the five finger method to ensure you cover everything. If you are using mote you only have a minute and a half. This is all you should need. If you are taking longer than this, you are including too many details! Talk through the five finger retell steps in order - it will help organise your retell.



Paste your retell here:

.....

Once you have recorded your retell, fill out this form to show how well you feel you did! Click on your class name to view the form!

4M

4J

3/4B

# SPELLING - SOUNDWAVES UNIT 25



or ore a aw au



horse



paw



core



sauce

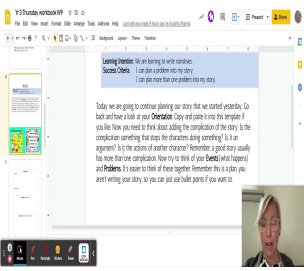


ball

This paragraph contains 9 spelling and 2 punctuation errors.. Can you fix it? Annotate around the paragraph by drawing an arrow and text box with the correction.



It was **for** in the morning when I got woken up by my distraught younger sister. She was **shore** that she had heard a ghost outside of her window. I got out of my **walm** bed to investigate. I asked her "Milly, did you see the ghost!". "No, but I **seen** the bedroom **dore** shaking" Milly replied. "Can you hear it? Can you hear the ghost!" Milly whispered as she **brang** my attention to the loud noise coming from outside her bedroom window. "**Pour** Milly" I chuckled. "That's not a ghost, it's the **Autum** wind blowing against your window". After that, Milly wasn't scared **anymoor**.



# WRITING

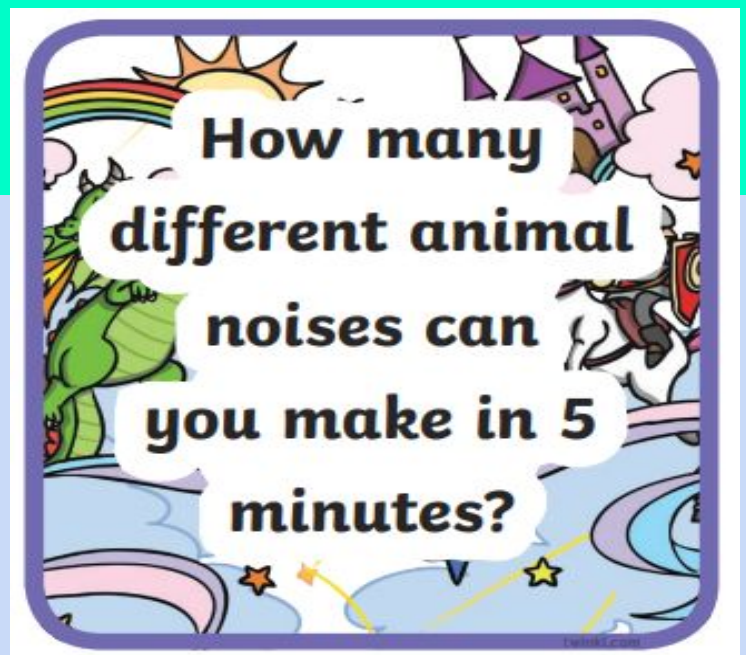
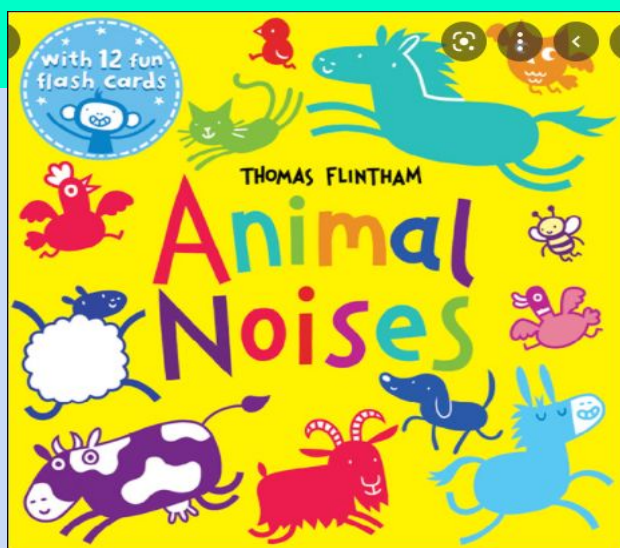
**Learning Intention:** We are learning to write narratives.

**Success Criteria:** I can plan a problem into my story.

I can plan more than one problem into my story.

Today we are going to continue planning our story that we started yesterday. Go back and have a look at your **Orientation**. Copy and paste it into this template if you like. Now you need to think about adding the complication of the story. Is the complication something that stops the characters doing something? Is it an argument? Is it the actions of another character? Remember, a good story usually has more than one complication. Now try to think of your **Events** (what happens) and **Problems**. It's easier to think of these together. Remember this is a plan, you aren't writing your story, so you can just use bullet points if you want to.

## WELLBEING BREAK



## Orientation

Setting

Characters

**Problems** in the story

**Events** What happens in the story.

# Year 4 Mathematics

## Learning intention

To Identify, describe and compare angles..

## Success criteria:

- I can identify the arms, vertex and angle.
- I can recognise and describe angles that are less than, equal to or greater than a right angle.
- I can classify angles based on their properties and draw different types of angles.

## MATHS NUMBER NINJA!



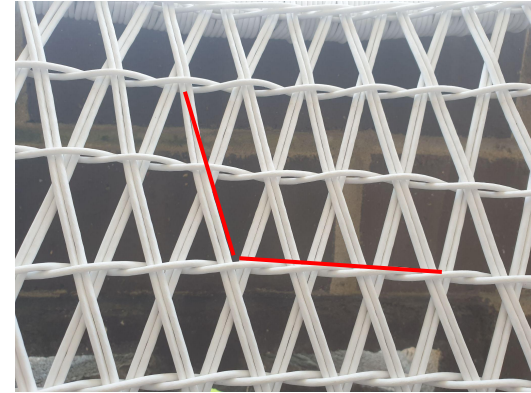
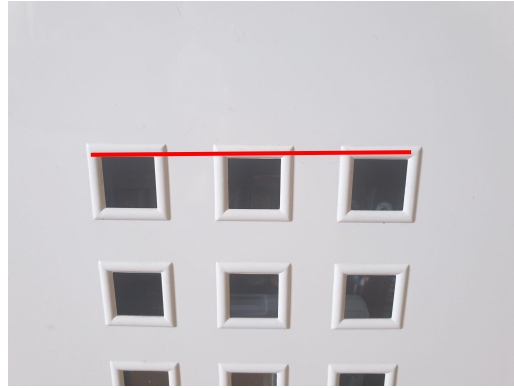
5:00

Q1	42	+	44	=				
Q2	79	-	30	=				
Q3	5	x	5	=				
Q4	47	+	85	=				
Q5	153	-	59	=				
Q6	7	x	7	=				
Q7	10	x	212	=				
Q8	Round to nearest 100 and 1000		70697	=	=			
Q9	Double the number		212	=				
Q10	Halve the number		22	=				
Q11	Smallest:	3	7	3	8	2	=	
Q12	Biggest:	0	6	0	6	3	=	
Q13		6156	+	1029	=			
Q14		6780	-	753	=			
Q15		27	÷	9	=			

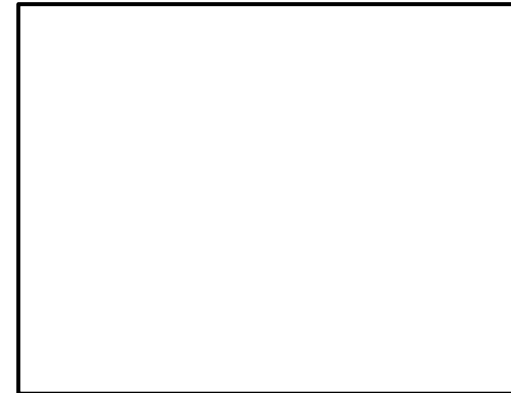
# PROBLEM OF THE DAY

Use this [link](#) to play an estimating angles game. Follow the instructions and try to estimate the angle each time. Try to estimate 5 or 10 times and see if you improve from the first time to the last time.

Now put your estimation skills to the test! Estimate each of the angles in the photos below.



You can use your own pictures from Monday, or take 3 new photos (or 3 new pictures found online). Draw the arms of your angle on your photo and estimate the degrees of each angle.



**Countdown** is a game where you use +, -, x or ÷ and 6 random numbers to find a **target** number in 2 minutes or less. You can only use each number once, but you can use any operation any number of times.

75

10

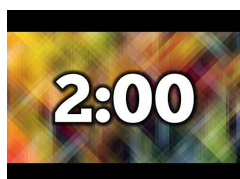
5

2

6

9

Target=  
726





# ANGLES - DRAWING AND DESCRIBING ANGLES

Draw a shape which includes at least 1 obtuse angle and 1 acute angle. Label each one.



Draw a shape which includes 3 different types of angles. Label each.



Draw each of the 6 different types of angles (you can try to create a shape if you like). Label each.



# PDHPE - FRIENDSHIP



## GOOD FRIENDS...

- support each other
- trust each other
- respect each other
- make each other laugh
- are fun to be around
- listen to each other
- care about each other.



What makes a good friend? Create a recipe for friendship. Think about respect, consideration and inclusion.



**Recipe For Friendship**

**Ingredients**

A spoonful of \_\_\_\_\_

A pinch of \_\_\_\_\_

A dash of \_\_\_\_\_

A sprinkle of \_\_\_\_\_

**Instructions**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

teachstarter

# GEOGRAPHY - CLIMATE AND WEATHER

## Learning Intention:

- Identify the main climate types in Australia.
- Examine how weather contributes to climate.

**Key Concepts, Skills and Understandings**-Students record and interpret information about weather patterns and draw conclusions about how weather contributes to climate.

**Climate** is like the personality of a place. A person's personality usually stays the same. There are many ways to describe a personality e.g. quiet, friendly, funny, clever.

How would you describe your personality?

Just like there are different types of personality. There are different types of climate. The climate (personality) of Australia is split into zones.

-  Tropical (hot and wet)
-  Desert (hot and dry)
-  Temperate (long warm summer and short, cool winter)

The climate of a place doesn't change but the weather can change daily.



Look at the Climate zone map

- a. Which climate zone do you live in?
- b. What is the weather like today?

Name two cities in each climate zone.

Climate Zone	City	City
Desert		
Temperate		
Tropical		

Name one natural feature you would expect to find in each climate type.

**Tropical**

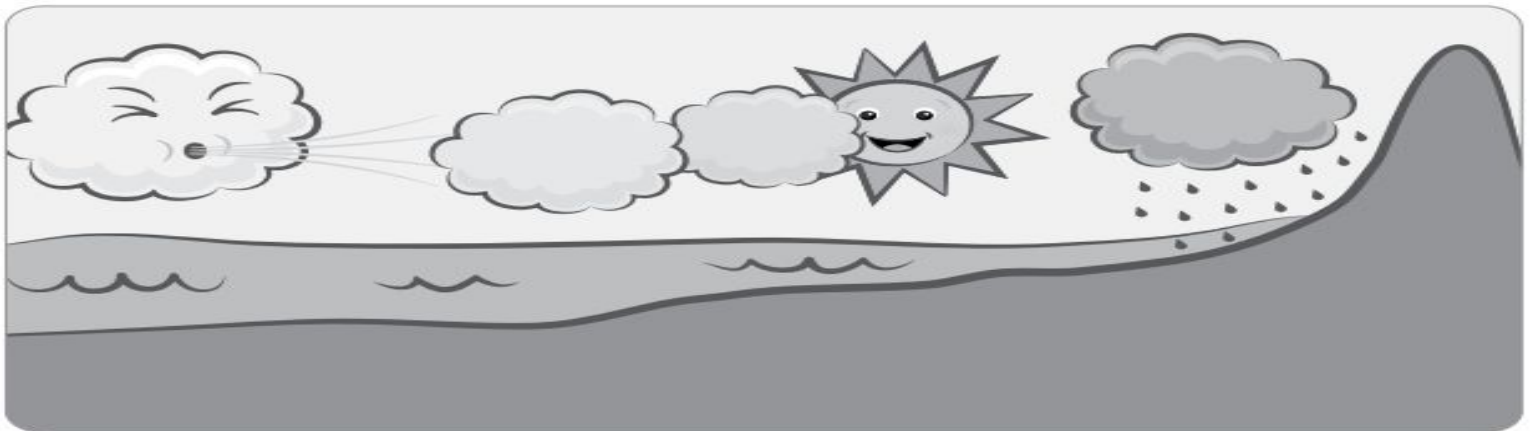
**Desert**

**Temperate**

Weather is like a person's mood. Your mood can be happy, sad, angry or excited. Your mood can change at any time. Some things that could change your mood are if you are feeling sick or tired or have had some good or bad news.

How would you describe your mood today?

Just like our mood can be changed by things that happen around us, the weather can change its mood because of what is happening around the earth.



What is happening in this picture that could change the weather? You can add a new slide to write your response.



# FRIDAY WEEK 9 TO DO: YEAR 4

## Reading

- Silent read for 15 minutes. Record your book here
  - Book read:
  - Pages read:
- Listen/read along to the BFG and then answer the questions

## Spelling

- Highlight the words that contain the phoneme
- Use the phoneme of the week to finish the word

## Writing

- Finish writing story.

## Wellbeing Break

## TAKE A BREAK

## Maths

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

## TAKE A BREAK

## CAPA-

- Create shadow art

### Class Zoom Session

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

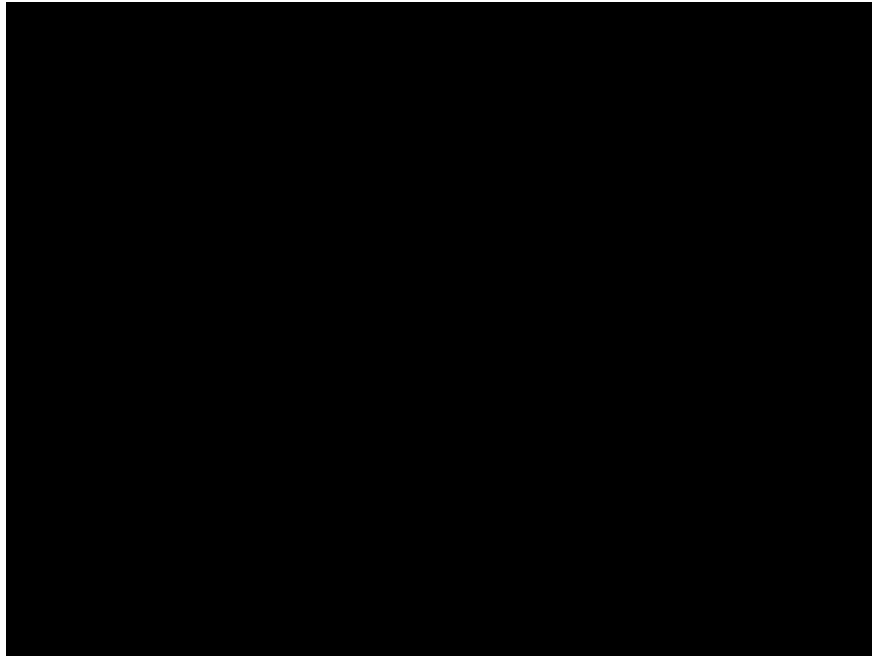
Yellow highlighter - task you will receive feedback on and MUST DO

Green highlighter - task you may receive feedback on



# CLASS NOVEL STUDY

- Listen/read along to the BFG by Roal Dahl using the video below. If you prefer, mute the audio and read to yourself.
- Answer the questions below!



1. Which words and phrases are used to describe Sophie? What do these tell you about how she is feeling?
2. Look at page 16. What impressions do you get of the giant's clothing?
3. Challenge: Write a postcard home to a child at the orphanage Sophie comes from.

# SPELLING YEAR 4 - SOUNDWAVES UNIT 25



The soundwaves password is::

Year 4 - near766

or ore a aw au



horse



paw



core



sauce



ball

1. Log on to Soundwaves Unit 25. Highlight the word that contains the phoneme.

Story    Statue    Small    Sport    August    Finger  
Morning    Sure    Water    Fashion    Talk    Water

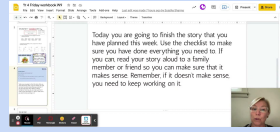
2. Finish the word by adding "or, ore, a, ough, aw or au" Use your list words to help you.

dr\_\_\_\_    \_\_\_\_der    c\_\_\_\_ner    \_\_\_\_gust    bec\_\_\_\_se  
st\_\_\_\_    bef\_\_\_\_    sp\_\_\_\_t    br\_\_\_\_t    tow\_\_\_\_ds  
l\_\_\_\_n    th\_\_\_\_t    \_\_\_\_tumn    b\_\_\_\_t    transp\_\_\_\_t

## WELLBEING BREAK



Draw a strange creature. It could have a dog's ears, a cat's face, a horse's body and a rat's tail.



## Learning intention:

We are learning to write a narrative text.

## Success criteria:

- I can use techniques such as similes and metaphors to enhance my imaginative writing..
- I can use adjectives and adverbs to enhance my writing. .

Today you are going to finish the story that you have planned this week. Use the checklist to make sure you have done everything you need to. If you can, read your story aloud to a family member or friend so you can make sure that it makes sense. Remember, if it doesn't make sense, you need to keep working on it.



# TITLE OF STORY

Remember to check your story **MAKES SENSE** before you hand it in. Read it aloud to an adult or a brother or sister. If it doesn't sound right, keep working on it. Use the **checklist**.

## Checklist

My story (highlight when complete)

It makes sense.

I used a simile

I used a metaphor

I used adjectives

I used paragraphs

I used punctuation

I used capital letters

# Year 4 Mathematics

## Learning intention

To Identify, describe and compare angles..

## Success criteria:

- I can identify the arms, vertex and angle.
- I can recognise and describe angles that are less than, equal to or greater than a right angle.
- I can classify angles based on their properties and draw different types of angles.

## MATHS NUMBER NINJA!



5:00

Q1	75	+	29	=				
Q2	68	-	24	=				
Q3	5	x	5	=				
Q4	103	+	47	=				
Q5	153	-	69	=				
Q6	8	x	8	=				
Q7	1000	x	179	=				
Q8	Round to nearest 100 and 1000		22144	=	=			
Q9	Double the number		401	=				
Q10	Halve the number		104	=				
Q11	Smallest:	7	5	5	8	9	=	
Q12	Biggest:	6	8	3	0	5	=	
Q13		1617	+	954	=			
Q14		6791	-	1503	=			
Q15		63	÷	9	=			

# PROBLEM OF THE DAY

In the space below, create a poster including everything you know about angles.

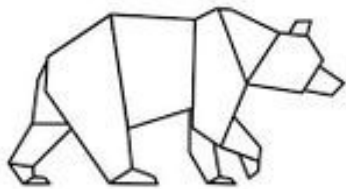
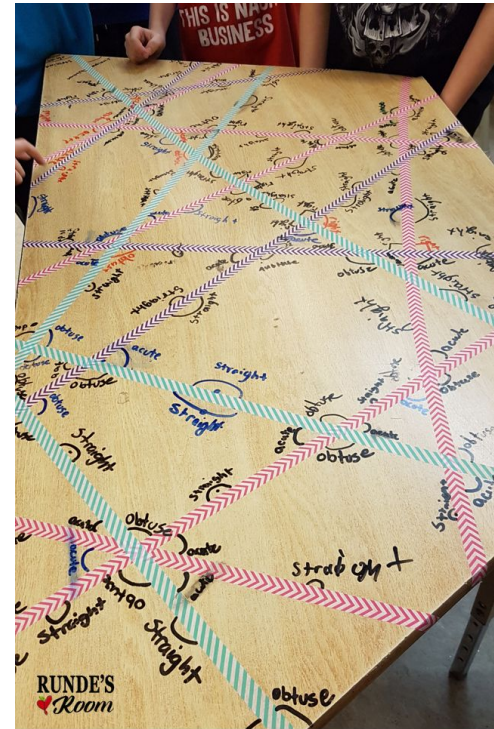
Draw an example of each of the 6 different types of angle. Include information about the number of degrees in each angle and their names. Decorate your poster and make it look colourful as well as informative!

# ANGLES - ACTIVITIES

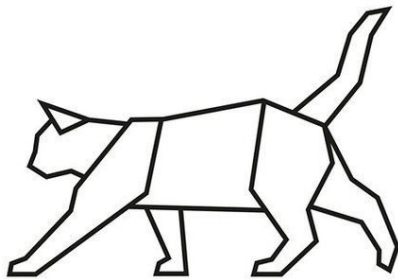
Choose **one** of the following activities:

1. Use tape or white board marker on a flat surface (a table, piece of cardboard or paper) to create a pattern of lines like the one shown here.

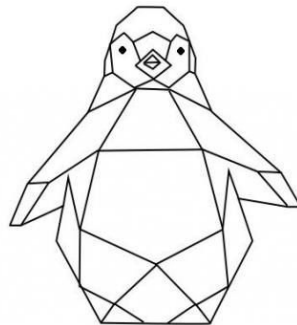
See if you can label different angles around your design with the angle names (acute, right, obtuse, straight, reflex, revolution). You could even estimate the degrees of each angle if you want to challenge yourself! Make sure you aren't creating a mess and you clean up after yourself!



2. Create a geometric animal artwork using only straight lines and shapes. You can make it as simple or complex as you would like. Create a new slide to save it!



Once you have finished drawing your animal, you can colour code the angles on your animal. For example, acute angles might be blue, obtuse angles red and right angles green. Try your best to make...



Complete 2 assigned activities on mathletics.

# SHADOW ART

## What you will need:

Small rocks and pebbles

A small pouch to keep your pebbles in

Leaves, sticks and other nature items

Acrylic paints or permanent markers

Paintbrush

Sunshine!

## What you need to do:

1. First you will need to collect your rocks and pebbles. Smooth ones are the easiest to work with
2. When you are at home, clean your rocks with water and while you wait for them to dry, you can gather your painting supplies. Acrylic paints work really well for painting on rocks. You can also use permanent pens such as sharpies if you prefer or to add details to your painted rocks.
3. Next, paint or decorate your rocks! These will be used as facial features on your shadows so paint eyes, noses, mouths, eyebrows, moustaches, ears, horns or whatever takes your fancy. You could do both sides of some of your flatter rocks to have more options to choose from when creating shadow art.
4. Go outside to create your shadow art! The ideal time is when the sun isn't directly overhead - depending on the sun's location and time of day, the shadows may be bigger or smaller, so you might find it interesting to experiment with the time of day.
5. Gather some leaves, sticks, petals, grass or any other nature items that you can find.
6. Create your shadow art! It's easiest if one person casts the shadow and another person can then add features to the shadow using the painted rocks and the nature items. Adults should definitely join in too!
7. Once you've finished creating your shadow art, you can pop your rocks back in your pouch to use another day. Take a photo and share in your google classroom stream!

