

# Remote learning Grid – Week 10 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 13.9.21	Tuesday 14.9.21	Wednesday 15.9.21	Thursday 16.9.21	Friday 17.9.21
<b>Morning</b>	<p><b>Admin:</b> Login to Google Classroom and answer the attendance question</p> <p><b>English</b></p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Silent read for 15 minutes</li> <li>• Watch the video for today's reading lesson about retells and read this week's story - Gold.</li> <li>• Read an example of a Character and setting summary, and, mark the example using the rubric. Improve the example</li> <li>• Complete your own Character and setting summary for this week's reading.</li> </ul> <p>THERE IS NO WUSHKA THIS WEEK</p>	<p><b>Admin:</b> Login to Google Classroom and answer the attendance question</p> <p><b>English</b></p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>☐ Silent read for 15 minutes. Record.</li> <li>☐ Read an example of a Problem, Event and Resolution from Toy Story,</li> <li>☐ Complete your own Problem, Events and Resolution for this week's reading.</li> </ul> <p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>• Choose 5 words from Soundwaves Unit 26 and write</li> </ul>	<p><b>Admin:</b> Login to Google Classroom and answer the attendance question</p> <p style="text-align: center;"><b>WELLBEING WEDNESDAY ACTIVITIES THROUGHOUT THE DAY</b></p>	<p><b>Admin:</b> Login to Google Classroom and answer the attendance question.</p> <p><b>English</b></p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Silent read for 15 minutes.</li> <li>• Use the planning page provided to plan your retell for Flossy and Fiend.</li> <li>• Record yourself doing a retell.</li> <li>• Complete the How am I going survey so your class teacher can see if your confidence is improving!</li> </ul> <p><b>Spelling:</b></p>	<p><b>Admin:</b> Login to Google Classroom and answer the attendance question</p> <p><b>English</b></p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• 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>• Practice comparing words</li> <li>• Rewrite the contracted word</li> </ul> <p><b>Writing-</b></p>

	<p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>Choose 10 words from Soundwaves Unit 26</li> <li>Brainstorm 15 words with the phoneme. Segment using Soundwaves online.</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>starting our final narrative for the term.</li> </ul>	<p>an interesting sentence for each word that includes adjectives and conjunctions. 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>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>Writing our first draft.</li> </ul>	<ul style="list-style-type: none"> <li>Writing a narrative. Writing our final draft. Use a checklist.</li> </ul>
<b>Wellbeing break</b>	Using construction toys (building blocks, connecting toys, wooden toys) what is the tallest tower you can make before it falls over? Is it taller than you?	Draw a robot and label all of the parts. What can your robot do?	Share and talk about one of the wellbeing activity you have done from Wellbeing Wednesday grid	Do something kind for someone. Can you pay them a compliment, make them something or help them with a task?	Make a model of your favourite pizza. Use bits you find around the house. What toppings will you include? Bottle top pepperoni perhaps?
<b>Break</b>					
<b>Middle</b>	<p><b>Mathematics</b></p> <p><input type="checkbox"/> Design your dream home</p> <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> <p><input type="checkbox"/> Design your dream home</p>	<p><b>Class Zoom Session</b> Share your favourite book with the class.</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> <p><input type="checkbox"/> Design your dream home</p> <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> <p><input type="checkbox"/> Design your dream home</p> <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>	<b>Library</b> Watch the video about internet safety and take the quiz.	<b>KLA PE with Mr Ellis</b> Explore your fitness with Mr Ellis' at home challenges		<b>KLA- HSIE: Geography Climate and Weather Climate of Places- World Climate</b>	<b>KLA Creative arts</b> <ul style="list-style-type: none"> <li>• Create a Where's Wally image to hide somewhere in the local community!</li> </ul>



# MONDAY WEEK 10 TO DO: YEAR 4

## Reading

- Silent read for 15 minutes. Record your book here.
  - Book read:
  - Pages read:
- Watch the video for today's reading lesson about retells and read this week's story - Gold!
- Read an example of a Character and setting summary, and, mark the example using the rubric. Improve the example
- Complete your own Character and setting summary for this week's reading.

## Spelling

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

## Writing

- Start writing your final narrative for this term!
- WELLBEING BREAK

**TAKE A BREAK**

## Maths

- Design your dream home

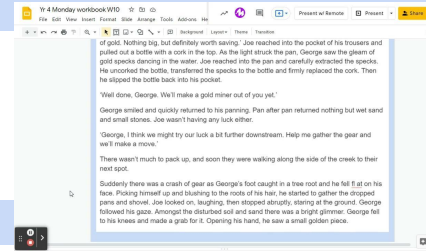
**TAKE A BREAK**

Library: Cyberbullying

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

# GOLD!

If you'd like to hear the story read aloud, watch these videos!



GEORGE SLAMMED the book shut. The title *Gold!* blazed across the cover. He'd borrowed it from the library that afternoon. For some reason the barcode on the book wouldn't scan, but in the end he'd been allowed to borrow it. His goal: to find gold on his family's trip to Hill End.

What he had seen inside the book had terrified him. He didn't move another muscle as he sat in his beanbag, breathing heavily. Perhaps he had imagined it. Slowly, ever so slowly, he opened the book again and turned the first page. Heaving a sigh of relief, George turned another page. There were words and drawings and diagrams. It was just a book. Relaxing into the beanbag, he turned the next page and froze.

*The people in the gold diggings illustration were moving!*

This time George kept the book open and gazed at what was happening before him. He could see men swinging picks into the earth and other men standing to stretch out their aching backs. Further back in the picture, more men stood at the tops of mine shafts, winding handles to bring up buckets of soil. Nearby, other miners crouched as they sieved the soil. They paused every now and then to examine the contents of the sieve and to throw out a stone or lump of clay.

George could hear the sound of the diggings: the metallic clang as a pick struck rock, and the scratching sound of the soil in the sieve. He turned a page, and there was another illustration. This one showed a single man squatting by a creek and panning for gold.

The man moved.

He leaned forward to look into the tin pan as he swirled the mixture of sand and water. He tilted the pan and tipped some of the mix over the side and back into the creek, then poked around with his finger in what was left behind. George leaned forward too, and at that moment the man looked up and into George's eyes.

'Hello, young fellow,' said the man. 'I thought you might turn up.'

'T-turn up?'

'Yes, I've been expecting you. Now come on over and give me a hand.'

George leaned even closer to the book, and suddenly he sensed a change in the air. He breathed in the smell of damp earth, and felt the heat of the sun on his back.

'Don't just stand there, come over here and sort through this lot,' said the miner.

George did as he was told. As he bent down he saw that he was no longer wearing his runners; in their place was a pair of battered boots. His uniform had transformed into a collarless shirt and a mud-spattered pair of trousers.

The man handed him a pan and pointed to a pile of wet sand at the edge of the creek. 'Make a start on that. With two sets of hands we'll get the job done twice as fast.' He was about to turn back to his work when he stopped and said, 'Stop staring at me like that. I'm Joe, and you're George, aren't you?'

'How do you know my ... Never mind,' replied George. He began to swirl the mix from the pile, watching Joe from the corner of his eye and copying him.

After a while, George developed a rhythm with his task. He tossed the sandy mixture into the tin pan, dipping it into the water and swirling the contents. All the time, he was looking for a glimpse of gold in the bottom of the pan.

The heavier gold would settle to the bottom and the rest could be carefully washed away.

'Joe!' called George. 'I think I've found something!'

Joe put down his pan and strode over to George. 'You're right, young fellow! Those are specks of gold. Nothing big, but definitely worth saving.' Joe reached into the pocket of his trousers and pulled out a bottle with a cork in the top. As the light struck the pan, George saw the gleam of gold specks dancing in the water. Joe reached into the pan and carefully extracted the specks. He uncorked the bottle, transferred the specks to the bottle and firmly replaced the cork. Then he slipped the bottle back into his pocket.

'Well done, George. We'll make a gold miner out of you yet.'

George smiled and quickly returned to his panning. Pan after pan returned nothing but wet sand and small stones. Joe wasn't having any luck either.

'George, I think we might try our luck a bit further downstream. Help me gather the gear and we'll make a move.'

There wasn't much to pack up, and soon they were walking along the side of the creek to their next spot.

Suddenly there was a crash of gear as George's foot caught in a tree root and he fell flat on his face. Picking himself up and blushing to the roots of his hair, he started to gather the dropped pans and shovel. Joe looked on, laughing, then stopped abruptly, staring at the ground. George followed his gaze. Amongst the disturbed soil and sand there was a bright glimmer. George fell to his knees and made a grab for it. Opening his hand, he saw a small golden piece.

'Joe ... is it gold?'

Joe took the piece from George's hand and felt the weight of it. He rinsed it in the creek and held it up to the light. 'Yes, George, that's gold.' He passed it back to George to examine, when suddenly Joe raised his head and froze. Up on the main diggings, noise started to build. Soon Joe and George could hear shouting.

'It's the police! On horses! We need to move, quickly! Leave the gear. Run!'

George shoved the small gold nugget into his pocket, but for a moment he was rooted to the spot. The police were making a raid on the miners to check for their mining licences. To be caught without one meant you'd be arrested and locked up.

'Run!' shouted Joe again, making a dash for the eucalypts away from the creek. 'Split up, we'll be harder to find!'

George heard the sound of the troopers coming closer, their horses' hooves pounding as they galloped madly in pursuit of the fleeing miners. George took a quick look around and made a run for it, but soon he was caught up in the chaos. The police on horses towered over the fleeing miners. When they were close enough, the rider would bring the butt of his rifle down on the head of a man. Gunshots sounded and the horses reared and stamped, bringing up clouds of dust. George dodged and weaved and his smaller size gave him some advantage. Police on foot were grabbing whoever they could and holding them at gunpoint.

'Oi, you!' came a shout from behind George. 'Stop where you are and show me your licence!' George's heart thundered in his chest as he stopped and turned to face the man. Slowly, he reached into his pocket and the police officer reached out, just as George ducked under his arm and raced blindly back the way he had come from the creek. He was too fast, and soon the policeman was busy with another miner.

George reached the safety of the trees by the creek, his face scratched and dust sticking to the sweat. He hid behind the tall, straight trunk of a gum tree and slowly moved his head out to gaze at the madness before him.

Then he saw Joe. He was stretched out on the ground behind a fallen tree and for a terrible moment George thought that he had been shot. Then Joe moved, turned his head slowly towards George and gave the smallest of nods and a thumbs up.

The scene froze. Gone were the noise and movement, and the air took on a different quality. Something had shifted in the world around Joe. George was back in his bedroom, in his beanbag, wearing his runners and school uniform. On his lap the book lay open at the final scene George had witnessed. He lifted his hand to his face and felt the sting of a scratch. He reached into his pocket and—yes!—pulled out the small gold nugget. He turned it over, marvelling at its weight and the beautiful colour.

George put the book aside and climbed out of the beanbag. Reaching under his bed, he pulled out an old shoebox and took the lid off. An assortment of 'treasures' was inside, resting on a bed of cotton wool: his grandfather's old watch, a collection of sea glass from a beach holiday, and an old coin he had found under the house. He put the gold nugget into the box, looked at it among his other favourite things, and slid the box back under the bed. He had found gold at Hill End, after all.



# READING - THE CHARACTERS

*Watch this video to see today's lesson explained!*



## Reading Learning intention

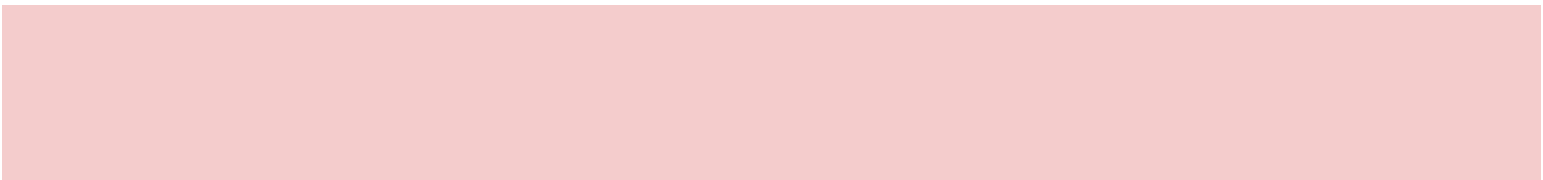
We are learning to retell a story

## Success criteria

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



1. Look at this character description for Buzz Lightyear:  
**"He is a toy. He is a space man.."**
2. Is this a good example? Which rubric box would it belong in? Draw a circle over the correct box.
3. Rewrite the character summary to make it better in the red box below:



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.	Most main and supporting characters are identified. Less descriptive.	Characters that are important to the story are overlooked. Few or no examples or descriptions of characters

Summarise the characters in the <u>BFG</u>	Summarise the characters in Gold!
Sophie - young girl who lives in an orphanage. BFG - giant person who steals Sophie from her room.	





# READING - THE SETTING



1. Look at this setting description:  
  
**"The water was shimmering and blue. There were some birds flying in the air."**
2. Is this a good example? Which rubric box would it belong in? Draw a circle over the correct box.
3. Rewrite the setting summary to make it better in the red box below:



Narrative retell rubric	Doing great! 3	On your way 2	Needs more work 1
Setting (Where and when did the story take place?)	Setting is identified and described in detail using vivid vocabulary	Setting is identified and description is accurate. Some detail is included	Setting is not identified or identified incorrectly

Setting in <u>BFG</u>	Setting in Gold!
Craggy, dark blue mountain Side of the mountain covered by a giant rock, inside a vast black hole Huge shelves lined with glass jars	

# SPELLING - SOUNDWAVES UNIT 26

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 26. Type them in below.

## List Words

1	
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Practice segmenting your words using soundwaves online



## Brainstorm

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

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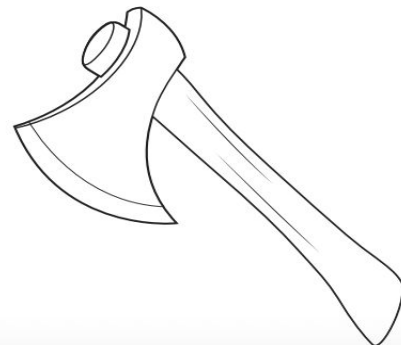
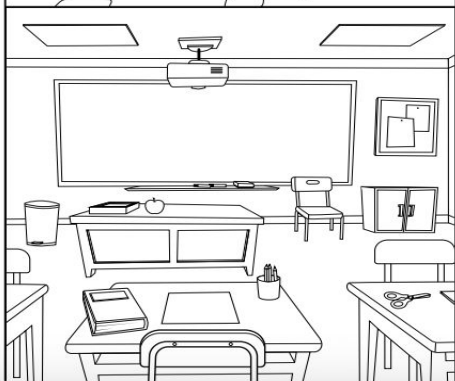
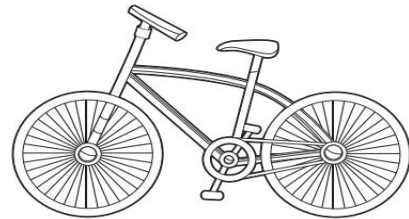
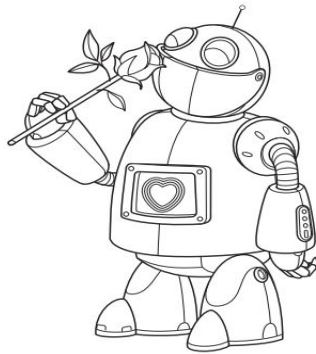
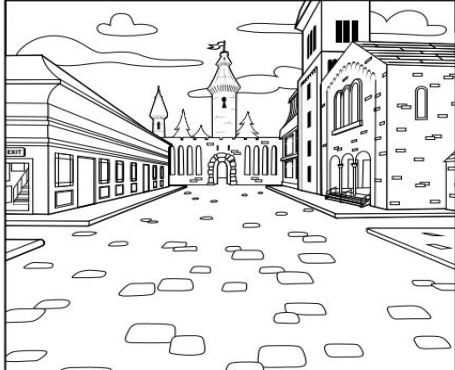
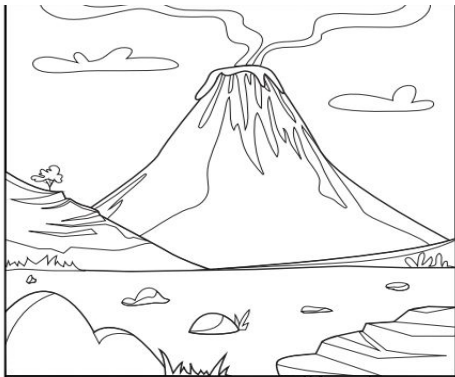
# WRITING



## Success criteria

- I can describe a setting and characters.
- I can use a template to plan a problem and events in my story.
- I can use a template to plan the solution and ending to my story.

This is your last narrative of the term! Pick 1 picture from each column and begin planning your story.



## WELLBEING BREAK

Using construction toys (building blocks, connecting toys, wooden toys) what is the tallest tower you can make before it falls over? Is it taller than you?



Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Title**

**Orientation**

**Complication**

**Series of Events**

**Resolution**

# Design your dream home

This week in maths, you will be given the opportunity to put your maths skills to good use in order to design and draw your own dream house. You will need to use the four operations - addition, subtraction, multiplication & division - in order to work out the following aspects of the house's design:

- perimeter (of the whole house and each individual room)
- area (of the whole house and each individual room)
- cost (what will it cost to build this house?)

## Floor Plan

Today, we are just going to look at the floor plan. That means we need to ask how long and wide the house will be as well as how long and wide each room will be.

**The average area for a house in Australia is about 180 square metres.** The area is the amount of space inside a flat surface - the floor of our house! This means if you multiply the length by the width of the house, you should get something like 180 (because if you recall, to find the area of a square or rectangle, you multiply the length by the width).

Of course, your house can be bigger or smaller, but you need to be logical and reasonable. Your house isn't going to be tiny or humungous.

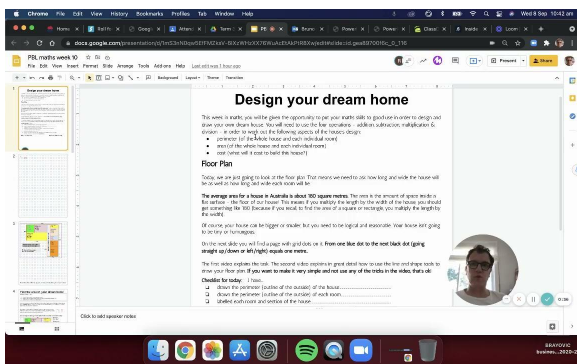
On the next slide you will find a page with grid dots on it. **From one blue dot to the next black dot (going straight up/down or left/right) equals one metre.**

The first video explains the task. The second video explains in great detail how to use the line and shape tools to draw your floor plan. **If you want to make it very simple and not use any of the tricks in the video, that's ok!**

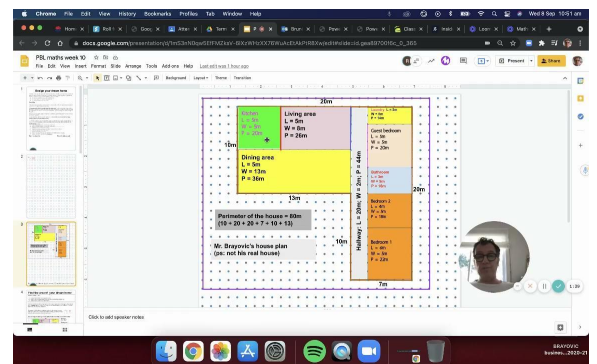
**Checklist for today:** I have....

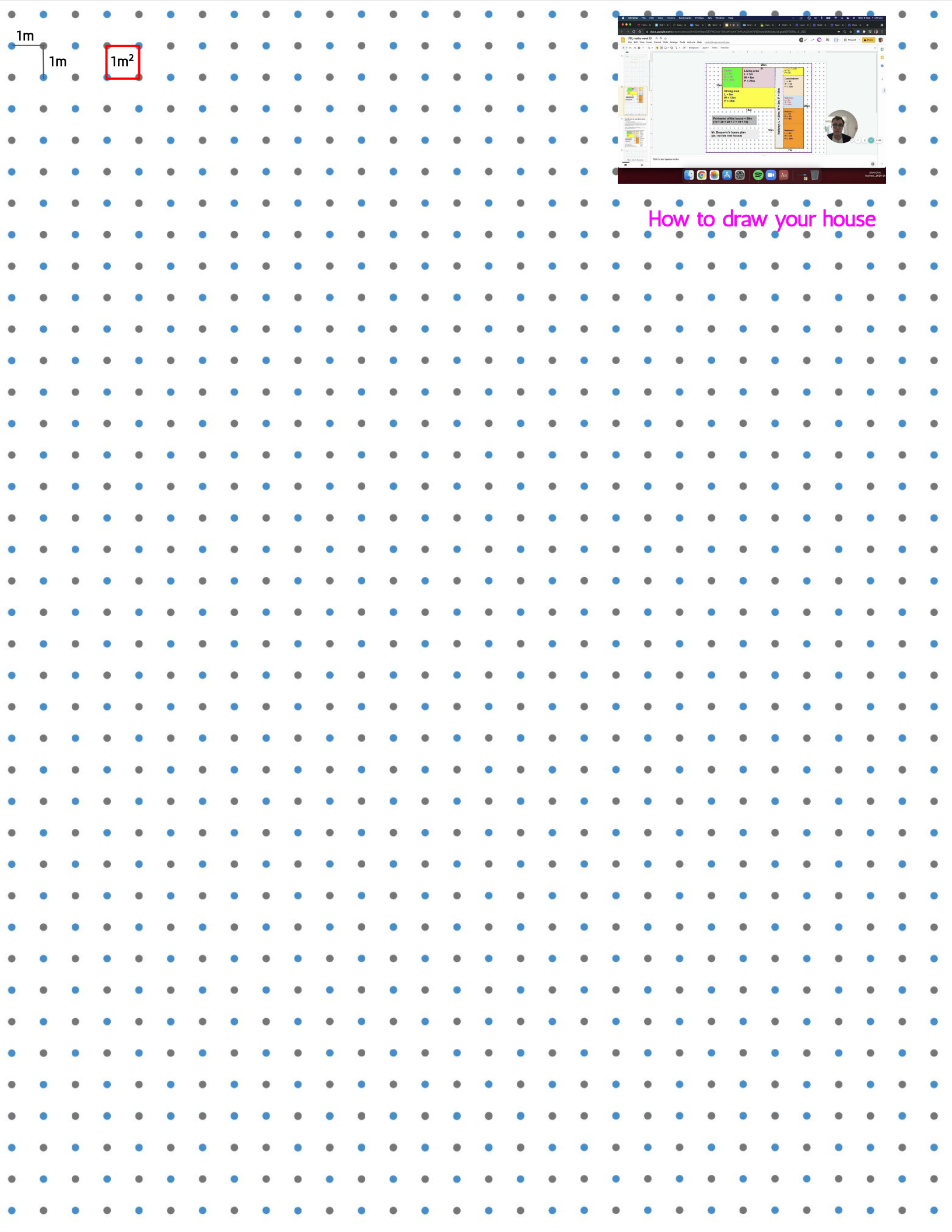
- drawn the perimeter (outline of the outside) of the house.....
- drawn the perimeter (outline of the outside) of each room.....
- labelled each room and section of the house.....
- labelled all the dimensions (lengths and widths) of each section of the house.....
- included the perimeter of the entire house.....
- included the perimeter of each room.....
- drawn a fence around the house with space for a front and back yard or a driveway
- created a 3D model of my dream home (**extension!**)

## Watch this video first



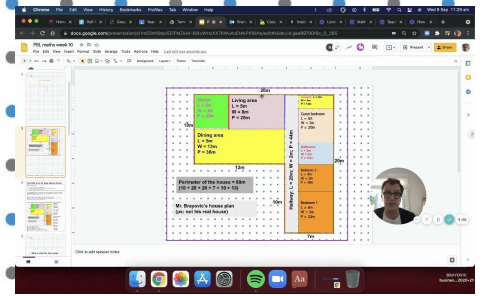
## Watch this video second



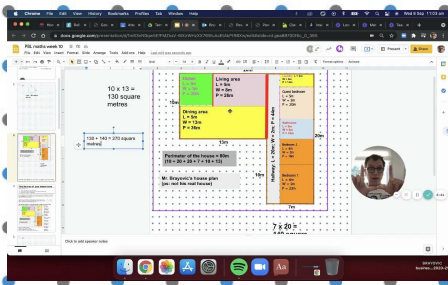
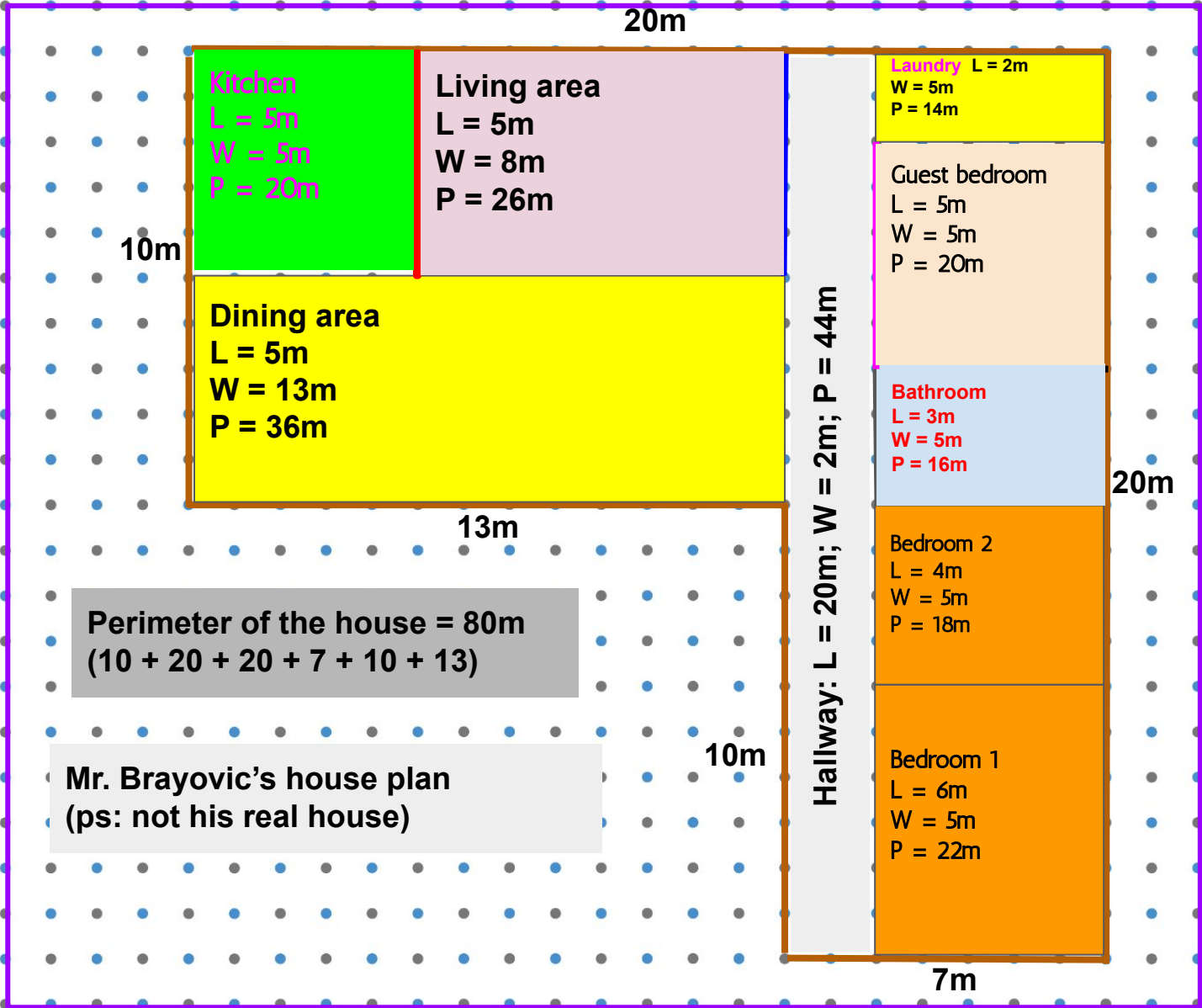


1m  
1m

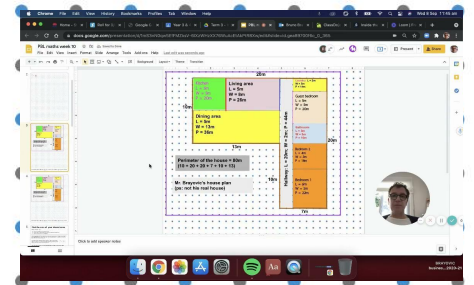
1m<sup>2</sup>



How to draw your house



How to measure area & perimeter



How to copy and move slides

Extension: Use tinkercad ([link](#)) to create a 3D model of your dream house!

(you will need to create a free account to do this optional task)

# LIBRARY RESEARCH SKILLS - CYBERBULLYING

Go to the website by clicking on the image below:



Play your way to Internet Awesome.

[EXPLORE INTERLAND](#) →

Explore Kind Kingdom and learn about cyberbullying.

Tell us three things you've learnt about cyberbullying.

Cyberbullying
- - -





# TUESDAY WEEK 10 TO DO: YEAR 4

## Reading

- Silent read for 15 minutes. Record your book here
  - Book read:
  - Pages read:
- Read an example of a Problem, Event and Resolution from Toy Story.
- Complete your own Problem, Events and Resolution for this week's reading.

## Spelling

- Write a sentence for five of your spelling words

## Writing

- BTN - summarise one story

## Wellbeing Break - TAKE A BREAK

## Maths

- Design your dream home
- 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 - THE PROBLEM

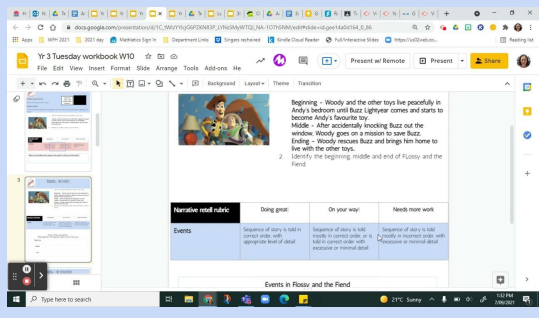
## Reading Learning intention

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!

Watch this video to see today's lesson explained!



1. Look at this description of the problem in toy story::



"Woody is Andy's favourite toy. When Buzz Lightyear is given to Andy, Woody starts to feel replaced. He accidentally knocks Buzz out the window of the bedroom, and the other toys blame him."

2. Identify the problem in Gold!

Narrative retell rubric	Doing great!	On your way!	Needs more work
<b>Problem</b>	Central problem of the story is identified. Character motivations or potential solutions are included.	Central problem of the story is identified. Character motivations or potential solutions are not included.	Central problem is not identified or identified incorrectly

What is the Problem that needs to be solved in Gold?!



# READING - THE EVENTS

1. Look at this description of the events in toy story::



**Beginning** - Woody and the other toys live peacefully in Andy's bedroom until Buzz Lightyear comes and starts to become Andy's favourite toy.  
**Middle** - After accidentally knocking Buzz out the window, Woody goes on a mission to save Buzz.  
**Ending** - Woody rescues Buzz and brings him home to live with the other toys..

2. Identify the beginning, middle and end of Gold!

Narrative retell rubric	Doing great!	On your way!	Needs more work
<b>Events</b>	Sequence of story is told in correct order, with appropriate level of detail	Sequence of story is told mostly in correct order, or is told in correct order with excessive or minimal detail	Sequence of story is told mostly in incorrect order, with excessive or minimal detail

Events in Gold! (What happened in the beginning, middle and end of the story!)	
Beginning	
Middle	
End	



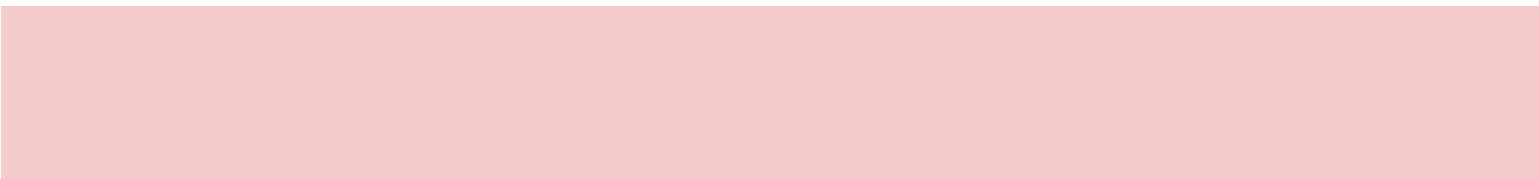
# READING - THE RESOLUTION

1. Look at this description of the resolution in toy story::

**"Woody rescues Buzz.**

2. Rewrite the resolution summary to make it better in the red box below or justify why you think it doesn't need improving :

3. Then summarise the resolution forGold!



Narrative retell rubric	Doing great!	On your way!	Needs more work
<b>Resolution</b>	Solution to the problem is identified, featuring connections to characters AND the moral or theme of the text.	Solution to the problem is identified but features no or very little connections to characters and the moral or theme of the text.	Solution to the problem is not identified or identified incorrectly

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

# SPELLING - SOUNDWAVES UNIT 26



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	
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# BEHIND THE NEWS

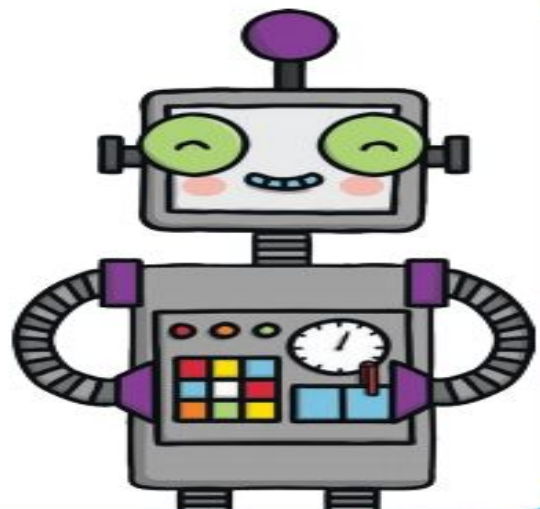


Watch ['Behind the News'](#) at 10am on ABC Me.

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

My favourite story was ...

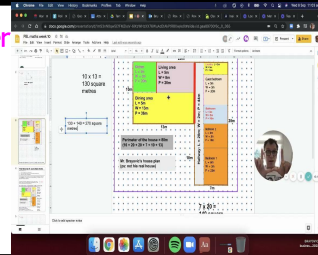
**WELLBEING BREAK -**  
Draw a robot and label  
all of the parts.  
What can your robot do?



# Find the area of your dream home

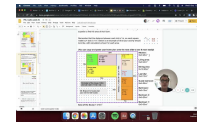
Checklist for today: I have...

How to measure area & perimeter



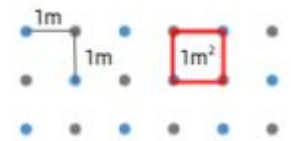
- found the area of each room in my dream house
- found the total area of your dream house, and the area of my front and back yard
- created my back and front yard (**Extension!**)

You can calculate the area of any square or rectangular space by multiplying the length by the width ( **$L \times W = \text{Area}$** ). If a room in your house has an unusual shape, you could even count the squares to find the area of that room.

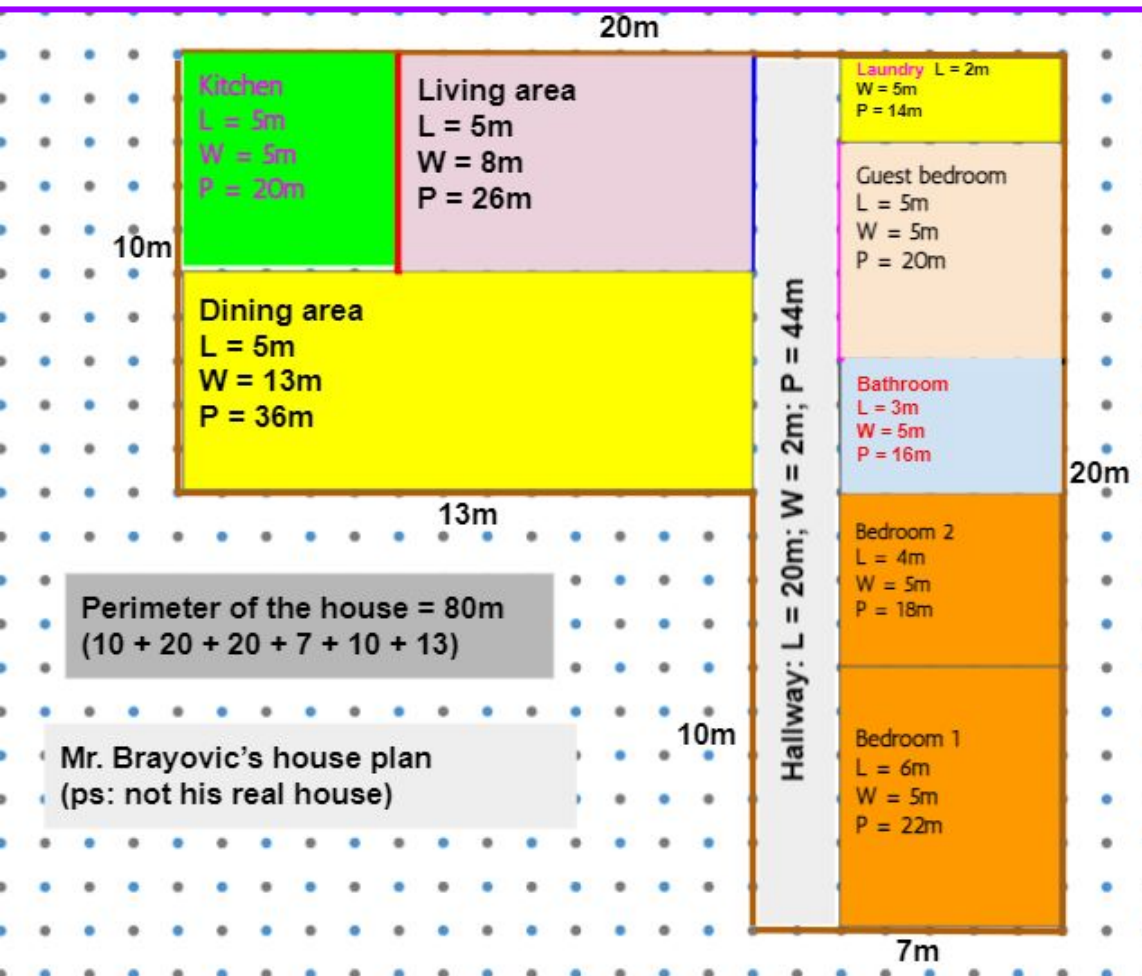


Today's maths explained

Remember that the distance between each dot is 1m, so each square made by 4 dots is  $1\text{m}^2$ . Below is an example of what your activity should look like, with calculations shown for each area.



(You can copy and paste your home plan onto the next slide to see it more easily)



**Kitchen:**  
 $5 \times 5 = 25\text{m}^2$

**Living area:**  
 $5 \times 8 = 40\text{m}^2$

**Dining area:**  
 $5 \times 13 = 65\text{m}^2$

**Laundry:**  
 $2 \times 5 = 10\text{m}^2$

**Guest bedroom:**  
 $5 \times 5 = 25\text{m}^2$

**Bathroom:**  
 $3 \times 5 = 15\text{m}^2$

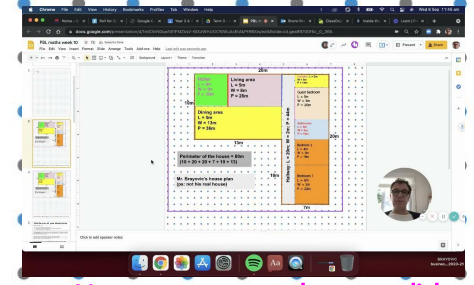
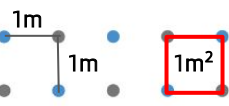
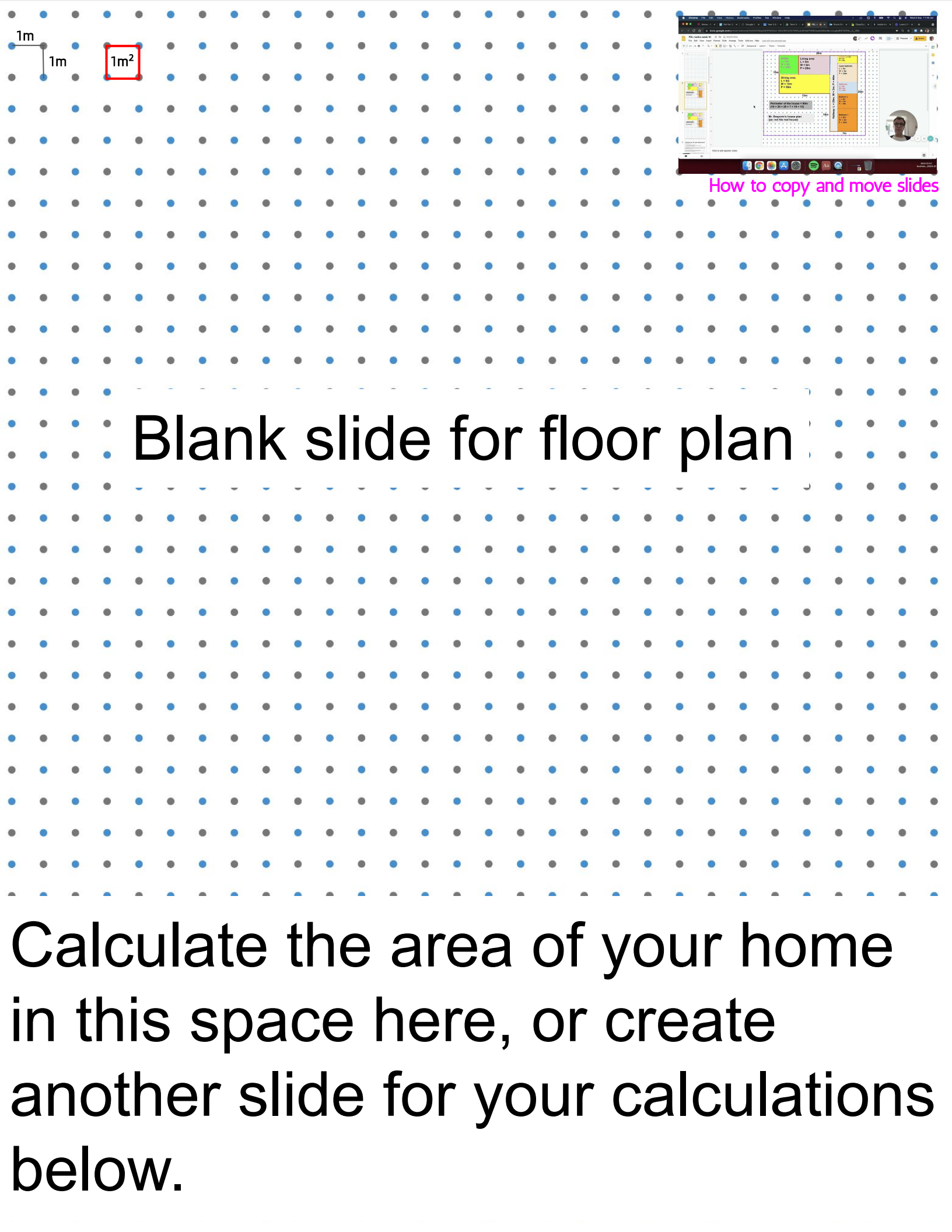
**Bedroom 2:**  
 $4 \times 5 = 20\text{m}^2$

**Bedroom 1:**  
 $6 \times 5 = 30\text{m}^2$

**Hallway:**  
 $20 \times 2 = 40\text{m}^2$

**Area of the house** =  $270\text{m}^2$   
( $25 + 40 + 65 + 10 + 25 + 15 + 20 + 30 + 40$ )

**Area of the yard** (shown by the purple line) →  
 $26 \times 22 = 572\text{m}^2 - 270\text{m}^2$  (area of the house) =  $302\text{m}^2$

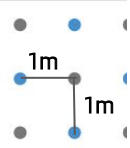


How to copy and move slides

# Blank slide for floor plan

Calculate the area of your home in this space here, or create another slide for your calculations below.





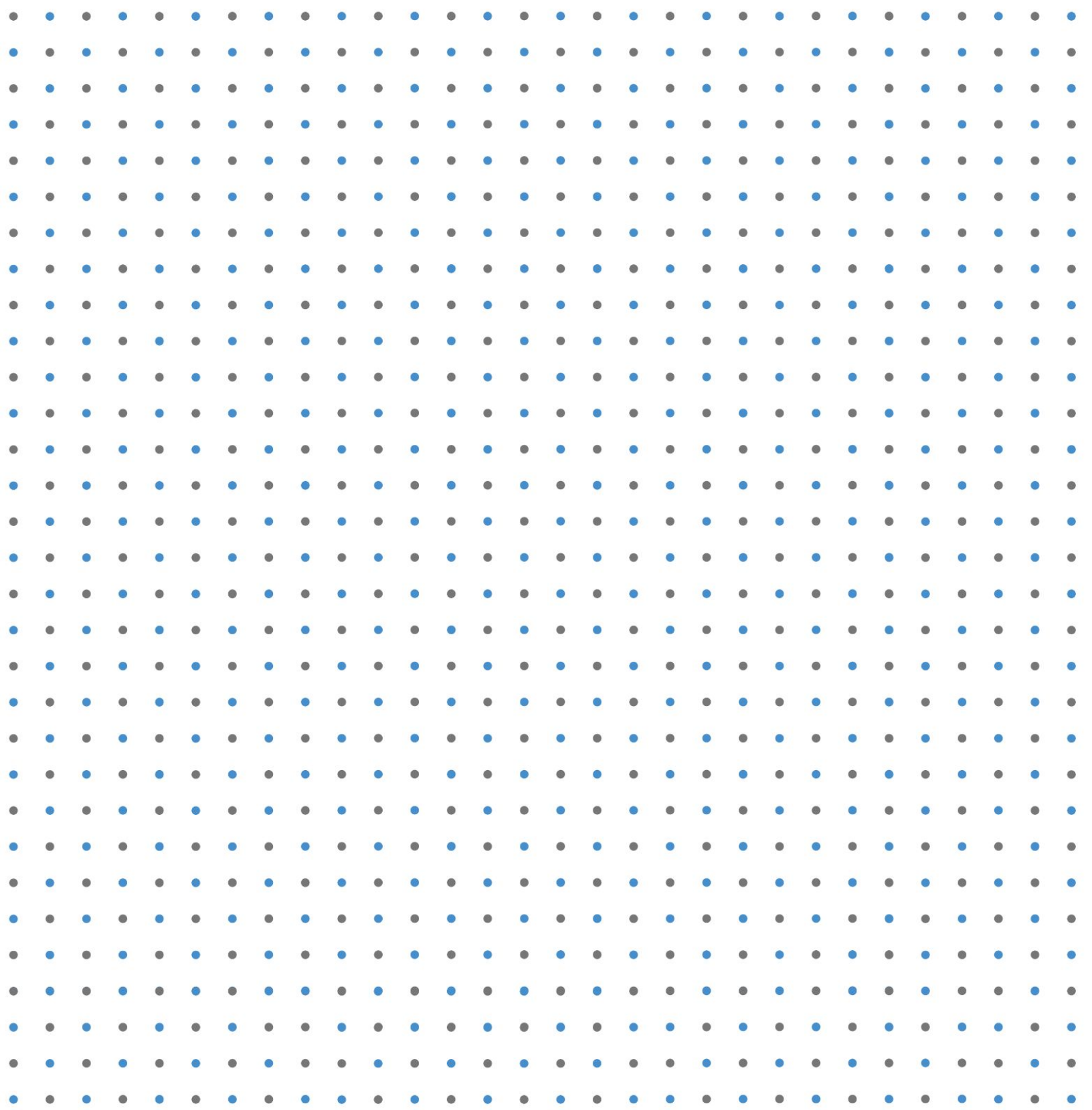
# Extension - design your yard



Design the front yard and backyard of your house in the space below. You can add to your floor plan from yesterday (by copying it and pasting it below), or if you prefer you can draw pictures of what it would look like from the front or back door from your own perspective on a new slide.

Your yard might include:

gardens, trees, a pool, sheds, volleyball courts, fountains or anything else you would like.



# P.E AGILITY AND BALANCE

Hi there everyone and welcome to your last week of Got Game lessons for this term. Today you are working on your agility and balance skills, which are both really important for many everyday activities as well as a range of sports.

don't forget about our competition where you can send in a video of you participating in our lessons and be in the running to win an awesome prize pack!

Have a safe and enjoyable break. You have all earned it!

## [Week 10 - Agility and Balance \(Primary\)](#)

### Additional videos

[Balance workout with Michelle](#)

[Balance ball handling with Michelle](#)

[Balance pillow path with Michelle](#)

[Agility with Emily](#)

[Agility colour box with Emily](#)

[Agility course with Emily](#)

### Kahoots:

[https://kahoot.it/challenge/07038562?challenge-id=4e948176-9013-45b9-960d-2c108477c092\\_1631050444795](https://kahoot.it/challenge/07038562?challenge-id=4e948176-9013-45b9-960d-2c108477c092_1631050444795)

[https://kahoot.it/challenge/07692146?challenge-id=4e948176-9013-45b9-960d-2c108477c092\\_1631050500764](https://kahoot.it/challenge/07692146?challenge-id=4e948176-9013-45b9-960d-2c108477c092_1631050500764)

[https://kahoot.it/challenge/05199307?challenge-id=4e948176-9013-45b9-960d-2c108477c092\\_1631050543869](https://kahoot.it/challenge/05199307?challenge-id=4e948176-9013-45b9-960d-2c108477c092_1631050543869)

[https://kahoot.it/challenge/03334765?challenge-id=4e948176-9013-45b9-960d-2c108477c092\\_1631050585325](https://kahoot.it/challenge/03334765?challenge-id=4e948176-9013-45b9-960d-2c108477c092_1631050585325)



# CROYDON PARK PUBLIC SCHOOL

## WELLBEING WEDNESDAY

### WEEK 10: YEAR 4

Pick some tasks from the wellbeing grid to enjoy today. You may complete as many or as few as you choose.

You may bring something you have completed today to your class zoom session to share with your classmates.

#### **Class Zoom Session**

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



# WELLBEING GRID

Choose any number of fun activities from the grid below.

Pick one of the activities you have completed to bring to your zoom this afternoon to share with your classmates!

<p>Get doodling! Grab some paper and pens and doodle anything you like! Animals, aliens or something else.</p>	<p>Create your own animal. Could you combine two of your favourites? What will you call it?</p>	<p>Design and draw a new musical instrument. How would you play it and what will it sound like?</p>	<p>Make up your own 5 minute exercise routine. What will you include?</p>	<p>Can you make up your own jokes? Tell them to someone to make them laugh!</p>
<p>Play a game of i Spy</p>	<p>Learn how to say hello in 5 different languages</p>	<p>Make up a dance routine with your favourite song</p>	<p>Go on a bug scavenger hunt and take photos of any bugs you see</p>	<p>See who can build the largest structure using a deck of cards</p>
<p>Make some jewellery. Use anything you can find around the house. Strips of wrapping paper or rolled up magazines make great beads!</p>	<p>Paper aeroplane challenge! Make a paper aeroplane and see how far you can fly it! Can you make a target and try to aim for it?</p>	<p>Fingerprint art! Use only your fingertips and paint to create a picture.</p>	<p>Make a bookmark to use when you're reading.</p>	<p>Make some wild art using sticks, leaves, flowers and anything else you can find outdoors.</p>
<p>Write a silly sentence that includes all of these words... BANANA, CURTAIN, DOLPHIN, SNOW and BALLOON. Now think of your own words and write some more!</p>	<p>Ping pong story telling! Write the opening sentence to a story, then someone else writes the next line. Then it's your turn again! Keep alternating until you have a full story</p>	<p>Guess the character! Think of a character from a book, write it down so no-one can see. Have others ask you questions to try and guess which character you chose.</p>	<p>Create a family kindness jar. Every time someone does something kind, write it down and put it in the jar. When the jar is full you all deserve a special treat!</p>	<p>Create a comic strip about an animal who turns into a superhero. Which animal will you choose?</p>



# THURSDAY WEEK 10 TO DO: YEAR 4

## Reading

- Silent read for 15 minutes. Record your book here
  - Book read:
  - Pages read:
- Use the planning page provided to plan your retell for Gold!
- Record yourself doing a retell.
- Complete the How am I going survey so your class teacher can see if your confidence is improving!

## Spelling

- Annotate the sentences with the correct spelling

## Writing

- Writing the first draft of your story.

Write 2 of your own.

## **Wellbeing Break**

**TAKE A BREAK**

## Maths

- Design your dream home

**PDHPE:** Read the scenario and match the problem, consequence and action

**TAKE A BREAK**

## Geography - Climate of Places - World Climate

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 to retell a story

## Success criteria

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

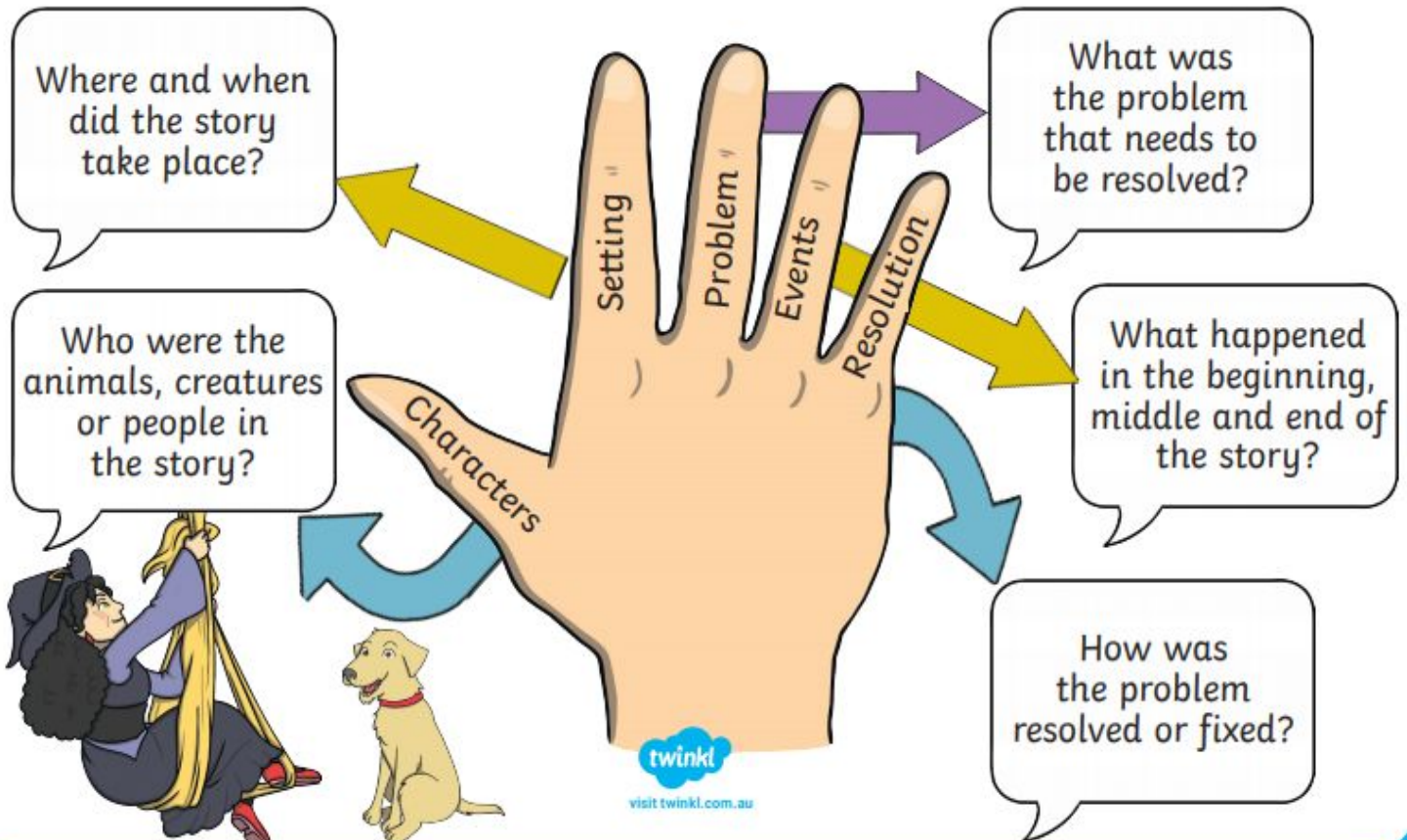
YEAR 4 - in the video i said the wrong name of the story today - you are summarising **Gold!**

Today you will be recording yourself doing a retell of **Gold!**

Use the next page to plan your retell, but talk from memory if you can when you are recording. You could visit your workbook from Monday and Tuesday and copy across your work into the correct boxes to help refresh your memory!

## Five Finger Retell

I can remember and retell the different parts of a story





# READING RETELL- PLANNING PAGE

**Title:**

**Characters:**

**Setting:**

**Problem:**

**Events (beginning, middle, end):**

**Resolution:**

FIVE FINGER RETELL

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!

3I

3W

3/4B

# SPELLING - SOUNDWAVES UNIT 26

This paragraph contains 10 spelling and 1 punctuation error. Can you fix it? Annotate around the paragraph by drawing an arrow and text box with the correction.



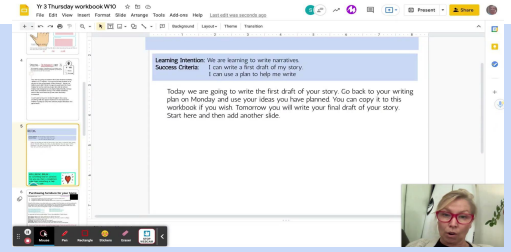
“

You are not going to beleeeve this! Said Ariana excitedly. “What is it?” I replied. “The queen herself invitted us to dinner on the sevenntenth of the illeventh”. Neva in a million years did I think the queen would want to meet Ariana for some science project she did at school. Ariana had designed an enviromentally friendly vehical that uses renewable energy. This made headlines around the world and the queen was obviously impressed.

I can't wait to travol to United Kingdom for a lovly evening with the queen however I'm not sure how Ariana is going to carry her science project because it is quite heavi.



# 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 write the first draft of your story. Go back to your writing plan on Monday and use your ideas you have planned. You can copy it to this workbook if you wish. Tomorrow you will write your final draft of your story. Start here and then add another slide.

## WELLBEING BREAK -

Do something kind for someone.  
Can you pay them a compliment,  
make them something or help  
them with a task?



# PDHPE - SCENARIO

Read the scenario and decide the problems, consequences and correct actions. Match them by dragging two to each column.

**You notice a classmate is not playing with anyone at recess. You tell your friends that you want to ask him to play, but they tell you no because he is "weird".**

Problem	Consequence	Correct Action

If you listen to your friends, you will be letting them decide how you should treat other people.

© teachstarter

If you do not invite the student to play, you might feel guilty.

© teachstarter

If you do not invite the student to play, they might feel sad.

© teachstarter

Your friends may be mad at you.

© teachstarter

It is not nice to leave people out, so you ask the student to play with you without your friends.

© teachstarter

You introduce the student to your friends and start a game you can all play together.

© teachstarter

# Purchasing furniture for your home

Checklist for today: I have...

Today's maths explained

- Found furniture, appliances and decorations online to put in my dream home
- Completed the table to find the cost of my items
- Complete the extension table to estimate and find costs for items in my house (**Extension!**)

Using the links below, or any other online store, create a list of the items you wish to purchase for your dream home in the table on the following slide. This includes all furniture, appliances and decorations (it can also include outdoor furniture). Remember to include items that every home needs, even if they aren't exciting (like a fridge, or a washing machine).

<https://www.ikea.com/au/en/>

<https://www.fantasticfurniture.com.au/>

<https://www.binglee.com.au/>

<https://www.appliancesonline.com.au/>

<https://www.jbhifi.com.au/>

<https://www.thegoodguys.com.au/>

<https://www.bunnings.com.au/>

An example has been provided below. There is an explanation of each column.

**Item name:** What is the name of the item as listed in the store?

**Description:** What type of furniture or item is it? (e.g. is it a tv, a couch or a fridge)

**Price:** How much does the item cost?

**Quantity:** How many of this item are you buying?

**Sub-total:** Multiply price by quantity to find the sub-total for this item.

**Grand total:** Add up all of the sub-total costs, then write the total cost altogether.

If you do not have online access, try to list the generic types of items you would like to buy and estimate a price for each.

Item name	Description	Price	Quantity	Sub-total
Lisabo	table and 4 chairs	\$475	1	\$475
LG GT515SDC	478L fridge	\$997	1	\$997

**Extension (optional) - use slide 9 for your table instead of slide 8 and add the following information**

**Estimated budget:** Make a reasonable guess as to how much you will spend to furnish a single room.

**Room:** List the room which this item will go in. Group your items which belong in the same rooms in the house together.





# Geography - CLIMATE OF PLACES-WORLD CLIMATES

## Learning Intention:

- Research and collect information about the weather in Australia and neighbouring countries.

**Key Concepts, Skills and Understandings**-Students use their knowledge of weather and climate to analyse climate zones of the world. They identify the three main climate zones of the world – Tropical, Temperate and Polar.

## Do other places have the same climate as Australia?



## Do other places have the same climate as Australia?

Just like Australia has climate zones the Earth has climate zones too. The Earth's climate zones are about how close a place is to the sun. Places which are closest to the Equator are Tropical. Places further away from the Equator are Temperate. Places furthest from the Equator are Polar (very cold)

The Equator is an imaginary circle around the Earth.

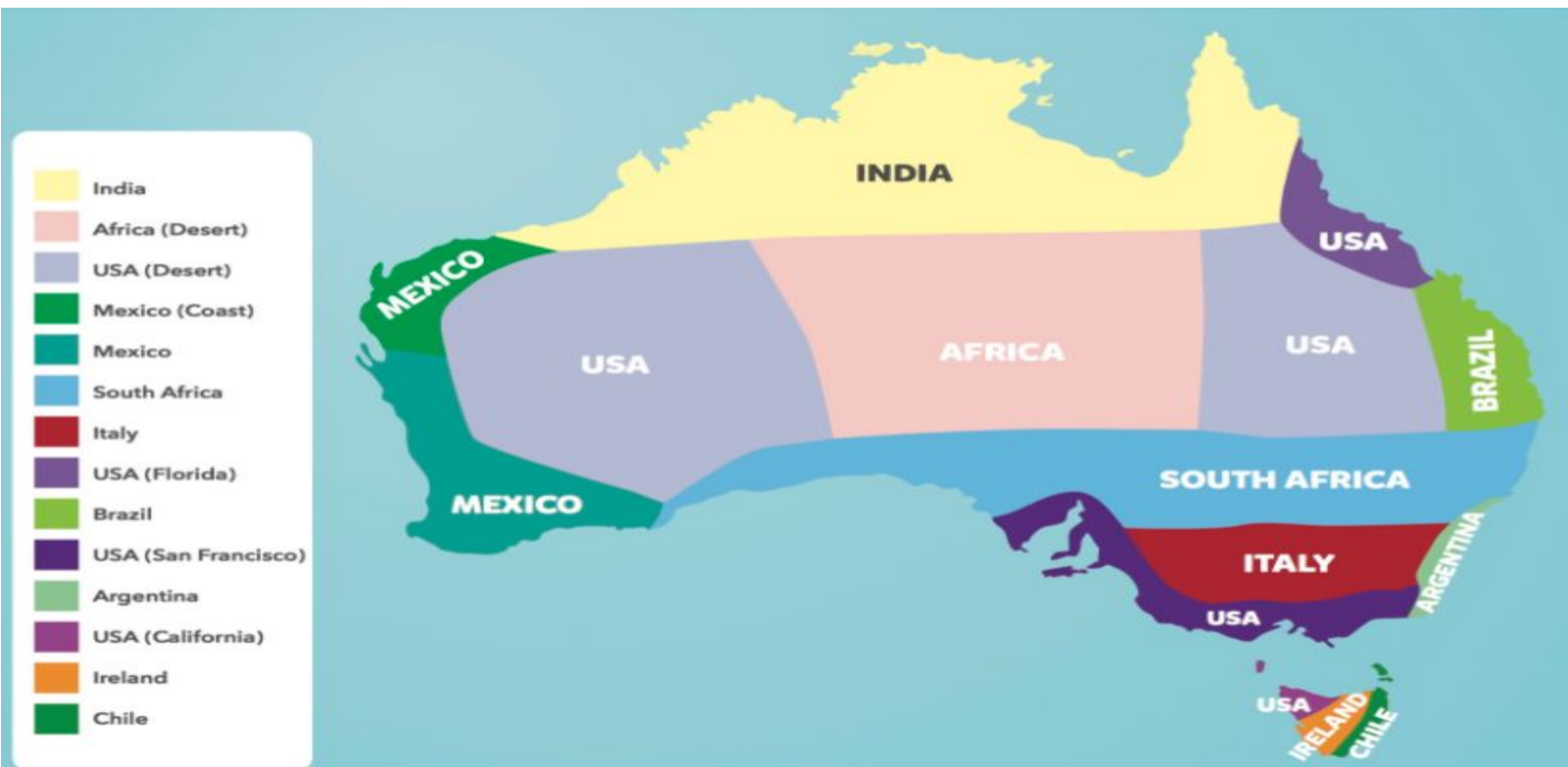


All countries are in a world climate zone but their natural features may mean that parts of the country have a different climate, for example most of the centre of Australia is desert.

What natural features do you think could have caused a desert?

The temperature and rainfall of a place are recorded over a long period of time to find its climate. This information can then be used to find places with the same climate.

Look at this map which shows places in the world which have the same climate as places in Australia.



What other country has the same climate as the place where you live?

What countries have climates like these places?

Sydney \_\_\_\_\_

Brisbane \_\_\_\_\_

Melbourne \_\_\_\_\_

Perth \_\_\_\_\_



# FRIDAY WEEK 10 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

- Practice comparing words
- Reverse the contraction

## Writing

- Write the final draft of your story.

## Wellbeing Break

## TAKE A BREAK

## Maths

- Design your dream home

## *TAKE A BREAK*

## CAPA-

- Where's Wally 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

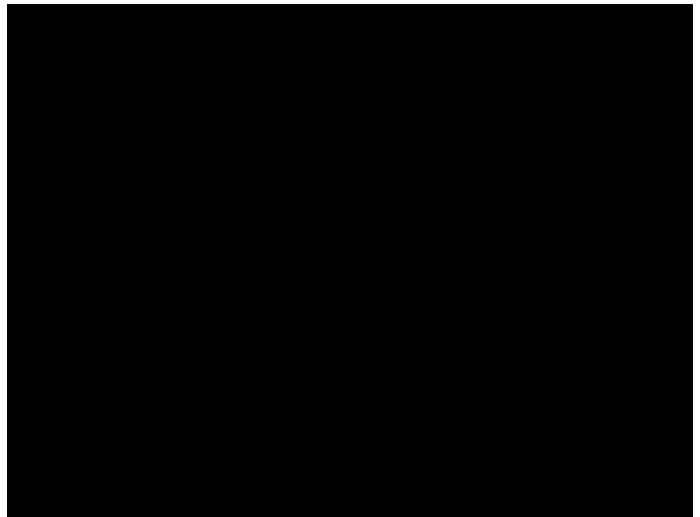
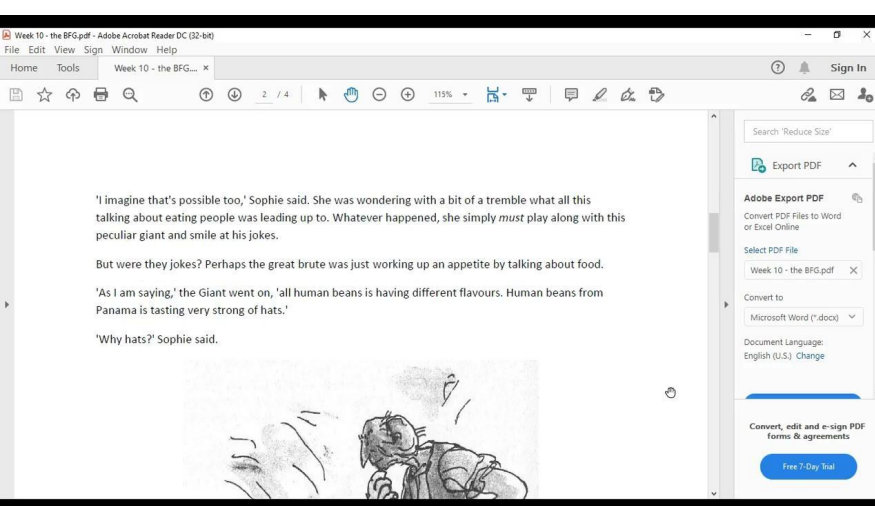




# CLASS NOVEL STUDY

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

Click on the videos to listen to the next chapter of the BFG - part 1 and part 2.



What is the purpose of the giant speaking in such a strange way?

2. The BFG shouts at Sophie to stop 'gobblefunking'. What is Sophie doing and how do you think the BFG feels about it?

3. Why did the author choose to wait until the end of the chapter to share the good news?

Challenge: Make a list of all the things you like about the BFG.

# SPELLING YEAR 4 - SOUNDWAVES UNIT 26

The soundwaves password is::

Year 4 - near766

Follow the pattern to finish the columns. **Finish** the sentences with your words.

✚ If a word ends with a consonant and **y**, we usually change **y** to **i** before we add **er** or **est**.

Describing 1	Comparing 2	Comparing 3 or more
funny	funnier	funniest
lovely		
heavy		

The daisies are lovely. The roses are even \_\_\_\_\_.

The orchids are the \_\_\_\_\_ of all.

My bag is heavy. Yours is even \_\_\_\_\_. Kevin's bag is the \_\_\_\_\_ of all.

2. Write 2 words for these contractions e.g would've = would have

I've \_\_\_\_\_ we've \_\_\_\_\_ you've \_\_\_\_\_

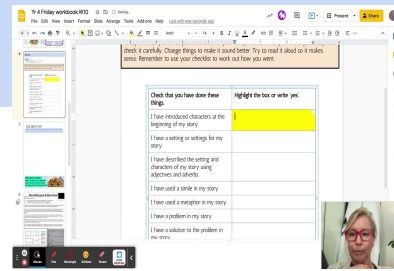
you're \_\_\_\_\_ they've \_\_\_\_\_ haven't \_\_\_\_\_

## 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.**

# WRITING



## Learning Intention:

I am learning to write a narrative.

## Success criteria

- I can write a narrative that has an orientation, problems and resolutions.
- I can use descriptive language.
- I can use correct grammar, paragraphs and punctuation

Today is when you write your final draft of your story, look at what you wrote yesterday, and check it carefully. Change things to make it sound better. Try to read it aloud so it makes sense. Remember to use your checklist to work out how you went.

Check that you have done these things.	Highlight the box or write 'yes'.
I have introduced characters at the beginning of my story.	
I have a setting or settings for my story.	
I have described the setting and characters of my story using adjectives and adverbs.	
I have used a simile in my story.	
I have used a metaphor in my story.	
I have a problem in my story.	
I have a solution to the problem in my story.	
I have used capital letters and full stops in my story.	
I have used full sentences that make sense.	
I have used paragraphs in my story.	

# FINAL DRAFT OF STORY:

Remember to use the checklist and make sure your story is the best it can be!

## WELLBEING BREAK -

Make a model of your favourite pizza. Use bits you find around the house. What toppings will you include? Remember to...



# Decorating your dream home!

Today's maths explained

Checklist for today: I have...

- Copy and paste your floor plan from earlier this week on the next slide
- Decorated my home with furniture I purchased on Thursday
- Draw some 'photos' from inside your dream house (**Extension!**)

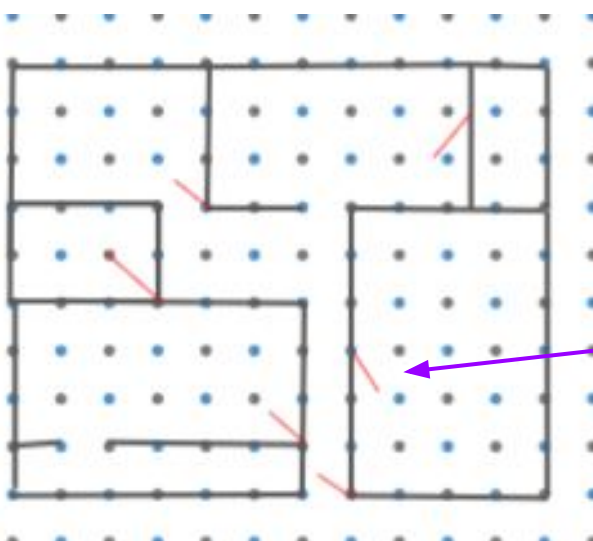
Today you need to copy and paste your floor plan slide from Tuesday's lesson below this slide. Then you will need to decorate your home with all of the things you purchased in yesterday's lesson.

To do this, open Tuesday's workbook in the classwork tab and select the slide which includes your floor plan. Press control+C to copy (or right click on the slide on the left of the page and select copy). Then click back onto this slide. Press control+V to paste (or right click the slide on the left of the page and click paste).

You will need to think about how much space each item takes up and draw them neatly into your floor plan where you would like them to go. Remember that each square on the grid is equal to  $1\text{m}^2$ , so try to make your furniture approximately the right size on your plan.

Double check that you have included all of the items on your list from yesterday's lesson. If you realise you forgot an item which you need (a fridge for example) then you can add it into the list (you will need to fill out each column just like yesterday).

Once you have completed your plan and have a complete and decorated house, you can colour in your house. **Make sure that your plan is still easy to understand and you can see each item clearly.**

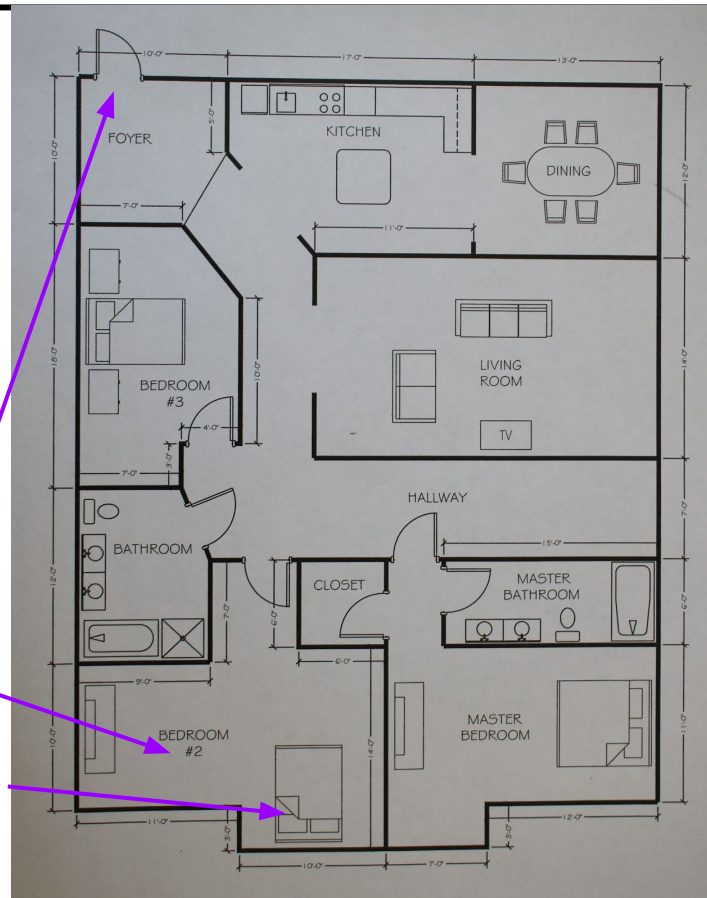


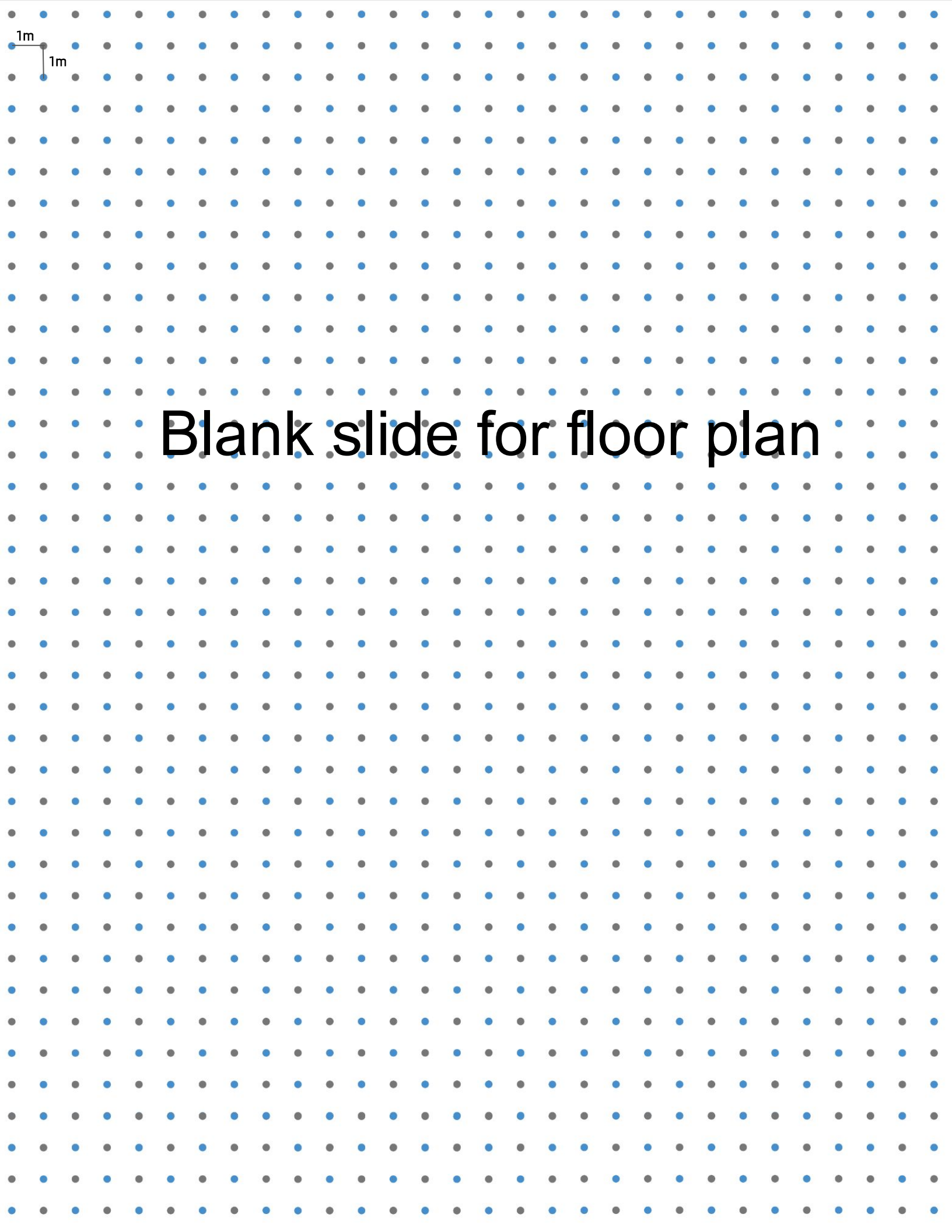
Show your doorways or windows in a different colour, as shown here.

Or with a symbol, as shown here.

Your rooms should be labelled from Monday's activity, but if not label each room as shown here.

Show your furniture like the drawings shown here.

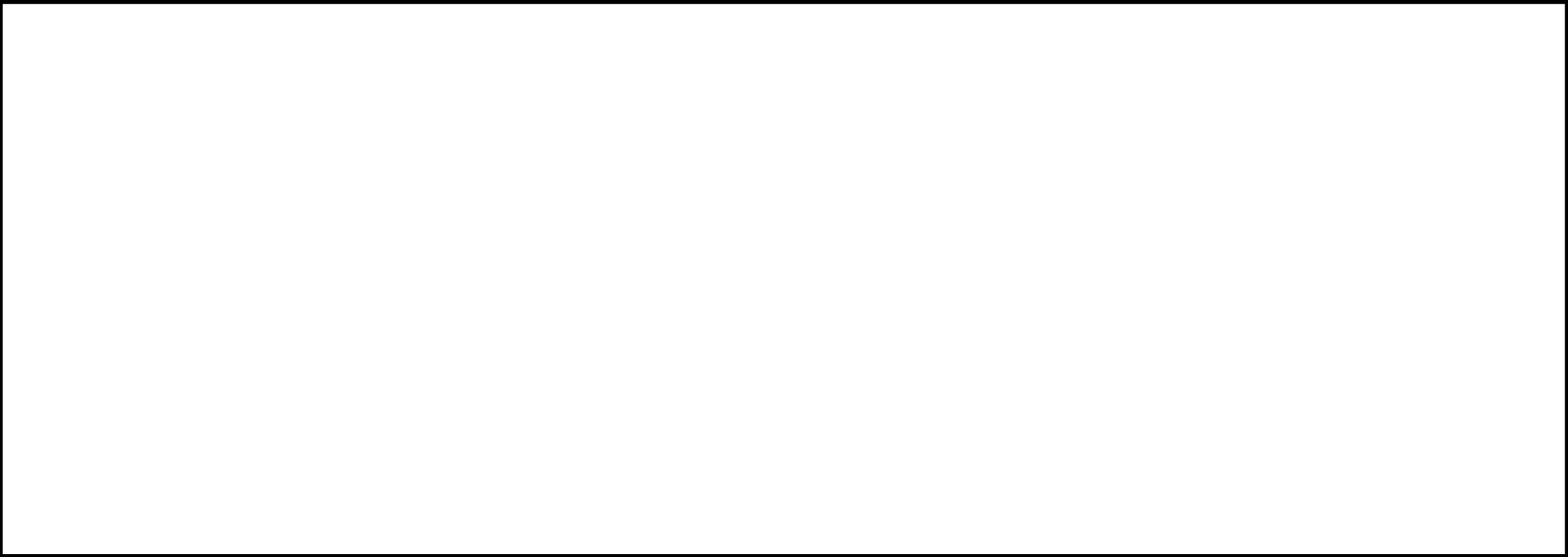
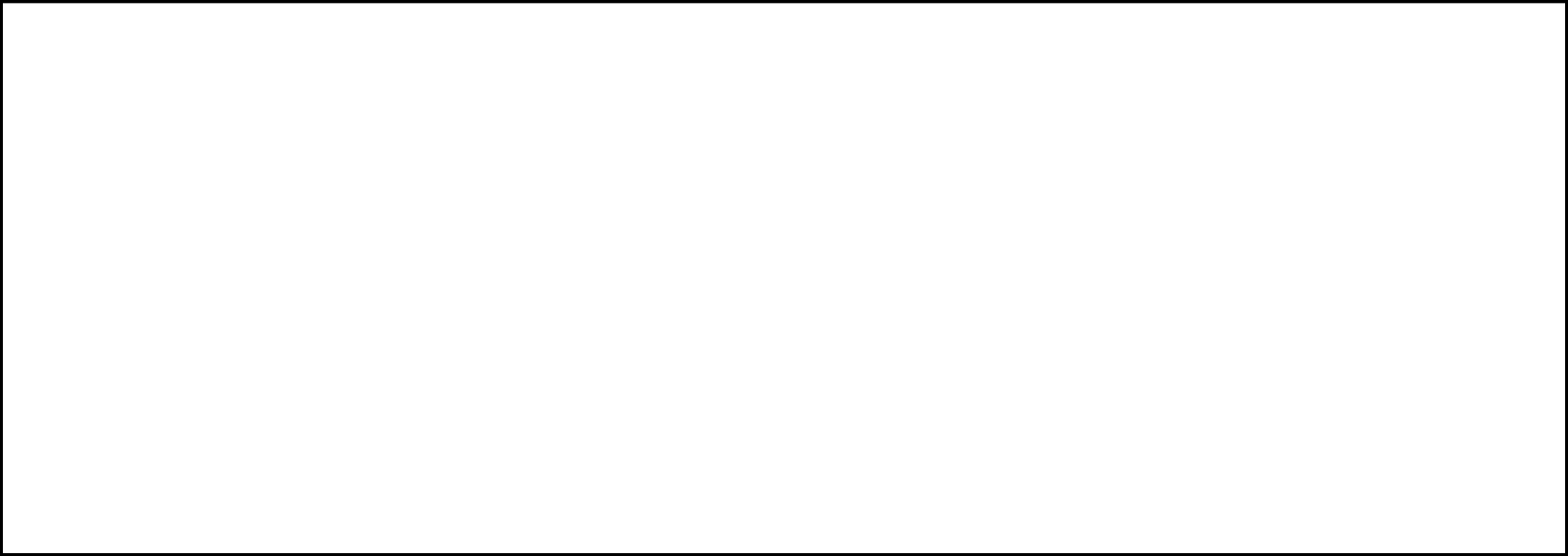




Blank slide for floor plan

# Extension: Dream house photos

Imagine that you are walking through your dream house taking photos of your new home to show your friends and family. Choose 3 rooms from your new dream house and draw a picture of what it looks like when you walk in the door, from your own perspective (like your eyes are a camera taking a picture of the room).



# WHERE'S WALLY?



Join many other kids in the Inner West in making a Wally for other kids to find!

Be as creative as you like - you can print a picture of Wally, use stickers or draw/paint him on a rock and leave it near a footpath.

Then when you go out on your family walks keep your eyes peeled for Wally wherever you may be!

Take a photo of your Wally and post it below for your teacher to enjoy!



