

# Remote learning Grid – Week 7 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 23.8.21	Tuesday 24.8.21	Wednesday 25.8.21	Thursday 26.8.21	Friday 27.8.21
<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>Watch the video explaining how to do a quality retell</li> <li>Click on the link to your class padlet and post what you think one of the success criteria should be for 'learning to give a retell'</li> <li>Log into Wushka, read text and complete quiz</li> <li>Record one point from the beginning, middle and end of the wushka text.</li> <li>Silent read for 15 minutes.</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>Log into Wushka, re-read text</li> <li>Watch video explaining five finger retell</li> <li>Complete five finger retell slide based on your wushka tex</li> </ul> <p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>Choose 5 words from Soundwaves Unit 23 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>Use mote or a recording device (ie, a phone or tablet!) to record yourself doing a retell for this week's Wushka text</li> <li>Use the rubric to self assess your retell</li> </ul> <p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>Write a conversation using list words.. Choose 5 spelling words and make up rhyming words.</li> </ul>	<p><b>Admin:</b> Login to Google Classroom and answer the attendance question.</p> <p><b>English</b></p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>Silent read for 15 minutes.</li> <li>Answer the questions based on the reading about England and Wales</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. Writing about</li> </ul>	<p><b>Admin:</b> Login to Google Classroom and answer the attendance question</p> <p><b>English</b></p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>Silent read for 15 minutes.</li> <li>Listen/read along to the first two chapters of The BFG by Roal Dahl, using the video</li> <li>Complete a detailed illustration representing something from the reading. Take a photo of your picture and upload it</li> </ul> <p><b>Spelling:</b></p>

	<p>Mercury - Project Blog  Venus - Velociraptor  Earth - Badlands  Mars - The big race  Jupiter: A good idea</p> <p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>Choose 10 words from Soundwaves Unit 23</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>Journal Writing. Writing about how you are feeling today.</li> <li>Sentence of the day. Write 3 sentences about some things you enjoyed on your weekend at home.</li> </ul>	<p>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>	<p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>Writing a narrative. Writing about setting and characters.</li> </ul>	<p>complications and series of events in a story. .</p>	<ul style="list-style-type: none"> <li>Use the clues to finish the word</li> <li>Find antonyms and synonyms for each word</li> </ul> <p><b>Writing-</b></p> <ul style="list-style-type: none"> <li>Writing a narrative. Writing about the resolution of a story.</li> <li><b>Journal Writing:</b> Write about how you have been feeling this week.</li> </ul>
<p><b>Wellbeing break</b></p>	<p>Listen to Ms Hoang read.  Write the next chapter for the book.</p>	<p>Listen to Ms Hoang read.  Write about your ideal world. Include an illustration of your ideal world</p>	<p>Listen to Ms Hoang read.  Redesign the front cover of your favourite book.</p>	<p>Listen to Ms Hoang read.  Write a book review.</p>	<p>Listen to Ms Hoang read.  Upload an image of you in costume or an image of your favourite book.</p>

<b>Break</b> <b>Middle</b>	<b>Mathematics</b> <ul style="list-style-type: none"> <li>● <b>Number Ninja Activity</b></li> <li>● <b>Topic: Mass</b> To measure and compare mass.</li> <li>● <b>Problem of the day</b></li> <li>● Login to Mathletics and complete 2 of the tasks assigned.</li> </ul>	<b>Mathematics</b> <ul style="list-style-type: none"> <li>● <b>Number Ninja Activity</b></li> <li>● <b>Topic: Mass</b> To measure and compare mass.</li> <li>● <b>Problem of the day</b></li> <li>● Login to Mathletics and complete 2 of the tasks assigned</li> </ul>	<b>Mathematics</b> <ul style="list-style-type: none"> <li>● <b>Number Ninja Activity</b></li> <li>● <b>Topic: Mass</b> To measure and compare mass.</li> <li>● <b>Problem of the day</b></li> <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>	<b>Mathematics</b> <ul style="list-style-type: none"> <li>● <b>Number Ninja Activity</b></li> <li>● <b>Topic: Mass</b> To measure and compare mass.</li> <li>● <b>Problem of the day</b></li> <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>● How can you be kind to yourself?</li> </ul>	<b>Mathematics</b> <ul style="list-style-type: none"> <li>● <b>Number Ninja Activity</b></li> <li>● <b>Topic: Mass</b> To measure and compare mass.</li> <li>● <b>Problem of the day</b></li> <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>	<b>Library</b>  Practising your note taking skills	<b>KLA</b> <b>PE with Mr Ellis</b>  Explore your fitness with Mr Ellis' at home challenges	<b>KLA- Science &amp; Technology</b>  <ul style="list-style-type: none"> <li>● <b>Earth &amp; Space</b></li> <li>- Exploring Geology</li> <li>- Complete the task assigned</li> </ul>	<b>KLA- HSIE: Geography</b> <b>MAPPING-</b> Students learn to interpret and construct maps using the geographical convention of scale. The geographical tools included in this unit are mapping and visual representation	<b>KLA</b> <b>Creative arts</b>  <ul style="list-style-type: none"> <li>● Complete the dance lesson with Got Game</li> <li>● Daffodil day art activity</li> </ul>

# MONDAY WEEK 7 TO DO: YEAR 4

## Reading

- Watch the video explaining how to do a quality retell
- Click on the link to your class padlet and post what you think one of the success criteria should be for 'learning to give a retell'
- Log into Wushka, read text and complete quiz
- Record one point from the beginning, middle and end of the wushka text.
- Silent read for 15 minutes. Record your book here.
  - Book read:
  - Pages read:

## Spelling

- Log on to Soundwaves Unit 22
- Choose 10 list words and brainstorm 15 words
- Practice segmenting your words using soundwaves online

## Writing

- Complete sentence a day
- Complete journal task
- WELLBEING BREAK - Listen to Ms. Hoang read. Write the next chapter for the book

## **TAKE A BREAK**

## Maths

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

## **TAKE A BREAK**

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

# READING

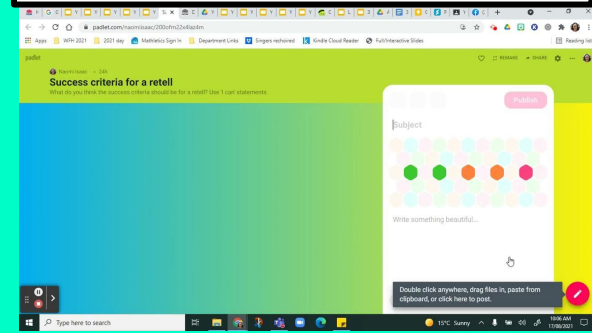
Watch this video to see today's lesson explained!

## Reading Learning intention

We are learning to retell a text

## Success criteria:

We are going to create our success criteria together!



1. Watch this video about retelling



### The Lion and the Mouse

A lion lay asleep in a forest. A little mouse ran across the lion's nose. The lion woke up from his nap. He was angry with the mouse.

"Leave me," said the poor mouse. "Please let me go, and someday, I will surely help you."

The lion smiled to think that a small mouse could ever help him! But he was kind and finally let the mouse go.

Some days later, the lion was caught in a net. He roared, asking someone to set him free. The mouse heard the lion's voice and quickly found the lion. She gnawed the rope until it broke. The lion was free.

"Now you see that even a small mouse can help a big lion!" said the mouse.



1. What should our success criteria be when we are learning to retell a text? Visit your class padlet and put up your suggestion. Click on your class name below to visit your padlet and share your thoughts.

- [3I](#)
- [3W](#)
- [3/4B](#)
- [4M](#)
- [4J](#)

# RETELLING YOUR WUSHKA TEXT

1. Log in to Wushka and read your text. Complete the quiz..
2. Record one fact from the beginning, one from the middle and one from the end of the story you read.

Beginning	Middle	End

# SPELLING - SOUNDWAVES UNIT 23



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 23. Type them in below.

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

## List Words

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

## Brainstorm

1	
2	
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8	
9	
10	
11	
12	
13	
14	
15	

Practice segmenting your words using soundwaves online

# WRITING ACTIVITIES

Do your sentences have:

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

Did you:

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

Sentence a Day. This week you will finish this sentence, but you can't write anything about walking on the moon!



The astronaut is \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Journal

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

### Success criteria

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

# WELLBEING BREAK

Listen to Ms Hoang read.

*Write the next chapter for the book.*



# Year 4 Mathematics

## Learning intention

To measure and compare mass.

## Success criteria:

- I can identify that  $1000\text{g} = 1\text{kg}$ .
- I can estimate, compare and order the mass of familiar objects.
- I can understand how to measure mass and solve mass related problems.

## MATHS NUMBER NINJA!



5:00

Q1	28	+	50	=		
Q2	78	-	18	=		
Q3	8	x	3	=		
Q4	68	+	48	=		
Q5	132	-	75	=		
Q6	3	x	8	=		
Q7	1000	x	94	=		
Q8	Round to nearest 100 and 1000		50419	=		=
Q9	Double the number		716	=		
Q10	Halve the number		288	=		
Q11	Smallest:	5	1	0	5	8 =
Q12	Biggest:	3	3	8	1	8 =
Q13		3776	+	970	=	
Q14		6949	-	2614	=	
Q15		88	÷	11	=	

# PROBLEM OF THE DAY

Mass is a measurement of how much matter is in something, but while you are on earth you can think of it in the same way as weight (weight is based on gravity, mass is not).

The common units used to measure mass are grams and kilograms.

The abbreviation for grams is g and the abbreviation for kilograms is kg.

There are 1000g in 1kg. You can also use decimal numbers or fractions to express mass for parts of a kilogram.

For example 1500g can also be written as:

- 1.5kg                      1  $\frac{1}{2}$  kg                      1 kg and 500g

Match the mass measurements below to their equal values. Draw a line between each equal mass. The first one has been done for you.

0.75kg	1000g	$\frac{1}{2}$ kg
1.3kg	500g	$\frac{3}{4}$ kg
2.2kg	750g	2 kg and 200g
0.5kg	2200g	1kg and 300g
1kg	1300g	1/1 kg

# MASS- UNITS OF MEASUREMENT

When measuring smaller items, we can record their measurements as grams or as part of a kilogram. We do this by writing the amounts as decimals.

You should learn these mass facts:

1 kg	=	1 000 g
0.5 kg	=	500 g
0.25 kg	=	250 g
0.1 kg	=	100 g

**3 Write each mass in kilograms. Use decimal notation when it is less than 1 kg.**

a 3 000 g =  kg

b 6 000 g =  kg

c 250 g =  kg

d 500 g =  kg

e 100 g =  kg

f 300 g =  kg

**4 Write each mass in grams:**

a 45 kg =  g

b 70 kg =  g

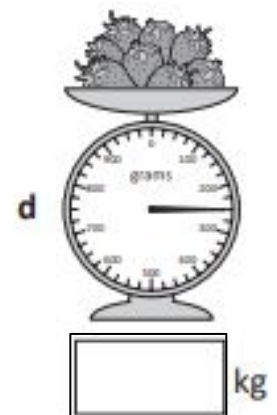
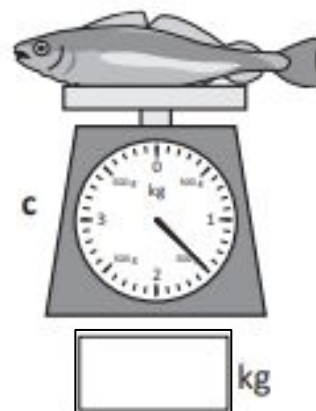
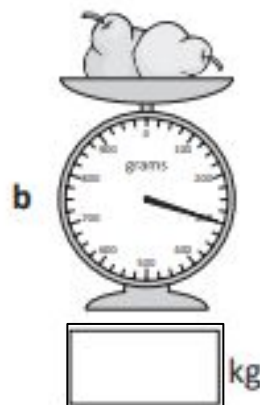
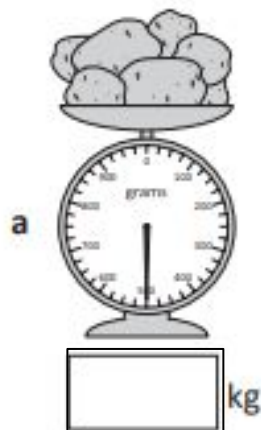
c 0.25 kg =  g

d 5.5 kg =  g

e 12.25 kg =  g

f 50.75 kg =  g

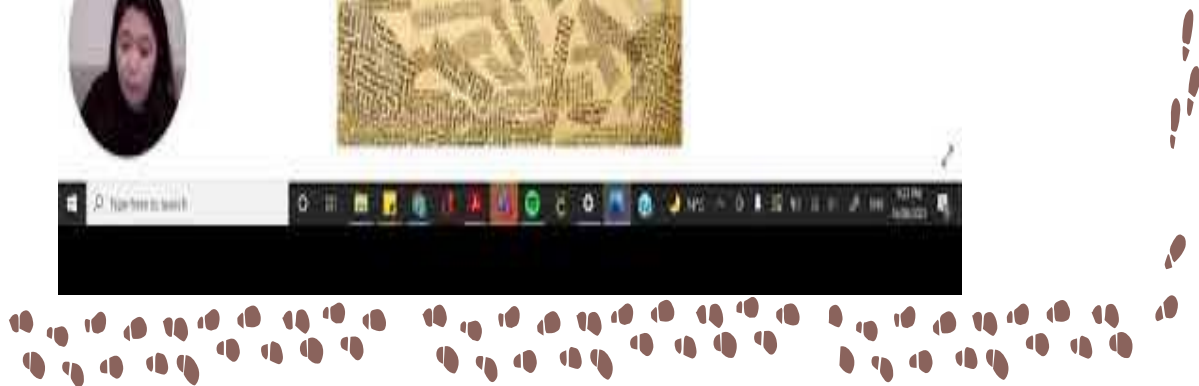
**5 Read the scales carefully and label the mass of each item in kg. Use decimals.**



Complete 2 assigned activities on mathletics.

# BOOK WEEK 2021

Listen to Ms Hoang read the first chapter of 'The Book of Chance'.





# Book Week Activity



**Write the next chapter for the book you've just listened to.**  
Type your chapter here. Add additional slides if needed.



# TUESDAY WEEK 7 TO DO: YEAR 4

## Reading

- Silent read for 15 minutes. Record your book here
  - Book read: \_\_\_\_\_ Pages read: \_\_\_\_\_
- Watch video explaining five finger retell
- Complete five finger retell slide based on your wushka text

## Spelling

- Write a sentence for five of your spelling words

## Writing

- BTN - summarise one story

Wellbeing Break - Listen to Ms. Hoang read. Write about your ideal world.

**TAKE A BREAK**

## Maths

- Number ninja
- Mass 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 text

## Success criteria:

We are going to create our success criteria together!

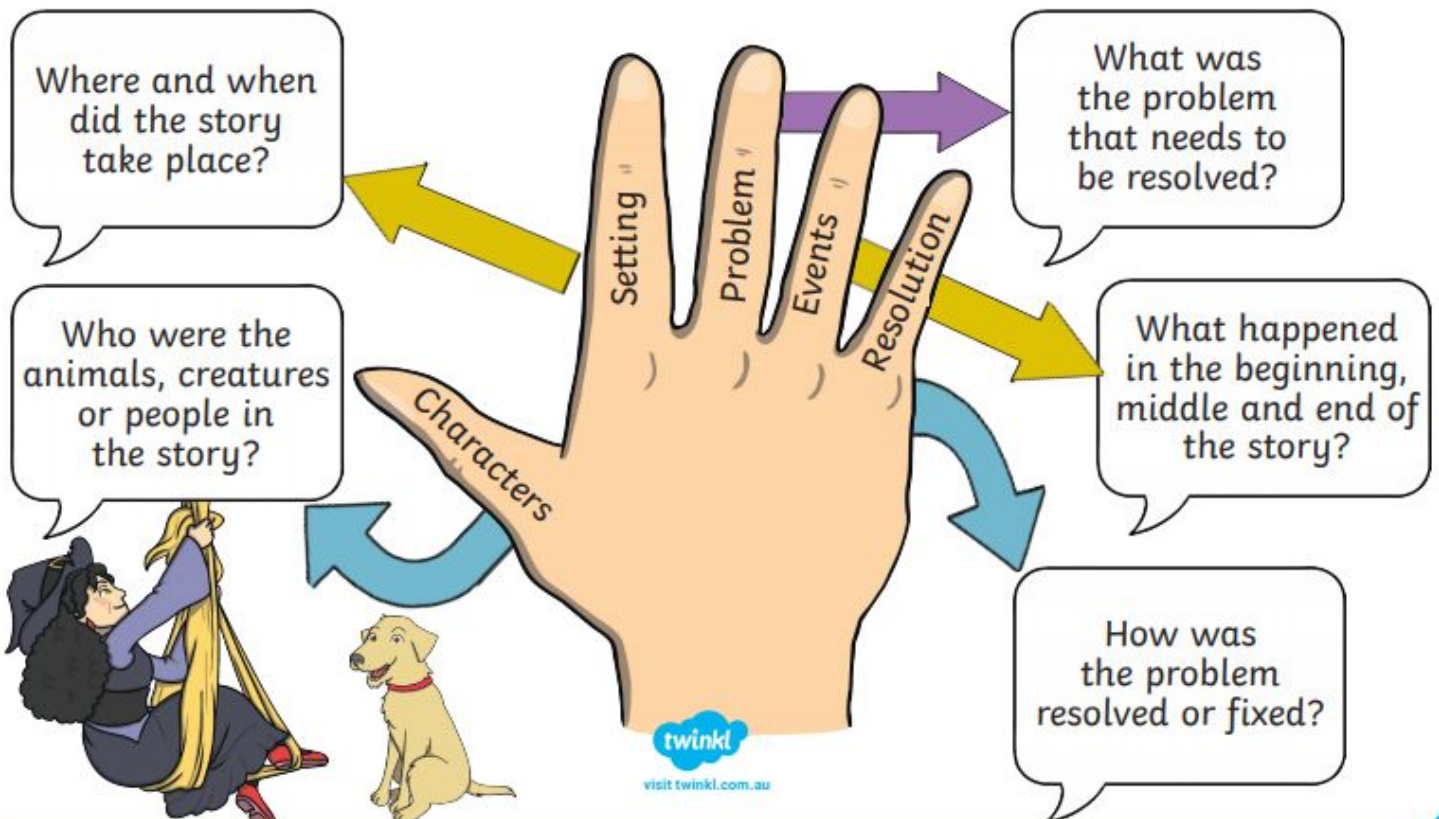
1. Revisit the padlet from yesterday and check out the contributions your classmates made Copy and paste the two suggestions that you think are the best success criteria below..
  - 
  -

## Padlet links

- [3I](#)
- 3W
- 3/4B
- [4M](#)
- 4J

## Five Finger Retell

I can remember and retell the different parts of a story



Title: Complete for your wushka text

Characters:

Type here

Problem:

Type here

Setting:

Type here

Events (beginning, middle, end):

Type here

Setting

Problem

Events

Resolution

Characters

Resolution:

Type here

FIVE FINGER RETELL





# SPELLING - SOUNDWAVES UNIT 23



The soundwaves password is:  
Year 4 - near766

<b>ir</b>	<b>ur</b>	<b>or</b>	<b>er</b>
 <b>bird</b>	 <b>world</b>		
 <b>nurse</b>	 <b>fern</b>		

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 ...

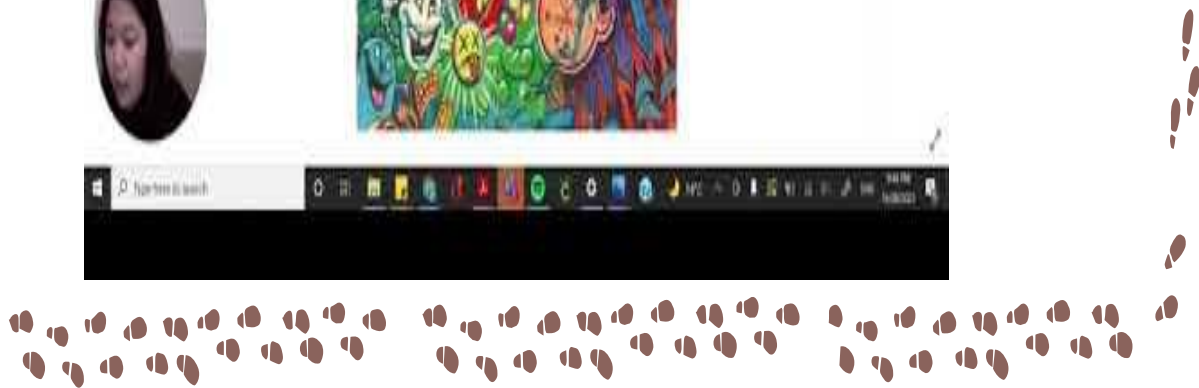
## WELLBEING BREAK

Listen to Ms Hoang read on the next slide.

*Write about your ideal world. Include an illustration of your ideal world*

# TUESDAY

Listen to Ms Hoang read the first chapter of 'Worse Things'












# My Ideal World



**If you could live anywhere in the world, where would it be? Tell us about your ideal world. What would it be like to live in your ideal world?**

Write about your ideal world here. Add additional slides if needed.



# Year 4 Mathematics

## Learning intention

To measure and compare mass.

## Success criteria:

- I can identify that  $1000\text{g} = 1\text{kg}$ .
- I can estimate, compare and order the mass of familiar objects.
- I can understand how to measure mass and solve mass related problems.

## MATHS NUMBER NINJA!



5:00

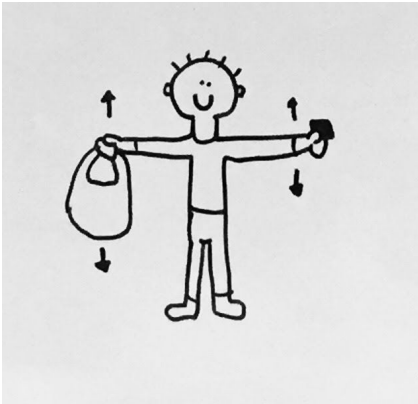
Q1	68	+	2	=				
Q2	86	-	15	=				
Q3	12	x	7	=				
Q4	43	+	79	=				
Q5	199	-	12	=				
Q6	9	x	6	=				
Q7	10	x	238	=				
Q8	Round to nearest 100 and 1000		62685	=	=			
Q9	Double the number		519	=				
Q10	Halve the number		686	=				
Q11	Smallest:	1	1	8	6	0	=	
Q12	Biggest:	3	9	6	5	3	=	
Q13		4991	+	805	=			
Q14		9403	-	1329	=			
Q15		132	÷	11	=			

# PROBLEM OF THE DAY

Mass is used in day to day activities like cooking and shopping. We often want to know how much of something goes in a recipe so that we use the right amount! Different products can be sold based on their mass at the supermarket, normally shown as a dollar amount per hundred grams or per kilogram. This is especially true with fruit and vegetables.

Draw or write 3 examples of when you see g and kg in real life.

Without the use of a scale, you can estimate the mass of an object by **hefting**. This works in a similar way to an equal arm balance. The equal arm balance on the right would show which arm is heavier because that object would drop lower. **Hefting** means holding an object in each hand and comparing the weight of each object.



Find 3 pairs of objects from your home and compare their mass by **hefting**. Write the objects in the table below, then highlight the object you estimate has a greater mass.

Object 1	Object 2

# MASS - ESTIMATING MASS

For this task you will need:

- A cup
  - Plastic bags or containers (identical containers)
  - 6 materials to compare (**they can be returned after tomorrow**)
1. Find 6 materials from around the house (you could go to an outside area nearby if it is safe to do so).  
Examples of materials include:  
Flour, rice, beads, sand, small pebbles, cotton balls, leaves, dirt, bark, cereal.
  2. Fill your cup to the top with your material.
  3. Pour your material into a plastic bag (or container).
  4. Repeat steps 2 and 3 for each material.
  5. Choose 2 of the bags/containers and compare their mass by hefting (holding one in each hand and comparing them). Decide which is lighter and which is heavier.
  6. Repeat step 5 with all of the materials until you have an estimated **order** from **lightest** to **heaviest**. Write that order in the table below.

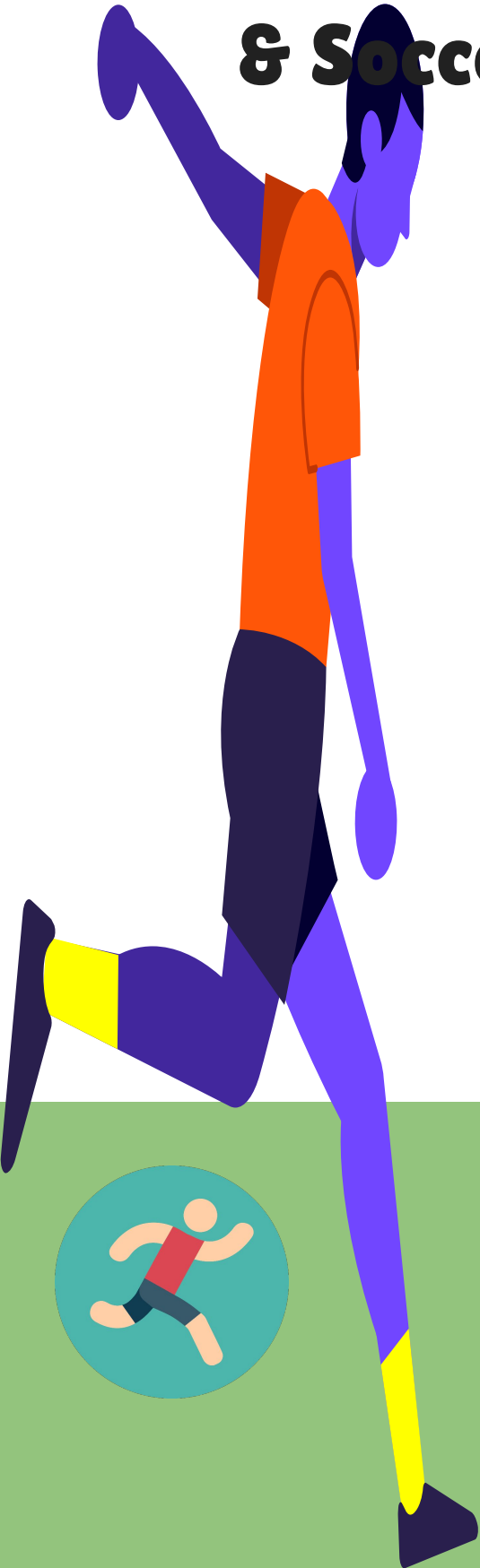
**Keep these materials for tomorrow's lesson, then return them!**

<b>Material</b>						
<b>Order</b>						

Question 1: How do you know which material was the lightest and which was the heaviest?

Question 2: Were any of the materials a similar weight?

# Skills for Sports – Basketball & Soccer



Hey there team,  
We have another fun and active video for you all this week that will definitely get your heart pumping. Rob, Wes and I will be running you through the activities in the video. Enjoy!  
Mr Ellis

<https://loom.com/share/42f5bba921144052a9d5ded693573b3a>

Click on the links below to access more videos that will help you further practise your basketball and soccer skills as well as a Kahoot to test your knowledge!



[Basketball shooting challenge with Michelle](#)  
[Basketball dribbling with Michelle](#)  
[Basketball passing with Michelle](#)  
[Soccer ball control with Emily](#)

Kahoot:

[https://kahoot.it/challenge/07552240?challenge-id=4e948176-9013-45b9-960d-2c108477c092\\_1629246581186](https://kahoot.it/challenge/07552240?challenge-id=4e948176-9013-45b9-960d-2c108477c092_1629246581186)



# WEDNESDAY WEEK 7 TO DO: YEAR 4

## Reading

- Silent read for 15 minutes. Record your book here
  - Book read:
  - Pages read:
- Use mote or a recording device (ie, a phone or tablet!) to record yourself doing a retell for this week's Wushka text
- Use the rubric to self assess your retell

## Spelling

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

## Writing

- Rewrite the paragraph to create plot tension.

Wellbeing Break - Listen to Ms. Hoang read. Redesign the front cover of your favourite book

**TAKE A BREAK**

## Maths

- Number ninja
- Mass task
- Complete 2 mathletics set tasks

**TAKE A BREAK**

## Science

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

# READING - RECORDING A RETELL

## Reading Learning intention

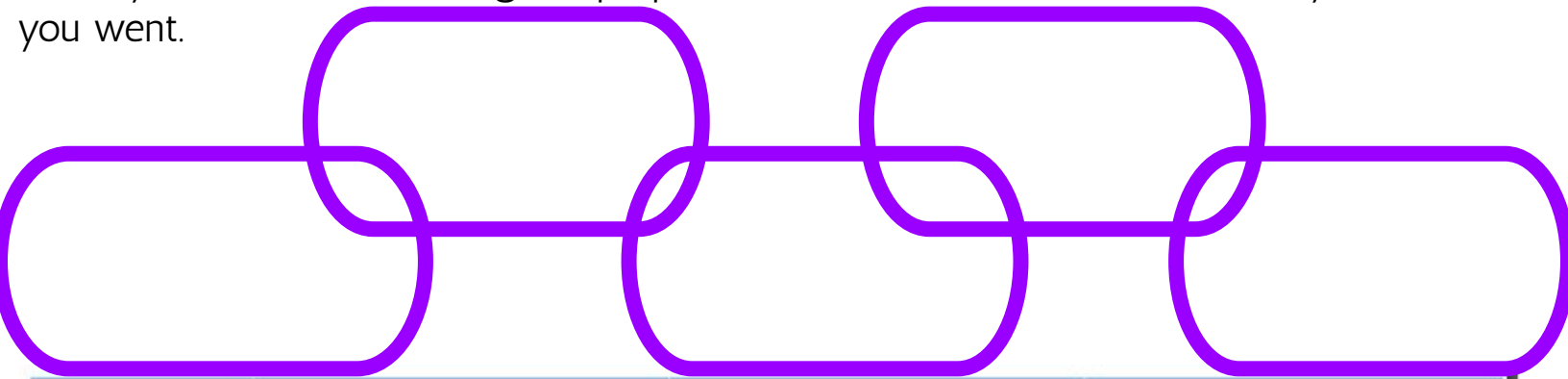
We are learning to retell a text

## Success criteria:

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

Use mote or a recording device (ie, a phone or tablet!) to record yourself doing a retell for this week's Wushka 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!

When you have finished, drag the purple ovals over the rubric to show how you think you went.



	Proficient—3	Adequate—2	Needs Attention—1
Main Ideas	Main ideas are identified. Examples are given to illustrate these ideas.	Most main ideas identified. Examples are less descriptive.	Main ideas essential to the text are overlooked. Few or no examples or descriptions of main ideas offered.
Supporting Details	Supporting details are clearly connected to the main ideas.	Supporting details are identified but are not told in association with main ideas.	Few or no supporting details offered.
Sequence	Sequence of retelling is accurate and reflects the order used by the author.	Sequence is similar to order in book, with some instances of "doubling back" during retelling.	Sequence is difficult to discern.
Accuracy	Facts are relayed accurately.	Retelling is mostly accurate, with few errors.	Retelling is inaccurate.
Inferences	Student makes connections within text (e.g., meaning of title, usefulness of information).	Student makes few associations between pieces of information in text.	Student makes no associations within text.

# SPELLING - SOUNDWAVES UNIT 23



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: Peter: "Hey Jeffere, I heard your birthday is on Thursday, is that true?"  
Jeffere: "Yes, it's on Thursday the third."

## 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 work on making our stories more exciting. We need to create some **PLOT TENSION**. This means using our writing to make things seem **fast, scary, exciting**. We do this by using lots of description, using short, sharp sentences, and not giving away all our ideas at the one time. Read the green passage and do the two activities.

## Plot Tension

Tightening Story Tension and Improving the Plot



Olive stood frozen at the edge of the forest, she was scared. Hank, beside her, also would not move. A wolf walked through the trees toward them.

This passage is boring. Although we know that Olive and Hank are scared, we don't feel scared with them. There is nothing in the writing to create tension.

**You can change this!**

Use the prompts below to rewrite this passage and add plot tension.

<p><b>Super Senses</b> Use your senses, and emotions, to add some descriptive detail to the passage.</p> <p><b>I see</b></p> <p><b>I hear</b></p> <p><b>I touch</b></p> <p><b>I taste</b></p> <p><b>I smell</b></p> <p><b>I feel</b></p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><b>Make It Harder</b> How could you add to Olive and Hank's problems in this passage? Make the problem harder to solve.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

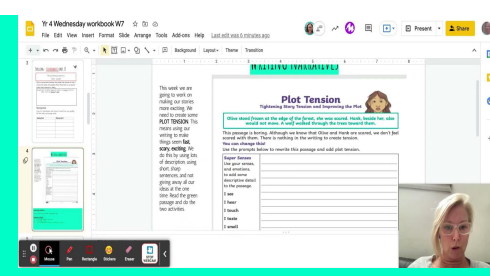


## Learning intention

We are learning to write a narrative text

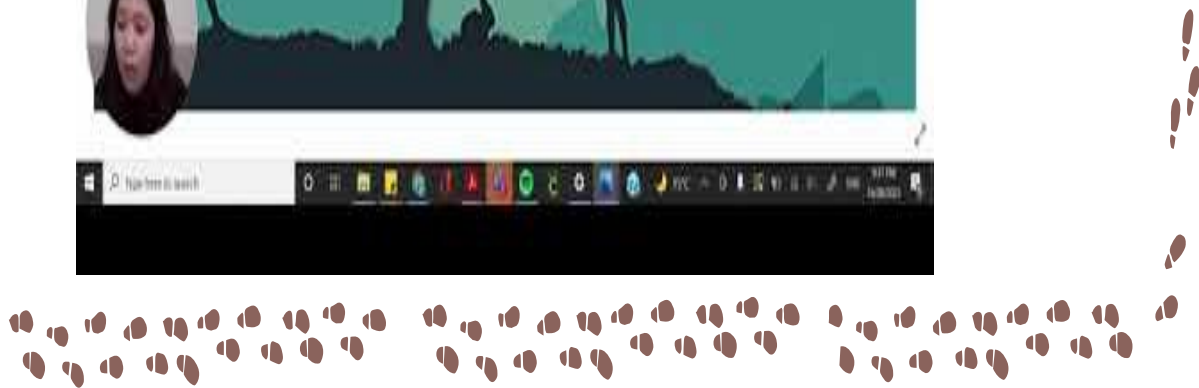
## Success criteria:

- I can use my senses to make my writing more descriptive..
- I can add extra problems into my narratives..
- I can use adjectives and adverbs to enhance my writing. .



# WEDNESDAY

Listen to Ms Hoang read the first chapter of 'Aster's Good, Right Things'



## Book Cover Art

Redesign the front cover of a book. Take an image of your design and upload it to the next slide.

To upload an image, click insert and then image. Find the location of your image and add it to the slide.

# Year 4 Mathematics

## Learning intention

To measure and compare mass.

## Success criteria:

- I can identify that  $1000\text{g} = 1\text{kg}$ .
- I can estimate, compare and order the mass of familiar objects.
- I can understand how to measure mass and solve mass related problems.

## MATHS NUMBER NINJA!



5:00

Q1	27	+	75	=				
Q2	53	-	27	=				
Q3	7	x	10	=				
Q4	112	+	41	=				
Q5	162	-	22	=				
Q6	7	x	11	=				
Q7	100	x	140	=				
Q8	Round to nearest 100 and 1000		76380	=	=			
Q9	Double the number		833	=				
Q10	Halve the number		478	=				
Q11	Smallest:	0	3	3	6	1	=	
Q12	Biggest:	9	4	9	2	8	=	
Q13		2095	+	1402	=			
Q14		5393	-	1732	=			
Q15		99	÷	11	=			

# PROBLEM OF THE DAY

**Hefting** is a great way to compare the mass of 2 objects or materials, but sometimes you need to be more accurate.

Mass can be **measured** more accurately by placing an object on a **scale** like the ones shown below. These would show the weight of an object in g or kg.



Some scales are electronic, while other older scales are analog. A scale should always show 0g or 0kg if nothing is placed on it.

To be able to measure the mass of an object you need to place the object by itself onto the scale.

Another way to measure the mass accurately if the object is in a container is to find the weight of the container and subtract it from the total mass.

Some scale let you do this by zeroing the scale (sometimes called tare). You place the empty container on the scale, zero the scale, then place the container on it with the object inside. This means you can measure the mass of the object without including the container.

Give 3 examples of when you would use a scale and what objects you might weigh.

- 1
- 2
- 3



# MASS - HOW TO USE DEVICES TO MEASURE MASS

1. Using the materials from yesterday's activity, measure the mass of each material on a kitchen scale.
2. Write the mass of each material to the nearest 50g in g or kg in the table below (If it is less than 1kg, you could write for example 500g, or you could write 0.5kg or 1/2 a kg).
3. Rearrange your materials into the correct order from lightest to heaviest based on the result of your weighing.

**Return your materials to where you found them.**

Material						
Estimated order						
Mass						
Measured order						

Question 1: Was there any difference between the order of the objects when you measured them using a scale?

Question 2: Why did the materials have a different mass if each material took up the same space?

**If you do not have a kitchen scale then complete your mathletics tasks.**

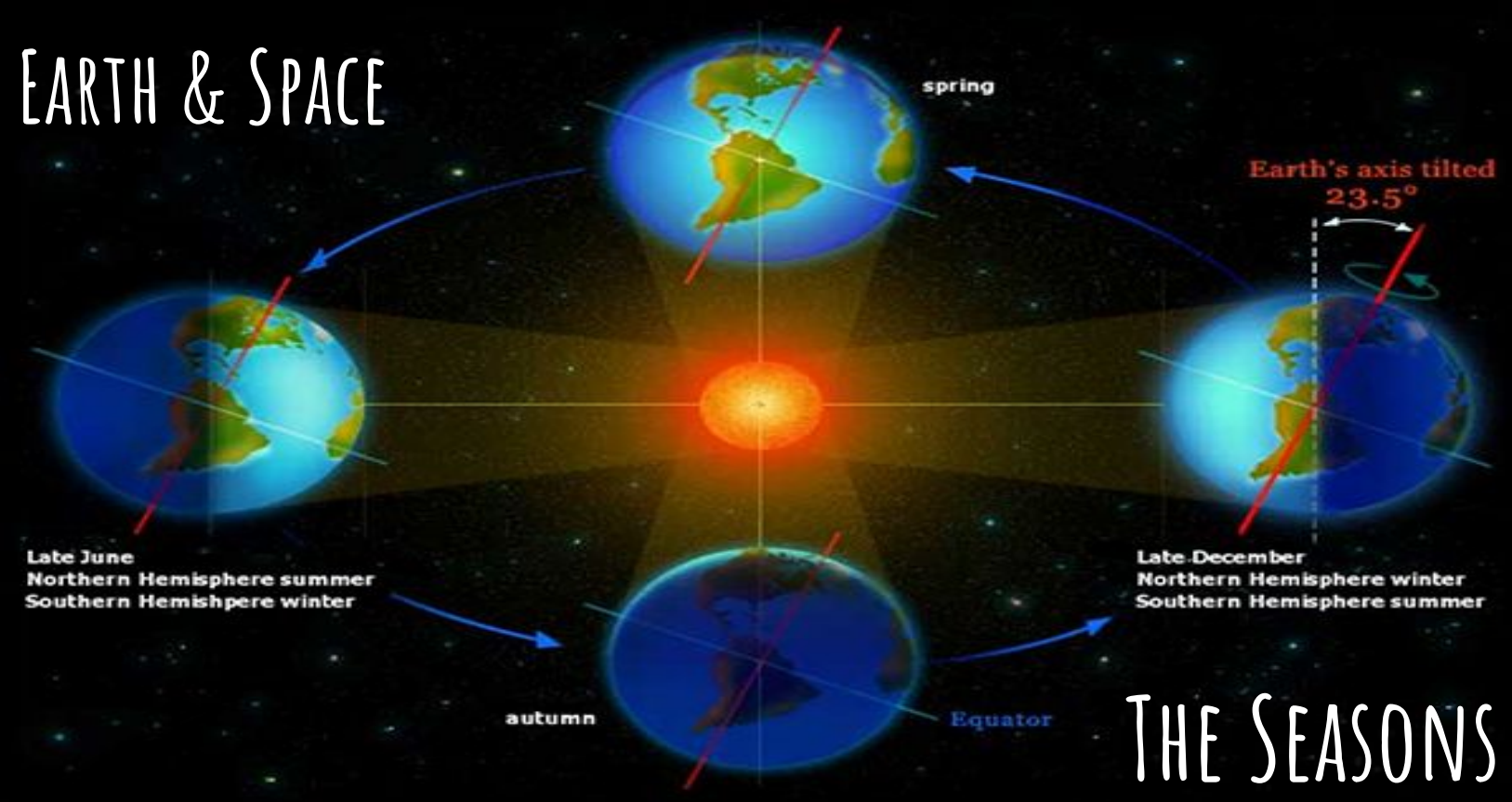
**Complete 2 assigned activities on mathletics.**

# WELLBEING BREAK

USING A CAMERA, TAKE CLOSE UP PHOTOS OF THINGS LIKE THE CUSHION ON THE SOFA OR THE WALLPAPER PATTERN. CAN SOMEONE IN YOUR HOUSE WORK OUT WHAT THOSE THINGS ARE?



# EARTH & SPACE



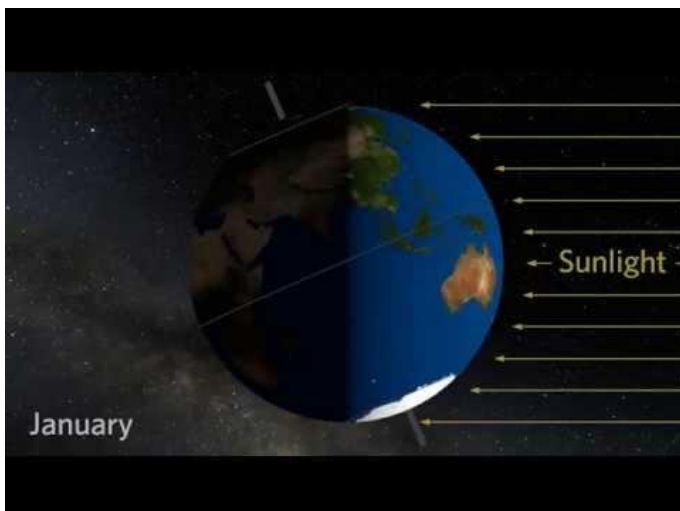
# THE SEASONS

## *How does the Earth's rotation around the Sun affect us?*

In this lesson, you will find out why and how we have seasons, due to the Earth's position in relation to the sun

- The Earth **spins (rotates)** on its axis once every 24 hours. This gives us night and day.
- It also **revolves (orbits)** around the Sun (due to the Sun's gravity holding it in orbit) once every 365 days (well, not exactly, which is why we have leap years, but close enough).
- The Earth's north and south poles aren't exactly 'upright'. They're on a 23.5 degree angle (hence why all globes are tilted on their stands).
- Our Earth is split between two imaginary halves called the northern and southern **hemisphere**.
- As the Earth travels around the Sun, the Earth's tilt means different parts (northern or southern hemispheres) are getting the majority of sunlight. This determines the seasons around the world.

Watch the video below.



*Write one paragraph explaining how the position of the Earth in relation to the sun creates the seasons.*

# THURSDAY WEEK 7 TO DO: YEAR 4

## Reading

- Silent read for 15 minutes. Record your book here
  - Book read:
  - Pages read:
- Read the text and answer the questions

## Spelling

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

## Writing

- Rewrite the paragraph to create plot tension.

**Wellbeing Break** - Listen to Ms. Hoang read. Write a book review.

**TAKE A BREAK**

## Maths

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

**PDHPE:** How can you be kind to yourself?

**TAKE A BREAK**

## Geography - Mapping

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

Green highlighter - task you may receive feedback on

# COMPREHENSION - COMPARE AND CONTRAST

## Learning intention

We are learning answer literal and inferential questions

## Success criter

- I can locate the answers to literal questions within a text

## England and Wales

Compare  
and  
Contrast



Click on the speaker if you'd like to hear this text read aloud!

England and Wales are two countries out of four that make up the United Kingdom and have their colours in the Union Jack flag. The other two countries are Scotland (with which England shares a border) and Northern Ireland. England and Wales share a border and also include parts of the UK's longest river, the River Severn. English is spoken in both countries, but in addition to this, many people in Wales speak Welsh.

There is plenty of traditional music and dance in both countries, including clog dancing as well as traditional industries such as coal mining. In addition to this, Wales has a big tradition of male voice choir singing whilst morris dancing and sword dancing are more specific to England. Wales, however, does have a large tradition of Eisteddfods which are festivals of literature, song and dance and include some serious competition.



List the things that England and Wales have in common.	
List the things that England has that Wales does not.	
List the things that Wales has that England does not.	

# SPELLING - SOUNDWAVES UNIT 23



This paragraph contains 10 spelling and 2 punctuation errors. Can you fix it? Annotate around the paragraph by drawing an arrow and text box with the correction.

Journal

I was getting ready for bed, writing in my **gurnal** about the ordinary day I had when all of a sudden, I hurd the wooden firniture screech against the glass tiles. Furst I thought it was a berglar that broke into the house but then there wur footsteps that sounded familiar. I heard words being mermured by a voice I recognised. Who could this be I wondered. I peeped out from my bedroom door and lurned that the person was my older brother who had reterned home urly from werk.

# WRITING

Olive stood frozen at the edge of the forest, she was scared. Hank, beside her, also would not move. A wolf walked through the trees toward them.

## Create Conflict

Write an argument between the two characters, Olive and Hank. What might they disagree on as they stare down the wolf?

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## Keep It Short and Sharp

Rewrite the passage using short, sharp sentences to add dramatic impact and shock the reader.

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## Leave It Out

Build suspense by holding off on crucial details, but give some clues.

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Today, you will use the same green paragraph and try these three ways of creating PLOT TENSION.

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

## Success criteria:

- I can make my story more complex by adding other ideas..
- I can create tension in my story by using short, sharp sentences..
- I can use adjectives and adverbs to enhance my writing.

## WELLBEING BREAK

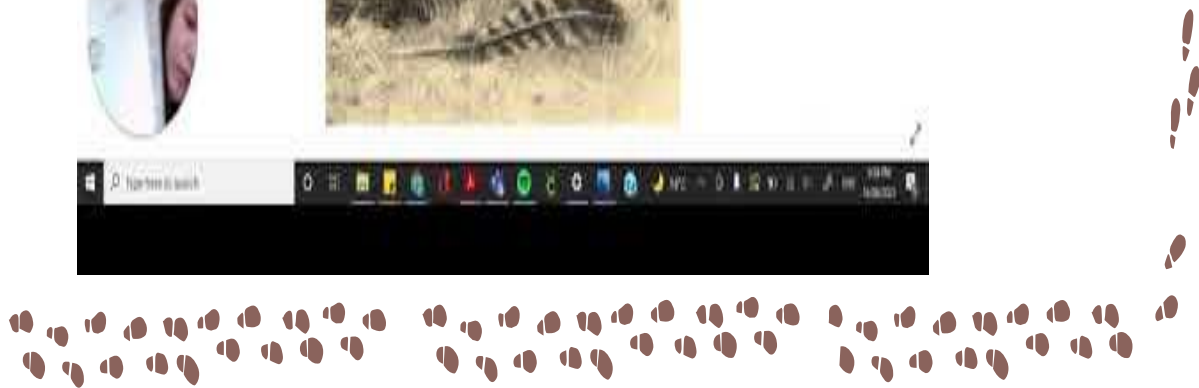
Listen to Ms Hoang read.

Write a book review

The screenshot shows a presentation slide with the same writing task instructions as above. A video feed in the bottom right corner shows Ms Hoang speaking. A green banner at the bottom of the slide reads: "Learning intention: We are learning to write a narrative text".

# THURSDAY

Listen to Ms Hoang read the first chapter of 'Bindi'





# BOOK REVIEW

Write a book review. You can review one of the books you've listened to this week, or a book of your own choosing.

<b>Book Title:</b>		<b>Author:</b>	
<b>Rating:</b>		<b>Illustrator:</b>	
<b>Plot:</b> What happens? Are there any plot twists? Did you find the plot interesting?			
<b>Characters:</b> Who are the main characters? Who was your favourite character? Why?			
<b>Your opinion:</b> Did you like the book? What was your favourite part? Why?			
<b>Recommend:</b> Would you recommend this book to a friend?			

# Year 4 Mathematics

## Learning intention

To measure and compare mass.

## Success criteria:

- I can identify that  $1000\text{g} = 1\text{kg}$ .
- I can estimate, compare and order the mass of familiar objects.
- I can understand how to measure mass and solve mass related problems.

## MATHS NUMBER NINJA!

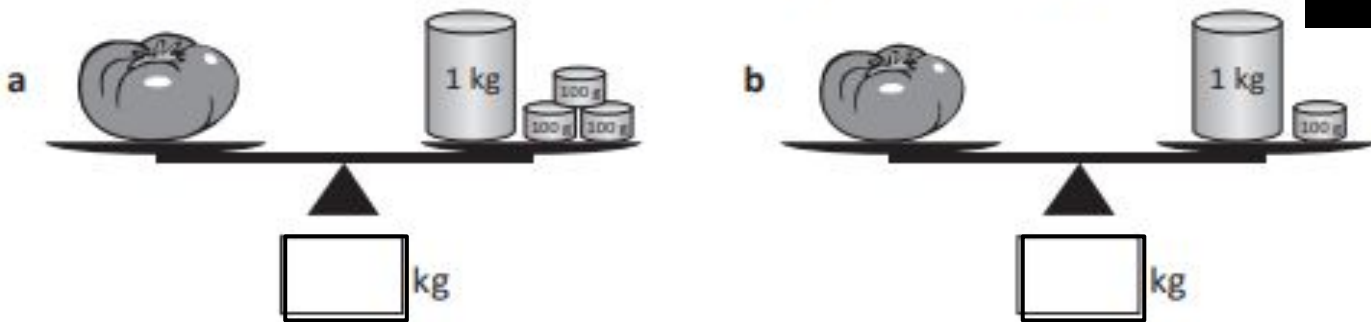


5:00


Q1	25	+	63	=				
Q2	69	-	12	=				
Q3	9	x	9	=				
Q4	81	+	29	=				
Q5	114	-	66	=				
Q6	9	x	8	=				
Q7	10	x	407	=				
Q8	Round to nearest 100 and 1000		80237	=	=			
Q9	Double the number		832	=				
Q10	Halve the number		140	=				
Q11	Smallest:	3	9	9	8	7	=	
Q12	Biggest:	3	8	1	4	8	=	
Q13		5617	+	1222	=			
Q14		5326	-	2516	=			
Q15		121	÷	11	=			

# PROBLEM OF THE DAY

What is the mass of each of these prize-winning tomatoes in kg?




Balance the mass of each present in two different ways. Tick the different combinations of weight:

a 

	2 kg	1 kg	500 g	200 g	100 g	50 g
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



b 

	1 kg	500 g	200 g	100 g	50 g	10 g
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



c 

	2 kg	1 kg	500 g	200 g	100 g	50 g
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Write the mass of each of the following in kilograms and grams.

a 1 500 grams =  kg  g

b 2 100 grams =  kg  g

c 1 600 grams =  kg  g

d 3 250 grams =  kg  g

# MASS - MASS (IVE) PROBLEMS

The World's largest lasagne was made in 2012 at a restaurant in Wieliczka, Poland.

It weighed 4865 kg and measured 25 m x 2.5 m.

The ingredients were:

2500kg of pasta, 800kg of mince, 400kg of mozzarella cheese, 100kg of peas, 100kg of carrots, and equal amounts of white sauce and tomato sauce.

1. How much did the white sauce and tomato sauce weigh?
2. If I made a lasagna 100 times smaller, what would each of my ingredients weigh?
3. How many people could be fed with the whole lasagne, assuming each person could eat about 500g?  
Show how you arrived at your estimate.

## **Optional bonus activity**

Cook something delicious at home with your family!

Write the recipe of your dish below, showing the amounts of each ingredient in g or kg. Photos can be included.

How did you make sure you had the correct amount of each ingredient?

# How Can You Be Kind to Yourself?

We often think about how we can be kind to others and what effect our behaviour has on other people.

Have you ever thought about how you can be kind to **yourself**? Using the hearts below, write your own ideas about how you can be kind to yourself. Some ideas have been given to start you off.

Once you have recorded these ideas, start to think about how you can carry out these ideas to be kind to yourself.

Be brave.

Be positive.

Eat healthily.

Choose kind friends.

Try something new.

Make good choices.

Type here

Type here

Get enough sleep.

Take time to relax and have fun.

Type here

Type here

Drink plenty of water.

Remember to laugh.

Type here

Type here

# GEOGRAPHY - PLACES ARE SIMILAR AND DIFFERENT

## MAPPING

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

Locate and collect information from different sources.

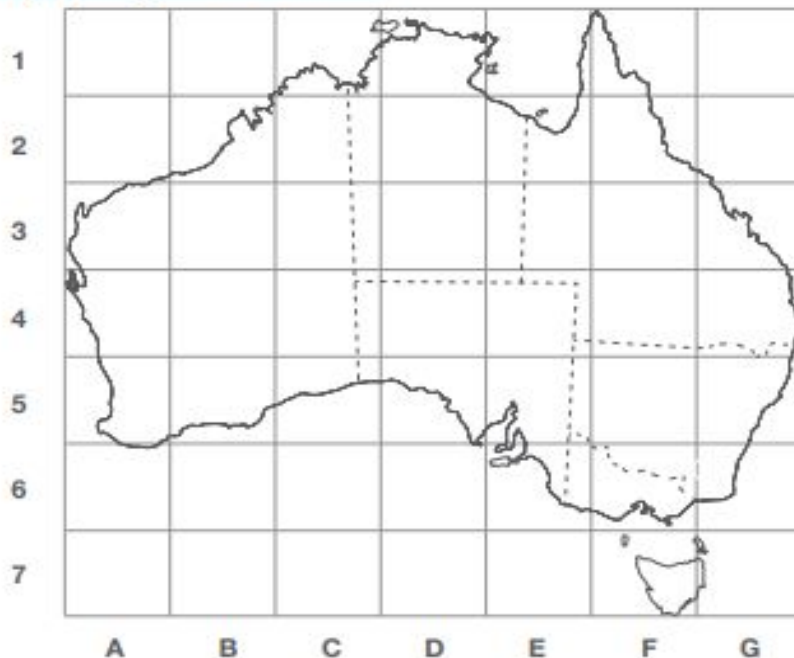
**Key Concepts, Skills and Understandings**-Students learn to interpret and construct maps using the geographical convention of scale. The geographical tools included in this unit are mapping and visual representation.

### How do you change the size of a map?



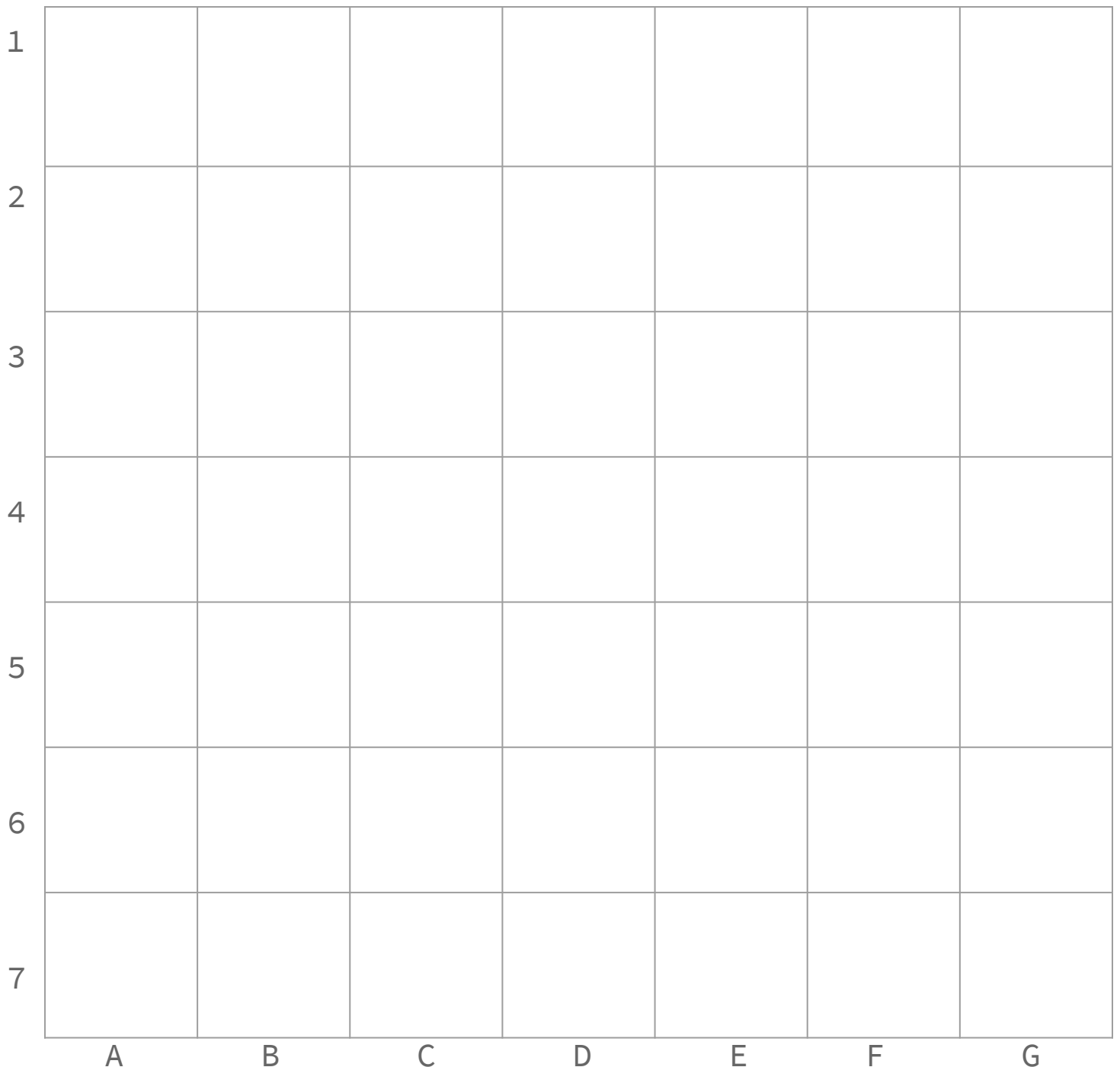
### Mapping- Scale

It is impossible to draw a map in its real size. Maps are drawn to scale which means that if you made it bigger or smaller it would look exactly the same. Australia is much bigger than this map but you can change the size by making the grid lines bigger or smaller. Copy the map onto the bigger grid lines.



# It is impossible to draw a map in its real size.

Maps are drawn to scale which means that if you made it bigger or smaller it would look exactly the same. Australia is much bigger than this map but you can change the size by making the grid lines bigger or smaller. Copy the map on the previous slide onto the bigger grid lines.



# FRIDAY WEEK 7 TO DO: YEAR 4

## Reading

- Silent read for 15 minutes. Record your book here
  - Book read:
  - Pages read:
- Listen/read along to the first two chapters of The BFG by Roal Dahl, using the video
- Complete a detailed illustration representing something from the reading. Take a photo of your picture and upload it

## Spelling

- Read the clues to finish the word
- Find antonyms and synonyms

## Writing

- Rewrite the paragraph using a simile..

Wellbeing Break - Listen to Ms. Hoang read. Upload an image of you in costume or image of your favourite book.

## TAKE A BREAK

## Maths

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

### Class Zoom Session

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

### **Book Week Parade**

## *TAKE A BREAK*

Visual arts - Complete the dance lesson with Got Game and the Daffodil Day art activity

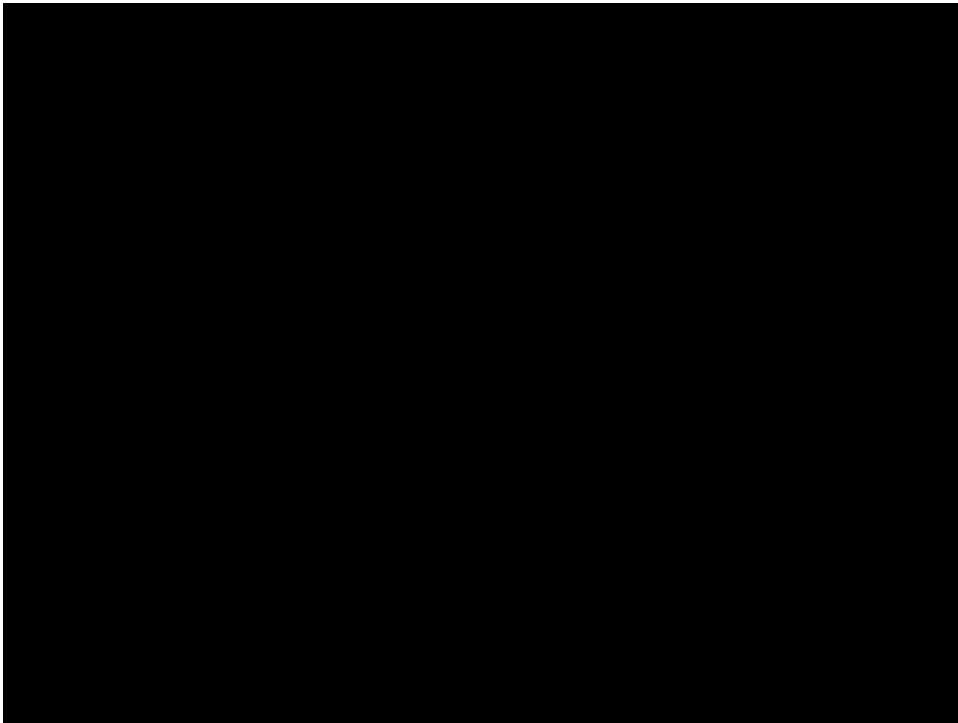
Yellow highlighter - task you will receive feedback on and MUST DO

Green highlighter - task you may receive feedback on



# CLASS NOVEL - 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.
- Then complete a detailed illustration representing something from the first chapter. Take a photo of your picture and upload it below.



# SPELLING YEAR 4 - SOUNDWAVES UNIT 23

The soundwaves password is::

Year 4 - near766

1. Read the clues and finish the words.

1. Boy and: G\_\_.

3. After second: T\_\_.

5. A round shape: C\_\_.

7. Three plus ten: T\_\_.

2. Not clean: D\_\_.

4. Before second: F\_\_.

6. Three tens: T\_\_.

8. Date of birth: B\_\_.

2. Find antonyms (opposite) to these words

1. Last

2. Best

3. Late

4. Keep

1.

2.

3.

4.

3. Find synonyms (have similar meaning) to these words.

1. Soil

2. Mix

3. Trip

4. Watch

1.

2.

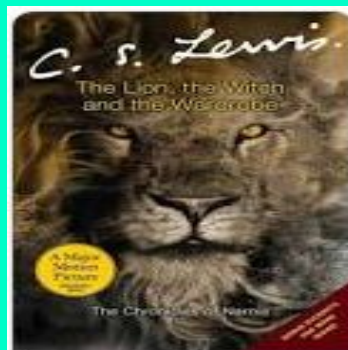
3.

4.

## WELLBEING BREAK

Listen to Ms Hoang read.

Upload an image of you in costume or  
an image of your favourite book.



The Lion, the  
Witch and t...  
C. S. Lewis...



# WRITING

Olive stood frozen at the edge of the forest, she was scared. Hank, beside her, also would not move. A wolf walked through the trees toward them.

Today you are going to add a **simile** to the green paragraph.

A **simile** is a comparison using 'like' or 'as'. For example; The dog's fur was **like** silk.

Or Tim's eyes were as green **as** grass.

Now your turn. Rewrite the paragraph and try to add a **simile**, or more than one if you can!

## Learning intention:

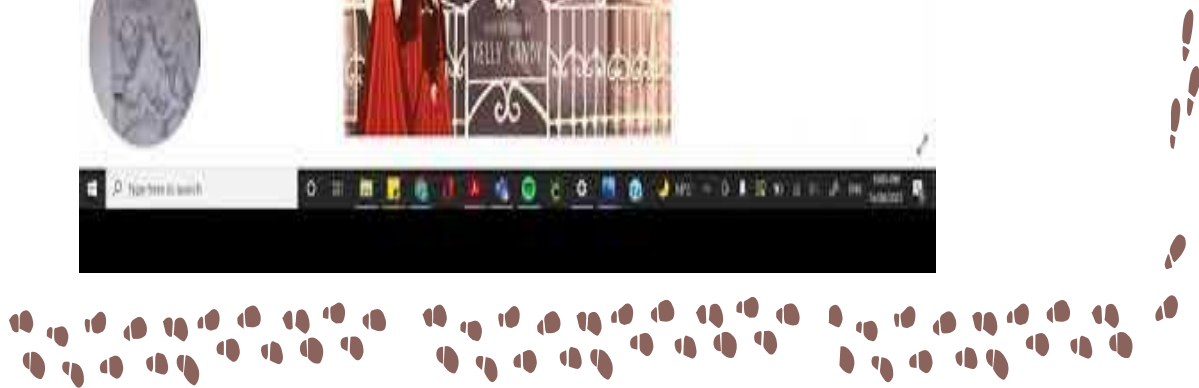
We are learning to write a narrative text.

## Success criteria:

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

# FRIDAY





Listen to Ms Hoang read the first chapter of 'The Stolen Prince of Cloudburst'.





# FRIDAY ACTIVITY

Dress up as your favourite character and upload a photo onto the slide. If you do not want your image shared, upload an image of your favourite book or character.



# Year 4 Mathematics

## Learning intention

To measure and compare mass.

## Success criteria:

- I can identify that  $1000\text{g} = 1\text{kg}$ .
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## MATHS NUMBER NINJA!



5:00

Q1	41	+	8	=				
Q2	85	-	25	=				
Q3	12	x	5	=				
Q4	35	+	118	=				
Q5	165	-	13	=				
Q6	5	x	7	=				
Q7	10	x	134	=				
Q8	Round to nearest 100 and 1000		93714	=	=			
Q9	Double the number		506	=				
Q10	Halve the number		438	=				
Q11	Smallest:	8	0	1	4	2	=	
Q12	Biggest:	4	7	6	1	6	=	
Q13		7597	+	1146	=			
Q14		5825	-	4522	=			
Q15		22	÷	11	=			

# PROBLEM OF THE DAY



Getting ready

Find the mass of each cat by using each clue:

- a Felix is half the weight of Ambrose.
- b Ambrose is 2 kg more than Mosley.
- c Mosley is half the weight of Roy-Brown.
- d Roy-Brown is 6 kg.



Felix



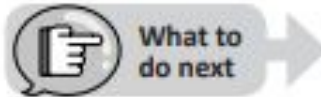
Ambrose



Mosley



Roy-Brown



What to do next

Find the mass of each shape by looking carefully at each clue:



HINT: the smiley face is 12 kg.



# MASS - ANIMAL FACTS

**Find out interesting facts about the mass of animals and write some dot points about your research below.**

To get you started here are some facts about the African elephant.

The African elephant is the biggest animal on land. Fully grown the male can be 7 metres long, 3.2 metres tall at the shoulder and have a mass of 6500 kg. Its tusks can weigh as much as 100 kg each. The largest pair of tusks on record are in the British Museum and weigh 133 kg each.

What combination of animals could be equal to the elephant's weight?

For example, it takes 1300 big domestic cats which have a mass of around 5kg each to equal 1 elephant in weight.

There are however larger animals! A blue whale can weigh up to 30 times the weight of an elephant!

Complete 2 assigned activities on mathletics.



# DANCE WITH GOT GAME



# DAFFODIL DAY ART

Did you know today is Daffodil Day? Daffodil Day is held annually to raise funds for cancer research.

Fill the different sections with line patterns and then colour in.

