

Year 4 Learning from Home Schedule Week 1, Term 4

| Monday 4 th October | Tuesday 5 th October | Wednesday 6 th October | Thursday 7 th October | Friday 8 th October |
|---------------------------------|---|---|---|---|
| <u>Reminder: No Zoom</u> | | <u>Reminder: Zoom 11am</u> | | |
| <u>Sessions Today</u> | | | | |
| <u>Public Holiday</u> | <p style="text-align: center;"><u>Morning Routine</u></p> <p style="text-align: center;">Focus: White Water Rafting</p> <p>Task 1 Watch the videos on White Water Rafting. <i>In your book, write who would go White Water Rafting with you.</i></p> <p>https://www.whitewater rafting.co.uk/gcairns.com/info/family-rafting/</p> <p>Read the information on 'What is White Water Rafting?'</p> <p>Task 2 Using direct speech, indicate what the person at the front of the raft, and back of the raft are saying. You must use different speech tags, and not use the word 'said'.</p> | <p style="text-align: center;"><u>Morning Routine</u></p> <p style="text-align: center;">Focus: White Water Rafting</p> <p>Task 1 Watch the video on White Water Rafting. In your book write how you think they were feeling.</p> <p>https://www.youtube.com/watch?v=9txodYuZGc</p> <p>Read the information on 'Who Can Go White Water Rafting?'</p> <p>Task 2 Using direct speech, indicate what the person at the front of the raft, and back of the raft are saying. You must use different speech tags, and not use the word 'said'.</p> | <p style="text-align: center;"><u>Morning Routine</u></p> <p style="text-align: center;">Focus: White Water Rafting</p> <p>Task 1 Watch the video on White Water Rafting. In your book write down what you think the kids needed to do to prepare for their adventure.</p> <p>https://www.youtube.com/watch?v=ljKWgD0y4rc</p> <p>Read the information on the requirements of White Water Rafting.</p> <p>Task 2 Using direct speech, indicate what the person at the front of the raft, and back of the raft are saying. You must use different speech tags, and not use the word 'said'.</p> | <p style="text-align: center;"><u>Morning Routine</u></p> <p style="text-align: center;">Focus: White Water Rafting</p> <p>Task 1 Read the information on the equipment and clothing for White Water Rafting.</p> <p>Task 2 Answer the question: 'What is White Water Rafting?' Be specific in your answer.</p> |

| | <p style="text-align: center;"><u>SOTD</u></p> <p>Sentence Type: Simple sentence using direct speech.</p> <p><u>Watch the video on Edmodo 'SOTD-Tuesday' modelling a simple sentence with direct speech.</u></p> <p>We are learning to write a simple sentence using direct speech.</p> <p>I have:</p> <ul style="list-style-type: none"> ✓ A main clause ✓ A subject ✓ A predicate ✓ Speech marks ✓ Correct beginning, middle and end punctuation. <p>Modelled (Simple) – “This was not a good idea” yelled Sally.</p> <p>Read and copy the sentence. Underline the parts of a simple sentence using green.</p> | <p style="text-align: center;"><u>SOTD</u></p> <p>Sentence Type: Compound sentence using direct speech.</p> <p><u>Watch the video on Edmodo 'SOTD-Wednesday' modelling a compound sentence with direct speech.</u></p> <p>We are learning to write a compound sentence using direct speech.</p> <p>I have:</p> <ul style="list-style-type: none"> ✓ Two main clauses ✓ Speech marks ✓ Coordinating conjunction ✓ Comma ✓ Correct beginning, middle and end punctuation. <p>Modelled (compound) – “Get me off and I promise I will do my homework,” cried Hana.</p> <p>Read and copy the sentence. Underline the parts of a compound sentence using green and red.</p> | <p style="text-align: center;"><u>SOTD</u></p> <p>Sentence Type: Complex sentence beginning with a main clause using direct speech.</p> <p><u>Watch the video on Edmodo 'SOTD-Thursday' modelling a complex sentence with direct speech.</u></p> <p>We are learning to write a complex sentence beginning with a main clause using direct speech.</p> <p>I have:</p> <ul style="list-style-type: none"> ✓ One main clause ✓ One subordinate clause ✓ Speech marks ✓ Subordinating conjunction ✓ Correct beginning, middle and end punctuation. <p>Modelled (complex) – “Please help me put my helmet on, before I jump in,” asked Ali.</p> <p>Read and copy the sentence. Underline the parts of a complex sentence using green.</p> | <p style="text-align: center;"><u>SOTD</u></p> <p>Sentence Type: Variety of simple, compound, and complex sentences using direct speech.</p> <p>Assessment – Independently write a simple, compound, and complex sentence with direct speech and repetition. Relate your sentences to white water rafting.</p> <p>We are learning to write a variety of sentences using direct speech.</p> <p>I have:</p> <ul style="list-style-type: none"> ✓ Capital letters to start sentences and for proper nouns ✓ Commas (if relevant) ✓ Relevant clauses (main or subordinate) ✓ Relevant conjunctions (coordinating or subordinating) ✓ Direct speech ✓ End punctuation <p>Use the Sentence of the Day (SOTD) slip to help you to write your sentences.</p> |
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|--|--|---|---|--|
| | <p><u>Guided Reading</u> Focus: Inferencing</p> <p>Learning Intention: We are learning about inferencing.</p> <p>Success Criteria:</p> <p>We can:</p> <ul style="list-style-type: none"> • Make inferences • Use background knowledge <p>Read the text 'White Water!' and complete the character inference worksheet.</p> | <p><u>Guided Reading</u> Focus: Vocabulary</p> <p>Complete the Frayer Model card using this week's vocabulary words.</p> <ul style="list-style-type: none"> • rapid • wilderness • rafting • adventurous • adrenaline • dinghy | <p><u>Guided Reading</u> Focus: Independent Reading</p> <p>Read a book on LiteracyPro that your teacher has assigned you, or a book of your choice, and complete a quiz. <i>Remember, the goal is to get 70% of above!</i></p> | <p><u>Guided Reading</u> Focus: Inferencing</p> <p>Learning Intention: We are learning about inferencing.</p> <p>Success Criteria:</p> <p>We can:</p> <ul style="list-style-type: none"> • Make inferences • Use background knowledge <p>Read the text 'What to Wear and Bring' and then answer the comprehension questions.</p> |
| | <p><u>Writing</u> Focus: Pre-Assessment</p> <p>Task: Write an imaginative text using the 'Pre-Assessment' stimulus page. Remember, your purpose is writing to entertain.</p> | <p><u>Writing</u> Focus: Purpose-Writing to Entertain</p> <p>When writing imaginatively, your style may include some the following features:</p> <ul style="list-style-type: none"> ✓ A creative approach to a theme. Our theme this term is 'Adventure.' ✓ Clear, powerful descriptive words and phrases ✓ Figurative language: onomatopoeia, similes, metaphors, personification | <p><u>Writing</u> Focus: Block Planner-Symbols</p> <p><u>Watch the Video on Edmodo titled 'Block Planner and Symbols.'</u></p> <p>Task: Using the 'block planner and symbols' sheet, copy down the block planner. Explain each symbol to a family member.</p> | <p><u>Writing</u> Focus: Block Planner-Structure and Language Features</p> <p><u>Watch the Video on Edmodo titled 'Annotating the Block Planner.'</u></p> <p>Task: Using the exemplar text and symbols of the block planner, identify the structure of an imaginative text.</p> <p>Task: Using the same exemplar text, identifying the language features.</p> |

| | | | | |
|--|--|--|---|--|
| | | <p>✓ Elements of a narrative: characters, setting, plots, conflicts, events</p> <p>Task: Write down the purpose for writing this term and the above features of an imaginative text.</p> | | |
| | <p><u>Mathematics</u></p> <p>Math Mentals- Day 1</p> <p>Revision - Addition and subtraction: bridging to 10, 20, 100, 1000, 10000.</p> <p>Surfaces, Lines on Three-dimensional Objects</p> | <p><u>Mathematics</u></p> <p>Math Mentals- Day 2</p> <p>Revision - Addition and subtraction: bridging to 10, 20, 100, 1000, 10000.</p> <p>Viewpoints of Three-dimensional Objects</p> | <p><u>Mathematics</u></p> <p>Math Mentals- Day 3</p> <p>Revision - Addition and subtraction: bridging to 10, 20, 100, 1000, 10000.</p> <p>Equivalent Fractions</p> | <p><u>Maths</u></p> <p>Math Mentals- Day 4 (Day 5 - optional)</p> <p>Revision - Addition and subtraction: bridging to 10, 20, 100, 1000, 10000.</p> <p>Equivalent Fractions</p> |
| | <p><u>PDHPE</u></p> <p>Focus: Fitness</p> <p>Hip Hop</p> <p>Students access the Fitness session via</p> <p>Zoom 1:30pm – 2:00pm</p> <p><u>Your teachers will post the Zoom details on Edmodo.</u></p> | <p><u>PDHPE</u></p> <p>Focus: Wellbeing</p> <p>Before completing the 'Wellbeing Wednesday' activities, remember to check in with yourself today.</p> <p>Complete the 'Mindful Walking' activity.</p> | <p><u>PDHPE</u></p> <p>Focus: Rights and responsibilities</p> <p>We are learning to identify rights and responsibilities.</p> <p>Success Criteria:</p> <p>✓ I can explain what is a right and responsibility.</p> <p>List some rights and responsibilities you have at home and school.</p> <p>Read 'Dana's Story' and answer the questions based on the text.</p> | <p><u>PDHPE</u></p> <p>Focus: Fitness</p> <p>Fitness Fridays</p> <p>Students access the Fitness session via</p> <p>Zoom 1:30pm – 2:00pm</p> <p><u>Your teachers will post the Zoom details on Edmodo.</u></p> |

Other Key Learning Areas

HSIE

Focus: Kakadu National Park

WALT: To understand how Aboriginal, and Torres Strait Islander Peoples use their environment sustainably.

Use the following link to access an online atlas.

<https://kids.britannica.com/kids/browse/atlas>

Use the atlas to find Kakadu National Park and the nearest capital city on the Australian map.

Extension: Label all the Australian states and their capital cities.

Visit the Kakadu website to learn more about the Bininj and Munguuy Peoples. Scroll down the page and choose one section to learn more about.

(Stories, Caring for Country, Bush Foods, Language or Rock Art).

<https://parksaustralia.gov.au/kakadu/discover/culture/>

Use the 3-2-1 pyramid worksheet to record what you have learned.

Science

Focus: Plants in Action

Learning Intention: We are learning about the lifecycle of flowering plants.

This term's topic is about the lifecycle of flowering plants. Use your background knowledge about plants to fill out the TWLH Chart below.

TWLH Chart Plants

We use a TWLH chart to show our thoughts and ideas about a topic before, during and after an investigation or activity.

Watch YouTube video about 'A Bean's Lifecycle'.

https://www.youtube.com/watch?v=GapU4r1Q9_U

Task 2: Label, annotate and order the life stages of the broad bean plant below from 1 to 6.

Task 3: Label the parts of a Broad Bean plant.

Read the '**Structure and Function of Plants.**'

CAPA- Social, Emotional, and Family Activities

Focus: Music

Explore the four elements of duration – beat, rhythm, metre and tempo.

- **Beat:** Beats measure the speed in music - quick or slow pace.
- **Tempo:** Tempo is the speed of the beat.
- **Metre:** Metre is the grouping of beats.
- **Rhythm:** a strong, regular repeated pattern of sound.

Tempo Game: Watch the following video and have a go playing this game
<https://www.youtube.com/watch?v=8u5Jc3D5p3c>

Rhythm video: Watch the following video, and work on your own composition and write the notation on a piece of paper.

Record your composition and upload on Edmodo.

<https://www.youtube.com/watch?v=KUtEg8Qxuxk>

Direct speech is **a sentence where the exact words that are spoken are written in speech marks, quotation marks**. It tells the reader what someone has said. For example, "I am having so much fun" screamed Sally.

Using direct speech indicate what the people in the images are saying. They **must use different speech tags, and not said**.

These are words to use instead of said:



| <u>Normally?</u> | <u>Happily?</u> | <u>Full of worry?</u> | <u>Bossily?</u> |
|-----------------------|-----------------|-----------------------|------------------|
| stated | rejoiced | quaked | commanded |
| spoke | laughed | trembled | ordered |
| remarked | joked | stammered | dictated |
| reported | giggled | stuttered | insisted |
| added | sang | gulped | |
| <u>As a question?</u> | | <u>Angrily?</u> | <u>Sadly?</u> |
| asked | cheered | demanded | cried |
| inquired | smirked | hissed | sobbed |
| requested | marveled | fumed | groaned |
| begged | chimed | thundered | bawled |
| <u>As an answer?</u> | <u>Loudly?</u> | | whined |
| answered | shouted | snapped | <u>Quietly?</u> |
| replied | belted | sneered | mumbled |
| responded | yelled | barked | muttered |
| acknowledged | screamed | ranted | whispered |
| explained | exclaimed | grunted | <u>Silently?</u> |
| | boomed | roared | thought |
| | called | bellowed | wondered |
| | | | pondered |

<https://www.whitewater rafting cairns.com/info/family-rafting/>

What is White Water Rafting?

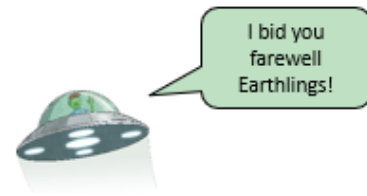
Emerald green streams, rousing waves, and picturesque riverscapes – the outdoor activity of white-water rafting is ideal for all nature lovers and (soon-to-be) adventure sports enthusiasts. Rafting requires **coordination and team spirit** – those who have already sat in a rubber raft with their companions and fought against the primal force of the water, will certainly not forget this experience any time soon. Therefore, white-water rafting tours are becoming more and more popular, not only with **families and groups of friends** but also for **team building events**.



Using Direct Speech

Let's look carefully at the direct speech sentence.

What do you notice?



"I bid you farewell Earthlings!" shouted Iggy from his spaceship.

The exact words of the speaker are enclosed in inverted commas (speech marks).

In direct speech, the exact words of the speaker are quoted with no change to their content or order.

The correct punctuation is used before the inverted commas close.

There is often a reporting clause to explain who said the speech. Sometimes the reporting clause can be extended with an adverb, subordinate clause or prepositional phrase to explain more about how, where or when the speech was said. The reporting clause can appear before or after the spoken words themselves.

What is direct speech?

Direct speech is writing down or reporting the actual words that were said by a speaker;
"I'm looking forward to playing football on Saturday," Max said.

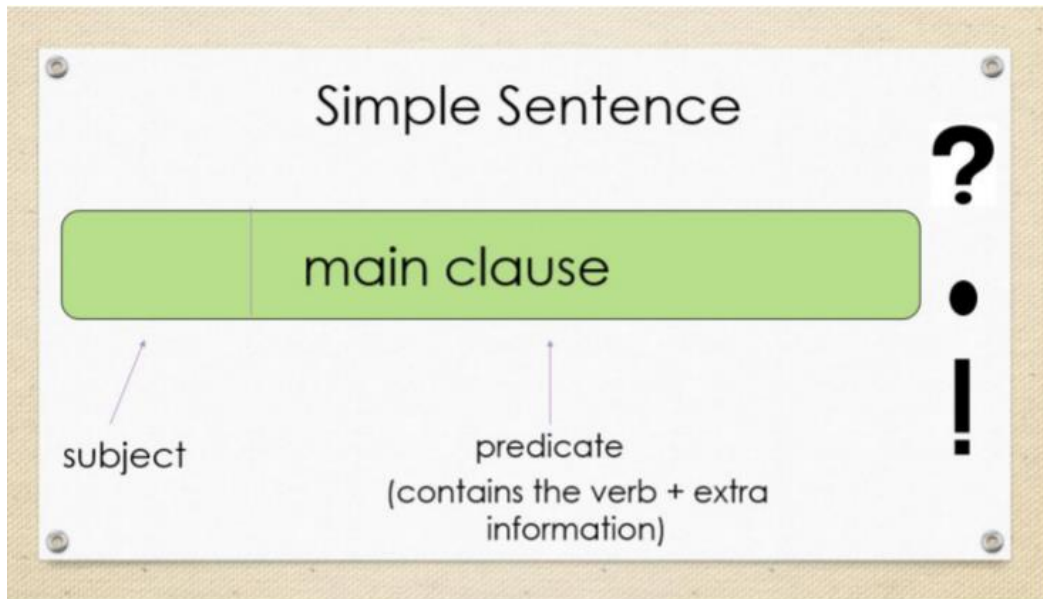


Direct speech is writing down or reporting the actual words that were said by a speaker.



"I'm looking forward to playing football on Saturday," Max said.

Tuesday



We are learning to write a simple sentence using direct speech

I have:

- ✓ A main clause
- ✓ A subject
- ✓ A predicate
- ✓ Speech marks
- ✓ Correct beginning, middle and end punctuation.

Modelled (Simple) – “This was not a good idea,” yelled Sally.

Read and copy the sentence.

Underline the parts of a simple sentence using green

TUESDAY

LI: we are learning to make an inference about a character's feelings.

SC

I can:

- ✓ Define making inferences in my own words
- ✓ Understand character traits through inferencing
- ✓ Activate my background knowledge

Comprehension Keys

- Inferencing
- Background Knowledge



The icy water took Todd's breath away even with his dry suit on. All the nervous energy disappeared. It was replaced by a steely awareness.

From the first stroke of his paddle, Todd felt the river fighting against him. Murky gray waves crashed across his chest. The water was so full of silt and debris (sounds like duh-BREE) from the glacier that he could feel its extra weight pushing against him. Reading the river was next to impossible. There was no way to see anything clearly.

The team was rapidly being swept downriver. They charged from one danger to another, avoiding rocks and strong, sucking currents. One wave would pull them underwater, and the next would force them skyward, high above the surface.

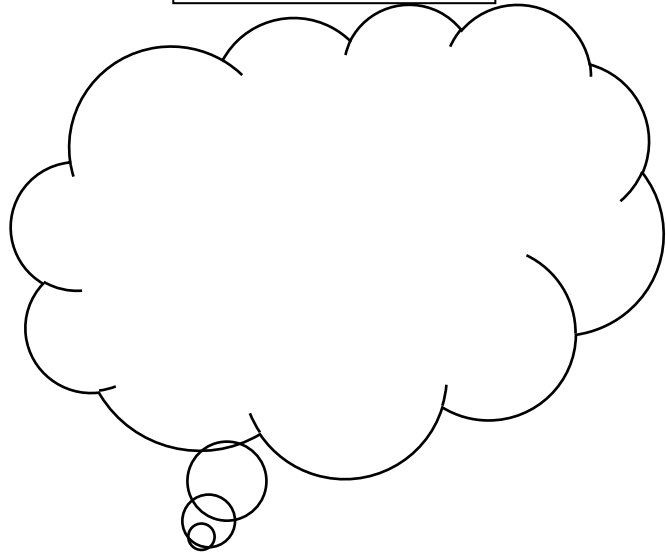
Book Title: White Water!

Draw a picture of what you think 'Todd' looks like.

Based on the text, what do you think Todd is thinking/feeling?

Draw Todd

What is Todd thinking?



How is Todd feeling?

Which words did you use as a clue to help you with your answers?

WRITING TO ENTERTAIN

Today, your job is to write to entertain. The idea of your story can be 'adventure' or a theme of your choice.

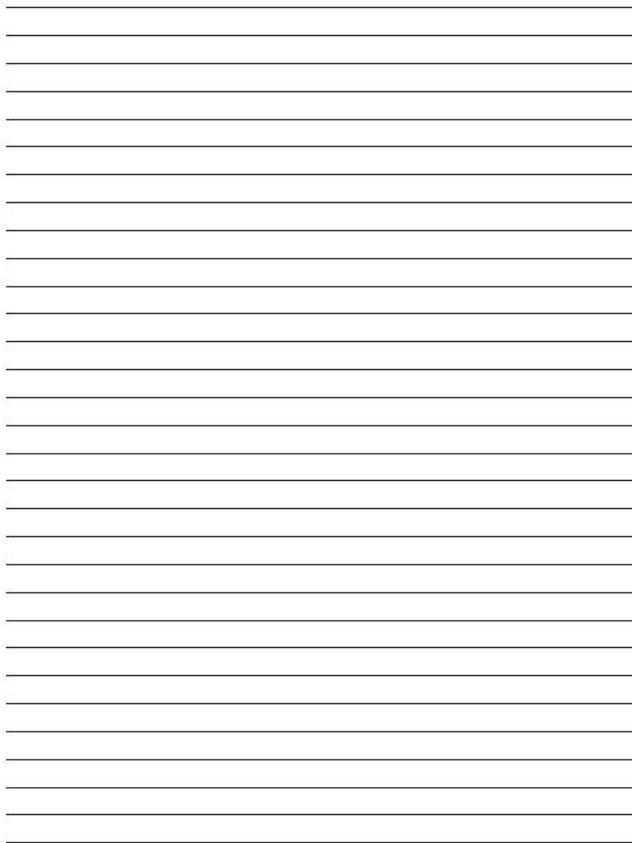


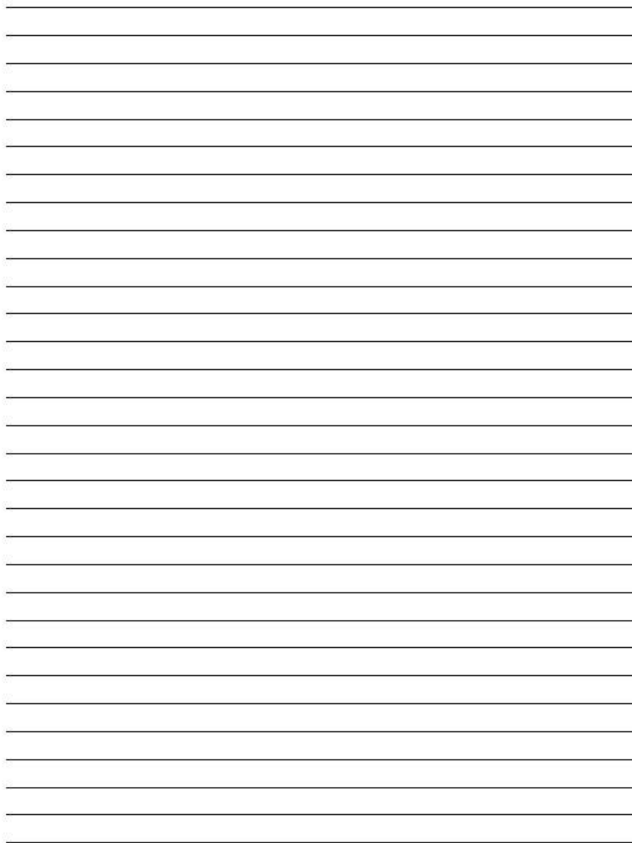
You must include:

- ✓ A title
- ✓ An opening paragraph (to hook your audience, introduce the characters and setting)
- ✓ Version of Time paragraphs
- ✓ An ending with a twist

Remember to:

- Plan your writing before you begin
- Write using a variety of sentences
- Include figurative language
- Check your spelling and punctuation
- Check and edit your writing when you are finished





Day 1

1 $5 + 6 + 7 + 4 + 3$

2 $8 + 9 + 1 + 7 + 2$

3 $9 + 2 + 6 + 1 + 4$

4 $13 + 24 + 7 + 6$

5 $16 + 48 + 4 + 2$

6 $84 + 21 + 5 + 9 + 6$

7 $254 + 13 + 16 + 8 + 7$

8 $135 + 24 + 56 + 5 + 9$

9 $327 + 41 + 13 + 5 + 9$

10 Jemma had \$8, \$5, \$2, \$4 and \$5 in different coins. How much money did she have?

11 Write 3005 in words.

12 Which number is closest to 70?

☐ 67 ☐ 75 ☐ 65 ☐ 72

13 $12 \div 2 = \square$ $6 \div 2 = \square$ $10 \div 2 = \square$

14 $7 \times 2 \times 5 = 7 \times (2 \times 5) = \square \times \square = \square$

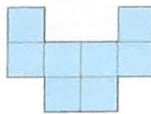
15 $\frac{1}{4}$ of 20 $\rightarrow 20 \div 4 = \square$

16 Complete this number pattern and write the rule.

5, 15, 25, 35, 45, \square , \square (\square)

17 What is the area of this shape?

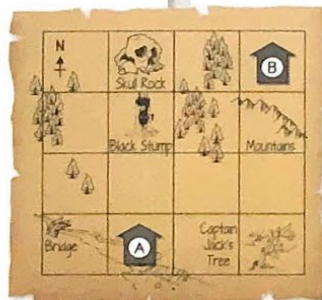
\square squares



18 Write quarter past nine in digital form. $\square : \square$

19 Standing at A, what do you see?

20 Standing at A, make a $\frac{1}{4}$ turn left. What do you see?



Day 2

1 $66 - 39$

2 $100 - 83$

3 $82 - 33$

4 $860 - 230$

5 $190 - 62$

6 $720 - 190$

7 $450 - 93$

8 $307 - 150$

9 $584 - 125$

10 How much fuel is left in a 250 litre drum when 95 litres have been used?

11 Write 7016 in words.

12 Which number is closest to 120?

☐ 125 ☐ 118 ☐ 123 ☐ 115

13 $18 \div 2 = \square$ $4 \div 2 = \square$ $14 \div 2 = \square$

14 $8 \times 2 \times 5 = \square \times \square = \square$

15 $\frac{1}{4}$ of 40 = \square

16 Complete this number pattern and write the rule.

1, 3, 9, \square , 81, \square (\square)

17 What is the area of this shape?

\square squares



18 Write twenty-five past three in digital form. $\square : \square$

19 Standing at A, make a $\frac{1}{4}$ turn right. What do you see?

20 Standing at B, make a $\frac{1}{2}$ turn right. What do you see?

Q1-10: /10 11-20: /10 My time:

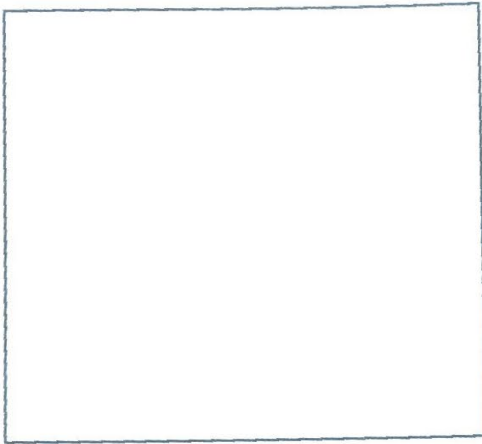
Q1-10: /10 11-20: /10 My time:

Surfaces, Lines on Three-dimensional Objects Revision

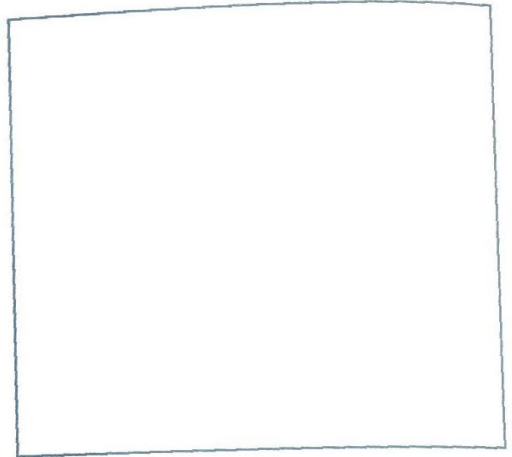
Practice

1 Draw the following objects.

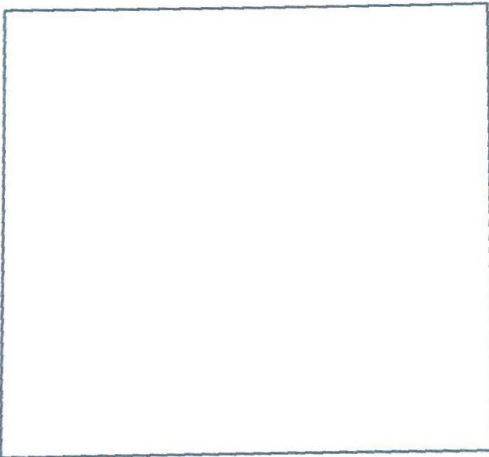
a a rectangular prism



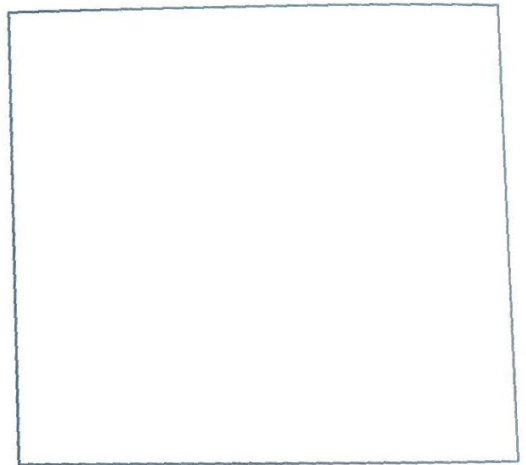
b a triangular pyramid



c a triangular prism



d a pentagonal pyramid



2 On each of your drawings in question 1, label:

a a corner

b an edge

c a face.



The side faces
of prisms are
rectangles.

Drawing three-dimensional objects

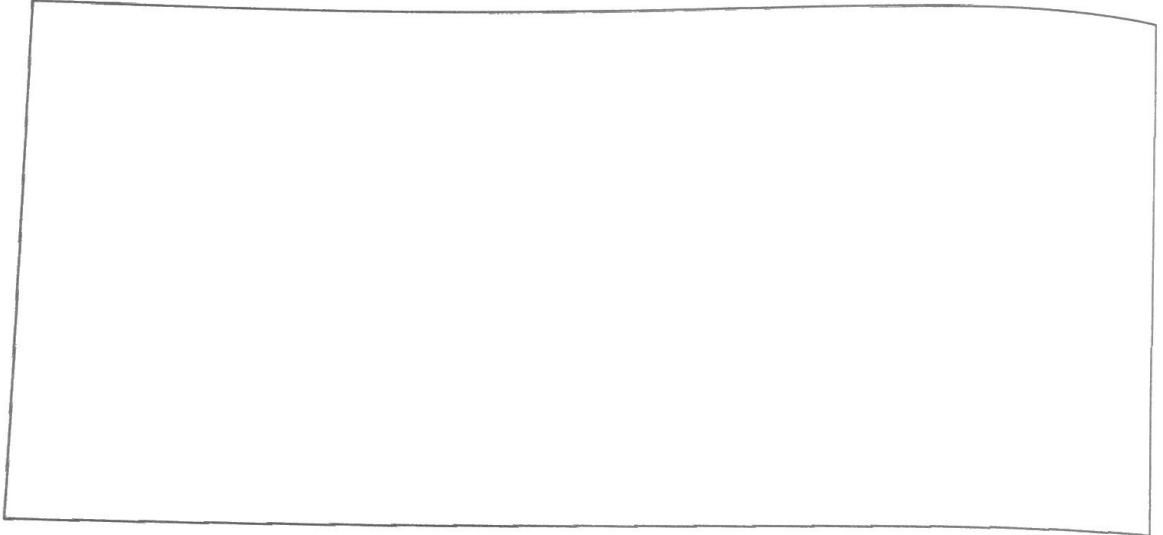
Use the isometric paper below to draw 4 other three-dimensional objects.



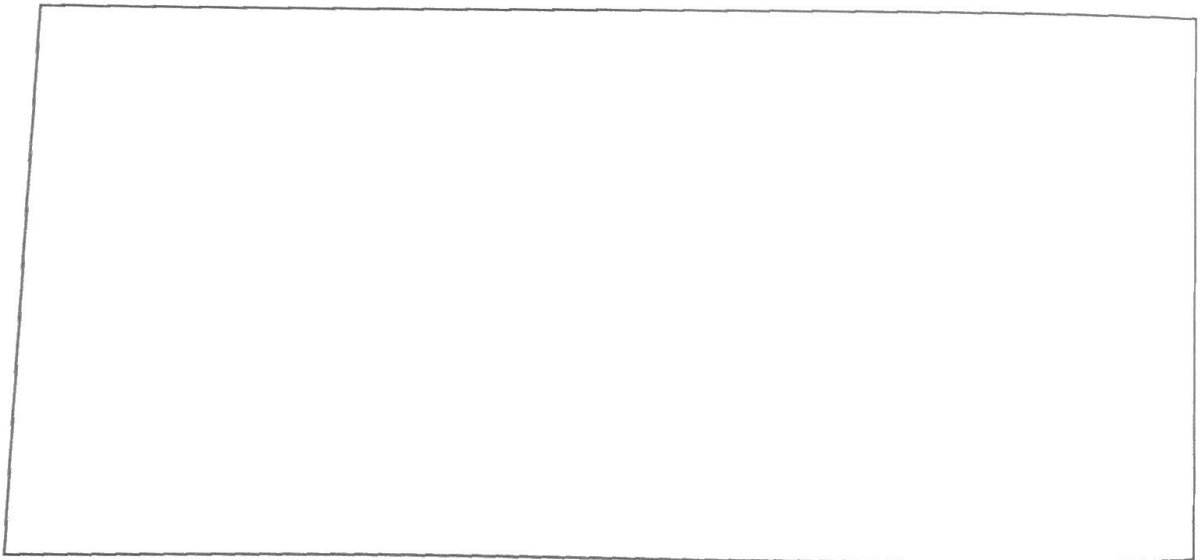
Problem Solving:

Mastery

- 1 Alida had six 2D shapes. She used them all to make a 3D object. What might the object have looked like? Draw and name at least two options.



- 2 Mario made an object that has a rectangle as its side view. What might it have looked like? Draw and name at least three options.



- 3 a If Mario's object was made up of only rectangles, what would it be? _____
- b If his object had three rectangular faces and two faces of another shape, what would it be? _____

Kakadu National Park is home to the Bininj and Mungguy Aboriginal Peoples. For 65,000 years these people have lived in Kakadu, moving about and practising ways of managing and living off the land, so it could be protected and passed on to future generations.

The Rainbow Serpent Dreaming story is a reminder of our obligation to care for Country and protect animals, plants, rocks, rivers, mountains and other forms of the land that we know today.

- 5 Using an atlas, find Kakadu National Park and add it to the map of Australia. Include a title for the state it is found in and the nearest capital city.



- 6 What do you think the weather might be like in Kakadu?

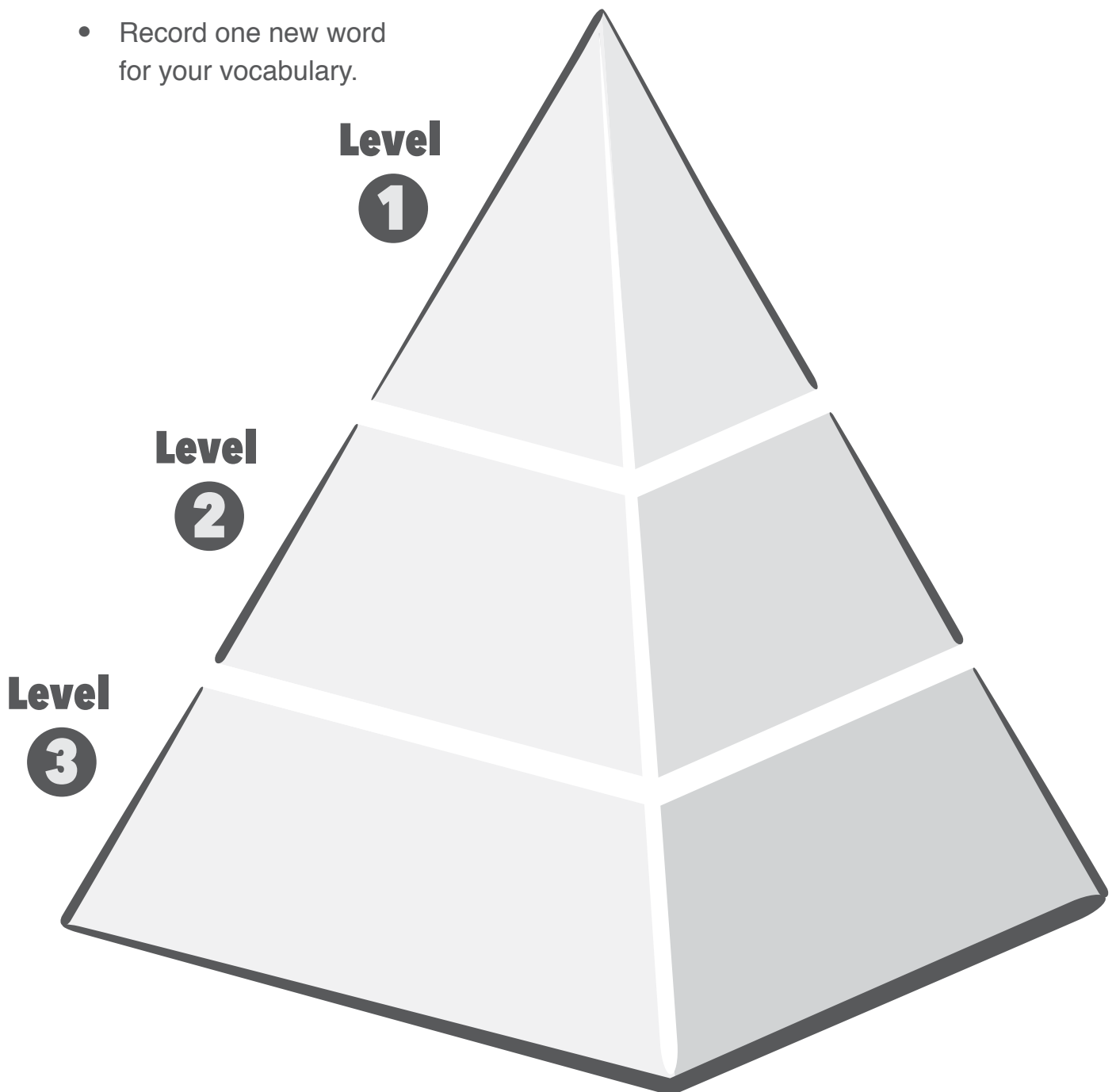
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| | |

7

Go to the Kakadu website to learn more about the Bininj and Munguuy Peoples. Scroll down the page and choose one section to learn more about (Stories, Caring for Country, Bush Foods, Language or Rock Art).

Using the 3-2-1 pyramid below:

- Record three things you have learned about protecting the environment, using resources and/or sustainability.
- Record two interesting facts you discovered.
- Record one new word for your vocabulary.

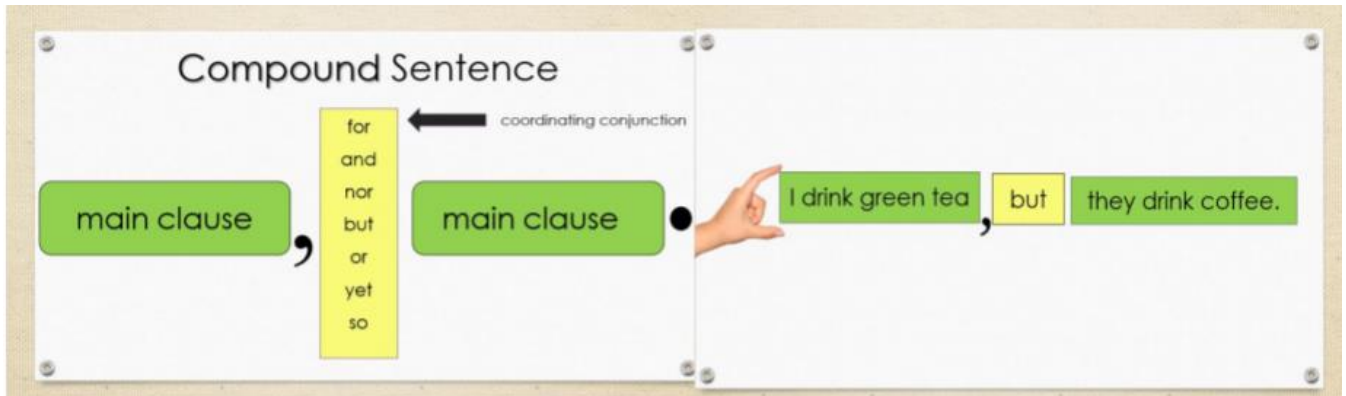


Who can go White Water Rafting?

- Since very **little prior experience is needed**, white water rafting is ideal for families and groups with different physical abilities.
- Depending on the difficulty level of the river, participants should have **basic swimming skills**. In addition, it is required that all people who want to join a white-water rafting tour are in **overall good health**.
- Most rafting providers offer rafting tours at various difficulty levels (easy – medium – challenging).
- Even **families with small children** will find suitable rafting tours in most regions. In general, children **aged 5 and upwards** are allowed on board easier rafting tours with calmer straits.



Wednesday



We are learning to write a compound sentence using direct speech.

I have:

- ✓ Two main clauses
- ✓ Speech marks
- ✓ Coordinating conjunction
- ✓ Comma
- ✓ Correct beginning, middle and end punctuation.

Modelled (compound)– “Get me off and I promise I will do my homework,” cried Hana.

Read and copy the sentence.

Underline the parts of a simple sentence using green

WEDNESDAY

Complete the Frayer Model using the following words;

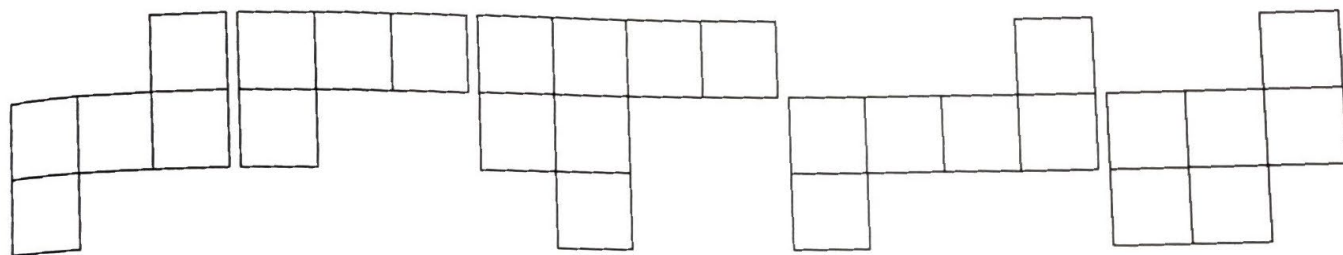
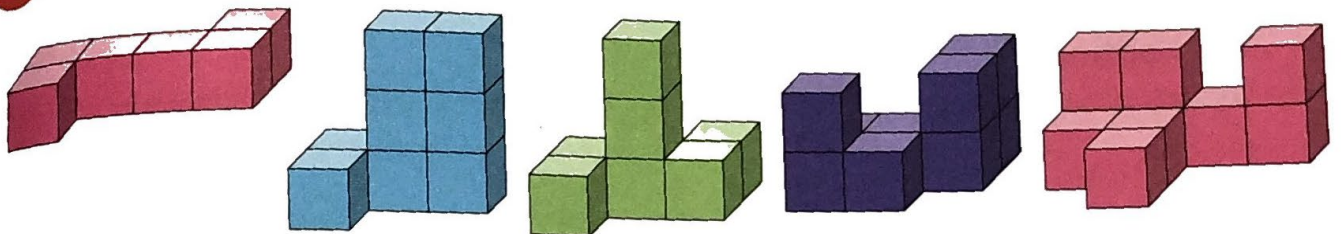
- rapid
- wilderness
- rafting
- adventurous
- adrenaline
- dinghy

- rapid
- wilderness
- rafting
- adventurous
- adrenaline
- dinghy

[illegible]

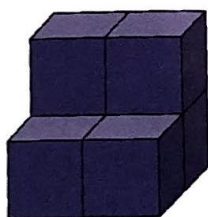
Viewpoints of Three-dimensional Objects Revision

1 Match each object with its top view.



2 Record the number of faces, edges and corners for each object.

a

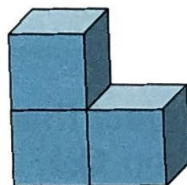


faces _____

edges _____

corners _____

b

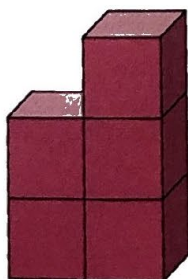


faces _____

edges _____

corners _____

c

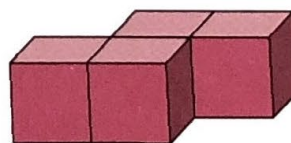


faces _____

edges _____

corners _____

d



faces _____

edges _____

corners _____



Virtual Scavenger Hunt

Instructions:

1. Follow the clues below and find the items that match the clue.
2. Once, all your items are found, place them in a row and take a picture of them and send it to your teacher on Edmodo /or draw them in your book.
3. Make sure you label all the items from 1-8.

Clues:

1. Find something you can measure liquid in ML or L.
2. Find an item that is approximately 10cm wide and 20cm long (doesn't have to be exact)
3. Find something that weighs approximately 1kg.
4. Find a 3D object and name it.
5. Find something you have an even number of.
6. Find an acute angle.
7. Find something that is smaller than a coin.
8. Find an object that is symmetrical.



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TWLH Chart – Plants

We use a **TWLH chart** to show our thoughts and ideas about plants before, during and after an investigation or activity.

| What we think we know | What we want to learn | What we learned | How we know |
|-----------------------|-----------------------|-----------------|-------------|
| | | | |
| | | | |
| | | | |
| | | | |

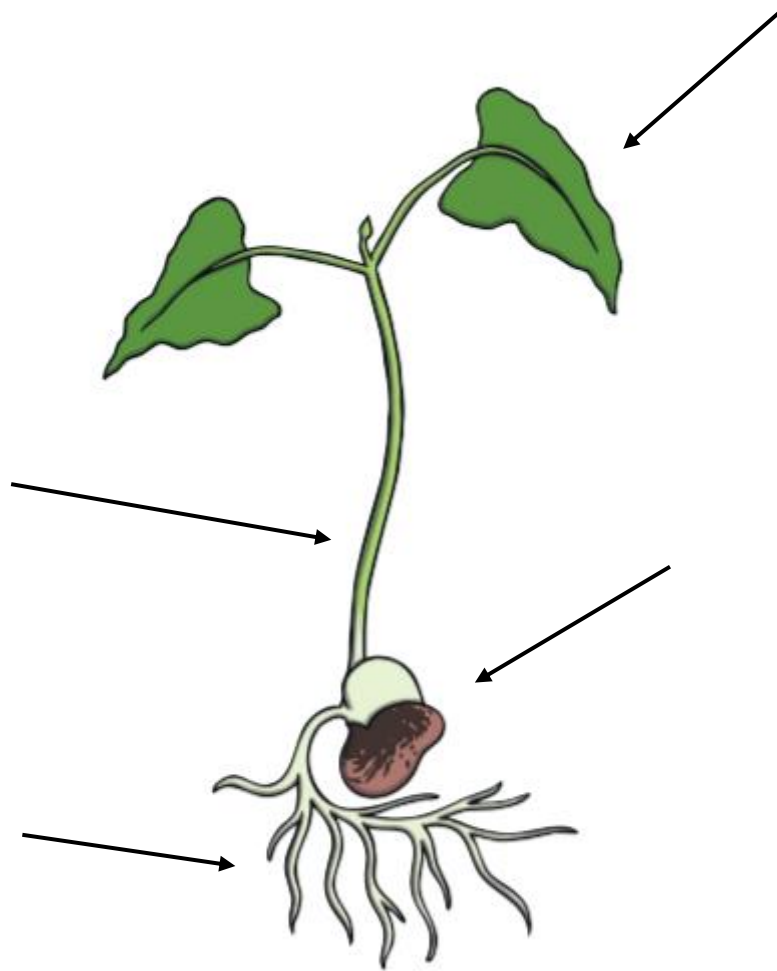
Task 2

Plant life stages jumble

Task 2: Label, annotate and order the life stages of the Broad Bean plant below from 1 to 6.



Task 3: Label the parts of Board Bean Seedling.



STRUCTURE AND FUNCTIONS OF PLANTS

WHY ARE PLANTS IMPORTANT?



They transform **inorganic substances and solar energy** into food for all living beings.



They **clean the air** by absorbing carbon dioxide and releasing oxygen through photosynthesis.



During transpiration, they release water that is not needed into the atmosphere, which contributes to the **water cycle**.



Products such as wood, cork, rubber, hay, straw, wicker, perfumes and many **medicines** come from plants.

PLANT CELLS POSSESS:

A CELL WALL: it is an outer structure that protects and shapes the cell. It is mainly composed of cellulose, a vegetable fiber from which paper is made.

CHLOROPLASTS: organelles that contain chlorophyll, a substance that gives the green color to the plant and absorbs solar energy for photosynthesis.



LEAVES

They absorb sunlight and carbon dioxide from the air for photosynthesis. They take oxygen during respiration through small holes called stomata.

STEM

It grows up and holds the plant upright. It has internal conduits through which the plant transports water and nutrients.

ROOTS

They develop underground and secure the plant to the ground. They absorb water and minerals, which travel up to the leaves as raw sap.

Mindful Walking

A mindful walk is an excellent way to clear the mind of clutter and restore a sense of focus.

Tip: if you are able to go outside into a garden or on a veranda/balcony, try this in the shade or wearing a hat and sunscreen. Young children will need an adult to guide them while older children may do this independently.



1. Find an area that you can walk in a straight line for 10 steps.
2. Decide where you will start and end your walk.
3. Stand up straight at the start mark.
4. Slowly breathe in through your nose and count 1, 2, 3 in your head.
5. Hold the breath for 1, 2, 3.
6. Slowly breathe out through your mouth and count 1, 2, 3 in your head.
7. Take 10 slow steps until you reach your end mark.
8. While you're walking:
 - a. Notice how your body moves with each step – pay attention to the lifting and falling of your foot. Notice movement in your legs and the rest of your body. Notice how your body moves from side to side.
 - b. What surface are you walking on?
 - c. Can you feel it under your feet? What does it feel like?
 - d. Which part of your foot touches the ground first?
 - e. Do you feel heavy or light when you walk?
 - f. Do you make any sounds when you walk? What does it sound like?
 - g. Are there any other noises around you? What are they?
9. Turn around and walk 10 steps back to your start mark.
 - a. Are there any changes from the way you walked the first time? What are they?
 - b. Are there any new noises this time?
10. Try doing this exercise with and without shoes.
 - a. Does it feel different when you wear shoes and when you do not?
 - b. What are these differences?

Wellbeing Bingo 2

Be well

Colour or tick a box in the grid as you complete an activity.
Try to make a connecting horizontal, vertical or diagonal line.
Can you complete a second line?

| | | | | |
|--|--|---|---|--|
| Take a pencil and paper to each room in your house and write down all the numbers that you find displayed. Bonus points for adding them all together. | Draw and colour a sun, a white cloud, a black cloud, some water droplets and wiggly lines for wind. Now go outside and circle the ones that match today's weather. | Find a plastic zoo animal, toy car, doll or dinosaur. You will also need sunlight, pencil and paper. Sit your toy so that it casts a shadow onto your paper. Trace around the shadow. | Take a sensory adventure - touch something that feels rough, listen for a loud noise, what you can smell in the air? Taste something nice then look up and describe what you see. | Design and make a musical instrument using rubber bands and an empty cardboard box. Make different sounds by tightening the bands. |
| Think of three things that you are grateful for. Write them down or tell someone what you are grateful for. | Go frogging! The best time to listen for frogs is in the first few hours after dark or when it is raining. | Remember the words to a song that you love. Think of a new line to the song. | Write a five lined rhyming poem to a friend who needs cheering up. Decorate your poem with a colourful border. | Stand up and do 10 impressive star jumps. If you can't do this try clapping your hands high above your head. |
| You will need paper and a pen. Write your name vertically down the page and write a positive word next to each letter of your name: J = Joyful - this is called an acrostic. | Stand like a flamingo (on one leg). Focus your eyes on one spot on a wall and see how long you can stand without wobbling. Try your other leg as well. | 'Worry Away'. Write down something that has been worrying you on a piece of paper. Now crumple it up and pop it in the bin. Take a deep breath and smile. | Collect natural items in all the colours of the rainbow (red, orange, yellow, green, blue, indigo and violet). Make a collage from your collection. | Make a fist with each hand then slowly open your hands until your fingers are stretched out towards the stars. Repeat 10 times. |
| "I can handle anything" is a positive thought. Think positive thoughts and write down at least two. | Search for and hold a smooth stone that you find outside. Imagine how old it is and how it ended up in your yard. | Stand and do 20 pushups against a wall. WOW, well done! | Stop, close your eyes and listen. Listen for close sounds and listen for sounds that are far away. | Breathe like a Yoga Master. Take a deep breath in then say haaaaa as you loudly breath out. |
| Design and colour a flag that best represents you and your family. Limit the colours of your flag to just three. | Go outside and collect different leaves that you find. Now create an imaginary garden collage using pencils, paper and glue for the leaves. | Put your left hand on your right knee and your right hand on your left knee. Switch 10 times as fast as you can. | Finish this sentence "I will make today special to me by.....". | Google 'Origami for kids' and using a piece of coloured paper make a simple origami animal such as a whale. |



Day 3

- 1 24×5
- 2 46×5
- 3 81×5
- 4 31×5
- 5 67×5
- 6 83×5
- 7 65×5
- 8 91×5
- 9 54×5

Revision

- 10 How much does 5 litres of petrol for the mower cost at \$1.60 per litre?

- 11 Write 4030 in words.

- 12 Which number is closest to 840?

☐ 834 ☐ 839 ☐ 847 ☐ 849

- 13 $8 \div 2 = \square$ $20 \div 2 = \square$ $16 \div 2 = \square$

- 14 $5 \times 4 \times 3 = \square \times \square = \square$

- 15 $\frac{1}{4}$ of 32 =

- 16 Complete this number pattern and write the rule.

100, 91, 82, 73, 64, , ()

- 17 What is the area of this shape?

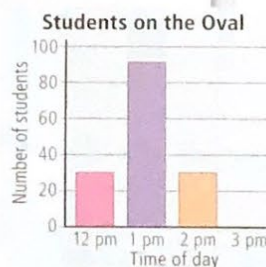
squares



- 18 Write ten past eleven in digital form. :

- 19 What hour of the day is the oval most crowded?

- 20 How many students are on the oval at that time?



Day 4

- 1 $48 \text{ h} \div 4$
- 2 $88 \div 4$
- 3 $\$250 \div 5$
- 4 $\$60 \div 2$
- 5 $75 \text{ cm} \div 5$
- 6 $180 \div 6$
- 7 $\$400 \div 2$
- 8 $66 \div 3$
- 9 $28 \div 4$

Revision

- 10 Dave cut a 4800 mm length of timber into 4 equal pieces. How long is each piece?

- 11 Write 91 304 in words.

- 12 Which number is closest to 500?

☐ 484 ☐ 509 ☐ 459 ☐ 495

- 13 $100 \div 2 = \square$ $70 \div 2 = \square$ $80 \div 2 = \square$

- 14 $24 \times 2 \times 5 = \square$

- 15 $\frac{1}{4}$ of 80 =

- 16 Complete this number pattern and write the rule.

177, 59, 60, 20, 21, , (,)

- 17 What is the area of this shape?

squares



- 18 Write the time an hour and a quarter after half past ten. :

- 19 How many students are on the oval at 2 pm?

- 20 Why might the number of students on the oval change?

Q1-10: /10 11-20: /10 My time:

Q1-10: /10 11-20: /10 My time:

<https://www.youtube.com/watch?v=ljKWgD0y4rc>

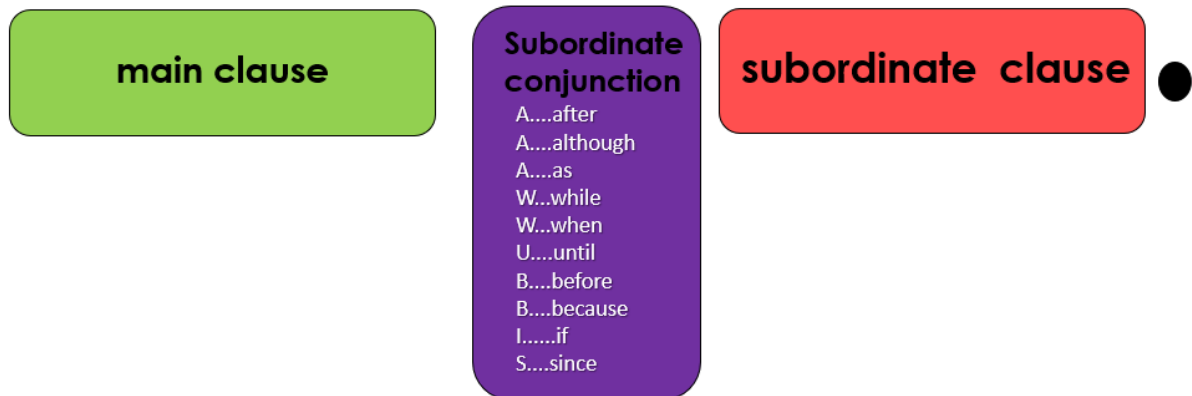
What are the requirements to go rafting?

All participants of a white-water rafting tour should be in overall good health and possess a **basic level of fitness**, as they are always in motion. White water rafting requires people to use their **arm, upper body and leg muscles**, in order to carry or steer the raft or to keep their own body in position while inside the raft.



Thursday

Complex Sentence



We are learning to write a complex sentence beginning with a main clause using direct speech.
I have:








- ✓ One main clause
- ✓ One subordinate clause
- ✓ Speech marks
- ✓ Subordinating conjunction
- ✓ Correct beginning, middle and end punctuation.






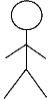


Modelled (complex) – “Please help me put my helmet on, before I jump in,” asked Ali.

Read and copy the sentence.

Underline the parts of a complex sentence using green and red.

Writing to Entertain Persuasive Block Planner Symbols

| Title | |
|---|---|
|  A | <ul style="list-style-type: none">✓ Name of setting OR✓ Name of the adventure using alliteration |
| Introduction | |
|  “↻” “RQ?”   | <ul style="list-style-type: none">✓ Use figurative language (onomatopoeia) as a 'hook' to engage the audience✓ Use quotation marks as dialogue from the main character✓ Use a variety of hooks such as figurative language, repeated dialogue, and a rhetorical question to engage the reader✓ Describe setting incorporating the five senses ✓ Describe how the character is feeling incorporating the five sense and show, don't tell |
| 1 st Version of Time Paragraph | |
|    | <ul style="list-style-type: none">✓ Way back in time e.g. flashback ✓ Introduce the main character and sidekicks (including their character traits) ✓ Describe the preparation for the journey. |

| 2 nd Version of Time Paragraph | |
|---|---|
|    | <ul style="list-style-type: none"> ✓ Lead up to the adventure e.g morning, or afternoon of. ✓ Travelling to the adventure ✓ The journey before the adventure |
| 3 rd Version of Time Paragraph | |
|   3xed | <ul style="list-style-type: none"> ✓ Arrival the adventure ✓ Experience of adventure ✓ Three related adjectives about the character and how they are feeling. |
| Ending | |
|   M  | <ul style="list-style-type: none"> ✓ The main character achieved the goal set out (the adventure) ✓ A twist in the end of the narrative to further enhance the engagement and to hook the reader. ✓ Another adventure ✓ The text ends with an ellipsis to hook the reader and create suspense at the end. |

T  / A

Block Planner:

Now



“ ↻ ”

“RQ?”



MM

5
Senses

Back in time

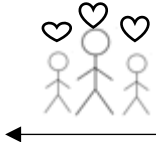


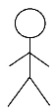
Fig L

-PERS
-HYP
-SIM
-IDIOM



3xed , ,

Now



M ...

Dana's Story...

Dana was nine. Many people lived at her house including Dana's mum, her mum's friend, her aunty, an older cousin and her two younger brothers and sister.

If none of the adults were at home, it was Dana's responsibility to take care of her younger brothers and sister. Dana had to make their breakfast and cook their dinner. Dana was expected to clean up all the mess the children made. On the weekends she had to wash and iron the clothes for all the family. Dana never had time to play and was often hungry. Dana had no one at home to talk to. Her Mum was never around. Her Aunty always told Dana that she was 'silly' or 'lazy' and said she was 'painful to have around'. Dana felt sad, tired and very alone.

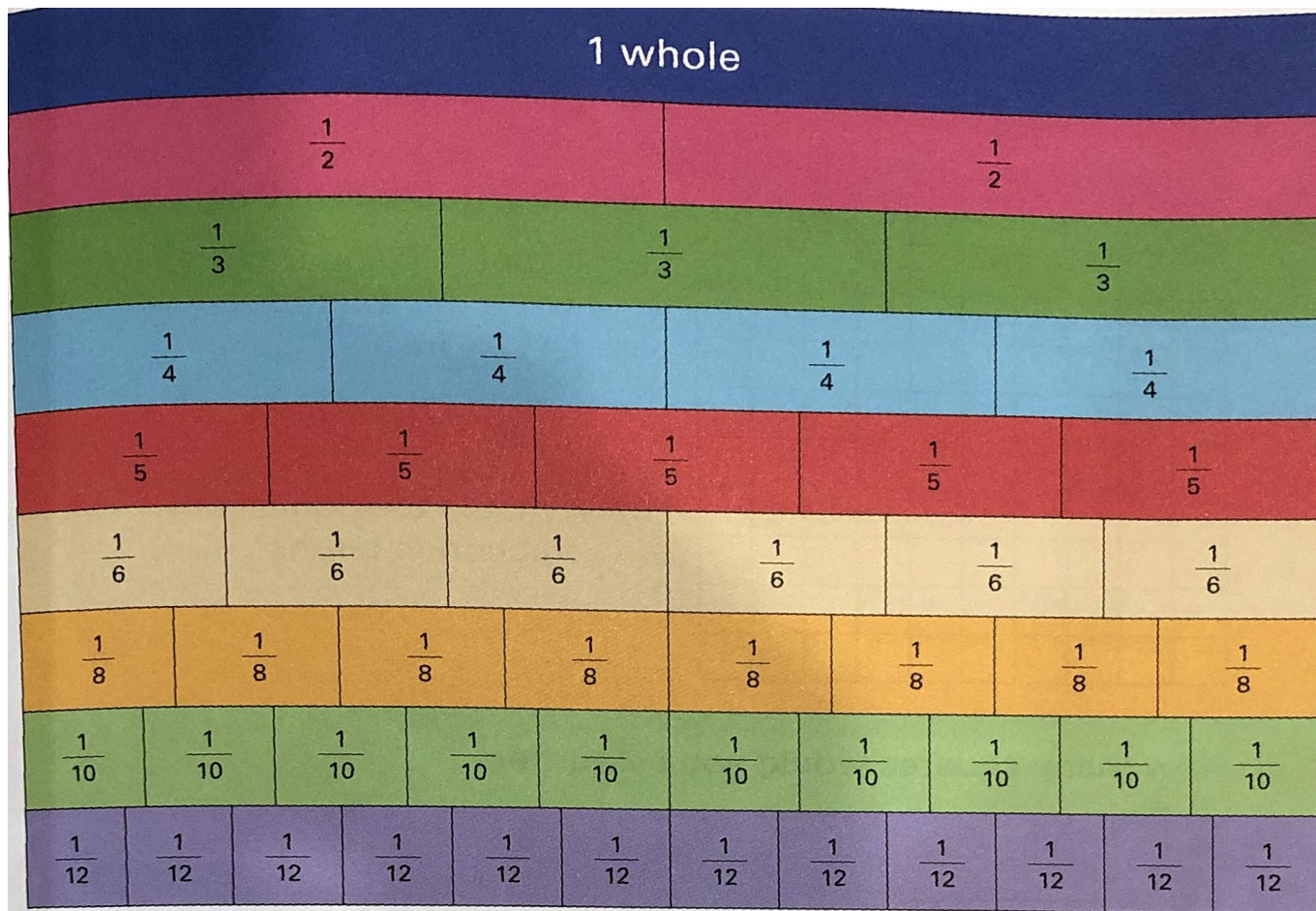


Read Dana's story.

1. What are some of Dana's responsibilities?

2. What are some rights that you think Dana is missing out on?

Equivalent Fractions Revision



3 Use the fraction wall to find equivalent fractions for:

a $\frac{2}{5}$ _____

b $\frac{8}{12}$ _____

c $\frac{4}{6}$ _____

d $\frac{1}{4}$ _____

e $\frac{8}{10}$ _____

f $\frac{6}{8}$ _____

g $\frac{1}{2}$ _____

h 1 _____

What do you notice about all the fractions that are equivalent to $\frac{1}{2}$?



- 1 Herbie always eats halves, Carly eats quarters and Erwin eats eighths. If they share a cake, what fraction might each have? Draw and label your solutions.

- 2 Theo always eats thirds, Sam eats sixths and Toni eats twelfths. If they share a cake, what fraction might each have? Draw and label your solutions.

- 3 Caroline had two pieces of pizza. Added together, her share was $\frac{1}{2}$. What fraction might each piece have been?

Thursday

PDHPE

Health, Wellbeing and Relationships

EMPATHY, INCLUSION AND RESPECT

Lesson 1

- LI: To identify my rights and responsibilities.
- SC: I can explain what a right is.
- I can create a set of classroom responsibilities.

Rights and Responsibilities

I know my rights

I have a right to be safe, to have my body, thoughts and feelings respected and to be treated fairly.

We all have rights and responsibilities when at home and at school.

Make a list of some rights and responsibilities you have.

RIGHTS:

RESPONSIBILITIES:

What equipment is needed?

The **rubber dinghies** and the **paddles**, providers have all the necessary equipment on site, including **wetsuits**, neoprene socks, **life jackets** and **helmets**, so that participants don't need to worry about bringing anything. The equipment is serviced and cleaned regularly to ensure it is always in good condition.



What do you need to wear?

- All anyone must bring along to a rafting tour in terms of clothing is the **swimwear** they wish to wear underneath their wetsuit.
- People are advised to bring along towels, shower utensils, **sun cream**, and a spare change of clothes. Since the neoprene socks that come with the wetsuit are quite thick, it's a good idea to bring along loose-fitting shoes to go white water rafting.



What is white water rafting?

Friday

| | | |
|-------------------|---|---|
| Week 1 | Learning Intention | We are learning to write a variety of sentences using direct speech. |
| | Success Criteria: I have included: | <ul style="list-style-type: none">✓ Capital letters to start sentences and for proper nouns✓ Commas (if relevant)✓ Relevant clauses (main or subordinate)✓ Relevant conjunctions (coordinating or subordinating)✓ Direct speech✓ End punctuation |
| | | |



FRIDAY

What to Wear and Bring

Tour companies will provide you with the essential gear, including paddles, life jackets, and helmets. If you're rafting in a cold climate or cold water, you'll be provided a wetsuit, too. Some companies may provide a dry top, a water-resistant top that won't keep you as warm as a wetsuit but will reduce the effects of cold splashes and wind.

Your clothing is up to you, but you'll be expected to wear suitable shoes, which could be either closed waterproof shoes or sandals that strap firmly to your foot. Dress for the climate and conditions. Most people prefer to wear synthetic t-shirts and shorts or tight yoga-style pants for rafting. Cotton clothing isn't a great idea because it is cold when wet and retains water for a long time. If you're rafting in a tropical climate, this is less of an issue than in cold water or weather. If you're on a multi-day trip that requires camping, pack appropriately for overnight conditions in a tent.

Avoid taking valuables on a rafting trip, including cameras, unless you have a dry bag (and even then, keep these items to a minimum). Some guides will have a dry bag you can put small personal items in, but not all. Wearing sports shorts with sealable pockets for storing small items like keys is a good idea. If you want to take a camera, make sure it's waterproof or in a waterproof case and can be secured onto your lifejacket with a carabiner. However, rafting companies will normally take photos for you with a company camera and either provide the photos for free or at a cost after the trip.

Questions about Whitewater Rafting equipment

1. List three pieces of equipment you will need when Whitewater Rafting.

2. What is the purpose of a wetsuit?

3. Why is it **not** a good a good idea to wear clothes made from cotton?

4. How would Whitewater Rafting in a **Tropical** climate effect the weather?

5. What would **you** wear if you went Whitewater Rafting?

6. List some emotions you would feel when Whitewater Rafting.

Wild White Water Rafting

“Woaaaaaaaaah!” “Get me off! Get me off! “What was I thinking signing up for this?” I thought panicking as the constant spray of water from the Tone River was coming directly towards my face. My blurry vision added to my angst. The raft was moving rapidly down the white water in a chaotic path, hurtling between rocks and spinning in every direction. The more the raft rocked, the more my body began to tense. The roar of the water made me speechless and the five of us hung on grimly as we watched our life flash before our eyes...

It was mid-May and time for our annual family holiday. Each year, as a family, we choose an exhilarating experience to tick off our bucket list. I remember reading an article about extreme water sports, specifically water rafting in Japan. “Make sure you pack your wetsuits, sunscreen and hat” Mum yelled as we scoffed down our breakfast. As I looked up, and gazed out the window of our hotel, I admired the beautiful cherry blossom petals falling and being carried by the breeze, looking like snowflakes.

Beep, beep! The tour bus arrived just before dawn. Welcome! “*Yokoso!*” the tour guide shouted, as he ushered us to our seats. I could hear the excitement from the other tourists as they were enchanted by the beauty of the Kanto region on our way to the Tone River. The cool breeze brushed against my face as we drove across the busy streets of Japan. As I looked around, the scenery reminded me of the pictures from the article; it was breathtaking!

“Hi and welcome to the experience of water rafting in The Tone River. Remember to follow our instructional safety guidelines if you find yourself in danger.” The guide stated, as we put on our gear. We grabbed our oars, and in unison we placed our oars together to begin our exciting experience. Helmets on and personal flotation devices snug, we pushed off. I felt my shoe drag in the cold water and soaked my sock. Within moments, as we were passed into the wild and scenic part of the river, one of the rafters in a ducky lost control and flipped into the river. Our raft rocked violently as we crashed into the raging current and lone rocks. We paddled as hard as we could to keep our raft from smashing into the jagged rocks along the shore waiting to devour us like a great white shark. Excited, worried and panicked, I was shaking out of my skin. My adrenaline was pumping!

There I was looking at the cloudless blue sky, praying to get to the other side in one piece... “Hurry up the bus will be here soon!” Mum yelled as I closed the extreme sports magazine. Wish me luck...

Math Mentals- Optional

Unit 24

Day 5

- 1 $17 + 6 + 4 + 13$
- 2 $590 + 80 + 20 + 10$
- 3 $289 - 149$
- 4 $\$64 - \29
- 5 23×5
- 6 49×5
- 7 $240 \div 8$
- 8 $636 \div 6$
- 9 $990 \text{ mL} \div 3$
- 10 A \$2000 prize is shared equally by 4 winners.
How much does each person get?
- 11 Write 17 835 in words.
- 12 Which number is closest to 300?
☐ 305 ☐ 291 ☐ 296 ☐ 307

13 $40 \div 2 = \square$ $60 \div 2 = \square$ $30 \div 2 = \square$

14 $5 \times 2 \times 9 = \square$

15 $\frac{1}{4}$ of 28 =

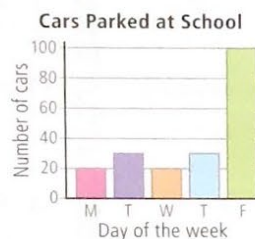
- 16 Complete this number pattern and write the rule.
20, 15, 30, 25, 50, , (,)

- 17 What is the area of this shape?
 squares



- 18 Write twenty past five in digital form. :

- 19 How many cars parked at school from Monday to Friday?



- 20 Suggest a reason for the difference in the number of cars parked at school.

Assessment

Q1-10:

/10

Q11-20:

/10

My time:

Think Box

Four Friends

The age of four friends totals 81 years.

At age six, Daisy was twice as old as Batty.

At age ten, Daisy was half as old as Buster.

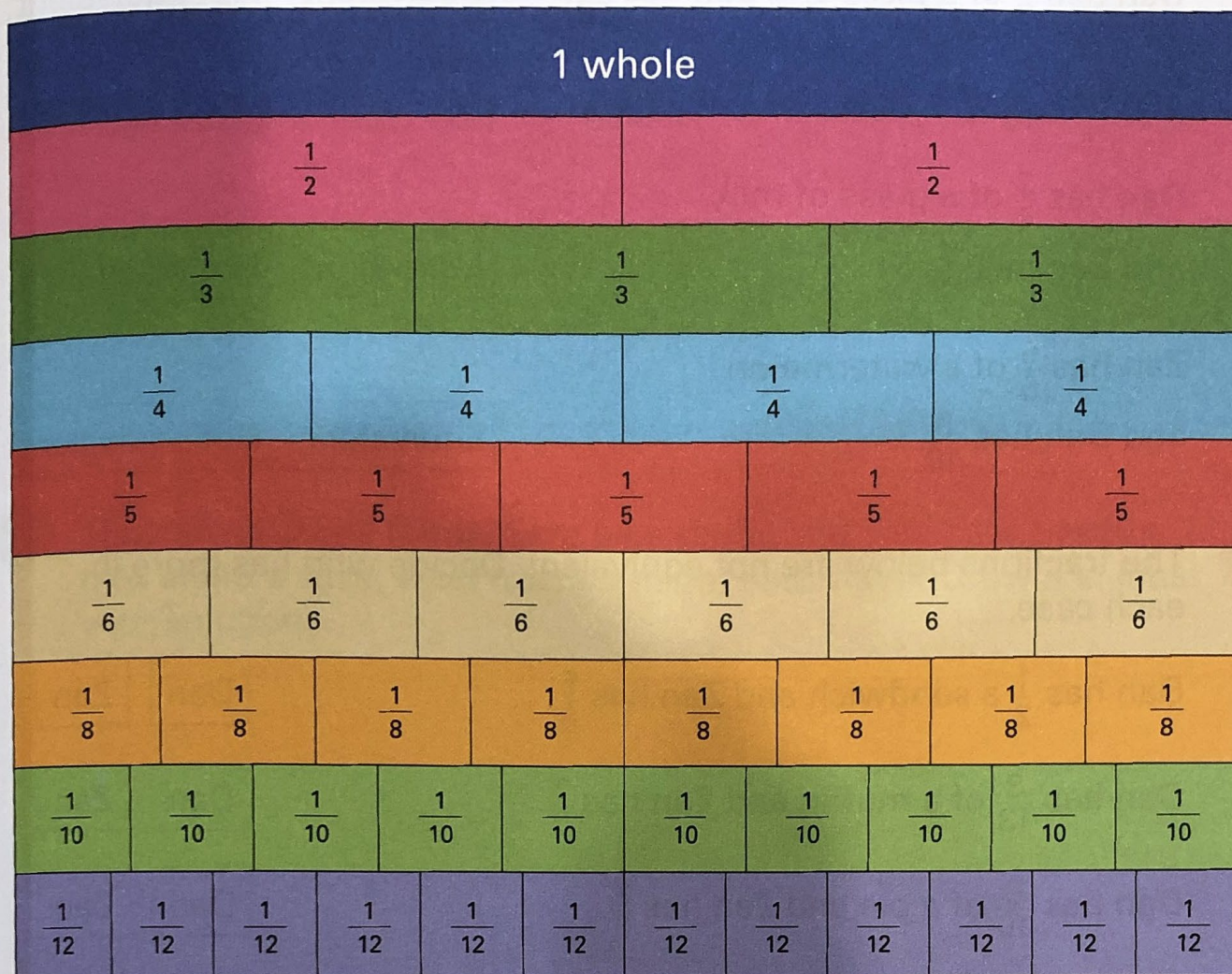
At age twelve, Daisy was twice as old as Hal.

If Daisy is now twenty, how old are the others?

Use the space below to show your working.



Equivalent Fractions Revision



1 Use the fraction wall to find how many:

- a tenths are in $\frac{4}{5}$ _____ b sixths are in $\frac{1}{3}$ _____
 c twelfths are in $\frac{1}{2}$ _____ d twelfths are in $\frac{3}{4}$ _____
 e eighths are in $\frac{3}{4}$ _____ f fifths are in $\frac{4}{10}$ _____

2 Draw lines to match each fraction with its equivalents.

$$\frac{2}{3}$$

$$\frac{5}{10}$$

$$\frac{2}{8}$$

$$\frac{4}{12}$$

$$\frac{3}{4}$$

$$\frac{1}{4}$$

$$\frac{6}{8}$$

$$\frac{3}{6}$$

$$\frac{2}{6}$$

$$\frac{3}{12}$$

$$\frac{4}{8}$$

$$\frac{9}{12}$$

$$\frac{4}{6}$$

$$\frac{1}{2}$$

$$\frac{2}{4}$$

$$\frac{1}{3}$$

$$\frac{8}{12}$$

Challenge

- 1 Dan and Zan like to share everything equally. Decide if they have equivalent fractions if:

a Dan has $\frac{6}{8}$ of a pizza and Zan has $\frac{8}{12}$.

Equivalent

Not equivalent

b Zan has $\frac{4}{10}$ of a cake and Dan has $\frac{2}{5}$.

Equivalent

Not equivalent

c Dan has $\frac{3}{4}$ of a glass of milk and Zan has $\frac{9}{12}$.

Equivalent

Not equivalent

d Zan has $\frac{5}{6}$ of a watermelon and Dan has $\frac{9}{10}$.

Equivalent

Not equivalent

- 2 The fractions below are not equivalent. Decide who has more in each case.

a Dan has $\frac{1}{2}$ a sandwich and Zan has $\frac{5}{8}$.

Dan

Zan

b Dan has $\frac{3}{13}$ of a muffin and Zan has $\frac{1}{3}$.

Dan

Zan

c Dan has $\frac{8}{10}$ of a pie and Zan has $\frac{3}{5}$.

Dan

Zan

d Dan has $\frac{1}{8}$ of a chocolate bar and Zan has $\frac{1}{4}$.

Dan

Zan

- 3 Draw and label an equivalent fraction for:

a $\frac{4}{5}$

b $\frac{9}{12}$

- 4 Draw and label two equivalent fractions for:

a $\frac{1}{2}$

b $\frac{4}{6}$

Optional

Hundred Square Challenge

Choose a challenge square from the outside of the number board and then answer the question!

| | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|-----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |

| | | | | | | |
|--|--|---|---|---|--|---|
| Pick a blue number and times it by 3. | Pick a green number and divide it by 2. | Pick an orange number and add a pink number to it. | Pick a yellow number and subtract a red number from it. | Pick a blue number and subtract 7. | Pick a pink number and subtract a blue number from it. | Pick a pink number and divide it by 4. |
| Pick a red number and subtract an orange number from it. | Pick a purple number and times it by 8. | Pick an orange number and subtract 10. | Pick a blue number and a red number and add them together. | Pick a blue number and subtract 9. | Pick an orange number and add 13. | Pick a green number and times it by 8. |
| Pick a red number and times it by 5. | Pick a purple number and times it by a yellow number. | Pick a yellow number and subtract 6. | Pick a red number and an orange number and add them together. | Pick a red number and add 12. | Pick a pink number and subtract 4. | Pick an orange number and subtract a blue number from it. |
| Pick a yellow number and subtract a blue number from it. | Pick a yellow number and subtract a blue number from it. | Pick an orange number and a red number and add them together. | Pick a pink number and times it by 5. | Pick a green number and subtract a yellow number from it. | Pick a green number and a pink number and add them together. | Pick a purple number and add 7. |

Retrieval Practice Challenge Grid Week 1

| | | | |
|---|---|--|--|
| What is an equivalent fraction? List two examples. | What is simple, compound, and complex sentence? Write what each sentence needs. | Name all the Australian states and their capital cities. | List the 4 elements of music. |
| Where is the Kakadu National Park? | What is the difference between tempo and rhythm? | Define a 3D shape and list some examples. | What is direct speech? List 5 speech tags. |
| What equipment do you need for White Water Rafting? | What is a lifecycle? | Draw the block planner and explain each symbol to a family member. | Name the different viewpoints on a 3D shape. |
| Define wellbeing. Why is it important? | Define the word 'equivalent. | What is the difference between a right and responsibility? | Name 3 different types of beans. |

| | | | |
|----------|-------|-------------------|-------------------|
| Literacy | Maths | Geography/Science | PDH/Creative Arts |
|----------|-------|-------------------|-------------------|



INSTITUTE OF
**POSITIVE
EDUCATION**



**WEEK
1**

POSITIVE EDUCATION ENHANCED CURRICULUM

WEEKLY WELLBEING
PHASE 3 (YEARS 3-4)

Learn It!

Emotional Intelligence

Ask your parents or guardians if you can watch:

'Sesame Street: Me Want It (But Me Wait)'



<https://www.youtube.com/watch?v=9PnbKL3wuH4> (3:10).

Reflect: When have you had to wait for something? What strategies can you use when you need to wait for something? For example, in the clip, Cookie Monster tried talking to himself and breathing mindfully.

Get a piece of paper and draw a big circle. Inside the circle, draw the things that you can control, e.g. you can control how clean your hands are by washing them carefully.

Mindful Moment



Mindfulness
for students



Quotable Quote

*'Feelings come and feelings go.
I never know what they'll be.
Silly, angry, happy or sad,
They're all a part of me!'*

– The Way I Feel, Janan Cain –

Get Crafty!



Use recycled paper, or old magazines or newspapers, to create some snowflakes to decorate your room!



Story Time

'I Have a Feeling'
The Cramazingly
Incredifun
Sugarcrash Kids
Podcast



Move It!

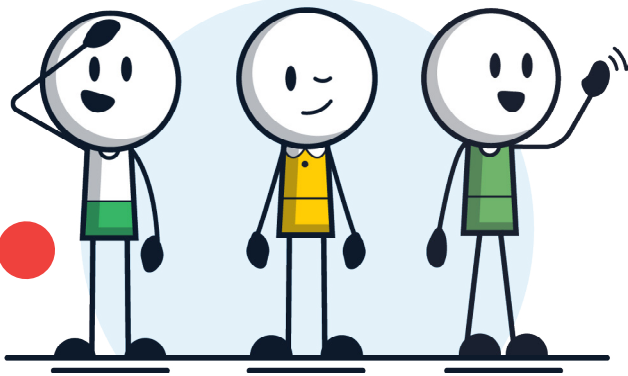
Go Noodle
'Trolls – Can't Stop
the Feeling'
dance



Music Time

'Take A Breath
(The Self Reg song)' by Raffi





Saying Hello!

Instead of a hug, have fun saying hello to your friends in a different way.



Wash Your Hands

1. Wet your hands.
2. Use soap.
3. Rub the soap all over your hands while you sing the alphabet song twice.
4. Rinse your hands in running water.
5. Dry your hands with paper towel.

Three Good Things That Happened This Week:

1. _____
2. _____
3. _____

Sleep Tracker

How many hours of sleep did you get?

| | | | | | | |
|--|--|--|--|--|--|--|
| | | | | | | |
|--|--|--|--|--|--|--|

Sun Mon Tue Wed Thu Fri Sat

Reflection: My Week



Winks

Energy: Low
Equipment: None
Duration: 1 minute

Improve focus and concentration with this simple, fast-paced exercise.

Students wink their left eye then click their right fingers and swap, repeating the process.

Challenge: Do this as quickly as possible.

Year 4 Week 1 Specialised Learning - Writing

Remember: You don't need to finish everything in 1 day. You can do this at your own pace throughout the week.

Once you have finished each square, colour in the 😊

Day 1: Writing to Entertain – Block Planner



Task: This term, your job is to write an **entertaining story** about **extreme sports**. Today, **draw the block planner** on a piece of paper. Compare your block planner with the one below:

T / A

Block Planner:

Now

“” “RQ?” MM

Back in time

3xed , ,

Now

M ...

5 Senses

Fig L

-PERS
-HYP
-SIM
-IDIOM

Day 2: Explaining the symbols in the title and introduction



Task: Today, we are explaining **what the symbols mean** in the **title and introduction**. Write the **definition** next to the **symbols** on the **block planner** you drew on day 1.

Name of setting

Title

A

Name of the adventure using alliteration

Introduction

Use figurative language (onomatopoeia) as a “hook” to engage the audience.

Use quotation marks as dialogue from the main character.

Use a variety of hooks such as figurative language devices such as repeated dialogue, and rhetorical questions to engage the reader.

Describe setting incorporating the five senses.

Describe how the character was feeling incorporating the five senses and show, don't tell.

Day 3: Explaining the symbols in the body paragraph



Task: Today, we are explaining **what the symbols mean** in the **body and ending paragraphs**. Write the **definition** next to the symbols on the block planner you drew on **day 1**.

1st version of time paragraph



Way back in time e.g. flashback



Introduce the main characters and sidekicks' traits



Describe the preparation of the journey.

2nd version of time paragraph



Time of the adventure



Travelling to the adventure



The journey before the adventure

3rd version of time paragraph



Arrival of the adventure



Experience of the adventure

3xed

Adjectives about the character and how they are feeling

Ending



The main character achieved the goal set out



A twist in the end of the narrative



Another adventure

An ellipsis



To create suspense at the end

Day 4: Writing to entertain



Task: Look at the picture below. Write an interesting paragraph below about white water rafting or how the characters are feeling. Write 2 – 3 sentences which should include a complex and compound sentences.

For example: The characters look like they are having fun because they are smiling in the raft.



Year 4 Week 1 Term 4 Specialised Learning - Reading

Remember: You do not need to finish everything in 1 day. You can do this at your own pace throughout the week. Answer the questions and do the daily activities. Once you have finished each square, colour in the smiley face.



Day 1: Read the introduction to White Water Rafting below.

There are **80 words**. Time yourself. Time how long it takes you to read.

Time:

Underline all the **adjectives** you can find.

What is white water rafting?

White water rafting is a thrilling, wet and wild adventure sport that really makes you feel alive, puts a smile on your face and gives you a rush of excitement. It involves an inflatable raft carrying 4 to 8 people down white water rapids on a river. Rafting is indeed a sociable outdoor activity that combines fun, action and sports all in one, with the added bonus of it taking place in striking natural landscapes.



Why is white water rafting seen as an adventure sport?

Day 2: Read the 2nd part below.

There are **80 words**. Time yourself. Try to beat yesterday's time.

Colour or **highlight** the **rhetorical** question.

Time:

Roaring white water rivers, mountain scenery and thrilling rapids turn every rafting journey into a true adventure. Don't we all need some adventure in our lives? Stepping out of our comfort zone can give us a great adrenaline rush! White water gets its name from the fact that when there is enough downhill slope and there are narrow straits, the water becomes turbulent and cannot flow evenly. This causes the water to absorb air and the frothing water appears white.



What makes water look white?

Day 3: Read the final paragraph below.

There are **80 words**. Time yourself. Which day has been your fastest?

Time:

Underline all the **verbs** you can find.

The first attempts at white water river rafting trips were due to armies or explorers needing to cross dangerous rivers. Early attempts at crossing river rapids often failed. In the beginning, rafts were made of wood, which were inflexible, unsafe and could not absorb the impact of rocks and rough water. It wasn't until after World War 2, when the rubber dinghy became widely available, that white water rafting as a sport has grown in popularity, especially since the 1980's.



Why are wooden rafts not suitable for crossing river rapids?



Day 4: Match the **words** in the left side boxes with their **meanings** in the right side boxes.

- thrilling
- adventure
- inflatable
- striking
- adrenaline
- strait
- turbulent
- absorb
- frothing
- inflexible
- available
- dinghy

- stir up a liquid to produce a mass of small bubbles
- a small, open boat
- attracting attention because it stands out
- an unusual, exciting or daring experience
- stiff, not being able to bend
- water or air moving unsteadily or violently
- capable of being filled with air
- able to be used or obtained
- to take in or soak up
- exciting, breathtaking
- a narrow passage of water connecting two larger areas of water
- a hormone released by the body which increases the heart rate, caused by excitement, fear or anger

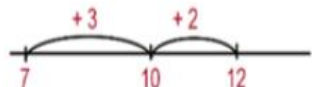
Year 4 Week 1 Specialised Learning - Mathematics

Use the **anchor charts** below and playing cards or your own numbers to solve the following **addition and subtraction problems**. Try and complete as many questions as you can each day.

AS 6 Add single-digit numbers bridging 10

$$7 + 5 =$$

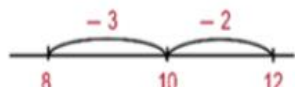
$$\begin{array}{r} 3 + 2 \end{array}$$



AS 7 Subtract single-digit numbers bridging 10

$$12 - 5 =$$

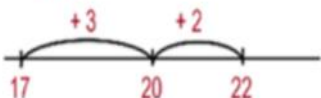
$$\begin{array}{r} 2 + 3 \end{array}$$



AS 8 Add single-digit numbers bridging 20

$$17 + 5 =$$

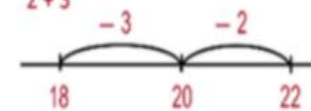
$$\begin{array}{r} 3 + 2 \end{array}$$



AS 8 Subtract single-digit numbers bridging 20

$$22 - 5 =$$

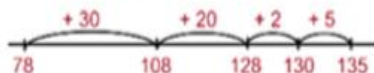
$$\begin{array}{r} 2 + 3 \end{array}$$



AS 17 Add 2-digit numbers bridging 100 and 10s

$$78 + 57 =$$

$$\begin{array}{r} 30 + 20 + 2 + 5 \end{array}$$



$$78 + 57 =$$

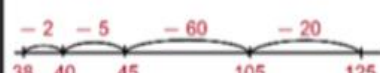
$$78 + 50 = 128$$

$$128 + 7 = 135$$

AS 17 Subtract 2-digit numbers bridging 100 and 10s

$$125 - 87 =$$

$$\begin{array}{r} 20 + 60 + 5 + 2 \end{array}$$



$$125 - 87 =$$

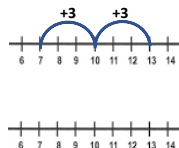
$$125 - 90 = 35$$

$$35 + 3 = 38$$

Tuesday

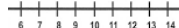
$$7 + 6 =$$

$$\begin{array}{r} 3 + 3 \end{array}$$



$$6 + 6 =$$

$$\begin{array}{r} 3 + 3 \end{array}$$



$$9 + 6 =$$

$$12 + 9 =$$

$$18 + 5 =$$

$$16 + 8 =$$

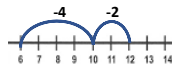
$$68 + 98 =$$

$$45 + 77 =$$

$$88 + 84 =$$

$$12 - 6 =$$

$$\begin{array}{r} 2 + 4 \end{array}$$



$$16 - 9 =$$

$$\begin{array}{r} 7 \end{array}$$

$$15 - 7 =$$

$$22 - 5 =$$

$$24 - 7 =$$

$$21 - 5 =$$

$$123 - 35 =$$

$$114 - 46 =$$

$$143 - 79 =$$

Wednesday

$$9 + 9 =$$

$$7 + 8 =$$

$$3 + 9 =$$

$$15 + 9 =$$

$$14 + 8 =$$

$$19 + 8 =$$

$$23 + 99 =$$

$$65 + 66 =$$

$$64 + 87 =$$

$$14 - 7 =$$

$$18 - 9 =$$

$$15 - 8 =$$

$$27 - 9 =$$

$$23 - 8 =$$

$$25 - 6 =$$

$$112 - 34 =$$

$$161 - 85 =$$

$$147 - 98 =$$

Thursday

$$2 + 9 =$$

$$5 + 7 =$$

$$8 + 9 =$$

$$16 + 7 =$$

$$17 + 6 =$$

$$19 + 5 =$$

$$39 + 83 =$$

$$58 + 77 =$$

$$94 + 97 =$$

$$13 - 8 =$$

$$16 - 9 =$$

$$17 - 8 =$$

$$22 - 3 =$$

$$23 - 6 =$$

$$24 - 8 =$$

$$186 - 99 =$$

$$164 - 77 =$$

$$153 - 68 =$$

Friday

$$4 + 7 =$$

$$7 + 7 =$$

$$5 + 6 =$$

$$17 + 8 =$$

$$14 + 9 =$$

$$12 + 9 =$$

$$41 + 79 =$$

$$78 + 72 =$$

$$87 + 47 =$$

$$11 - 5 =$$

$$14 - 5 =$$

$$15 - 6 =$$

$$21 - 8 =$$

$$22 - 7 =$$

$$24 - 5 =$$

$$127 - 89 =$$

$$147 - 66 =$$

$$112 - 79 =$$

Multiplication and Division

Use the **anchor charts** below and playing cards or your own numbers to solve **3 multiplication and division problems every day**.

| | |
|--|---|
| MD 12 Multiply by 3 Distributive property | MD 12 Divide by 3 Related to thirding |
| $3 \times 7 = 21$ $5 + 2$ $3 \times 5 = 15$ $3 \times 2 = 6$ $15 + 6 = 21$ | $16 \div 3 = 5 \text{ r}1$ $9 + 7$ $6 + 1$ $9 \div 3 = 3$ $6 \div 3 = 2$ $3 + 2 = 5$ |

| | |
|--|--|
| MD 11 Multiply by 4 Distributive property | MD 10 Divide by 4 Related to quartering |
| $4 \times 7 = 28$ $5 + 2$ $4 \times 5 = 20$ $4 \times 2 = 8$ $20 + 8 = 28$ | $37 \div 4 = 9 \text{ r}1$ $20 + 17$ $16 + 1$ $20 \div 4 = 5$ $16 \div 4 = 4$ $5 + 4 = 9$ |

| | |
|--|--|
| MD 13 Multiply by 5 Distributive property | MD 13 Divide by 5 Related to fifthing |
| $5 \times 7 = 35$ $5 + 2$ $5 \times 5 = 25$ $5 \times 2 = 10$ $25 + 10 = 35$ | $37 \div 5 = 7 \text{ r}2$ $20 + 17$ $15 + 2$ $20 \div 5 = 4$ $15 \div 5 = 3$ $4 + 3 = 7$ |

Tuesday $12 \div 3 =$
 $3 \times 9 =$
 $\frac{1}{3}$ of 12 =

Wednesday $24 \div 4 =$
 $4 \times 6 =$
 $\frac{1}{4}$ of 24 =

Thursday $25 \div 5 =$
 $5 \times 8 =$
 $\frac{1}{5}$ of 25 =

Friday $15 \div 3 =$
 $3 \times 8 =$
 $\frac{1}{3}$ of 12 =

Tuesday

Partitioning - Practise your partitioning skills with the following numbers.

Eg.

$$\begin{array}{c} 678 \\ \diagdown \quad | \quad \diagup \\ 600 + 70 + 8 \end{array}$$

$$\begin{array}{c} 78 \\ \diagdown \quad \diagup \end{array}$$

$$\begin{array}{c} 424 \\ \diagdown \quad | \quad \diagup \end{array}$$

$$\begin{array}{c} 13 \\ \diagdown \quad \diagup \end{array}$$

$$\begin{array}{c} 912 \\ \diagdown \quad | \quad \diagup \end{array}$$

$$\begin{array}{c} 99 \\ \diagdown \quad \diagup \end{array}$$

$$\begin{array}{c} 72 \\ \diagdown \quad \diagup \end{array}$$

$$\begin{array}{c} 5692 \\ \diagdown \quad | \quad \diagup \quad \diagdown \end{array}$$

$$\begin{array}{c} 5213 \\ \diagdown \quad | \quad \diagup \quad \diagdown \end{array}$$

Wednesday

Order these numbers in **ascending** order (smallest to largest)

983, 23, 7892, 56432, 7843

12, 876, 7615, 7614, 875

Order these numbers in **descending** order (largest to smallest)

543, 76512, 7890, 7891, 542

999, 1000, 6523, 8721, 998

Put these fractions in the correct position on the number line.

1. $\frac{1}{2}$ $\frac{3}{4}$ $\frac{1}{4}$



2. $\frac{5}{8}$ $\frac{1}{8}$ $\frac{4}{8}$ $\frac{3}{8}$



3. $\frac{9}{10}$ $\frac{2}{10}$ $\frac{7}{10}$ $\frac{6}{10}$

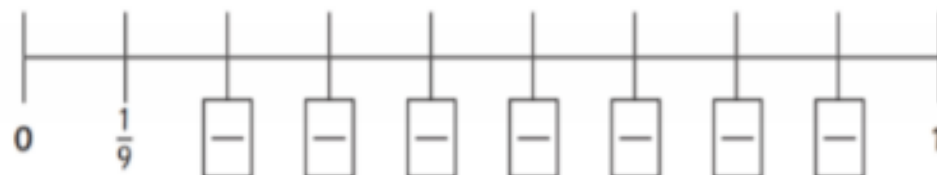


4. $\frac{3}{4}$ $\frac{1}{10}$ $\frac{2}{8}$ $\frac{6}{10}$ $\frac{1}{2}$

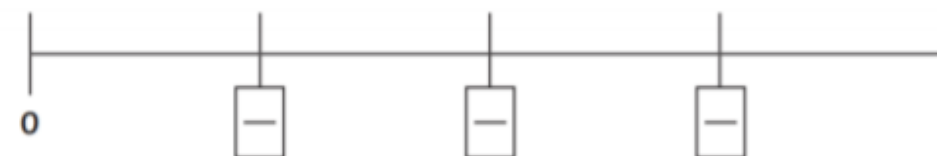


Thursday

Label the number lines. The first fraction has been given.

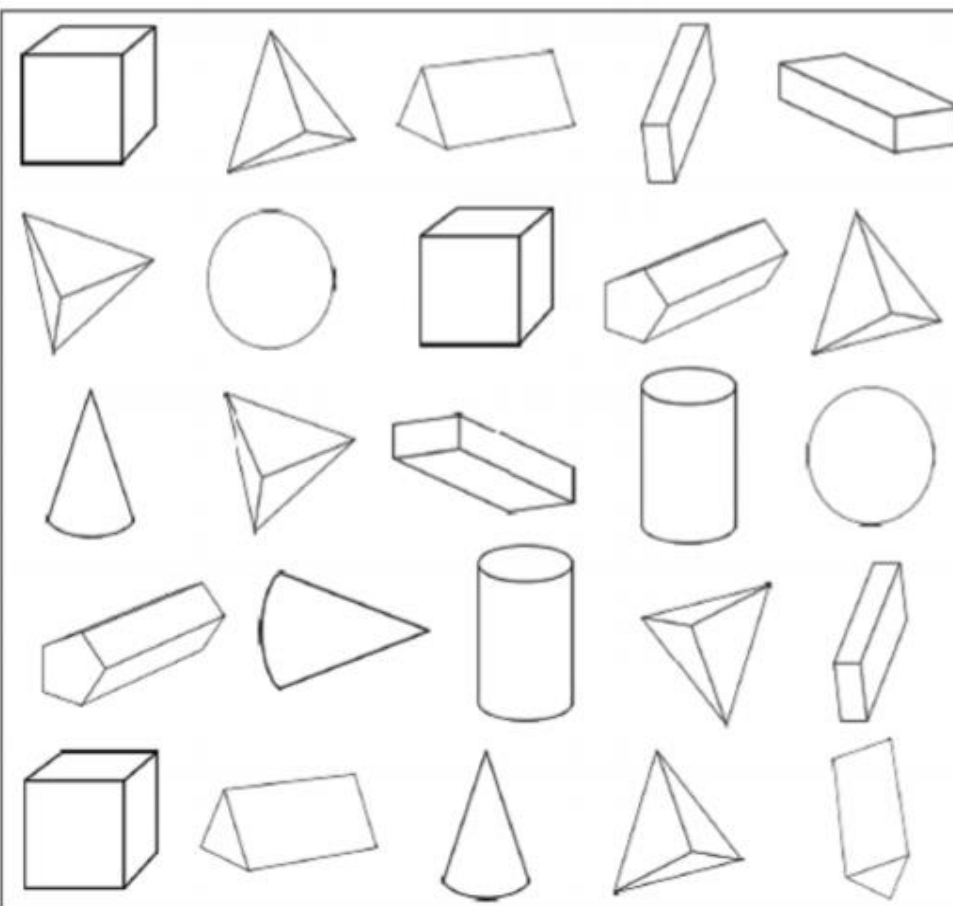
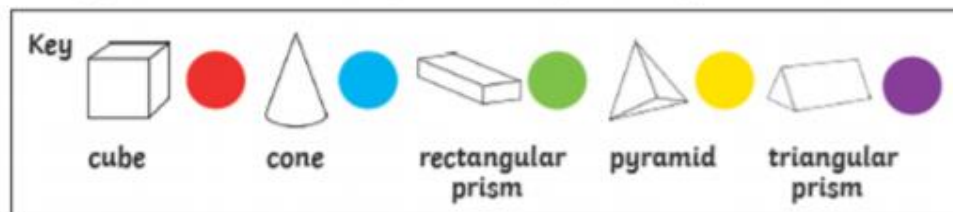


Label the number lines. Count how many equal parts the whole has been divided in to.



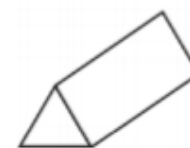
Do you know your three-dimensional shapes?

Identify and colour the three-dimensional shapes according to the key below.



Friday

Label these 3D Objects.



Name:
Vertices:
Faces:



Name:
Vertices:
Faces



Name:
Vertices:
Faces



Name:
Vertices:
Faces: