Year 4 Learning Grid Week 10

Reading

Read for at least 20 minutes each day. Once completed, colour in the square.

Monday	Tuesday	Wednesday	Thursday	Friday

•Log in to Literacy Pro and choose some books to read.

•Search Literacy Pro and choose the site Scholastic Learning Zone.

•Choose Australia as the country.

•Org ID: 5CCG (all capitals)

•Go to the library tab.

•Read the book at least 3 times before you try the quiz.

Guided Reading

- Draw your block planner in your book.
- Read a non-fiction texts online about **tsunamis** with the purpose of filling out your block planner with relevant information (**cause, location, damage)**
- Have at **least three** facts for **each body paragraph.**
- **Identify** any **vocabulary** you do not understand and **find** the meaning of it.

Writing – Information reports

Write an information report on a **tsunami. Research** information on **cause, location and damage**. Remember to **plan** using the **block planner**. If you'd like to publish your work, use a google doc or Microsoft word.

Monday– research information on tsunami's

Tuesday– plan your writing using the block planner

Wednesday– write your Information Report

Thursday– self edit and get a family member to edit

Friday– publish your writing

Grammar

Simple, compound and complex sentences.

Use the words below to write sentences. Can you use the same word and write 3 different sentences?

Challenge—highlight the main clause in green, subordinate clause in red and verb in blue.

Vocabulary

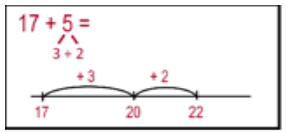
Multistorey, disappointed, relocated, urgent and overprotective

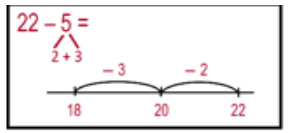
Write your own definition of each word and draw an illustration to go with it. If you don't know the meaning, use a dictionary and synthesise the meaning.

Mathematics

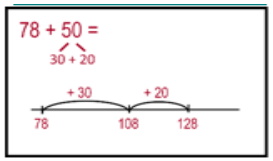
Addition and Subtraction

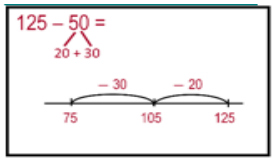
Bridging to and from 20



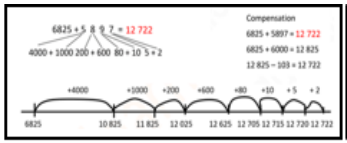


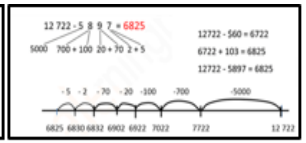
Bridging to and from 100





Bridging to and from 1000





NB-*Please select the level that you've been working on in class.*

Recall your times tables. Ensure you know 2, 4, 5, 10.

Science/ HSIE

Log in to : http://inq.co/class/arg

Enter the code : 8464

Science

Log in to Inquisitive and complete **lesson 4 'Rocks, and Fossil Stories'**.

HSIE

Log in to Inquisitive and complete **lesson 2 'Why Did the Great Journeys Take Place?'**

Creative Arts / Physical Education

PDH

Write a paragraph about a time that you had to deal with a change in your life. Explain how you felt about the change and describe any strategies you used to help yourself adapt.

PE

20 Jumping Jacks 10 Sit-ups 20 Mountain Climbers 10 Side-to-Side Jumps

Visual Arts

Create a sculpture using recycled objects from your home

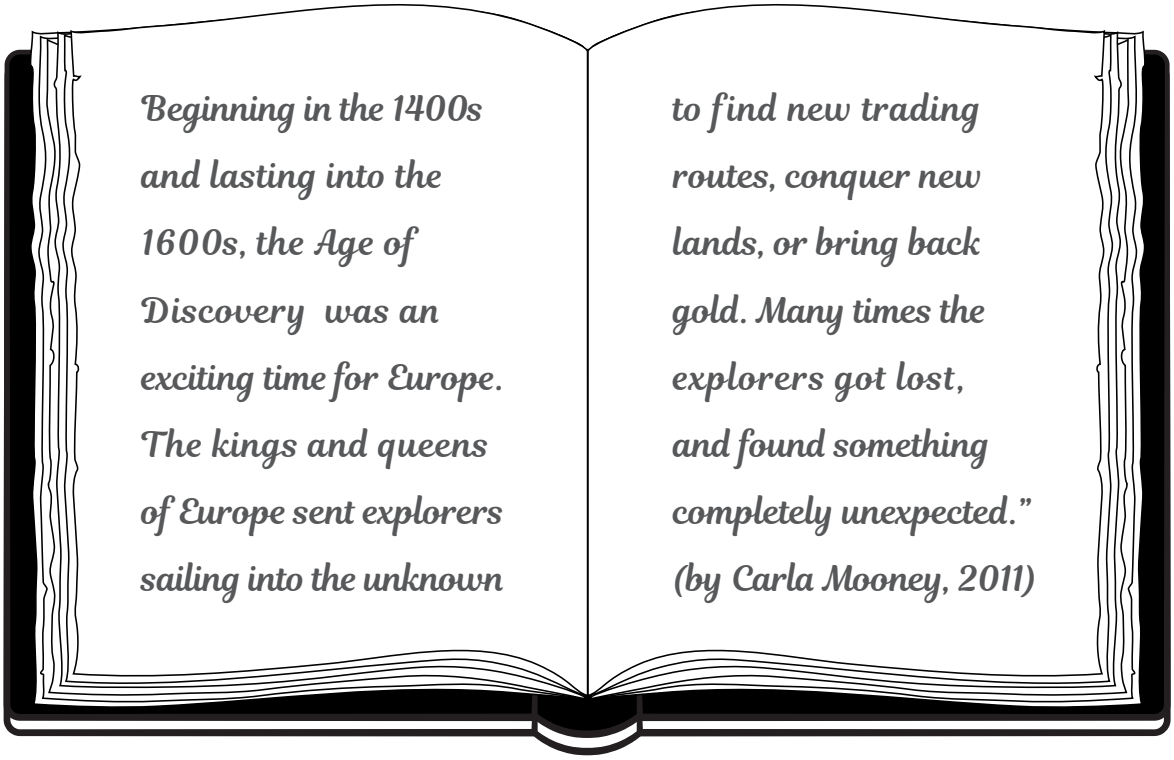
Why did the great journeys take place?

We know sea travel was risky and hard work. If it was so difficult, why do you think people went on these great journeys? Historians often start their research with a hunch.

1 What is your hunch?
I think the great journeys may have taken place because….

Historians search for information that helps them answer their questions. They usually start by looking at what other people have written.

2 Here is a section from a book.



Beginning in the 1400s and lasting into the 1600s, the Age of Discovery was an exciting time for Europe. The kings and queens of Europe sent explorers sailing into the unknown to find new trading routes, conquer new lands, or bring back gold. Many times the explorers got lost, and found something completely unexpected."
(by Carla Mooney, 2011)

What reasons for the great journeys can you find?

Historians also look for information in primary sources. These are original documents created at the actual time, such as diary entries and letters.

3 Read or listen to some of the secret instructions given to Captain James Cook for his 1768 voyage. Officially he was on a scientific trip, but there were other secret reasons for the journey. Can you find at least three?

4 Here are some of the instructions given to the explorer Christopher Columbus by the King and Queen of Spain. You might need to translate this into modern English!

After you have discovered and acquired the said islands and mainland in the said ocean.... you shall be our Admiral of the said islands and mainland... and from that time forward entitle yourself Don [Lord] Cristobal Colon, and that your sons and successors may likewise entitle and call themselves Don, and Admiral and Viceroy and Governor....

source: http://exploration.marinersmuseum.org/subject/christopher-columbus/

What do they offer him in return for his travel?

Once historians have found and thought about their information, they use it to develop an answer. This is called making a claim.

5 Why do you think people went on these great journeys? Remember there can be more than one reason.

6 Compare your hunch with your claim. Has your thinking changed? If so, how?

7 Could your thinking change again? If so, what might change it?

8 If you had been alive in those days, why would you have wanted to travel?

Useful words and phrases

reason
some
others
because
I think
I know
might have
in addition to
as well as
so

9 Many explorers were searching for something called Terra Australis Incognita. What do you think this might have been? Have a guess.

10 Look at the maps. Find Terra Australis Incognita on each map (The name might be written in slightly different ways).

11

a Now what do you think Terra Australis Incognita is?

b Do you think it was a good name? Why or why not?

Share your thinking with your partner, group or class.

12

Look at the image. This picture shows the explorer Christopher Columbus landing in the Caribbean in 1492.

Source: Granger, NYC — All rights reserved.

What do you see?

What do you think?

What do you wonder?

Excerpts from Captain James Cook's secret instructions

Whereas the making Discoverys of Countries hitherto unknown, and the Attaining a Knowledge of distant Parts which though formerly discover'd have yet been but imperfectly explored, will redound greatly to the Honour of this Nation as a Maritime Power, as well as to the Dignity of the Crown of Great Britain, and may tend greatly to the advancement of the Trade and Navigation thereof; and Whereas there is reason to imagine that a Continent or Land of great extent...

If you discover the Continent abovementioned... You are to employ yourself diligently in exploring as great an Extent of the Coast as you can... and are also carefully to observe the Nature of the Soil, and the Products thereof; the Beasts and Fowls that inhabit or frequent it, the Fishes that are to be found in the Rivers or upon the Coast and in what Plenty and in Case you find any Mines, Minerals, or valuable Stones you are to bring home Specimens of each, as also such Specimens of the Seeds of the Trees, Fruits and Grains...

You are likewise to observe the Genius, Temper, Disposition and Number of the Natives, if there be any and endeavour by all proper means to cultivate a Friendship and Alliance with them, making them presents of such Trifles as they may Value inviting them to Traffick, and Shewing them every kind of Civility and Regard; taking Care however not to suffer yourself to be surprized by them, but to be always upon your guard against any Accidents.

You are also with the Consent of the Natives to take Possession of Convenient Situations in the Country in the Name of the King of Great Britain: Or: if you find the Country uninhabited take Possession for his Majesty by setting up Proper Marks and Inscriptions, as first discoverers and possessors..

Given under our hands the 30th of July 1768

Ed. HAWKE
Piercy BRETT
C. SPENCER

By Command of their Lordships
PH. STEPHENS

William Dampier **Nationality:** Dutch

http://adb.anu.edu.au/biography/dampier-william-1951

http://www.factmonster.com/encyclopedia/people/dampier-william.html

http://www.wanowandthen.com/William-Dampier.html

http://museum.wa.gov.au/research/research-areas/maritime-archaeology/treasures-from-the-deep/dampier

https://www.britannica.com/biography/William-Dampier

Abel Tasman **Nationality:** Dutch

http://www.factmonster.com/encyclopedia/people/tasman-abel-janszoon.html

http://adb.anu.edu.au/biography/tasman-abel-janszoon-2716

http://www.duyfken.com/Dutch%20mariners/tasman-1642

https://www.britannica.com/biography/Abel-Tasman

James Cook **Nationality:** English

http://exploration.marinersmuseum.org/subject/james-cook/

http://www.abc.net.au/tv/captaincook/

http://splash.abc.net.au/home#!/media/2335910/life-on-the-endeavour

http://splash.abc.net.au/home#!/media/1454404/getting-to-know-the-locals

http://geography.about.com/cs/captaincook/a/jamescook.htm

Zheng He **Nationality:** Chinese

http://exploration.marinersmuseum.org/subject/zheng-he/

http://www.ducksters.com/biography/explorers/zheng_he.php

https://www.britannica.com/biography/Zheng-He

Ferdinand Magellan **Nationality:** Portuguese/Spanish

http://exploration.marinersmuseum.org/subject/ferdinand-magellan/

http://geography.about.com/od/historyofgeography/a/magellan.htm

http://www.enchantedlearning.com/explorers/page/m/magellan.shtml

Matthew Flinders **Nationality:** English

https://www.britannica.com/biography/Matthew-Flinders

http://splash.abc.net.au/home#!/media/29250/race-of-the-navigators

http://splash.abc.net.au/home#!/media/29295/meeting-of-the-expeditions

http://adb.anu.edu.au/biography/flinders-matthew-2050

Nicolas Baudin **Nationality:** French

http://adb.anu.edu.au/biography/baudin-nicolas-thomas-1753

http://splash.abc.net.au/home#!/media/29250/race-of-the-navigators

http://splash.abc.net.au/home#!/media/29295/meeting-of-the-expeditions

Vasco da Gama **Nationality:** Portuguese

http://www.ducksters.com/biography/explorers/vasco_da_gama.php

http://www.enchantedlearning.com/explorers/page/d/dagama.shtml

http://exploration.marinersmuseum.org/subject/vasco-da-gama/

https://simple.wikipedia.org/wiki/Vasco_da_Gama

http://www.factmonster.com/encyclopedia/people/gama-vasco-da.html

Dirk Hartog **Nationality:** Dutch

http://www.duyfken.com/Dutch%20mariners/hartog-1616

http://adb.anu.edu.au/biography/hartog-dirk-12968

https://www.britannica.com/biography/Dirck-Hartog

Willem Jansz(oon) **Nationality:** Dutch

http://www.factmonster.com/encyclopedia/people/janszoon-willem.html

http://adb.anu.edu.au/biography/janssen-willem-2270

http://www.duyfken.com/Dutch%20mariners/janszoon-1606

La Perouse **Nationality:** French

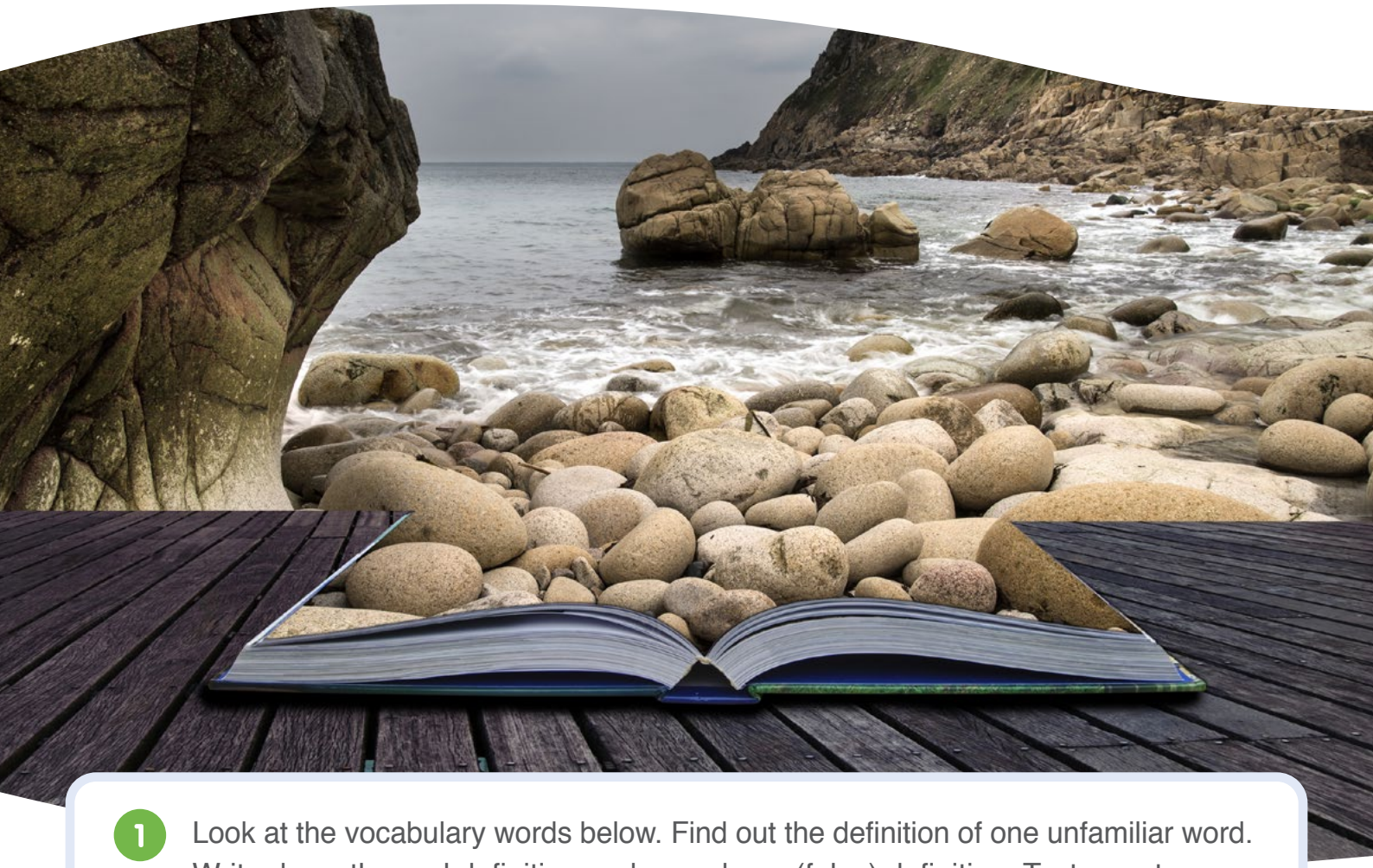
http://adb.anu.edu.au/biography/la-perouse-jean-francois-de-galaup-2329

http://www.sl.nsw.gov.au/stories/french-australia/fate-la-perouse

http://www.factmonster.com/encyclopedia/people/la-perouse-jean-francois-de-galaup-comte-de.html

https://www.britannica.com/biography/Jean-Francois-de-Galaup-comte-de-La-Perouse

How can rocks and fossils show us how the Earth's surface has changed?



1 Look at the vocabulary words below. Find out the definition of one unfamiliar word. Write down the real definition and a made up (false) definition. Test a partner.

For example:

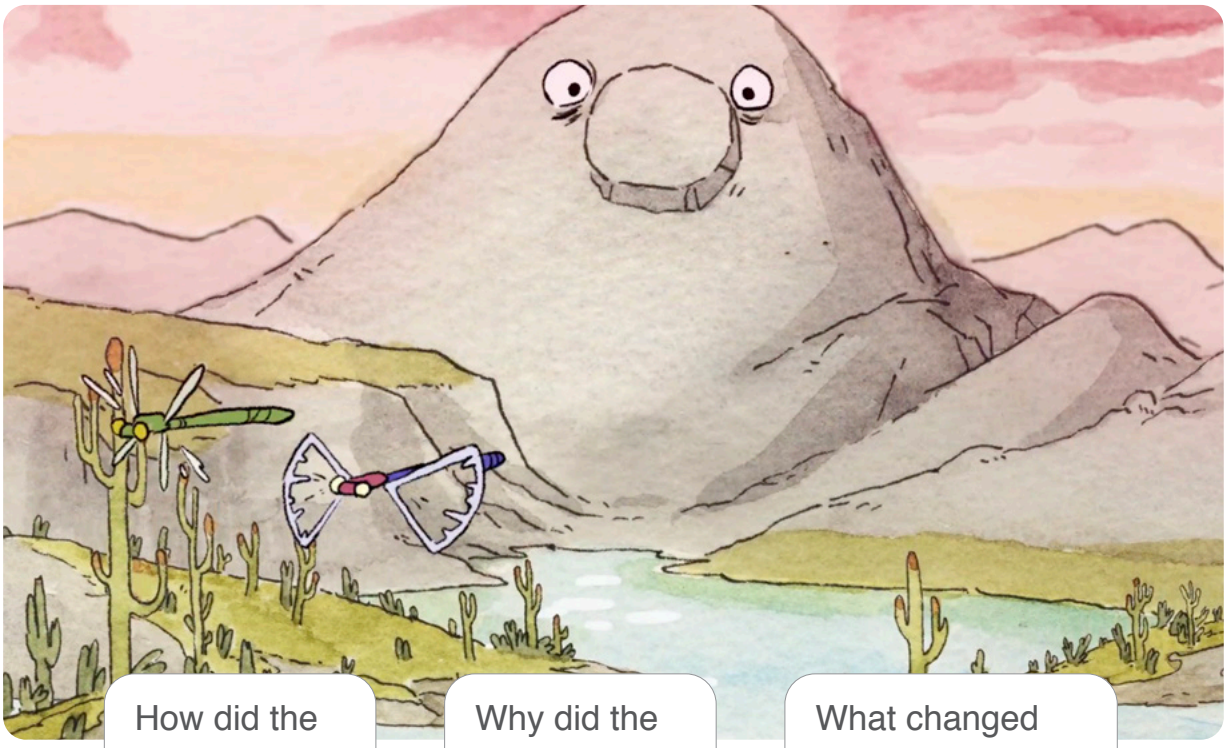
Sketch = A quick drawing | An itch or scratch

Vocabulary

rocks | fossils | strata | time | geologist | palaeontologist
clues | sketch | lustre | porous | basalt | limestone
quartz | ancient | millions | billions

2 Watch the video *An Object at Rest*.

Think, pair and share your thoughts about the questions.



How did the rock change?

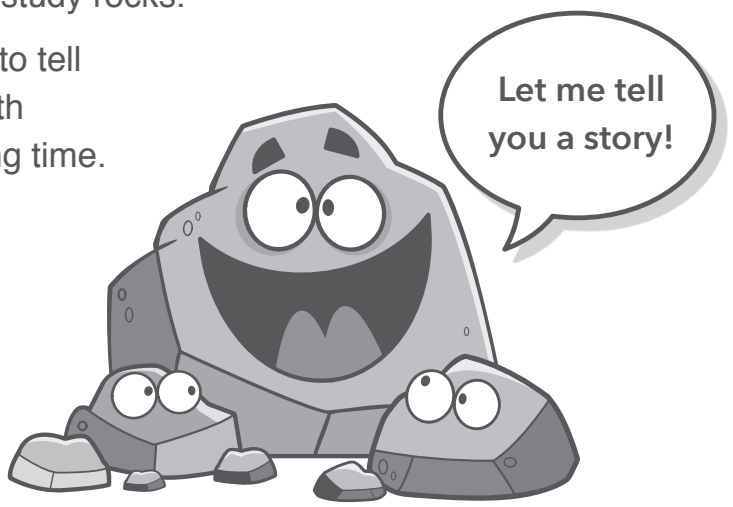
Why did the rock change?

What changed around the rock?

Scientists think that the Earth's surface started forming over four billion years ago. It is always changing and will continue to change.

We can study photos, rock art and maps to find out about recent changes to the Earth's surface. But, to find out about changes **before** human history, geologists (Earth scientists) study rocks.

Each rock has its own story to tell and is a clue to how the Earth has changed over a very long time.



3 Read and talk about the eBook *Every Rock Tells a Story*.

4 Using information from the book and what else you might know, complete the concept map about rocks. Sketch and write your ideas.

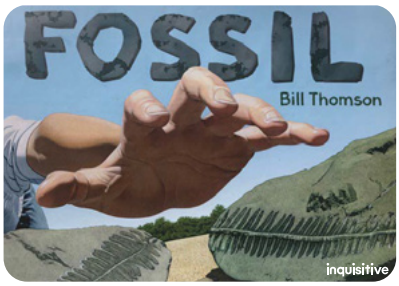
Rocks

- How we use them?
- What they look and feel like?
- What they can tell us?

Some rocks are very precious as they contain fossils, the remains or prints of ancient living things which lived a very long time ago.

Fossils can take thousands and millions of years to form. Scientists called palaeontologists study fossils to discover information about what the Earth's surface was like when ancient plants and animals were alive.

5 Look and chat about the images from the book *Fossil* by Bill Thomson.



6 Complete the *Think, Puzzle and Explore* activity.

Think

What do you think you know about fossils?

Puzzle

What questions do you have about fossils?

Explore

What could you learn about fossils?

7 Read about the fossils then draw and label how the landscape may have looked when each one was alive.

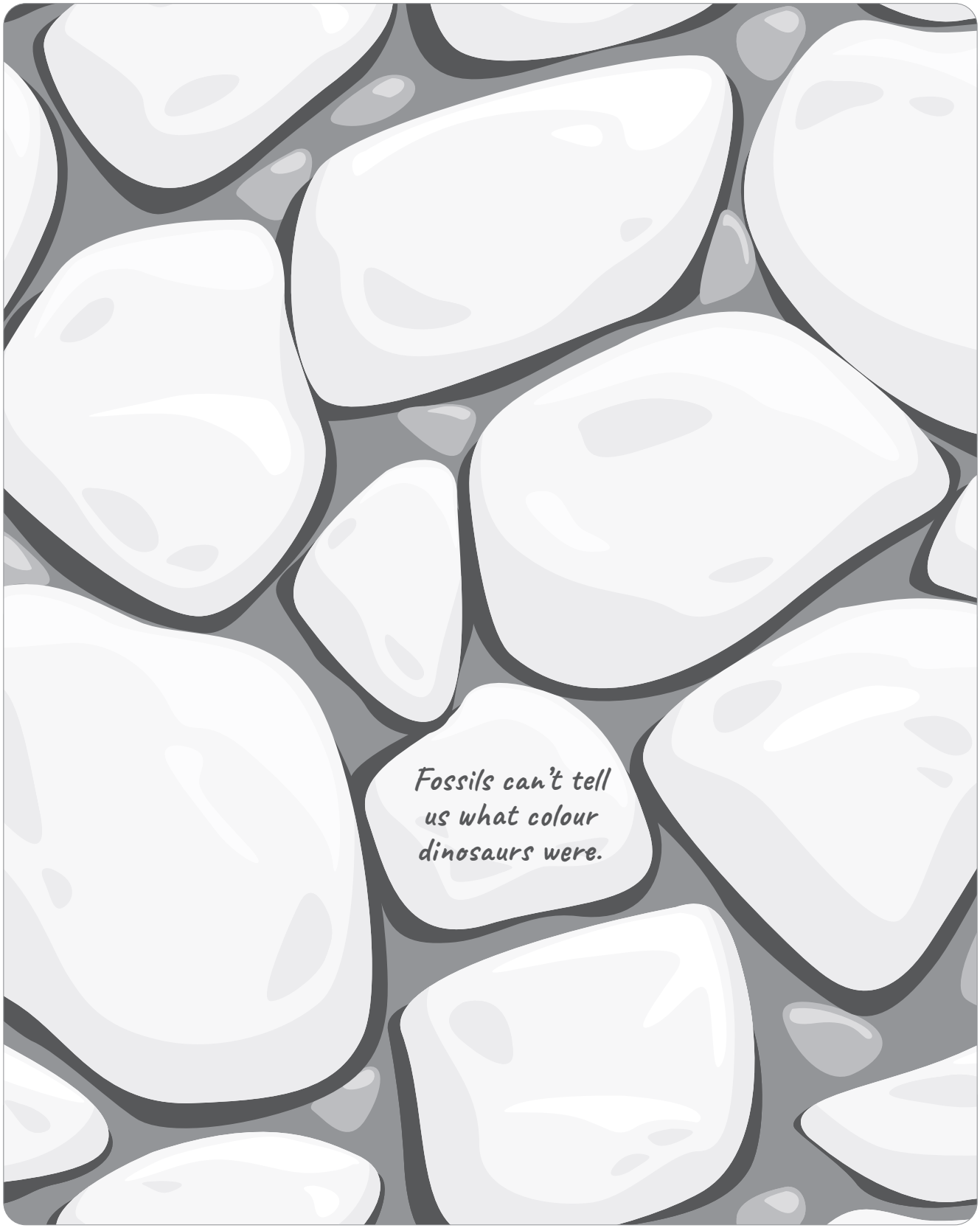
Seed ferns were plants growing over 400 million years ago when the land was covered in snow and ice.

Ammonites were squid like creatures that lived in spiral shaped shells on the ocean floor.

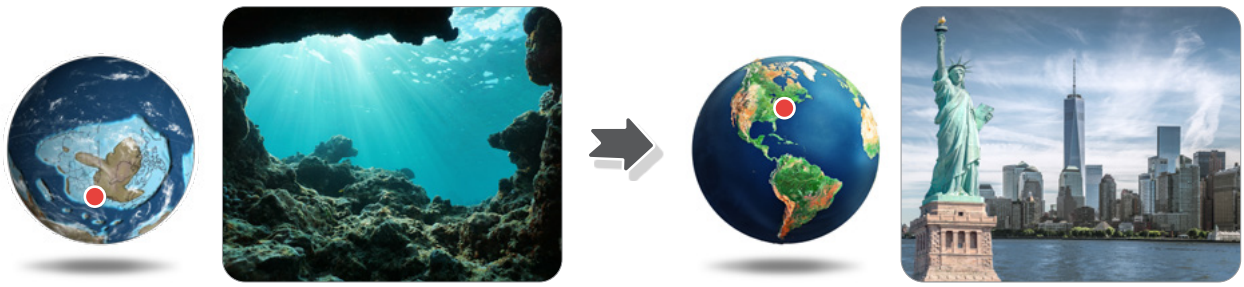
The long legged, three toed Gallimimus dinosaur lived in a dry, desert like habitat.

Keichousaurus hui were small dinosaurs that lived in marshy areas near water.

8 Look back at your questions from page 4. Explore these websites and library books to answer the questions you had and to find other interesting facts about fossils.



By studying rocks and fossilised remains, Earth scientists are able to calculate how the surface of the Earth changed over millions of years. As the tectonic plates cracked and moved, the landscape of different places changed dramatically.



500 million years ago, New York was below the Equator and under water.

Now, New York is above the Equator and on dry land.

9 Explore the website. Type in your closest city. Compare its location now to where it was 500 million years ago. Describe and show how it has changed.

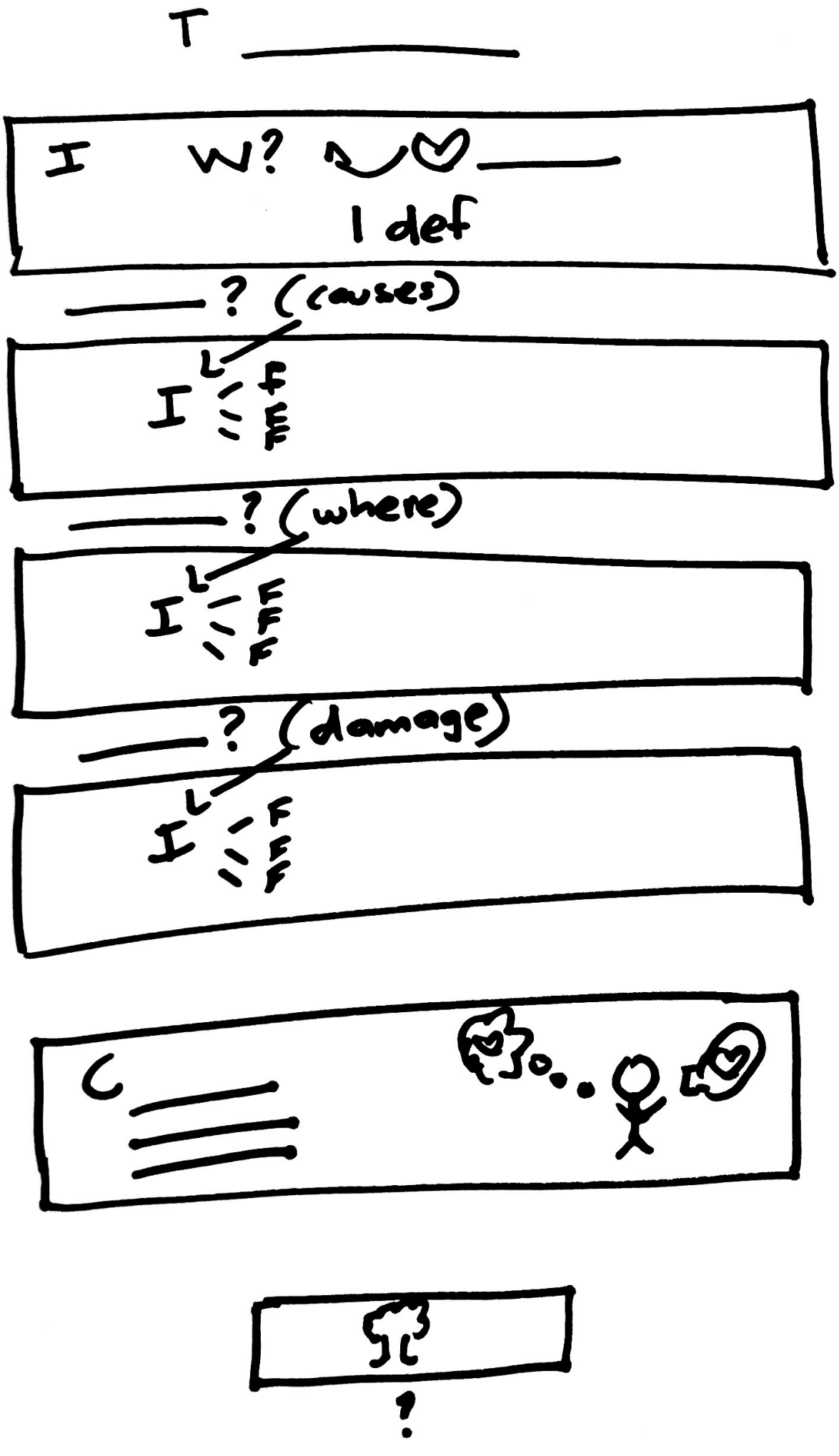
Now

500 million years ago

10 This rock is not part of the Earth but it can give us information about the Earth's past. It is not part of a meteor or comet.

Where do you think this rock is from?

What do you think it can tell us?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? (causes)
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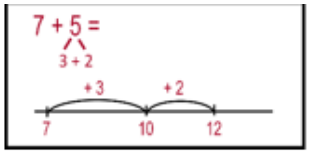
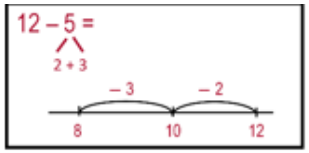
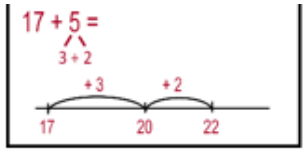
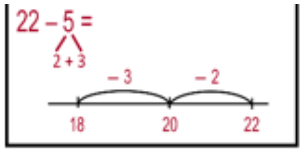
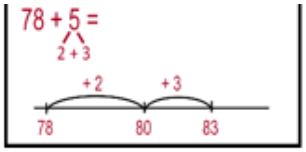
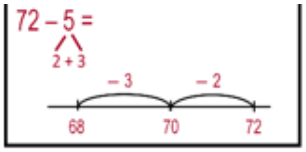




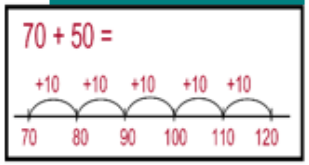




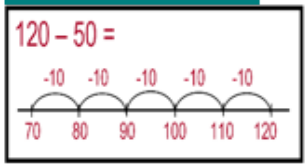




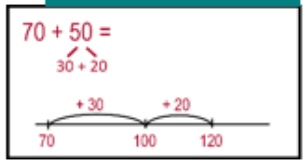
AS 13 Add tens numbers counting by 10s



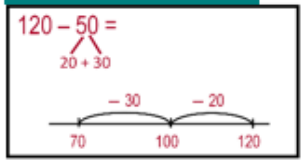
AS 13 Subtract tens numbers counting by 10s



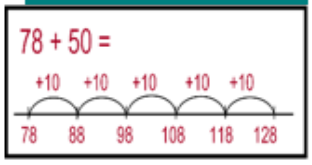
AS 14 Add tens numbers bridging 100



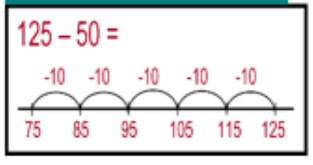
AS 14 Subtract tens numbers bridging 100



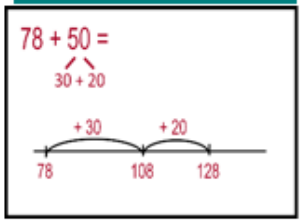
AS 15 Add 10s and 2-digit numbers counting by 10s



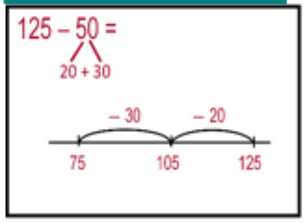
AS 15 Subtract 10 and 2-digit numbers counting by 10s



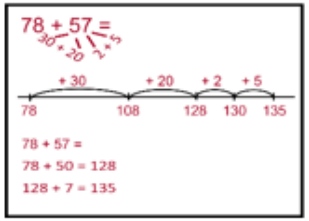
AS 16 Add 10 and 2-digit numbers bridging 100



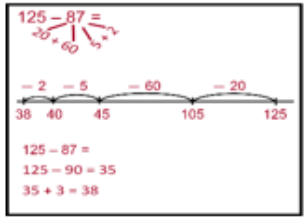
AS 16 Subtract 10 and 2-digit numbers bridging 100



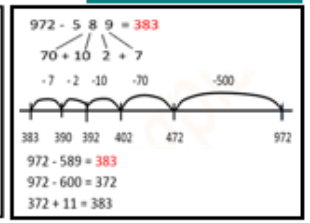
AS 17 Add 2-digit numbers bridging 100 and 10s



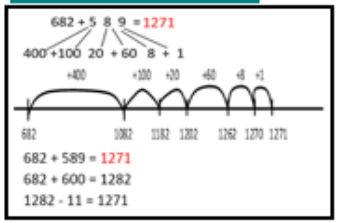
AS 17 Subtract 2-digit numbers bridging 100 and 10s

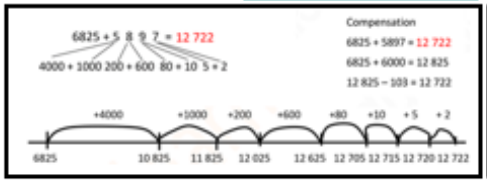


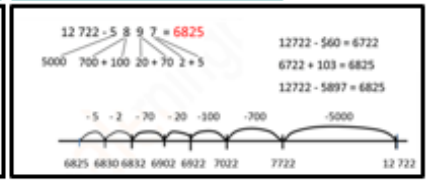
AS 21 Add three-digit numbers

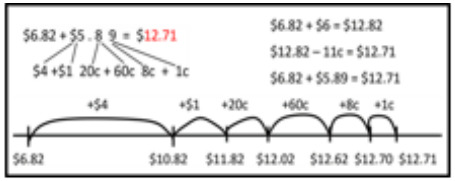


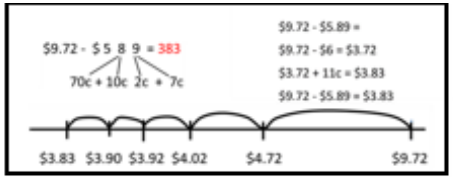
AS 21 Subtract three-digit numbers



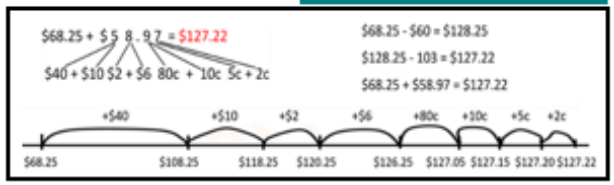




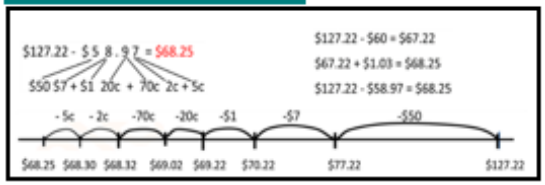




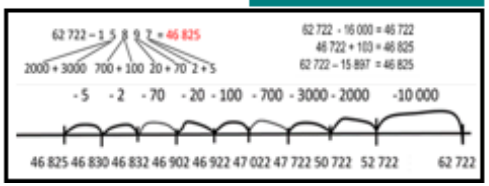
AS 23 MF 9 Add four-digit numbers as money



AS 23 MF 9 Subtract four-digit numbers as money



AS 24 MF 10 Add five-digit numbers



AS 24 MF 10 Subtract five-digit numbers