






# Year 4 Learning Grid Week 11

## 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 **hurricane** 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 **hurricane**.

**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 hurricane'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

Disturb, rattling, salvage, supplies and trapped.

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.

## HSIE/Science

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

Enter the code : 8464

## Science

Log in to Inquisitive and complete **lesson 5 'Human Impact.'**


## HSIE

Log in to Inquisitive and complete **lesson 3 'Research Your Own Explorer'**

## Mathematics

### Multiplying and dividing by 2, 4, 3, 5

MD 10

$2 \times 7 = 14$  


$5 + 2 = 7$

$2 \times 5 = 10$

$2 \times 2 = 4$

$10 + 4 = 14$

MD 10

$15 \div 2 = 7 \text{ r}1$  

$\frac{1}{2} \text{ of } 15 = 7 \text{ r}1$

$10 + 5 = 15$

$4 + 1 = 5$

$10 \div 2 = 5$

$4 \div 2 = 2$

$\frac{1}{2} \text{ of } 10 = 5$

$\frac{1}{2} \text{ of } 4 = 2$

$5 + 2 = 7$

MD

$5 \times 7 = 35$

$5 + 2 = 7$

$5 \times 5 = 25$

$5 \times 2 = 10$

$25 + 10 = 35$

MD

$37 \div 5 = 7 \text{ r}2$   $\frac{1}{5} \text{ of } 37 = 7 \text{ r}2$

$20 + 17 = 37$

$15 + 2 = 17$

$20 \div 5 = 4$

$15 \div 5 = 3$

$\frac{1}{5} \text{ of } 20 = 4$

$\frac{1}{5} \text{ of } 15 = 3$

$\frac{1}{5}$

$4 + 3 = 7$

**Monday/Tuesday**– multiplication

**Wednesday/Thursday**– division

**Friday**– multiplication and division

NB-Please choose a suitable level by multiplying by a single digit number, two-digit number, or three digit number.

## Creative Arts / Physical Education

### PDH

Create an informative poster explaining strategies that children can use if they ever feel uncomfortable or unsafe in a particular situation.

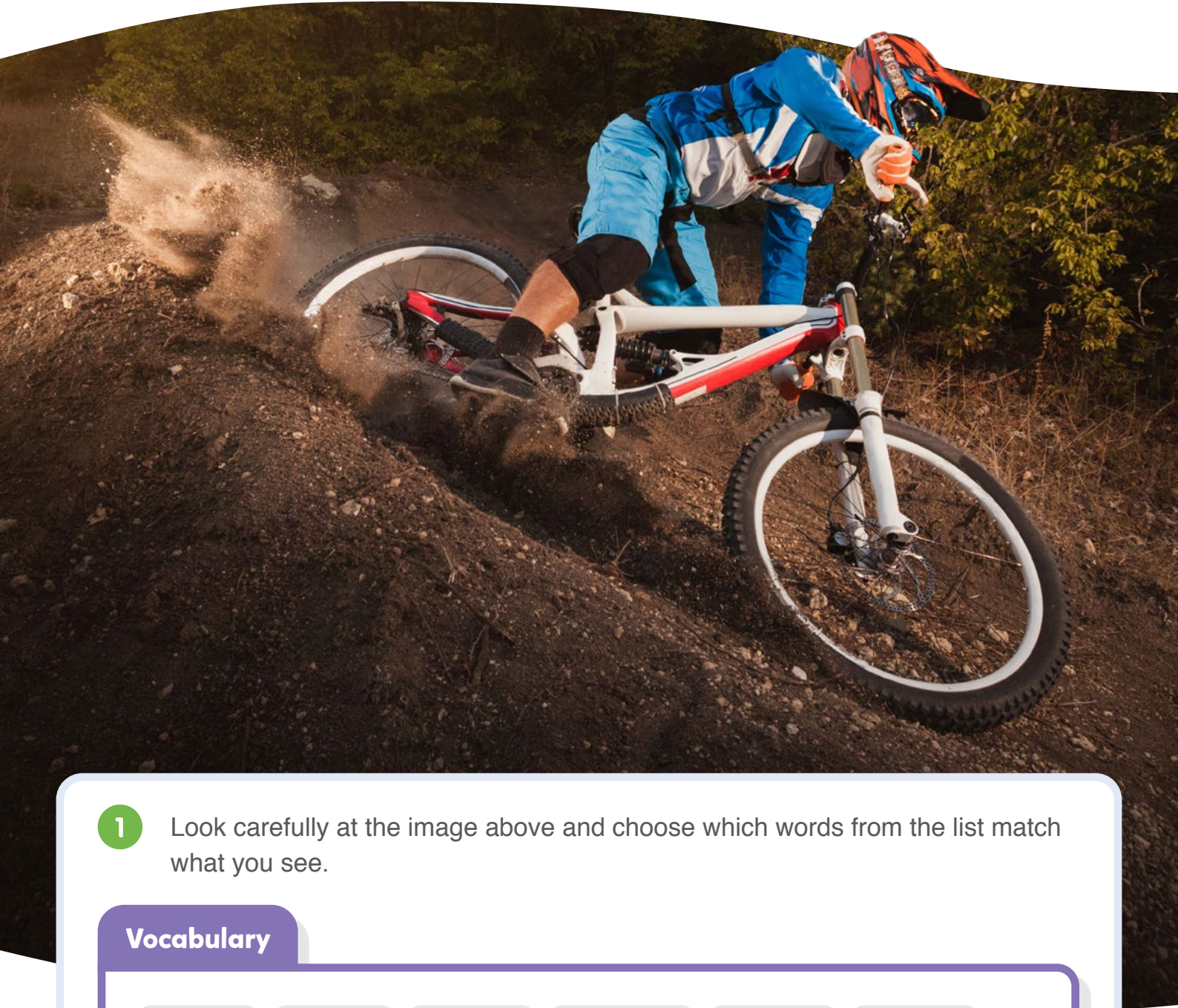
### PE

15 high knees, 20 second plank, jog in place for 30 seconds, 15 Pushups

### Visual Arts

Draw yourself, a family member or a teacher like a cartoon. Create a comic strip using these characters

# How do human actions change the Earth's surface?



1

Look carefully at the image above and choose which words from the list match what you see.

## Vocabulary

impact

human

actions

activities

erosion

reclaim

clearing

built

deforestation

dams

mining

cities

transport

lessen

soil

2

Watch the video *Fly Over*.

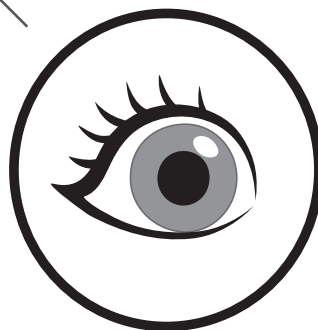
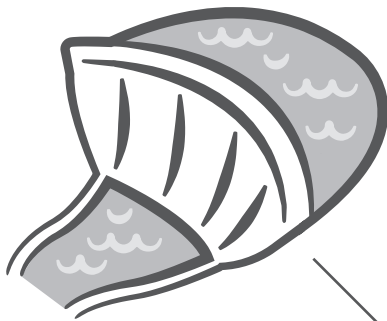
3

What can you see in the video that is created by humans?

Sketch and describe them below.



A huge dam built  
to hold water.





Humans have been changing the Earth's surface for thousands of years. People build dams and mines and clear land to grow food, feed their animals and build their homes.

Human activity is expanding and the surface is changing in nearly every part of the Earth.

Earth scientists compare old and new photos of the same places to gather evidence of changes to the Earth's surface.

4

✎ Explore the Google Earth Timelapse website and take some time to look closely at the images (use the pause button if this helps!).

List the evidence of changes to the Earth's surface you saw.



- Fields of crops planted on farms.


- 5  Circle **one** time lapse title from below to watch again and investigate.

Dubai

Las Vegas

Teles Pires River

Chuquicamata, Chile

- 6  Using these websites and information from the images, complete the chain of events organiser below.

1. Sketch and describe what the place looked like in 1984.

- 
- 

2. Describe the human actions that have changed the Earth's surface.

- 
- 

- 
- 

3. Sketch and describe what the place looked like in 2018.

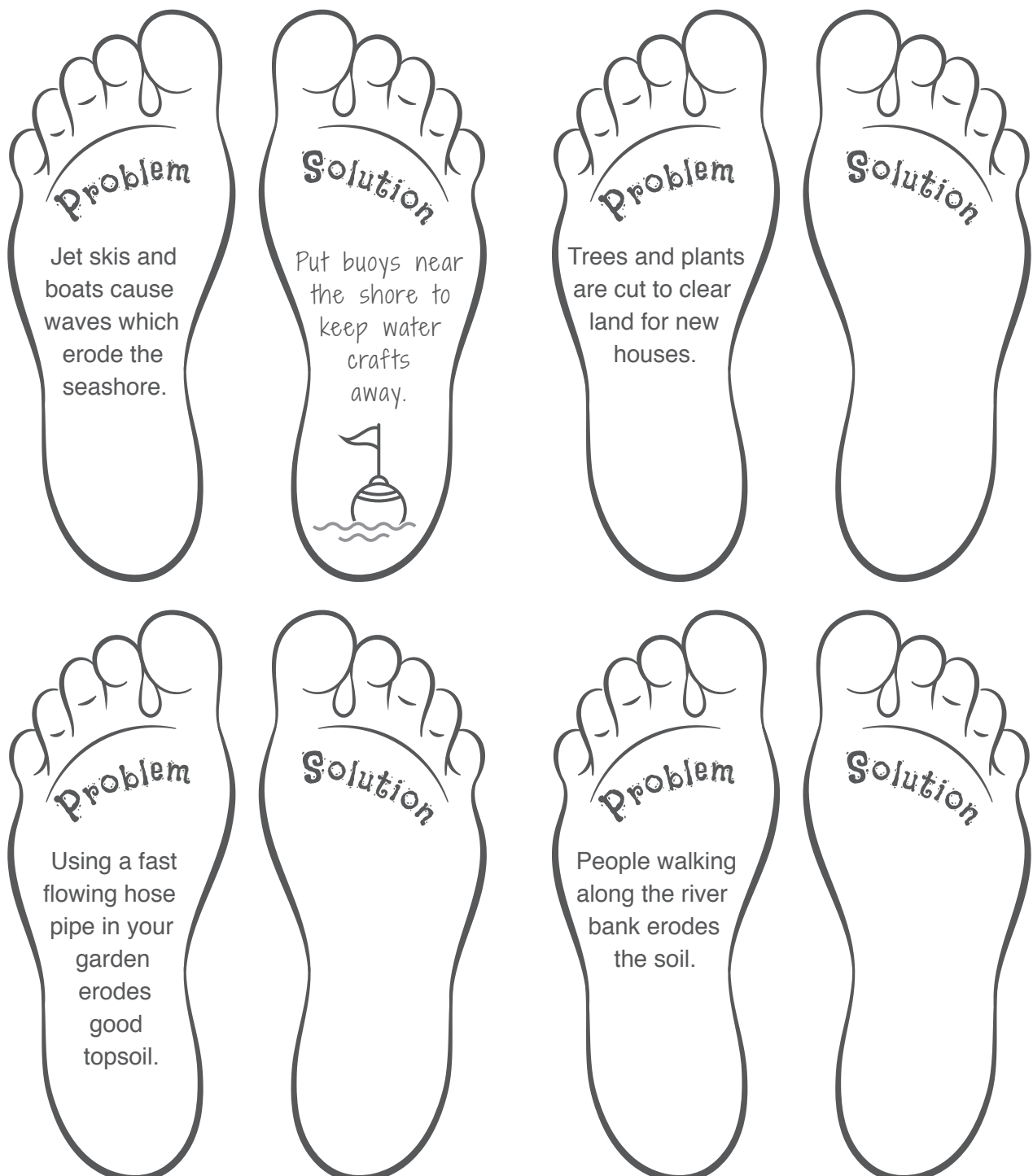
- 
-

Clearing and spoiling natural land leads to the erosion (taking away) of soil and rock. Good growing soil can take over 500 years to form. Geologists believe that human actions now erode more of the Earth's surface than natural processes like the wind and rain.

7

What can people do to lessen our erosion of the Earth's surface?

Read the problems on the footprints, then, sketch and label a possible solution.



8



Using the website links provided, investigate these interesting places where human actions have changed the Earth's surface.

Write a sentence, phrase and word to explain what you now know about each place.

**Door to Hell**  
Turkmenistan



Sentence \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Phrase \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Word \_\_\_\_\_

**A treeless land**  
Iceland



Sentence \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Phrase \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Word \_\_\_\_\_

**A port without water**  
Muynak



Sentence \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Phrase \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Word \_\_\_\_\_

9

**Be the judge**

Find out what land reclamation is.  
Make your own evaluation about it.  
Do you think this human action is  
a bad or good thing? Explain why  
you think this.

A large, spiral-bound notebook with a white cover and a silver spiral binding on the left side. The notebook is open, showing two pages. The pages are white with horizontal blue lines. The notebook is positioned in the lower half of the page, below the 'Be the judge' section.



# What can I learn about an explorer?

It's time to look for answers to your questions.



## 1 Find and Organise

- a** Use the information organisers on pages 3 - 5 to organise your information into tables or maps as you go.

Here is an example of some research.

Unit 2 Great Journeys Lesson 4 Research your own explorer

### Information Organiser

**My research question**  
Was Magellan the first person to ~~discover~~ <sup>circumnavigate</sup> the world?

**My hunch**  
yes - because he is famous for it.

| Source                | Information  |
|-----------------------|--|
| Mariners5 museum site | <ul style="list-style-type: none"> <li>left Seville (Spain) on August 10, 1519</li> <li>Reached Atlantic on September 20, 1519</li> <li>In October 1520, went through strait under S. America to reach the Pacific (named El Pacifico)</li> <li>Reached Brazil on December 13, 1519</li> </ul> |

source name in case you need to go back and check (you think you will remember it but you never do)

use dot points, not sentences

pictures can be helpful shortcuts

add details as you find them

notes and questions to follow up

did anyone do it earlier??

called it all saints channel - Estrecho todos los Santos

Year 3 / 4 History The Age of Exploration © Inquisitive Learners

How are you going? Finding information can be both fun and hard. Sometimes it is not easy to find information that you understand or that answers your questions.



- b** What are three things you could try if you run into trouble?  
If you don't know, brainstorm with a group. I could...

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

Now it's time to analyse your information. This means you look to see if you have enough to answer your questions. You also decide which of it is useful, important and reliable.

**2****Analyse****a**

Use the checklist to help you think about your information.

Do I have the information I need to answer my questions?

- ☐ Yes I do.
- ☐ Mmmmm, kind of. I have lots of information to answer some questions but not others.
- ☐ No, and I am finding it hard to find information. Help!

Is all my information important?

- ☐ Yes, I think so. It all helps to answer my questions.
- ☐ Maybe I have too much?

Can I trust my information?

- ☐ Yes. I found it in many places and/or from a source I think I can trust.
- ☐ Not sure. I might need to double check some of it.
- ☐ I copied and pasted it from the internet. What could go wrong?

**b**

Make any changes you need to and when you are ready, share your thinking with your teacher.

# Information Organiser

**My research question**

**My hunch**



**Source**

**Information**



# Information Organiser

**Source****Information****My answer**

# World Map





T \_\_\_\_\_

I W? ~~~~~  
I def

\_\_\_\_\_? (causes)

I<sup>L</sup> F  
I F  
I F

\_\_\_\_\_? (where)

I<sup>L</sup> F  
I F  
I F

\_\_\_\_\_? (damage)

I<sup>L</sup> F  
I F  
I F

C  
~~~~~  
.....  
~~~~~

~~~~~

?

Groups of 2

2 equal groups

$12 \div 6 = 12$   
 $12 \div 2 = 6$   
 $2 \times 6 = 12$   
 $6 \times 2 = 12$

$8 \div 2 = 4$   
 $2 \text{ equal groups}$   
 $8 \div 2 = 4$

MD 10 Multiply by 2  
Distributive property

MD 10 PA 17 Divide by 2  
Related to halving

$2 \times 7 = 14$   
 $5 + 2$   
 $2 \times 5 = 10$   
 $2 \times 2 = 4$   
 $10 + 4 = 14$

$15 \div 2 = 7 \text{ r}1$   
 $\frac{1}{2} \text{ of } 15 = 7 \text{ r}1$   
 $10 + 5$   
 $4 + 1$   
 $10 \div 2 = 5$   
 $4 \div 2 = 2$   
 $5 + 2 = 7$

MD 11 Multiply by 4  
Distributive property

MD 10 Divide by 4  
Related to quartering

$4 \times 7 = 28$   
 $5 + 2$   
 $4 \times 5 = 20$   
 $4 \times 2 = 8$   
 $20 + 8 = 28$

$37 \div 4 = 9 \text{ r}1$   
 $\frac{1}{4} \text{ of } 37 = 9 \text{ r}1$   
 $20 + 17$   
 $16 + 1$   
 $20 \div 4 = 5$   
 $16 \div 4 = 4$   
 $5 + 4 = 9$

$3 \times 7 = 21$   
 $5 + 2$   
 $3 \times 5 = 15$   
 $3 \times 2 = 6$   
 $15 + 6 = 21$

$16 \div 3 = 5 \text{ r}1$   
 $\frac{1}{3} \text{ of } 16 = 5 \text{ r}1$   
 $9 + 7$   
 $6 + 1$   
 $9 \div 3 = 3$   
 $6 \div 3 = 2$   
 $3 + 2 = 5$

$5 \times 7 = 35$   
 $5 + 2$   
 $5 \times 5 = 25$   
 $5 \times 2 = 10$   
 $25 + 10 = 35$

$37 \div 5 = 7 \text{ r}2$   
 $\frac{1}{5} \text{ of } 37 = 7 \text{ r}2$   
 $20 + 17$   
 $15 + 2$   
 $20 \div 5 = 4$   
 $15 \div 5 = 3$   
 $4 + 3 = 7$

$6 \times 7 = 42$   
 $5 + 2$   
 $6 \times 5 = 30$   
 $6 \times 2 = 12$   
 $30 + 12 = 42$

$23 \div 6 = 3 \text{ r}5$   
 $\frac{1}{6} \text{ of } 23 = 3 \text{ r}5$   
 $12 + 11$   
 $6 + 5$   
 $12 \div 6 = 2$   
 $6 \div 6 = 1$   
 $2 + 1 = 3$

$7 \times 6 = 42$   
 $5 + 1$   
 $7 \times 5 = 35$   
 $7 \times 1 = 7$   
 $35 + 7 = 42$

$37 \div 7 = 5 \text{ r}2$   
 $\frac{1}{7} \text{ of } 37 = 5 \text{ r}2$   
 $21 + 16$   
 $14 + 2$   
 $21 \div 7 = 3$   
 $14 \div 7 = 2$   
 $3 + 2 = 5$