

Year 4 Learning from Home Schedule Week 3, Term 4

Monday <u>Reminder: Zoom 11am</u>	Tuesday	Wednesday <u>Reminder: Zoom 11am</u>	Thursday	Friday
<p><u>Morning Routine</u></p> <p>Focus: White Water Rafting</p> <p>Task 1 Read the information on 'What is Hyperbole' and highlight or underline the hyperbole examples in each sentence.</p> <p>Task 2 Write an example of hyperbole to describe and exaggerate what is happening in the photo. The first photo has an example for you.</p>	<p><u>Morning Routine</u></p> <p>Focus: White Water Rafting</p> <p>Task 1 Read the information on 'The Classification of White Water Rafting'.</p> <p>Task 2 Select one of the grades of white water rafting and draw it below-you can include the dinghy and people on board.</p>	<p><u>Morning Routine</u></p> <p>Focus: White Water Rafting</p> <p>Task 1 Read the information on 'The Classification of White Water Rafting' and highlight which grade river you would go on.</p> <p>Task 2 Using your five senses, describe what is happening in the two photos and which grade of river they are in.</p>	<p><u>Morning Routine</u></p> <p>Focus: White Water Rafting</p> <p>Task 1 Read the information on 'The Tone River' and highlight what you find the most interesting.</p> <p>Task 2 In the photos, write down what you think is happening and include an example of hyperbole for each photo.</p> <p>Task 3 Watch the link and use your five senses to describe how they might be feeling on their white water adventure.</p> <p>https://www.youtube.com/watch?v=EK9B37-VD_o</p>	<p><u>Morning Routine</u></p> <p>Focus: White Water Rafting</p> <p>Task 1 Watch the link and write down three examples of hyperbole to describe how the people on board may be feeling.</p> <p>https://www.youtube.com/watch?v=5EnIA6vA348</p> <p>Task 2 Underneath each photo, write down what the grade of river each photo might be.</p>
<p><u>SOTD</u></p> <p>Sentence Type: A complex sentence that includes an adverbial phrase of time.</p> <p>Watch the video on Edmodo 'SOTD - Monday' modelling a complex sentence that includes an adverbial phrase of time.</p>	<p><u>SOTD</u></p> <p>Sentence Type: A complex sentence that includes an adverbial phrase of time.</p> <p>Watch the video on Edmodo 'SOTD - Tuesday' modelling a complex sentence that includes an adverbial phrase of time.</p>	<p><u>SOTD</u></p> <p>Sentence Type: A complex sentence that includes an adverbial phrase of time.</p> <p>We are learning to write a complex sentence that includes an adverbial phrase of time.</p>	<p><u>SOTD</u></p> <p>Sentence Type: A complex sentence that includes an adverbial phrase of time.</p> <p>We are learning to write a complex sentence that includes an adverbial phrase of time.</p>	<p><u>SOTD</u></p> <p>Sentence Type: A complex sentence that includes an adverbial phrase of time.</p> <p>Assessment – Independently write a complex sentence that includes an adverbial phrase of time. Relate your</p>

<p>We are learning to write a complex sentence that includes an adverbial phrase of time. We are successful if we can include:</p> <ul style="list-style-type: none"> ✓ A main clause ✓ A subordinate clause ✓ A conjunction ✓ An adverbial phrase of time ✓ Commas (if needed) ✓ Correct beginning, middle and end punctuation <p>Task 1: Read the information on adverbial phrases of time.</p> <p>Modelled Sentence: The night before our adventure, I could not sleep because I felt very nervous.</p> <p>Task 2: Write the sentence below. Underline the parts of a complex sentence using green, circle the subordinating conjunction and adverbial phrase in red and underline the subordinating clause in red.</p>	<p>We are learning to write a complex sentence that includes an adverbial phrase of time. We are successful if we can include:</p> <ul style="list-style-type: none"> ✓ A main clause ✓ A subordinate clause ✓ A conjunction ✓ An adverbial phrase of time ✓ Commas (if needed) ✓ Correct beginning, middle and end punctuation <p>Task 1: Complete the activity on adverbial phrases of time.</p> <p>Modelled Sentence: That morning, my mother checked the wind direction before we went paragliding.</p> <p>Task 2: Write the sentence below. Underline the parts of a complex sentence using green, circle the subordinating conjunction and adverbial phrase in red and underline the subordinating clause in red.</p>	<p>We are successful if we can include:</p> <ul style="list-style-type: none"> ✓ A main clause ✓ A subordinate clause ✓ A conjunction ✓ An adverbial phrase of time ✓ Commas (if needed) ✓ Correct beginning, middle and end punctuation <p>Modelled Sentence: After a month of planning, my family was finally boarding the plane to Japan because we booked extreme white water rafting.</p> <p>Task 1: Write the sentence below. Underline the parts of a complex sentence using green, circle the subordinating conjunction and adverbial phrase in red and underline the subordinating clause in red.</p>	<p>We are successful if we can include:</p> <ul style="list-style-type: none"> ✓ A main clause ✓ A subordinate clause ✓ A conjunction ✓ An adverbial phrase of time ✓ Commas (if needed) ✓ Correct beginning, middle and end punctuation <p>Joint Sentence: A week later, we boarded the bus...</p> <p>Task 1: Write and complete the complex sentence with an adverbial phrase of time below.</p> <p>Task 2: Independent complex sentence with an adverbial phrase of time below. Select an adverbial phrase of time from the examples on Monday.</p>	<p>sentences to white water rafting.</p> <p>We are learning to write a complex sentence that includes an adverbial phrase of time. We are successful if we can include:</p> <ul style="list-style-type: none"> ✓ A main clause ✓ A subordinate clause ✓ A conjunction ✓ An adverbial phrase of time ✓ Commas (if needed) ✓ Correct beginning, middle and end punctuation <p>Task 1: Use the Sentence of the Day (SOTD) slip to help you with writing your sentence.</p>
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<p><u>Guided Reading</u></p> <p>Focus: Sensory Images</p> <p>LI: We are learning to create sensory images when we read.</p> <p>SC:</p> <ul style="list-style-type: none"> • Create images in our mind when reading • Use our five senses when creating images • We can identify the words that trigger an image. <p>Task: Read the text and complete the 'Five Senses' worksheet.</p>	<p><u>Guided Reading</u></p> <p>Focus: Sensory Images</p> <p>LI: We are learning to create sensory images when we read.</p> <p>SC:</p> <ul style="list-style-type: none"> • Create images in our mind when reading • Use our five senses when creating images • We can identify the words that trigger an image. <p>Task: Complete the sensory activity by sorting the words into the correct category.</p>	<p><u>Guided Reading</u></p> <p>Focus: Vocabulary</p> <p>Task: Students will complete the Frayer Model using this week's vocabulary words.</p> <ul style="list-style-type: none"> • floatation devices • helmet • inflatable raft • wetsuit • oars • aqua shoes 	<p><u>Guided Reading</u></p> <p>Focus: Independent Reading</p> <p>Task: Students will read a book on LiteracyPro and complete a quiz.</p>	<p><u>Guided Reading</u></p> <p>Focus: Comprehension</p> <p>Task: Students will read the text and answer the comprehension questions on the following page.</p>
<p><u>Writing</u></p> <p>Focus: Show, Don't Tell</p> <p>Task: Complete the 'Show, Don't Tell Five Senses' writing activity on setting and 'character.'</p>	<p><u>Writing</u></p> <p>Focus: Character Traits</p> <p>Task: Use the character traits word list to develop your main character and sidekicks. Use the character description sheet to identify your main character's external character traits (what do you see on the outside?) and internal character traits (what are their thoughts and feelings?)</p>	<p><u>Writing</u></p> <p>Focus: Version of Time Paragraph 1</p> <p><u>Watch the video on Edmodo looking at annotating the first back in time paragraph.</u></p> <p>Task: Use the symbols of the block planner to annotate the <i>first version of time paragraph</i>.</p>	<p><u>Writing</u></p> <p>Focus: Version of Time Paragraph 1</p> <p><u>Watch the video on Edmodo modelling the first back in time paragraph.</u></p> <p>Task: Use the blanks to help you create your <i>first version of time paragraph</i>.</p>	<p><u>Writing</u></p> <p>Focus: Version of Time Paragraph 1</p> <p>Task: Draw the symbols of the first back in time paragraph. Plan and write your first version of time paragraph. Remember to:</p> <ul style="list-style-type: none"> ✓ Begin with a flashback ✓ Introduce the main character and sidekicks (including their character traits) ✓ Describe the preparation for the journey.

<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>Comparing Data Representations</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>Measure mass using scales in grams and kilograms</p> <p><u>Watch the Video on Edmodo</u></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>Time</p> <p><u>Watch the Video on Edmodo</u></p>	<p><u>Mathematics</u></p> <p>Math Mentals- Day 4</p> <p>Revision - Addition and subtraction: bridging to 10, 20, 100, 1000, 10000.</p> <p>Calendars</p>	<p><u>Maths</u></p> <p>Math Mentals- Day 5</p> <p>Revision - Addition and subtraction: bridging to 10, 20, 100, 1000, 10000.</p> <p>Multiplication and Division, Including Worded Problems</p> <p><u>Watch the Video on Edmodo for your level.</u></p>
<p><u>PDHPE</u></p> <p>Focus: Fitness Hip Hop</p> <p>Students access the Fitness session via Zoom at 12:45pm</p> <p>https://us06web.zoom.us/j/86908836259?pwd=M2NXMnNhQ2lITUVqd00zUm92cEtJQT09</p> <p>Meeting ID: 869 0883 6259</p> <p>Passcode: 228368</p>	<p><u>PDHPE</u></p> <p>Focus: Safe environments</p> <p>LI: Understand my responsibility to keep others safe.</p> <p>SC: I can explain how to keep others safe.</p> <p>Task: Answer the questions which relate to safe environments.</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>Task: Complete the 'Mindful Eating' activity.</p>	<p><u>PDHPE</u></p> <p>Focus: Safe Environments</p> <p>LI: Understand my responsibility to keep others safe.</p> <p>SC: I can explain how to keep others safe.</p> <p>Task: Answer the questions about what we can do to keep certain environments safe.</p>	<p><u>PDHPE</u></p> <p>Focus: Fitness Fitness Fridays</p> <p>Students access the Fitness session via Zoom 1:30 – 2:00pm</p> <p>https://us06web.zoom.us/j/85329582592?pwd=djJaUIMyZWVhaG54R08yYUJDdGdmZ09</p> <p>Meeting ID: 853 2958 2592</p> <p>Passcode: 582814</p>

Other Key Learning Areas

Handwriting

Focus: We are learning to recognise letters that do not join.

Complete the Week 3 Handwriting Activity. Copy the text onto the handwriting paper.

HSIE

Focus: What are the natural features of Australia?

LI: I am learning to develop an understanding of the natural features of Australia.

SC: I can name natural features of Australia

1. Match the definition to the precise vocabulary.
2. Watch the video about the natural features of Australia:
<https://www.youtube.com/watch?v=EWan2YcodSM>

Have you visited natural features in Australia? Locate and number the natural features of Australia on the map.

3. What is a mind map?
 - Mind maps are diagrams to visually organise information branching out from one idea.
 - Read the eBook [Natural Features of Australia](#) and then complete the mind map.

Science

Focus: Plants in Action

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

- Read and complete the **'Bean Plant Life Cycle'** comprehension worksheet.
- Refer to **Week One TWLH chart**. Fill in what you now know about how a plant grows and changes.

CAPA- Social, Emotional, and Family Activities

Focus: Pitch

Pitch describes how low or high a note sounds. Sound is made up of vibrations or waves. These waves have a speed or frequency that they vibrate at.

Watch the following video:

<https://www.youtube.com/watch?v=kvwUBKPgU5A>

Colour the words to describe the sounds these items make:



helicopter	
high	low
loud	soft



dog barking	
high	low
loud	soft



brushing teeth	
high	low
loud	soft



vacuum	
high	low
loud	soft



phone ringing	
high	low
loud	soft



cat purring	
high	low
loud	soft

Dear Parents and Carers,

Thank you for all your support during remote learning. We truly have appreciated your tireless efforts and hard work you have shown week in week out to support your child's learning. Considering the circumstances, the sudden switch from our normal way of learning to transitioning to remote learning, was not easy for many of us! So, we wanted to pass on our sincere gratitude from the Year 4 Team. Congratulations and a job well done to all. Together, we did it!

4N, and the whole of Year 4, I am looking forward to seeing you all back at school, and in our classroom on Monday 25th October.

Miss Najjarine

Dear Parents and Carers,

I hope you and your families are well. The last few months have been challenging and uncertain, I thank you for your dedication and tireless efforts in supporting our students during their learning at home. I am very proud of how hard the students have worked and managed their learning; this could not have been done without your support. So, to all the parents who have navigated learning from home expertly, thank you, we see you, you have done a wonderful job. I am looking forward to seeing you all and being back in the classroom.

Miss Dandashli

Dear Parents and Carers,

I hope this message finds you in good health and high spirits. Thank you for continuing to put your trust in us, to deliver meaningful and engaging online teaching in a time full of uncertainty and confusion. Your unwavering dedication to the students is admirable, they are lucky to have had such supportive parents/carers with them throughout this difficult period and I am sure they are also appreciative of your efforts. I am truly proud of how the students applied themselves to provide such a high quality of work. This would not have been possible without your guidance. I look forward to seeing everyone back in the classroom, smiling and engaging with their peers as it should be. On a final note, we understand that by sending the students back to school, you are placing a large amount of trust in us, the teachers, and I ensure we will do everything possible to provide a safe environment for them.

Thank you,

Mr. Lia

Dear Parents and Carers,

We hope this message finds you safe and in good health. We want to say THANK YOU! This drastic change wasn't easy, but with your support and tireless efforts we managed to work through this together. We are very proud of the way we managed to succeed with this challenge and extremely proud of the Year 4 grade for being positive and resilient during these difficult times. This is the last Learning from Home pack so Congratulations to all, we did it!

We are looking forward to seeing you all back at school and in our classrooms.

Thank you,

Ms Houzeife and Ms Rifai

Dear Parents and Carers,

I hope that you all have been well and safe! I am writing to you all to THANK YOU. The past few months have not been the way we would like it to be. Yet, we made it! Thank you for all your hard work, dedication, tireless efforts that you had continuously put in to support our students learning from home. I am very proud of how our students were resilient with a positive attitude and were able to switch from our normal way of learning to transition to remote learning. It was not easy for many of us, and we wouldn't have done it without all your support! So, thank you for a wonderful job, congratulations!

4T, I am looking forward to seeing you all and being back in the classroom on Monday 25th October.

Thank you,

Miss Tageddine

Hyperbole

What is a Hyperbole?

Hyperbole: An extravagant exaggeration.

Hyperbole Examples:

The walk was a million miles long!

I ate five-thousand pancakes for breakfast!

The bag of gifts weighs a ton!

Hyperbole Examples

Highlight or underline the hyperbole example in each sentence.

My backpack weighed a ton with all of my books in it.

The homework list was miles long.

The alarm clock could be heard around the world it was so loud.

I felt like I hadn't seen you in years.

I could eat every hamburger on this planet, I was so hungry.

She thought she was the best tennis player on this planet.

The class was never ending.

Her brain was the size of a pea.

I will die if I have to read one more page, I am so tired.

I have told him a million times to get his chores done.

The family had to wait for centuries to get seated at the restaurant.

Monday



I felt like my parents were a million miles away when we took off from the shore.









Adverbial Phrase of Time

An adverbial phrase of time gives us information about the verb.
It describes **WHEN** something happened.

It can be placed both at the beginning and at the end of a sentence.

Some examples include:

☀ later

☀ today

☀ eventually

☀ tonight

☀ soon

☀ next week

☀ this year

☀ last month

☀ at the moment



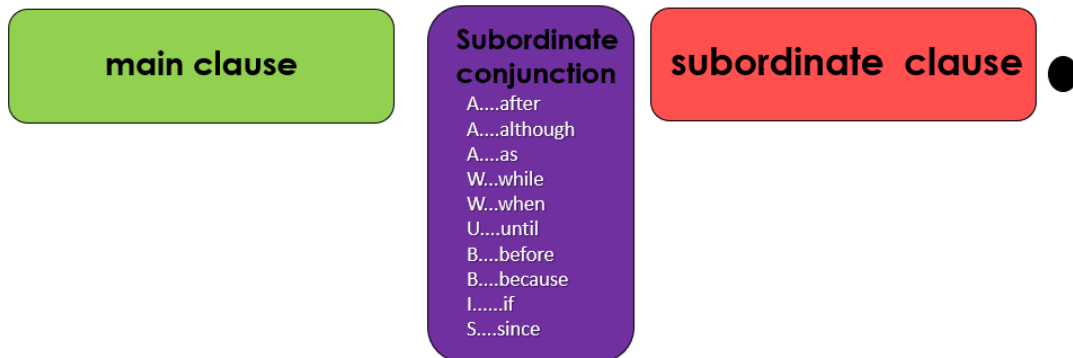
Adverbial Phrase of Time

An adverbial phrase of time gives us information about the verb such as when, how long, and how often something occurs.

An adverbial phrase of time is one or more words that modify the verb in a sentence.

today	the day before yesterday
tomorrow	the day after tomorrow
the other day	during the winter
this week / this month / this year	over the summer
next week / next month / next year	in the springtime
last week / last month / last year	very late

Complex Sentence



We are learning to write a complex sentence that includes an adverbial phrase of time.

We are successful if we can include:

- ✓ A main clause
- ✓ A subordinate clause
- ✓ A conjunction
- ✓ An adverbial phrase of time
- ✓ Comma
- ✓ Correct beginning, middle and end punctuation

Modelled: The night before our adventure, I could not sleep because I felt very nervous.

Write the sentence below. Underline the parts of a complex sentence using green, circle the subordinating conjunction and adverbial phrase in red and underline the subordinating clause in red.

MONDAY

Read the following text and complete the 'Five Senses' worksheet on the next page.

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.

The sound was deafening. Their calls to each other were swallowed up by the river's roar. There was no way to be heard.

MONDAY

Five Senses

Book Title: _____

I see ...	I hear ...	I feel ...	I smell ...	I taste ...

Show, Don't Tell

Five Senses Writing Activity: Setting



What might characters smell here?



Draw a picture to show what the setting looks like.



What sensations might characters feel on their skin here?



What might characters see here?



What tastes might characters sense in their mouths here?



What sounds might characters hear here?

Show, Don't Tell

Monday

Five Senses Writing Activity: Character



What might the character smell whilst experiencing this emotion?



Draw a picture of your character, showing the emotion they are feeling.



What sensations might the character feel on their skin whilst experiencing this emotion?



What might the character see whilst experiencing this emotion?



What might the character taste in their mouth whilst experiencing this emotion?



What might the character hear whilst experiencing this emotion?

Math Mentals- Monday

Math Mentals- Tuesday

Day 1

- 1 $98 \text{ g} + 78 \text{ g}$
- 2 $95 + 87$
- 3 $69 + 17$
- 4 $328 + 43$
- 5 $290 \text{ mL} + 34 \text{ mL}$
- 6 $\$780 + \85
- 7 $416 \text{ mm} + 49 \text{ mm}$
- 8 $155 \text{ kg} + 39 \text{ kg}$
- 9 $923 + 68$

Revision

- 10 97 people visited the museum on Saturday and 95 on Sunday. How many in total?

- 11 Circle the odd numbers in this row.
124 569 259 100 501

- 12 = $9000 + 100 + 20 + 5$

- 13 $70 \div 10 = \square$ $20 \div 10 = \square$ $10 \div 10 = \square$

- 14 How many will each person get?

$$\square \div \square = \square$$



- 15 Colour $\frac{2}{5}$ of this group of stars.



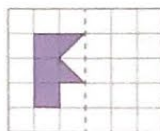
- 16 Show \$50 using 2 more notes.

\$20 +

- 17 What is the time on this clock? :



- 18 Flip this shape across the line of symmetry.



- 19 Draw an hour hand on this clock to show a right angle.



- 20 Anthony's birthday is on the last Saturday in May. What date is that?

May						
S	M	T	W	T	F	S
30	31					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

Day 2

- 1 $87 - 19$
- 2 $353 - 95$
- 3 $72 \text{ cm} - 52 \text{ cm}$
- 4 $\$535 - \190
- 5 $650 \text{ km} - 290 \text{ km}$
- 6 $\$87 - \39
- 7 $43 \text{ kg} - 27 \text{ kg}$
- 8 $\$480 - \202
- 9 $750 \text{ mm} - 690 \text{ mm}$

Revision

- 10 How much water is left in a 240 mL glass after 185 mL has been drunk?

- 11 Circle the even numbers in this row.
152 939 840 215 998

- 12 = $7000 + 80 + 1$

- 13 $30 \div 10 = \square$ $90 \div 10 = \square$ $40 \div 10 = \square$

- 14 How much will each person get?

$$\square \div \square = \square$$



- 15 Colour $\frac{3}{4}$ of this shape.

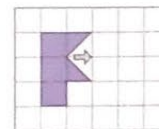


- 16 Show two ways to make \$50 using four notes.

- 17 What is the time on this clock? :



- 18 Slide this shape to the right.



- 19 Draw an hour hand on this clock to show an acute angle (less than a right angle).



- 20 Which day of the week is June 1?

Comparing Data Representations



State of Origin Previous Game Winners Data Investigation



I can choose the most effective way to display data. (ACMSP119)

Previous State of Origin Game Winners

In the table below are the winners for each game in the previous five series of the State of Origin.

	2016			2015			2014			2013			2012		
Game	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Winner	QLD	QLD	NSW	QLD	NSW	QLD	NSW	NSW	QLD	NSW	QLD	QLD	QLD	NSW	QLD

Your task is to display this data.

You could show how many times each team has won, the winners for each year or even who has won the first game of each series. These are just a few suggestions - the choice is yours!

Data display ideas include a table, a column graph or dot plots.

Use your collected data to help you write and answer three questions.

1. _____

2. _____

3. _____

Constructing Column Graphs



- ① Construct a column graph to display the information contained in the table below. Don't forget to label the axis and write a title for your graph.

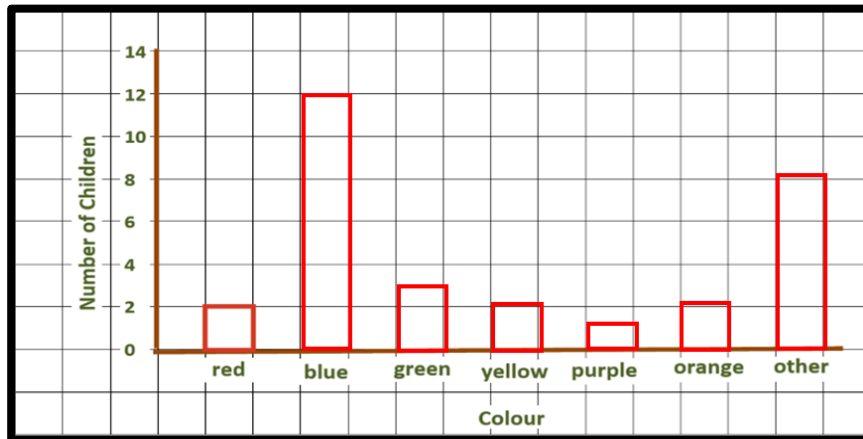
Favourite Subject	No. of Students
English	5
Maths	3
Science	4
History	5
Music	7
Art	4
P.E.	2

- ② Use your column graph to answer the following questions:

- a) How many more students like Music than those that like Art? _____
- b) More students prefer Maths to Science. True/False _____
- c) Which subject is the students' favourite? _____
- d) Which subject is the students' least favourite? _____

Problem Solving Questions:

Q1



READ the part of the problem that is asking you to find something out.

UNDERSTAND the information that you will need to find it out.

CHOOSE A STRATEGY that you could use to find it out.

USE A STRATEGY to find it out.

CHECK that you have found it out.

a) Which statement is true about the data?

- a. Red is more popular than green.
- b. 8 children like other colours
- c. The same number of children like red, yellow and purple best.

b) Which statement is not true about the data?

- a. Green is more popular than red.
- b. 8 children like other colours
- c. The same number of children like red, yellow and purple best.

c) What colour am I?

I am more popular than red.

I am not the most popular colour.

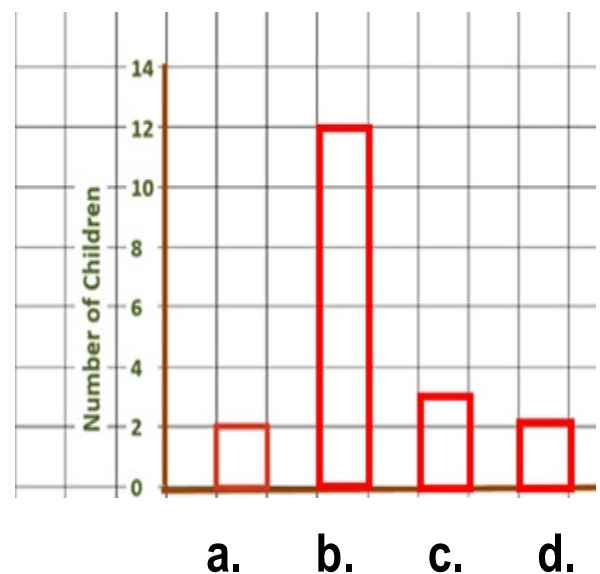
An odd number of children like me best.

Q2 Jane constructed a column graph with one-to-many correspondence, but the horizontal axis labels were torn off. She remembered that:

a) Red was the most popular colour
An equal number of children liked blue and green
The other colour was purple
What colour was each column?

b) Blue was the most popular colour
An equal number of children liked purple and green
The other colour was yellow
What colour was each column?

c) Blue was not the least popular colour.
Fewer children liked blue than red.
Which column is blue?



Week 3

Lesson 2: Consolidation – Letters that don't join

DATE: Monday 18th October, 2021

Learning Intention: We are learning to recognise letters that do not join.

Pearls have been harvested from the waters off the northern coast of Australia since 1850s. At first, the 'pearlers' gathered them from oysters and trochus shells washed onto the beach at low tide.

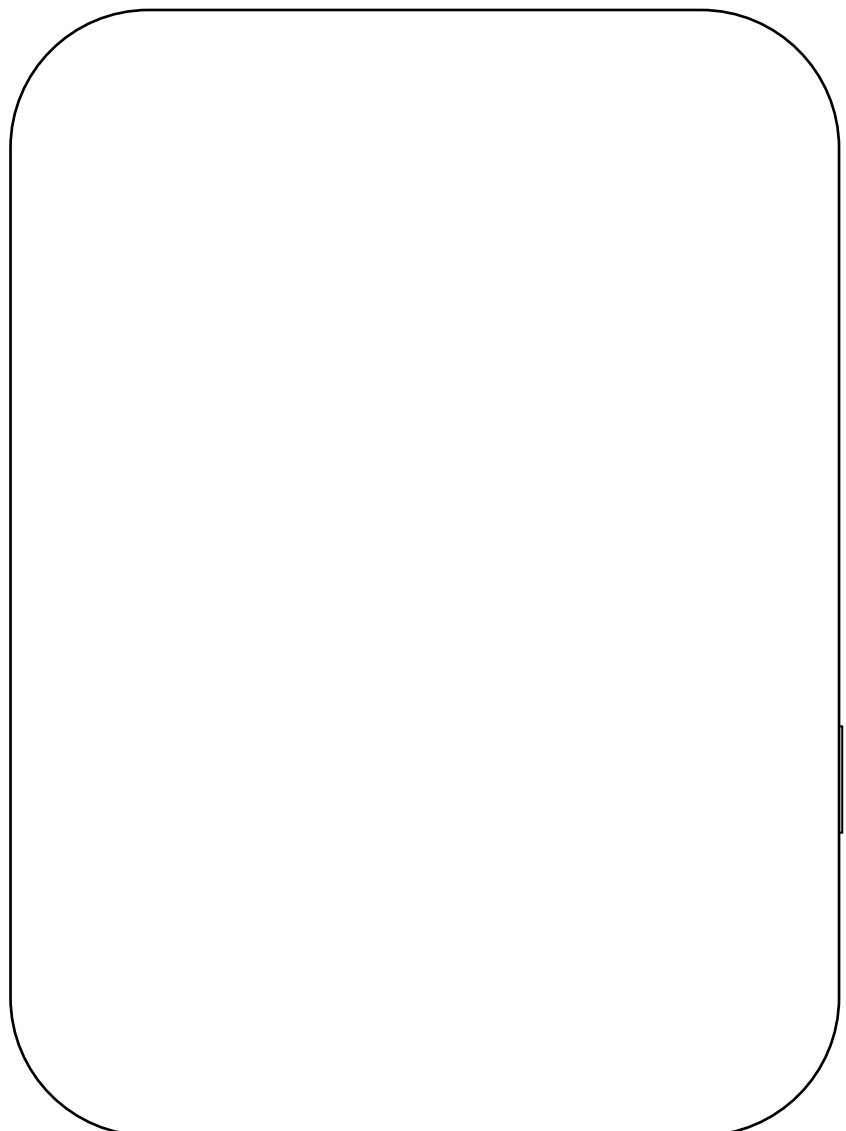


The White Water Classification System

- Whitewater is classified into grades from 1 (nearly flat water) to 6 (so rough it is considered too dangerous to navigate).
- Grade 3 rivers or higher require participants to be 12 years old or older. There are plenty of mellow areas in Japan for first-timers to test the waters and bond with old and new friends on the raft.
- Whitewater rafting is becoming increasingly popular and accessible for riders of all ages.



Select one of the grades of white water rafting and draw it below - you can include the dinghy and people on board.



Adverbial Phrases of Time

Adverbs of time tell us **when** an action happened, but also **for how long**, and **how often**. Adverbs of time are invariable. They are extremely common in English. Adverbs of time have standard positions in a sentence depending on what the adverb of time is telling us.

For example:



Kristy has piano lessons **this afternoon**.

After dinner, **I will start the dishes**.

My mother lived in Japan, **for a year**.

Can you make your own adverbial phrase of time to modify this clause?

'Tom walked to the bus stop_____.'

We are learning to write a complex sentence that includes an adverbial phrase of time.

We are successful if we can include:

- ✓ A main clause
- ✓ A subordinate clause
- ✓ A conjunction
- ✓ An adverbial phrase of time
- ✓ Comma
- ✓ Correct beginning, middle and end punctuation

Modelled: That morning, my mother checked the wind direction before we went paragliding.

Write the sentence below. Underline the parts of a complex sentence using green, circle the subordinating conjunction and adverbial phrase in red and underline the subordinating clause in red.

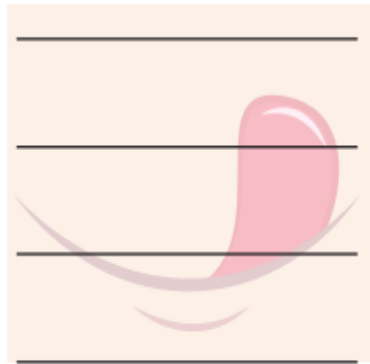
TUESDAY

Good writers use sensory words which describe something according to one or more of the five senses: taste, smell, feel, sound and look.

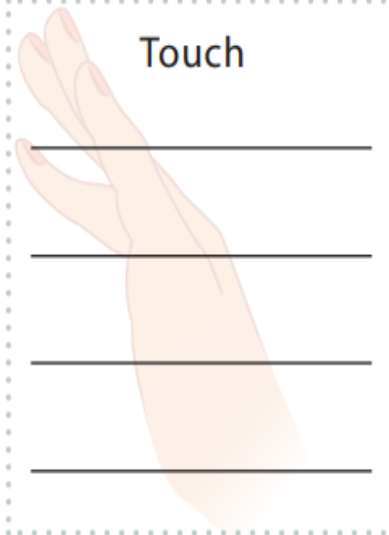
Sort each sensory word according to the sense that it relates to.

BITTER BRIGHT BUZZING CHATTERING CLOUDY FRUITY
FRAGRANT SPARKLY RADIANT GOOEY HUMMING SALTY
SCENTED SCRATCHY STICKY ROUGH TANGY STINKY SWEET

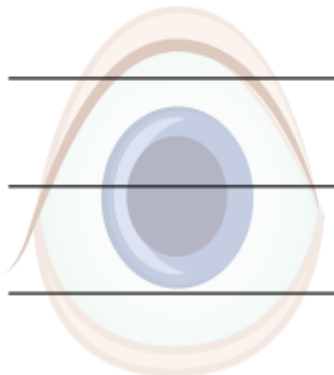
Taste



Touch



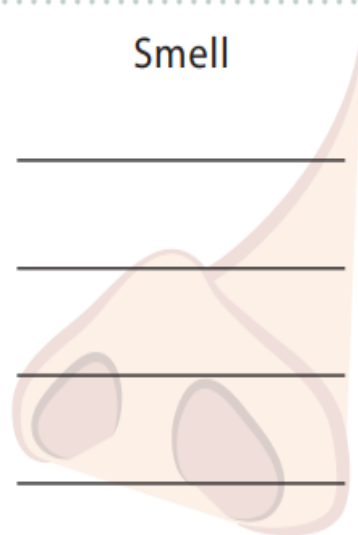
Sight



Sound



Smell



Character Traits Word List

respectful
friendly
optimistic
confident
considerate
cooperative
talented
funny
intelligent
calm
creative
polite
clever
honest
dependable
loyal
leader
patient
eager
humble
encouraging
courageous
cheerful
hard-working

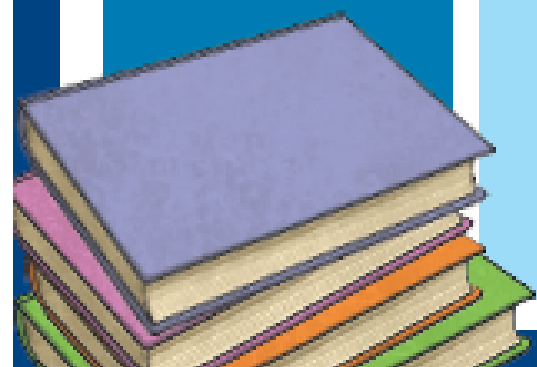
flexible
fearless
focused
trustworthy
brave
kind
fair
ambitious
moody
pessimistic
irresponsible
hopeless
forgetful
lazy
coward
mean
impolite
proud
jealous
aggressive
sneaky
gloomy
tricky
annoying

shy
daring
adventurous
calm
clumsy
athletic
hyper
fiery
social
strict
sensitive
humorous
anxious
dramatic
serious
giving
imaginative
charming
energetic
loving
persistent
empathetic
inspirational
bossy

unintelligent
unfriendly
rude
selfish
immature
thoughtless
devious
cruel
obnoxious
conceited
grouchy
dishonest
weak
foolish
impatient
disrespectful
demanding
spoiled
disloyal
stubborn
thoughtless
greedy
arrogant

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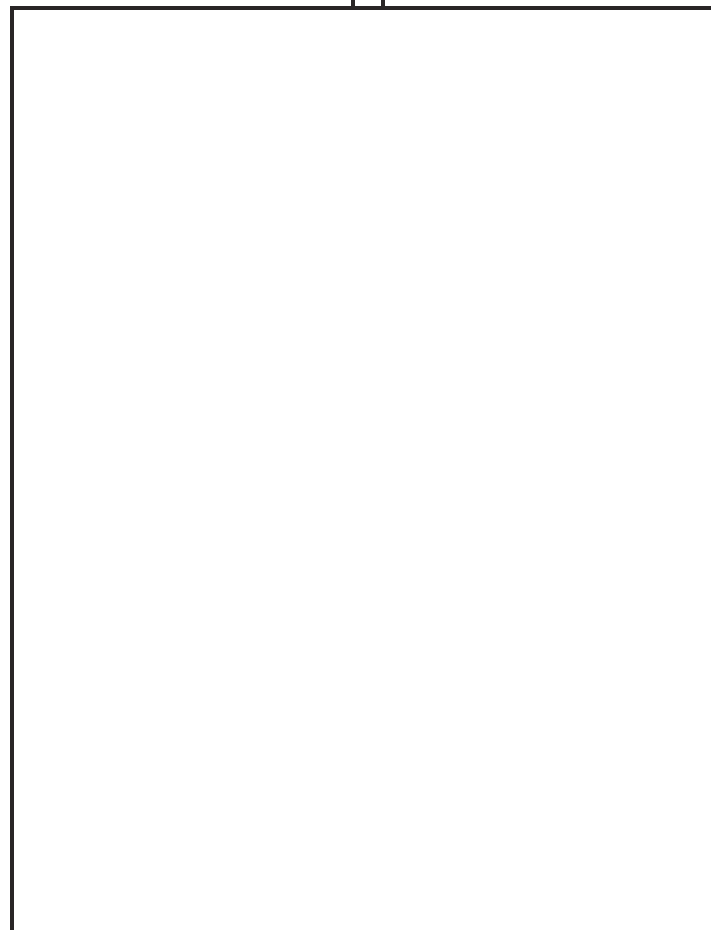
Character Description

External Features

What do you see on the outside?

Internal Features

What are their thoughts and feelings?

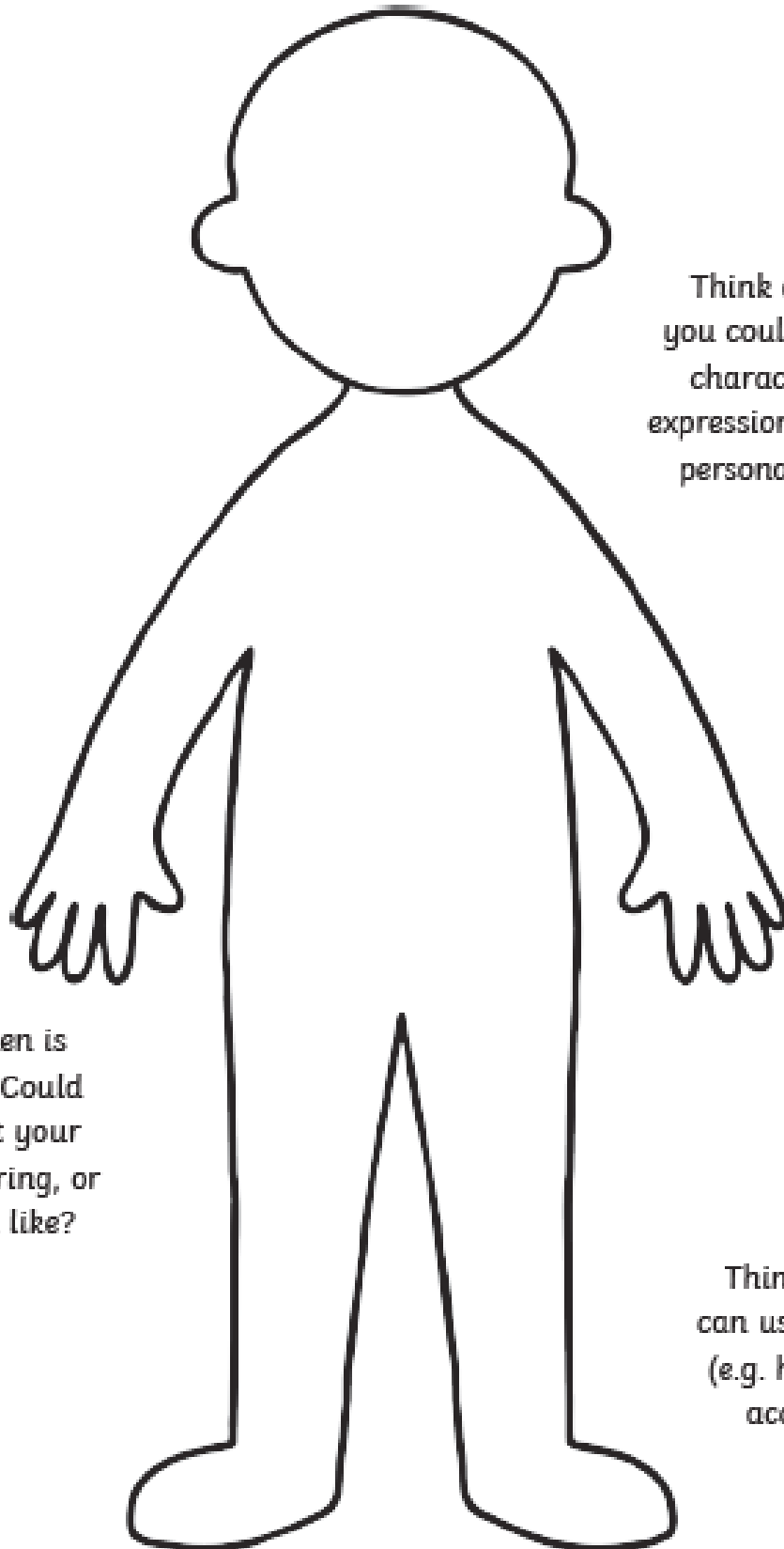


List three synonyms for 'said' to show how the character talks:

List three ambitious adjectives to describe the character:

Character Description

Use the template to draw what your character looks like.



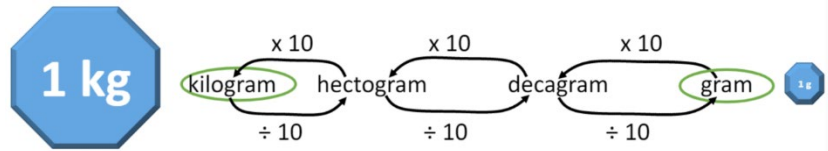
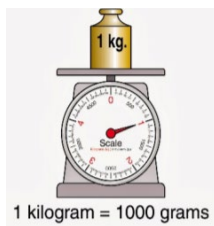
Think about how you could draw your character's facial expressions to get their personality across.

Where and when is your story set? Could this affect what your character is wearing, or what they look like?

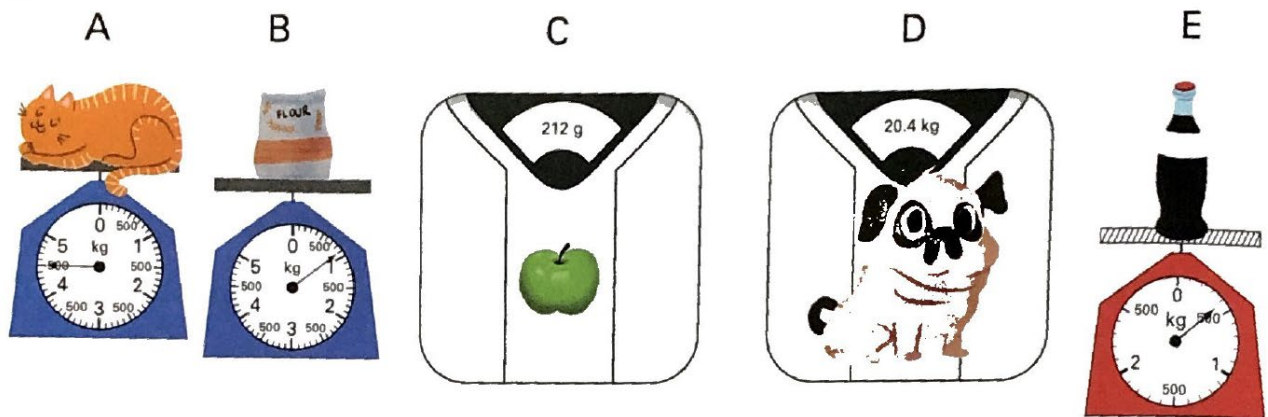
Think of details you can use in a description (e.g. hairstyle, clothes, accessories, etc.).

Math- Tuesday

Measure Mass Using Scales in Grams and Kilograms

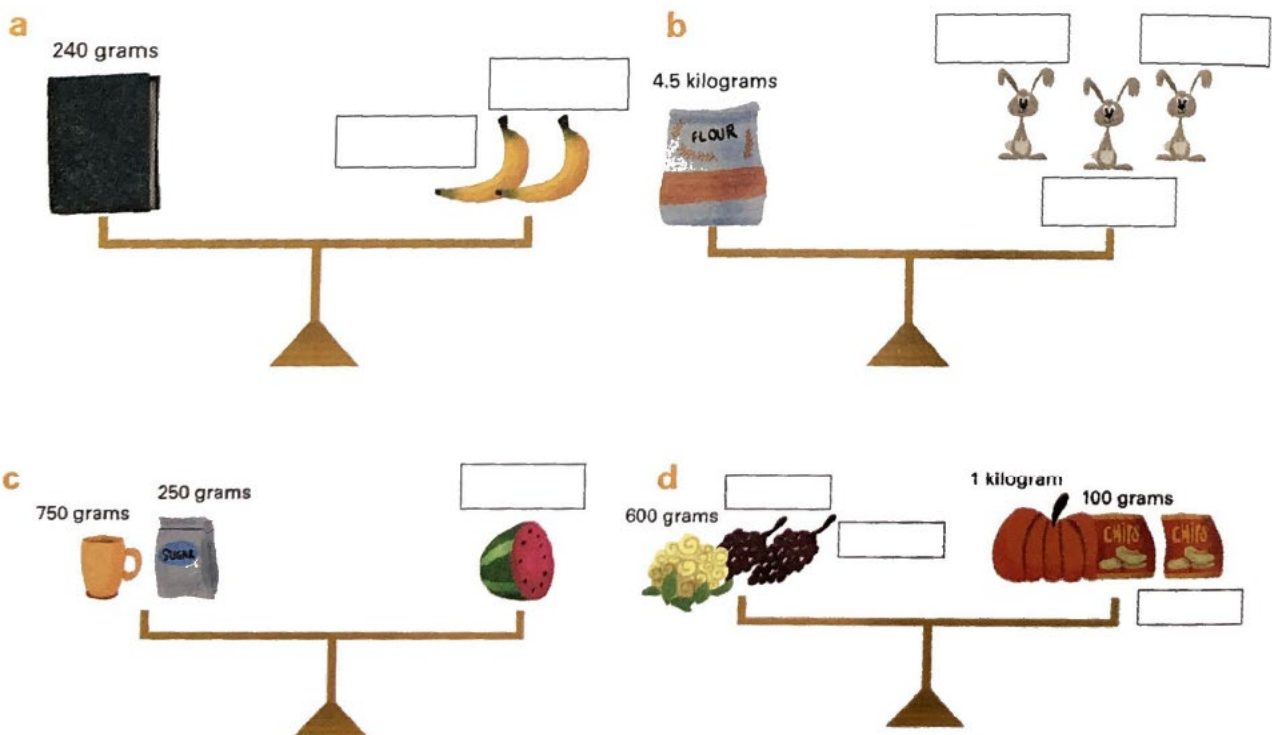


- 1 Write the letters for the pictures in order from lightest to heaviest.



lightest _____ heaviest

- 2 Find and record the missing masses to balance the scales.

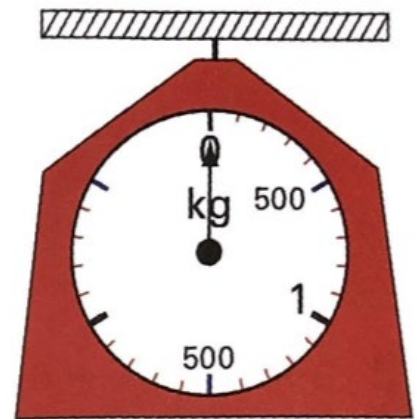


Challenge

- 1 Tully made some dough with 250 grams of flour, 3 eggs and 120 grams of sugar. If each egg had a mass of 55 grams, what was the total mass of the ingredients?
- _____

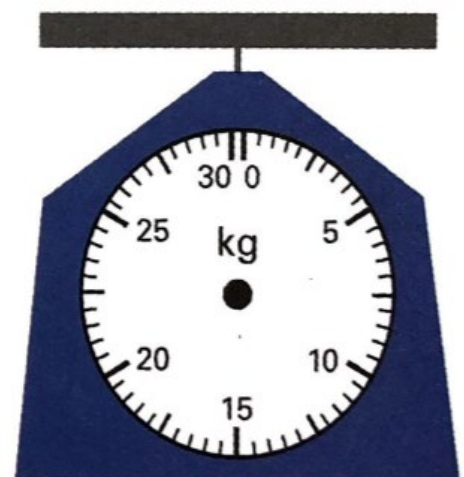
- 2 Angela's dough had 220 grams of flour, 2 eggs, 150 grams of sugar and 130 grams of butter in it.

- a Mark the total mass of Angela's ingredients on the scale.
- b Does Angela's or Tully's dough have a greater mass? _____
- c If one cup of flour is 250 grams, how many cups will Angela need if she uses 1 kilogram of flour? _____



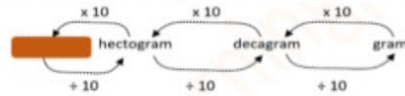
- 3 The table below shows the ideal mass of different breeds of dogs. Mark the letter of each on the correct place on the scale.

	Breed	Ideal mass
A	Beagle	14 kg
B	Boston terrier	4.5 kg
C	Chihuahua	2.7 kg
D	Border collie	19 kg
E	Greyhound	29 kg
F	Toy poodle	3.5 kg
G	Pug	6.3 kg
H	Cattle dog	21 kg



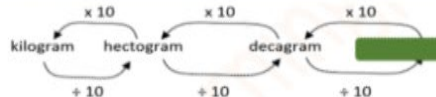
Problem Solving Questions:

MG 47 (1a) Mira drew this metric measurement chart.
What unit of measurement is missing?



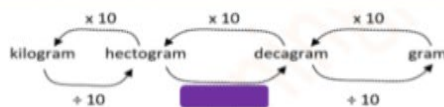
Measure Mass using Scales.

MG 47 (1b) Mira drew this metric measurement chart.
What unit of measurement is missing?



Measure Mass using Scales.

MG 47 (1c) Mira drew this metric measurement chart.
What operation and number is missing?



Measure Mass using Scales.

READ the part of the problem that is asking you to find something out.

UNDERSTAND the information that you will need to find it out.

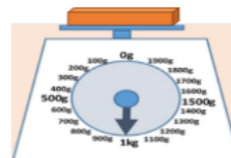
CHOOSE A STRATEGY that you could use to find it out.

USE A STRATEGY to find it out.

CHECK that you have found it out.

MG 47 (2a) Arnold measured the mass of an object using a set of scales.

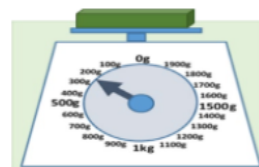
What is the mass of the object?



Measure Mass using Scales.

MG 47 (2b) Arnold measured the mass of an object using a set of scales.

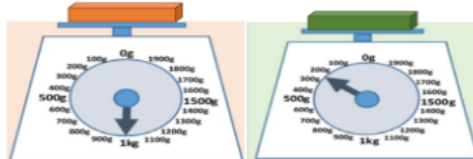
What is the mass of the object?



Measure Mass using Scales.

MG 47 (2c) Arnold measured the mass of 2 objects using a set of scales.

What is the difference between the masses of the objects?

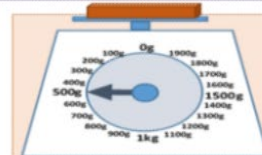


Measure Mass using Scales.

MG 47 (3a) Jill measured the mass of an object.

Is the mass of the object

(a) $\frac{1}{2}$ kilogram (b) $\frac{1}{4}$ kilogram (c) $\frac{3}{4}$ kilogram

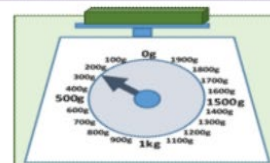


Measure Mass using Scales.

MG 47 (3b) Jill measured the mass of an object.

Is the mass of the object

(a) $\frac{1}{2}$ kilogram (b) $\frac{1}{4}$ kilogram (c) $\frac{3}{4}$ kilogram

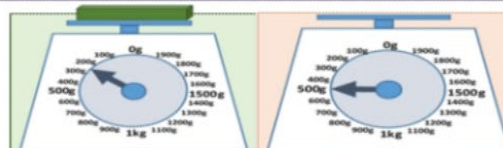


Measure Mass using Scales.

MG 47 (3c) Jill measured the mass of 2 objects.

Is the difference between the masses of the objects

(a) $\frac{1}{2}$ kilogram (b) $\frac{1}{4}$ kilogram (c) $\frac{3}{4}$ kilogram



Measure Mass using Scales.

Lesson 3

LI: Understand my responsibility to keep others safe

SC: I can explain how to keep others safe



Keeping others safe

What is a 'safe environment?'

Why is it important that we all contribute to keeping a 'safe environment?'

List some places where you feel safe.

Match the definition to the precise vocabulary.

Climate

Vegetation

Features

Landscape

Southern

a typical quality or an important part of something.

is the long-term pattern of weather in a particular area. Weather can change from hour-to-hour, day-to-day, month-to-month or even year-to-year.

its the visible features of an area of land, its landforms, and how they integrate with natural or man-made features

situated in the south or directed towards or facing the south.

all the plants or plant life of a place.

5

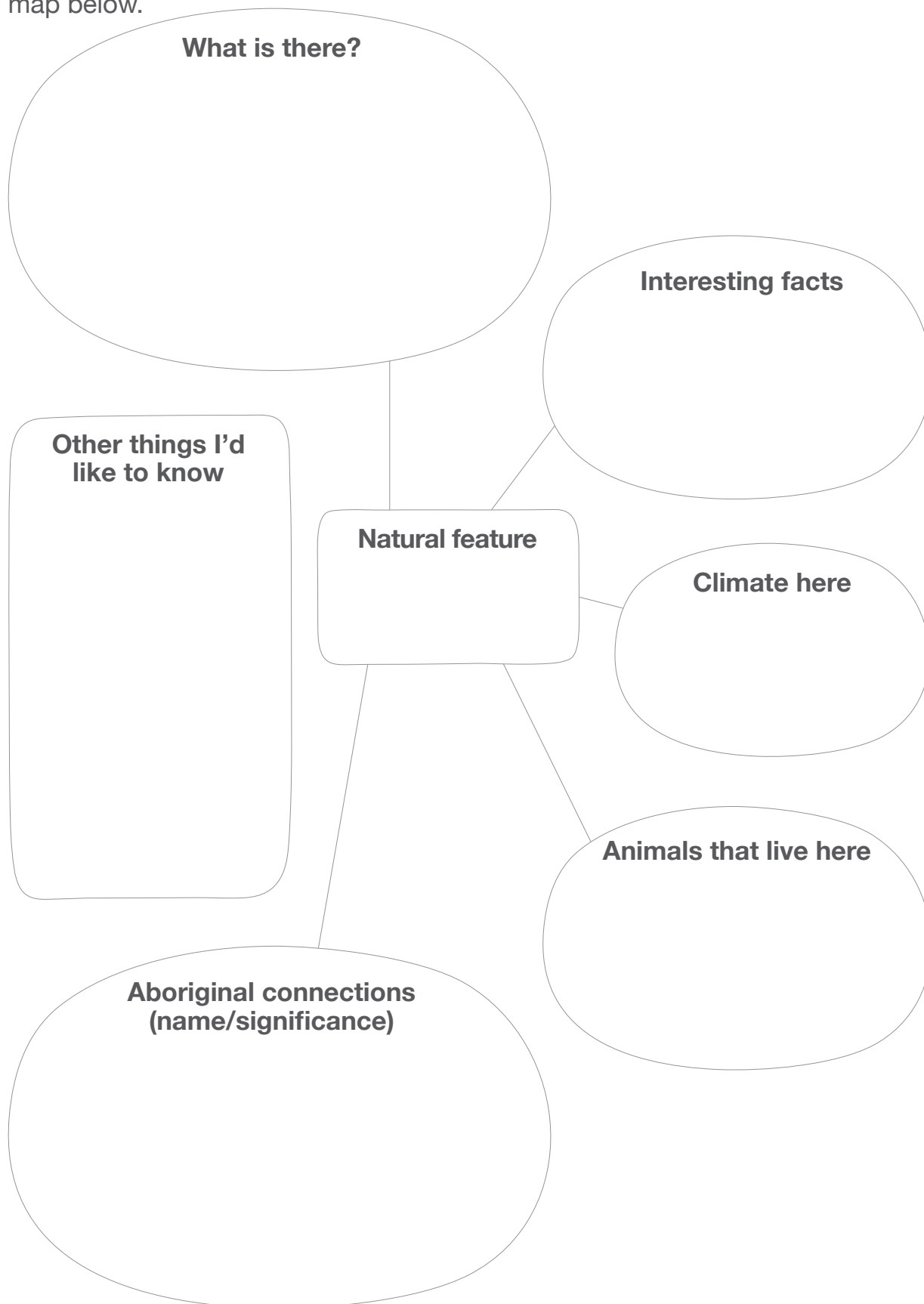
Use the clues to find and number each of the features. Draw a circle around any of these places you have visited.

1. The Blue Mountains – in New South Wales
2. The Great Barrier Reef – off the coast of Far North Queensland
3. The Great Victoria Desert – in Western Australia
4. The Twelve Apostles – in Victoria
5. Kakadu – in the northern region of the Northern Territory
6. The Daintree Rainforest – in Far North Queensland, west of The Great Barrier Reef
7. Uluru – in the Northern Territory, south of Kakadu



6**Read the eBook: Natural Features of Australia.**

Choose one of the natural features in the book and then complete the mind map below.



The White Water Classification System

- The most important thing to remember with the classification system: it has nothing to do with how much FUN a rapid is. The system is based on difficulty and danger, which do not always equate with the “fun factor” of a rapid.
- At Rafting Australia, we use the following internationally accepted rating system:
 - **Grade 1:**
Moving water with a few ripples and small waves. Few or no obstructions.
 - **Grade 2:**
Easy rapids with smaller waves, clear channels that are obvious without scouting. Some manoeuvring might be required.
 - **Grade 3:**
Rapids with high, irregular waves. Narrow passages that often require precise manoeuvring. (This is the one that’s a whole lot of fun)
 - **Grade 4:**
Long, difficult rapids with constricted passages that often require complex manoeuvring in turbulent water. The course may be hard to determine and scouting is often necessary.
 - **Grade 5:**
Extremely difficult, long, and very violent rapids with highly blocked routes, which should be scouted from shore. Rescue conditions are difficult, and there is a significant hazard to life in the event of a mishap. Such rapids are normally only attempted by expert paddlers.
 - **Grade 6:**
The difficulties of Grade 5 carried to the extreme. Nearly impossible and very dangerous. For teams of experts only. Involves risk of life.



Photo 1

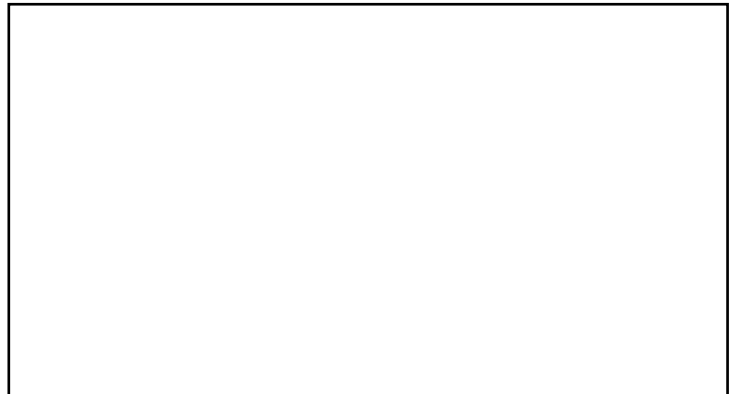
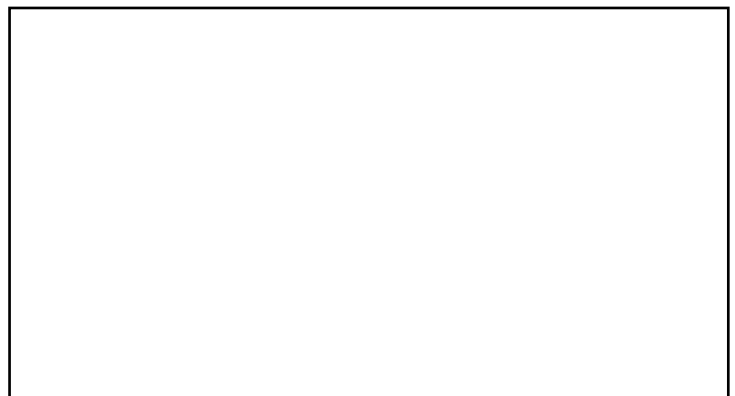
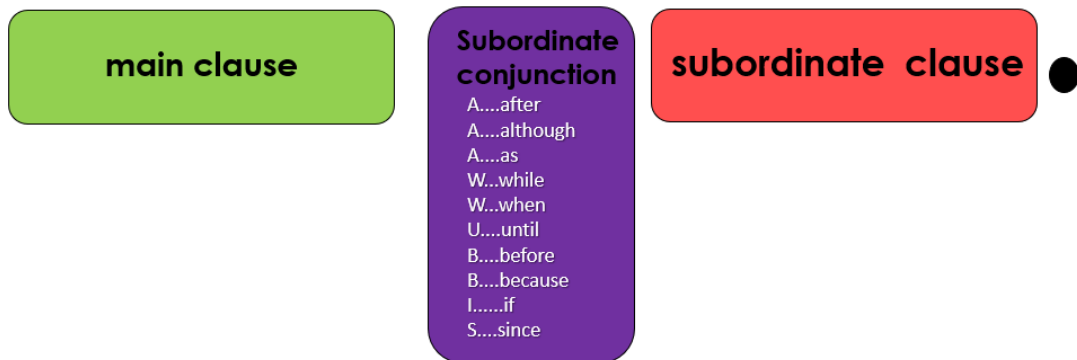


Photo 2



Complex Sentence



We are learning to write a complex sentence that includes an adverbial phrase of time.

We are successful if we can include:

- ✓ A main clause
- ✓ A subordinate clause
- ✓ A conjunction
- ✓ An adverbial phrase of time
- ✓ Comma
- ✓ Correct beginning, middle and end punctuation

Modelled: After a month of planning, my family was finally boarding the plane to Japan because we booked extreme white water rafting.

Write the sentence below. Underline the parts of a complex sentence using green, circle the subordinating conjunction and adverbial phrase in red and underline the subordinating clause in red.

WEDNESDAY

Complete the Frayer Model using the following words;

- floatation devices
- helmet
- inflatable raft
- wetsuit
- oars
- aqua shoes

[illegible]

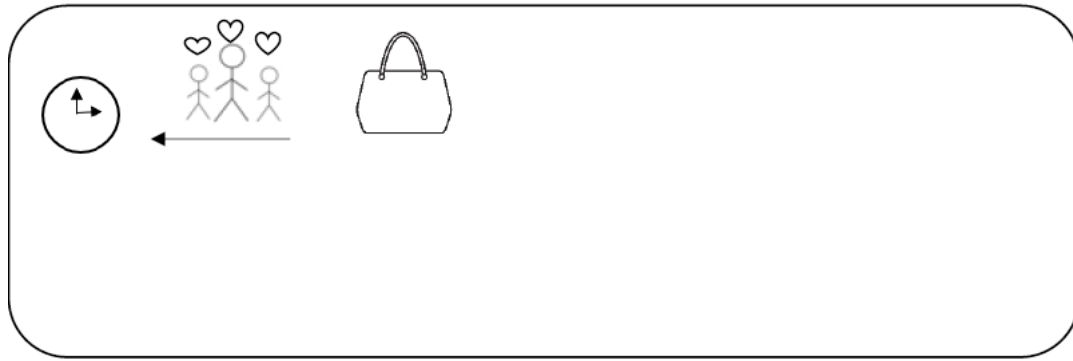


Fig L

-PERS
- HYP
- SIM
-IDIOM

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.

Math Mentals- Wednesday

Math Mentals- Thursday

Day 3

- 1 18×4
- 2 43×4
- 3 31×4
- 4 $70 \text{ kg} \times 4$
- 5 46×4
- 6 $\$19 \times 4$
- 7 93×4
- 8 $15 \text{ min} \times 4$
- 9 57×4
- 10 How much juice is in a 4-pack of 240 mL cartons?

Revision

- 11 Circle the odd numbers in this row.
173 274 375 476 577

12 = $6000 + 300 + 2$

13 $50 \div 10 =$ $80 \div 10 =$ $100 \div 10 =$

- 14 How many \$3 bags of chips can Ali buy with \$15?

- 15 Colour $\frac{2}{3}$ of this group.

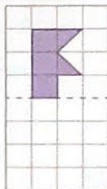


- 16 Show \$50 using 5 notes.

- 17 What is the time on this clock? :



- 18 Flip this shape down across the line of symmetry.



- 19 Draw an hour hand on this clock to show an obtuse angle.



- 20 Father's Day is the first Sunday in September. What date is that on this calendar?

September						
S	M	T	W	T	F	S
					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

Day 4

- 1 $\$440 \div 4$
- 2 $60 \text{ min} \div 4$
- 3 $220 \div 4$
- 4 $\$448 \div 4$
- 5 $800 \text{ mm} \div 4$
- 6 $424 \div 4$
- 7 $100 \div 4$
- 8 $1000 \text{ g} \div 4$
- 9 $880 \div 4$
- 10 128 students were put into teams of 4. How many teams were there?

Revision

- 11 Circle the even numbers in this row.
3983 1607 7212 6350 5404

12 = $50\,000 + 300 + 90$

- 13 Complete these related tens facts for 120.

$\times 10 =$ and \times =
so $\div 10 =$ and \div =

- 14 Farmer Dave packed 450 kg of ginger. How many 10 kg boxes did he pack?

- 15 Colour $\frac{1}{2}$ of this shape.

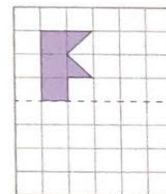


- 16 Use as few notes as possible to make \$80.

- 17 What is the time on this clock? :



- 18 Flip this shape to the right, then down across the line of symmetry.



- 19 Show 1:30 on this clock, then mark the obtuse angle.



- 20 Which day of the week is September 12?

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

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

Time

Converting Units of Time



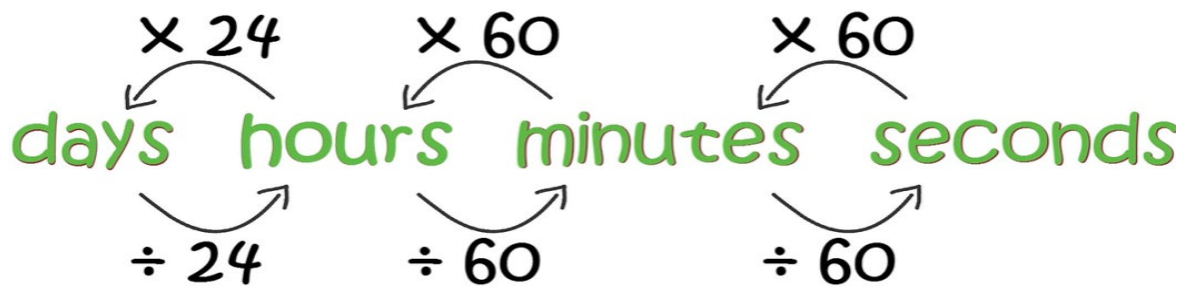
1 minute = 60 seconds

1 hour = 60 minutes

1 day = 24 hours

1 week = 7 days

1 year = 365 days (366 in a leap year)



UNIT 5: TOPIC 6

Time

Practice

- 1 Write the times shown on the clocks from earliest to latest.



pm



am



am



pm



pm



am

earliest

latest

- 2 The table below shows where Dave went during the day and when he left and arrived.

- a Write his travel times in the last column.

Departed from	Time	Arrived at	Time	Travel time
Salt City	7.43 am	Butter Bay	7.58 am	
Butter Bay	8.16 am	Herb Hill	9.03 am	
Herb Hill	10.30 am	Garlic Green	11.09 am	
Garlic Green	11.14 am	Cherry Creek	11.23 am	
Cherry Creek	11.48 am	Banana Bend	12.07 pm	
Banana Bend	1.51 pm	Salt City	2.02 pm	

- b How long did Dave spend at Cherry Creek? _____
- c Which place did he spend the longest time at? _____
- d Which place did he spend the shortest time at? _____
- e How long was Dave away from Salt City? _____
- f Did Dave get back to Salt City in the morning or the afternoon?

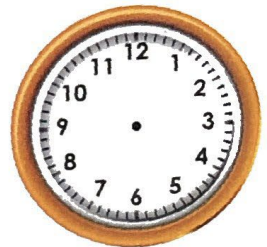
- g How many seconds did Dave spend in Garlic Green? _____

Challenge

- 1 Orla's school day starts at 8.45 am and ends at 3.15 pm.
 - a How long is the school day? _____
 - b If recess is 40 minutes and lunch is 50 minutes, how much time does Orla spend in class each day? _____
 - c How much time does she spend in class over a week?

 - d Orla's Italian lesson is on Wednesdays. It starts at 11.40 am and goes for 50 minutes. Show the finish time on the clock.
 - e Is the finish time an am or a pm time?

 - f If Orla leaves school at 1.20 pm on Friday, how long did she spend there? _____



- 2 The clocks below show when Orla left home and when she arrived at school.



- a Write the times next to the clocks. Then write as am or pm time.
- b How long did the journey take? _____
- c If Orla leaves school at 3.27 pm, what time will she arrive home?

- 3
 - a Orla's birthday is in 123 days. About how many months is that?

 - b It takes her 155 seconds to walk from her classroom to the library. How long is that in minutes and seconds? _____
 - c School holidays are in five weeks' time and the class excursion is in 51 days. Which will happen sooner? _____

Problem Solving Questions:

PROBLEM SOLVING

Convert between Seconds, Minutes, Hours, Days.

T 14(1a) Julia and her brother made their beds.

They timed one another. Julia took 2 minutes and 27 seconds.

Her brother took 142 seconds.

Who took the least time?

Convert between Seconds, Minutes, Hours, Days.

T 14 (1b) Sam and Kate ran a lap around their yard.

They timed one another.

Sam took 3 minutes and 14 seconds. Kate took 212 seconds.

Who took the least time?

Convert between Seconds, Minutes, Hours, Days.

T 14 (1c) Sam and Kate ran in a fun run, and received their times.

Sam took 114 seconds longer than Kate.

Kate took 26 minutes and 34 seconds.

How long did Sam take?

Convert between Seconds, Minutes, Hours, Days.

T 14(2a) John's mother told him to brush his teeth for 2 minutes.

He stopped after 98 seconds.

How many more seconds did his mother want him to brush his teeth?

Convert between Seconds, Minutes, Hours, Days.

T 14 (2b) The coach wanted Jen to do push ups for 4 minutes.

She stopped after 160 seconds.

How many more seconds did the coach want Jen to do push ups for?

Convert between Seconds, Minutes, Hours, Days.

T 14 (2c) The teacher wanted Jen to make a speech for 3 minutes.

She practised her speech and found it was 239 seconds.

Is her speech too long or too short? By how many seconds?

Convert between Seconds, Minutes, Hours, Days.

READ the part of the problem that is asking you to find something out.

UNDERSTAND the information that you will need to find it out.

CHOOSE A STRATEGY that you could use to find it out.

USE A STRATEGY to find it out.

CHECK that you have found it out.

Extension

Useful Time Facts

1 minute = 60 seconds	1 week = 7 days
1 hour = 60 minutes	1 fortnight = 14 days
1 day = 24 hours	1 year = 12 months 1 year = 52 weeks 1 year = 365 days

Converting Units of Time

Convert the time amounts and write the number sentence you used to solve them. The first one is done for you.

1. Minutes

3 hours = 180 minutes	2 hours = <input type="text"/> minutes	10 hours = <input type="text"/> minutes
number sentence 3 hours x 60 = 180 minutes	number sentence	number sentence

2. Hours

10 days = <input type="text"/> hours	120 minutes = <input type="text"/> hours	3 days = <input type="text"/> hours
number sentence	number sentence	number sentence

3. Days

48 hours = <input type="text"/> days	4 weeks = <input type="text"/> days	2 years = <input type="text"/> days
number sentence	number sentence	number sentence

4. Weeks

3 years = <input type="text"/> weeks	14 days = <input type="text"/> weeks	10 years = <input type="text"/> weeks
number sentence	number sentence	number sentence

5. Months

3 years = <input type="text"/> months	10 years = <input type="text"/> months	5 years = <input type="text"/> months
number sentence	number sentence	number sentence

WEDNESDAY

Wellbeing Wednesday

Eating is something that is rarely done mindfully by young people or adults. Mindful eating is a valuable task for children to slow down the mind and become more focused on the present.

Tip: choose a food you love to eat! Maybe a piece of your favourite fruit or a muffin. Young children will need a parent to guide them while older children may do this independently.

1. Sit somewhere comfortable and quiet.
2. Close your eyes and hold the food you have chosen in your hand.
 - a. What shape is the food?
 - b. Is it heavy or light?
3. Slowly breathe in through your nose and count 1, 2, 3 in your head.
4. Hold the breath for 1, 2, 3.
5. Slowly breathe out through your mouth and count 1, 2, 3 in your head.
6. Hold the food up to your nose and take a deep breath in and count 1, 2, 3 in your head.
 - a. What does the food smell like?
 - b. How does the food make you feel?
7. Take a small bite and keep the food on your tongue for a moment.
 - a. What does the food feel like on your tongue?
 - b. What can you taste?
8. Swallow the food.
 - a. What did the food taste like? Was it sweet or salty or bitter?
 - b. What did the food feel like as it went down your throat?
9. Try these steps again with bigger or smaller bites and ask the same questions.
10. Keep going until you finish the food.



The Tone River - Japan

The Tone River is a river in the Kantō region of Japan. It is 322 kilometres in length and has a drainage area of 16,840 square kilometres. The Tone River is **the second longest** river in Japan.

The river provides some of the best white water rafting in Japan and is famous for high water in late spring, starting from May to June. The source of the river is near Minakami Onsen, making it the perfect place for an adventurous rafting session during the snow melt period with almost 30 kilometres of white water. During the summer, the Tone River decreases to an easy Grade 2 for families.



https://www.youtube.com/watch?v=EK9B37-VD_o

Thursday

Watch the link, and using your five senses, describe how they be feeling on their white water adventure.

Complex Sentence

Thursday

main clause

Subordinate
conjunction

A....after
A....although
A....as
W...while
W...when
U...until
B....before
B....because
I....if
S....since

subordinate clause ●

today	the day before yesterday
tomorrow	the day after tomorrow
the other day	during the winter
this week / this month / this year	over the summer
next week / next month / next year	in the springtime
last week / last month / last year	very late

We are learning to write a complex sentence that includes an adverbial phrase of time.

We are successful if we can include:

- ✓ A main clause
- ✓ A subordinate clause
- ✓ A conjunction
- ✓ An adverbial phrase of time
- ✓ Comma
- ✓ Correct beginning, middle and end punctuation

Joint- A week later, we boarded the bus...




Write and complete the complex sentence with an adverbial phrase of time below.

Independent complex sentence with an adverbial phrase of time below.

Select an adverbial phrase of time from the examples on Monday.

Thursday



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.

It was _____ and time for _____. Each year, _____ and I went on _____ adventure. I remember _____ about W_____ W_____ R_____. We were off to _____. "Make sure you pack your w_____, s_____ and h_____." _____ yelled as we _____ our breakfast. I looked around and saw s_____ c_____ b_____ that looked like _____.

Calendars

Day



Week

Sunday
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday

Month

Sunday	Sunday	Sunday	Sunday
Monday	Monday	Monday	Monday
Tuesday	Tuesday	Tuesday	Tuesday
Wednesday	Wednesday	Wednesday	Wednesday
Thursday	Thursday	Thursday	Thursday
Friday	Friday	Friday	Friday
Saturday	Saturday	Saturday	Saturday

28-31 days = 1 month

			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	

The remaining months each have 31 days = 4 weeks and 3 days.

Year

The image displays a collection of 12 monthly calendar templates arranged in a 4x3 grid. Each calendar is a small rectangular card with a blue header bar at the top. The header bar contains the month and year in a white, sans-serif font. Below the header, the calendar grid shows the days of the month, with numbers 1 through 31 in a light blue font. The days are arranged in a standard 7-day week format. The templates are identical in design and layout, providing a consistent set of tools for time management.



365 days = 1 year

A circular illustration of a young boy with black hair, wearing a red t-shirt, standing on a bridge railing and lighting a firework. The night sky is dark blue, with several colorful fireworks exploding in the background. A bridge with arches is visible behind him.

Reading Calendars



1. Fill in the missing numbers on the calendar.
2. When is Halloween? Draw a ghost in the correct box.
3. What date is:
 - a) the second Tuesday in October? _____
 - b) the third Saturday in October? _____
4. Dan had football practice every Tuesday and Thursday. Draw a football in those boxes.
How many practices did he go to in October? _____
5. Sharon went to her granny's house every Wednesday, Friday and Sunday. How many times did she go to her granny's house during the month of October? _____
6. Max bought his Halloween costume on the 5th October. It didn't fit him so he took it back to the shop two weeks and three days later. On which date did he return it? _____

December				2021		
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
		1 First Day of Summer	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24 Christmas Eve	25 Christmas Day	26 Boxing Day
27	28	29	30	31 New Years Eve		

December Calendar Questions

1. On what day of the week is Christmas Day'?

2. How many Mondays are there in December?

3. On what date is the first day of summer?

4. What event takes place on the 31st of December 2021?

5. How many Sundays are there in December?

6. What day of the week is the 12th of December?

7. What is the date and day of the week for Boxing Day?

8. How many events are shown on this calendar for December?

Problem Solving Questions:

READ the part of the problem that is asking you to find something out.

UNDERSTAND the information that you will need to find it out.

CHOOSE A STRATEGY that you could use to find it out.

USE A STRATEGY to find it out.

CHECK that you have found it out.

T 15(1a) Today's date is circled.

Mary's birthday is third Sunday on this calendar.

What date is Mary's birthday?

Calendars, Timetables and Timelines.

April 2014						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		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			

T 15 (1b) Today's date is circled.

Mary's birthday is 2 weeks from yesterday.

What date is Mary's birthday?

Calendars, Timetables and Timelines.

T 15 (1c) Today's date is circled.

Mary's birthday is 27 days from tomorrow.

What date is Mary's birthday?

Calendars, Timetables and Timelines.

T 15(2a) The 1st June is a Friday.

What other days in June are Fridays?

Calendars, Timetables and Timelines.

T 15 (2b) The 16th June is a Friday.

What other days in June are Fridays?

Calendars, Timetables and Timelines.

T 15 (2c) The 16th June is a Friday.

What days in June are Tuesdays?

Calendars, Timetables and Timelines.

Mr Smith's Allotment

Mr Smith has an allotment and he plants and harvests a variety of vegetables at different times. The chart shows the dates of planting and harvesting.

Vegetable	Date Planted	Date Harvested	Number of Weeks and Days Growing	Number of Days Growing
cabbage	April 24th	July 2nd	9 weeks 6 days	69 days
carrot	May 16th	July 14th		
spinach	April 12th	June 28th		
turnip	July 21st	September 9th		
cucumber	May 29th	August 3rd		

Calculate the length of growing time and complete the table. Don't include the first date but count the last date. Use the calendar to help.

April

Mo	Tu	We	Th	Fr	Sa	Su
						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						

May

Mo	Tu	We	Th	Fr	Sa	Su
	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			

June

Mo	Tu	We	Th	Fr	Sa	Su
				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	

July

Mo	Tu	We	Th	Fr	Sa	Su
						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					

August

Mo	Tu	We	Th	Fr	Sa	Su
		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		

September

Mo	Tu	We	Th	Fr	Sa	Su
					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

THURSDAY

Keeping others safe in the environment.

Environments:

- Home – indoors or outdoors
- Classroom
- School playground

For each of the above environments answer the questions:

- What can I do to maintain the safe environment?
- How does this action help keep others safe?

Home – indoors or outdoors

What?

How?

Classroom

What?

How?

School playground

What?

How?

Bean Plant Life Cycle

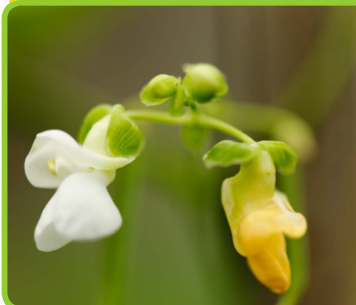
Beans are legumes: a type of plant with double-seamed pods, containing a single row of seeds.

1**The Seed Germinates**

The plant starts life as a seed. The runner bean plant seeds are round, hard and multicoloured, usually red or purple with black spots. The seed begins to germinate and a shoot emerges, usually after about 2 to 3 days.

**2****The Plant Grows**

The seedling continues to grow above ground and a stem appears. Roots continue to grow underground. A few leaves appear on the stem of the plant, which gets thicker and stronger. Runner bean plants usually grow to around 3 metres.

**3****The Plant Flowers**

The plant produces flowers. The runner bean plant usually has red petals, but they can also be white. The plant waits to be pollinated. You will begin to see flowers on the bean plant after about 6 to 8 weeks.

**4****The Flower Produces Fruit**

After the flowers are pollinated or fertilised, the bean plant produces pods of beans, which is what we can pick and eat, usually after about 12 to 14 weeks. There are around 40,000 varieties of bean.



5

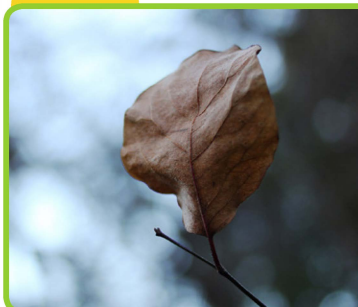


The Fruit Releases Seeds

The flower shrivels and seeds from some of the pods fall onto the ground and settle. The hard shell of the seed helps to protect it.



6



The Plant Dies

The final stage is when the plant dies. The seeds that are left germinate to produce new plants and the life cycle begins again.

Did you know?

- **Annuals** complete their life cycle in one year.
- **Biennials** complete their life cycle in two years. In their first year they germinate and grow roots and leaves. In their second year they flower, set seeds and die.
- **Perennials** live for many years after germinating.



Bean Plant Life Cycle Questions

1. What type of plant are beans?

2. What does the plant start life as?

3. What colours are the runner bean plant seeds?

4. What usually grows to around 3 metres?

5. When do you begin to see flowers?

6. After the flowers are pollinated, what happens?

7. How many varieties of bean are there?

8. How do the new plants start their life cycle?

9. Which beans have you eaten before?

<https://www.youtube.com/watch?v=5EnIA6vA348>

Watch the link and write down three examples of hyperbole to describe how the people on board may be feeling.

Write down what grade each photo may be.



1 _____




2 _____




3 _____



4 _____

<div>★</div>	Learning Intention	We are learning to write a complex sentence that includes an adverbial phrase of time.
	<div>Week</div> <div>  <div>3</div> </div>	<div>Success Criteria</div> <div>I have used:</div> <ul style="list-style-type: none"> • A main clause • A subordinate clause • A conjunction • An adverbial phrase of time • Comma • Correct beginning, middle and end punctuation

<div>★</div>	Learning Intention	We are learning to write a complex sentence that includes an adverbial phrase of time.
	<div>Week</div> <div>  <div>3</div> </div>	<div>Success Criteria</div> <div>I have used:</div> <ul style="list-style-type: none"> • A main clause • A subordinate clause • A conjunction • An adverbial phrase of time • Comma • Correct beginning, middle and end punctuation

FRIDAY

Did you know that in some parts of the world an added risk of Whitewater Rafting is encountering a wild hippopotamus?! Read the text below and answer the questions on the following page.

Know Your Hippo

The hippopotamus is one of the most feared but fascinating animals in Africa.

- Hippos can walk underwater on the bottom of a riverbed. They resurface every three to five minutes to breathe.
- Hippos secrete an oily red substance, which gave rise to the myth that they sweat blood. The liquid is actually a skin moisturizer and sunblock that may also provide protection against germs.
- Hippos are highly territorial and aggressive, especially in the water. They have large canine teeth that can inflict serious wounds.



FRIDAY

Comprehension questions

1. What does the word 'territorial' mean?

2. Why do some people believe that hippos sweat blood? Is it really blood?

3. How long can a hippopotamus stay under water before it needs to breathe?

4. What is one part of the world where you could find a hippopotamus?

5. Research and list some of the foods in a hippos diet (what they eat).

Friday



Preparation for
the Adventure



WOODS RYAN

STANDARD ECONOMY/ECONOMIQUE STANDARD
ETKT0142104953947

24E Frequent Flyer/Voyageur

Flight/Vol	Date	From/De	Destination
443	21FEB/FEV	OTTAWA	TORONTO

Boarding Time/Heure d'embarquement	Gate/Porte	Seat/Place	Remarks/Observations
07:30	16	GTE	GTE

Departure Time/Heure de depart 08:00

Airline Use/A usage interne 0080 YOW024516

Boarding Pass | Carte d'accès à bord

A STAR ALLIANCE MEMBER
UN RÉSEAU STAR ALLIANCE





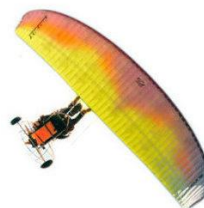
All Second Hand



Second Hand Paragliders



Second Hand Paragliding
Harnesses



Second Hand Paramotoring



Second Hand Reserves



Second Hand Instruments &
Electronics



Second Hand Accessories



Second Hand Speed Flying



WALT - Write to entertain.

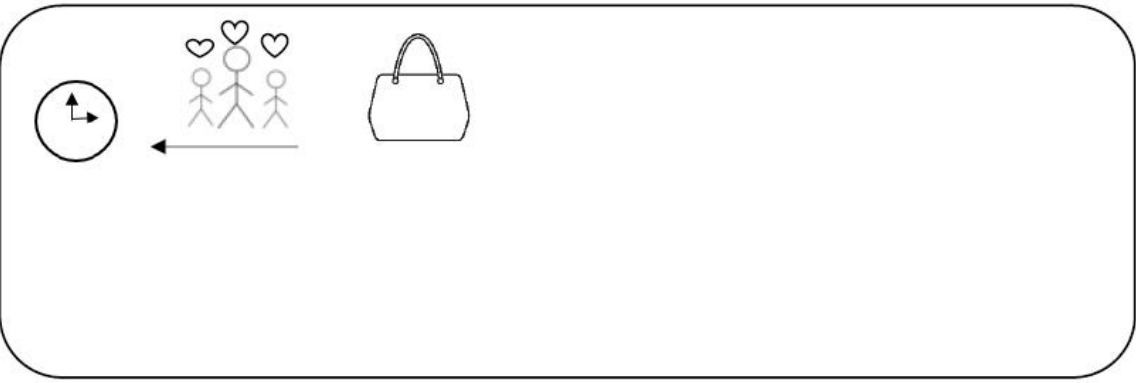


Fig L

- PERS
- HYP
- SIM
- IDIOM

Math Mentals- Friday

Day 5

- 1 $153 \text{ mm} + 29 \text{ mm}$
- 2 $98 + 56$
- 3 $675 - 290$
- 4 $\$5830 - \3010
- 5 64×4
- 6 $\$25 \times 4$
- 7 $\$500 \div 4$
- 8 $120 \text{ min} \div 4$
- 9 $48 \text{ h} \div 4$
- 10 What is the difference in the cost of a bike for \$125 and a scooter for \$89?
- 11 Circle the odd numbers in this row.
980 575 1001 622 333
- 12 = $20\,000 + 5000 + 100 + 7$
- 13 $60 \div 10 =$ $30 \div 10 =$
- $90 \div 10 =$

- 14 At the markets, Farmer Dave sold \$240 worth of ginger at \$8 per kilogram. How many kilograms of ginger did he sell?

- 15 Colour $\frac{3}{5}$ of this shape.



- 16 Show 2 ways to make \$60 using 3 notes.

- 17 What is the time on this clock? :



- 18 Turn this shape a quarter turn clockwise around the point.



- 19 Draw an hour hand on this clock to show a straight angle.



- 20 October 1 is a Friday. What is the date of the first Monday in October?

Assessment

Q1-10: /10

Q11-20: /10

My time:

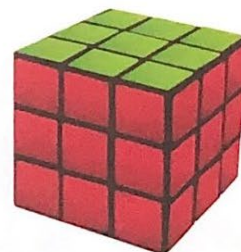
Think Box

Cubed

27 small cubes are put together to form a large $3 \times 3 \times 3$ cube. The large cube is painted green on the top, yellow on the bottom and red on the remaining four faces.

How many of the 27 small cubes have red paint on them?

Use the space below to show your working.



Math- Friday

Multiply by Single-digit Numbers – x 8

Select cards to make 2 numbers to multiply.



$$8 \times 7 =$$

/ \

Partition the number into numbers you know how to multiply.

$$5 + 2$$

Multiply the parts.

$$8 \times 5 = 40$$

$$8 \times 2 = 16$$

$$40 + 16 = 56$$

Add the products.

Learn the 'table' by remembering how you partitioned the number.

$$8 \times 7 = 56$$

Multiply by Single-digit Numbers-

Below are examples of differentiate levels. Choose your level:-

MD 10 Multiply by 2
Distributive property

$$2 \times 7 = 14$$

$$5 + 2$$

$$2 \times 5 = 10$$

$$2 \times 2 = 4$$

$$10 + 4 = 14$$



MD 11 Multiply by 4
Distributive property

$$4 \times 7 = 28$$

$$5 + 2$$

$$4 \times 5 = 20$$

$$4 \times 2 = 8$$

$$20 + 8 = 28$$



MD 12 Multiply by 3
Distributive property

$$3 \times 7 = 21$$

$$5 + 2$$

$$3 \times 5 = 15$$

$$3 \times 2 = 6$$

$$15 + 6 = 21$$



MD 13 Multiply by 5
Distributive property

$$5 \times 7 = 35$$

$$5 + 2$$

$$5 \times 5 = 25$$

$$5 \times 2 = 10$$

$$25 + 10 = 35$$

MD 14 Multiply by 9
Distributive property

$$9 \times 7 = 63$$

$$5 + 2$$

$$9 \times 5 = 45$$

$$9 \times 2 = 18$$

$$45 + 18 = 63$$

MD 15 Multiply by 6
Distributive property

$$6 \times 7 = 42$$

$$5 + 2$$

$$6 \times 5 = 30$$

$$6 \times 2 = 12$$

$$30 + 12 = 42$$

MD 16 Multiply by 8
Distributive property

$$8 \times 7 = 56$$

$$5 + 2$$

$$8 \times 5 = 40$$

$$8 \times 2 = 16$$

$$40 + 16 = 56$$

MD 17 Multiply by 7
Distributive property

$$7 \times 6 = 42$$

$$5 + 1$$

$$7 \times 5 = 35$$

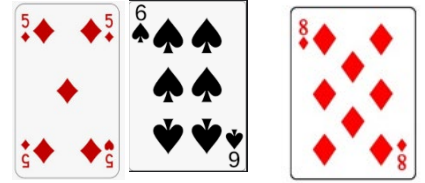
$$7 \times 1 = 7$$

$$35 + 7 = 42$$

Divide by Single-digit Numbers - $\div 8$, no remainder

Select cards to make numbers to divide.

Record a division and a fraction number sentence.



Partition the number into numbers that you know are multiples.

$$56 \div 8 = \underline{7} \text{ of } 56$$

$$\begin{array}{r} \diagup \quad \diagdown \\ 40 + 16 \end{array}$$

Divide the parts.

$$40 \div 8 = 5$$

$$\begin{array}{r} 1 \\ \text{---} \text{ of } 40 = 5 \\ 8 \end{array}$$

$$16 \div 8 = 2$$

$$\begin{array}{r} 1 \\ \text{---} \text{ of } 16 = 2 \\ 8 \end{array}$$

Find a fraction of the parts.

Add the quotients.

$$5 + 2 = 7$$

$$56 \div 8 = 7$$

$$\begin{array}{r} 1 \\ \text{---} \text{ of } 56 = 7 \\ 8 \end{array}$$

Below are examples of differentiate levels. Choose your level: -

MD 1, 2 Divide in 2 ways – into 'groups of 2' and '2 equal groups'

Groups of 2 2 equal groups

MD 5 Divide into equal rows (array) describe using 2 division and 2 multiplication number sentences

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

MD 7, 8 Divide in 4 ways – into 'groups of 2' and '2 equal groups'

Groups of 2 2 equal groups

$8 \div 2 = 4$
 $8 \div 2 = 4$

MD 10 PA 17 Divide by 2
Related to halving

$15 \div 2 = 7 \text{ r}1$
 $\frac{1}{2}$ of 15 = 7 r1
 $10 + 5$
 $4 + 1$
 $10 \div 2 = 5$
 $4 \div 2 = 2$
 $5 + 2 = 7$

MD 10 Divide by 4
Related to quartering

$37 \div 4 = 9 \text{ r}1$
 $\frac{1}{4}$ of 37 = 9 r1
 $20 + 17$
 $16 + 1$
 $20 \div 4 = 5$
 $16 \div 4 = 4$
 $5 + 4 = 9$

MD 12 Divide by 3
Related to thirding

$16 \div 3 = 5 \text{ r}1$
 $\frac{1}{3}$ of 16 = 5 r1
 $9 + 7$
 $6 + 1$
 $9 \div 3 = 3$
 $6 \div 3 = 2$
 $3 + 2 = 5$

MD 13 Divide by 5
Related to fifthing

$37 \div 5 = 7 \text{ r}2$
 $\frac{1}{5}$ of 37 = 7 r2
 $20 + 17$
 $15 + 2$
 $20 \div 5 = 4$
 $15 \div 5 = 3$
 $4 + 3 = 7$

MD 14 Divide by 9
Related to ninthing

$71 \div 9 = 7 \text{ r}8$
 $\frac{1}{9}$ of 71 = 7 r8
 $27 + 44$
 $36 + 8$
 $27 \div 9 = 3$
 $36 \div 9 = 4$
 $3 + 4 = 7$

MD 15 Divide by 6
Related to sixthing

$23 \div 6 = 3 \text{ r}5$
 $\frac{1}{6}$ of 23 = 3 r5
 $12 + 11$
 $6 + 5$
 $12 \div 6 = 2$
 $6 \div 6 = 1$
 $2 + 1 = 3$

MD 16 Divide by 8
Related to eighthing

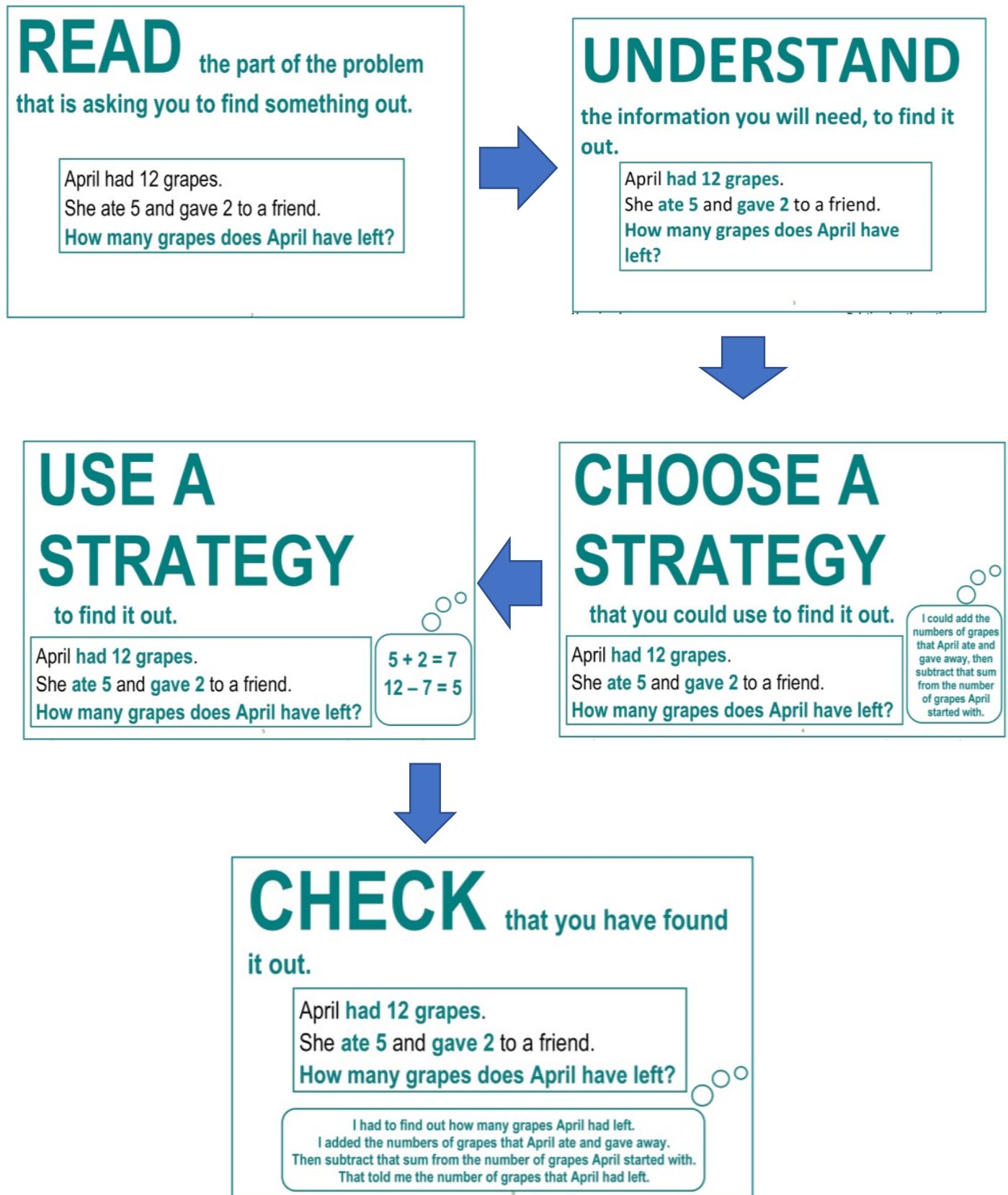
$55 \div 8 = 6 \text{ r}7$
 $\frac{1}{8}$ of 55 = 6 r7
 $40 + 15$
 $8 + 7$
 $40 \div 8 = 5$
 $8 \div 8 = 1$
 $5 + 1 = 6$

MD 17 Divide by 7
Related to seventhing

$37 \div 7 = 5 \text{ r}2$
 $\frac{1}{7}$ of 37 = 5 r2
 $21 + 16$
 $14 + 2$
 $21 \div 7 = 3$
 $14 \div 7 = 2$
 $3 + 2 = 5$

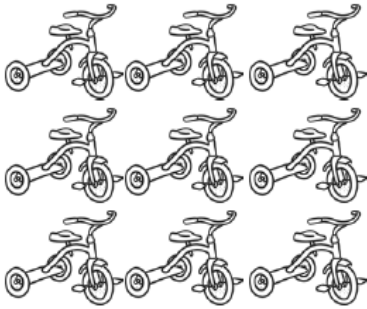
Multiplication and Division Worded Problems:

Use the following steps to help you solve the worded problems.



Multiplication and Division Word Problems x3 x4 x8

1. How many wheels would 9 tricycles have?



2. 24 people travel to an airport in taxis. 4 people travel in each taxi. How many taxis are used?



3. Hanan is a keen archer. One day she shoots 5 arrows. Each arrow scores an 8. What is her total score?



4. Three judges award 27 marks overall. They each give the same score. What score did they each give?



5. Cinema tickets are \$8. Six people go to see a film. How much will they pay altogether?



6. Cans of lemonade are sold in packs of 4. Cherie wants 36 cans for a party. How many packs should she buy?

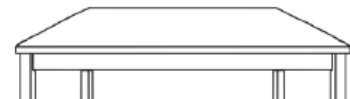


7. Trish, Karen and Layla share equally a packet of nuts. There are 21 nuts in the pack. How many nuts do each get?



8. A machine making mango pieces puts 8 pieces in each snack packet. The machine makes 88 pieces in 1 minute. How many packets are filled every minute?

9. A carpenter makes tables. Some have 3 legs and some have 4 legs. He plans to make 5 tables with 3 legs, and 4 tables with 4 legs. How many legs will he need?



Word Problems x6 x7 x9

1. There are 8 chocolates in a bag, and Josef has 6 bags to sell. How many chocolates are there in total?



2. Sarah gets \$4 pocket money from her parents every day of the week if she does all of her chores. How much pocket money would she get in a week?



3. The farmer plants carrots in rows of 9. He decides to plant 7 rows of carrots. How many carrots are there in total?



4. Mary downloaded the same number of apps for her phone each week. She downloaded 54 apps over a period of 9 weeks. How many apps did she download each week?



5. Joe plants 5 bushes in his garden. Each bush blooms 6 flowers. How many flowers are there in total?



6. If I save \$21 in one week (saving an equal amount each day), how much money do I save each day?





7. Frances is very good at hurdles. She can jump 9 hurdles in a 200 metre race. However, Johnathon can jump twice as many. How many hurdles can he jump?

8. It takes 24 minutes for Jessica to ride her bike to school. On the way, she stops at regular intervals to retie her shoelaces. She stops 4 times on her trip. How many minutes were between each stop?

9. My teacher decided to reward us with a pizza party at the end of the week. There are 21 people in my class, and each person is allowed 2 pieces of pizza. A pizza has 7 slices. How many pizzas does he need to buy?

Retrieval Practice Challenge Grid Week 3

List 3 things you can be doing at 8am.	Write three examples of adverbial phrases of time.	How many stages does a flowering plant life cycle have? List them.	I am a grouping of beats. What am I?
Draw and label the steps for farming cocoa.	I am a strong, regular repeated pattern of sound. What am I?	Convert 7.341kg into grams.	What is the difference between internal and external character traits?
What is a flashback? Write an example.	List 3 ways to help farmers be more sustainable.	What is the name of the river in Japan?	Multiply the following by 8 using distributive property: $8 \times 15 =$
Define beat.	Work out the time 20 minutes after. 	Define Tempo.	Name this stage of a flowering plant life cycle and explain what is happening. 
Literacy	Maths	Geography/Science	PDH/Creative Arts

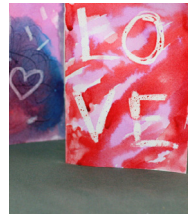
Learn It!

Caregiving



Watch 'Kid President's 20 Things We Should Say More Often' (3:31).

Think About: what other ideas could be added to that clip?



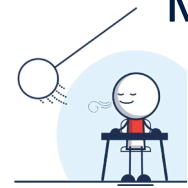
Get Crafty!

Use watercolour paints, white crayons and cardboard to make a caring card.



Music Time

'Count on Me'
by Bruno Mars



Mindful Moment

Engage in this
Mindfulness activity
from the Institute of
Positive Education.



Move It!

Go Noodle:
U Can't Touch
This.



Watch It!

'Lotus and
Feather' by
Ji-li Jiang



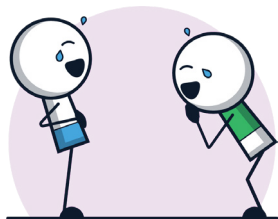
Quoteable Quote

*'You have not lived today
until you have done
something for someone who
can never repay you.'*

– John Bunyan



INSTITUTE OF
**POSITIVE
EDUCATION**



Have Fun!

Get creative in the ways you have fun at home. Try the ideas below:

- Video call your grandparents to say hello
- Create a stop motion video; show a friend
- Go for a walk outside with your family
- Write a song, poem or rap
- Learn to play a new game
- Have a family talent contest
- Try a new recipe or craft
- Make up a dance to a favourite song



No Touchy!

The 'facepalm' is a thing of the past. Not touching your face is the ultimate 'TikTok' challenge.

Three good things that happened this week:

1. _____
2. _____
3. _____

Sleep tracker:

How many hours of sleep did you get?



Reflection - my week:



Itsy Bitsy Walk

Energy: Low

Equipment: None

Duration: 1 minute

Help younger students increase their focus and concentration with this coordination challenge.

Students do the 'itsy bitsy spider' movement by joining opposite thumbs to forefingers and rotating their hands around, cycling through the different fingers, i.e. matching their thumbs to each finger in turn.

Year 4 Week 3 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 White Water Rafting – ‘safety precautions – Part 2’ below.

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

Colour or highlight the rhetorical question.

Time:

There are further white water rafting safety tips that need to be followed to minimise the risk of danger. What should you do if you fall out of the boat? The most important thing is... DON'T PANIC! If you fall out, find your boat and try to grab it so you don't float away. If you are near enough, swim to it. If you are too far from the boat, look for other rescue options, other boats or the riverbank.

What do you think are some reasons why someone could fall out of the boat?



Day 2: Read the 2nd part below.

There are **80 words**. Time yourself. Can you beat yesterday's time?

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

Time:

It's important to follow the proper swimming techniques if you cannot get back to the boat and are in a moving current. There are two techniques - on your back or on your stomach. The first is on your back with your head up so you can see where you are going. Feet downstream with your knees slightly bent. This way if you hit a rock you can use your feet and legs as shock absorbers and push off the rock.

What is an advantage of swimming feet first in a current?



Day 3: Read the 3rd part below.

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

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

Time:

Your arms should be out to your side to help keep yourself in control. A helpful hint here - keep your bottom up. If you sit with your bottom low in the water, you may make contact with a rock and bruise yourself. The second swimmers position is becoming more popular and is more accepted in rescue situations. This position is on your stomach. Point to where you want to go and swim, with head raised, until you reach the shore.

Why is it important to keep your head above water in a current?



Day 4: Read the final paragraph below. There are **80 words**. Time yourself. Which day has been your fastest?

Colour or highlight all the verbs you can find

Time:

If you choose to swim to the shore, swim all the way to the shore. NEVER stand up in moving current. Most guides never walk in water over their shins. This prevents a situation called 'foot entrapment' which is where your foot gets wedged in a hole or crack in the bottom of the river. This is not a good place to be but it is so easy not to get in this situation, just don't walk in the river.

What could happen if you stand up in a moving current?





Day 5: Match the **words** in the left side boxes with their **meanings** in the right side boxes.

- minimise
- option
- technique
- current
- slightly
- shock absorber
- bruise
- accepted
- situation
- shore
- wedged

- a device that absorbs sudden, jarring actions, eg. in a car
- a set of circumstances that exist at a time and place
- reduce to the smallest possible amount
- something stuck in a small, narrow place, cannot move easily
- a way of doing an activity that needs skill
- the land along the edge of a sea, lake or river
- a little, in small amounts
- an area of skin that is darker, usually caused by an impact injury
- the opportunity or ability to choose something
- the movement of water, air or electricity in a particular direction
- to consider something or someone as satisfactory

Year 4 Week 3 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 😊

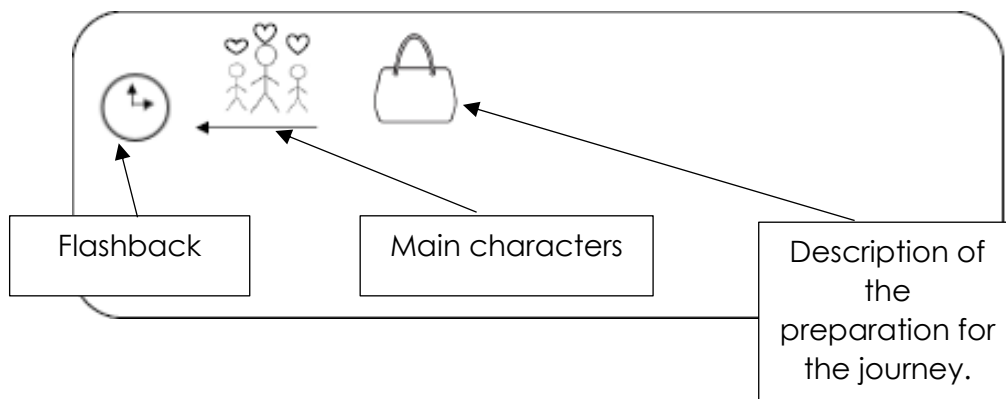
Day 1:

Draw 1st version of time paragraph



Task: Draw **one** box below for the **1st version of time paragraph** in the block planner. The **1st version of time** paragraph includes:

- a flashback
- the introduction of main characters and their sidekicks (including their character traits)
- a description of the preparation for the journey.



Day 2:

Adverbial phrases of time



Adverbial phrases are two or more words that tell us more about a verb or an adjective. Adverbial phrases tell us how, where, how long, when it happened and why.

Task: Write 3 complex sentences for the adverbial phrases as the sentence starter. Include an adventure in each sentence

For example: Long, long ago, I saw a lion while I was travelling in the Sahara.

Adverbial phrases

Long, long ago, On Wednesday, Last summer,

1. _____

2. _____

3. _____

Day 3:

Character Traits



Character traits are words that describe the character's personality or qualities that make them who they are. For example, **caring and being helpful** are character traits.

Task:

1. Look at the picture below of the boy.
2. Give **this boy a name** and **character traits**.
3. Write at least 2 complex sentences to describe the character and what **makes him special**.

Below is a character trait word bank.

For example: The boy's name is Lucas, and he is a caring and helpful boy. He is caring and helpful **because** he helps his mum clean the house.



Character traits word bank

caring helpful happy likeable
friendly clever kind honest gentle
polite calm generous smart

Day 4:

Preparation for the journey



White-water rafting is an exciting water-based activity. White-water rafting is an activity of riding on a raft over a rough fast-flowing river.

Task:

1. Look at the picture below of the white-water rafting activity.
2. Write 2 complex sentences of what to bring to the white-water rafting activity to make you safe.

There is an item word bank below to help you write your sentences.

For example: I need to wear a helmet **because** if I fall from the raft, I could hit my head on a rock.



Items word bank


helmet, life-jacket,
sunscreen, hat, wetsuit

1. _____




2. _____




Block Planner

Block Planner:

T  / A




Now



 " " "RQ?"   MM



1st version of time paragraph

Back in time



3xed , ,

Now

  M ...

5 Senses

Fig L

-PERS
-HYP
-SIM
-IDIOM

Day 5:

1st version of time paragraph



Task: Write the 1st version of time paragraph using the blank below. The 1st version of time paragraph must include:

- **a flashback**
- **an introduction of the main characters and sidekicks (including their character traits)**
- **a description of the preparation for the journey.**

It needs to include the correct punctuation and capital letters. Remember to use the block planner and example on the next page as a guide.

It was _____ and time for _____.

Each year, _____ and I went on _____ adventure. I remember _____ about W_____ W_____ R_____.

We were off to _____. "Make sure you pack your w_____, s_____, and h_____" _____ yelled as we _____ our breakfast. I looked around and saw s_____ c_____ b_____ that looked like _____.

Example Text

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 lives 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.

1st version of time paragraph

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...

Extension Activity

Write the 1st version of time paragraph. The 1st version of time paragraph must include:

- a flashback
- an introduction of the main characters and sidekicks (including their character traits)
- a description of the preparation for the journey.

It needs to include the correct punctuation and capital letters.

Remember to use the block planner and example on the next page as a guide.

Year 4 Week 3 Specialised Learning - Mathematics

Use the **anchor charts** below to solve the following **addition and subtraction problems**. Try and complete as many questions as you can each day. Don't forget to watch the videos on Edmodo.

AS 6 Add single-digit numbers bridging 10

$7 + 5 =$

$\begin{array}{r} 7 \\ + 5 \\ \hline \end{array}$

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

$\begin{array}{c} +3 \quad +2 \\ \hline 7 \quad 10 \quad 12 \end{array}$

AS 7 Subtract single-digit numbers bridging 10

$12 - 5 =$

$\begin{array}{r} 12 \\ - 5 \\ \hline \end{array}$

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

$\begin{array}{c} -3 \quad -2 \\ \hline 8 \quad 10 \quad 12 \end{array}$

AS 8 Add single-digit numbers bridging 20

$17 + 5 =$

$\begin{array}{r} 17 \\ + 5 \\ \hline \end{array}$

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

$\begin{array}{c} +3 \quad +2 \\ \hline 17 \quad 20 \quad 22 \end{array}$

AS 8 Subtract single-digit numbers bridging 20

$22 - 5 =$

$\begin{array}{r} 22 \\ - 5 \\ \hline \end{array}$

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

$\begin{array}{c} -3 \quad -2 \\ \hline 18 \quad 20 \quad 22 \end{array}$

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

$78 + 57 =$

$\begin{array}{r} 78 \\ + 57 \\ \hline \end{array}$

$\begin{array}{c} +30 \quad +20 \quad +2 \quad +5 \\ \hline 78 \quad 108 \quad 128 \quad 130 \quad 135 \end{array}$

$78 + 57 =$
 $78 + 50 = 128$
 $128 + 7 = 135$

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

$125 - 87 =$

$\begin{array}{r} 125 \\ - 87 \\ \hline \end{array}$

$\begin{array}{c} -2 \quad -5 \quad -60 \quad -20 \\ \hline 38 \quad 40 \quad 45 \quad 105 \quad 125 \end{array}$

$125 - 87 =$
 $125 - 90 = 35$
 $35 + 3 = 38$

Monday		Tuesday		Wednesday
$7 + 6 =$	$12 - 6 =$	$9 + 9 =$	$12 - 7 =$	$7 + 9 =$
$6 + 8 =$	$14 - 9 =$	$6 + 8 =$	$19 - 9 =$	$6 + 7 =$
$8 + 6 =$	$11 - 7 =$	$5 + 9 =$	$17 - 8 =$	$8 + 9 =$
$17 + 9 =$	$21 - 5 =$	$17 + 4 =$	$24 - 9 =$	$17 + 5 =$
$19 + 5 =$	$22 - 7 =$	$16 + 6 =$	$27 - 8 =$	$19 + 4 =$
$16 + 8 =$	$24 - 5 =$	$14 + 8 =$	$28 - 6 =$	$16 + 7 =$
$46 + 78 =$	$145 - 67 =$	$34 + 95 =$	$128 - 35 =$	$87 + 45 =$
$87 + 67 =$	$126 - 68 =$	$43 + 77 =$	$174 - 46 =$	$74 + 67 =$
$25 + 96 =$	$126 - 48 =$	$67 + 97 =$	$164 - 59 =$	$34 + 56 =$
Wednesday	Thursday		Friday	
$18 - 8 =$	$8 + 5 =$	$16 - 8 =$	$7 + 8 =$	$17 - 9 =$
$12 - 9 =$	$7 + 4 =$	$11 - 5 =$	$8 + 9 =$	$15 - 8 =$
$16 - 8 =$	$8 + 5 =$	$15 - 6 =$	$9 + 7 =$	$13 - 7 =$
$24 - 6 =$	$17 + 7 =$	$13 - 8 =$	$15 + 7 =$	$24 - 8 =$
$21 - 6 =$	$18 + 6 =$	$23 - 8 =$	$16 + 6 =$	$26 - 8 =$
$24 - 6 =$	$19 + 5 =$	$12 - 6 =$	$18 + 4 =$	$22 - 9 =$
$113 - 46 =$	$43 + 85 =$	$125 - 26 =$	$56 + 98 =$	$156 - 76 =$
$145 - 78 =$	$79 + 78 =$	$145 - 65 =$	$39 + 87 =$	$123 - 45 =$
$156 - 59 =$	$32 + 79 =$	$117 - 55 =$	$56 + 77 =$	$116 - 45 =$

Multiplication and Division

Don't forget to watch the videos on Edmodo.

$$\begin{array}{r} 2 \times 7 = 14 \\ 5 + 2 \\ 2 \times 5 = 10 \\ 2 \times 2 = 4 \\ 10 + 4 = 14 \end{array}$$

$$\begin{array}{r} 16 \div 2 = 8 \\ 10 + 6 \\ 10 \div 2 = 5 \\ 6 \div 2 = 3 \\ 5 + 3 = 8 \end{array} \quad \begin{array}{r} \frac{1}{2} \text{ of } 16 = 8 \\ 10 + 6 \\ \frac{1}{2} \text{ of } 10 = 5 \\ \frac{1}{2} \text{ of } 6 = 3 \end{array}$$

$$\begin{array}{r} 15 \div 2 = 7r1 \\ 10 + 5 \\ 4 + 1 \\ 10 \div 2 = 5 \\ 4 \div 2 = 2 \\ 5 + 2 = 7 \end{array} \quad \begin{array}{r} \frac{1}{2} \text{ of } 15 = 7r1 \\ 10 + 5 \\ 4 + 1 \\ \frac{1}{2} \text{ of } 10 = 5 \\ \frac{1}{2} \text{ of } 4 = 2 \end{array}$$

MD 12 Multiply by 3
Distributive property

MD 12 Divide by 3
Related to thirding

$$\begin{array}{r} 3 \times 7 = 21 \\ 5 + 2 \\ 3 \times 5 = 15 \\ 3 \times 2 = 6 \\ 15 + 6 = 21 \end{array} \quad \begin{array}{r} 16 \div 3 = 5r1 \\ 9 + 7 \\ 6 + 1 \\ 9 \div 3 = 3 \\ 6 \div 3 = 2 \\ 3 + 2 = 5 \end{array} \quad \begin{array}{r} \frac{1}{3} \text{ of } 16 = 5r1 \\ 9 + 7 \\ 6 + 1 \\ \frac{1}{3} \text{ of } 9 = 3 \\ \frac{1}{3} \text{ of } 6 = 2 \end{array}$$

MD 11 Multiply by 4
Distributive property

MD 10 Divide by 4
Related to quartering

$$\begin{array}{r} 4 \times 7 = 28 \\ 5 + 2 \\ 4 \times 5 = 20 \\ 4 \times 2 = 8 \\ 20 + 8 = 28 \end{array} \quad \begin{array}{r} 37 \div 4 = 9r1 \\ 20 + 17 \\ 16 + 1 \\ 20 \div 4 = 5 \\ 16 \div 4 = 4 \\ 5 + 4 = 9 \end{array} \quad \begin{array}{r} \frac{1}{4} \text{ of } 37 = 9r1 \\ 20 + 17 \\ 16 + 1 \\ \frac{1}{4} \text{ of } 20 = 5 \\ \frac{1}{4} \text{ of } 16 = 4 \end{array}$$

Monday $15 \div 3 =$ $\frac{1}{3}$ of 15 =
 $3 \times 7 =$

Tuesday $12 \div 4 =$ $\frac{1}{4}$ of 12 =
 $4 \times 7 =$

Wednesday $18 \div 2 =$ $\frac{1}{2}$ of 18 =
 $2 \times 6 =$

Thursday $12 \div 3 =$ $\frac{1}{3}$ of 12 =
 $3 \times 7 =$

Friday $16 \div 2 =$ $\frac{1}{2}$ of 16 =
 $2 \times 8 =$

Monday

Partitioning - Practise your partitioning skills with the following numbers.

Eg.

$$\begin{array}{r} 678 \\ 600 + 70 + 8 \end{array}$$

$$\begin{array}{r} 79 \\ 70 + 9 \end{array}$$

$$\begin{array}{r} 324 \\ 300 + 20 + 4 \end{array}$$

$$\begin{array}{r} 24 \\ 20 + 4 \end{array}$$

$$\begin{array}{r} 752 \\ 700 + 50 + 2 \end{array}$$

$$\begin{array}{r} 99 \\ 90 + 9 \end{array}$$

$$\begin{array}{r} 12 \\ 10 + 2 \end{array}$$

$$\begin{array}{r} 5932 \\ 5000 + 900 + 30 + 2 \end{array}$$

$$\begin{array}{r} 9812 \\ 9000 + 800 + 10 + 2 \end{array}$$

Tuesday

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

459, 43, 4712, 24652, 9167

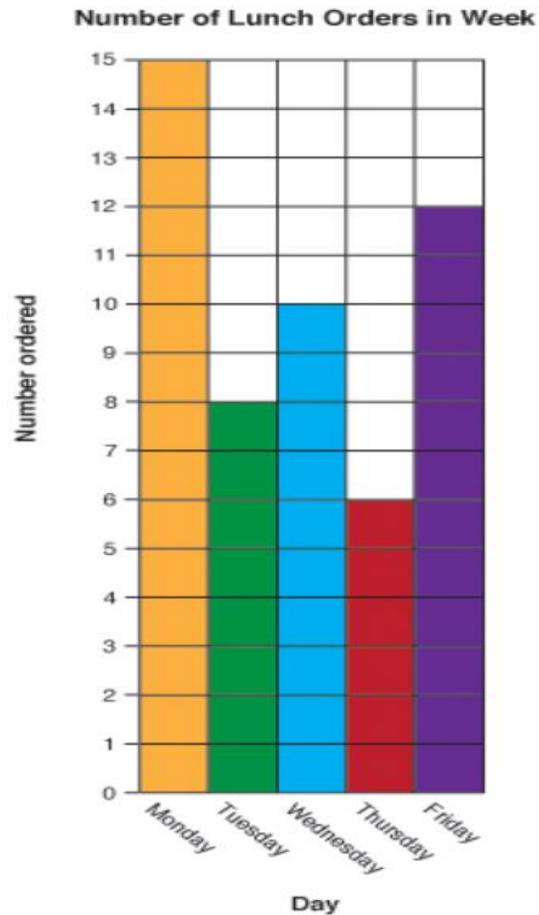
11, 465, 6743, 6742, 466

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

324, 98135, 4398, 7592, 432

875, 1289, 5732, 6587, 6588

Wednesday



How many lunches were ordered on Monday? On Tuesday?

Which day had the least number of lunch orders?

Which day had the most number of lunch orders?

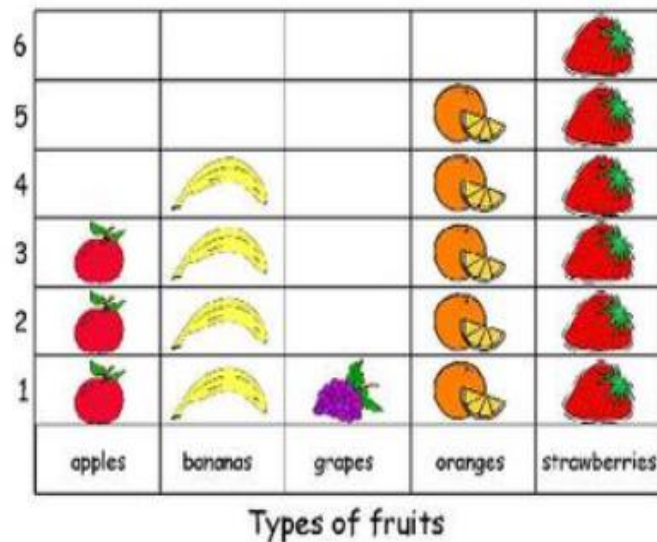
How many more lunches were ordered on Wednesday than on Thursday?

Thursday



- 1) How many days are in August? _____
- 2) What day of the week is August 18? _____
- 3) What day of the week is August 27? _____
- 4) How many Tuesdays are in August? _____
- 5) How many Wednesdays are in August? _____
- 6) Colour the numbers on the calendar **green for weekends** and **red for weekdays**.

Miss Apple asked class 1 to bring in a fruit for morning break. This graph shows the fruit the children had brought.



1. How many children brought apples? _____
2. Which was the most popular fruit? _____
3. Which fruit did only one child bring? _____
4. How many bananas were brought? _____
5. How many children brought oranges? _____
6. How many fruits were brought in altogether? _____

Friday – Problem solving

August						
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
			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	

- 1) Looking at the calendar above.
 - What day does the 28th fall on? _____
 - What day is the last day of August? _____
 - What is the date of the 2nd Sunday of August? _____
- 2) Michael had 70 crayons. How many more crayons does Michael need to make 100?
- 3) If I had 120 ice blocks. 60 of those ice blocks melted. How many do I have left?
- 4) If I had 18 cars and I wanted to share them equally with a friend. How many cars do we get each?