

Year 4 Learning from Home Schedule Week 6, Term 3

Monday	Tuesday	Wednesday	Thursday	Friday
<p align="center">Morning Routine</p> <p>Focus: Plastic Bags in Oceans</p> <p>Read the Morning Routine Slides for Monday 'How does plastic affect climate?'</p> <p>Task one: Explore the website below. Answer the question 'How does plastic affect climate?'</p> <p>https://www.wwf.org.au/new/blogs/plastic-waste-and-climate-change-whats-the-connection#gs.aesjma</p> <p>Vocabulary- Every day choose a spelling list from the table in the Learning from Home Pack. Write out the words each day and find a definition for each word.</p>	<p align="center">Morning Routine</p> <p>Focus: Plastic Bags in Oceans</p> <p>Read the Morning Routine Slides for Tuesday 'What is the problem with plastic?'</p> <p>Task one: Write down the definition of 'biodegradable' and 'decompose.'</p> <p>Task two: Copy out the statistics in your book.</p> <p>Task three: Answer the question 'How are turtles being impacted by human pollution?'</p> <p>Vocabulary- Every day choose a spelling list from the table in the Learning from Home Pack. Write out the words each day and write your own definition for each word.</p>	<p align="center">Morning Routine</p> <p>Focus: Plastic Bags in Oceans</p> <p>Read the Morning Routine Slides for Wednesday 'Where does plastic go?'</p> <p>Task one: Look at the picture 'Mc Chokey' and answer the following questions:</p> <ul style="list-style-type: none"> • SEE - What do you SEE in this image? • THINK - What does this image make you THINK about? • WONDER - What does this image make you WONDER? What questions do you have about this image? <p>Task two: copy out the statistics in your book.</p> <p>Vocabulary- Every day choose a spelling list from the table in the Learning from Home Pack. Write out the words each day and write related words (words that are similar or the same as the word).</p>	<p align="center">Morning Routine</p> <p>Focus: Plastic Bags in Oceans</p> <p>Read the Morning Routine Slides for Thursday 'How do plastic bags harm our environment and sea life?'</p> <p>Task one: Explore the 'Curious Kids' website.</p> <p>https://education.abc.net.au/newsandarticles/blog/-/b/2926988/curious-kids-how-do-plastic-bags-harm-our-environment-and-sea-life-</p> <p>Task two: Answer the question 'What are some ways that we can reduce plastic from ending up in our oceans?'</p> <p>Vocabulary Every day choose a spelling list from the table in the Learning from Home Pack. Write out the words each day and draw a picture that illustrates each word.</p>	<p align="center">Morning Routine</p> <p>Focus: Plastic Bags in Oceans</p> <p>Read the Morning Routine Slides for Friday 'What can we do about it?'</p> <p>Task: Write down all the way that you can reduce your use of plastic.</p> <p>Vocabulary- Every day choose a spelling list from the table in the Learning from Home Pack. Write out the words each day and write a sentence using each word.</p>

SOTD	SOTD	SOTD	SOTD	SOTD
<p>Sentence Type: Compound Sentence using Coordinating conjunction.</p> <p>Draw the recipe for a compound sentence and label all the parts. Use the colour green for your main clause box and yellow for your coordinating conjunctions.</p> <p>Identify the parts of the given compound sentence.</p> <p>Write two compound sentences of your own and identify the parts of each sentence.</p> <p>We are learning to write a compound sentence using coordinating conjunctions.</p> <p>I have:</p> <ul style="list-style-type: none"> • a subject • a predicate • a coordinating conjunction • correct beginning and end punctuation 	<p>Sentence Type: Compound Sentence using Coordinating conjunction</p> <p>Read and complete the 'Packing in Meaning with Noun Groups' worksheet.</p> <p>Read the noun groups slide for a deeper understanding of noun groups.</p> <p>We are learning to write a compound sentence using coordinating conjunctions.</p> <p>I have:</p> <ul style="list-style-type: none"> • a subject • a predicate • a coordinating conjunction • a noun group (adjectives) • correct beginning and end punctuation <p>Modelled – Conservation is when you use environmentally friendly, natural resources wisely and use less than usual.</p> <p>Read and copy the sentence below. Underline the parts of a compound sentence using green, highlight the coordination conjunction in yellow and circle the noun group.</p>	<p>Sentence Type: Compound Sentence using Coordinating conjunction</p> <p>We are learning to write a compound sentence using coordinating conjunctions.</p> <p>I have:</p> <ul style="list-style-type: none"> • a subject • a predicate • a coordinating conjunction • a noun group (adjectives) • correct beginning and end punctuation <p>Modelled- I was looking forward to seeing the crystal blue water and the white, sandy beaches.</p> <p>Read and copy the sentence below. Underline the parts of a compound sentence using green, highlight the coordination conjunction in yellow and circle the noun group.</p> <p>Noun group: clear plastic bottle</p> <p>Use the noun group above to write your own compound sentence. Remember to add a coordinating conjunction.</p>	<p>Sentence Type: Compound Sentence using Coordinating conjunction</p> <p>We are learning to write a compound sentence using coordinating conjunctions.</p> <p>I have:</p> <ul style="list-style-type: none"> • a subject • a predicate • a coordinating conjunction • a noun group (adjectives) • correct beginning and end punctuation <p>Modelled – A single-use plastic soda bottle can be made into t-shirts, or other plastic goods that can be used a hundred times.</p> <p>Read and copy the sentence below. Underline the parts of a compound sentence using green, highlight the coordination conjunction in yellow and circle the noun group.</p> <p>Copy and complete the following sentence. Remember to add a noun group and coordinating conjunction.</p> <p>Joint - We can reduce waste by ...</p>	<p>Sentence Type: Compound Sentence using Coordinating conjunction</p> <p>Assessment – Independently write compound sentences with noun groups.</p> <p>We are learning to write a compound sentence using coordinating conjunctions.</p> <p>I have:</p> <ul style="list-style-type: none"> • a subject • a predicate • a coordinating conjunction • a noun group (adjectives) • correct beginning and end punctuation <p>Use the Sentence of the Day (SoD) slip to help you with writing your compound sentences.</p>

<p style="text-align: center;"><u>Writing</u></p> <p>Task one: Look at the structure of the block planner. <i>Watch the 'Block Planner' video on Edmodo.</i></p> <p>Copy the block planner and explain the meaning of each symbol to a family member.</p> <p>Extension: On the copy of your block planner, write what each symbol means.</p>	<p style="text-align: center;"><u>Writing</u></p> <p>Task one: Read through the exemplar text 'Who would want to live in a dump?' Watch the video 'Identifying the Structure of the Block Planner' on Edmodo.</p> <p>Task two: Identify and label the structure of the block planner on the exemplar text. Refer to the picture of the block planner if you get stuck!</p>	<p style="text-align: center;"><u>Writing</u></p> <p>Task one: Watch the 'Language Features' video on Edmodo. Read through the exemplar text. Identify the language features and create a key (use a different colour to show each of the different language features). See if you can find the following:</p> <ul style="list-style-type: none"> ✓ Rhetorical questions ✓ High modality words ✓ Rule of Three ✓ Statistics ✓ Facts ✓ Personal Pronouns <p>Check your answers on the next page!</p>	<p style="text-align: center;"><u>Writing</u></p> <p>Task one: <i>Read through the 'mini exemplar' and revise what is a rhetorical question.</i></p> <p>Task two: <i>Fill in all the blanks!</i></p>	<p style="text-align: center;"><u>Writing</u></p> <p>Task one: Watch the 'Titles and Introduction' video on Edmodo. Read through the information in Friday's Learning from Home Pack. After reading the information, create your own title and introduction that follows the structure of the block planner. Use the lined writing paper provided for you.</p>
<p style="text-align: center;">Guided Reading</p> <p>Learning Intention: We are learning about sustainability.</p> <p>Success Criteria: We can:</p> <ul style="list-style-type: none"> • Determine important information • Synthesis information <p>Read the information on 'Threats to Marine Animals'. Use the comprehension keys of determining importance and synthesising to identify important facts/terms and compare information.</p>	<p style="text-align: center;">Guided Reading</p> <p>Learning Intention: We are learning about sustainability.</p> <p>Success Criteria: We can:</p> <ul style="list-style-type: none"> • Determine important information • Synthesis information <p>Read the information on 'How is littering affecting animals?' Use the comprehension keys of determining importance and synthesising to identify important facts/terms and compare information.</p>	<p style="text-align: center;">Guided Reading</p> <p>Learning Intention: We are learning about sustainability.</p> <p>Success Criteria: We can:</p> <ul style="list-style-type: none"> • Determine important information • Synthesis information <p>Read the information on 'The effect of climate change on animals.' Use the comprehension keys of determining importance and synthesising to identify important facts/terms and compare information.</p>	<p style="text-align: center;">Guided Reading</p> <p>Vocabulary: Your task is to find the definitions of the weekly vocabulary words using the pictures to assist you. Under each words write the definitions out in your words.</p> <p>Read an e-book on 'Literacy Pro' and complete a quiz.</p> <p>Read a Premier's Reading Challenge book and add it to your PRC list. Refer to the instructions in the LfH pack on how to log PRC books.</p>	<p style="text-align: center;">Guided Reading</p> <p>Vocabulary: Use the Frayer Model chart to choose two of this week's vocabulary words to add to the middle. Define, identify the characteristic, give an example and a non-example of the word you have chosen.</p> <p>Read an e-book on 'Literacy Pro' and complete a quiz.</p> <p>Read a Premier's Reading Challenge book and add it to your PRC list. Refer to the instructions in the LfH pack on how to log PRC books.</p>

<p>Use the Venn diagram to write down notes using your own words. Where the circles overlap, it shows the elements that the animals have in common.</p> <p>Read an e-book on 'Literacy Pro' and complete a quiz.</p> <p>Read a Premier's Reading Challenge book and add it to your PRC (Premiers Reading Challenge) list. Refer to the instructions in the LfH pack on how to log PRC books.</p> <p>You can find some terrific books on 'Epic' by following a few simple steps:</p> <ul style="list-style-type: none"> Go to https://www.getepic.com/students Mrs Abed Ali has created a class and you can join using her class code aez4121 	<p>Use the Venn diagram to write down notes using your own words. Where the circles overlap, it shows the elements that the animals have in common.</p> <p>Read an e-book on 'Literacy Pro' and complete a quiz.</p> <p>Read a Premier's Reading Challenge book and add it to your PRC list. Refer to the instructions in the LfH pack on how to log PRC books.</p> <p>You can find some terrific books on 'Epic' by following a few simple steps:</p> <ul style="list-style-type: none"> Go to https://www.getepic.com/students Mrs Abed Ali has created a class and you can join using her class code aez4121 	<p>Use the Venn diagram to write down the notes using your own words. Where the circles overlap, it shows the elements that the animals have in common.</p> <p>Read an e-book on 'Literacy Pro' and complete a quiz.</p> <p>Read a Premier's Reading Challenge book and add it to your PRC list. Refer to the instructions in the LfH pack on how to log PRC books.</p> <p>You can find some terrific books on 'Epic' by following a few simple steps:</p> <ul style="list-style-type: none"> Go to https://www.getepic.com/students Mrs Abed Ali has created a class and you can join using her class code aez4121 	<p>You can find some terrific books on 'Epic' by following a few simple steps:</p> <ul style="list-style-type: none"> Go to https://www.getepic.com/students Mrs Abed Ali has created a class and you can join using her class code aez4121 	<p>You can find some terrific books on 'Epic' by following a few simple steps:</p> <ul style="list-style-type: none"> Go to https://www.getepic.com/students Mrs Abed Ali has created a class and you can join using her class code aez4121
<p>Maths</p> <p>Math Mentals - Day 1</p> <p>Revision - addition and subtraction: bridging to 10, 20, 100, 1000, 10000</p> <p>Equivalent Fractions on a Number Line</p>	<p>Maths</p> <p>Math Mentals - Day 2</p> <p>Revision - addition and subtraction: bridging to 10, 20, 100, 1000, 10000</p> <p>Equivalent Fractions</p>	<p>Maths</p> <p>Math Mentals - Day 3</p> <p>Revision - addition and subtraction: bridging to 10, 20, 100, 1000, 10000</p> <p>Number Patterns with Fractions</p>	<p>Maths</p> <p>Math Mentals - Day 4</p> <p>Revision - addition and subtraction: bridging to 10, 20, 100, 1000, 10000</p> <p>3D Objects</p>	<p>Maths</p> <p>Math Mentals- Day 5</p> <p>Revision- addition and subtraction: bridging to 10, 20, 100, 1000, 10000</p> <p>Multiplying and Dividing by 7 using Distributive Property</p>

<p>PDHPE</p> <p>Let's get active! Challenge yourself with the catching activity (Get Active at Home Sheet)</p>	<p>PDHPE</p> <p>Complete a mindfulness guided meditation. You can choose your own or follow the link below</p> <p>https://www.youtube.com/watch?v=VZ_wdeog5Ek</p>	<p>PDHPE</p> <p>Let's get active! Challenge yourself with the underarm throw activity (Get Active at Home sheet).</p>	<p>PDHPE</p> <p>A Cosmic Kids Yoga Adventure: 'Squish the Fish.'</p> <p>https://www.youtube.com/watch?v=LhYtcadR9nw</p>	<p>PDHPE</p> <p>Let's get active! Challenge yourself with the overarm throw activity (Get Active at Home sheet).</p>
<p>Other Key Learning Areas</p>				
<p>Handwriting</p> <p>Complete the Week 6 handwriting activities.</p> <p>Students are to copy the text onto the handwriting paper.</p> <p>We are learning to revise horizontal joints to tall letters.</p> <p>We are practicing joining s.</p>	<p>HSIE (Human Society and Its Environment)</p> <p>Focus Question: How is rubbish managed and how does it affect the environment?</p> <p>WALT: Understand how rubbish is managed in North Pacific Gyre.</p> <p>Success Criteria:</p> <p>-Identify how waste is created by humans</p> <p>-Identify ways humans are trying to manage this</p> <p>Students can:</p> <p>Look at image of North Pacific Gyre and complete see think wonder table.</p> <p>Using the listed websites, do your own research about the North Pacific Gyre. Record what you have discovered below.</p> <p>Inquisitive - Enjoy teaching Science, History and Geography</p>	<p>Science</p> <p>Read and complete the worksheets on the decomposition of materials.</p> <p>Click on the links below to help you complete the activities.</p> <p>https://www.youtube.com/watch?v=XiRfRsOkqg</p> <p>https://www.youtube.com/watch?v=uB61rfeeAsM</p>	<p>CAPA- Social, emotional, and family activities</p> <p>Use the Dance Snap Cards to create a short dance. You can share this dance on your class Edmodo by typing the steps and letting your friends have a go.</p> <p>You can use the snap cards more than once. For example, shimmy shoulder, shimmy shoulder, clap stomp, clap.</p> <p>Have fun with it 😊</p>	

Choose a spelling list from the table below. Write out the words each day and find a definition for each word.

Vocabulary

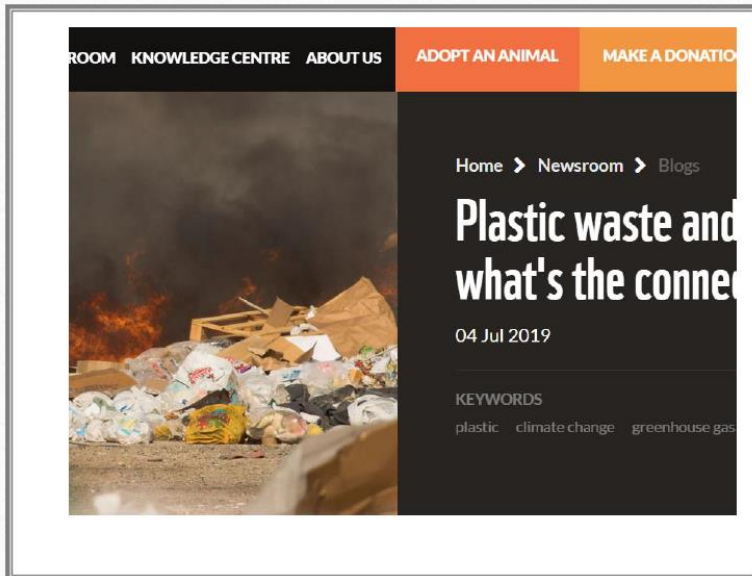
Yellow	Blue	Green
drown	reuse	environment
single-use	materials	favourite
environmentally	products	pollution
	remade	



How does plastic affect climate?

As it **does**, sunlight and heat cause the **plastic** to release powerful greenhouse gases, leading to an alarming feedback loop. As our **climate** changes, the planet gets hotter, the **plastic** breaks down into more methane and ethylene, increasing the rate of **climate** change, and so perpetuating the cycle.

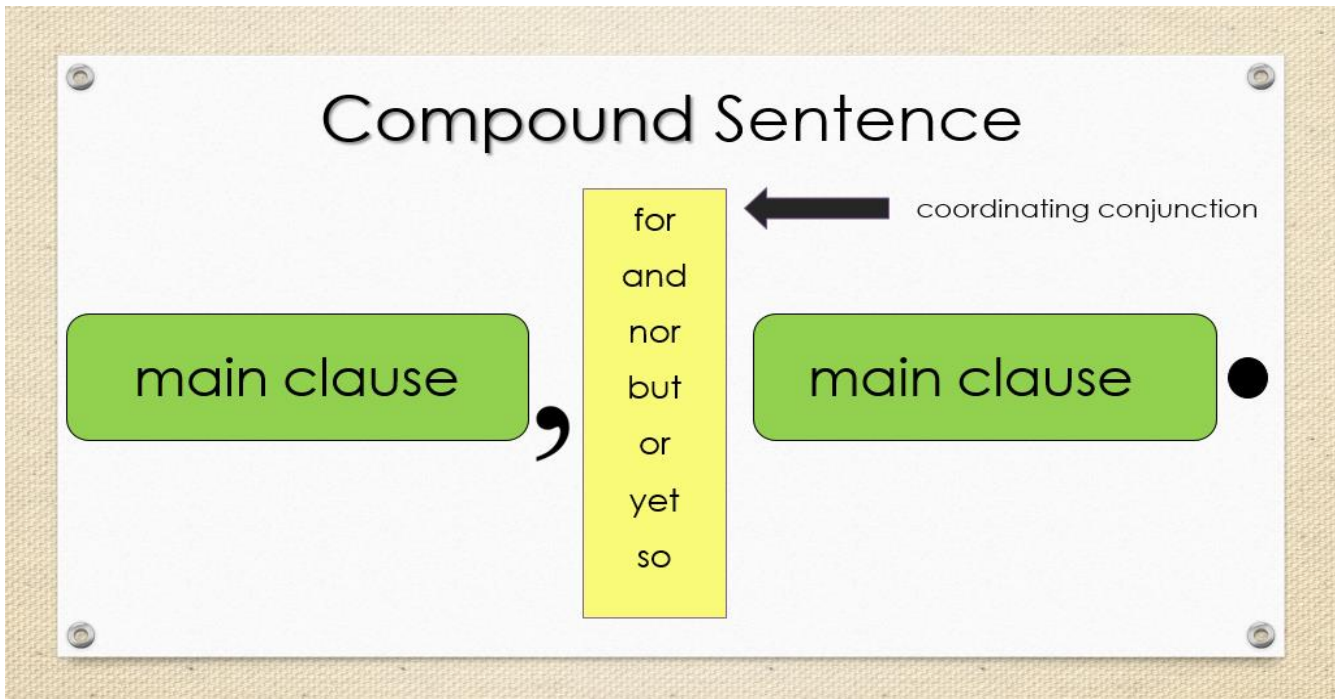
<https://www.wwf.org.au/news/blogs/plastic-waste-and-climate-change-whats-the-connection#gs.aesjma>



Task: explore the website below.
Answer the question “how does plastic affect climate?”

<https://www.wwf.org.au/news/blogs/plastic-waste-and-climate-change-whats-the-connection#gs.aesjma>


A compound sentence glues two simple sentences together. It is made up of **two main clauses** joined by a **coordinating conjunction**.



Draw the recipe for a compound sentence and label all the parts. Use the colour green for your main clause box and yellow for your coordinating conjunctions.

I _____ (RQ?)

Block Planner:



TS-----> ○ 1 , ○ 2 , ○ 3 ,

1. TopS
E
E
L

→ RS ① , ② , ③ ,

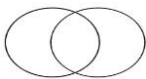
2. TopS
E
E
L

→ RS ○₁ , ○₂ , ○₃ ,

3. TopS
E
E
L

→ RS 1 , 2 , 3 ,
○ ○ ○

C RQ? CTA RS

① , ② , ③ , L 

Writing to Persuade Persuasive Script

Title

Every good piece of writing starts with a title. It is a good idea for the title to include a **rhetorical question**. A rhetorical question is a question someone asks without expecting an answer.

Introductory Paragraph

Draw a box for your introductory paragraph. In this introduction, you should **hook your reader** by using a persuasive device. Use **strong, emotive language** (words that make the audience feel a certain way) and a **rhetorical question** that leaves your reader with something to think about. You could begin your question with, "How would you feel if". Add a **thesis statement** to outline the **rule of three** (things that come in three).

Paragraph – TEEL (Topic Sentence, Elaborate, Example, Link)

Draw a box for your second paragraph. This paragraph will start with a **topic sentence**. The paragraph will be about **one example (1st argument)** and this example will be **elaborated and expanded on**. All the sentences must be **factual and persuasive**. The last sentence will **link to the topic sentence using a synonym** (a word similar or the same as).

Draw a box for your third paragraph. This paragraph will start with a **topic sentence**. The paragraph will be about **one example (2nd argument)** and this example will be **elaborated and expanded on**. All the sentences must be **factual and persuasive**. The last sentence will **link to the topic sentence using a synonym** (a word similar or the same as).

Draw a box for your fourth paragraph. This paragraph will start with a **topic sentence**. The paragraph will be about **one example (3rd argument)** and this example will be **elaborated and expanded on**. All the sentences must be **factual and persuasive**. The last sentence will **link to the topic sentence using a synonym** (a word similar or the same as).

Conclusion

Draw a box for your final paragraph. This is your **conclusion**. Your conclusion will start with a '**rhetorical question**' and a **call to action**. Don't forget to restate your **thesis statement**. End with a **link** back to the **rhetorical question** in the title to end with impact.

Learning Intention:

We are learning about sustainability.



Success Criteria:



We can:



Determine important information.



Synthesise information.

What is Determining Importance?

- Depends on your **PURPOSE!**



What is synthesising?

- Reading
- Understanding
- Creating something new
- Determining the important information



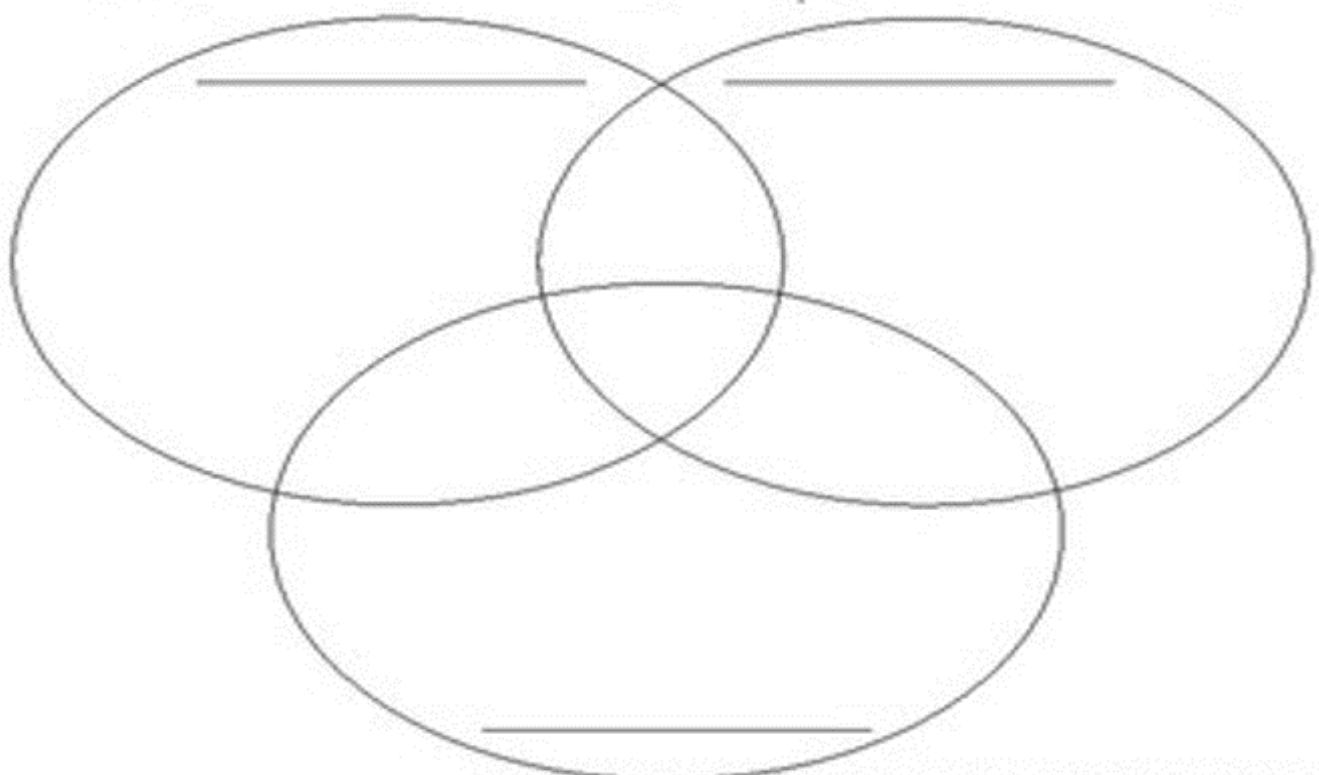
Threats to Marine Animals



- Research indicates that half of sea turtles worldwide have ingested plastic. Some starve after doing so, mistakenly believing they have eaten enough because their stomachs are full. On many beaches, plastic pollution is so pervasive that it's affecting turtles' reproduction rates by altering the temperatures of the sand where incubation occurs.
- Plastic waste kills up to a million seabirds a year. As with sea turtles, when seabirds ingest plastic, it takes up room in their stomachs, sometimes causing starvation. Many seabirds are found dead with their stomachs full of this waste.
- While dolphins are highly intelligent and thus unlikely to eat plastic, they are susceptible to contamination through prey that have ingested synthetic compounds.

Name _____

Topic _____



Created by Dubois Doodles <https://www.teacherspayteachers.com/Store/DuboisDoodles>

Learning Intention: We are learning how to determine the most important information, compare information, take notes and write using our own words.



Division
Strategy

Place Value

Look for division facts,
then adjust place value.



1 Find a friendly
division fact.

2 Calculate.

3 Adjust the
place value.

$$350 \div 7$$

$$35 \div 7 = 5$$

$$350 \div 7 = 50$$

Other Examples

$$210 \div 3$$

$$21 \div 3 = 7$$

$$210 \div 3 = 70$$

$$1600 \div 4$$

$$16 \div 4 = 4$$

$$1600 \div 4 = 400$$

Day 1

1 $120 \div 3$

2 $240 \div 3$

3 $120 \div 4$

4 $280 \div 4$

5 $140 \div 7$

6 $210 \div 7$

7 $120 \div 6$

8 $240 \div 6$

9 $160 \div 8$

10 Our teacher paid \$6 per set for maths sets. If she spent \$180, how many sets did she buy?

11 $400 \div 8$

12 $250 \div 5$

13 $300 \div 5$

14 $1200 \div 3$

15 $2400 \div 6$

16 $2000 \div 5$

17 $2100 \div 7$

18 $1600 \div 8$

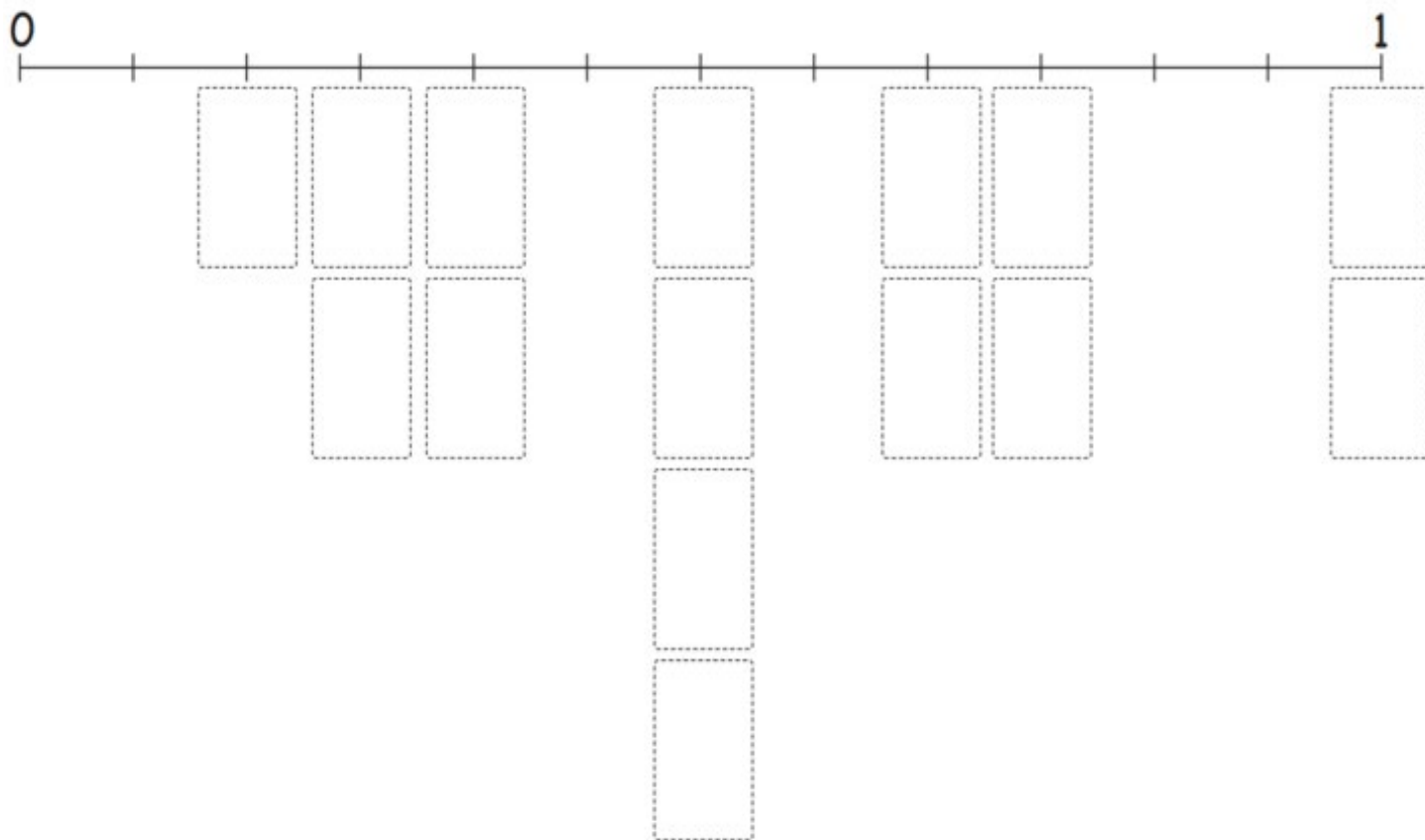
19 $4000 \div 8$





20 \$3600 in prize money was shared by 3 sisters. How much did each one receive?

Math- Monday

Equivalent Fractions on a Number Line

Cut out the fractions below and past them in the correct position on the number line below.

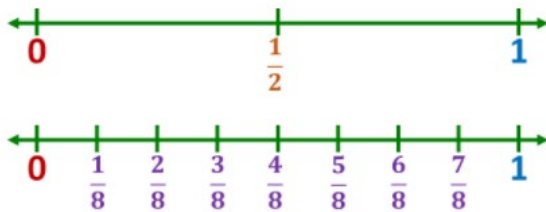


$\frac{4}{4}$	$\frac{1}{3}$	$\frac{2}{4}$	$\frac{1}{6}$	$\frac{3}{4}$
$\frac{1}{2}$	$\frac{3}{6}$	$\frac{1}{4}$	$\frac{2}{3}$	$\frac{4}{6}$
$\frac{2}{6}$				

Circle the correct answer to each of these questions below:

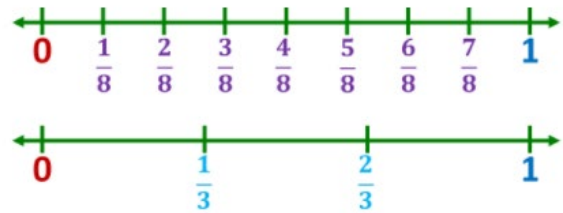
True or false?

$\frac{1}{2}$ is equivalent to $\frac{4}{8}$.

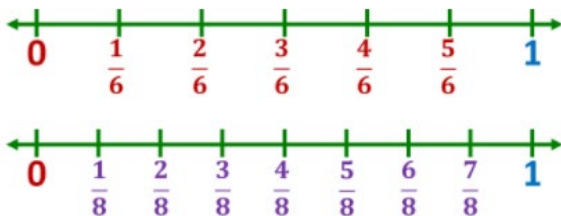


True or false?

$\frac{3}{8}$ is equivalent to $\frac{1}{3}$.



Use the number lines to find a pair of **equivalent fractions**.



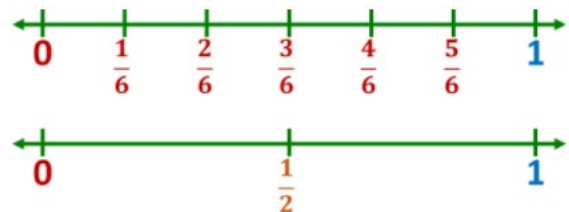
3/6

4/6

3/8

4/8

Use the number lines to find a pair of **equivalent fractions**.



3/6

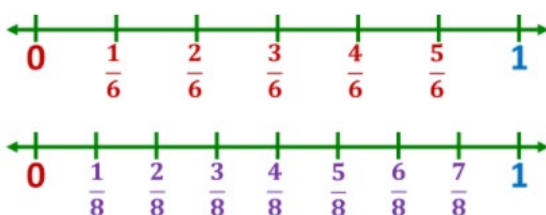
1/2

1/6

2/6

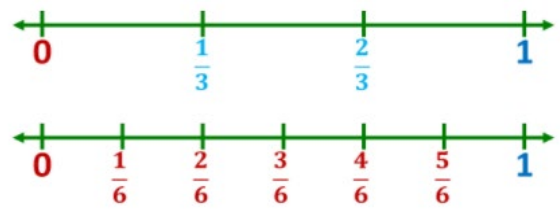
True or false?

$\frac{4}{6}$ is equivalent to $\frac{6}{8}$.



True or false?

$\frac{2}{3}$ is equivalent to $\frac{4}{6}$.



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

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



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



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



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



DATE

Learning Intention: We are revising horizontal joints to tall letters.

ot ob ol of rt rk rl rf rb urh urk url xl xt xh ft fl

When it's hot, going surfing helps me cool off. I was pretty awkward when I started surfing, but I got better with lots of practice. Sometimes it feels like flying

DATE

Learning Intention: We are practising joining to s.

The deep ocean is a cold, dark place. The animals living there have adapted to these conditions. Some of these animals emit light from their bodies to lure prey or scare predators.

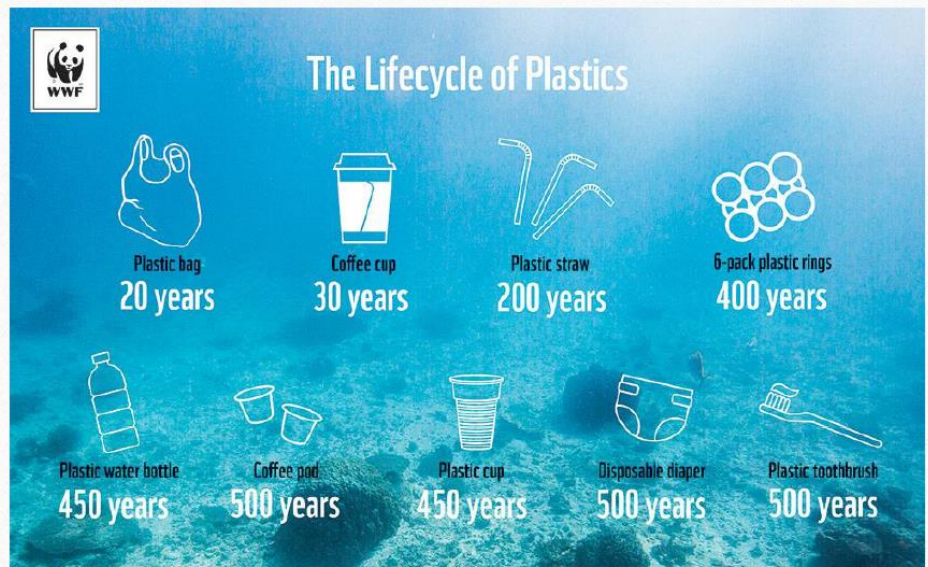
Anglerfish Southern Frost Fish Spookfish

Bellowfish Rat-Tail Lanternfish Ghost Shark



Biodegradable= possible to break down into very small harmless parts by the action of living things

Lifecycle of Plastic



Decompose= to break down or be broken down into simpler parts or substances especially by the action of living things.

What is the Problem with Plastic?



- First, let's get real: Not all plastic is bad. Bike helmets, car airbags, and many medical supplies made with plastic save lives.
- Plastic water bottles can bring clean drinking water to people who don't have it, and plastic straws can help people with disabilities drink.
- The problem is that most of us use and then toss way more plastic than we need: grocery bags, drink bottles, straws, food wrappers, and plastic packaging around toys. This kind of plastic that's used only once before being thrown away is called **single-use plastic**, and it makes up more than 40 percent of all plastic trash.

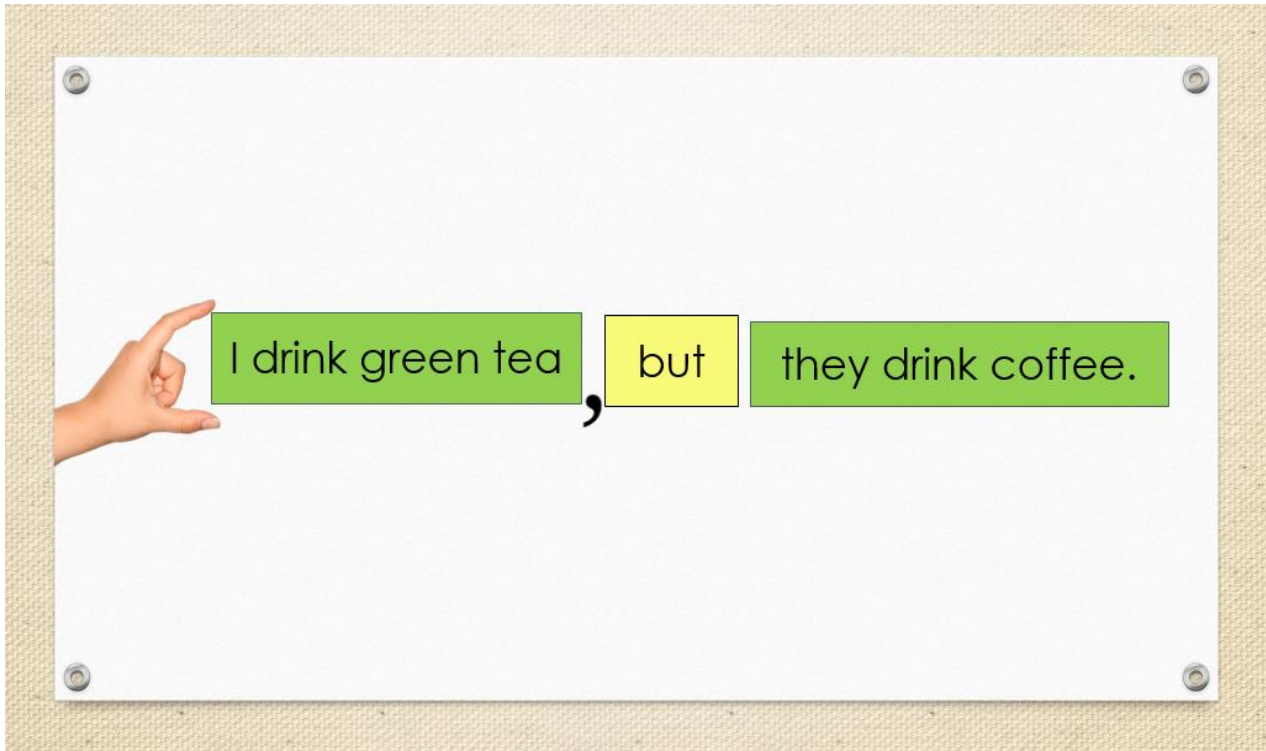


Facts and Statistics

- **5 trillion** pieces of plastic (not including microbeads – minuscule plastic balls found in toiletries like face washes and toothpaste) are estimated to be floating in the world's seas.
- **90%** of seabirds eat plastic rubbish, mistaking it for food.
- **20%** of fish found during a recent expedition had plastic in their stomachs.
- **52%** of sea turtles worldwide have accidentally eaten plastic rubbish in the ocean.



Question: How are turtles being impacted by human pollution?



Identify the parts of the compound sentence above.

Write two compound sentences of your own and identify the parts of each sentence.

Task: identify and label the structure of the block planner on the exemplar text.

Who would want to live in a dump?

No space for waste! I remember waiting all summer to go on our special family holiday. I was looking forward to seeing the crystal blue water and the white, sandy beaches. To my surprise, there were no clear sands just litter covering everything. How would you feel just seeing plastic bottles scattered across your favourite beach? All of this rubbish should have been recycled. Everyone should do their part by reducing, reusing or recycling to keep our beaches pristine.

First and foremost, buy and use less. A key part of waste reduction is 'conservation'. Conservation is when you use natural resources wisely and using less than usual to avoid waste. Secondly, cut down on using plastic bags for everything. Instead, you could use paper bags or boxes which are more environmentally friendly. Remember only to buy what you need.

Another great way to do your part is to reuse, materials instead of throwing them away. Rather than throwing away items, pass them onto others. If you have too many things that you don't need, you can always donate them to a second-hand store. Reusing items can reduce landfill and pollution, which can save our environment.

Lastly, recycle, recycle, recycle! Don't just toss everything into the red bin. Lots of things can be remade into something new. A recycled soda bottle can be made into t-shirts, combs, or other plastic goods that can be used a hundred times. The energy saved by recycling your plastic bottle alone will power your computer for 25 minutes! Imagine what else you can recycle to recreate sustainable products.

What are you waiting for? Do your part! Start reducing, reusing and recycling today. That way, our beaches can be the way I remembered them. There is so much you can do with such little effort. I wouldn't want to live in a dump. Would you?

How is littering affecting animals?

- Litter is deadly to wildlife, especially marine animals. Street litter washes into storm drains, into our waterways and ultimately ends up in the ocean. Some of this litter washes back up onto beaches. Some stays in the water, where it can kill wildlife. Entanglement causes animals to die slowly. Birds are particularly susceptible to entanglement as they collect material for their nests. A curious animal that ingests litter can die of starvation or malnutrition if the foreign object blocks the animal's intestinal tract. Litter can also smother and damage seabeds. Toxic substances from litter also accumulates in fish, exposing the people and animals further up the food chain to these pollutants.

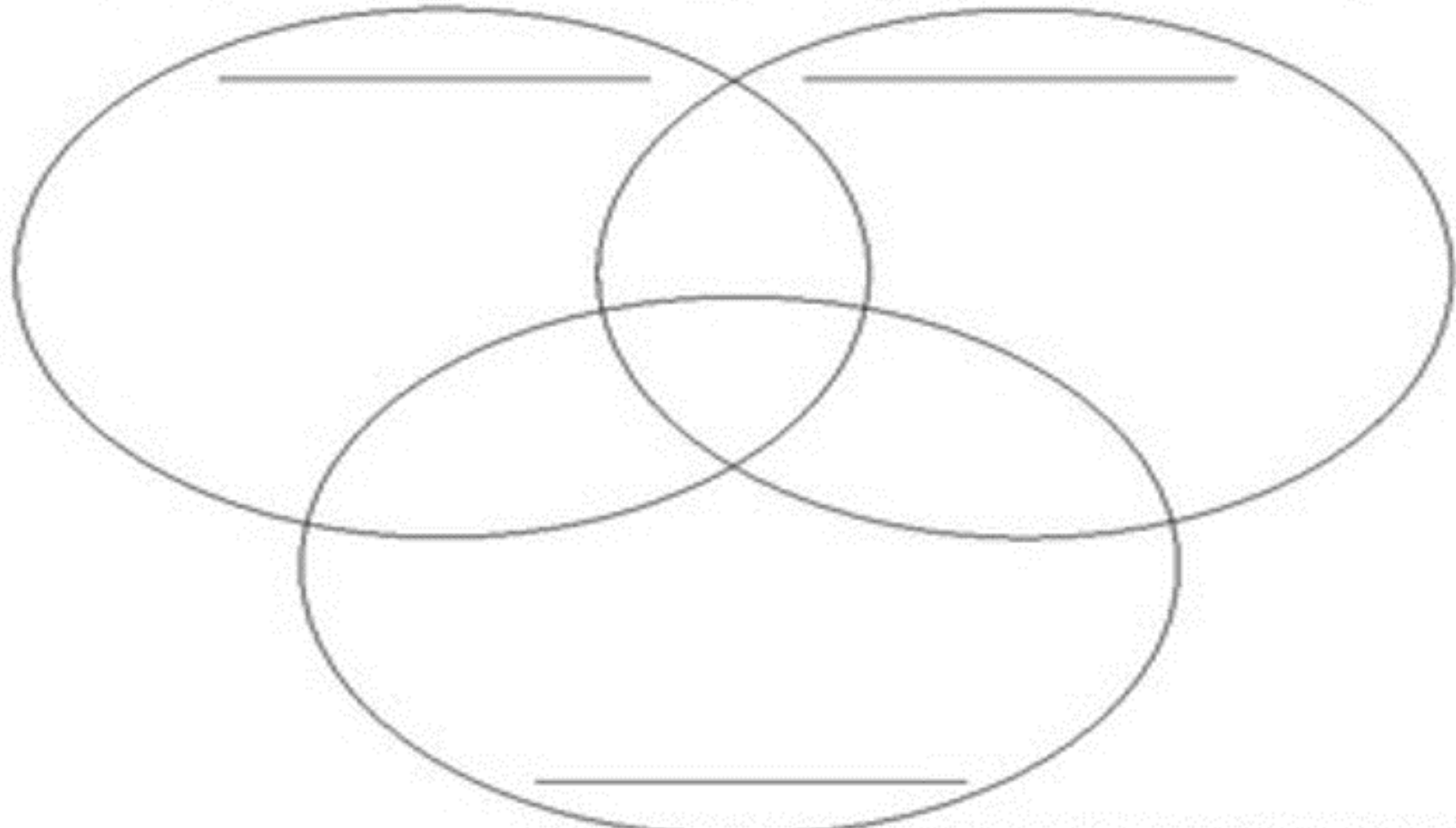


- Many turtles, that have been killed by consuming debris, had plastic bags or fishing line in their stomachs, some as small as half of a fingernail. Sea turtles are especially susceptible to the effects of consuming marine debris due to their bodies' own structure. They have downward faced spines in their throats which prevent the possibility of regurgitation. The plastics get trapped in their stomach, which prevents them from properly swallowing food. Also, many sea turtle rehabilitation facilities commonly deal with "bubble butts," turtles that float as a result of trapped gas caused by harmful decomposition of marine debris inside a turtle's body. The gases cause the turtle to float, which leads to starvation or makes them an easy target for predators.



Name _____

Topic _____



Created by Dubois Doodles <https://www.teacherspayteachers.com/Store/DuboisDoodles>

Learning Intention: We are learning how to determine the most important information, compare information, take notes and write using our own words.

Math Mentals- Tuesday

Math Mentals- Wednesday

Day 2

Day 3

Practice

Practice

Revision

Revision

- 1 $180 \div 3$
- 2 $160 \div 4$
- 3 $280 \div 7$
- 4 $180 \div 6$
- 5 $1500 \div 3$

- 6 9×30
- 7 20×40
- 8 $72 + 77$
- 9 $244 + 53$

- 10 What is the cost of 3 theme park passes at \$112 each?

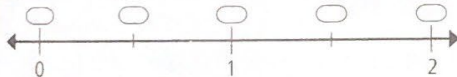
- 11 Which digit is in the ones place?
58 637

- 12 Which number is closest to 80?
☐ 74 ☐ 79 ☐ 87 ☐ 89

- 13 $? - 7 = 3$ \rightarrow $3 + 7 =$

- 14 $89 \times 10 =$

- 15 Where is $1\frac{1}{2}$ on this number line?



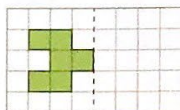
- 16 $\$5 - \$2.50 =$

- 17 What time is shown on this clock?
☐ 3:00 ☐ 12:15 ☐ 12:30

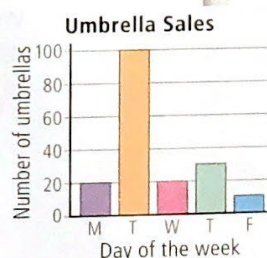


- 18 How many days in April?

- 19 Flip this shape to the right.



- 20 On which day were the most umbrellas sold?



- 1 $270 \div 3$
- 2 $240 \div 4$
- 3 $350 \div 7$
- 4 $300 \div 6$
- 5 $1800 \div 6$

- 6 $97 - 42$
- 7 $385 - 61$
- 8 $652 + 135$
- 9 $104 + 420$

- 10 How much more is a 2-year pass for \$169 than a 1-year pass for \$119?

- 11 Which digit is in the hundreds place?
58 637

- 12 Which number is closest to 100?
☐ 95 ☐ 93 ☐ 106 ☐ 104

- 13 $? - 9 = 4$ \rightarrow $4 + =$

- 14 $70 \times 10 =$

- 15 Where is $1\frac{2}{3}$ on this number line?



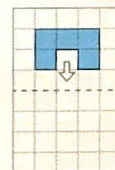
- 16 $\$10 - \$4.50 =$

- 17 What time is shown on this clock?
☐ 1:25 ☐ 2:25 ☐ 1:05



- 18 What is the date of the day before April 1?

- 19 Slide this shape in the direction shown.



- 20 What is a possible reason for the difference in the number of umbrella sales?

Math- Tuesday

Equivalent Fractions

Write the numerator in to make the fractions equivalent.

1.

$$\frac{1}{2} = \frac{\boxed{}}{4}$$

2.

$$\frac{1}{12} = \frac{\boxed{}}{24}$$

3.

$$\frac{1}{10} = \frac{\boxed{}}{20}$$

4.

$$\frac{1}{8} = \frac{\boxed{}}{16}$$

5.

$$\frac{3}{20} = \frac{\boxed{}}{40}$$

6.

$$\frac{1}{6} = \frac{\boxed{}}{12}$$

7.

$$\frac{1}{5} = \frac{\boxed{}}{10}$$

8.

$$\frac{1}{4} = \frac{\boxed{}}{16}$$

9.

$$\frac{3}{10} = \frac{\boxed{}}{20}$$

10.

$$\frac{1}{3} = \frac{\boxed{}}{12}$$

11.

$$\frac{7}{20} = \frac{\boxed{}}{40}$$

12.

$$\frac{3}{8} = \frac{\boxed{}}{16}$$

13.

$$\frac{2}{5} = \frac{\boxed{}}{20}$$

14.

$$\frac{5}{12} = \frac{\boxed{}}{24}$$

15.

$$\frac{19}{20} = \frac{\boxed{}}{40}$$

16.

$$\frac{3}{5} = \frac{\boxed{}}{20}$$

17.

$$\frac{5}{8} = \frac{\boxed{}}{16}$$

18.

$$\frac{2}{3} = \frac{\boxed{}}{6}$$

19.

$$\frac{3}{4} = \frac{\boxed{}}{8}$$

20.

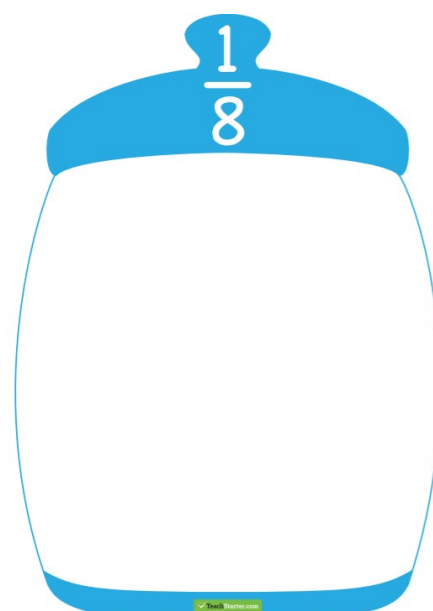
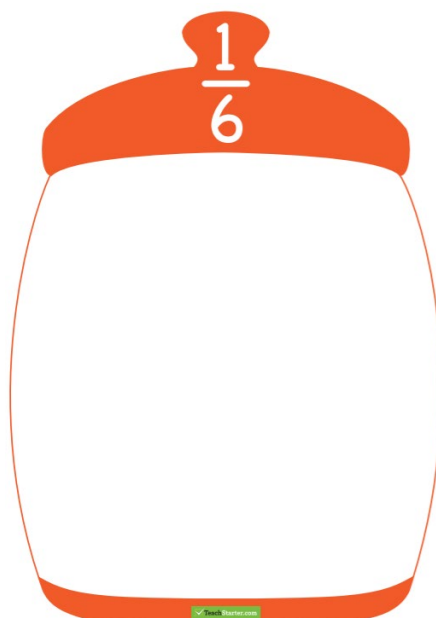
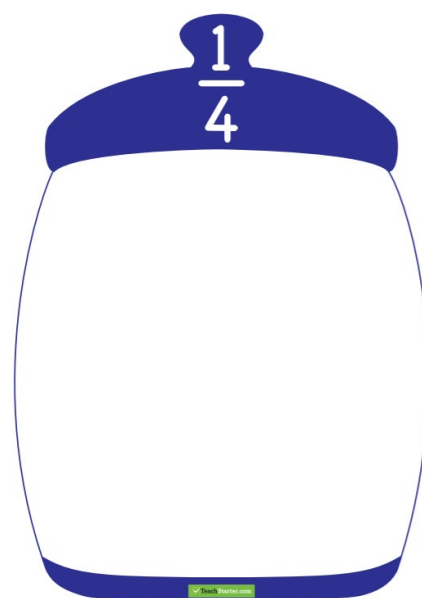
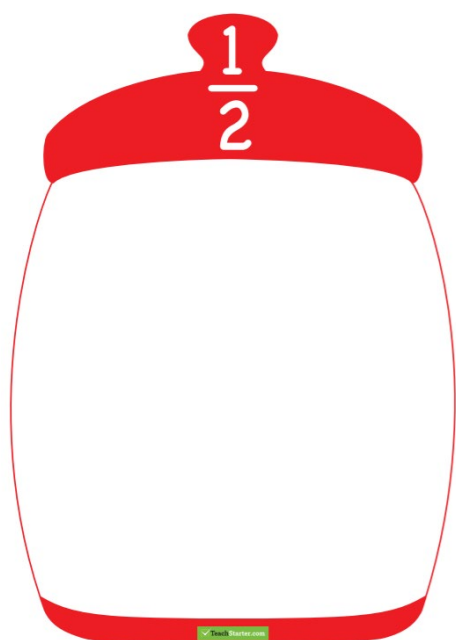
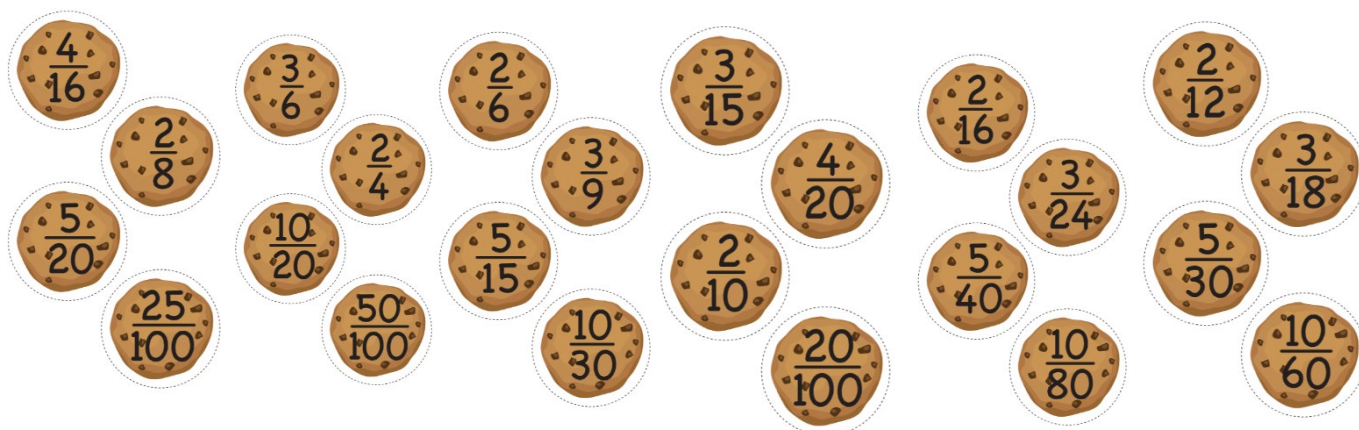
$$\frac{4}{5} = \frac{\boxed{}}{10}$$

It's time to build your fraction wall!

Fraction Wall

[illegible]

Let's build our own equivalent fraction cookie jar!



PDHPE

Get active at home

Catching Challenge

Challenges

- Throw and catch.
- Throw, clap and catch - throw the ball in the air and clap as many times as possible before trying to catch the ball.
- Throw, spin, clap and catch - throw the ball in the air and try to spin on the spot and clap before catching the ball.
- Kneel, sit, throw and catch - kneel or sit on the ground, throw the ball in the air and try to stand before catching the ball.

Mega Challenges

- Flick and catch - place the ball in between your feet on the ground. Throw the ball forward with one hand and try to catch with the other.
- Bunny hop and catch - place the ball in between your feet on the ground. Grab the ball with your feet, jump, release then catch.
- Creative challenge - move in any way you can while throwing and catching the ball.

Other variations

Using a wall or with a partner try:

- Two handed catching.
- One handed (dominant/non-dominant) use a big ball/object to make it easier.



Underarm Throw Challenge

Challenges

Perform the following underarm throwing activities with a ball.

- From a close distance, throw the ball at a set target.
- Set markers at varying distances to throw the ball at the target.

Mega Challenges

- Set out a number of balls at varying distances from the target. Perform five 'ice skater' movements (step one foot to the side then bring the other foot in behind) before throwing the ball at the target. Then complete a standing long jump to the next ball before repeating the sequence.
- Creative challenge: Repeat the sequence and create varying throwing positions using dominant/non-dominant hand.

Other variations

With a partner try:

- choosing different starting positions for the ball before throwing it at the target
- marking out a set distance for relay running in between throwing the ball at the target
- combining different fitness infusion activities for example, performing a set number tuck jumps before throwing.



Overarm Throw Challenge

Challenges

Perform the following throwing activities using a bean bag, ball or similar.

- From a set distance, throw towards positioned targets.
- Play a game of throw, catch, return with a partner.

Mega Challenge

- Set targets at varying levels and distances to challenge throwing accuracy.
- Throw to a partner while they are moving.

Creative Challenge

- Combine different movements such as hopping and ball handling combinations whilst throwing at set targets or to a partner.

Other variations

With a partner try:

- Choosing different starting positions for the ball before throwing it at the target.
- Marking out a set distance for running to receive a ball from your partner.
- Try combining different fitness infusion activities for example, performing a set number of burpees before throwing.

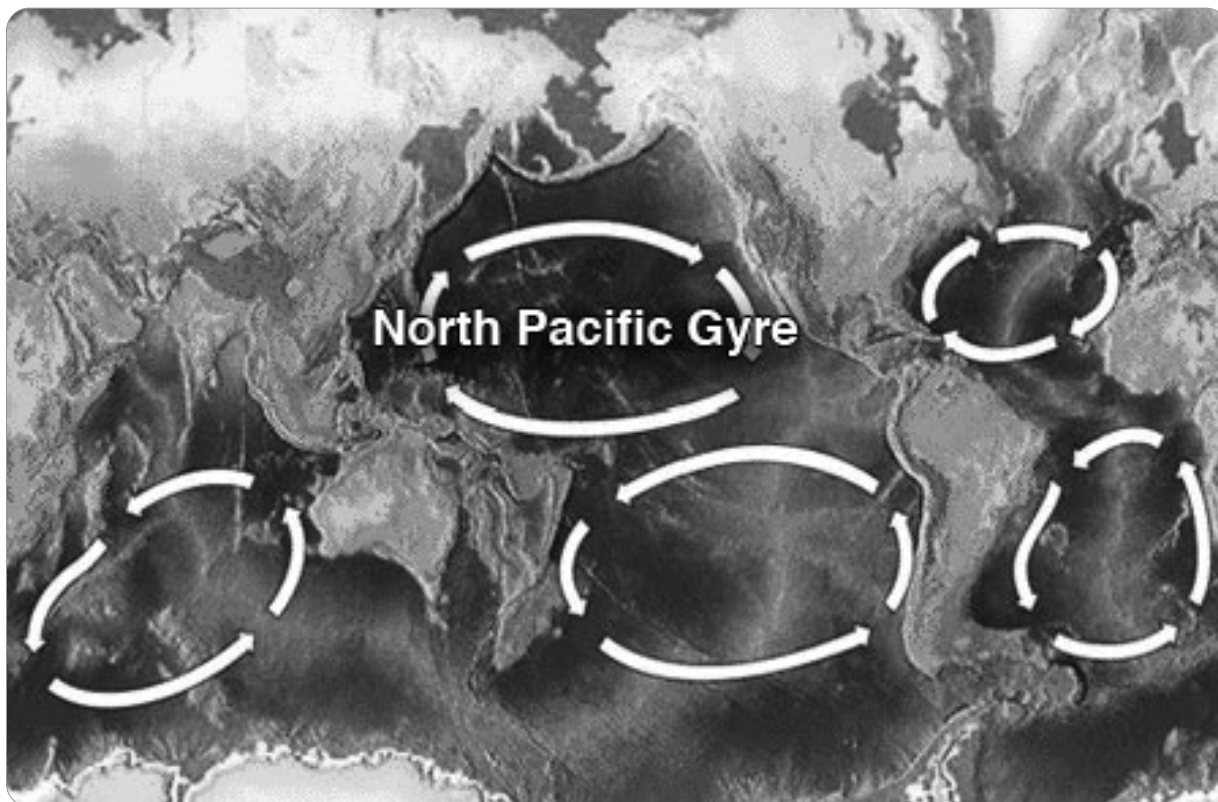


How is rubbish managed and how does it affect the environment?



How is rubbish managed and how does it affect the environment?

1 Take a close look at this image.



2 What do you see, think and wonder about the image?

I see



I think



I wonder



3 Using the listed websites, do your own research about the North Pacific Gyre. Record what you've discovered below.

a Three things I learnt:

b Two emotions I feel about it:

c One action I can take to help:

--	--

4 In the space below, draw a collection of the plastic things you have and use at school and at home to fill up the space. When the space is nearly filled, try and add blue colouring for water and fish, birds and other marine animals. This is probably what the North Pacific Gyre is like!

--

Happy Monday, from the Inquisitive team



Guided Research - 4 links

[The Pacific Ocean's plastic island](#)

kidzworld.com

[A website containing information about the great Pacific Garbage Patch-a giant floating island of garbage in the North Pacific Ocean.](#)

[The Great Pacific Garbage Patch KidzSearch website](#)

wiki.kidzsearch.com

[The Kidzsearch website containing facts and information about the Great Pacific Garbage Patch, including location, size and hazards.](#)

[YouTube video: How big the Great Pacific Garbage Patch Really is.](#)

youtube.com

[An illustrated 3 minute video by Science Insider about the eight million tons of plastic that end up into the world's oceans every year, much of that accumulating in the Great Pacific Garbage Patch.](#)

[World Wildlife Fund website](#)

wwf.org.au

[WWF website with information about how the Great Pacific Garbage Patch was formed, where the plastic comes from and the dangers associated with it.](#)



McChokey

SEE - What do you SEE in this image?

THINK - What does this image make you THINK about?

WONDER - What does this image make you WONDER? What questions do you have about this image?



Facts and Statistics

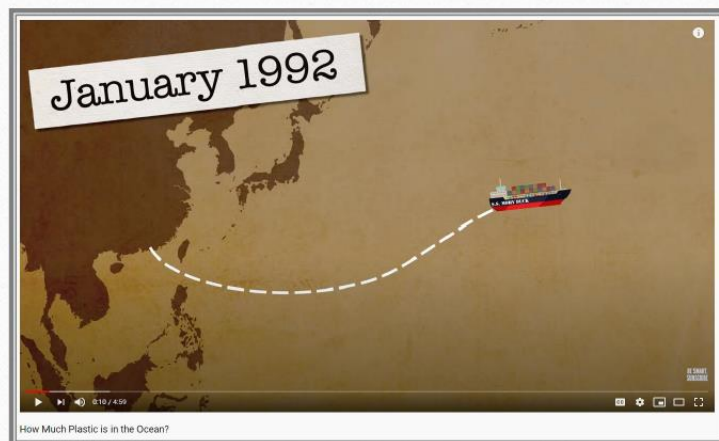
- 700 different species of animals are believed to be severely threatened because of plastic pollution in the ocean.
- 10% of all dead animals found in beach cleanups worldwide have been entangled in plastic bags.
- 443 animals and birds were found trapped by marine debris (such as old ropes, nets, mesh and wires) during a recent international coastal cleanup.
- *Many sea birds get caught up in the ocean's plastic waste.*



Where Does Plastic Go?

- Scientists think that 8.8 million tonnes of plastic winds up in the ocean every year.
- How does it get into the sea?
Plastic left on the ground as litter often blows into creeks and rivers, eventually ending up in the ocean. And because plastic trash is different from other types of waste—it doesn't decompose back into nature like an apple core or a piece of paper—it stays in the ocean forever. That means discarded fishing nets and six-pack rings can entangle animals; harmful straws and grocery bags can be mistaken as food.

<https://www.youtube.com/watch?app=desktop&v=YFZS3Vh4lFI>



Question: How much plastic is leaked into the ocean each year?
Write down everything you have learnt from watching this video!

Sentence of the day:

We are learning to write a compound sentence using coordinating conjunctions.

I have:

- a subject
- a predicate
- a coordinating conjunction
- a noun group (adjectives)
- correct beginning and end punctuation

Modelled- I was looking forward to seeing the crystal blue water and the white, sandy beaches.

Read and copy the sentence below. Underline the parts of a compound sentence using green, highlight the coordination conjunction in yellow and circle the noun group.

Noun group: clear plastic bottle

Use the noun group above to write your own compound sentence. Remember to add a coordinating conjunction.

Task: identify the language features in the text below. Create a key (use a different colour to show each of the different language features). See if you can find the following:

- ✓ Rhetorical questions
- ✓ High modality words
- ✓ Rule of Three
- ✓ Statistics
- ✓ Facts
- ✓ Personal Pronouns

Who would want to live in a dump?

No space for waste! I remember waiting all summer to go on our special family holiday. I was looking forward to seeing the crystal blue water and the white, sandy beaches. To my surprise, there were no clear sands just litter covering everything. How would you feel just seeing plastic bottles scattered across your favourite beach? All of this rubbish should have been recycled. Everyone should do their part by reducing, reusing or recycling to keep our beaches pristine.

First and foremost, buy and use less. A key part of waste reduction is 'conservation'. Conservation is when you use natural resources wisely and using less than usual to avoid waste. Secondly, cut down on using plastic bags for everything. Instead, you could use paper bags or boxes which are more environmentally friendly. Remember only to buy what you need.

Another great way to do your part is to reuse, materials instead of throwing them away. Rather than throwing away items, pass them onto others. If you have too many things that you don't need, you can always donate them to a second-hand store. Reusing items can reduce landfill and pollution, which can save our environment.

Lastly, recycle, recycle, recycle! Don't just toss everything into the red bin. Lots of things can be remade into something new. A recycled soda bottle can be made into t-shirts, combs, or other plastic goods that can be used a hundred times. The energy saved by recycling your plastic bottle alone will power your computer for 25 minutes! Imagine what else you can recycle to recreate sustainable products.

What are you waiting for? Do your part! Start reducing, reusing and recycling today. That way, our beaches can be the way I remembered them. There is so much you can do with such little effort. I wouldn't want to live in a dump. Would you?

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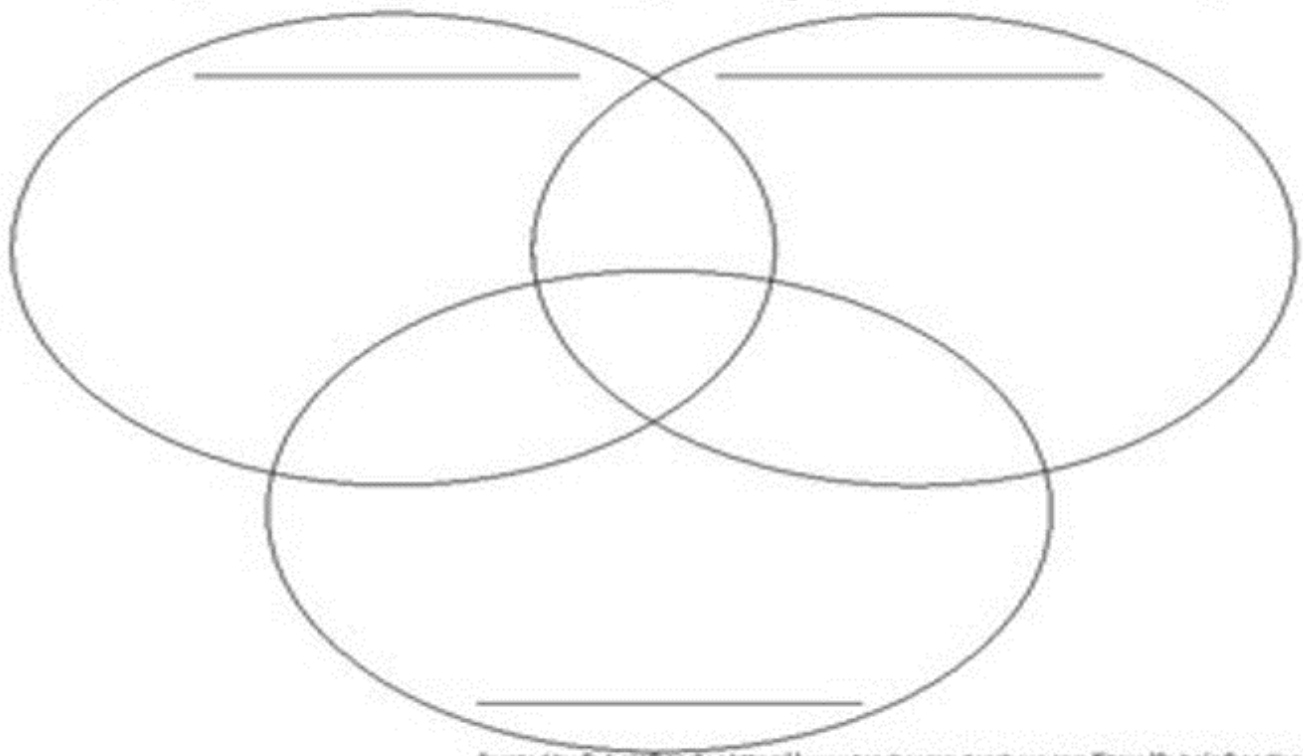
 Personal Pronouns	 Opinion	 Alliteration	 Rule of three	 Repetition	 Statistics
 Facts	 Rhetorical question	 Exaggeration	 High Modality words.		

The effect of climate change on animals

- **Giant panda bears:** Climate change is causing a major wipe-out of bamboo in their natural habitat in China.
- Apart from being the bears' staple diet, bamboo also provides them with shelter from the elements.
- **Sea turtles:** A baby turtle's sex depends on the temperature of the sand where the eggs are laid. The warmer areas produce female turtles.
- With climate change causing an increase in temperatures, more females than males will hatch.
- This may affect the population growth of green turtles in the future, since it may mean fewer mating partners for female turtles.
- **Polar bears** :Climate change and global warming reduces the amount of Arctic sea ice for the bears to hunt seals on.
- This reduces their access to food sources, diminishes their natural habitat, and threatens their overall survival.



Name _____ Topic _____



Created by Dubois Doodles <https://www.teacherspayteachers.com/Store/DuboisDoodles>

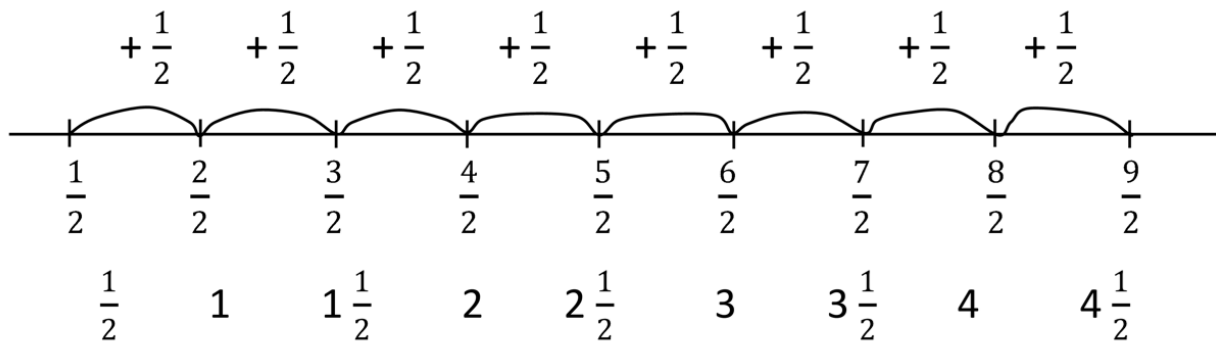
Learning Intention: We are learning how to determine the most important information, compare information, take notes and write using our own words.

Math- Wednesday

Number Patterns with Fractions

Today you are going to investigate number patterns and describe the way they repeat.

This is an example of a number pattern that increases by repeatedly adding a $\frac{1}{2}$.

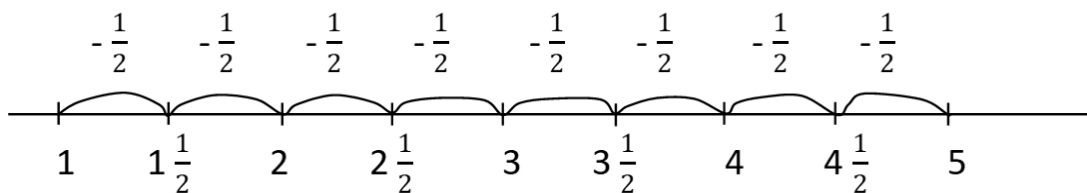


Rule: Repeats by adding $\frac{1}{2}$

Rule: Start at $\frac{1}{2}$ and repeatedly add $\frac{1}{2}$

Rule: multiples of $\frac{1}{2}$

This is an example of a number pattern that starts at 5, and decreases by repeatedly subtracting a $\frac{1}{2}$.

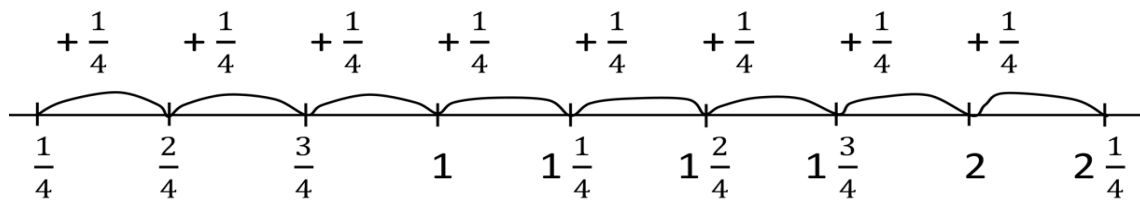


5, $4\frac{1}{2}$, 4, $3\frac{1}{2}$, 3, $2\frac{1}{2}$, 2, $1\frac{1}{2}$, 1, ...

Rule: Starts from 5 and repeats by subtracting $\frac{1}{2}$

Rule: Multiples of $\frac{1}{2}$ backwards from 5

This is another example of a number pattern that increases by repeatedly adding a $\frac{1}{4}$.



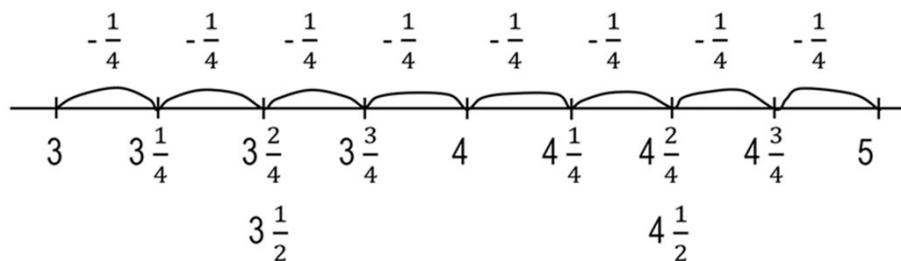
$\frac{1}{4}, \frac{2}{4}, \frac{3}{4}, 1, 1\frac{1}{4}, 1\frac{2}{4}, 1\frac{3}{4}, 2, 2\frac{1}{4} \dots$

Rule: Repeats by adding $\frac{1}{4}$

Rule: Start at $\frac{1}{4}$ and repeatedly add $\frac{1}{4}$

Rule: Multiples of $\frac{1}{4}$

This is another example of a number pattern that starts at 5, and decreases by repeatedly subtracting a $\frac{1}{4}$.



$5, 4\frac{3}{4}, 4\frac{2}{4}, 4\frac{1}{4}, 4, 3\frac{3}{4}, 3\frac{2}{4}, 3\frac{1}{4}, 3, \dots$

Rule: Starts from 5 and repeats by subtracting $\frac{1}{4}$

Rule: Multiples of $\frac{1}{4}$ backwards from 5

I might need to
INVESTIGATE
this now!



Let's investigate! Extend your understanding of patterns that increase or decrease by adding or subtracting fractions to create patterns. Do this on a blank sheet of paper or an exercise book.

Thursday

How do plastic bags harm our environment and sea life?

Turtles (and other animals) may mistake plastic bags for food. Turtles like to eat jellyfish, and we think turtles eat the plastic bags because they resemble jellyfish.

When turtles eat plastic, it can block their intestinal system (their guts). Therefore, they can no longer eat properly, which can kill them. The plastics in their tummy may also leak chemicals into the turtle. We don't know whether this causes long term problems for the turtle, but it's probably not good for them.



<https://education.abc.net.au/newsandarticles/blog/-/b/2926988/curious-kids-how-do-plastic-bags-harm-our-environment-and-sea-life->

Thursday



Question: What are the ways we can reduce plastic ending up on our beaches?

Sentence of the day:

We are learning to write a compound sentence using coordinating conjunctions.

I have:

- a subject
- a predicate
- a coordinating conjunction
- a noun group (adjectives)
- correct beginning and end punctuation

Modelled- A *single-use plastic soda bottle* can be made into t-shirts, or other plastic goods that can be used a hundred times.

Read and copy the sentence below. Underline the parts of a compound sentence using green, highlight the coordination conjunction in yellow and circle the noun group.

Copy and complete the following sentence. Remember to add a noun group and coordinating conjunction.

Joint- *We can reduce waste by ...*

Reduce, Reuse, Recycle



Use the blanks in the next few slides to create a title and introduction for your text.

Who Wants to Protect Our Planet?

We are drowning in waste! Imagine going to the beach and seeing rubbish everywhere. How would you feel seeing litter all around your favourite beach? We must do our part by reducing, reusing and recycling.

We must reduce our waste. We can cut down on using plastic bags and use more environmentally friendly ones. Did you know helpless turtles eat plastic? Well done to all the supermarkets who are using single-use bags. Help save our turtles by reducing your waste!

Another great way to protect our planet is to reuse items. Instead of throwing things away and sending them to landfill, make something new. You can also donate it for other people to use. Reuse your items and help save our planet!

Recycle! Recycle! Recycle! Lots of rubbish can be remade into something new. Did you know a bottle can be made into a t-shirt? Use the right coloured bins, so items can be recycled. Let's not drown in our waste, recycle now!

What can you do? Act now and protect our planet! Start reducing, reusing and recycling today!

Who _____?

We _____! **Imagine** _____.

Examples - Rhetorical Questions

How would you feel if there was rubbish everywhere?

How would you feel if you saw the ocean full of plastic?



Who _____?

We _____! Imagine _____.

How would _____?

Who _____?

We _____! **Imagine** _____.

How would _____?

We must _____ **by** _____, _____,

and _____.

Vocabulary: Your task is to find the definitions of the weekly vocabulary words using the pictures to assist you and write them out in your words under each word.



conserve



sustain



consume



biodegrade

Math Mentals- Thursday

Math Mentals- Friday

Day 4

- 1 $150 \div 5$
- 2 $320 \div 4$
- 3 $3000 \div 5$
- 4 $1400 \div 7$
- 5 $2400 \div 8$

- 6 6×500
- 7 800×3
- 8 $539 - 106$
- 9 $728 - 420$

- 10 What is the total cost of theme park passes for 1 adult at \$140 and 1 child at \$119?

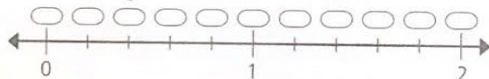
- 11 Circle the ten thousands. 58 637

- 12 Which number is closest to 990?
☐ 999 ☐ 989 ☐ 980 ☐ 979

- 13 $? - 7 = 18$ + =

- 14 $900 \times 10 =$

- 15 Where is $1\frac{4}{5}$ on this number line?



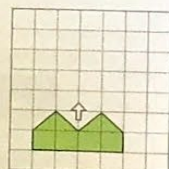
- 16 $\$20.00 - \$10.25 =$

- 17 What time is shown on this clock?
☐ 5:55 ☐ 5:50 ☐ 5:05

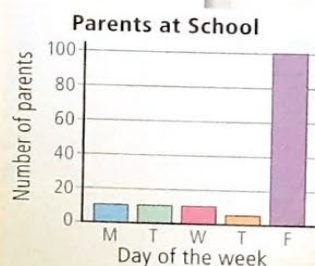


- 18 What is the date 2 weeks before April 28?

- 19 Slide this shape up, then turn a quarter turn clockwise.



- 20 Which day had the most parents at school?



Day 5

- 1 $2500 \div 5$
- 2 $150 \div 3$
- 3 $240 \div 8$
- 4 $450 \div 5$
- 5 $360 \div 6$
- 6 $210 \div 7$
- 7 $2700 \div 3$
- 8 $1200 \div 4$
- 9 $4000 \div 5$

- 10 Dan's family hired a car for 5 days for \$230. What was the cost per day?

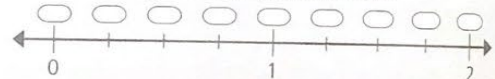
- 11 Circle the thousands. 58 637

- 12 Which number is closest to 150?
☐ 146 ☐ 155 ☐ 144 ☐ 153

- 13 $? - 6 = 14$ $14 +$ =

- 14 $315 \times 10 =$

- 15 Where is $1\frac{3}{4}$ on this number line?



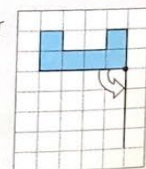
- 16 $\$10 - \$5.90 =$

- 17 What time is shown on this clock?
☐ 2:08 ☐ 8:10 ☐ 8:20



- 18 What is the day after April 30?


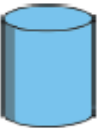




- 19 Turn this shape a quarter turn anticlockwise around the point.



- 20 What is a possible reason for the difference in the number of parents at school each day?

Three Dimensional Objects

Look carefully at the properties of these 3D shapes. Write your results in the table.

3D Object	Number of Straight Edges	Number of Curved Edges	Number of Vertices	Does it roll?	Does it Stack?
 Cube					
 Cylinder					
 Sphere					
 Rectangular Prism					
 Cone					
 Triangular Pyramid					

Let's play a game of 'Who am I?' Use the hints at the bottom of the page.

- 1 I have 6 square faces
- 2 I have 8 vertices
- 3 I have 12 edges

What am I?

I am a _____.

- 1 I have 6 faces, at least 4 of which are rectangular
- 2 I have 8 vertices
- 3 I have 12 edges

What am I?

I am a _____.

- 1 I have 1 continuous curved surface
- 2 I have 0 vertices
- 3 I have 0 edges

What am I?

I am a _____.

- 1 I have 5 faces (two of these are triangular)
- 2 I have 6 vertices
- 3 I have 9 edges

What am I?

I am a _____.

- 1 I have 2 faces and 1 continuous curved surface
- 2 I have 0 vertices
- 3 I have 2 edges

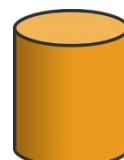
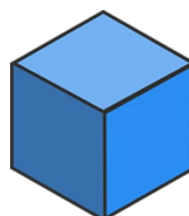
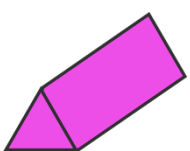
What am I?

I am a _____.

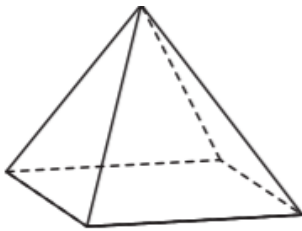
- 1 I have 1 circular face and 1 continuous curved surface
- 2 I have 1 vertex
- 3 I have 1 edge

What am I?

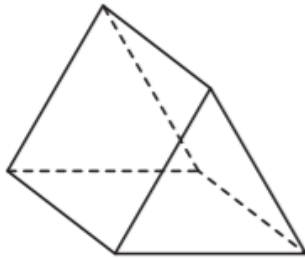
I am a _____.



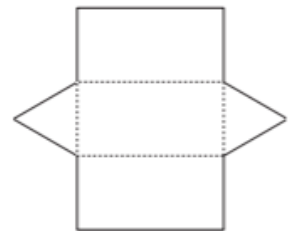
Match the 3D object to its name and net.



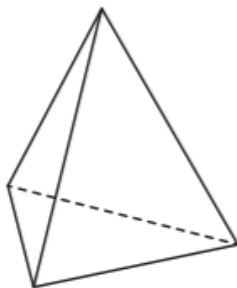
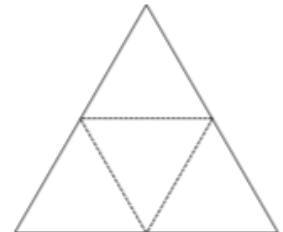
rectangular prism



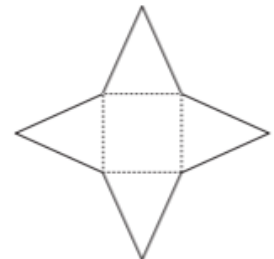
square-based
pyramid



triangular-based
pyramid



triangular prism

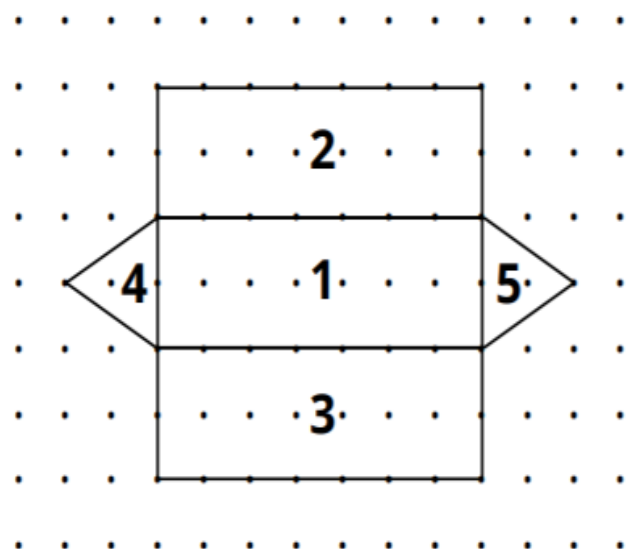


Use the net to answer these questions:

a) If 1 is the base, what numbers are folded to make the top pieces?

b) If 1 is the base, what numbers are the sides?

c) If you stood the shape up with the 4 as the base, what number would be on top?



Science:

LI: We are learning to make predictions about the decomposition of materials.



Success Criteria: I can



Test materials for decomposition

Think about what happens to household items that are no longer needed.

Old Clothes and Bags

- What happens to your old clothes or bags?
- What happens to clothes and bags when they are of no use to anyone?
- If no one ever threw their clothes out, how much space would our old clothes take up?
- If we put our rags in the bin, and it goes to landfill or the dump, what happens to them?





Watch the videos using the links below, then define the vocabulary words:

Biodegradable' products can be broken down by living organisms.

Biodegradable materials often referred to as "bio-waste", include the following: ... Plant products, wood, paper, food waste, leaves, grass clippings, natural products.

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

'Decomposition' includes biodegradability, weathering and other changes that may break down material.

This is the process by which living things are broken down into a much simpler form of matter.

<https://www.youtube.com/watch?v=uB61rfeeAsM>

Rot:

Decomposition:

Biodegradable:

Which everyday materials do you think can decompose and which cannot?

- Materials we think will rot or decompose

- Materials we think will not rot or decompose

Record your predictions and reasons using the following sentence structure:

I think _____ because _____.

- **Predictions:**

- I think _____ because _____
- I think _____ because _____
- I think _____ because _____
- I think _____ because _____



Update your glossary and word wall

GLOSSARY

[illegible]

Friday



What can we do about it?

You can do so much to help keep Earth clean! Start by taking the [Kids Vs. Plastic pledge](#) to show that you care about this problem. You can also look at how much single-use plastic your family uses by filling out a plastic journal for a week—then talking about what you can do to use less. By working together, our choices can help save animals—and the ocean they live in.

What can we do about it?

1 SAY NO TO STRAWS



Animals can get sick after mistaking them for food. Instead, carry your own paper straw or reusable version. [Learn how to make your own paper straw!](#)

2 FILL UP AT A FOUNTAIN

Drink out of a reusable water bottle instead of a plastic version. That way you won't be buying one of the nearly one million plastic drink bottles sold every minute around the world.

3 MAKE A BETTER BAG

Pack sandwiches and snacks in reusable containers or cloth sacks instead of plastic bags. [Here's how to make your own!](#)

4 SNACK ON FRUIT

Pack an apple, banana, or orange instead of snack packs. Fruit fills you up in a healthy way, plus there's no extra packaging. (Save the core, peels, and rinds for your compost bin.)

5 BUILD A GOOD GOODIE BAG

Don't fill your birthday goodie bags with plastic yo-yos and other trinkets for your friends. Instead, give them homemade treats or coupons to a local bakery.

6 GO FOR THE CONE



No matter your favorite ice-cream flavor, always choose to have it in a cone. Who needs plastic spoons and cups when you can eat the bowl?

Question:
Write down
all the ways
that you can
reduce your
use of plastic.

7 BUY IN BULK

Encourage your family to shop for snacks, cereal, and pasta in the bulk section of your grocery store or natural food shop to avoid waste from plastic packaging. Then store it all in reusable glass jars.

8 DITCH MICROBEADS

Don't use face wash or toothpaste with microbeads. (If the ingredients label lists polyethylene or polypropylene, the item likely contains microbeads.) These tiny plastic beads go down the drain, eventually flowing to rivers, lakes, and the ocean. There they can be mistaken for food by fish and sea turtles—a dish that could be deadly.

9 NEVER LITTER

Hey, sometimes you have to use plastic, and that's OK! But always recycle the plastic that you can, and never leave it in the environment. Trash left on the ground often blows into creeks and rivers, eventually making its way to the ocean.

10 PICK UP WHAT YOU CAN



Grab a parent and pick up the trash that you find in your local creek or river. But be careful! Never grab anything that looks sharp or dangerous. Here's how to host your own neighborhood cleanup.

Friday



★ Week 6	Learning Intention	We are learning to write a compound sentence using a coordinating conjunction.
	Success Criteria I have used:	-a subject -a predicate - a coordinating conjunction -a noun group (adjectives) -correct beginning and end punctuation

★ Week 6	Learning Intention	We are learning to write a compound sentence using a coordinating conjunction.
	Success Criteria I have used:	-a subject -a predicate - a coordinating conjunction -a noun group (adjectives) -correct beginning and end punctuation

Task: read through the information on the next few slides. After reading it, create a title and introduction that follows the structure of the block planner.



Friday

Title

The title of our persuasive writing needs to include a rhetorical question.

Think about your audience and tone!



A rhetorical question is one that does not require an answer.

Examples:

Who Would Want to Live in a Dump?

Is Recycling Really the Answer?



Rhetorical Question

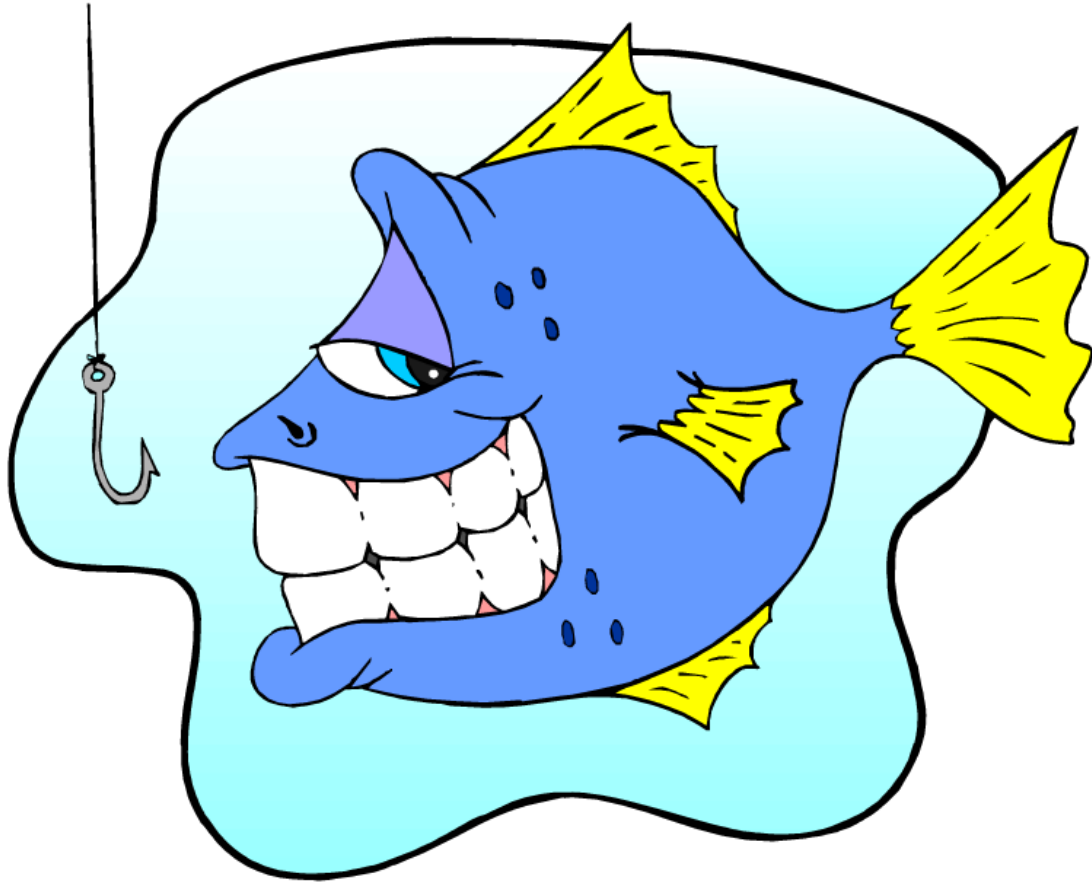
Rhetorical Question



Are you the voice animals need to make a change?

Have you ever wondered where your rubbish ends up?

Hooking the Reader



A hook makes the reader interested and want to read on. We are going to use the hook to set our tone and capture the reader's attention.

- Using a strong fact
- Emotive language
- Rhetorical question

Strong Fact

A strong fact would resemble something that has an impact on the reader. A fact is something which is truthful and can be proven.

Facts can be used to support a point being made.



Pollution kills more than 1 million seabirds and 100 million mammals every year.

Pollution is one of the biggest killers, affecting more than 100 million worldwide.

Emotive Language

Emotive language is used to make the reader feel certain emotions, such as sadness, excitement or happiness. Emotive language means words that create an emotion in the reader.

How does this make you feel? What are the emotive words?

Think of the poor defenceless animals that are suffering because of our trash and pollution.



Thesis Statement

A thesis statement is one sentence **at the end of your introduction** that states your opinion. It needs to be strong. A good thesis statement explains your subject clearly, clarifies your point of view, justifies your reason for writing and supports itself with facts or evidence.

Everyone should do their part by reducing, reusing
or recycling to keep our beaches pristine.



**RULE
OF 3**

Rule of 3

We use the 'rule of 3' because it is believed that a person is more likely to remember things if they are grouped in three



I _____ (RQ?)

Block Planner:



TS-----> ○ 1 , ○ 2 , ○ 3 ,

Frayer Model

Write the selected word. Identify characteristics of the word. Identify examples of the word. Identify non-examples of the word. Create your own definition of the word. Check the meaning of the word with the dictionary definition.

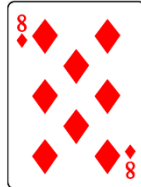
Definition	Characteristics
Examples	Non-examples

Definition	Characteristics
Examples	Non-examples

Math- Friday

Multiply by Single-digit Numbers – x 7

Select cards to make 2 numbers to multiply.



$$7 \times 8 =$$

Partition the number into numbers you know how to multiply.

$$\begin{array}{c} \diagup \quad \diagdown \\ 5 + 3 \end{array}$$

Multiply the parts.

$$7 \times 5 = 35$$

$$7 \times 3 = 21$$

$$35 + 21 = 56$$

Add the products.

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

$$7 \times 8 = 56$$

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 - $\div 7$, 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.

$$\begin{array}{r} 63 \div 7 = \\ \swarrow \searrow \\ 35 + 28 \end{array}$$

$$\begin{array}{r} \frac{1}{7} \text{ of } 63 = \\ \swarrow \searrow \\ 35 + 28 \end{array}$$

Divide the parts.

$$35 \div 7 = 5$$

$$\frac{1}{7} \text{ of } 35 = 5$$

Find a fraction of the parts.

$$28 \div 7 = 4$$

$$\frac{1}{7} \text{ of } 28 = 4$$

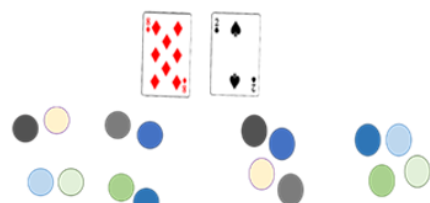
Add the quotients.

$$5 + 4 = 9$$

$$63 \div 7 = 9 \qquad \frac{1}{7} \text{ of } 63 = 9$$


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

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



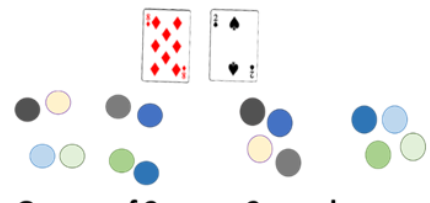
Groups of 2 2 equal groups

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



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


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



Groups of 2 2 equal groups

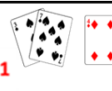
$8 \div 2 = 4$
 $8 \div 2 = 4$

MD 10 PA 17 Divide by 2
Related to halving




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

MD 10 Divide by 4
Related to quartering



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

MD 12 Divide by 3
Related to thirding



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

MD 13 Divide by 5
Related to fifthing

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

MD 14 Divide by 9
Related to ninthing

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

MD 15 Divide by 6
Related to sixthing

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

MD 16 Divide by 8
Related to eighthing

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

MD 17 Divide by 7
Related to seventhing

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

Dance-Friday

slide to
the side



hands on
your hips



skip



clap



stamp



shoulder
shimmy



nod your head



arm swing



shake



leap



turn



spin



jump



crouch down



side step



march



shoulder shrug



sway your
hips from side
to side



walk
backwards



wave




Year 4 Week 6 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 happy face 😊


Day 1: Change the modality words.

Change these sentences from **low modality** to **high modality** words. 
Remember a **high modality** word refers to how certain you are about something. **Example:** I **must** go to the beach.

1. I might possibly go to the shops.
2. You can do your homework.
3. If you have time perhaps you can run in the park.

Day 2: Precise vocabulary.


Write **three sentences** using this precise vocabulary: **obviously, now, we can solve this by.** Precise words or phrases will help you write in a forceful manner, so people will agree with you.

For example: I believe that recycling is very important. 

- 1.
- 2.
- 3.

Day 3: Emotive Language


Circle the emotive language in the text below. Emotive language is used to make the reader feel certain emotions, such as happy or sad.

For example: Think about our poor defenceless animals that are suffering because of our rubbish. 

We are drowning in waste! Imagine going to the beach and seeing rubbish everywhere. How would you feel seeing litter all around your favourite beach? We must do our part by reducing, reusing and recycling.

Day 4: Proper Nouns.


Write down 3 proper nouns that relate to sustainability and 7 proper nouns that relate to any other topic that you know.

A **proper noun** is a noun that references a specific person, place, thing, animal or idea. **For example: Clean up Australia Day.** 

- | | |
|----|-----|
| 1. | 6. |
| 2. | 7. |
| 3. | 8. |
| 4. | 9. |
| 5. | 10. |

Day 5: Persuasive sentence starters.

Choose one of the sentence starters and write a persuasive paragraph below or on a piece of paper.

Remember to use at least one of the **four (4) persuasive devices** that you have learnt. **They are: modality words, precise vocabulary, connectiveness and proper nouns.** 

1. **Movies are more enjoyable than books....**
2. **Cleaning up the school playground...**
3. **All families should own a pet...**

Look, cover, write and check in the columns below. Try and do this each day.

Spelling words	Monday	Tuesday	Wednesday	Thursday
friend				
their				
were				
your				
could				
saw				
half				
first				

Friday: Arrange your spelling words in alphabetical order. For example, apple, bee, cat...

1.	5.
2.	6.
3.	7.
4.	8.

Year 4 Week 6 Specialised Learning - Reading

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



Day 1: Read the first part on the life of Bennelong (1764-1813) below.



There are **70 words**. Time how long it takes to read.

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

Time:

Bennelong was an indigenous man of the Eora tribe who played an important role in establishing cross-cultural communication between the British and indigenous people. Soon after the First Fleet arrived, his first wife died after contracting smallpox, brought to Australia with the First Fleet.

What caused the death of Bennelong's first wife?

Day 2: Read the 2nd part below.



There are **70 words**. Time yourself. Compare your time with yesterday's time.

Time:

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

Governor Phillip was given the task of learning the language and customs of indigenous people. The Eora did their best to avoid contact with the British, and in desperation Phillip resorted to kidnapping. In 1789, Bennelong and a friend were captured while fishing. Bennelong's friend escaped, and after 4 months of living with the British, Bennelong also escaped back to his tribe.

Why was Bennelong kidnapped by the British?

Day 3: Read the 3rd part below.

There are **70 words**. Time yourself. Compare your time with Days 1 and 2.

Time:

Circle all the **full stops (.)**, **commas (,)**, and **proper nouns (eg Tuesday, Granville, Sam)**

He was later spotted among a group at Manly and one of them wounded Governor Phillip with a spear. Bennelong stepped in, and calmed the situation. He visited Phillip in hospital and decided to stay at Sydney Cove. He taught the British the Eora language and culture and he learnt English and began to dress like the British.



Why do you think Bennelong may have been unpopular among some Eora people?

Day 4: Read the final paragraph of Bennelong's life below.

There are **70 words**. Time yourself. Which day has been your fastest?

Time:

Colour or **highlight** all the **adjectives**.

A hut was built for Bennelong where the Sydney Opera House now stands. In 1792, Bennelong sailed to England and met King George III. He returned to Australia in 1795. Towards the end of his life, he had health problems and he felt rejection from both the British and his own people. He died in 1813. He is remembered as a man who helped to build bridges between the two cultures.



How long was Bennelong away from Australia?



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

- Eora
- establish
- customs
- resorted

- kidnapping
- wounded
- rejection
- smallpox

- not accepted, refused
- traditional ways and habits
- capture, seize, take
- indigenous people from the coastal Sydney area

- a serious viral disease
- turn to, had to do
- injure, hurt
- set up, start something

Year 4 Week 6 Specialised Learning – Mathematics

Every day - Use the **anchor charts** below and playing cards or your own numbers to solve the following:

3 addition and 3 subtraction problems

3 multiplication and 3 division questions
(choose to multiply and divide by either 2, 3 or 5)

Addition and Subtraction

AS 6 Add single-digit numbers bridging 10

$$7 + 5 =$$

$$\begin{array}{r} 7 + 5 = \\ \quad \swarrow \searrow \\ 3 + 2 \end{array}$$

AS 7 Subtract single-digit numbers bridging 10

$$12 - 5 =$$

$$\begin{array}{r} 12 - 5 = \\ \quad \swarrow \searrow \\ 2 + 3 \end{array}$$

AS 8 Add single-digit numbers bridging 20

$$17 + 5 =$$

$$\begin{array}{r} 17 + 5 = \\ \quad \swarrow \searrow \\ 3 + 2 \end{array}$$

AS 8 Subtract single-digit numbers bridging 20

$$22 - 5 =$$

$$\begin{array}{r} 22 - 5 = \\ \quad \swarrow \searrow \\ 2 + 3 \end{array}$$



Multiplication and Division by 2, 3 and 5

MD 12 Multiply by 3
Distributive property

$$2 \times 7 = 14$$

$$\begin{array}{r} 2 \times 7 = 14 \\ \quad \swarrow \searrow \\ 5 + 2 \end{array}$$

$$2 \times 5 = 10$$

$$2 \times 2 = 4$$

$$10 + 4 = 14$$

MD 12 Divide by 3
Related to thirding

$$16 \div 2 = 8$$

$$\begin{array}{r} 16 \div 2 = 8 \\ \quad \swarrow \searrow \\ 10 + 6 \end{array}$$

$$10 \div 2 = 5$$

$$6 \div 2 = 3$$

$$5 + 3 = 8$$

MD 13 Multiply by 5
Distributive property

$$15 \div 2 = 7r1$$

$$\begin{array}{r} 15 \div 2 = 7r1 \\ \quad \swarrow \searrow \\ 10 + 5 \end{array}$$

$$10 \div 2 = 5$$

$$4 \div 2 = 2$$

$$5 + 2 = 7$$

MD 12 Multiply by 3
Distributive property

$$3 \times 7 = 21$$

$$\begin{array}{r} 3 \times 7 = 21 \\ \quad \swarrow \searrow \\ 5 + 2 \end{array}$$

$$3 \times 5 = 15$$

$$3 \times 2 = 6$$

$$15 + 6 = 21$$

MD 12 Divide by 3
Related to thirding

$$16 \div 3 = 5r1$$

$$\begin{array}{r} 16 \div 3 = 5r1 \\ \quad \swarrow \searrow \\ 9 + 7 \end{array}$$

$$9 \div 3 = 3$$

$$6 \div 3 = 2$$

$$3 + 2 = 5$$

MD 13 Multiply by 5
Distributive property

$$5 \times 7 = 35$$

$$\begin{array}{r} 5 \times 7 = 35 \\ \quad \swarrow \searrow \\ 5 + 2 \end{array}$$

$$5 \times 5 = 25$$

$$5 \times 2 = 10$$

$$25 + 10 = 35$$

MD 13 Divide by 5
Related to fifthing

$$37 \div 5 = 7r2$$

$$\begin{array}{r} 37 \div 5 = 7r2 \\ \quad \swarrow \searrow \\ 20 + 17 \end{array}$$

$$15 + 2$$

$$20 \div 5 = 4$$

$$15 \div 5 = 3$$

$$4 + 3 = 7$$

$$\frac{1}{5} \text{ of } 37 = 7r2$$

$$\begin{array}{r} \frac{1}{5} \text{ of } 37 = 7r2 \\ \quad \swarrow \searrow \\ 20 + 17 \end{array}$$

$$15 + 2$$

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

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

$$\frac{1}{5}$$

