

Home Learning Activities for Year 4 – Week 11

WALT – We Are Learning To

Monday	Tuesday	Wednesday	Thursday	Friday School Holidays Commence
English				
<p>WALT: Comprehend texts by making predictions and making connections</p> <p>Choose a fictional book.</p> <p>For each of the following questions, write 2-4 sentences.</p> <p>Making connections:</p> <ol style="list-style-type: none"> How would you describe the main character? Do you have anything in common with the main character? Does anything in this story remind you of anything in your own life? <p>Predicting:</p> <ol style="list-style-type: none"> How do you think the character will overcome the problem? What are some solutions to the complication in your story? <p>WALT: Spell words accurately</p> <p>Place your spelling words into categories. For example, 3 letter words, 4 letter words</p> <p>OR Words with 1 vowel, 2 vowels</p> <p>OR Words that start with the same first sounds</p>	<p>WALT: Comprehend texts as we read</p> <p>Read the Tortoise and the Hare comprehension sheet and answer the attached questions.</p> <p>WALT: Write grammatically accurate sentences</p> <p>Editing Passage: (20-30mins)</p> <ul style="list-style-type: none"> Read the following passage and edit in the correct capital letters, spelling and punctuation marks. Rewrite the whole passage correctly in your book. <p>"ouch My toe" cried william as he dropped the packaig on his foot be carefull with that! exclaimed his mother. tthat package has valuables in it." but I think i broke my toe! yelled william</p> <p>WALT: Spell words accurately</p> <p>Dictionary Meaning: Choose 10 of your words and look them up in the dictionary. Write the meaning for each word.</p>	<p>WALT: Comprehend texts as we read</p> <p>Read the 'Getting Ready for the Party' comprehension sheet and answer the attached questions.</p> <p>WALT: Create more engaging texts</p> <p>Step up the passage from yesterday (40 mins). Think about how you could improve the passage about William from yesterday.</p> <p>Can you;</p> <ul style="list-style-type: none"> Think of better adjectives (describing words) Can you add some more descriptive language to the story (you will need to use your imagination) Can you rewrite the sentences to make more sense? <p>WALT: Spell words accurately</p> <p>Write/type your spelling words on their own, then in a sentence.</p> <p>WALT: Form NSW cursive font.</p> <p>Handwriting</p> <p>Complete the handwriting sheet for this week: Wombat</p>	<p>WALT: Comprehend texts by asking questions</p> <p>Read a book for 20 minutes.</p> <p><u>Questioning:</u> Create 10 questions about the text. They might be questions for the characters or for the author of the text. Try to create questions that start with "how" or "why". Make sure you put a question mark at the end of your question.</p> <p>Write an answer for 5 of your questions. You might have to make a guess or draw on what you know to answer the question.</p> <p>WALT: Write a creative narrative</p> <p>Write the rest of the story (40 mins).</p> <ul style="list-style-type: none"> Using the passage from yesterday, write the rest of the story. Use your imagination to continue writing the story. Make sure you include descriptive and figurative language. Make sure your sentences make sense and have the correct punctuation and grammar. 	
Snack break and play outside				
Maths				

Complete Mathematics Activities
(20 mins)

WALT: Add (sum) and Subtract (difference) numbers

Strike it out! Let's play! (from NRICH Maths

<https://nrich.maths.org/8016>)

Non-digital: Draw a number line from 0 to 20 like this:



Play this game with a partner. The first player chooses a number on the line and crosses it out.

The same player then chooses a second number and crosses that out too.

Finally, he or she circles the sum or difference of the two numbers and writes down the calculation.

For example, the first player's go could look like this:



$$3 + 8 = 11$$

The second player must start by crossing off the number that player 1 has just circled.

He or she then chooses another number to cross out and then circles a third number which is the sum or difference of the two crossed-off numbers.

Player 2 also writes down their calculation. For example, once the second player has had a turn, the game could look like this:

Complete Mathematics Activities
(20 mins)

WALT: Problem solve and record our reasoning

It's time to get magical!

1	2	3	4
5	6	7	8
9	10	11	12
13	14	15	16

Choose any number from the grid.

Write it down. Write down a second number...but...it has to be from a different row and different column to your first number.

Record a third number...it has to be from a different row and different column to your first two numbers.

Write down a fourth number...it has to be from a different row and different column to your first three numbers. ...

Your number is 34!

Is it always 34?

Devise a strategy to prove whether the sum of the 4 numbers will always be 34...no matter what numbers you use.

Record thinking in a notebook.
(30min)

POD- Floyd is arranging the photographs for his secondary

Complete Mathematics Activities
(20 mins)

WALT: Problem solve using \times , \div and practise reasoning skills

The counting game: multiples

This is a great game that supports your reasoning skills whilst also practicing your knowledge of counting sequences.

Select a target number, for example, 85. Then, select a factor, for example, fives.

The goal is to be the player who says the target number. Players can count on by saying the next 1, 2 or 3 number words in the fives sequence. Players collect a counter (or a tally mark) if they say the target number. A new target number is chosen and players play again. For example:

Target number 85

Player A : 5, 10,

Player B: 15, 20, 25...

Player A: 30, 35, 40...

Player B: 45...

Player A: 50, 55

Player B: 60

Complete Mathematics Activities
(20 mins)

WALT: Problem Solving using +, -

Sam's money challenge

Record how you would solve this problem.

Sam bought some lunch for his family which cost \$13.65. He paid using this note: \$20

How much change will he receive?

- a. \$6.35 b. \$6.45
c. \$7.35 d. \$7.45

As Sam put his change in his pocket, he realised he had been given 1 note and 4 coins. He wondered....what other quantities could I make with one \$5 note and 4 more coins?



What's the smallest amount I might have?

What's the largest amount I might have?


How many possibilities are there?(30 mins)

POD – How many factors are there of 24?

Write 5 multiples of 6. (10 mins)

<p>0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20</p> <p>3 + 8 = 11 11 + 9 = 20</p> <p>Play continues in this way with each player starting with the number that has just been circled. The winner of the game is the player who stops their opponent from being able to have a go. (20mins)</p> <p>POD - Grace's little sister is playing with blocks. She wants to put all 15 of her blocks into stacks with the same number of blocks in each stack. How many blocks could Grace's sister put in each stack? Which answer is correct? 5, 10 or 2 Give reasons for your answer (15 mins)</p>	<p>school yearbook. He needs to put the same number of photographs in each row with no photographs left over. If Floyd has 62 photographs to arrange, how many photographs could he put in each row? Which of the following answers is correct? 2, 5 or 10</p> <p>Give reasons for your answer. (20 mins)</p>	<p>Player A: 65, Player B: 70, 80, 85!</p> <p>Is there a way to play so that you never lose? Could player A have changed their turn in any way to win? If so, how? (30 mins)</p> <p>POD- Six children shared 50 chocolates. Four of these children got 10 chocolates each. The other two, Lily and Sam, shared the rest of the chocolates equally. How many chocolates did Lily get? (10mins)</p>		
<p>Wellbeing- MINDFULNESS <i>WALT: recognise and practise strategies that nurture mental health and wellbeing</i></p> <p>Physical (movement) Wellbeing- Using my senses Grab your Crunch and Sip/any food for this activity. Click on the link below and watch: Mindful Eating</p> <p>Mindful Reflection: Eating is necessary for our physical wellbeing, so let's eat thoughtfully. How do you feel after this activity of focusing on your food?</p>	<p>Wellbeing - MINDFULNESS <i>WALT: recognise and practise strategies that nurture mental health and wellbeing</i></p> <p>Emotional (feelings) Wellbeing- Sky Watching Set a timer for 10 minutes and watch the sky. You might lie on your back or sit very still.</p> <ul style="list-style-type: none"> • What can you see? • Is the sky changing? • What colours can you see? <p>Close your eyes for 5 seconds. When you open them, take a picture of what you see in the sky. Your eyes are your camera. Get a piece of paper and draw your sky picture.</p>	<p>Wellbeing - MINDFULNESS <i>WALT: recognise and practise strategies that nurture mental health and wellbeing</i></p> <p>Emotional (feelings) Wellbeing- Showing Gratitude Use the QR code below or click on the link to listen to the story:</p> <div style="display: flex; align-items: center; justify-content: center;">   </div> <p>Ten Thank You letters Write down or draw 5 things that you are thankful for. You could also write a</p>	<p>Wellbeing - MINDFULNESS <i>WALT: recognise and practise strategies that nurture mental health and wellbeing</i></p> <p>Cognitive (mind) Wellbeing- Tower building Set a timer for 10 minutes. Build the tallest tower you can make. You could use blocks, lego, cards, books etc.</p> <p>Mindful reflection: Each time your tower falls, try a new way to build it to make it taller. How do we feel when we persevere with a task?</p>	



	<p>Reflection: Show someone your picture. Did you feel more relaxed after this activity of being in the present?</p> 	<p>letter to someone thanking them for something.</p> <p>Mindful Reflection: Could you ring a friend or grandparent and share your 5 things you are thankful for. If you wrote a letter, could you post it to someone?</p>		
<p>Make your lunch and play outside</p>				
<p>CREATIVE ARTS WALT: draw accurately while following instructions (Approximately 30 minutes) Choose a picture to draw/video from this site, https://www.youtube.com/channel/UC5XMF3Inoi8R9nSI8ChOsdQ Follow the instructions and draw the picture as accurately as you can. Colour it in afterwards.</p> <p>OR sketch an object from your home using pencils. Pay attention to shape, shading and tone. Show your sketch to a family member for feedback.</p>	<p>SCIENCE WALT: Summarise our learning Earth and Space Revision</p> <p>Read the Earth and Space summary page below and complete it by filling in the missing word.</p> <p>Complete the medium and /or hard crossword attached below.</p> <p>Check your answers when you have finished with the Science and Technology answer page.</p>	<p>PDHPE WALT: identify healthy foods (Approximately 45 minutes) Design a healthy menu for a day at home. Include breakfast, morning tea, lunch, afternoon tea and dinner. Present the menu to your family in a creative way.</p>	<p>FAMILY HELP Do something helpful around the house to prepare for the school holidays e.g. clean and tidy a cupboard or your bedroom.</p> <p>EASTER Make an Easter card or a thank you card for someone to show your gratitude.</p>	
<p>Complete at least 30 mins of physical activity today. Check out this Go Noodle for some indoor exercise inspiration. https://www.youtube.com/watch?v=lmhi98dHa5w Record your physical activity in the table below.</p>	<p>Complete at least 30 mins of physical activity today. Check out this Just Dance video for some indoor exercise inspiration. https://www.youtube.com/watch?v=hfY4yI1fMkY Record your physical activity in the table below.</p>	<p>Complete at least 30 mins of physical activity today. Check out The Body Coach for daily exercise routines. https://www.youtube.com/watch?v=-8o8wMgAT-Y Record your physical activity in the table below.</p>	<p>Complete at least 30 mins of physical activity today. Check out this Go Noodle for some indoor exercise inspiration. https://www.youtube.com/watch?v=BQ9q4U2P3ig Record your physical activity in the table below.</p>	
<p><i>If you have completed everything in your learning grid...</i> Go to the google classroom that you use with Mrs Ranaweera in library lessons. Complete the project you started this term.</p>				

Physical Activity Journal

We should all be physically active for at least 30 minutes each day. Use this to record your activity.

Monday	Tuesday	Wednesday	Thursday	Friday



Strike it Out



Try this game: draw a number line from 1 to 20. The first player picks two numbers, crosses them out and circles either their sum or their difference. The second player crosses out the circled number and another number that's still left, and again circle the sum or the difference.

The winner is the person who stops their opponent from being able to move!

Wombat

Wombats are native to Australia and can be found in the coastal areas of South Australia, Victoria and New South Wales. They are extremely good diggers and live in burrows. Wombats are nocturnal animals and they mainly eat grass, roots and shrubs.



Getting Ready for the Party

"Marco, do you want Spiderman or Batman on the balloons?" asked Mum. I went with Spiderman - I think he is definitely my favourite superhero! The balloons were the last thing we needed to buy for the party.

When we got home, Mum and I started to decorate the house for the party. We put up the Spiderman balloons. Mum blew them up and I stuck them on the walls. We put balloons on our letterbox too, so that people knew where the party was.

Mum had made the most amazing cupcakes as well – green Hulk cupcakes, red Spiderman cupcakes and blue Superman cupcakes. She asked me to get them out of the fridge and put them on some plates. On the food table we also had fairy bread, fruit sticks and green slimy-looking jelly cups.

"Marco, it's time to get into your costume," Mum yelled from the kitchen. I bounced up the stairs. I was so excited that the day had finally arrived. I put on my costume just in time.

Ding dong. The first guest had arrived.



Getting Ready for the Party

1. What is the theme of the party?

Why do you think this?

2. Who is the party for?

Why do you think this?

3. Why are they having a party?

Why do you think this?

4. Predict what costume Marco is wearing.

Give three reasons to support your view

CRAZY CREATIVE CHALLENGE

If you were having a party, what theme would you pick?

Create an invitation to your party.

Identify Author's Purpose

The Tortoise and the Hare

Once upon a time, there lived a tortoise and a hare. The hare was always making fun of the tortoise for being *too slow*. He would always yell out, "Hurry up you slow coach!" to the tortoise and complain that he took such a long time to get anywhere.

The tortoise began to feel annoyed with the hare. Eventually, he challenged the hare to a race through the woods. The hare and the other animals laughed for hours at the tortoise for the silly suggestion. Finally, the hare agreed to the race and the course was set.

Later that day, the tortoise and the hare lined up and set off on their race. Almost immediately, the hare was out of sight. He was so far ahead that he decided to have a nap in the warm sun while he waited for the tortoise to catch up.

The tortoise slowly kept walking towards the finish line. Eventually, he passed the sleeping hare. When the hare woke up, he could not see the tortoise and thought he was still in the lead. To his surprise, when he reached the finish line, the other animals were cheering. The tortoise had already won the race!

Moral: *Slow and steady wins the race.*

Comprehension Task



Identify Author's Purpose

The Tortoise and the Hare

1. Who do you think the author wrote this story for?
Explain why you think it was written for that audience.
2. Why do you think the author has written *too slow* in italics?
3. Explain in your own words the moral of this story.
4. Write some questions that you would like to ask the author about *The Tortoise and the Hare*.



CRAZY CREATIVE CHALLENGE

Design and make a bookmark about the text.

Make sure you include:

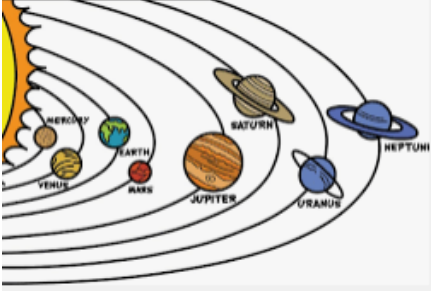










- the title
- illustrations of the characters
- a summary, or the moral of the story.

Comprehension Task



Earth and Space Summary

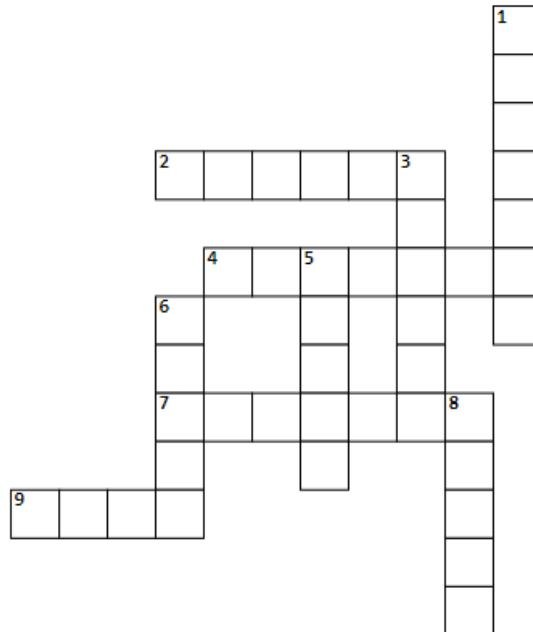
I have summarised almost everything we have learnt this term onto one page. Read the information in each box and then complete it by choosing the correct word from the two choices and writing it into your book. For example, for box number 1: Noodles would be the correct answer (to represent the planet Neptune).

<p>1. Our Solar System</p> <p>A good way to remember the order of the planets from the sun is: <u>My Very Enthusiastic Mother Just Served Us</u> _____.</p>  <p>(Noodles / Cheese)</p>	<p>2. Celestial objects</p> <p>Celestial objects are objects in the sky. Some different types are:</p> <p><u>Stars</u>: a star is in the middle of a planetary system e.g. The Sun</p> <p><u>Planets</u>: a planet orbits a star e.g. Earth</p> <p><u>Moons</u>: a moon orbits a _____ (planet / black hole) e.g. The Moon</p>	 <p>3. Our school's cosmic address is:</p> <p>Street: 1-5 Oakhill Drive Suburb: Castle Hill State: NSW Country: Australia Planet: Earth System: The Solar System Galaxy: _____ (The Milky Way / The Andromeda Galaxy) The Universe</p>	<p>4. Day and night</p> <p>It's all about the spin.</p> <p>Earth spins on its axis. It takes about 24 hours to spin around once.</p>  <p>It is day where we live when Australia is facing _____ (towards / away from) the Sun.</p>
<p>5. Seasons</p> <p>It's all about the tilt! (well mostly anyway) When Australia is tilted towards the sun it is _____ (summer / winter) where we live.</p>  <p>It takes about 365 days for Earth to orbit the Sun.</p>  <p>The four seasons are:</p> <ul style="list-style-type: none"> •  Summer • Autumn •  Winter • _____ <p>(Fall / Spring)</p>	<p>6. The D'harawal Calendar</p> <p>There are six seasons in the D'harawal Calendar.</p>  <p>One of these seasons is the 'Time of Burran'.</p> <p>During this time:</p> <ul style="list-style-type: none"> • The animal change is: Male _____ (kangaroos / wombats) fight. • The plant change is: _____ <p>A particular type of wattle is flowing.</p>	<p>7. Effects of the Sun:</p> <p>Five effects of the Sun on Earth are:</p>  <ol style="list-style-type: none"> 1. _____ Plant growth 2. Warmth 3. Light 4. Rainbows 5. _____ <p>(Auroras / Tides)</p>  <p>A solar panel converts _____ into _____ (sunlight / warmth) electricity.</p>	<p>8. Effects of the Moon:</p> <p>Two effects of the Moon on Earth are:</p> <ol style="list-style-type: none"> 1. It provides a small amount of light at night as it <u>reflects</u> light from the Sun. 2. It affects _____  <p>(night-time / the tides)</p>

Earth and Space

Crosswords

The Planets Crossword



Across

2. Coldest planet in the Solar System
4. The largest planet
7. The farthest planet from the Sun
9. Known as the "Red Planet"

Down

1. Closest planet to the Sun
3. Famous for its rings
5. No longer officially considered a planet
6. Closest planet to Earth
8. Takes approximately 365 days to rotate around the Sun

Difficulty Level: Medium

Earth and Space Crossword

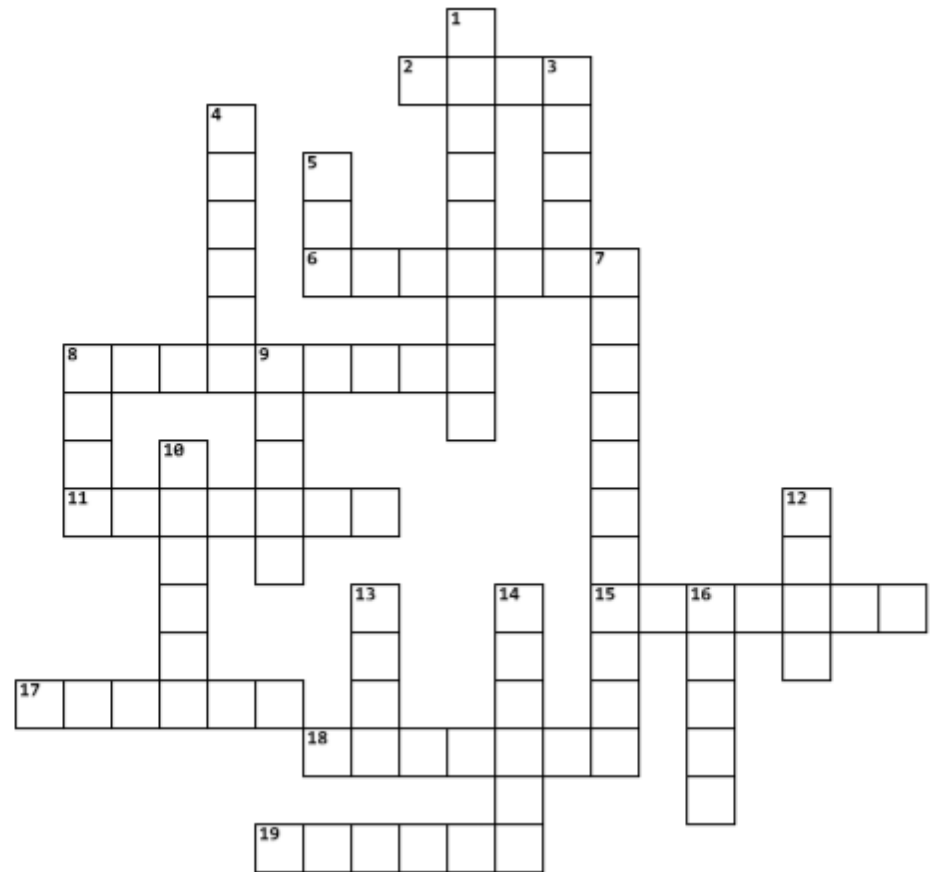
Difficulty Level: Hard

Across

2. The final step in the 'Design and Production' process
6. The furthest planet from the Sun
8. The closest galaxy to our own galaxy
11. A piece of equipment that tells you the time using the position of the sun
15. A piece of equipment that tells you where north is
17. A celestial object that orbits our Sun
18. The planet closest to the Sun
19. The time of year on the D'harawal calendar when male kangaroos fight

Down

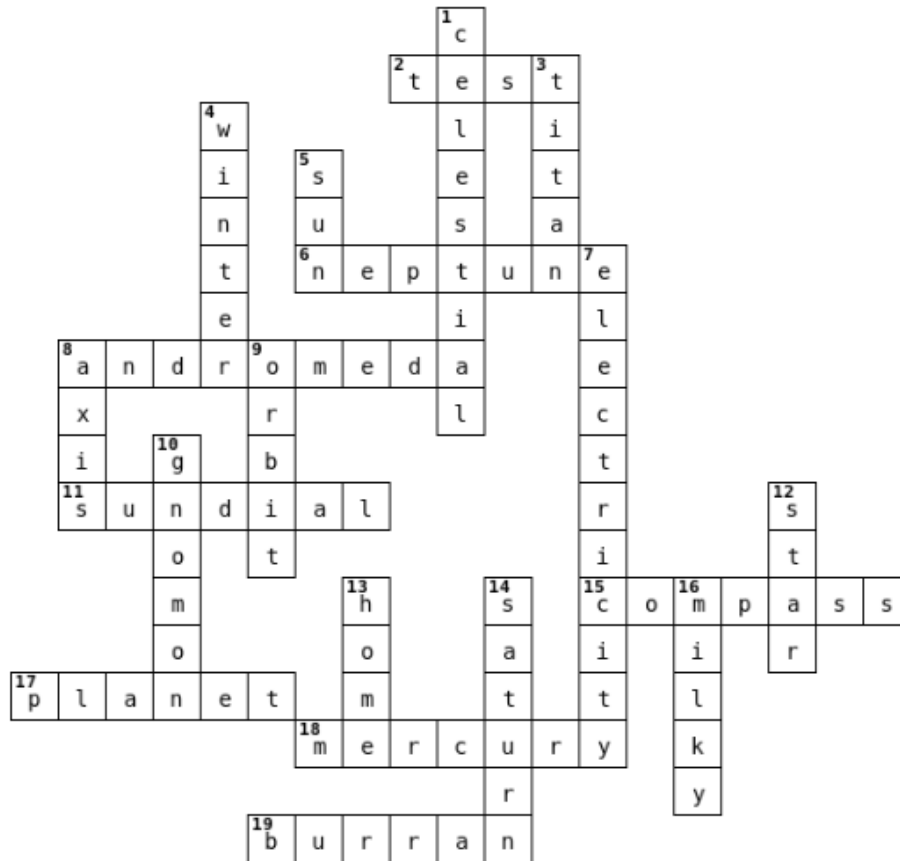
1. A word that describes objects in the sky
3. One of Saturn's moons
4. The season when Australia is tilted away from the Sun
5. The meaning of the indigenous word 'Ngua'
7. Solar cells can convert sunlight into _____.
8. An imaginary line through the Earth that joins the North Pole to the South Pole
9. A word that describes the movement of the Earth around the Sun
10. The part of a sundial that casts a shadow
12. The Sun is this type of celestial object
13. The meaning of the indigenous word 'Wilam'
14. The planet between Jupiter and Uranus
16. Our galaxy - The _____ Way



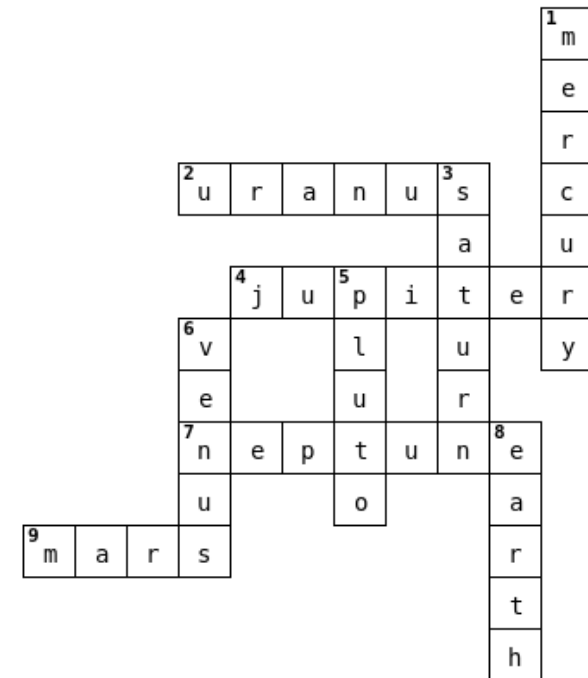
Science and Technology Answers

Summary

Earth and Space



The Planets



1. Noodles, 2. planet, 3. The Milky Way, 4. towards, 5. summer, Spring, 6. kangaroos, 7. Auroras, sunlight, 8. the tides