

Home Learning Activities for Year 3 and 4 students – Week 9 (23/3/20 - 27/3/20)

The following ideas may support families who have chosen not to send their child/ren to school while the school continues to be open. These activities can be completed in addition to set class homework.

WALT (We are learning to...) Describes the focus skill for the lesson

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 – 11:00	<p>WALT: <i>Understand what we read</i></p> <ul style="list-style-type: none"> Read this wonder from Wonderopolis. Have you ever seen a red panda? (see below) <p>http://wonderopolis.org/wonder/have-you-ever-seen-a-red-panda#</p> <p>WALT: <i>Write an informative text</i></p> <ul style="list-style-type: none"> After reading more, write a letter to a friend about what you learned. Explain what is endangering the red pandas and what we can do to help. <p>WALT: <i>Understand the meaning of words</i></p> <p>Write a sentence for 10 of your spelling words. Put 1 spelling word in each sentence.</p>	<p>WALT: <i>Entertain a reader.</i></p> <ul style="list-style-type: none"> Read a chapter or two of a book. Write the next chapter <p>WALT: <i>Identify descriptive language (adjective, adverbs)</i></p> <ul style="list-style-type: none"> Review the chapter or 2 of the book you just read. List the adjectives and adverbs you have found. (See below for what they are) Review your chapter that you wrote and underline the adjectives and circle the adverbs. Re-read your writing. Can you add some more adjectives or adverbs to make it more entertaining for your audience? Add these to your writing. 	<p>WALT: <i>Persuade someone</i></p> <p>Persuade others through an informative poster (one page) to come to Oakhill Drive School.</p> <p>WALT: <i>Speak clearly and with expression to entertain</i></p> <p>Practice reading your chapter that you wrote from yesterday. Remember to speak clearly and use expression, especially when a character is speaking.</p> <p>WALT: <i>Understand what we read.</i></p> <p>Write a letter to a character that you liked in the book you are reading.</p> <p>Create 10 interview questions for the author of the book that you are reading.</p>	<p>WALT: <i>write to entertain</i></p> <p>Visit 'Literacy Shed' online and select the anti bullying shed and view the image 'The Wing' https://www.literacyshed.com/anti-bullying-shed.html</p> <p>Write an engaging narrative to entertain your audience, using this image as the basis of your text. Remember to include lots of descriptive writing.</p> <p>WALT: <i>Write to inform</i></p> <p>Cook something at home with an adult or prepare your favourite morning snack.</p> <p>Write a recipe to inform someone else as to how to make this meal. Remember to include a list of required tools and ingredients, and clear steps to follow. Try to include an image with labels too.</p>	<p>WALT: <i>Write neatly</i></p> <p>Copy out your 10 interview questions from Wednesday using your best handwriting – are you using entry & exit flicks? Ask someone for some feedback (see guide below)</p> <p>WALT: <i>Recognise when words are spelt correctly</i></p> <p>Get someone to test you on your spelling words; can you spot any mistakes?</p> <p>WALT: <i>Understand what we read</i></p> <p>Read some more of your book. Think about the can you summarise the story so far in 3-5 sentence?</p> <p>Write down 5 questions you have about the story.</p>

11:00	Snack break and play outside				
11:30 – 1:00	<p>WALT: recall number facts to solve problems</p> <p>Go to https://www.mathletics.com/au/</p> <p>Complete your assigned Mathletics homework tasks or spend 20 minutes playing Mathletics live.</p> <p>Practise your times tables (2, 4, 6) Describe any patterns you see in these times tables. Are there patterns in the ones or tens columns?</p> <p>Record the repeated addition facts for each table. e.g. $2 \times 6 = 12$ $2 + 2 + 2 + 2 + 2 + 2 = 12$</p> <p>Record the commutative properties for each table; 2×6 is the same as 6×2.</p>	<p>WALT: recall number facts to solve problems</p> <p>Go to https://www.mathletics.com/au/</p> <p>Complete your assigned Mathletics homework tasks or spend 20 minutes playing Mathletics live.</p> <p>Practise your times tables. (3, 5, 7) Describe any patterns you see in these times tables. Are there patterns in the ones or tens columns?</p> <p>Record the commutative properties for each table; 2×6 is the same as 6×2.</p> <p>Show the links between multiplication and division facts. E.g $3 \times 4 = 12$ $4 \times 3 = 12$ $12 \div 4 = 3$ $12 \div 3 = 4$</p>	<p>WALT: recall number facts to solve problems</p> <p>Go to https://www.mathletics.com/au/</p> <p>Complete your assigned Mathletics homework tasks or spend 20 minutes playing Mathletics live.</p> <p>Practise your times tables. (8, 9, 10) Describe any patterns you see in these times tables. Are there patterns in the ones or tens columns?</p> <p>Show the links between multiplication and division facts. E.g $3 \times 4 = 12$ $4 \times 3 = 12$ $12 \div 4 = 3$ $12 \div 3 = 4$</p> <p>Record the repeated addition facts for some of your times tables. e.g. $2 \times 6 = 12$ $2 + 2 + 2 + 2 + 2 + 2 = 12$</p>	<p>WALT: collect data</p> <p>Go outside and sit on your front steps. Record how many cars go past in 15 minutes. Decide on a method of categorising this data – make, model, colour, etc.</p> <p>Represent this data in a table (either on paper or using a computer). Don't forget to label your table.</p> <p><i>*Option: you might like to record a different type of data. This is fine, it doesn't have to be cars. Collate your data in a table.</i></p>	<p>WALT: represent data</p> <p>Crane a graph to represent your data from yesterday. Create some questions you can ask a family member. Show the graph to a family member.</p> <p>Can they read and interpret it? Have you labelled the axes? Does it have a title? Have you measured equal spaces on each axes? Can they answer your questions about the data?</p>

	<p>WALT: enhance our own wellbeing</p> <p>Visit Go Noodle online and complete the mindfulness activity: ‘Celebrate the Little Things’</p> <p>https://app.gonoodle.com/activities/celebrate-the-little-things?s=Search&t=mindfulness</p>	<p>WALT: enhance our own wellbeing</p> <p>Complete ‘Mindful Breathing’ activity.</p> <p>See below for guiding instructions.</p>	<p>WALT: enhance our own wellbeing</p> <p>Visit Go Noodle online and complete the mindfulness activity: ‘Be Kind’</p> <p>https://app.gonoodle.com/activities/be-kind?s=Search&t=mindfulness</p>	<p>WALT: enhance our own wellbeing</p> <p>Complete ‘Breathing Colours’ activity.</p> <p>See below for guiding instructions.</p>	<p>WALT: enhance our own wellbeing</p> <p>Complete ‘Breathing Colours’ activity.</p> <p>See below for guiding instructions.</p>
1:00	Make your lunch and play outside				

2:00 – 3:00	<p>HSIE – Geography WALT: investigate the importance of natural vegetation to animals</p> <p>(MONDAY AND TUESDAY) Create 2 fact files on 2 animals from very different environments. Eg. Whale and dingo.</p> <p>In your Fact file outline;</p> <ul style="list-style-type: none"> - Diet (what does it eat?) - Habitat (where is it found?) - Breeding (how does it reproduce – eggs, live born, how long does that animal wait for the babies to be born?) - Environment (what type of environment does it live in?) - Natural Vegetations (what type of vegetation [plants] does this animal interact with – for food, shelter or other) <p>*Get 30 mins of physical exercise outside each day</p>	<p>HISE – Geography WALT: investigate the importance of natural vegetation to animals</p> <p>Continue your research on your fact files.</p> <p>*Get 30 mins of physical exercise outside each day</p>	<p>CREATIVE ARTS</p> <p>WALT: Perform a range of movement and rhythm skills</p> <p>Create a 30 second (or 32 beats of music) dance that uses a range of movements (fast - slow, high – low, strong – soft).</p> <p>Practice performing you dance to different songs on the radio or from YouTube.</p> <p>How do you change the movement for each song? Have you used a variety of dance move (involving all parts of the body)? Can you incorporate props to add some rhythm? (Tapping, scraping, sliding)</p> <p>*Get 30 mins of physical exercise outside each day</p>	<p>PDHPE</p> <p>WALT: Identify factors that shape our identity.</p> <p>Create a brainstorm/poster with 5- 8 of your strengths. For each strength, reflect and think about how demonstrate the strength and why you think you have that strength.</p> <p>E.g. Strength 1 – Kindness – I am kind because I surround myself with kind people at school and home. My mum and dad show kindness to my family and friends and it makes us all good.</p> <p>Create a poster that summarises your ideas about your personal identity and strengths.</p> <p>*Get 30 mins of physical exercise outside each day</p>	<p><u>Physical Education/ Wellbeing</u></p> <p>WALT: maintain positive health and wellbeing</p> <p>Be Mindful: Find a quiet space. Close your eyes and take some deep breaths.</p> <p>Consider: What 5 things can you see? What 4 things can you feel? What 3 things can you hear? What 2 things can you smell? What can you taste?</p> <p>*Get 30 mins of physical exercise outside each day</p>
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Have you ever seen a red panda?

Here's a riddle for you: What's black, white, and red all over? If you're thinking of a newspaper, you're almost right! Newspapers are certainly READ all over. But if you're looking for something black, white, and RED all over, it's the red panda.

Red panda? Yes, you read that right! When you hear the word "panda," you probably imagine big, black-and-white bears that munch on bamboo. You're picturing the giant panda, which can grow to be over 200 pounds. Red pandas are a lot smaller. They're about the size of house cats. They also have long, bushy tails that add to their length. They live in rainy, high-altitude forests. Red pandas are common to the mountains of Nepal, Myanmar, and China. However, you can also visit them in zoos across the globe.

Would you believe the red panda isn't even related to the giant panda? The two species aren't even cousins. However, they do look a bit alike. They both have round faces and similar ears. Of course, they're both also covered in fur. To picture what a red panda looks like, imagine a panda mixed with a raccoon. Okay, now give it red fur. That's it!

Red pandas and giant pandas have another thing in common. They both love eating bamboo! However, red pandas also eat other foods. They enjoy fruit, roots, and eggs. Red pandas are also excellent climbers. Do you think you could climb a tree faster than a red panda? We doubt it! Red pandas use trees for shelter--they hide there from predators. Once up a tree, red pandas also sunbathe in its branches. Climbing trees isn't the only way red pandas escape predators. Their color also helps. Their fur is dark red, close to the color of rust. This allows them some camouflage in their natural environment. Red pandas blend in with reddish-brown moss common in their habitat. This helps them hide when they need to.

If you walked past a red panda in the wild, you might not notice! That's because red pandas are normally silent. They don't growl like giant pandas or hiss like raccoons. Sometimes, they make a sound called a "huff-quack." This sound is like a mix between a duck quack and a pig snort. Normally, red pandas only huff-quack if they're excited.

Like many other forest animals, the red panda is an at-risk species. Deforestation has caused its habitat to shrink in recent decades. As their natural space gets smaller, so does the number of red pandas in the wild.

Red pandas also face threats from hunters and poachers. People use their pelts to make hats and coats. Hunters catch them in traps accidentally while hunting for wild pigs and deer. These issues further decrease the red panda population. Today, there may be as few as 2,500 red pandas in the wild. Their numbers have decreased drastically over the last 50 years. Scientists hope the population can grow if we slow hunting and deforestation.

If you're ever hiking through the mountains and hear a huff-quack, look around! You may come face-to-face with a red panda. But keep your distance! These furry creatures may look cute and cuddly, but it's important to remember they're wild animals.

Adjective

An adjective gives more information about a noun or pronoun by answering one of these questions.

What kind?

blue car
long rope
tall person
big house

Which one?

this town
last week
the second day
the other woman

How many?

one second
three boys
few cars
several people

The quick brown fox jumped over the lazy dog!

ABCDEFGHIJKLMNOPQRSTUVWXYZ

1234567890

NSW Pre Cursive

Adverbs

Adverbs describe verbs, adjectives, or another adverb.

Adverbs tell:

When?	Where?	How?	How Often?
after	inside	quickly	always
yesterday	outside	slowly	sometimes
now	here	sadly	never
later	there	loudly	often
soon	away	easily	once
early	near	happily	twice

. Many adverbs end in -ly.

. Adverbs can come before or after a verb

-She quickly walked to the store.

-She walked to the store quickly.

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

MINDFUL STEPS

1. Head outside and find a small area where you can walk in a line for five steps, then turn and walk back again, without interruption. You may like to take off your shoes and socks.
2. Stand still and straight. Take three slow, deep breaths in and out.
3. Take five steps in one direction, walking slowly and noticing how your body moves with each step.
4. Listen to the sounds around you and the sound your feet make on the ground. Try not to change the way you walk, but instead just notice how your body naturally moves.

Guiding Questions

- What does the ground feel like under your feet?
- When you take a step, which part of your foot touches the ground first?
- Does your body feel heavy or light today?
- Are you slouching when you walk or is your back up straight?



MINDFUL BREATHING

1. Sitting or standing, place your hands on your belly. Close your eyes, or look down towards your hands.
2. Take three slow, deep breaths in and out.
3. In your mind, count '1, 2, 3' for each breath in and '1, 2, 3' for each breath out. Pause slightly at the end of each exhale.
4. Continue for 3 to 5 minutes or until the teacher says, "Stop".

Guiding Questions

- Can you feel your hands moving?
- What is moving your hands? Is it the air filling your lungs?
- Can you feel the air moving in through your nose?
- Can you feel the air moving out through your nose?
- Does the air feel a little colder on the way in and warmer on the way out?
- Can you hear your breath?
- What does it sound like?



BREATHING COLOURS



1. Sit or stand comfortably. Keep your body straight. Be still and silent. Soften your breath and shut your eyes.

2. Think of a relaxing colour. It can be any colour, as long as it reminds you of relaxing.

3. Now think of a colour that represents stress, sadness or anger.

4. Imagine you are surrounded by the relaxing colour. No longer is the air clear; it is the relaxing colour.

5. Take a deep breath in and imagine breathing in the relaxing colour. Imagine the colour filling your lungs.

6. As you breathe out, imagine that your breath is the colour of stress.

7. See the stress colour mix into the relaxing colour around you. Watch it disappear.

8. Breathe in your relaxing colour. Breathe out your stress colour.

9. Continue for 3 to 5 minutes or until the teacher says, "Stop".