

Home Learning Activities for Year 4 – Week 10 (Monday 30/3- Friday 3/4)

Explicit learning intentions have been highlighted in blue for each activity. WALT = We Are Learning To.




	Monday	Tuesday	Wednesday	Thursday	Friday
L I T E R A C Y	<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"> 1. Would you have acted in the same way as the main character? 2. Would you like to be friends with the character? <p>Predicting:</p> <ol style="list-style-type: none"> 3. What will happen next? Will new characters be introduced? 4. What do you think that main complication will be? <p>WALT: Spell words accurately</p> <p>Ask an adult to give you the spelling test with the</p>	<p>WALT: Comprehend texts by monitoring words while reading.</p> <p>Read a book for 20 minutes.</p> <p>Monitoring: Write down any words that are unfamiliar. When you have finished reading for 20 minutes, look up the meaning of these words in your dictionary.</p> <p>WALT: Write grammatically accurate sentences</p> <p>Editing Passage: (20-30mins) Read the following passage and edit in the correct capital letters, spelling and punctuation marks.</p> <p>ben went rushing into the vet with his black and wite cat "i think twinkles is sick" he creid as he</p>	<p>WALT: Comprehend texts by visualising as we read</p> <p>Read a book for 20 minutes.</p> <p>Visualising: Predict what will happen next in the story. Pretend you are an illustrator, draw an illustration to match your prediction.</p> <p>WALT: Create more engaging texts</p> <p>Step up the passage from yesterday (40 mins).</p> <p>Think about how you could improve the passage about Ben from yesterday. 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) 	<p>WALT: Comprehend texts by asking questions</p> <p>Read a book for 20 minutes.</p> <p>Questioning: Create 10 questions you have 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>WALT: Write a creative narrative</p> <p>Write the rest of the story (40 mins).</p> <p>Using the passage from yesterday, write the rest of the story.</p> <ul style="list-style-type: none"> • Use your imagination to continue writing the story. • Make sure you include descriptive 	<p>WALT: Comprehend texts by summarising what I've read.</p> <p>Read a book for 20 minutes.</p> <p>Summarising: Write a new blurb for the book you have been reading. This blurb should summarise the main ideas of the story without giving it away.</p> <p>WALT: Understand the meaning of words.</p> <p>For each of your 10-15 spelling words, write a sentence that contains a spelling word.</p>

<p>words below. Your list will be the first 10 words you get wrong.</p> <p>Use the Look, Cover, Write, Check strategy to practice your 10 spelling words each day on your whiteboard.</p> <p>What do you think the spelling rule is this week? Write 10 more words that follow this rule and use each one in a sentence.</p>	<p>swang open the front door. the vet walk up to ben and took twinkles "Let me have a look at him, she said.</p> <p>Rewrite the whole passage correctly in your book.</p> <p>WALT: Spell words accurately</p> <p>Write out your spelling words using a different colour for the vowels.</p>	<ul style="list-style-type: none"> • Can you rewrite the sentences to make more sense? <p>WALT: Spell words accurately</p> <p>Write out your spelling words in alphabetical order on your whiteboard.</p>	<p>and figurative language.</p> <ul style="list-style-type: none"> • Make sure your sentences make sense and have the correct punctuation and grammar. <p>WALT: Form NSW cursive font.</p> <p>Handwriting Complete the handwriting sheet for this week: Bilby.</p>	
--	--	---	--	--

Snack break and play outside

<p>N U M E R A C Y</p> <p>Complete Mathletics Activities (20 mins) WALT: use different operations (+, -, x and division) to solve problems</p> <p>Number busting: our number for today is 117. Draw and write everything you know about 117 (you can use any operation you like) (15mins)</p> <p>POD - Our class has 356 points and another class has 567 points. How many points do we need to catch up? Which operation (+ or -)</p>	<p>Complete Mathletics activities (20mins) WALT: use different operations (+, -, x and division) to solve problems</p> <p>Our number for today is 64. Draw and write everything you know about 64 (you can use any operation). (15mins)</p> <p>POD - On the first day of a trip, a family travelled 174km. They stopped for a rest for half an hour then travelled a further 164km. On the second day they travelled 179km, then did a</p>	<p>WALT:</p> <ul style="list-style-type: none"> • use different operations (+, -, x and division) to solve problem • Estimate the answer to a problem <p>Play ten questions with a member of your family to guess a number (up to 1,000). One player thinks of a number, the other player asks yes/no questions and tries to guess the number in 10 questions or less. Which questions are best to ask?</p>	<p>Complete the activity in WALT:</p> <ul style="list-style-type: none"> • use different operations (+, -, x and division) to solve problem • Measure distance using cm and m <p>See Thursday's Attachments- Today's number is (15mins)</p> <p>Make a paper airplane. Measure how far the plane flies. Repeat the flight three more times and average the</p>	<p>Complete Mathletics activities (20mins) WALT:</p> <ul style="list-style-type: none"> • use different operations (+, -, x and division) to solve problem • Combine common shapes to form other shapes and record the arrangement <p>Play a barrier game with a partner. Sit back to back with a family member or a friend. Draw a design on your paper or whiteboard using shapes. Describe your picture so that the other person can recreate it. Describe your design by</p>
---	--	--	---	--

<p>will you need to use to solve this problem? (15mins)</p>	<p>bit of sight -seeing. They then travelled another 171km. How far did they travel in total? Another family travelled 800km in one trip. Who travelled the furthest? (20mins)</p>	<p>Design your dream bedroom. Calculate how much paint you will need for your dream room. How many litres/cans of paint do you think you will need? Estimate how much the paint would cost. Each 1 litre tin costs \$25 (40mins)</p> <p>POD - Mary had \$150 but spent \$55 on Monday. She also bought a new pair of shoes on Tuesday. Left in her bank account is \$50. How much were the shoes? (15mins)</p>	<p>measurements. Try a new design to see if you can beat that distance. (20mins)</p> <p>POD - A jug holds 1 litre of liquid. Jim pours 365ml into the jug. Claire pours in 345ml of liquid. How much more liquid is required to fill the jug? (10 mins)</p>	<p>describe the shapes you used and their location (for example, next to, on top of, between). Check to see how they went. Questions to think about: Do you need to rethink how you explain your drawing? Repeat the game a few times. Do the results improve? (30mins)</p> <p>POD - Sarah saved \$1235 last year but her sister Vanessa saved \$2398. How much more did Vanessa save than Sarah? (10mins)</p>
---	--	---	--	---

<p>MINDFULNESS- Emotional (feelings) Wellbeing</p> <p>WALT: recognise and practise strategies that nurture mental health and wellbeing</p> <p>WILF: I can be kind to myself</p> <p>Watch and follow: Be Kind to Yourself</p> <p>Choose ANY activity that makes you happy and allows you to be kind to yourself. eg reading a book, playing a game, lego. Set a timer for 15 minutes.</p> <p>Mindful Reflection: Tell someone how you feel after doing this activity. Do you feel happier, more relaxed?</p> 	<p>MINDFULNESS- Social (friends) Wellbeing</p> <p>WALT: recognise and practise strategies that nurture mental health and wellbeing</p> <p>WILF: I can focus my attention on one activity</p> <p>Click on the link and find the episode 'Hide and Seek' Watch: Bluey Episode - Hide and Seek</p> <p>Put the timer on for 10 minutes. Ask a sibling or parent to play hide and seek with you.</p> <p>Mindful Reflection: How is playing with someone else good for your wellbeing? Tell your play buddy.</p> 	<p>MINDFULNESS- Cognitive (mind) Wellbeing</p> <p>WALT: recognise and practise strategies that nurture mental health and wellbeing</p> <p>WILF: I can explore the outdoors using my mind to focus on nature</p> <p>Set a timer for 15 minutes.</p> <p>Silent search for beautiful natural objects</p> <ul style="list-style-type: none"> - What does it look like? - What colour is it? - What does it smell like? - Can I touch it? - What does it feel like? <p>Silent search for minibeasts and other creatures that move. DO NOT TOUCH THE MINIBEAST.</p> <p>When you find a creature, watch the creature in silence</p> <ul style="list-style-type: none"> - What does it look like? - How does it move? - What colours can you see on its body? <p>Mindful Reflection: How has this quiet time of being in the 'present' made you feel?</p> <p>You might like to create an artwork based on what you discovered, adding how this mindful activity made you feel.</p>	<p>MINDFULNESS- Physical (movement) Wellbeing</p> <p>WALT: recognise and practise strategies that nurture mental health and wellbeing</p> <p>WILF: I can get energized with music</p> <p>Click on the link below or move to your favourite song. Mindful Movement</p> <p>Mindful Reflection: Getting your body moving is good for your physical wellbeing. Do you feel different after moving to the music? Find a sibling/parent to do the activity with you again.</p> 	<p>MINDFULNESS- Emotional (feelings) Wellbeing</p> <p>WALT: recognise and practise strategies that nurture mental health and wellbeing</p> <p>WILF: I can notice my emotions</p> <p>Trace your hands. On one hand, describe nervous feelings about an event. On the other hand, describe hopeful and excited feelings about the same event.</p> <p>Decorate your hands with colours and patterns.</p> <p>Mindful Reflection: Talk to someone about the feelings you have added to each hand.</p> 
---	--	--	--	--

Make your lunch and play outside

O T H E R L E A R N I N G A R E A S	<p>WALT: Research and describe vegetation and native animals typically found in the desert</p> <p>Watch the following BTN clip. https://www.abc.net.au/btn/classroom/protecting-desert-animals/10522828</p> <p>If you can't access the link, the transcript for the story is below. Complete the Focus Questions below based on the report.</p>	<p>WALT: Research and describe vegetation and native animals typically found in the desert</p> <p>Watch the following BTN clip. https://www.abc.net.au/btn/classroom/protecting-desert-animals/10522828</p> <p>Complete the BTN activity (found under Tuesday's attachments). Complete the KWLH chart below and begin research to complete the gaps in your knowledge.</p>	<p>WALT: Research and describe vegetation and native animals typically found in the desert</p> <p>Watch the following BTN clip. https://www.abc.net.au/btn/classroom/protecting-desert-animals/10522828</p> <p>Complete the desert biome investigation (found under Wednesday attachments). This task may be a helpful follow up activity for the KWLH chart from yesterday.</p>	<p>WALT: Research and describe vegetation and native animals typically found in the desert</p> <p>Watch the following BTN clip. https://www.abc.net.au/btn/classroom/protecting-desert-animals/10522828</p> <p>Fill in the Who Am I table (found under Thursday attachments). Cut out the clues and play with a sibling or parent.</p>	<p>WALT: Research and describe vegetation and native animals typically found in the desert</p> <p>Watch the following BTN clip. https://www.abc.net.au/btn/classroom/protecting-desert-animals/10522828</p> <p>Read and complete the activity in Friday's attachments. Share your design with a sibling or parent.</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=KhfkYzUwYFk 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=gCzgc_RelBA 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=4wzoy_J3I_c 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=aZru-M3TUII Record your physical activity in the table below.</p>	<p>Complete at least 30 mins of physical activity today. Check out this Just Dance for some indoor exercise inspiration. https://www.youtube.com/watch?v=izMJDihQBH0 Record your physical activity in the table below.</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

Year 4 - Week 10 Spelling List

Revision:

Rule:

Revision Words	List Words Level 1	List Words Level 2	Challenge Words	Theme Words
lead	interfere	return	prefix	endangered
steady	intersect	repeat	prearranged	species
earth	intercept	refund	predictions	fauna
threat	interact	revise	presumption	flora
instead	interview	suburb	triangle	bushlands
heavy	international	submarine	tricolour	rainforest
breadth	disability	submerge	tricycle	sparse
breakfast	dislike	subheading	aquarium	charcoal
world	disagree	subway	aquamarine	stealth
clean	disappoint	interesting	aquatics	cunning
	disappear	modern		

Transcript for BTN story – Protecting Desert Animals

The vast, sandy terrain of the Simpson Desert can seem like it's almost lifeless. But don't be fooled, this place is actually teeming with life. Hiding in the burrows, bushes and scrub are thousands of native Australian animals. But things are getting pretty tough out here for these little guys. More species are becoming endangered because of feral animals like foxes and cats. Feral animals first came to Australia with settlers on board the first fleet in 1788. They brought animals and plants with them for food, to keep as pets, and to use for hunting sports.

What the settlers didn't realise though was these new plants and animals would end up having a devastating effect on Australia's natural environment. It's estimated feral predators eat tens of millions of native animals each night. Around 20 Australian species are already thought to be extinct because of feral cats alone. Animals like the desert bandicoot and the lesser bilby.

Some people are trying their best to save Australia's native species. Scientists here in the Simpson Desert say there isn't much they can do to stop the ferals moving around.

CHRIS DICKMAN, SYDNEY UNIVERSITY PROFESSOR: Unless you're out there all the time, it doesn't work. The best thing you can do is try alternative techniques.

So instead, they're going to lend these little guys a little bit of protection. Simply using chicken wire.

CHRIS DICKMAN, SYDNEY UNIVERSITY PROFESSOR: You can't stop the predators moving in on the environment, but at least you can give the prey a chance to get away.

Shaped into tunnels 50 metres long they'll give native animals somewhere to hide. This idea hasn't been tried in a desert before and they've found that it's working!

CHRIS DICKMAN, SYDNEY UNIVERSITY PROFESSOR: The animals recognise these structures and move to them and use them quite intensively and that's the first step to ensuring that the populations will be secure in the longer term.

But they can't cover the entire landscape on their own. So, local farmers are also helping out.

AMANDA WARR, FORMER FARMER: I just look at my children, and they've been given the experience to live out here and the fact that they get to see the most amazing things that a lot of other children would miss out on. If we can help bring the numbers back up so they're there for the future, I think it's a great thing.

It's hoped projects to stop feral animal attacks will be so successful that in the next few years, visiting Australia's deserts could be like stepping back 200 years. When native animals could roam freely without the fear of ferals, they have today.



FOCUS QUESTIONS

1. What was the main point of the BTN story?
2. Where is the Simpson Desert? Locate using Google Maps.
3. Why are more Australian desert animal species becoming endangered?
4. Give an example of a feral animal that can be found in Australian deserts.
5. In which year were feral animals first introduced to Australia?
6. Why were animals like cats and foxes brought to Australia?
7. How many Australian species have become extinct because of feral cats?
 - a. 2 species
 - b. 20 species
 - c. 200 species
8. The desert bandicoot is extinct. True or false?
9. What are scientists doing in the Simpson Desert to help protect native species?
10. How has your thinking changed since watching the BTN story?

Tuesday Attachments

ACTIVITY

Watch the BTN *Protecting Desert Animals* story and discuss as a class. What questions were raised in the discussion (what are the gaps in their knowledge)? The following questions may help guide the discussion:

- What is a desert? List some of the main characteristics.
- Where are Australia's deserts located? Locate using a map.
- Think of adjectives to describe the desert environment.

The following KWLH organiser provides students with a framework to explore their knowledge on this topic and consider what they would like to know and learn.

<i>What do I <u>know</u>?</i>	<i>What do I <u>want</u> to know?</i>	<i>What have I <u>learnt</u>?</i>	<i><u>How</u> will I find out?</i>

What do I K now?	What do I W ant to know?	What have I L earnt?	H ow will I find out?

Wednesday Attachments



Desert biome investigation

Students will examine the key features of an Australian desert biome – its climate, types of plants and animals, landforms and soil. Use the table below to help organise your information. Before starting this activity learn about biomes and what characterises a desert biome.

Australian desert	Research
Where in Australia can desert biomes be found? Describe its location and highlight the area on a map. How much of Australia is desert (find a percentage)?	
Describe the climate of Australia's deserts. How much rainfall does a desert biome normally receive each year?	
Describe the landforms of a desert biome. Use words like weathering, erosion, rocks, sandy, plains, oasis.	
What animals would you find in an Australian desert biome? <ul style="list-style-type: none">List and describe some of the native animals that live in the desert.How have these species adapted to the natural environment?Include photographs and/or illustrationsHow have introduced species affected the desert ecosystem?	
What plants would you find in an Australian desert biome? <ul style="list-style-type: none">List and describe some of the species found in the desert.How have these species adapted to the natural environment?Include photographs and/or illustrations.	
What do you think makes the Australian desert special?	
Use the information you have found to create a detailed drawing of a desert biome (the diagram needs to include weather, landforms, plants and animals and rocks and soils). Think about how it would look when viewed from above. Alternatively create a diorama of the landscape.	
Compare Australia's desert biome to another desert biome in the world.	

Today's number is **2872**

1. In words
2. 10 more
3. 15 less
4. Subtract 20.
5. Round to nearest 100
6. Next even
7. Complete the pattern, add 4: 2872, __, __, __
8. List some factors

WHO AM I?

Write 6 clues to correspond with each Australian desert animal below, with the first clue being the hardest and the last clue being the easiest. Include clues about the animal's special features, its predators and how it adapts to its environment. Cut up the cards and test a partner to see if they can match the animal to the clues.



-
-
-
-
-
-



-
-
-
-
-
-



-
-
-
-
-
-



-
-
-
-
-
-



-
-
-
-
-
-

ACTIVITY

Design

In the BTN *Protecting Desert Animals* story, we learn that scientists are designing predator-proof homes for the desert's smaller creatures to hide in. The chicken wire tunnels are 50 metres long, and allow small animals to run in and out as they please. The tunnels protect native desert animals who are under stress from feral animals.

- What surprised you about the design?
- Can you improve on the design? If so, what improvements would you make?
- What alternative techniques can you think of?

Design your own shelter to help native desert animals hide from predators.

Describe the materials used to make it, its features and how it will help protect native species.



Bilby

A series of horizontal lines for handwriting practice, alternating between solid red and blue lines with a dashed blue line in the middle of each set.

Bilby

The bilby is a small marsupial found in the desert areas of north-west Western Australia, the Northern Territory and south-western Queensland. They are expert diggers, making burrows up to two metres in depth. Bilbies are omnivores and eat a wide range of food; however, they don't drink water regularly as they get the moisture they need from their food. The number of bilbies has dropped dramatically due to their habitat being destroyed and hunting. They are listed as an endangered species.



