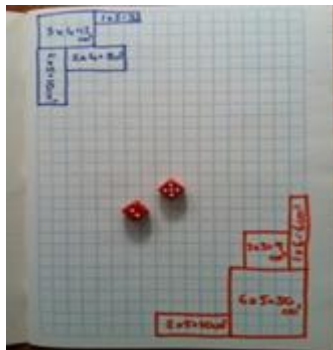


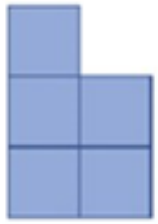
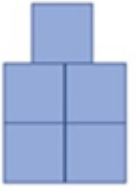
Framework for teaching – MPS Year 4 2021 T3 W8

You may need access to a digital device to complete some of the following activities. Your teacher may put some of the activities on Google Classroom for those who are able to access it. You will need help from a parent/carer for some of these activities.

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	<p>Reading Read a chapter of a book or a picture book of your choosing. <i>Choose one of the activities from the Reading Response Grid to complete in response to your book.</i></p> <p>Figurative Language Activity Use the worksheet provided to remind yourself about figurative language tools. If you are not able to cut and paste, you can write the sentences under the correct heading.</p>	<p>Reading Read a chapter of a book or a picture book of your choosing. <i>Choose one of the activities from the Reading Response Grid to complete in response to your book.</i></p> <p>BTN: Watch 'Behind the News' at 10am on ABC Me. https://www.abc.net.au/btn/classroom/ Write a summary of the story you found the most interesting. Write 3 facts that you learnt from watching today.</p>	<p>Reading Read a chapter of a book or a picture book of your choosing. <i>Choose one of the activities from the Reading Response Grid to complete in response to your book.</i></p> <p>Writing Choose an item of furniture in your home or classroom. Create a mind map of all the descriptive words(adjectives) about that item. Use the adjectives to write a description of the item. Use the tools of simile and metaphor to</p>	<p>Reading Read a chapter of a book or a picture book of your choosing. <i>Choose one of the activities from the Reading Response Grid to complete in response to your book.</i></p> <p>Journal - create a six box cartoon to show what you have been doing this week. Use the template provided in your pack. You will need to use speech bubbles to show what the characters are saying..</p>	<p>Reading Read a chapter of a book or a picture book of your choosing. <i>Choose one of the activities from the Reading Response Grid to complete in response to your book.</i></p> <p>Poetry Create an acrostic poem using the letters of the word L O C K D O W N</p>

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Comprehension Read the description of the facade of Mrs Endacott's house. From the written description, draw what you think it looks like. Add in as much detail as you can.</p> <p>Writing Go outside and carefully study the front of your own home(if you are at school, use one of the school buildings). Write a detailed description of what you see. The description needs to be so accurate that when someone else reads it, they will be able to draw a detailed drawing that looks like the facade of your house or building.</p> <p>Spelling: Write out your spelling words. Choose one activity from the grid to complete each day.</p> <p>Biomes Project: Continue work on your biomes project – see project outline.</p>	<p>English Complete the Fact or Opinion activity.</p> <p>Spelling: Write out your spelling words. Choose one activity from the grid to complete each day.</p> <p>Biomes Project: Continue work on your biomes project – see project outline.</p>	<p>make the writing as descriptive as possible. Try not to use the name of the item, then let someone else read it. Ask them if they can work out what you are describing.</p> <p>Spelling: Write out your spelling words. Choose one activity from the grid to complete each day.</p> <p>Biomes Project Continue work on your biomes project – see project outline.</p>	<p>English Go on a Speaking Verb hunt. Use either the book you are reading, or another book from your home and make a list of as many speaking verbs as you can find. eg; whispered, yelled etc Make a speaking verb chart to display.</p> <p>Spelling: Write out your spelling words. Choose one activity from the grid to complete each day.</p> <p>Biomes Project: Continue work on your biomes project – see project outline.</p>	<p>Spelling: Write out your spelling words. Choose one activity from the grid to complete each day.</p> <p>Biomes Project Continue work on your biomes project – see project outline.</p>

Monday		Tuesday		Wednesday		Thursday		Friday	
Break	Break	Break	Break	Break	Break	Break	Break	Break	Break
Middle	<p>Mathematics Number Busting: our number for today is 88 Draw and write everything you know about 88 (you can use any operations you like).</p> <p>Basketball Toss. <u>You need:</u></p> <ul style="list-style-type: none">• pair of socks/small soft toy/soft ball• a clear space, preferably outside.• basket or container <p>Your challenge: See how many times you can successfully shoot your rolled-up socks into the basket.</p> <ul style="list-style-type: none">* Mark a clear 'starting line' for your basketball toss* Take 3 big steps from your starting line and place a basket or container at the end.* Stand at your starting line and throw your socks. Throw your socks	<p>Mathematics Number Busting: our number for today is 47 . Draw and write everything you know about 47 (you can use any operations you like).</p> <p>3D Object Hunt</p> <ul style="list-style-type: none">* Watch the video: https://www.youtube.com/watch?reload=9&v=IWff44Jm1z0• Have a look around your house/classroom.• What 3D Objects can you see?• Match them up to the 3D Object Hunt sheet.• Write your answers above the matching picture e.g. tennis ball - sphere.• How many did you find?• Did you find more of one 3D Object than the	<p>Mathematics Number Busting: our number for today is 72 . Draw and write everything you know about 72 (you can use any operations you like).</p> <p>Area Dice Game</p> <p>(video included for instructions).</p> <p>https://www.youtube.com/watch?reload=9&v=K5kQmFYZ-JM</p> <ul style="list-style-type: none">* A game for 2 or 3 players. 	<p>Mathematics Number Busting: our number for today is 25. Draw and write everything you know about 25 (you can use any operations you like).</p> <p>Pentominoes</p> <p><u>What to do:</u></p> <ul style="list-style-type: none">• View this video on Pentominoes – 1• Find all the unique shapes you can make using just 5 squares.• Remember, the edges of each square must join other squares perfectly and each of the shapes you make must be different. That means that two shapes are considered the same if one can be fitted exactly on top of the other, even if you have to turn it around	<p>Assembly Imagine that you have the job of giving out awards at assembly this week. Which award would you give yourself? Explain why.</p> <p>Mathematics Number Busting: our number for today is 93 . Draw and write everything you know about 93 (you can use any operations you like).</p> <p>Two handfuls (developed by A. Gervasoni, Monash University). https://www.resolve.edu.au/counting-handfuls</p> <ol style="list-style-type: none">1. Gather some equipment like pasta, counters, marbles, dried broad beans, pegs, pet biscuits etc.				

Monday	Tuesday	Wednesday	Thursday	Friday
<p>with your right hand.</p> <ul style="list-style-type: none"> * Go back to your starting line and have your second throw. Repeat this until you have thrown your socks 10 times with your right hand and 10 times with your left hand. * Keep a record in your exercise book/paper or on Google Classroom. * Graph your results. * Do you think that these results will change with practice? Why or why not? <p>Extra Challenge: Move the basket or container further away from the starting line.</p> <ul style="list-style-type: none"> * Repeat the steps above, making sure you tally the results before creating your graph. * What did you notice this time? * Take a photo of your work and send it to your teacher. 	<p>others?</p> <ul style="list-style-type: none"> • Which 3D objects didn't you find? Why? 	<p><u>You will need:</u> a blank 1cm graph paper template, 2 dice</p> <ul style="list-style-type: none"> * Each player chooses a coloured pencil or texta they will use in the game. * Players take turns rolling the dice, using the numbers that they rolled to draw the area of a rectangle or square & writing the area in the middle of the shape e.g. If you roll a 2 and 3 you could have $2 \times 3 = 6$ or $3 \times 2 = 6$. * Game ends when players run out of room to draw. * Winner is the player who has used the largest area/most squares. 	<p>or turn it over.</p> <ul style="list-style-type: none"> • Record your thinking on grid paper. <p>This is ok.</p>  <p>This is not ok.</p> 	<ol style="list-style-type: none"> 2. Take 2 handfuls and estimate how many you think you might have. 3. Students determine how many items they have by 'looking and thinking'. 4. Organise the collection so that someone can see how many there are without having to count everything by ones. 5. Draw a picture of your work and use words and symbols to describe your thinking. <ul style="list-style-type: none"> * Is there another way you could arrange your objects? 6. Arrange them in a different way so you can see how many you have by looking and thinking. 7. Draw a picture of your work and use words and symbols to describe

Monday		Tuesday		Wednesday		Thursday		Friday	
								your thinking.	
								8. Compare the different ways you can arrange the collections:	
								* Write down 3 things that are the same about the way you organised your collections.	
								* Write down 3 things that are different.	
Break	Break	Break	Break	Break	Break	Break	Break	Break	Break
Afternoon	Science Complete your Week 8 Science activity about materials. .	Library Head to the back of this learning framework, or onto your Google Classroom, to find your library activities for this week.	Creative Arts Think about a mythical creature you could create. Who and what are these creatures? What do you know about their characters? Are they scary or kind, large or small, happy or sad? Write two adjectives to describe their appearance and their character. Create a 2D artwork of a mythical creature. This can be done through drawing, painting or	PDHPE Growth mindset and Positive self-talk Watch the video: https://www.youtube.com/watch?v=rUJkbWNnNy4 Watch video on positive self-talk: https://www.youtube.com/watch?v=71_NkXgAK1g Give examples of turning negative thoughts into positive thoughts on the sheet provided. OR Students write their own	Geography Seas of plastic Have a watch of the video in this link. https://www.ted.com/talks/charles_moore_seas_of_plastic Then answer these 3 questions. Question 1: What one thing concerns you most about what Mr Charles Moore has to say? Give reasons for your answer. Question 2:				

Monday		Tuesday	Wednesday	Thursday	Friday
			<p>printmaking. Focus should be on the shapes and colours of these creatures.</p> <p>Care should be taken to show the character of the creature by giving them an expression. For example, are they scary or kind, happy or sad?</p>	<p>name at the top of a sheet of paper and then trace an outline of their hand onto the paper. On each finger students write something good about themselves or a strength. Students who may be having difficulty – ask other students in the class or those at home to write something.</p>	<p>What did Mr Moore suggest was the only way to stop ocean plastic pollution? Do you agree or disagree with him? Give reasons for your answer.</p> <p>Question 3: If you were the prime minister of Australia, what would you do to help stop pollution of our oceans?</p>

Reading Response Activities

<p>1. Making Predictions</p> <p>What is this text going to be about? How do you know? Write an 'I wonder' question before you start reading.</p> <p>After you read the text, discuss what this text is about with your group.</p> <p>Were your predictions correct? Was your 'I wonder' question answered?</p>	<p>2. Vocabulary</p> <p>If there are any words you do not know the meaning of you need to use a dictionary to find the meaning and a thesaurus to find synonyms. Write out the words with their meanings.</p>	<p>3. Type of Text</p> <p>What type of text is this? (Persuasive, Informative, Imaginative OR is it a hybrid?)</p> <p>How do you know that it is this type of text? Find evidence from the text to support your thinking.</p>
<p>4. Author's Purpose and Audience</p> <p>Who is the author of this text?</p> <p>Who is the audience of this text? Who do you think the author wrote it for?</p> <p>How do you know?</p>	<p>5. Setting and Characters</p> <p>Who is the main character? Write a description about him/her.</p> <p>Describe the setting. Where and when does this story take place?</p>	<p>6. Summary – Write a summary of the text using 30 words or less.</p> <p>Keep these prompts in mind; Who – is it about Wanted to – what did they want to do But – what was the problem So – the consequence Then – the resolution</p>
<p>7. Visualisation</p> <p>Design a new cover for the book.</p>	<p>8. Making Connections</p> <p>Write about a Text to Self, Text to Text or Text to World connection you made when reading this text.</p>	<p>9. Reflect on the text.</p> <p>Did you enjoy it? Why or why not? Would you recommend it to others? If yes, what would you say; if no, why not?</p>

Spelling Term 3 Week 8Name: _____

Words	Monday	Tuesday	Wednesday	Thursday	Friday
footprint					
carbon					
emissions					
biologist					
geologist					
scientist					
tourist					
conservationist					
environmentalist					
entrepreneur					

35 HANDS-ON SPELLING ACTIVITIES

to use with any word list

Make each word with Scrabble tiles.	Make each word using short lengths of yarn.	Paint the words onto paper.	Write the words outdoors with chalk.	Make the letters of each word with your body as you spell the word aloud.
Build the words with Lego bricks.	Stamp the words onto paper with letter stamps.	Stamp the words into playdough with non-inking letter stamps.	Paint each word with a Q-tip/ cotton bud.	Make the words with letter stickers.
Spell the words aloud as you star jump - one jump for each letter.	Spell each word with letters made from chenille stems/ pipe cleaners.	Type your words on a computer.	Thread the words with letter beads.	Write each word with a stick in damp sand.
Write each word with your finger in a shallow tray of sand or salt.	Write the words on a window with a whiteboard marker.	Clap once for each letter as you spell aloud each word.	Make each word with alphabet stones.	Write your words onto paper plates and make up a jumping game.
Write your words in a fun way of your choice.	Draw a hopscotch grid, add your words. Spell each word as you play.	Spell each word aloud as you jump on the spot - one letter per bounce.	Make up a clue about each of your words and quiz a family member.	Write each letter of your words onto a craft stick. Mix them up and unjumble
Make each word with magnetic letters.	Play Hangman - choosing the words to guess from your spelling list.	Use a laser pointer or flashlight to 'write' each word on the wall.	Write each word and then make it into a picture that illustrates the word.	Spell each word aloud in a funny robot voice.
Play tic tac toe with spelling words instead of 'o' and 'x'.	Make each word from playdough or plasticene snakes.	Write your words onto two sets of cards. Play a memory game.	Write each word on your palm with the pointer finger of your writing hand.	Squeeze paint into a Ziploc bag. Seal. Write the words on the bag with your finger.



Figurative Language Cut and Paste

Cut and paste the figurative language examples and sort them under the correct headings on the table.

The car died on the side of the road.	The wind knocked on my window.
Buzz!	She is a shining star in her class.
The paintbrush was a magic wand in the painter's hand.	The angry clouds marched across the sky.
He swims like a fish.	Bang!
The giant's footsteps were thunder as he ran after Jack.	He crept into the room as quiet as a mouse.
Squeak!	The pie was as hot as the sun.

Figurative Language Sort

Similes	Personification
Metaphors	Onomatopoeia

Figurative Language Sort Answers

Similes

He swims like a fish.

The pie was as hot as the sun.

He crept into the room as quiet as a mouse.

Personification

The car died on the side of the road.

The wind knocked on my window.

The angry clouds marched across the sky.

Metaphors

The paintbrush was a magic wand in the painter's hand.

The giant's footsteps were thunder as he ran after Jack.

She is a shining star in her class.

Onomatopoeia

Buzz!

Bang!

Squeak!

Description of the front(façade) of Mrs Endacott's house.

The front of the house is a long rectangular shape. On the northern end is a large rectangular shaped window that is almost floor to ceiling high. Next to this window, about a third of the way along the front of the house is a wooden front door. The door has a decorative glass panel in the middle of it.

To the right (as you are looking at the house) of the front door, is another double glass window. Between this window and the southern end of the house there are three more double windows for each of the bedrooms.

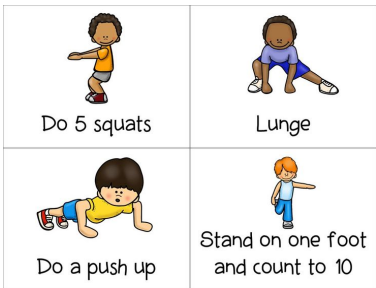


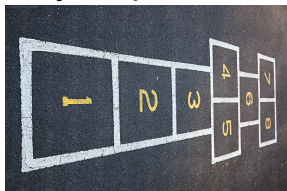
There are 9 wooden veranda posts. They are spaced along the veranda and reach from the fascia board to the cement veranda. They are all painted royal blue to match the colour of the pitched blue tin roof.

Directly in front of the veranda is a garden bed that runs along the entire front of the house. At either end of the garden bed are two very tall palm trees. There are four stocky pines trees spaced across the garden bed. There is a rockery that has lots of succulent plant on either side of the front door steps. There are three steps that take visitors to the front door.

Use this description to draw what you think the front of Mrs Endacott's house looks like.

P.E. Grid- Term 3, 2021

- Select an activity below for P.E. Try to do a different one each session or day. There are spaces for you to write and do your own activity.

Skip with or without a rope.	Ride your scooter. Remember your helmet and watch for traffic.	Go for a bike ride. Remember your helmet and watch for traffic.
P.E. with Joe * Click on the blue words above to get to the videos.	Just Dance Kids * Click on the blue words above to get to the videos.	Cosmic Kids Yoga . * Click on the blue words above to get to the videos.
Kick a ball around.	Go for a walk.	Go for a run.
Jump on the trampoline.	Fly a kite.	Clean your bedroom.
Sweep/vacuum the floor.	Take the dog for a walk.	Play catch with a family member.
 <p>Do as many repetitions as you can.</p>	 <p>Do as many repetitions as you can.</p>	 <p>Do as many repetitions as you can.</p>
Play Hopscotch. 	Do some gardening e.g. weeding, mulching, planting.	Play Handball with a family member.
* Free choice-	* Free choice-	* Free choice-

Year 4 Science – Week 8 (August 30 - Sept 3, 2021)

Choose one of the products below. Use your knowledge about properties of materials (attached on below pages) to create a new purpose for the product. **Draw and label** your new design underneath the images or in your book. You need to write why you chose the properties of materials that you selected for your new product.

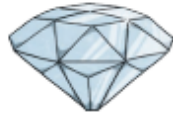


My new product:

Properties of Materials

hard

not easily
broken or
pierced



A hard diamond.

squashy

easily crushed
or squeezed



The play dough is squashy.

smooth

an even and
regular surface



Some smooth pebbles.

absorbent

able to soak
up liquid



The sponge is absorbent.

bumpy

uneven, raised
patches



This shell is bumpy.

opaque

cannot be
seen through



She is hidden by the opaque screen.

dull

lacking shine
or brightness



The moth's wings are dull.

brittle

hard, but may
break easily



The glass is brittle.

translucent

allowing some
light to pass
through



The screen is translucent.

Properties of Materials

rigid

unable to be bent or forced out of shape



Stone is rigid.

transparent

can be seen through



This glass is transparent.

soft

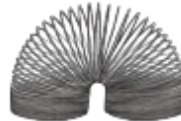
not firm to the touch



The kitten has soft fur.

flexible

able to bend



A flexible spring.

rough

uneven, irregular surface



The log has rough bark.

waterproof

repels water and liquids



A waterproof coat.

elastic

springs back once stretched



An elastic band.

shiny

reflects light, smooth surface



A shiny silver spoon.

conductor

lets heat, electricity or sound to pass through it



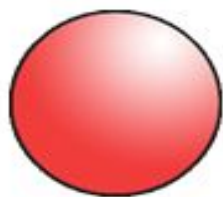
Some metals are conductors of electricity.

Is it a fact or is it an opinion?

You will remember last term we did lots of work about Fact versus Opinion. For something to be a fact, it must be able to be proven. An opinion is someone's view or thought about something and cannot easily be proven.

Read the statements below. Colour in the FACTS blue and the OPINIONS red.

Dr. Seuss' real name was Ted Geisel.	Reading books is better than watching movies.	Rhyming books are the most fun to read.	Maurice Sendak wrote the book, Where the Wild Things Are.
Reading is the best way to relax before going to bed.	Fantasies are a type of fictional text.	People who write books are called authors.	It is going to take us a long time to read a 100-page book.
The best way to learn more words is to read every single day.	Twinkle, Twinkle Little Star is a nursery rhyme	Words that rhyme end with the same sound.	Picture books are written only for 2 and 3 year olds.
The Cat in the Hat is a rhyming book by Dr. Seuss.	Using your imagination when writing is easy.	Writing poems with rhyming words is hard.	World Read Aloud Day is celebrated on February 5 every year.
Jumping on the trampoline is fun.	Mr Carters is the Principal of Mudgee Public School.	Year 2 is the best year at school.	I am missing my friends during the 2021 lockdown.
Monday is the best day of the week.	There are 30 days in September.	Home Learning is boring.	Blue gropers are always blue.



sphere



cube



cuboid



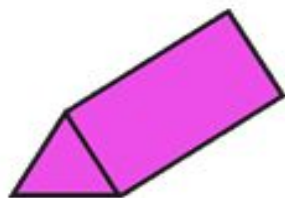
pyramid



cylinder



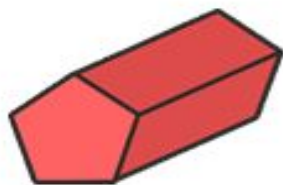
cone



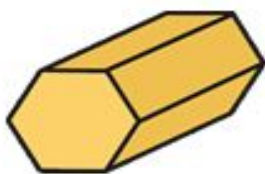
triangular prism



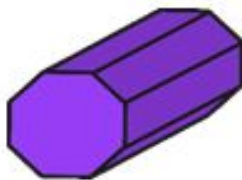
tetrahedron



pentagonal prism



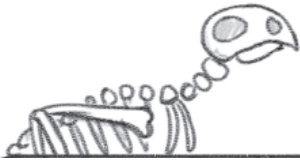
hexagonal prism



octagonal prism



octahedron



Birds and Bones

Based on **How to Make a Bird** by Meg McKinlay and Matt Ottley



Meg McKinlay describes the materials and procedures used to make a bird. Make a bird of your own. Think of the materials you could use – found items collected in a case, cane from a craft store, modelling clay. Write your own procedure.

Matt Ottley has included images of skeletons throughout the book. Try matching the skeleton to the animal in this zoo quiz. bit.ly/skel-match



Skeleton & Animal Quiz
bit.ly/skel-match

Use the QR code if you can, otherwise type in the above link or click here:
[https://www.zoo.com/quiz/95-people-cant-match-each-these-animals-their-](https://www.zoo.com/quiz/95-people-cant-match-each-these-animals-their-skeleton-can-you)

[skeleton-can-you](https://www.zoo.com/quiz/95-people-cant-match-each-these-animals-their-skeleton-can-you)

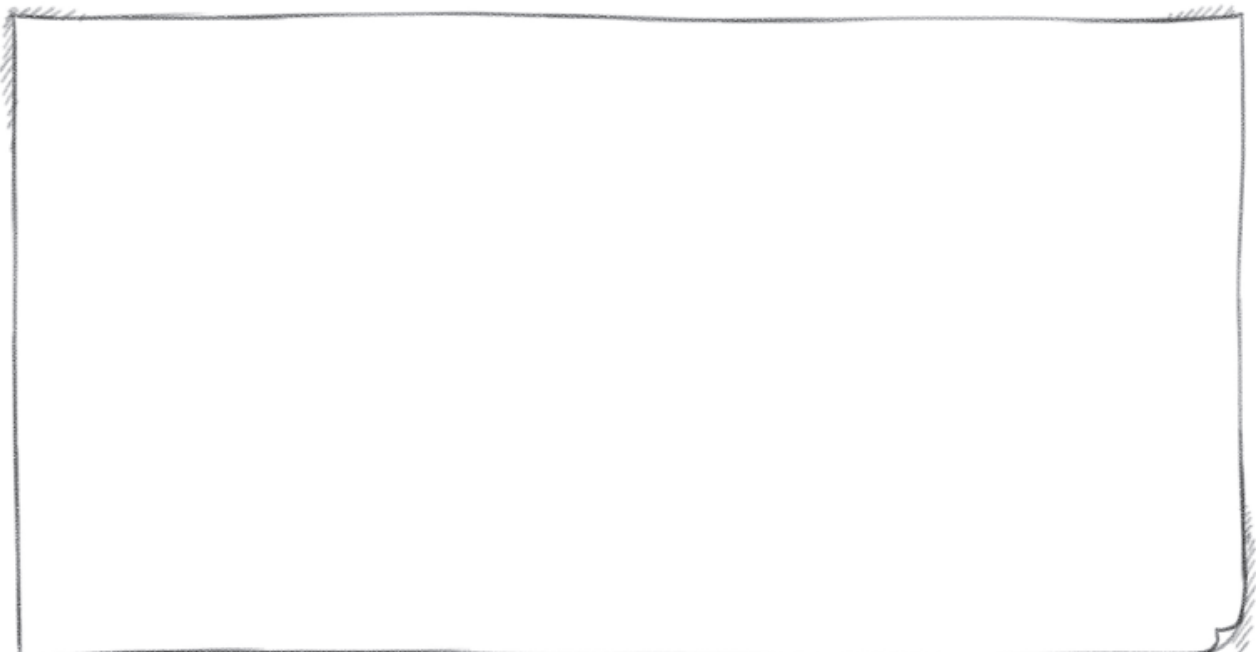
Listen to the story on Storybox Library if you have access to it:
<https://storyboxlibrary.com.au/stories/how-to-make-a-bird>

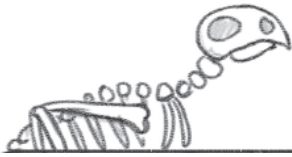
****Optional Extra Below****

By the Sea

The setting depicted in the book is by the sea and beside it is a remarkably interesting house.

- Design and draw your interesting house beside the sea.
- What would it be made of?
- Would it be colourful?
- Would you have a tower where a bird could fly 'soaring straight up, away and away'?





Birds and Bones

Based on **How to Make a Bird** by Meg McKinlay and Matt Ottley



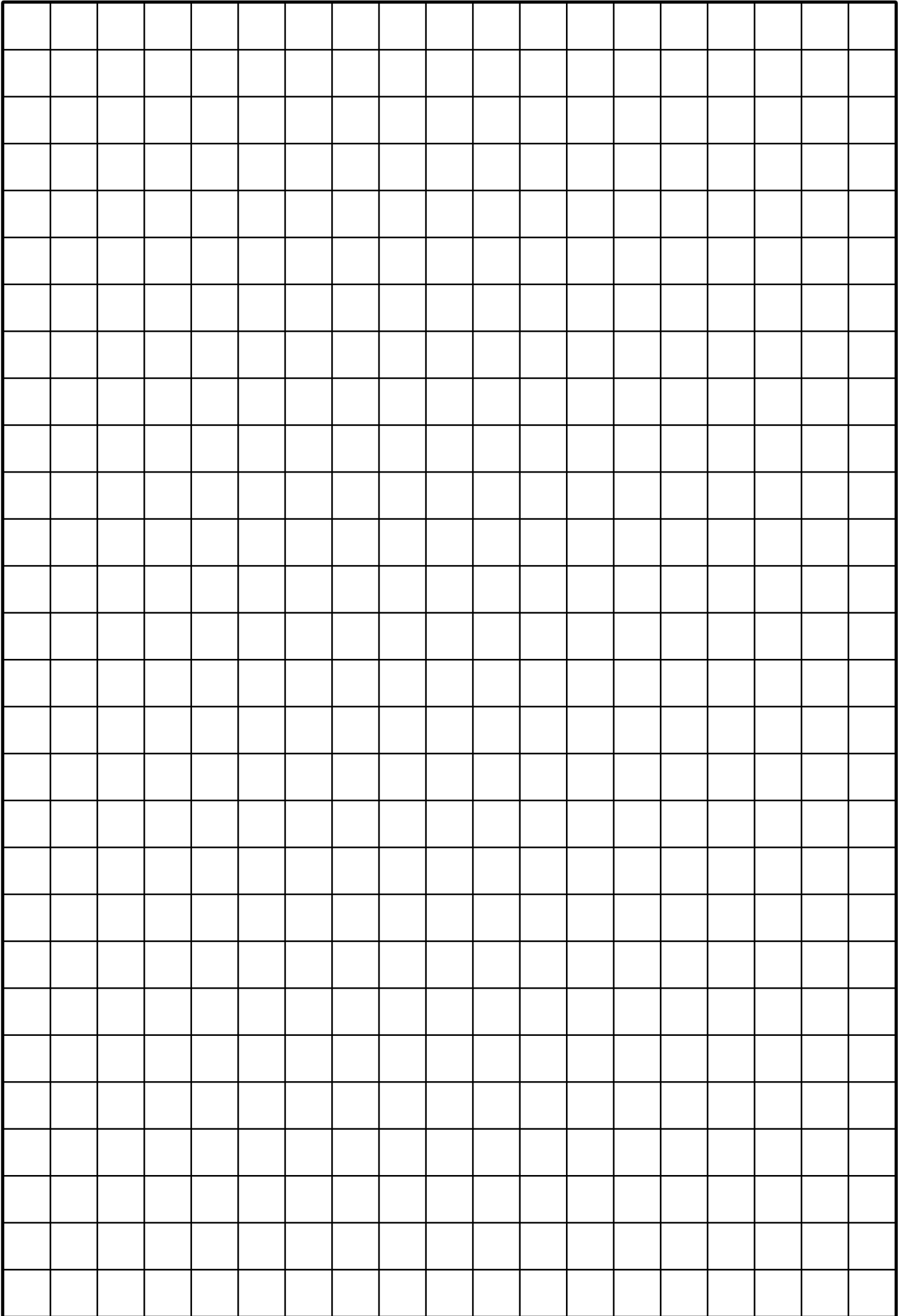
Write a procedure on making a bird. List the materials you might use and the steps under the following headings. Add more dot points if you need to.

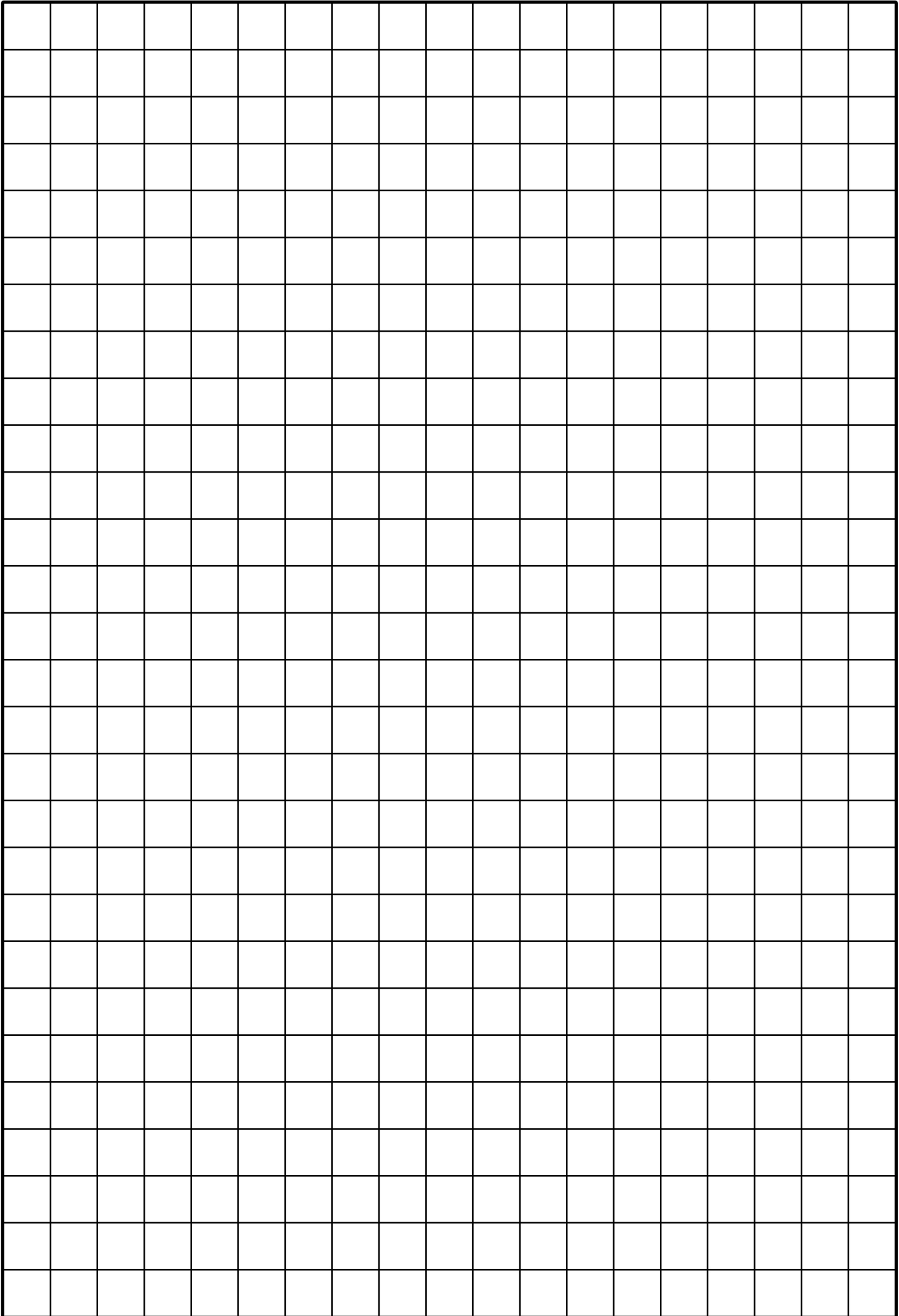
Materials:

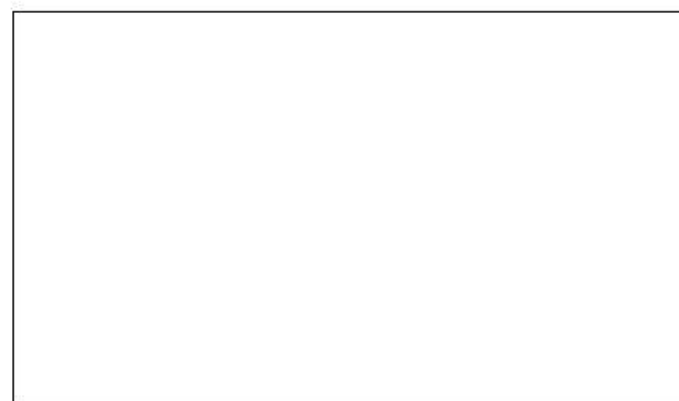
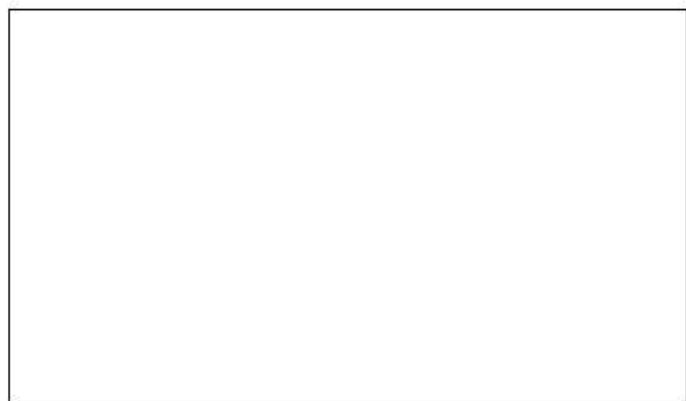
-
-
-
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-
-

Method:

-
-
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-







Making Negative Thoughts into Positive Thoughts

Often, we think negatively about a situation or an event that has happened or is about to happen. When we think negatively, we are likely to carry on thinking negatively, which helps to make the thought more powerful. When this happens, it is really difficult to find positive thoughts. This can lead to a one-sided view of a situation or event which is often not a true judgement.

Please complete the table below so you can see how you can change negative thoughts into positive thoughts.

Negative Thoughts	Positive Thoughts
My friends don't like me anymore because I can't go to the party on Saturday night.	Some of my friends can't go to the party either so we could meet up on Sunday instead.
I am not good at maths because I only got 16 out of 20 correct in my test.	
I don't want to move house as I won't make any new friends and I will be lonely.	
My new school won't be as good as my current school.	

Making Negative Thoughts into Positive Thoughts

Once you have completed these examples, complete the table below with your own negative and positive thoughts.

Think what positives you can see from the situation and how you can think more positively.

The more positives you can find, the more positive you will think, as the negative thoughts will be reduced and the situation will appear more balanced.

Negative Thoughts		Positive Thoughts
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