


# YEAR 4 Term 3 Week 7 Framework for teaching – MPS Stage 2 2021

You will not need access to a digital device to complete any 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
<b>Morning</b>	<p><b>Reading</b> Read a chapter of a book of your choosing.</p> <p><b>English Persuasive/ Modal Words</b> Use a cereal box from your pantry or cupboard. Carefully look at the advertising on the packet. Find and list the words that convince you to want to buy and eat the cereal. In your own words explain why you think the advertisers have chosen the pictures and colours that are on</p>	<p><b>Reading</b> Read a picture book or chapter from your current novel of your choice.</p> <p><b>BTN:</b> Watch 'Behind the News' at 10am on ABC Me. <a href="https://www.abc.net.au/btn/classroom/">https://www.abc.net.au/btn/classroom/</a></p> <p>Write a summary of the story you found the most interesting.</p> <p>Write 3 facts that you learnt from watching today.</p> <p><b>Journal Writing</b> – write</p>	<p><b>Reading</b> Read a chapter of a book of your choosing.</p> <p><b>English Writing</b> Your task is to write an imaginative piece of writing that entertains your audience;</p> <p>Choose between the following topics;</p> <p>The moment I woke up, I knew something wasn't right...</p> <p>Or</p>	<p><b>Reading</b> Read a chapter of a book of your choosing.</p> <p>OR</p> <p>Watch the Storyline Online</p> <p> Guji Guji read by ...</p> <p><b>Guji Guji</b> is a modern twist on an old story. What story does it remind you of? List the similarities between the two.</p> <p>Design a new book cover for Guji Guji or</p>	<p><b>Reading</b> Read a picture book or chapter from your current novel of your choice</p> <p><b>English Poetry</b> Your task is to write an acrostic poem using these letters</p> <p><b>B</b> <b>L</b> <b>U</b> <b>E</b> <b>B</b> <b>A</b> <b>C</b> <b>K</b></p>

	<p>the box.</p> <p>Create a new cereal that you think children your age would want to eat. Design and draw the packaging for that cereal. Be as creative as you can.</p> <p><b>Spelling:</b> Write out your spelling words. Choose one activity from the grid to complete each day.</p> <p><b>Biomes Project:</b> Begin work on your biomes project – see project outline.</p>	<p>and draw how you're feeling today.</p> <p><b>Spelling:</b> Write out your spelling words. Choose one activity from the grid to complete each day.</p> <p><b>Biomes Project:</b> Continue work on your biomes project – see project outline.</p>	<p>You're trapped on a desert island with only the things in your schoolbag...</p> <p>Build up your writing stamina and write for at least 20 minutes. Make your story as interesting as possible.</p> <p><b>Spelling:</b> Write out your spelling words. Choose one activity from the grid to complete each day.</p> <p><b>Biomes Project</b> Continue work on your biomes project – see project outline.</p>	<p>the story that you read.</p> <p><b>Writing</b> Reread the story that you wrote yesterday. Edit it for errors. Read it to someone in your house (a teddy bear is fine). See if you can add some tension to the story to keep it interesting.</p> <p><b>Spelling:</b> Write out your spelling words. Choose one activity from the grid to complete each day.</p> <p><b>Biomes Project:</b> Continue work on your biomes project – see project outline.</p>	<p>Each line needs to be descriptive and have more than one word.</p> <p>Use what you have learnt about Blueback and groopers in general to write the poem.</p> <p><b>Spelling:</b> Write out your spelling words. Choose one activity from the grid to complete each day.</p> <p><b>Biomes Project</b> Continue work on your biomes project – see project outline.</p>
<b>Break</b>	Break	Break	Break	Break	Break
<b>Middle</b>	<p><b>FITNESS:</b> Choose an activity of choice or use the PE Grid for some inspiration.</p> <p><b>Mathematics</b></p> <p><b>Number Busting:</b> our number for today is 40. Draw and write</p>	<p><b>FITNESS:</b> Choose an activity of choice or use the PE Grid for some inspiration.</p> <p><b>Mathematics</b></p> <p><b>Number Busting:</b> our number for today is 21. Draw and write everything</p>	<p><b>FITNESS:</b> Choose an activity of choice or use the PE Grid for some inspiration.</p> <p><b>Mathematics</b></p> <p><b>Number Busting:</b> our number for today is 66. Draw and write</p>	<p><b>FITNESS:</b> Choose an activity of choice or use the PE Grid for some inspiration.</p> <p><b>Mathematics</b></p> <p><b>Number Busting:</b> our number for today is 35. Draw and write</p>	<p><b>FITNESS:</b> Choose an activity of choice or use the PE Grid for some inspiration.</p> <p><b>Mathematics</b></p> <p><b>Number Busting:</b> our number for today is 53. Draw and write</p>

everything you know about 40 (you can use any operations you like).

**Make your own sundial**

Materials: one stick and pebbles/gravel/stones

1. Find a sunny spot in your yard.
2. Poke the stick into the ground.
3. Put a pebble down at the end of the stick's shadow. Take notice of the time (e.g. 7 am, 8 am).
4. Go outside every hour and place another pebble down at the end of the stick's shadow.
5. Finish at sundown/5 pm.
6. Each day, go out and see if you can tell the time from the sundial. Check to see how accurate you were.

\* To be safe, take the stick out of the ground when you finish each day.

you know about 21 (you can use any operations you like).

**Which container holds more?**

Explore this idea with your child using containers at home e.g. saucepan, bowl, vase etc. Get them to play around with 10 different-sized and shaped containers to explore how the shape and size of a container can influence what we think its capacity could be. Draw a table for the results, **like the one below.**

Container	Tally	Total

everything you know about 66 (you can use any operations you like).

**Chance and Data**

What will show up the most when you toss a coin? Draw a table for your results, **like the one below.**

	Heads	Tails
Tally		
Total		

Toss one coin 30 times and tally your results. Write the total. Now draw a graph for your results. Would your results change if you tossed a coin 50 times? Why?

If you have a six-sided die, do the same activity. Draw a table, roll the die 30 times, tally and total

everything you know about 35 (you can use any operations you like).

**2D Shapes**

Search your house for tessellating patterns (shapes that fit together without leaving spaces/gaps). List and draw what tessellating patterns you found and where they were e.g. rectangle tiles in the bathroom etc.

**Create a robot**

Materials: paper/cardboard, glue or sticky tape, scissors, coloured pencils/textas

Draw various 2D shapes onto cardboard/paper. The shapes will make up the different parts of their robot's body.

For example:

- triangles for the nose

everything you know about 53 (you can use any operations you like).

**Scavenger Hunt**

Have your child hide a 'treasure' e.g. soft toy, book etc. either inside or outside of the house. Your child then writes a set of clues/directions to get from a starting point to the treasure. In the clues/directions, use words like:

- clockwise or anti-clockwise
- full-turn, half-turn or quarter-turn
- left or right
- up or down
- between
- next to
- beside
- behind or in front of
- inside or outside
- on top or below, under or beneath.

Your child then hands the clues/directions to a family member to find the treasure. Swap roles!

	<p>* You could use a paper plate and a pen if you don't have access to pebbles. Place the stick through the plate then into the ground. Mark where the shadow is with a pen.</p> <p>* Take a photo of your completed sundial and send it to your teacher.</p>	Use a cup or glass to measure how much water is needed to fill each container. Draw/list the containers in ascending order, based upon how much each container holds.	the results. Graph your results.	<ul style="list-style-type: none"> <li>• squares/rectangles for the eyes and legs</li> <li>• pentagon for the arms</li> <li>• hexagons for the feet</li> <li>• octagons for the body</li> <li>• circles for the cheeks.</li> </ul> <p>Cut out the shapes. Colour in each shape. Glue/sticky tape the shapes down on a piece of paper to create a robot.</p> <p>* Take a photo of your Robot and send it to your teacher.</p>	
<b>Break</b>	Break	Break	Break	Break	Break
<b>Afternoon</b>	<b>Science:</b> Complete your Week 7 Science activity about materials.	<b>Art:</b> Weather permitting, head outside and find a comfortable place to lie down. Look at the cloud formations that you can see. What shapes can you see? What can you imagine these being? Using coloured pencil, create a picture of the clouds and the creatures, shapes or objects they	<b>Music</b> Use Spotify, Google or any other platform you have access to. Listen to a version of <b>Vivaldi's 'Four Seasons'</b> . It is a very famous piece of music. See if you can work out which of the seasons is represented by each part of the music. Divide a piece of paper into quarters. Draw a	<b>PDHPE</b> <b>ONLINE SAFETY</b> Using your knowledge of Online Safety, have a discussion with your parent/carer using the following questions. Then create a poster with 5 rules for staying safe online. Think about how to be careful and responsible with passwords, what you can do to stay safe	<b>Geography</b> Discuss Gandhi's quote with your parents ' <a href="#">You must be the change you wish to see in the world.</a> ' and brainstorm ideas on what we can do as individuals to live more sustainably. Students write a persuasive text convincing readers to make active changes in

		<p>remind you of.          If you have resources, you might like to create a collage of the artwork.          Don't forget to share a picture of it to our Google Classrooms.</p>	<p>scene to represent each season to match the music being played.</p>	<p>online and what you are typing to communicate with others.</p> <p><b>ASK AN ADULT Questions</b>          Have you ever seen something online that made you feel worried?          Do you ask permission before posting photos of others online?          Can other people see pictures you post of me online?          How would you know if something online was fake?          What would you do if someone online was contacting you, but you didn't want them to?          What are your top 3 tips for staying safe online?</p> <p><b>ASK A KID Questions</b>          What would you do if someone treated you unfairly in an online game?          What are 3 signs an online friendship is a bit fishy?          What would you do if someone was being mean to your friend</p>	<p>order to preserve their local environment.</p>
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				<p>online? Who would you go to if something negative happened online? How do you know when it's time to stop an online activity? What are your top three tips for staying safe online? What makes you happy when you're online? What's the funniest thing you've seen online?</p> <p>OR</p> <p>Watch these videos online to help you.</p> <p><a href="https://www.esafety.gov.au/educators/classroom-resources/cybersmart-challenge/student-home">https://www.esafety.gov.au/educators/classroom-resources/cybersmart-challenge/student-home</a></p>	
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Spelling Term 3 Week 7

Name: \_\_\_\_\_

Words	Monday	Tuesday	Wednesday	Thursday	Friday
usage					
energy					
industry					
extreme					
element					
breathe					
concrete					
community					
temperature					
atmosphere					

# 35 HANDS-ON SPELLING ACTIVITIES

to use with any word list




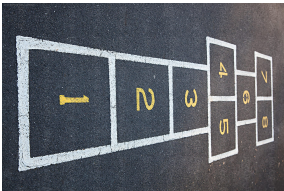
Make each word with Scrabble tiles.	Make each word using short lengths of yarn.	Paint the words onto paper.	Write the words outdoors with chalk.	Make the letters of each word with your body as you spell the word aloud.
Build the words with Lego bricks.	Stamp the words onto paper with letter stamps.	Stamp 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.





## 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.
<a href="#">P.E. with Joe</a> * Click on the blue words above to get to the videos.	<a href="#">Just Dance Kids</a> * Click on the blue words above to get to the videos.	<a href="#">Cosmic Kids Yoga</a> . * 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 5 squats                  Lunge</p> <p>Do a push up                  Stand on one foot and count to 10</p> <p>Do as many repetitions as you can.</p>	 <p>Hop 3 times!                  5 star jumps!</p> <p>Run on the spot!                  Jump 6 times!</p> <p>Creep on the spot!                  Crouch up and down!</p> <p>Movement Cards                  © Little Lifelong Learners</p> <p>Do as many repetitions as you can.</p>	 <p>Do 5 jumping jacks                  Can you do a split?</p> <p>Stretch to the side                  Do 5 Leg Lifts</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-

## Biomes Project Term 3 Due: Week 9 (Friday, 10th September 2021)

Imagine you are travelling around the world. You are going to visit one of the biomes of the world. The biomes you need to research are:

- Desert
- Deciduous Forest
- Tropical Rainforests
- Grasslands
- Oceans
- Tundra
- Taiga (snow forest)



Your job is to find out as much as you can about one biome or ecosystem. The tasks you need to complete are as follows;

1. **Complete** the **Biomes Retrieval Chart**. Fill in a few details in each square.
2. **Choose one biome** and **research** the key physical (natural) features of it and **explain** why it is important to sustaining life on earth. Record the information as a mind map, a report **or** as an annotated drawing (drawing with labels).
3. **Name 5 different places** in the world that you could visit this type of biome. Show where they are on the map provided.

4. Imagine you are planning on visiting all 5 places. **Plot the trip** you would take on the map. Which one will you visit first? How will you get there?
5. **Draw one** of the animals found in your biome of choice and **write** a short explanation about how it survives.

### Final Presentation

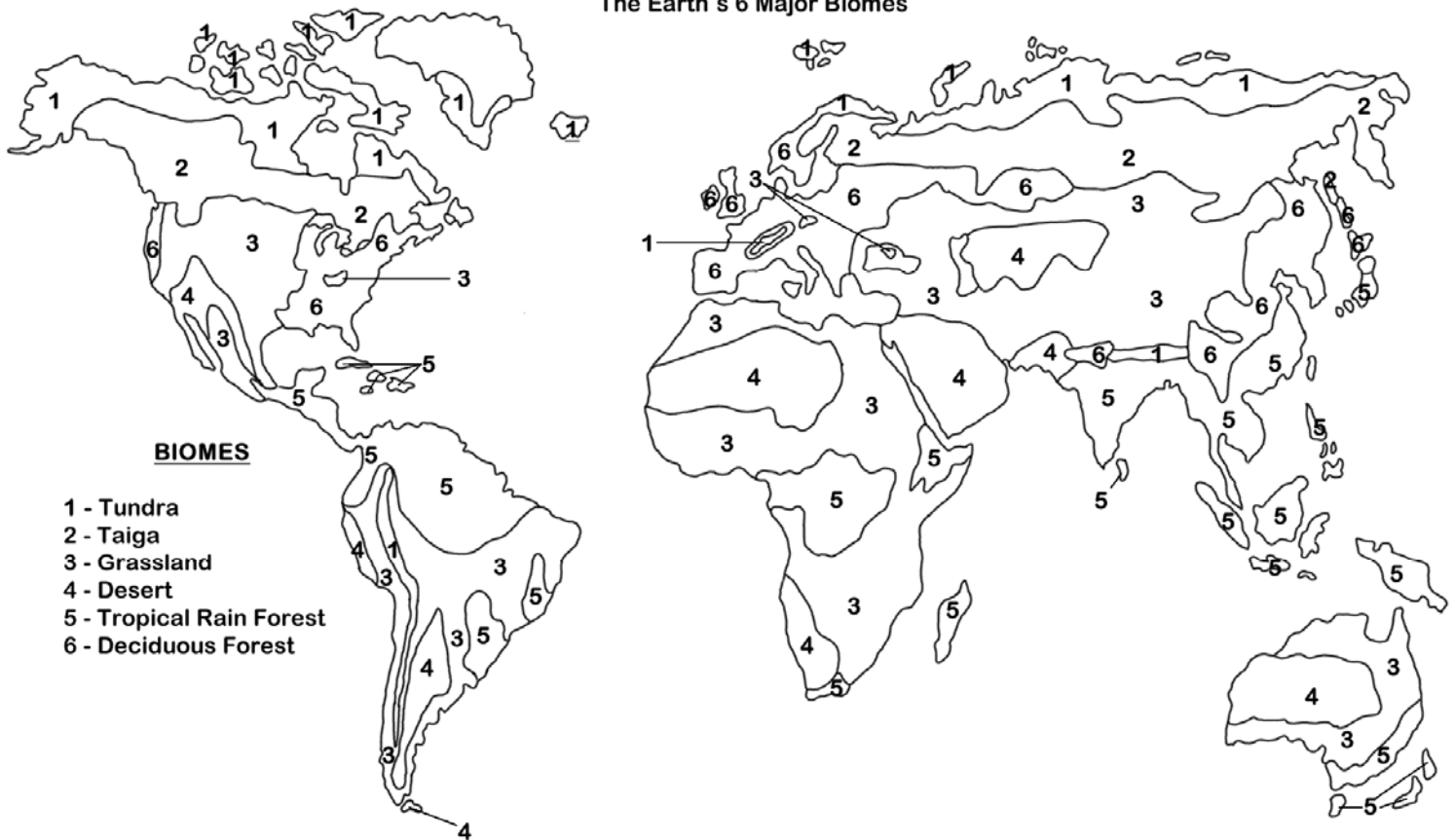
6. After you have completed all of the tasks, choose **one** of the following activities to demonstrate all of your understanding.

<p><i>Design a travel brochure for one of the places you would find the ecosystem. Encourage travellers to visit in an environmentally friendly way.</i></p> <p><i>What will they see? Why should they visit? How will they get there?</i></p>	<p><i>Create a video to advertise the ecosystem encouraging tourists to visit.</i></p> <p><i>What will they see? Why should they visit? How will they get there?</i></p>	<p><i>Create a poster that encourages people to visit and ways of caring for the ecosystem.</i></p> <p><i>What will they see? Why should they visit? How will they get there?</i></p>	<p><i>Create and perform a song that encourages people to visit the ecosystem.</i></p> <p><i>Make it catchy and easy to learn.</i></p>	<p><i>Create a diorama of the ecosystem. Show physical features, animals in their habitat, plants and vegetation.</i></p> <p><i>Show as many aspects as you can. Add information to explain the type of ecosystem.</i></p>
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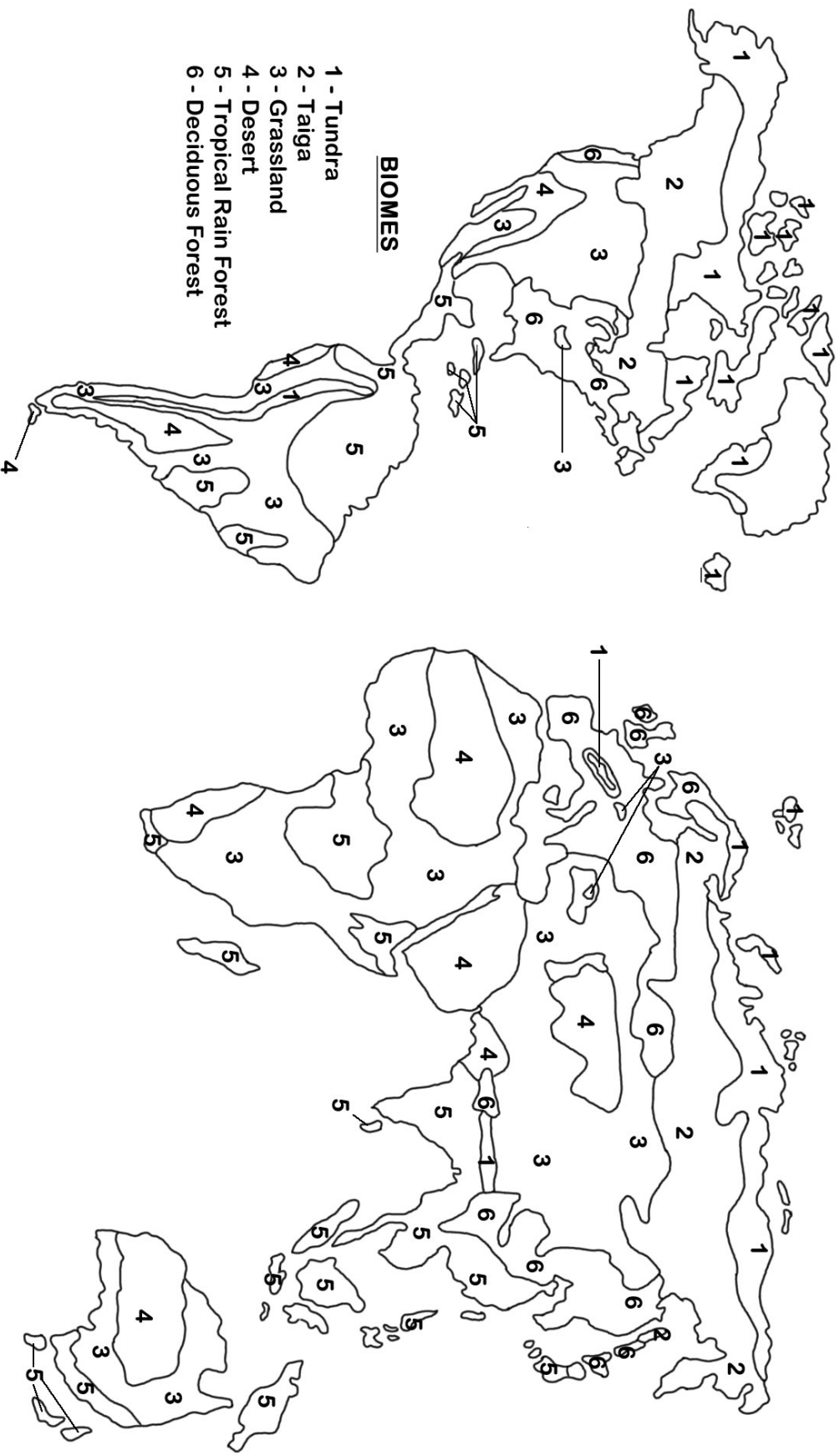
# Biomes

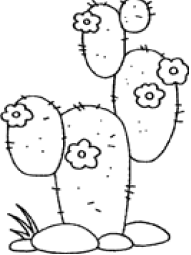
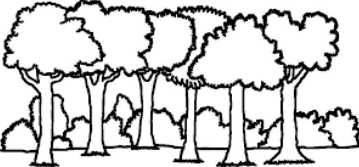
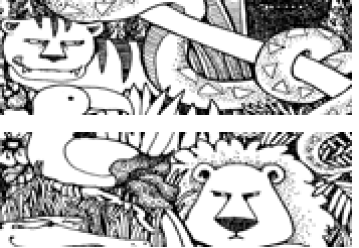
Everywhere you go, you are in a Biome. Scientists have divided our Earth into different regions named biomes. However, not all scientists agree on the number of biomes and we will focus on the six major biomes which are: Deserts, Grasslands, Deciduous Forests, Tropical Rainforests, Taiga, and the Tundra. Each biome has its own unique climate, plant and animal species. Each Biome has its own distinct community of weather, plants and animals who all adapt to their specific biome. Biomes are like ecological communities classified by both living and non living components. The main factors that determine the biome are latitude, altitude, soil, temperature, precipitation, sunlight, plants and animals.

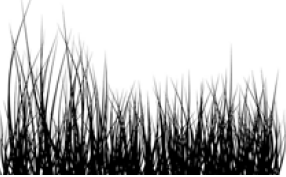


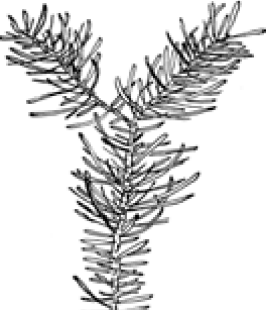
The Earth's 6 Major Biomes



# The World's Biomes



Biome	Weather	Location	Plants	Animals
<p data-bbox="49 183 212 231">Desert</p> 				
<p data-bbox="49 638 302 758">Deciduous Forest</p> 				
<p data-bbox="49 1133 324 1252">Tropical Rainforests</p> 				

Biome	Weather	Location	Plants	Animals
<p data-bbox="49 140 286 193">Grassland</p> 				
<p data-bbox="49 470 228 523">Oceans</p> 				
<p data-bbox="49 833 219 885">Tundra</p> 				
<p data-bbox="49 1179 174 1232">Taiga</p> 				

**Year 4 Science – Week 7 (August 23-27, 2021)**

Sometime materials get a new job after their old one finishes, for example – a strawberry jam jar might become a vase for small flowers. In this case the strawberry jam jar is being used for a new purpose. This is called repurposing.

Look at the below images then complete the table.



Image 1



Image 2



Image 3

Image	Main material	Old purpose	New purpose	Properties of the material which made it suitable for the new purpose
Example	Glass	A jar to hold strawberry jam.	A vase to hold small flowers.	Glass is transparent, rigid, waterproof.
1				
2				
3				



## Stage 2 Library Week 7

### Happy Book Week!!!

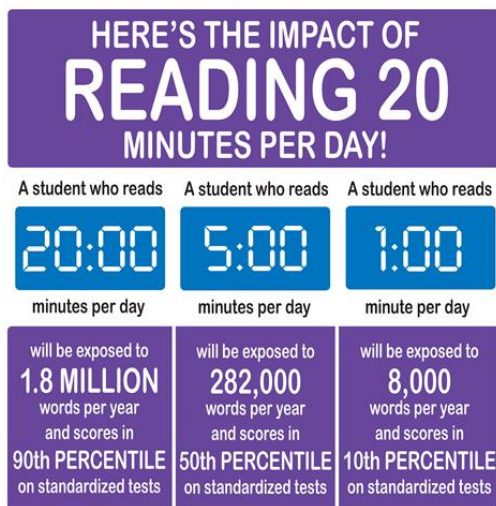
This week we will be celebrating all things BOOKS! There is a Kahoot! Challenge that you will be able to participate in by following this link...



[https://kahoot.it/challenge/01321728?challenge-id=f71ad429-6c97-48c8-af22-c2522eb6c6e9\\_1629257176381](https://kahoot.it/challenge/01321728?challenge-id=f71ad429-6c97-48c8-af22-c2522eb6c6e9_1629257176381)

...and we will be dressing up as a favourite book character!!

### Reading Matters!



I would love to see pictures of you dressed up with a favourite book, so feel free to upload a picture into your Google Classroom.

Don't forget to keep reading!

- Mrs Vitnell.