



## Stage 2 - Term 4 Week 1 - Overview

Welcome to Term 4! We hope everyone has had a restful break.

The big change in our program for this term is that on Thursday mornings students will be participating in **small group reading comprehension Zoom sessions**. Students will be given a specific time for the Zoom call. Please complete the pre-work shown on the program **before** your session and please be punctual.

### **The following is a reminder of a few key points that were mentioned last term:**

This program is best viewed online so any links can be clicked on. If you ever need to access any of the work, [visit the school website](#).

The following program is a guide for students to work on at home. We understand that this will not be feasible for everyone. Even a few hours spread over the day would be wonderful. Students who attend school will be supervised while doing the same program as students who are learning from home. The teacher supervising will often not be their own classroom teacher.

If you require any further assistance at all, the best way to contact your teacher is via email or the Seesaw "Inbox". We will continue to do our best to support students and families through this time.

We ask that students "check in" to the daily Roll Call "Activity" on Seesaw and watch the morning video for instructions every day. There may also be further teaching videos and links that students should view to help them complete work. If this doesn't work for you, please contact your child's teacher to organise another check-in arrangement, such as a daily email. We also ask that students submit work to Seesaw each day but understand that it may not be feasible to do so. Uploading multiple pieces of work every few days or at the end of the week is fine, but please speak with your child's teacher to let them know of your arrangement. Unless otherwise specified in the program, we would like all work to be completed in an exercise book or on blank paper.

We have arranged work into "Essential activities", "Additional activities" and "Extension activities". The "Essential" English and mathematics tasks should be the focus of work. Please focus on the tasks that will benefit the most and create a schedule that works for your family. For example, if extra support is needed in comprehension, spend more time on that.

Students may choose to attend their class Zoom sessions throughout the week. You will be notified on Seesaw when your class Zoom sessions will be on. Teachers will go through the work at the start of the week over Zoom. Students will be given a chance to ask questions and share some work, including their Friday art creations.

We have added extra ideas for break times [on the school website](#).

We are so proud of you all,

*Mr Bruscano, Mr Huntington, Mr Hendrie, Mrs Levin, Miss Mooy & Mrs Van Roon*



## Year 4 – Tuesday – 05.10.21 – Term 4 Week 1

Morning English - Comprehension Essential	Morning English Additional		Middle Maths - Chance Essential	Middle Maths Additional		Afternoon Extension
<p><b>Super Six</b> Read the novel you are currently reading or read a story at <a href="#">Epic Reading</a> (class code on Seesaw).</p> <ol style="list-style-type: none"> <li>1. <u>Before reading</u>, write a short sentence <b>predicting</b> what you think will happen.</li> <li>2. Read for about 20 minutes. <b>Monitor</b> by writing down words you are unfamiliar with. Find a definition for them.</li> <li>3. Write a short <b>summary</b>.</li> <li>4. Make <b>connections</b>, writing how something you just read relates to your life, the wider community and the world.</li> <li>5. Write 5 <b>questions</b> based on what you just read. Ask literal and inferential questions.</li> <li>6. <b>Visualise</b> what you just read by drawing a picture. Write a short sentence explaining what your drawing is about.</li> </ol>	<p><b>BTN</b> 1. Watch BTN live on ABC Me at 10am or <a href="#">online this afternoon</a>. 2. Write a half/ one-page summary.</p> <p><b>Reading Extension</b> Make a travel poster describing the location of the setting from the book you are reading. Be sure to include persuasive devices in your poster enticing people to travel there.</p> <p><b>Other Tasks</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Education Live</a> at 10am.</li> <li>• Listen to today's <a href="#">Squiz Kids episode</a>.</li> <li>• <a href="#">Literacy Planet</a>.</li> </ul>	<p><b>B R E A K</b></p>	<p><b>See the next page for the maths Essential task</b></p>	<p><b>Time Will Tell</b> Time yourself doing things around the house such as brushing your teeth, eating dinner, putting your shoes on, making your bed or any other things you would normally do. Put your activities in order from the one you did the quickest to the slowest.</p> <p><b>Other Tasks</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Mathletics</a></li> <li>• <a href="#">Problem Solving booklet</a>. Show all working out and get someone to check your work.</li> </ul>	<p><b>B R E A K</b></p>	<p><b>Sun, Earth and Moon</b> The Sun is a fantastic source of energy but can sometimes be harmful.</p> <p>Have a look at these websites to research Sun exposure:</p> <ul style="list-style-type: none"> <li>• <a href="#">How to be safe in the sun</a></li> <li>• <a href="#">Effects of sun exposure</a></li> </ul> <p>Answer these questions:</p> <ol style="list-style-type: none"> <li>1. What good things does the Sun do to our bodies?</li> <li>2. What bad things does the Sun do to our bodies?</li> <li>3. How does the Sun make us feel?</li> </ol> <p>Watch <a href="#">this Sunsmart video</a>.</p> <ol style="list-style-type: none"> <li>4. What did the song encourage us to do?</li> <li>5. Think of some interesting ways you could encourage others to be Sun smart. Create a Sunsmart poster to help others.</li> </ol> <p><b>Extension:</b> Find out some facts about the Sun, such as:</p> <ul style="list-style-type: none"> <li>• What type of star it is.</li> <li>• It's age.</li> <li>• Distance from Earth (km).</li> <li>• It's size.</li> <li>• How hot it is.</li> </ul>



Middle  
Maths - Chance  
Essential

Warm up

**Task:** Spend 5-10 minutes going over your times tables or completing addition, subtraction, multiplication or division questions of your own creation.

**Or:** Work on Maths Mentals.

Mark with a calculator as you go.

Chance - Pre-work

1. Write words that are related to chance.
2. Describe the chance of the following events occurring:
  - a. Attending school on Tuesday.
  - b. It rains today.
  - c. A coin is tossed and the result is heads.
3. Write a scenario where the chance of one event occurring will not be affected by the occurrence of the other.
4. Write a scenario where two everyday events cannot occur at the same time.

Chance

**Background Info:** Theoretically, when a fair coin is tossed, there is an equal chance of obtaining a head or a tail. If the coin is tossed and five heads in a row are obtained, there is still an equal chance of a head or a tail on the next toss, since each toss is an independent event.


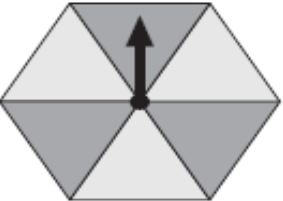
**Task:**

1. Test the theory above by flipping a coin 30 times.
  - a. Make a tally of the results.
  - b. What was your best streak (same result in a row)?
  - c. Which outcome occurred the most?
  - d. What have you discovered from this activity?
2. Come up with a definition for the following words (you may use a dictionary or the Internet):  
a. chance   b. event   c. probability   d. certain   e. possible   f. impossible   g. unlikely   h. likely
3. Place the following words in order from impossible to certain:  
certain, impossible, likely, unlikely, less likely, more likely, most likely, least likely, equally likely/even chance.
4. Write three example events for the likelihood of each of the following:  
a. impossible   b. unlikely   c. even chance   d. likely   e. certain

**Extension:** A gumball machine dispenses a random gumball each time its button is pressed. Of the 40 gumballs in the machine, 2 are blueberry flavour, 6 are strawberry, 13 are lime and 19 are orange.

- a. Which flavour is most likely to be dispensed?
- b. Which flavour is least likely to be dispensed?
- c. Charlie loves lime flavour but hates strawberry. Adrian loves strawberry but hates orange. Who is more likely to get what they want, Charlie or Adrian? Why?
- d. Write the flavours in order, from the most likely to the least likely to be dispensed.

## Year 4 – Wednesday – 06.10.21 – Term 4 Week 1

Morning English - Writing Essential	Morning English Additional	Middle Maths - Chance Essential	Middle Maths Additional	Afternoon Extension														
<p><b>Poetry</b> Holidays are so great, I enjoyed my playdate!</p> <p>Can you guess what you will be writing about today? Correct, poetry!</p> <p>Take a look at the resource on the Seesaw Activity and write a rhymed verse poem about your holidays. Make it at least 6 lines long (you can make it as long as you like!).</p> <p><b>Extension:</b> Write a Free Verse or a Blank Verse poem about your holidays.</p>	<p><b>Comprehension</b> Read the passage and answer the questions <a href="#">at this link</a> on A Diwali Lamp.</p> <p><b>States of Matter</b> Draw a flow chart explaining the process of water changing state from a solid to a liquid to a gas.</p> <p><b>Other Tasks</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Education Live</a> at 10am.</li> <li>• Listen to today's <a href="#">Squiz Kids episode</a>.</li> <li>• <a href="#">Literacy Planet</a>.</li> </ul>	<p><b>Warm up</b> 5-10 minutes warm up (see Tuesday).</p> <p><b>Chance</b> <b>Background Info:</b> We can describe the chance of something happening in both words and numbers. <b>Task:</b></p> <table border="1" data-bbox="564 544 1137 1038"> <thead> <tr> <th>Words</th> <th>Numbers</th> </tr> </thead> <tbody> <tr> <td>impossible</td> <td>0 or 0%</td> </tr> <tr> <td>even chance</td> <td>between 0 and <math>\frac{1}{2}</math></td> </tr> <tr> <td>fifty-fifty</td> <td>0.5 or 50% or <math>\frac{1}{2}</math></td> </tr> <tr> <td>unlikely</td> <td>between <math>\frac{1}{2}</math> and 1</td> </tr> <tr> <td>likely</td> <td></td> </tr> <tr> <td>certain</td> <td>1 or 100%</td> </tr> </tbody> </table> <p><b>Extension:</b> When everyone has the same chance of winning a game, it is fair. When there is not the same chance for everyone to win, the game is unfair. Look at these spinners. If landing on black scores 1 point, then these spinners are unfair because there is a greater chance of landing on black with Spinner 2 than there is with Spinner 1.</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="571 1214 853 1458"> <p><b>Spinner 1</b></p>  </div> <div data-bbox="862 1214 1144 1458"> <p><b>Spinner 2</b></p>  </div> </div> <p>Create 5 new spinners like those above where the chance of landing on black is:</p> <ol style="list-style-type: none"> <li>1. impossible</li> <li>2. least likely</li> <li>3. even chance</li> <li>4. most likely</li> <li>5. certain</li> </ol>	Words	Numbers	impossible	0 or 0%	even chance	between 0 and $\frac{1}{2}$	fifty-fifty	0.5 or 50% or $\frac{1}{2}$	unlikely	between $\frac{1}{2}$ and 1	likely		certain	1 or 100%	<p><b>Shapes Everywhere</b> Find different objects in your bedroom that are made up of regular 2D shapes. Draw the objects you found and write what shapes they are. Some 2D shapes you could find include squares, rectangles, triangles, circles and hexagons.</p> <p><b>Other Tasks</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Mathletics</a></li> <li>• <a href="#">Problem Solving booklet</a>. Show all working out and get someone to check your work.</li> </ul>	<p>Work through this week's:</p> <ul style="list-style-type: none"> <li>• <a href="#">Music task</a></li> <li>• <a href="#">Mandarin activities</a></li> </ul>
Words	Numbers																	
impossible	0 or 0%																	
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likely																		
certain	1 or 100%																	

BREAK

BREAK



## Year 4 – Thursday – 07.10.21 – Term 4 Week 1

<p style="text-align: center;"><u>Morning</u> English - Comprehension &amp; Spelling Essential</p>	<p style="text-align: center;"><u>Morning</u> English Additional</p>		<p style="text-align: center;"><u>Middle</u> Maths - Chance Essential</p>	<p style="text-align: center;"><u>Middle</u> Maths Additional</p>	<p style="text-align: center;"><u>Afternoon</u> Extension</p>
<p style="text-align: center;"><b><u>Comprehension Zoom</u></b></p> <p><b>Background Info:</b> * Your teacher will give you instructions about what time your small group Zoom is on today. <b>Practice today's play on Seesaw titled 'Play for Zoom' so you are ready.</b></p> <ul style="list-style-type: none"> <li>• When you're back at school you too might feel like The New Kid, having not been to school for quite a while.</li> <li>• In this funny 2 person play that you will read aloud, Zac is new to the school so Lydia introduces herself.</li> <li>• Even though Zac tells Lydia that he doesn't have an imagination for the short story he'll have to write in class, he has already demonstrated that his imagination is well and truly developed as these two kids compare achievements.</li> <li>• The moral of the 'story' could be that we are better than we think we are at that thing we 'don't do well.'</li> </ul> <p><b>Task:</b> Attend your assigned Zoom call and work with your teacher and group.</p> <p style="text-align: center;"><b><u>Spelling</u></b></p> <p>Complete one of the <a href="#">Sound Waves programs</a>. Work in order.</p> <p><b>Or:</b> Seesaw Activity called 'Spelling Option.' Write the <b>ee</b> words that match the pictures on the sheet.</p> <p><b>Two Hints:</b></p> <ol style="list-style-type: none"> <li>1. Sometimes we call lollies <b>sweets</b>.</li> <li>2. Your house can be on a road or in a <b>street</b>.</li> </ol> <p>After completing the sheet and showing on Seesaw, write 5 words for EACH of the graphemes below. Your 5 (additional) words for each grapheme can have their grapheme at the start, end or middle of your chosen words.</p> <p>th - e.g. leather ti - e.g. station ch - e.g. watch rr - e.g. carrot</p>	<p style="text-align: center;"><b><u>Language</u></b></p> <p>Many words are overused in writing. Some of these include: <i>happy, big, went, great, like</i>. In a table, list at least 5 interesting synonyms for each of these words.</p> <p style="text-align: center;"><b><u>Sensory Poetry</u></b></p> <p>A sensory poem uses vivid words to describe how something looks, sounds, smells, feels and tastes.</p> <p>Read the following poem and have a go at writing your own sensory poem:</p> <p><i>Winter</i> I <b>see</b> snow falling from the sky. I <b>hear</b> the crackling of the fire. I <b>smell</b> noodle soup on the stove. I <b>feel</b> the cold on my nose and ears. I <b>taste</b> the yumminess of hot cocoa.</p> <p style="text-align: center;"><b><u>Other Tasks</u></b></p> <ul style="list-style-type: none"> <li>• <a href="#">Education Live</a> at 10am.</li> <li>• Listen to today's <a href="#">Quiz Kids episode</a>.</li> <li>• <a href="#">Literacy Planet</a>.</li> </ul>	<p><b>B R E A K</b></p>	<p><b>See the next page for the maths Essential task</b></p>	<p style="text-align: center;"><b><u>Map Maker</u></b></p> <p>Draw a map of your bedroom as if you were looking at it from above. Label each of your pieces of furniture and all of the things in your room. Try to draw the things in your bedroom to scale, which means that if your bed is the biggest piece of furniture in your room, then it should be the biggest piece of furniture on your map.</p> <p style="text-align: center;"><b><u>Other Tasks</u></b></p> <ul style="list-style-type: none"> <li>• <a href="#">Mathletics</a></li> <li>• <a href="#">Problem Solving booklet</a>. Show all working out and get someone to check your work.</li> </ul>	<p style="text-align: center;"><b><u>Minecraft &amp; Coding</u></b></p> <p>Tasks on <a href="#">the school website</a>.</p> <p><b>Or:</b> Work through one of the coding courses at <a href="#">code.org</a>.</p> <p style="text-align: center; vertical-align: middle;"><b>B R E A K</b></p>



**Middle  
Maths - Chance  
Essential**

**Warm up**

5-10 minutes warm up (see Tuesday).

**Chance - Post-work**

1. Write words that are related to chance.
2. Describe the chance of the following events occurring:
  - a) Monday following Sunday.
  - b) The traffic light turns purple.
  - c) Getting your hair cut this year.
3. Write a different scenario to Tuesday where the chance of one event occurring will not be affected by the occurrence of the other.
4. Write a different scenario to Tuesday where two everyday events cannot occur at the same time.

**Chance**

Have you ever heard of the Magic 8 Ball? This magic ball relies on chance!

If you have a Magic 8 Ball at home, you can use that, otherwise you can use [this online version](#).

1. Try to work out how many different answers the Magic 8 Ball gives and write them in your workbook. Remember, you can only ask yes or no questions.
2. How many answers are positive (yes) - for example: 'you may rely on it'?
3. How many are negative (no) - for example: 'outlook not so good'?
4. How many are neutral (even chance) - for example: 'ask again later'?
5. From the information you have gathered, what would be the likelihood of getting a positive answer to your yes or no question?

**Extension:** A game of chance for two players

**You will need:**


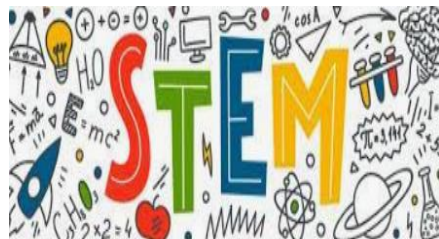
Two six-sided dice and two counters.

**How to play:**

1. Each player places a counter on their own Start space.
2. The players take it in turns to roll both dice and calculate the difference between the two numbers they roll.
  - a. Player 1 moves UP a space when the difference is 0, 1 or 2.
  - b. Player 1 moves DOWN a space when the difference is 3, 4 or 5.
  - c. Player 2 moves DOWN a space when the difference is 0, 1 or 2.
  - d. Player 2 moves UP a space when the difference is 3, 4 or 5.
3. The players keep taking turns.
4. The first player to get to Home is the winner.

Home	
Player 1 Start	Player 2 Start

## Year 4 – Friday – 08.10.21 – Term 4 Week 1

<p><u>Morning</u> Visual Arts Essential</p>	<p><u>Morning</u> English Additional</p>		<p><u>Middle</u> STEM Essential</p>	<p><u>Middle</u> Catch up Additional</p>		<p><u>Afternoon</u> Extension</p>
<p><b><u>Superhero Pop Art!</u></b> Watch <a href="#">this video</a> of someone drawing pop art! Notice they plan with pencil first, then use bright, vibrant colours to create their artwork!</p> <p>You are going to create your own pop art of a superhero or villain! You may like to look up a drawing tutorial for your chosen hero/villain or just draw your own. Make sure to sketch first and then add some bright colours and don't forget the background!</p>  <p>Drawing Tutorial examples:</p> <ul style="list-style-type: none"> <li>• <a href="#">Spider-Man</a></li> <li>• <a href="#">Batman</a></li> <li>• <a href="#">Captain Marvel</a></li> </ul>	<p><b><u>My Affirmations</u></b> <b>Background Info:</b> A positive affirmation is something short and meaningful we can repeat to ourselves to stay focused and calm. It can also help us find the inner strength or courage we need to do something difficult or something we don't want to do.</p> <p><b>Task:</b> Answer the following question and repeat your answer aloud 3 times.</p> <p><b>Q:</b> Some positive things about myself are...</p> <p><b><u>SQUIZ Kids Podcast</u></b> 1. Listen to today's <a href="#">SQUIZ Kids Podcast</a> episode. 2. Write a half/one-page summary.</p> <p><b><u>Great Wall of China Virtual Tour</u></b> Take a <a href="#">virtual tour</a> of the Great Wall of China.</p>	<p><b>B R E A K</b></p>	 <p>Pick 1 - 4 of the following activities.</p> <ol style="list-style-type: none"> <li>1. Build a tower taller than you. It should be capable of standing freely and not be attached to anything.</li> <li>2. Create a zip line for a small action figure to zip down from at least shoulder height.</li> <li>3. <a href="#">Make a Paper Airplane Launcher.</a></li> <li>4. <a href="#">Create a marble run with Play Dough.</a></li> </ol>	<p><b><u>Catch up</u></b> Complete any work from the week that you have missed.</p> <p><b><u>Other Tasks</u></b></p> <ul style="list-style-type: none"> <li>• <a href="#">Education Live</a> at 10am.</li> <li>• <a href="#">Literacy Planet.</a></li> <li>• <a href="#">Mathletics</a></li> <li>• <a href="#">Problem Solving booklet.</a></li> </ul> <p>Show all working out and get someone to check your work.</p>	<p><b>B R E A K</b></p>	<p><b><u>Expressions (PD/Drama)</u></b></p> <ol style="list-style-type: none"> <li>1. Take photos of your top 5 most common expressions that you make.</li> <li>2. Take 3 more photos of the following: <ul style="list-style-type: none"> <li>• An expression you'd make when someone shows you respect.</li> <li>• An expression you'd make when you would see someone being responsible.</li> <li>• An expression you'd make when you see someone doing their personal best.</li> </ul> </li> <li>3. Label all 8 expressions and upload them to Seesaw.</li> </ol> <p><b><u>Physical Activity</u></b> Tasks on <a href="#">the school website.</a></p> <p>You might want to also have a look at the <a href="#">Fitness Break Ideas</a> or give <a href="#">'Smiling Minds' mindfulness</a> a go.</p>