Year 4 – Monday – 09.08.21 – Term 3 Week 5

Morning English - Writing Essential	Morning English Additional	Break 30 mins	Middle Maths Essential	Middle Maths Additional	Break 1 hour	Afternoon Powerful Project Extension
Informative Texts *Background Info:* Did you know that there are a total of 339 medal events at the 2021 Olympics Games? You are going to choose one of the 33 sports or 46 disciplines and write a Fact File about it. This will be done in preparation to write an information report on Wednesday. *Task:* Look at the template on Seesaw. Use it or create your own. If you are not sure which event you want to write about, look at the list of sports and disciplines here: https://olympics.com/en/sports/	**Library** Visit the Library "Learning From Home" section of the school website and listen to a picture book being read or complete one of the activities. **Education Live** At 10am you can watch the latest Education Live stream lesson. There is a different guest speaker each day. **Reading and Comprehension** 1. Read 20 minutes of your chosen novel 2. Choose as many of the following activities as you would like to complete. Use your English book to complete the activities: **a)** Which is your funniest/worst/favourite/ scariest/ part of the story? Why? Draw as a cartoon. **b)** Three facts you've learnt from the text. **c)** Retell the story in 20 words or fewer. **d)** Write 3 words that describe the main character. Draw a picture of your character to represent your description. **e)** Write a blurb for this book. **Literacy Planet** Complete one or more activities. If you have completed your missions, you will unlock the library tab and have access to **Intrepizine** - the online magazine. Click the library tab and choose an interesting article to read and post the answers to the questions.	You might like to choose an activity from one of the **"Break Ideas"** sheets on the school website	See the next page for the Maths Essential task	**Daily Activity** 1. Have each family member give you a 2-digit number. 2. Find the sum of all the numbers. 3. Repeat 5 times. 4. Using the 6 sums, order the numbers from largest to smallest. 5. Then, make 5 comparison statements using $<$, $>$, and $=$. **Problem Solving** 1. Complete a page or two of the booklet, showing all working out. 2. Get someone to check your work. **Mathletics** Complete one or more activities.	You might like to choose an activity from one of the **"Break Ideas"** sheets on the school website	**Design Thinking Process** 1. Today you are going to work through the "Ideate" section. It should take you about forty minutes to work through the activities. Here is the link. 2. You will be working through **pages 27-30** of your Design Folio today. Your Design Folio should be saved in your Google Drive from the previous weeks. If you can't find it or it didn't save, you can access a new Design Folio here 3. Make sure you click on all the links, watch the videos and answer all the questions (including writing in your digital Design Folio). **If you don't have access to a computer** *Background Info:* Last week you turned each of your problem statements into a question and selected three questions you thought would be the most important to answer. *Task:* Think of possible solutions for each of the three questions you came up with. It would be great if you could do this with another member of your family or with a friend over the phone. 1. Write one idea in the middle of a piece of paper. Set a timer for 5 minutes and write as many solutions as you can think of. Your ideas can be "moonshot" ideas, meaning they don't need to be practical or realistic - as crazy as you like! 2. Repeat this for your other two questions. 3. Go back and think of three more ideas for each question. 4. Vote for your three favourite ideas.

Monday Middle
Maths – 2D & 3D Space
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.

Vertex
Background Info

Check Seesaw to listen to this being read.
Last week you did a task where you needed to identify the number of faces, curved surfaces, flat surfaces, edges and vertices of different 3D objects.

According to the NSW mathematics syllabus:
*The term '**vertex**' (plural: vertices) refers to the point where three or more faces of a three-dimensional object meet (or where two straight sides of a two-dimensional shape meet).*

Also in the syllabus (Stage 3) it says we should:
...*use the term 'apex' to describe the highest point above the base of a pyramid or cone.*

As such, the information you were given was that in a cone the point isn't a vertex.

We (the teachers) reached out to the Department of Education as we wanted clarification about all this. Interestingly, they got back to us and said that in a cone the point should be called a vertex! So the definition of a vertex stands, but the exception to the rule is in a cone! Don't you just love exceptions to rules! 😄
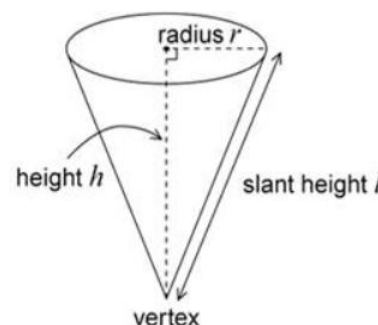
Task

1. Rewrite the following definition and draw the example:
    A **vertex** is the point where three or more faces of a three-dimensional object meet. The point in a cone is called a vertex or an apex.

2. Imagine that you have just been given the role of Boss of Mathematics and it's up to you to name the point on a cone.
a) What would you call it? -Would it be a vertex, an apex or something else?
b) Why would you call it this?

> **Remember** though, in a cone the point is an "apex", but also can be called a "vertex"
> Make sure you get this right if it's asked in NAPLAN next year 😊

Extension:
1. Research the definitions and etymology of a vertex and an apex. The etymology of a word is where the word originated from.
2. Write down 3 differences between a vertex and an apex.
3. Write down 3 similarities between a vertex and an apex.

[Diagram of a cone labelled: radius r, height h, slant height l, vertex]

Reflection
Background Info

We can develop our problem-solving skills by examining reflection (as in maths). In this case using Letters and numbers.
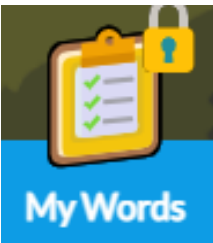
Task
1. Go today's Seesaw Activity,
2. Have a go at finishing the images, but don't click on 'Show Mirror Image' until you have drawn what you think the WHOLE image looks like.
3. Click 'Show Mirror Image' AFTER each one you complete.
4. Does yours look like the actual 'revealed' image? Do one at a time, revealing only AFTER each one is complete.

Tip: Each letter or number in the activity is symmetrical. The top of each digit or letter is a mirror image of the bottom.

Extension: Ask a family member to write you a sentence on a piece of paper in large print. The letters this time, of course, won't all be reflective ones. Ask them to fold across the top and then you try to decipher the sentence, writing it down. Compare yours with the original sentence and post on Seesaw.

Year 4 – Tuesday – 10.08.21 – Term 3 Week 5

Morning English - Writing Essential	Morning English Additional	Break 30 mins	Middle Maths - Essential	Middle Maths Additional	Break 1 hour	Afternoon Powerful Project Extension
Super Six *See Seesaw for further instructions.* Read the novel you are currently reading for approximately 20 mins, or read a picture book, short story, newspaper or magazine article, etc and work through the Super Six comprehension strategies (in bold below). Before reading, write a short sentence in your book about what you think the text is about. You can use headings or any images to help you **predict**. Then as you are reading, write a few short sentences **connecting** parts of the text to your life, the wider community or the world. Whilst reading, **question** what is happening, **visualise** it in your head and **monitor** how the text is making you feel and think. Write five of your own comprehension questions and write a paragraph explaining how what you have read has made you feel. When you are finished, write a short **summary** about what the text is about and draw a picture.	**Education Live** At 10am you can watch the latest Education Live lesson. **Language** 1. They are making a movie version of the book you are currently reading (or just finished). Design costumes for five of the characters. 2. Explain your designs to a family member. **Poetry** 1. Choose an animal that lives in the ocean. 2. Write a concrete poem describing it. Make your poem in the shape of the animal. **Literacy Planet** Complete one or more activities. If you have completed your missions, you can unlock the **My Words** activity. **Create your own list:** Challenge: 10 words that have 6 or more letters.	You might like to choose an activity from one of the "Break Ideas" sheets on the school website	See the next page for the Maths Essential task	**Daily Activity** 1. Analyse the angles in the room you are currently in. 2. Find all the acute, obtuse, and right angles. Be sure to look everywhere! 3. Which type of angle do you have more of? 4. Create a bar graph to represent the data. **Problem Solving** 1. Complete a page or two of the booklet, showing all working out. 2. Get someone to check your work. **Mathletics** Complete one or more activities.	You might like to choose an activity from one of the "Break Ideas" sheets on the school website	**Powerful Project** *Background Info:* Brad Crossman from the Gibberagong Environmental Education Centre has put together a fantastic website for the Powerful Project so it can continue in the current learning from home environment. 1. Read through the "Home" section of the website, including watching the 360° introduction video. 2. Have a look at the "Design Thinking" section. As we have been working on (and will continue to work on) the Design Thinking process for the Monday afternoon tasks, we just want you to read through the information and watch the video. You **do not** need to do the task at the bottom of this page. 3. Start to work through the "Meet the Eastern Pygmy Possum" section. Read the information, look at the photos, watch the videos and then work through the Google Slide template and the mapping activity. You might need to finish this off another day this week. *Note:* You don't need to print the booklet out. You can just work on a piece of paper or in your book.

Tuesday Middle
Maths - Volume & Capacity
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.

Volume and Capacity

1. Calculate the volume of the shapes in the <u>Seesaw Activity</u> sheet using cm^3. You are also asked to please present your work in a way similar to that shown on the sheet and not just post answers only.

Note:
-Question A on the sheet gives you a good start on things.
-Question B you'll need to invent your own 'length', so it is a little harder.
-Question C is the challenge.

2. What is the abbreviation for millilitres?
3. Convert 1340 millilitres to litres.
4. Convert 5.6 litres to millilitres.
5. What unit of measurement would you use to measure the capacity of:
   a) a teaspoon
   b) a bucket

6. Watch the <u>Capacity Video in the Seesaw Activity</u> until it ends and then answer the following questions. Check answers on the same link by scrolling to the bottom AFTER completing.
7. What is the abbreviation for Litres?
8. What is the abbreviation for tonnes?
9. 1000mL = ………….L
10. 2L= …………...mL
11. 3L= ………….mL
12. To convert L to mL we multiply by ……………
13. 5000mL= ………...L
14. To convert mL to L we ………………… by 1000
15. Create your very own question involving mL and L. Answer it and post it on Seesaw.

Year 4 – Wednesday – 11.08.21 – Term 3 Week 5

Morning English - Comprehension Essential	Morning English Additional	Break 30 mins	Middle Maths - Volume & Capacity Essential	Middle Maths Additional	Break 1 hour	Afternoon Music/ Mandarin Extension
Informative Texts ***Background:*** Today you will write an information text about your chosen Olympic event using your Fact File from Monday. ***Task:*** **1.** Read the resource on the Seesaw Activity on how to set out your report. **2.** Follow the template on the Seesaw Activity for the layout of your report. **3.** Be sure to use factual information, a Sizzling Start, write in full sentences and add some pictures. You can copy them from the Internet or draw your own. **4.** You may write out your information report or type it into a Word Document. Please don't type it directly into Seesaw.	**Education Live** At 10am you can watch the latest Education Live lesson. **Language** **1.** Let's infer! Ask the person cooking dinner what ingredients they will be using. **2.** Can you infer from the list what you will be having for dinner? **3.** Draw up a table and do this for the next six nights. **4.** How many nights were you correct? **BTN** **1.** Watch the latest episode of BTN, either live on ABC Me at 10am or this afternoon online at: https://www.abc.net.au/btn/classroom/ ***Or:*** You could instead browse the Classroom Stories and watch a few videos that interest you. **2.** Write a half/one-page summary of some of the interesting things you learnt. **Literacy Planet** Complete one or more activities.	You might like to choose an activity from one of the **"Break Ideas"** sheets on the school website	**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. **Volume and Capacity** **1.** Watch the Volume and Capacity Video on Seesaw, then answer the questions below, as well as the questions on the worksheet attached. **2.** Describe in your own words the difference between Volume and Capacity. **3.** Describe with as much detail how it can be that the items in the video contain the same amount of liquid, especially since they are very different shapes? **4.** Complete the worksheet on the next page. To start you off, the answer to Q1 on the sheet is 1500 mL and Q2 is 5400 mL.	**Daily Activity** **1.** Find a deck of cards. **2.** Let the Jacks be 11, the Queens be 12, the Kings be 13, and the Aces be 1. **3.** Turn the top 2 cards over and multiply. **4.** Work through the whole deck. **5.** You could play this game with someone else in your family. **Problem Solving** **1.** Complete a page or two of the booklet, showing all working out. **2.** Get someone to check your work. **Mathletics** Complete one or more activities.	You might like to choose an activity from one of the **"Break Ideas"** sheets on the school website	**Music** Work through this week's music task at Mrs Mac's Google Site. **Languages – Mandarin** 太太 Tseng has put Mandarin language activities on the school website. If you scroll down, you will see video lessons too.

Metric units of capacity: liters and milliliters

Grade 4 Measurement Worksheet

Note: 1 liter (L) = 1,000 milliliter (mL)

Convert litres to milliliters

1. 15 L = _____ mL
2. 54 L = _____ mL
3. 3 L = _____ mL
4. 2 L = _____ mL
5. 5 L = _____ mL
6. 0.83 L = _____ mL
7. 0.7 L = _____ mL
8. 4.4 L = _____ mL
9. 92 L = _____ mL
10. 0.46 L = _____ mL

Convert milliliters to liters

11. 600.0 mL = _____ L
12. 20,000 mL = _____ L
13. 1,000 mL = _____ L
14. 4,000.0 mL = _____ L
15. 70.00 mL = _____ L
16. 400.00 mL = _____ L
17. 10,000 mL = _____ L
18. 300.00 mL = _____ L
19. 3,000.0 mL = _____ L
20. 5,000 mL = _____ L

Year 4 – Thursday – 12.08.21 – Term 3 Week 5

Morning English Essential	Morning English Additional	Break 30 mins	Middle Maths - Volume & Capacity Essential	Middle Maths Additional	Break 1 hour	Afternoon Computers Extension
See the next page for the English Essential task	**Education Live** At 10am you can watch the latest Education Live lesson. **Language** 1. Write 5 sentences. 2. Replace one word in each sentence with a nonsense word (e.g. I forgot my honkaroo today, so I got wet from the rain.) 3. See if a family member can determine the meaning of each word using context clues. **Comprehension** Read the comprehension passage and answer the questions at this link. **Literacy Planet** Complete one or more activities.	You might like to choose an activity from one of the **"Break Ideas" sheets** on the school website	**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. **Experiment: Water Level.** 1. Watch Mr Archimedes Bath book: https://www.youtube.com/watch?v=gkA3SY68_Yk 2. Get a container and fill it with water. Use a ruler to measure how deep the water goes. 3. Find 5 or more objects which can fit inside your container. 4. Estimate the change in the water level for each object and write it in a table. Put each of them in one at a time, taking out the previous item before putting in the next. 5. Measure the depth of the water after you put in the item and record the difference in your table next to your estimations. 6. Explain why the water level has increased, decreased or stayed the same.	**Daily Activity** 1. Count the number of light switches, outlets, and light bulbs in your home. 2. Create a frequency table and a bar graph to represent your data. 3. Write 5 one-step or two-step problems for your graph. 4. Have someone solve them. **Problem Solving** 1. Complete a page or two of the booklet, showing all working out. 2. Get someone to check your work. **Mathletics** Complete one or more activities.	You might like to choose an activity from one of the **"Break Ideas" sheets** on the school website	**Minecraft & Coding** Work on one of the computer tasks from the school website. *Or:* Work through one of the coding courses at code.org: https://code.org/student/elementary.

Item	Original water level	Estimate Change	Actual Change
Lego piece	10cm high	11cm high	10.5cm high
Tennis trophy	10cm high	18cm high	16cm high

Extension: Overflow.
1. Put a cup full to the brim of water into a container.
2. Submerge a heavy item into the cup and see how much water overflows into the container. You can measure this with a measuring cup (mL).

Post-work
1. Calculate the volume of the shape using cm³ - see on Seesaw.
2. What is the abbreviation for millilitres?
3. Convert 6580 millilitres to litres.
4. Convert 4.9 litres to millilitres
5. What unit of measurement would you use to measure the capacity of:
   a) kitchen sink
   b) medicine bottle

Stage 2 – Mr Bruscino, Mr Huntington, Mr Hendrie, Mrs Levin, Miss Mooy & Mrs Van Roon

Thursday Morning
English - Reading & Spelling
Essential

School Magazine

1. Log onto Seesaw to access the School Magazine link and click on the 'July Blastoff'.

2. Click on the poem: A Thief in the Bush.

Background Info: The Australian Satin Bowerbird, is known for stealing things that are blue to create their nests. One theory is that the bowerbirds choose the colour that best accentuates their own colour. Because satin bowerbirds are blue, they seek blue to show themselves off.

3. Create a fact file on the Satin Bowerbird. You may use the Australian museum website to help you: https://australian.museum/learn/animals/birds/satin-bowerbird/

4. Draw the bowerbird in the centre of your page and around your illustration write your facts under subheadings.
You may want to use subheadings such as:
-Identification
-Habitat
-Distribution
-Feeding and diet
-Communication

Spelling

Task: Complete one of the Soundwaves Spelling programs. Work in order: http://www.soundwaveskids.com.au/. Your class code will be on Seesaw.

Task if you can't access a computer:
1. Write a spelling list with 10 long oo words and 10 short oo words.
2. Ask someone to test you on them.

Background Information:
Examples for long oo = zoo, moon, food.

Examples for short oo = wood, book, foot.

Notice that with the short oo sound the oo seems to almost stop suddenly.
Unlike the word food (long oo) which we hear for longer.

Year 4 – Friday – 13.08.21 – Term 3 Week 5

Morning Visual Arts Essential	Morning English Additional	Break 30 mins	Middle STEM Essential	Middle Catch up time Additional	Break 1 hour	Afternoon PDHPE Extension
3D Olympic Rings Create the Olympic Rings logo in 3D! How you do this is up to you! Some ideas could be with playdough, plasticine, paper plates, paper springs under the rings so they pop out, or baking cookies.	**Premier's Reading Challenge** Update your PRC list at: https://online.det.nsw.edu.au/prc/home.html You might want to spend some extra time reading. You have until the end of August to finish. **SQUIZ Kids Podcast** **1.** With your parents' permission, listen to today's episode of The SQUIZ Kids Podcast. Here is the link: https://www.squizkids.com.au/ **2.** Write down interesting things you learnt from listening to the podcast. You may need to pause it so you have time to write. Try and write at least 1 page of notes. **3.** Don't forget to write a heading and a date on your page.	You might like to choose an activity from one of the **"Break Ideas"** sheets on the school website	Choose 1, 2, 3 or even all 4, of the following STEM activities. **1)** Go on a **nature Scavenger Hunt**. How many different leaves can you find? **2) Create a train or car race track**. How fast can you travel around your track? Time the speed! **3) Poll** some friends or family members via Zoom about their favourite Ice Cream flavour. **Graph the results.** **4) Write a series of instructions** for someone in your house to follow. Where can you lead them to? **OR** You may choose one of the activities that you did not do from week 4. **OR** **EnviroMentors - Keep Australia Beautiful** Have a look at the Seesaw activity for this experiment. The PDF can be found on the school website (and was also emailed to your parents).	**Catch up time** Go over any of the previous work from the week that you have missed. **Mathletics** Complete any/ all of the remaining assigned weekly activities. **Literacy Planet** Complete one or more activities. **Taronga Zoo Virtual Tour** You may want to go on a virtual tour of Taronga Zoo. It would be a fun thing to do as a family, with everyone getting to choose a different video to watch. https://www.youtube.com/user/TarongaSydney/videos	You might like to choose an activity from one of the **"Break Ideas"** sheets on the school website	**PD - Olympic Sportsmanship** **1.** Watch this video: https://www.youtube.com/watch?v=dEYy8MTUNUI **2.** Describe how you think some of the Olympians would have felt. **3.** Write a short creative story about you showing sportsmanship in an activity you often play (doesn't have to be a sport). **Physical Activity** Pick something from the Fitness Break Ideas sheet or the PDHPE section of the school Learning from Home website. You could also give 'Smiling Minds' mindfulness or one of the yoga activities on the PDHPE ideas page a go. You can get the Smiling Minds App on your phone or tablet or access it online at: https://www.smilingmind.com.au/ You will need your parent's permission to do this as they will need to sign up to a free account. Mindfulness and yoga activities are fun to do with the whole family!