

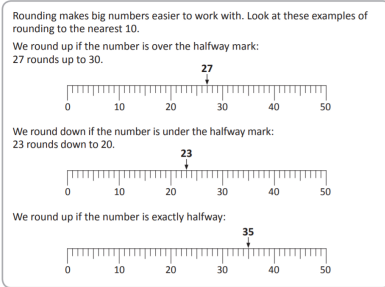













Week 4 Term 3 Weekly Framework Stage 2

Below is a learning framework for you to follow at home. You should be able to complete each activity independently. If you need some assistance, ask for some help from a parent/carer or send a message to your teacher on GoogleClassroom. Complete all activities in your Homework book or an exercise book you have at home. Don't forget to write the date on your activities to keep track. If you complete all of the activities for the day you can: ***Mathletics tasks** ***Practice your typing skills** -




<https://www.typingclub.com/sportal/program-3.game> ***Access activities on the learning HUB** - <https://education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home>

T3 Wk 4	Morning Session		Middle Session	Afternoon	
<p>Monday</p> <p>*All links will be posted in your GoogleClassroom by your teacher.</p> <p>*Resources/ worksheets/ spelling words can be found at the end of this document under resources - you access all documents online or print the resources.</p> <p>*If you cannot print the worksheets simply write the answers in your workbook.</p>	<p>English - Spelling: <u>Year 3 Learning Intention:</u></p> <ul style="list-style-type: none">the graph /u/ making the sound "w" as in quiltI can use visual memory to spell irregular words. <p><u>Year 4 Learning Intention:</u></p> <ul style="list-style-type: none">I can use the digraph /ci/ making the sound "sh" as in specialI can use visual memory to spell irregular words. <p><u>Activities Students Choose 1:</u> Newspaper words - Cut out letters from a magazine or newspaper to form 5-10 spelling words once.</p> <p>Pyramid Words - Write 5-10 spelling words once in the shape of a pyramid adding one letter to each line</p> <p>ABC Order - Write your spelling words in alphabetical order.</p> <p>10am: Join us on the Department of Education page: you can watch the livestream fun lessons from some very special guests. Click the link below: https://education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home</p>	<p>English - Reading: Drawing conclusions and making inferences</p> <p>What do you think the word inference means?</p> <p>What do you think drawing a conclusion means?</p> <p>*Drawing conclusions when reading is using what you know in your head and what you have read in the story to figure out what will happen next.</p>  <p>*Making inferences when reading is using what you already know in your head and clues from the text to figure out what will happen next.</p>  <p>It must be raining outside.</p> <p>Open the document below. Before reading the text:</p> <ul style="list-style-type: none">*What type of text is it*Where would we see this type of text?*What is the purpose?*What predictions can you make based on the title and the pictures? <p>https://docs.google.com/document/d/1IMgvGDQvnHspyMsXAGHppFQVAJjy42D4DYCmYpvN1i8/copy</p>	<p>Maths: Write the WALT at the top of your page.</p> <p>WALT: Round numbers to the nearest 10,100 & 1000</p> <p>Warmup: Number of the day – 36 Write it. Draw it. Tallies. Add 10. How many tens? How many ones? Write an addition sum that equals it. Write a subtraction sum that equals it.</p> <p>Topics: Number</p> <ul style="list-style-type: none">What number do we need to focus on to ensure that the number is rounded up correctly? Watch: https://www.youtube.com/watch?v=pNfz-JU2cKE  <ul style="list-style-type: none">Can you write out your own rules for rounding numbers?What happens when we need to round 3 or 4 digit numbers? <p>Worksheet: https://drive.google.com/file/d/1-Ly6kF2RTmxjCmJlM3y1GLadVWlzo/view?usp=sharing</p> <p>Extension/Challenge: https://drive.google.com/file/d/1mMxPxP5INc-3kkHkTPc-q62H2uPFpyxh/view?usp=sharing</p>	<p>English/Geography: Writing: WALT: Identify significant places in Australia</p> <p>What makes Australia special?</p> <ul style="list-style-type: none">*What do you think are the most special places in Australia?*What do you think makes a place "special"? <p>Watch the clip:</p> <p>https://www.inquisitive.com/video/36-australia-you-ve-got-talent</p> <ul style="list-style-type: none">*Choose one special feature of Australia.*Is it natural or man made?*What state or territory is it in? <p>https://docs.google.com/document/d/1qcuz10H0qs7eAyNBm2z71R_mMRNn3zFyhPOTI4ljneA/copy</p> 	<p>CAPA Music - Lesson from Mrs Ruzay</p> <p>The Elements of Music.</p> <p>Create a poster, PowerPoint or video, to teach other students about the elements of music. Focus on one element each time. (Pitch, Duration, Dynamics, Structure, Texture, Tone Colour, Beat)</p> 

T3 Wk 4	Morning Session		Middle Session	Afternoon	
Tuesday	<p>English - Spelling: <u>Year 3 Learning Intention:</u></p> <ul style="list-style-type: none">the graph /u/ making the sound “w” as in quiltI can use visual memory to spell irregular words. <p><u>Year 4 Learning Intention:</u></p> <ul style="list-style-type: none">I can use the digraph /ci/ making the sound “sh” as in specialI can use visual memory to spell irregular words. <p><u>Activities Students Choose 1:</u> Circle Words- Write 5-10 spelling words once in the shape of a circle</p> <p>Crazy Words - Write each spelling word once in really crazy letters</p> <p>Spelling Story - Write a brief story using 5-10 spellings words at least once. You may also illustrate a picture</p> <p>10am: Join us on the Department of Education page: you can watch the livestream fun lessons from some very special guests. Click the link below: https://education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home</p>	<p>English: Grammar & Punctuation: WALT: Understand and use verbs of feeling. <i>Verbs – feeling eg liked, possessing, he has</i> Success Criteria: I can locate various types of verbs in sentences. Core Task: <u>What is a Verb?</u> Verbs consist of one or more words that tell us what is ‘going on’ in a sentence. Every sentence must have at least one verb. Verbs show the particular interactions and relationships between people, places, events and objects. A simple verb consists of one word. Eg. <i>He runs quickly. Open the door. She made a cake.</i> A compound verb consists of two or more words. Eg. <i>He was waiting for me. I will make sushi. She has been picking fruit.</i> Activity: Circle the simple verbs in red and the compound verbs in blue.</p> <p>1. Taylor is typing her assignment. 2. Snow fell heavily all night. 3. A bushfire is burning across the eastern ridge. 4. We will be leaving Sydney early tomorrow morning.</p> <p><u>Verbs:</u> -Link ideas and give them meaning. -Give colour and interest to language. -Create strong images of movement, action and behaviour. <u>Verbs fall into different categories:</u> <u>Doing verbs:</u> express action eg run, hop, skip, cook, read, sleep, buy <u>Saying verbs:</u> express ways of speaking eg shout, whisper, grumble <u>Thinking verbs:</u> express ways of thinking eg imagine, believe, wonder <u>Feeling verbs:</u> express ways of feeling eg like, sympathise, admire Activity: Find the verbs.</p> <p>1. Leo shouted to his friends across the playground. 2. We enjoyed our picnic by the river. 3. The car screeched to a halt at the red light. 4. I wonder if Dad will burn the sausages again!</p>	<p>Maths: Addition Write the WALT at the top of your page. WALT: Use the split strategy to solve addition problems Warmup: Number of the day – 66. Write it. Add 10. How many tens? How many ones? Write an addition sum that equals it. Write a subtraction sum that equals it. Problem: Thomas’ class and Dylan’s class went together to the zoo. Thomas’ class had 44 children. Dylan’s class had 26 children. How many children went to the zoo? * Draw a picture and write a number sentence to represent the problem. *What do we know about split strategy? How is it similar to jump strategy? What do we need to do to successfully use the strategy? https://www.youtube.com/watch?v=ZF-MWwuyid8</p> <div>$42 + 32 = (4 \text{ tens} + 3 \text{ tens}) + (2 \text{ units} + 2 \text{ units})$$= 7 \text{ tens} + 4 \text{ units}$$= 74$</div> <div>$123 + 235 = (100 + 200) + (20 + 30) + (3 + 5)$$= 300 + 50 + 8$$= 358$</div> <p>*Complete questions using the split strategy: *Show your working. 18 + 31 = 41 + 32 = 35 + 44 = 47 + 56 = 123 + 124 = 348 + 221 = 656 + 324 = https://drive.google.com/file/d/1rS0lOPh4e5u8gzqVvx8klWQcjOoZk72D/view?usp=sharing</p>	<p>English/Geography: Writing: Informative Writing Task Write an information report on an Olympic Athlete of your choice.</p>  <p>Use the website to assist you: https://www.olympics.com.au/olympians/</p>  <p>The purpose of this writing activity is to inform your audience.</p>  <p>*Think about the way you organised your research for your animal last week? Make sure your text has:</p> <ul style="list-style-type: none">❖ Introduction❖ Paragraphs❖ Conclusion❖ Provide information on age, sport, achievements, where they live, interesting facts.❖ Use headings and sub-headings for each paragraph. <p>You can include a picture of your athlete if you like.</p>	<p>English - Handwriting: WALT: Write legibly using NSW cursive writing. Success Criteria: I can write legibly using NSW cursive writing and form neckline joins. Core Task: Practice writing neckline joins to anticlockwise letters in correct lines. When forming neckline joins to anticlockwise letters, extend the lateral dip across to the starting point of the next letter, then retrace back along the join as you shape the next letter. <i>Tuesday 3rd August 2021</i> <i>va wo xc od rg</i> <u>A Safe Trap Design</u> <i>Sliding plywood door.</i> <i>Strong wooden frame.</i> <i>See-through woven wire roof.</i> <i>Food trail leads an unwary rodent into trap where it is attracted to food hanging on a hook.</i> <i>When animal tugs on food, the string pulls the prop away causing the door to drop down, blocking escape.</i> Extension: Write a short narrative/persuasive/informative text using cursive writing.</p>

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Wednesday	<p>English - Spelling: <u>Year 3 Learning Intention:</u></p> <ul style="list-style-type: none">the graph /u/ making the sound “w” as in quiltI can use visual memory to spell irregular words. <p><u>Year 4 Learning Intention:</u></p> <ul style="list-style-type: none">I can use the digraph /ci/ making the sound “sh” as in specialI can use visual memory to spell irregular words. <p><u>Activities Students Choose</u> <u>1:</u> Spelling Word Search - Create your own word search. Highlight or circle the words that are hidden.</p> <p>Spelling Comic - Write your own comic and use 5-10 spelling words at least once.</p> <p>Block Letters - Write 5-10 spelling words once with each letter inside of a box</p> <p>10am: Join us on the Department of Education page: you can watch the livestream fun lessons from some very special guests. Click the link below: https://education.nsw.gov.au/teaching-and-learning/learning-at-home</p>	<p>English - Reading: Drawing conclusions and making inferences <i>*Can you remember the definitions of inference and drawing conclusions?</i></p> <p>*Drawing conclusions when reading is using what you know in your head and what you have read in the story to figure out what will happen next.</p> <p></p> <p>*Making inferences when reading is using what you already know in your head and clues from the text to figure out what will happen next.</p> <p></p> <p>Click on the links - Before reading the text: <i>*What type of text is it</i> <i>*Where would we see this text?</i> <i>*What is the purpose?</i> <i>*What predictions can you make based on the title and the pictures?</i></p> <p><i>After reading the text.</i> <i>Complete the answers in your workbook.</i></p> <p>https://drive.google.com/file/d/1BGQdIJZCjdYwCHPOXjqdG46TdWDEUeab/view?usp=sharing</p>	<p>Maths: Write the WALT at the top of your page. WALT: Use mental strategies to solve addition and subtraction problems Warmup: Roll two dice: Using the numbers rolled, make a 2 digit number. https://rolladie.net/roll-2-dice Round to the nearest ten. <i>*Challenge use 3 or 4 digit numbers</i> Topics: Addition & Subtraction Problem: The farmer started with 678 sheep now I only have 374. How many were taken? <i>*Show working.</i> <i>*How could we make the question more challenging?</i></p> <p>o Using a take-away menu, order dinner for your entire family. o List each item and how much it costs, then calculate the total price. Use a table to show your order and working out.</p> <p>Example:</p> <table><tr><th></th><th>Dinner</th><th>Dessert</th><th>Total</th></tr><tr><td>ME</td><td>Cauliflower Tacos = \$14</td><td>Churros = \$15</td><td>\$15 + \$14 = \$29</td></tr><tr><td>BROTHER</td><td></td><td></td><td></td></tr><tr><td>MUM</td><td></td><td></td><td></td></tr><tr><td>DAD</td><td></td><td></td><td></td></tr></table> <p>Use a calculator to check your calculations. Show your working.</p> <p>Extension/Challenge: How much change would you get if you paid using \$100 note?</p>		Dinner	Dessert	Total	ME	Cauliflower Tacos = \$14	Churros = \$15	\$15 + \$14 = \$29	BROTHER				MUM				DAD				<p>English - Writing: Pobble https://docs.google.com/document/d/19z2hf_PbPluCiapYorrsCpUe6aVPjn_BzsL_FJshvU/copy</p> <p></p> <p>GOING UNDER QUESTION TIME: <i>*Is it a sea, river or lake? What is the different between each of these things?</i> <i>*What other equipment might they have worn?</i> <i>*Are humans good at swimming?</i> <i>*Which other animals are good at swimming?</i> <i>*What makes certain animals better swimmers than others?</i> DESCRIPTIVE WRITING: Imagine you are one of the divers. Write a description of what the water feels like when you dive in. <i>*Describe what you can see under the water.</i> <i>*Include interesting verbs and adverbs to describe how you move when you're underwater.</i> EXTENSION: DRAWING: Draw a picture of something the divers might see under the water. OR WRITING: It was a beautiful, clear day and the three divers plunged into the water... Continue the story.</p>	<p>PD/Health: Learning Intentions: How can we include others in physical activity? Body: View the slideshow: https://drive.google.com/file/d/1YaoMJLgop0GMjz_YyqGWv0Ymbu1zV1Bc/view?usp=sharing Friendship Scenario <i>A group of friends are in the playground, practising a dance routine they have learnt. The six children are aLL FROM THE same class. Emily has just finished her lunch and comes over to join in. Ava turns to Emily and says “You’re too late! You aren’t allowed to join in - go away!” Emily is really upset and runs away; she sits on a bench on her own and starts to cry. The children carry on practising and ignore Emily.</i> <i>The bell rings for the end of lunchtime and Emily goes back into class, still feeling upset. Ava is laughing and says that she can’t be in the show anymore.</i> <i>*How would you feel if you were Emily?</i> <i>*How could or would you deal with this problem in the playground?</i> <i>*How does it feel to be included?</i> <i>*Have you seen a peer being left out - how do you think they felt?</i> <i>*What did you do?</i> <i>*What could you do next time?</i> Complete the EMPATHY task:</p> <p></p> <p>https://docs.google.com/document/d/1kcxHknLzr4CU_hV68kpJoJJP2LkREBTEZeLIVRd8bqo/copy</p>
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Click the link below: https://education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home</p> <p>Watch the 10am Presentation: <i>Write down as many VIP's as you can.</i> When it has finished, write a summary for your teacher.</p> <p>*Who was it about? *What was the theme? *Who was presenting? *Did you enjoy it? *Did you learn something? *Would you recommend it to someone else to watch?</p>	<p>Maths: Write the WALT at the top of your page. WALT: Investigate and generate number sequences Warmup: Make 25. How many different ways can you make the number 25.</p> <p>Topics: Patterns o What number am I thinking of? - I am thinking of a number... Your job is to work out what that number could be.</p> <p>o Mystery number 1: I add four to my mystery number to get 10. What is it? How did you work out it out?</p> <p>o Mystery number 2: I add four to my mystery number, then subtract two to get 10. What is it? How did you work out it out?</p> <p>o Mystery number 3: I take away five from my mystery number to get 10. What is it? How did you work out it out?</p> <p>o Mystery number 4: I double my mystery number to get 16. What is it? How did you work out it out?</p> <p>o Mystery number 5: I halve my mystery number to get 24. What is it? How did you work out it out?</p> <p>Follow the link for further questions: https://www.mathplayground.com/mysterynumber.html</p> <p>*Can you create your own mystery number questions - what maths language do you have to use?</p> <p>Extension/Challenge: Starting with my mystery number, I double it, then add two, and am left with 12. What is the mystery number?</p>	<p>Science: WALT: Explore codes and symbols that are representations of data. Morse Code Morse code was invented in 1840 for Samuel F.B. Morse's electric telegraph. It uses short and long rhythms to represent letters, numbers and punctuation to communicate. More common letters have shorter codes to maximise efficiency. A dash is equal to three dots. The space between letters is equal to three dots. The space between two words is equal to seven dots. It was used for radio communication. https://www.youtube.com/watch?v=iy8BaMs_Jul</p> <table><tr><td>A</td><td>•—</td><td>K</td><td>—••</td><td>U</td><td>••—</td><td>5</td><td>•••••</td></tr><tr><td>B</td><td>•••••</td><td>L</td><td>•••••</td><td>V</td><td>•••••</td><td>6</td><td>•••••</td></tr><tr><td>C</td><td>—••</td><td>M</td><td>—••</td><td>W</td><td>•—•</td><td>7</td><td>—••••</td></tr><tr><td>D</td><td>—••</td><td>N</td><td>—••</td><td>X</td><td>—••</td><td>8</td><td>—••••</td></tr><tr><td>E</td><td>•</td><td>O</td><td>—••</td><td>Y</td><td>—••</td><td>9</td><td>—••••</td></tr><tr><td>F</td><td>•••••</td><td>P</td><td>—••</td><td>Z</td><td>—••</td><td>0</td><td>—••••</td></tr><tr><td>G</td><td>—••</td><td>Q</td><td>—••</td><td>1</td><td>—••••</td><td>.</td><td>•••••</td></tr><tr><td>H</td><td>•••••</td><td>R</td><td>•••</td><td>2</td><td>•••••</td><td>?</td><td>•••••</td></tr><tr><td>I</td><td>••</td><td>S</td><td>•••</td><td>3</td><td>•••••</td><td></td><td></td></tr><tr><td>J</td><td>•••••</td><td>T</td><td>—</td><td>4</td><td>•••••</td><td></td><td></td></tr></table> <p>*Practise tapping out your name or a sentence using morse code. Use the translator to see if you are correct: https://morsecode.world/international/translator.html</p> <p>Aboriginal symbols</p> <p>View the link: https://drive.google.com/file/d/1hdmcNMpgvqakxB3KXfVI4jYhWEeFr9qo/view?usp=sharing</p> <p>*If some symbols represent more than one thing, how would you know which one it was referring to? * Can you write a short story using the symbols?</p> <p>Conclusion: Are both of these data? How so? Which is more complex?</p>	A	•—	K	—••	U	••—	5	•••••	B	•••••	L	•••••	V	•••••	6	•••••	C	—••	M	—••	W	•—•	7	—••••	D	—••	N	—••	X	—••	8	—••••	E	•	O	—••	Y	—••	9	—••••	F	•••••	P	—••	Z	—••	0	—••••	G	—••	Q	—••	1	—••••	.	•••••	H	•••••	R	•••	2	•••••	?	•••••	I	••	S	•••	3	•••••			J	•••••	T	—	4	•••••			<p>Fitness: Roll for Fitness Directions: Roll two dice and add the numbers together. The sum of the dice determines the exercise movement.</p> <p>Roll a 2 - 5 pushups Roll a 3 - 15 sit-ups Roll a 4 - 15 squats Roll a 5 - 20 mountain climbers (10 each side) Roll a 6 - 10 Burpees Roll a 7 - 25 jumps (with or without a rope) Roll an 8 - 20 lunges (10 each leg) Roll a 9 - 30 side jumps Roll a 10 - 20 plank shoulder touches Roll an 11 - 50 star jumps Roll a 12 - 30 high knees (15 each leg)</p>
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Click the link below: https://education.nsw.gov.au/teaching-and-learning/learning-from-</p>	<p>SPORT: Bouncing and Ball control</p> <p>Resources: Bouncy ball.</p> <p>Follow the link below to watch the episode and join in the Bouncing and Ball control fun with Adam and Elissa https://vimeo.com/419469726</p> <div><div>Episode 1 - Bouncing & ball control</div><div>Stage 2</div><div><div><p>Challenges</p><ul style="list-style-type: none">Bounce the ball while turning around in a circle.Bounce the ball from one hand to the other (side to side).Bounce the ball lower than waist height and from one hand to the other (side to side). Ensuring that the ball bounces outside of the knees each side.Bounce the ball from side to side using one hand only.</div><div><p>Mega Challenges</p><ul style="list-style-type: none">Bounce the ball while moving forwards and backwards.Bounce the ball from one hand to the other (side to side) while kneeling then standing. Try using one hand only.Creative challenge: Move any way you can while bouncing the ball.</div><div><p>Other variations</p><p>With a partner try:</p><ul style="list-style-type: none">bouncing the ball to each otherdraw or make flat targets on the ground and set bouncing sequence challengesset a start and finish line over a set distance and combine bouncing challenges with relay races.</div><div></div></div><div><p>Suggested PDHPE Outcomes</p><p>These activities may address the outcomes listed as part of a whole school PDHPE scope and sequence.</p><p>PD2-4 performs and refines movement skills in a variety of sequences and situations</p><p>PD2-11 combines movement skills and concepts to effectively create and perform movement sequences.</p><p>Sample questions</p><p>How can you move the ball to master a new bouncing combination?</p><p>How can you use your eyes to create more awareness of your surroundings whilst bouncing?</p><p>Teaching cues</p><p>Bend the knees. Push the ball with control. Eyes forward.</p><p>Equipment</p><p>Bouncy ball.</p></div></div> <td><p>Maths: Write the WALT at the top of your page.</p><p>Maths:</p><p>WARM UP:</p><p>Play - Greedy Pig</p><p>https://docs.google.com/presentation/d/1ZxO860hZKalfUnzJSVKlpUX1YderOujvs_NsKL52xMk/copy</p><p>WALT: Use the term 'outcome' to describe any possible result of a chance experiment</p><p>Topics: Chance</p><p>https://www.youtube.com/watch?v=7XuNVVID98gx</p><p>*Can you write a down all of the maths vocab words that you heard in the video?</p><p>*Which have you not heard before?</p><ul style="list-style-type: none">Create a table with the following headings: Certain, Likely, Unlikely, Impossible. *List at least 5 events that would belong under each heading.How can we tell the difference between each category?<p>Extension/Challenge: Write a 3 questions for which answer would be, 'more than likely'.</p></td> <td><p>Library/RFF: Lesson from Mrs Burke</p><p>Watch the video of Tim Harris talking about how he develops dialogue in his stories.</p><p>https://players.brightcove.net/6153144529001/default_default/index.html?videoId=6158443048001</p><p>Free choice</p><p>Extension: Free time to research something that interests you</p><p>Log in to World Book Online - https://www.worldbookonline.com</p><p>ID – scps1 Password – scps1</p></td> <td><p>CAPA:</p><p>Colourful Australia</p><p>*Select 2 or 3 colours for each Australia shape.</p><p>*Start with one colour tracing the Australia shape outline. Work from the outside to the centre changing colours as each lap is completed. There should be no white gaps.</p><p>*Continue this process until your map shape is completely covered.</p><p>*You can use 1 of your outlines as a draft to try a variety of options to see which colours work together best.</p><p>Example:</p><div></div></td>	<p>Maths: Write the WALT at the top of your page.</p> <p>Maths:</p> <p>WARM UP:</p> <p>Play - Greedy Pig</p> <p>https://docs.google.com/presentation/d/1ZxO860hZKalfUnzJSVKlpUX1YderOujvs_NsKL52xMk/copy</p> <p>WALT: Use the term 'outcome' to describe any possible result of a chance experiment</p> <p>Topics: Chance</p> <p>https://www.youtube.com/watch?v=7XuNVVID98gx</p> <p>*Can you write a down all of the maths vocab words that you heard in the video?</p> <p>*Which have you not heard before?</p> <ul style="list-style-type: none">Create a table with the following headings: Certain, Likely, Unlikely, Impossible. *List at least 5 events that would belong under each heading.How can we tell the difference between each category? <p>Extension/Challenge: Write a 3 questions for which answer would be, 'more than likely'.</p>	<p>Library/RFF: Lesson from Mrs Burke</p> <p>Watch the video of Tim Harris talking about how he develops dialogue in his stories.</p> <p>https://players.brightcove.net/6153144529001/default_default/index.html?videoId=6158443048001</p> <p>Free choice</p> <p>Extension: Free time to research something that interests you</p> <p>Log in to World Book Online - https://www.worldbookonline.com</p> <p>ID – scps1 Password – scps1</p>	<p>CAPA:</p> <p>Colourful Australia</p> <p>*Select 2 or 3 colours for each Australia shape.</p> <p>*Start with one colour tracing the Australia shape outline. 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Year 3 Spelling Words			
RED	ORANGE	GREEN	PERSONAL
quilt guava quiet queen quest	quite quieter quick quickly quit	language penguin Queensland squeal earthquake	aisle ambiguous annihilate appreciate artificial

Year 4 Spelling Words			
RED	ORANGE	GREEN	PERSONAL
special racial social facial	vicious especially specialist gracious official	financial precious deficient delicious suspicious	aisle ambiguous annihilate appreciate artificial

APPENDIX/RESOURCES

Hi Amy

Guess what!

Mum and Dad said I can invite you to stay with us in the Christmas holidays. I know Coober Pedy is a long way from the city, but I'm sure you'll love it.

Some people think there is nothing to do in the outback. But they are so wrong! I'm already planning things that we can do together. We could visit the kangaroo orphanage and see the joeys. We could go digging for opals. People in Coober Pedy call that 'noodling'. If it gets too hot, we can visit my friend, Mani. He lives in a house under the ground. It's nice and cool inside. The best thing is that Mani has an underground swimming pool. I'm sure there aren't any underground houses in the city.

Dad said he could take us camping too. We could have a camp fire and look for shooting stars. We might even go camel riding. You'll be amazed at how much fun you can have here.

It would be fantastic if you could come and stay. I promise that you'll have more fun than you will ever have in your entire life!

Write back soon and tell me what you think.

From Alex

PS Just saw a shooting star and made a wish. Can you guess what it was?

1. From her letter, Alex sounds like someone who is:

- a) lonely.
- b) bored.
- c) enthusiastic.
- d) boastful.

2. Alex tries to persuade Amy to come and visit Coober Pedy by:

- a) listing all the things they can do together.
- b) pointing out how far away Coober Pedy is from the city.
- c) reminding Amy that she has not visited in a long time.
- d) explaining that Alex's mum and dad think it is a good idea.

5. According to the text, what is noodling?

- a) swimming in an underground pool
- b) searching for opals
- c) riding camels
- d) living in the outback

6. Where does Alex suggest they go when it is hot?

- a) the city
- b) camping
- c) Mani's house
- d) the kangaroo orphanage

7. When Alex talks about the city she is referring to

- a) anywhere far away from Coober Pedy.
- b) a place where Mum and Dad used to live.
- c) a place they could visit together.
- d) the place where Amy lives.

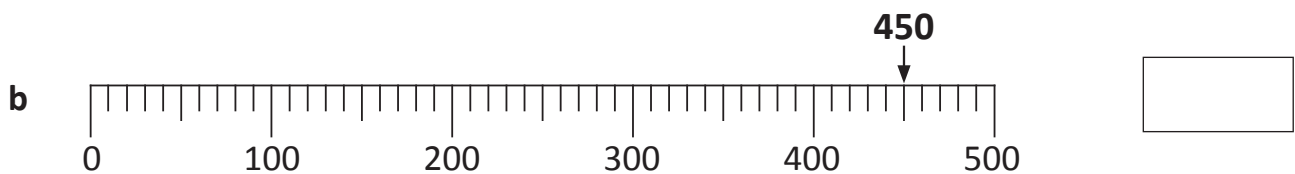
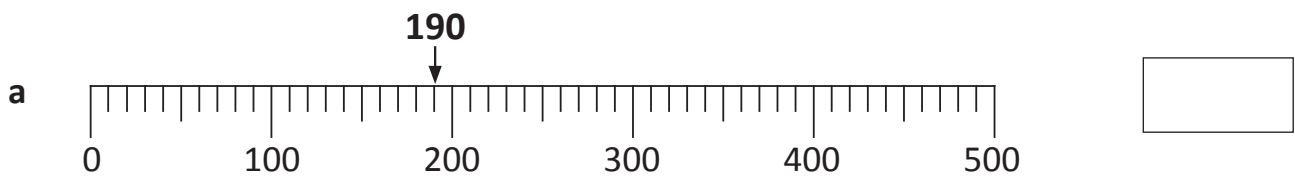
8. Alex makes a wish at the end of the letter. This wish is most likely that

- a) Amy's family will come to live in Coober Pedy.
- b) it will not be too hot during the holidays.
- c) Amy will be able to come and stay for the holidays.
- d) Alex and Amy will find an opal.

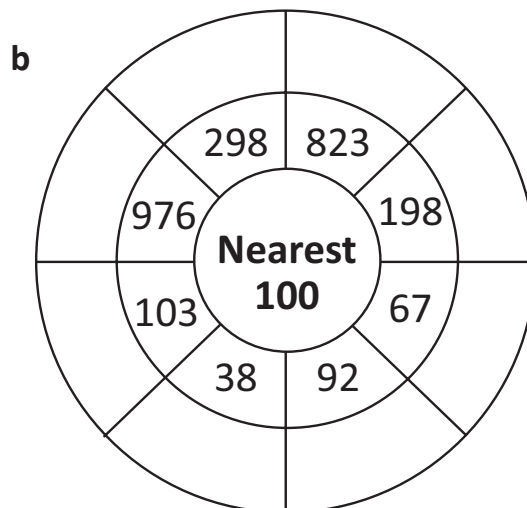
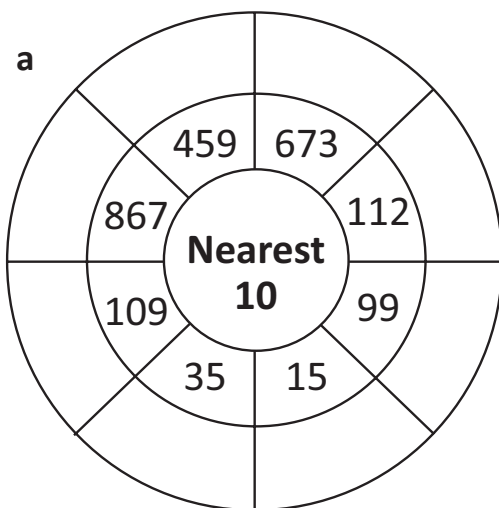
Monday Maths

Round and estimate – rounding to 10 and 100

2 Round these numbers to the nearest 100:



3 Complete these rounding wheels:



4 Choose 2 colours. Use colour 1 to colour the numbers that round to 600.

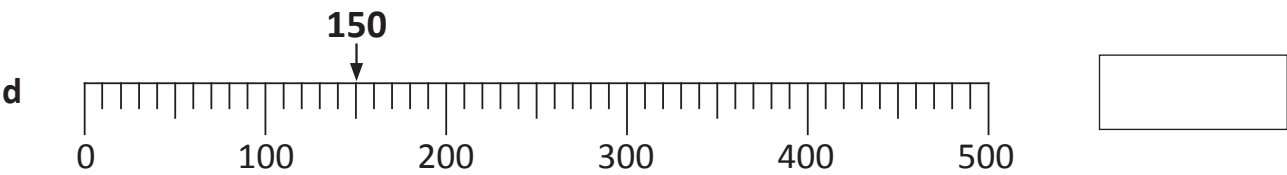
Use colour 2 to colour the numbers that round to 700.

			591			
	672	634	606	620	670	
	601	748	608	665	578	
570	643	603	654	565	612	641
	623	699	590	687	615	
	730	602	649	636	720	
			599			

Monday Maths

Round and estimate – rounding to 10, 100 and 1 000

1 Round these numbers to the nearest 100 (continued):



2 Round these according to the table directions. The first one has been done for you.

Number	Nearest 10	Nearest 100	Nearest 1 000
567	570	600	1 000
673			
287			
527			
970			

3 Find the number by rounding the numbers:

The number of teeth that a shark has in its lifetime

70

80

100

7 000

300

7 000

20

80

1 000

400

500

200

40

- U 999 rounded to the nearest 1 000

S 356 rounded to the nearest 100

A 455 rounded to the nearest 100

N 176 rounded to the nearest 100

D 37 rounded to the nearest 10
- R 99 rounded to the nearest 100

T 6 892 rounded to the nearest 1 000

Y 265 rounded to the nearest 100

H 19 rounded to the nearest 10

O 84 rounded to the nearest 10

F 68 rounded to the nearest 10



SIGNIFICANT

PLACES IN

AUSTRALIA

*What do you think are the most special places in Australia?

*What do you think makes a place "special"?

Watch the clip: <https://www.inquisitive.com/video/36-australia-you-ve-got-talent>

Choose one special feature of Australia.

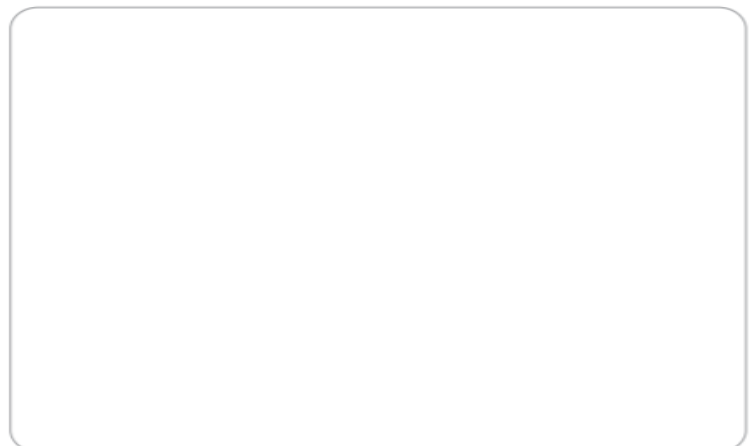
*Is it natural or man made?

*What state or territory is it in? Mark it on the map of Australia.

*Write some interesting facts about it.

*What makes this place special?

*Find or draw a picture of it and mark it on the map:



Wednesday Reading

Drawing Conclusions & Making Inference

Farmer's Market



Every Saturday
on the Town Common
8:00 A.M. to 3:00 P.M.



Shop for fresh fruits and vegetables
at over 25 booths from local farms.
Swap recipes at the Cook's Table.
Buy fresh breads, cakes and biscuits.
Bring the family!

Farmers will show children how to plant and care for a garden.
Children will learn about the parts of plants they can eat.
Have children bring a small container and soil.
Children will be given vegetable seeds.

1. From the sign you can tell that:
- *Children will not be welcome
 - *Children will be able to plant seeds
 - *All plants can be used for food
 - *All farmers will be selling bread
2. Which detail from the sign helps you answers Question 1?
- *Swap recipes at the Cook's Table.
 - *Bring the family!
 - *Children will learn about the parts of plants they can eat.
 - *Have children bring a small container and soil.

Mrs Anderson’s dog barks every night, all night long. The dog is very large and very loud. Mrs Anderson’s neighbours cannot sleep.

1. Let’s draw a conclusion. Think about what the author tells you. Also think about what the author just hints at.
2. Look at the chart below.
The first box lists three details that the author gives in the story.
3. The second box tells what is just hinted at in the story. The author leaves this information out.
4. What can you figure out on your own? Fill in the missing information in the last box.

What details are given?	What information does the author leave out?	What can you figure out on your own?
Mrs Anderson’s dog barks every night. The dog is very large and very loud. Mrs Anderson’s neighbours cannot sleep.	The author does not tell why Mrs Anderson’s neighbours cannot sleep.	Mrs Anderson’s neighbours cannot sleep because _____.



Wednesday Writing

WRITING GOING UNDER

QUESTION TIME:

- ❖ Is it a sea, river or lake? What is the difference between each of these things?
- ❖ What other equipment might they have worn?
- ❖ Are humans good at swimming?
- ❖ Which other animals are good at swimming?
- ❖ What makes certain animals better swimmers than others?

DESCRIPTIVE WRITING: Imagine you are one of the divers. Write a description of what the water feels like when you dive in.

**Describe what you can see under the water.*

**Include interesting verbs and adverbs to describe how you move when you're underwater.*

EXTENSION:

DRAWING: Draw a picture of something the divers might see under the water.

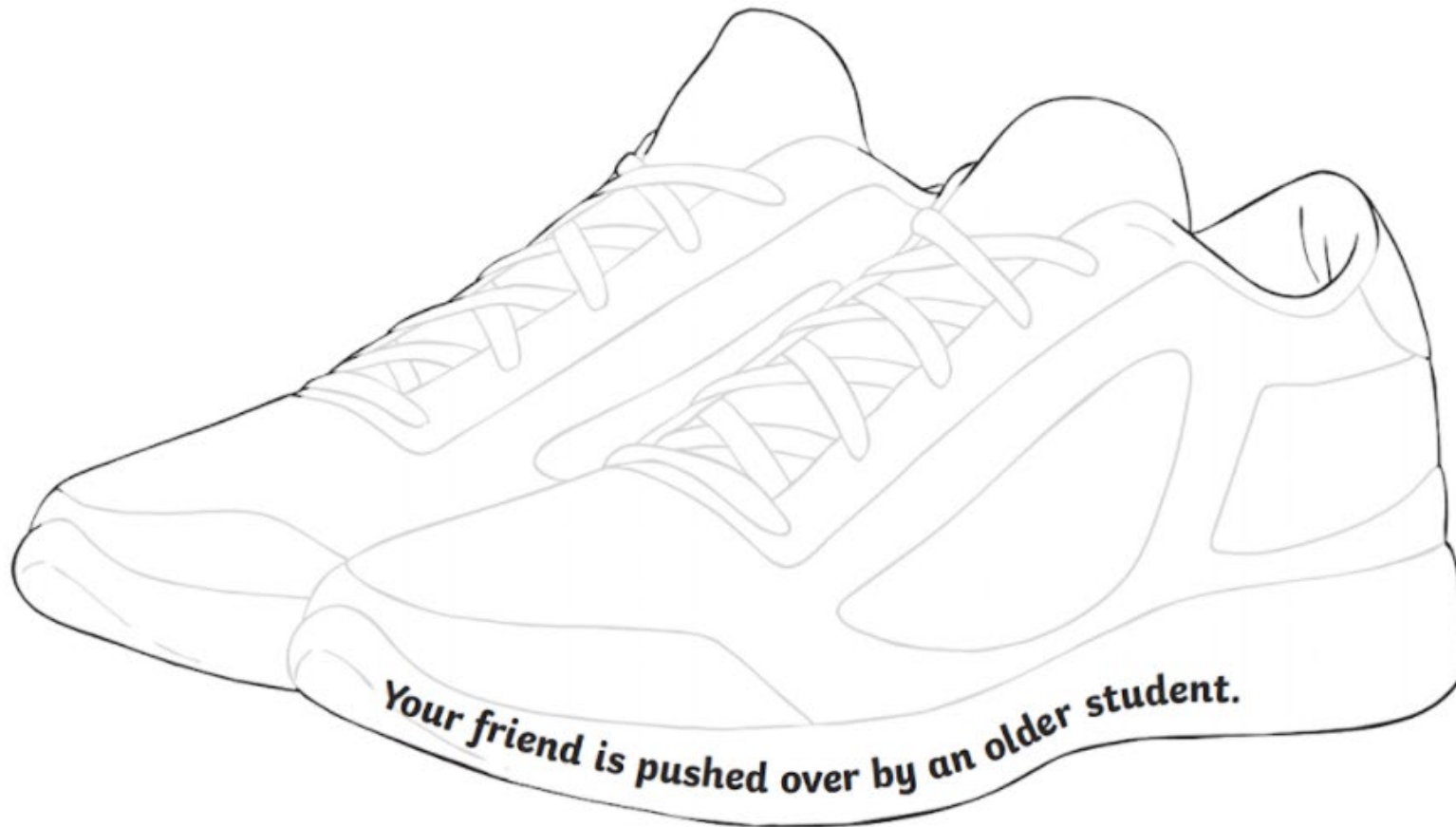
OR

WRITING: It was a beautiful, clear day and the three divers plunged into the water...
Continue the story.

Empathy

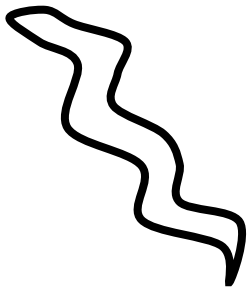
Often when we show empathy to others, we 'put ourselves in their shoes.' What does this saying mean?

Below is a scenario. Can you brainstorm how you would feel and what you could do to help this other person?

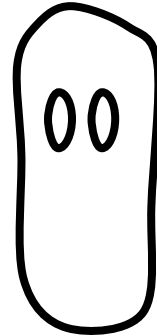
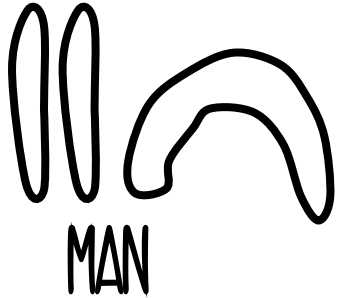
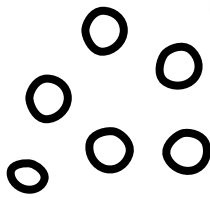


Aboriginal Symbols

SNAKE

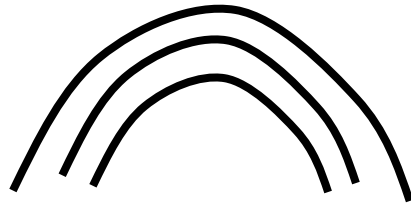


ANTS, FLOWERS
OR EGGS

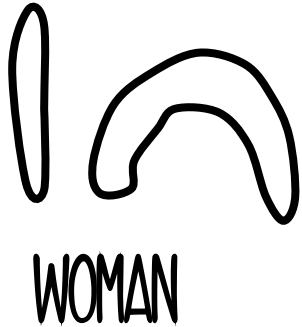


SHIELD

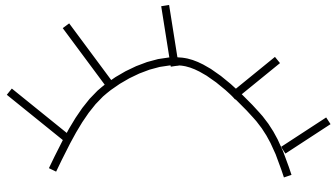
BOWL



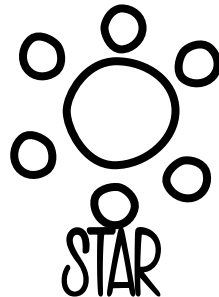
RAINBOW, SANDHILL
OR CLOUD



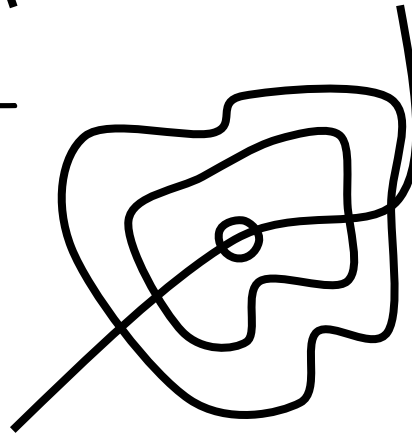
WOMAN



HUMAN TRACK

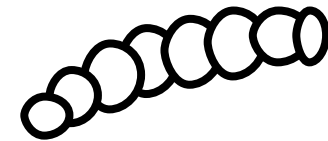


STAR

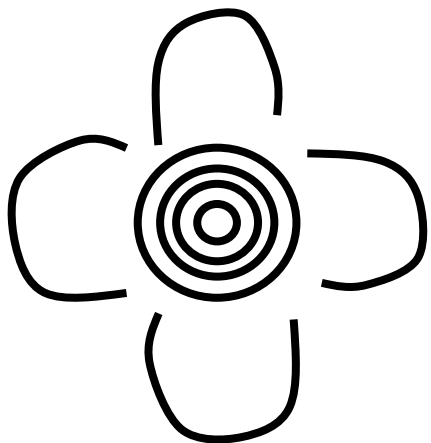


HILL OR HOLLY MOUND

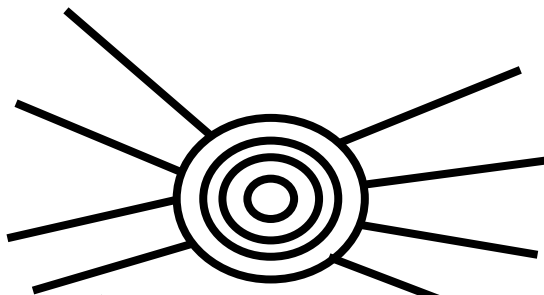
Aboriginal People made paint from naturally found materials such as ochre and did artwork on bark and cave walls as well as rock engravings. These artworks often include symbols that would help tell stories. The meaning of the symbols could sometimes differ between different groups or in different contexts.



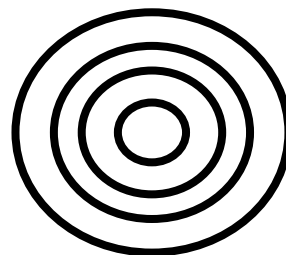
WITCHETTY GRUB



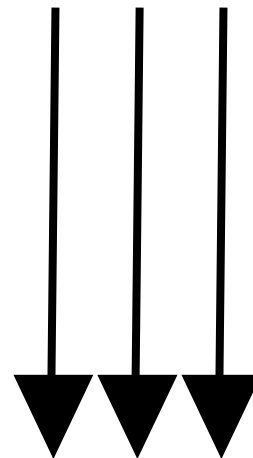
PEOPLE SITTING



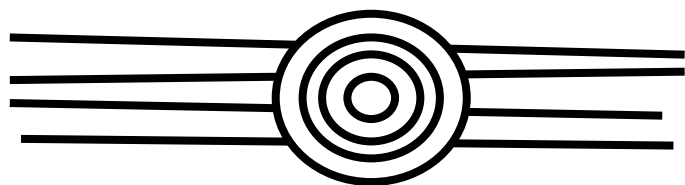
MEETING PLACE/SITTING PLACE



CAMP SITE/
WATERHOLE

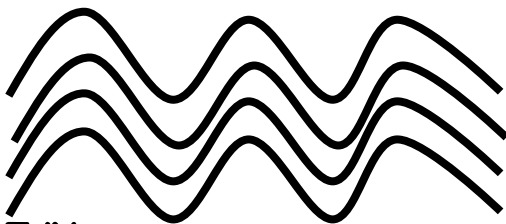


SPEAR

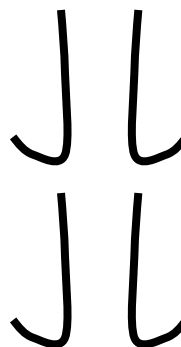


TRAVELLING LINE WITH RESTING PLACE IN

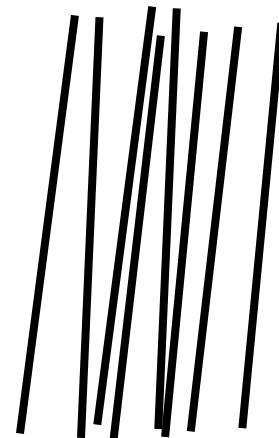
MIDDLE



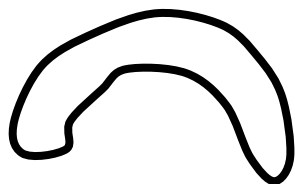
WATER



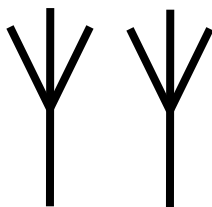
KANGAROO TRACKS



RAIN



PERSON



EMU



FIRE OR SMOKE



BOOMERANG

