



## Remote and Flexible Learning Term 3 2020

**Year: 4**

**Week: 9**

Torquay College Families,

We are now entering our 6<sup>th</sup> week of Remote and Flexible Learning and there is only two weeks left of term three. I am fortunate in my position to see all the teaching and learning across the college and what I am observing is a wonderful community of learners. I am proud of the work that the students and teachers are doing in these unprecedented times.

The virtual learning environment is a great way to maintain learning and build friendships with class friends. A reminder to families that the class virtual lessons are an official class session that deserve students' full attention and a reminder to families that when we are in our Virtual Class meeting we need to ensure students are ready to engage and participate. Please make sure students are not in bed or distracted by breakfast, games or other home activities.

Digital safety continues to be a focus with some students engaging on sites that may put some students at risk and we urge families please make sure you have considered your child's digital safety and screen time. The department's E-safety website attached is a wonderful resource that all families should engage with to ensure children are using technology safely. <https://www.esafety.gov.au/parents>

The Three Way Conferences (parent, student and teacher) are open to all families each fortnight. Three Way Conferences are a great way for families to discuss individual child's learning needs. Conferences can be booked on Sentral each fortnight for the following weeks.

Thank you for your continued support.

Assistant Principal  
Nadia Tkaczuk

### Year 4 Daily Mini Lesson Video Links

Mini Assembly	Reading	Writing	Maths	Inquiry
<a href="#">Mini assembly week 9.mp4</a> A great family activity/viewing: <a href="https://iview.abc.net.au/show/further-back-in-time-for-dinner">https://iview.abc.net.au/show/further-back-in-time-for-dinner</a>	<a href="#">Week 9 reading vid.mp4</a> <a href="#">Week 9 Spelling Video</a>	<a href="#">Mini Lesson week 9 writing.mp4</a>	<a href="#">Maths Chance Lesson 1 W9</a> <a href="#">Probability Video.MOV</a>	Inquiry: Around Australia Rally Answers  Made available Friday

Webex Community Circle/class meetings will run every Tuesday @ 9am and every Friday @ 9am. To access your class meeting/community circle, please log in to your teacher's personal room number

Class	Teacher	WebEx Personal Room Number	Google Classroom Code
4A	Victoria Long:	572565453	cysidyg
4B	Andrea Rayner:	571759343	cysidyg
4C	Rohan Craig:	572031366	2v7nbk6
4D	Darren Findling:	578882674	xqva2j7
4E	Rach McLeod:	575852806	5bldnd6
4F	Bronwen Miller:	571680470	wahpffs



## Suggested Daily Schedule

Program for: Monday Tuesday Thursday Friday			Program for: Specialist day Wednesday		
8.30 to 9.30	Physical Activity	Play outside, go for a walk, ride your bike	8.30 to 9.30	Physical Education	Torquay College PE Lesson.
9.30 to 10.30	Academic time	Select a reading or writing task from activities listed. Refer below	9.30 to 10.30	Art Activity	Torquay College Art Lesson.
10.30 to 11.00	Break		10.30 to 11.00	Break	
11.00 to 12.00	Academic time	Select a Mathematics task from activities listed. Refer below	11.00 to 12.00	Indonesian Activity	Torquay College Indonesian Lesson.
12.00- 1.00	Creative time	Construction activity with your child's favorite materials i.e. Lego , draw, craft, music, instrument	12.00 to 1.00	Well Being Activity	Torquay College Wellbeing Lesson.
1.00- 1.30	Lunch		1.00 to 1.30	Lunch	
1.30 -2.30	Academic time	Select an Inquiry or English task from activities listed in the appropriate year level learning tasks. Refer below	1.30 to 2.30	Creative time	Construction activity with your child's favorite materials i.e. Lego, draw, craft, music,instrument.
2.30- 3.30	Physical or Wellbeing	Select a wellbeing or physical activity: Play game outside, a ball game in your yard, skipping	2.30 to 3.30	Physical Activity	Play outside, go for a walk, ride your bike.

# Writing

Curriculum Area Focus	Suggested Learning Activities	Material links / Online Resources	Task Assessed by Teacher  Due Date
<p><u>Sessions 1</u> <b>Learning Intention:</b> We are learning how to write a biography. <b>(Suggested task for Monday)</b></p>	<p><b>Using the Writer's Workshop cycle:</b> This week you are going to start a new seed in your Writer's Notebook. <i>Your SEED is going to be a biography of a person from the 1700s-1800's. They could be someone on the First Fleet, convict, maritime navigator, explorer, you decide!</i> You should use a new Seed/Mind Map. When you have finished take a photo and share your seed on the GC stream</p>	<p><a href="#">Week 9 Biography writing task</a></p> <p>Video: <a href="#">Mini Lesson week 9 writing.mp4</a></p>	
<p><u>Sessions 2</u> <b>Learning Intention:</b> We are learning how to write a biography. <b>(Suggested task for Tuesday)</b></p>	<p><b>Using the Writer's Workshop cycle:</b> Today you are going to turn your Seed into a DRAFT Biography. You can do this in your Writer's Notebook OR your Big Learning Book OR straight onto your netbook. Get all your ideas down and write, write, write. Minimum ½ to 1 full page but you can do more!</p>	<p><a href="#">Week 9 Biography writing task</a></p>	
<p><u>Sessions 3</u> <b>Learning Intention:</b> I can identify characteristics and features used in a biographical text to meet the purpose.</p>	<p><b>PUBLISH</b> your Biography and <b><u>post it on the stream on Google Classroom.</u></b> Can't wait to see it!</p> <p><b>(Suggested task for Thursday)</b></p>		
<p><b>Writing:</b> Optional Extra- if you want to do more: Plant a new writing seed in your Remote Learning Book. Turn your seed into a piece of published writing by following our writing structure of planning, drafting, revising, editing and publishing</p>			

# Reading & Spelling

Curriculum Area Focus	Suggested Learning Activities	Material links / Online Resources	Task Assessed by Teacher  Due Date
<p><u>Sessions 1</u> <b>Learning Intention:</b> I can listen to the sounds in words and spell them correctly. <b>(Suggested task to start on Monday)</b></p>	<p>This is your spelling program for the week - Just like we do in class Students will need to download the PowerPoint Work your way through the Sessions (one session at a time) and listen to the instructions by clicking on this symbol</p>  <p>and play the talking by pressing on the arrow</p> 	<p><a href="#">Week 9 Spelling PowerPoint</a></p> <p><a href="#">Week 9 Spelling Video</a></p>	
<p><u>Sessions 2</u> <b>Learning Intention:</b> I can summarise a longer text into short sentences. <b>(Suggested task to do on Tuesday)</b></p>	<p><u>Reading Choice Menu:</u> Choose two tasks from the Reading Choice Menu, complete them in your Remote Learning Book. Remote Learning Books will be submitted when we return to school.</p>	<p><a href="#">Copy of Week 9.pptx</a></p> <p><a href="#">Week 9 reading vid.mp4</a></p>	<p><b>Upload a photo or screen shot of one of our Reading activities complete this week.</b></p>
<p><u>Sessions 3</u> <b>Learning Intention:</b> I can summarise a longer text into short sentences. <b>(Suggested task to do on Thursday)</b></p>	<p><u>Reading Choice Menu:</u> Continue working on your two tasks from the Reading Choice Menu, complete them in your Remote Learning Book. Remote Learning Books will be submitted when we return to school.</p>	<p><a href="#">Copy of Week 9.pptx</a></p> <p><a href="#">Week 9 reading vid.mp4</a></p>	
<p><b>Reading:</b> Optional Extra- if you want to do more: to be done throughout Term 2 Year 4- Novel Study <i>The Wind in the Willows</i> by Kenneth Graeme. <a href="#">The Wind in the Willows by Kenneth Grahame - Free at Loyal Books</a> This is an Audio book (you do not need a hard copy). So you can work through the book at your own pace throughout this term. Happy Listening/Reading! OR you can explore <a href="#">Mr Baker's</a> .</p>			

# Mathematics

Curriculum Area Focus	Suggested Learning Activities	Material links / Online Resources	Task Assessed by Teacher Due Date
<p><u>Session 1</u> <b>Learning Intention:</b> I can describe possible everyday events and order their chances of occurring. I can identify everyday events where one cannot happen if the other happens. <b>(Suggested task to start on Monday)</b></p>	<p>Today you are learning about Chance. What is the chance of something occurring? Does one event impact the likelihood of another? Click on the Session 1 Slides to find out more and complete your work.</p>	<p><a href="#">Mrs McLeod's mini lesson video</a>  <a href="#">Session 1 Slides</a></p>	
<p><u>Session 2</u> <b>Learning Intention:</b> I can identify events where the chance of one will not be affected by the occurrence of the other. I can represent possible outcomes in a fraction format. <b>(Suggested task to start on Tuesday)</b></p>	<p>Today you will be learning about probability. What is the likelihood of one chance event affecting another? Click on the <a href="#">Session 2 slides</a> to find out more and complete your work.</p>	<p><a href="#">Session 2 Slides</a></p>	
<p><u>Sessions 3</u> <b>Learning Intention:</b> I can use the probability of an event to make predictions. <b>(Suggested task to start on Thursday)</b></p>	<p>For this task you need to finish 3 parts: STEP 1 - Read the instructions and play the game 'First down the Mountain' (The video explains everything with this) STEP 2 - Answer the reflection section in your Maths book STEP 3 - Create your own game! <a href="#">Mountain Maths Session 3</a></p>	<p><a href="#">Probability Video.MOV</a>  <a href="#">Mountain Maths Session 3</a></p>	
<p><b>Maths:</b> EACH DAY students should be doing their Mental Maths, Mathletics or Nessy Numbers to consolidate skills learnt throughout the year</p>			

# Inquiry

Curriculum Area Focus	Suggested Learning Activities	Material links / Online Resources	Task Assessed by Teacher Due Date
<p><u>Session 1</u>  <b>Learning Intention:</b> For students to develop a better understanding of the issues which confronted both Indigenous peoples and colonists when first contact was made  <b>(Suggested task to do on Monday)</b></p>	<p><a href="#">Inquiry - Week 9, Lesson 1</a></p> <p>In this lesson you will learn more about the issues which confronted indigenous people and colonists by playing the 'Views from the Shore Cook's Voyages' interactive game. Follow the steps in the lesson powerpoint and complete the task reflection in your Big Learning Book</p>	<p><a href="#">Inquiry - Week 9, Lesson 1</a></p> <p>Interactive game:  <a href="https://cooksvoage.sea.museum/">https://cooksvoage.sea.museum/</a></p>	
<p><u>Session 2</u>  <b>Learning Intention:</b> For students to develop a better understanding of the issues which confronted both Indigenous peoples and colonists when first contact was made  <b>(Suggested task to do on Tuesday)</b></p>	<p>Take your time to read through all of the tasks on the 'Australian History Inquiry Tasks' menu powerpoint. Select 1 tasks to complete as your project for this week. You should aim to spend enough time to produce a piece of work that is finished to a high standard of presentation, reflecting your knowledge and skills.</p>	<p><a href="#">Inquiry Wk8-10: Australian History Project Menu</a></p>	<p><b>Choose one of your completed projects that you believe best shows your historical knowledge and presentation skills. Upload to your Google Classroom assignment.</b></p>
<p><u>Session 3</u>  <b>Learning Intention:</b> I can represent Australia as states and territories, and identify Australia's major natural and human characteristics  <b>(Suggested task to do on Thursday)</b></p>	<p>It's time for Stage 8 of the <b><u>Around Australia Rally 2020!</u></b></p> <p>Steps:</p> <ol style="list-style-type: none"> <li>1. Open the Stage 8 - Tasmania slideshow from the Assignment on the CLASSWORK tab in your grade's Google Classroom (this will create your own copy).</li> <li>2. Research your answers.</li> <li>3. Record them on the last slide in the powerpoint (The Answer Sheet).</li> <li>4. Click the 'Turn In' button on the assignment when you are done.</li> </ol>	<p><b>To Access The AAR Stage 8: Tasmania Powerpoint</b></p> <p>Step 1: Go to your Google Classroom - CLASSWORK tab and find the AAR 2020 - Stage 8: Tasmania assignment .</p> <p>STEP 2: Click on the linked powerpoint from there and it will create your own copy in the assignment.</p> <p>Mr Craig's Around Australia Rally video lesson will be available on Google Classroom on Friday, 11th Sept.</p>	
<p><b>Inquiry:</b> Optional Extras- if you want to do more: If you would like to do extra you may turn your Around Australia Rally into a powerpoint. Don't forget to include new facts and images for each State.</p> <p>Re-play 'Views from the Shore Cook's Voyages' game, selecting different missions to learn more about Captain Cook's voyages and the impact they had.</p>			

# Wednesday Specialist Program

Curriculum Area Focus	Suggested Learning Activities	Material links / Online Resources	Task Assessed by Teacher  Due Date
<p><u>Well Being Activity</u> <b>Learning Intention:</b> I can identify my unique traits and qualities.</p>	<p><u>What are my best qualities?</u></p> <p>Each one of us is different. We are all unique with many special qualities. Make a list of all of your best qualities. A few examples might include: I am honest. I am brave. I make people laugh. I am a good friend. Try your best to do this activity on your own, or if you need help, ask an adult for some ideas. You might even like to write your best qualities on post-it notes to put up somewhere in your bedroom or house.</p>		
<p><u>Art Activity</u></p> <p><b>Learning Intention:</b></p> <p><b>Students will use imagination, a variety of art materials and paper skills to create an animal collage.</b></p>	<p>Art Activity</p> <p>Week 9 Term 3 Home Learning</p> <p>Activity - Collage Newspaper Animals</p> <p>Materials- Newspaper, pens, glue, paper for background, paper to add details to animals, scissors. grey lead</p> <p>Directions- Look at the images provided for inspiration.</p> <p>Outline the basic shape of your animal on your background page.</p> <p>Rip or cut the newspaper into small parts to cover the shape you have created.</p> <p>Add in the details of your creature such as the head, legs, arms, tail etc .</p> <p>Think about the body covering of your animal, how can you create a textured effect.</p>		



	<p>Use another piece of coloured paper to add special features such as eyes, nose, whiskers etc.</p> <p>Use a fine liner or black pen to add the final touches.</p> <p>Have fun!</p>		
<p><u>Indonesian Activity</u> <b>Learning Intention:</b> I can understand a story in Indonesian, including various words for illness.</p>	<p>1. Watch the mini-lesson to hear our story, "Sakit di Restoran Tigabelas". How much can you understand?</p> <p>2. Then, have a go at our online activity! See if you can get a good time. :-) (See link on Google Classroom)</p>	<p>1. Mini-lesson video (on Google Classroom)</p> <p>2. Online activity (link provided on Google Classroom)</p>	
<p><u>Physical Education Activity</u> <b>Learning Intention:</b> I can apply striking and throwing skills to propel an object and keep it in motion</p>	<p><b>The Olden Days (Watch Mr. McLoughlan's video in Google Classroom Week 9)</b></p> <p>This week we are going to show you some activities that were really fun back in the olden days.</p> <p><b>Activity 1 – Skittles</b></p> <p>Set up some skittles (eg: plastic bottles) in a triangle shape. Take 5 big steps back (or more if you want a challenge!), underarm the ball to see how many you can knock over. Like ten pin bowling, you get two turns to knock them all over. Add them up as your total score.</p> <p>Challenges – change your ball or skittles, move further away from your skittles, can you play against a family member.</p> <p><b>Activity 2 – Quoits</b></p> <p>Players take turns to throw the <b>quoits</b> from the throwing position to try and hook them over the scoring peg. If you don't have a quoits set, improvise and use toys as the quoits and a pot plant as the scoring peg.</p> <p><b>Activity 3 – Potato sack race</b></p> <p>On an area of flat, grassy ground, get the students to line up with their feet inside their sacks. On the command "On your marks!" they should reach down and hold the top of the sack around their waist/stomach. Then shout "get set...GO!" to begin the fun-filled race! The first to jump, hop, bounce and wobble to the finish line is the winner. To make the race more</p>	<p>- Plastic bottles or set of skittles</p> <p>- Wooden ball, tennis ball or any sized ball</p> <p>- quits and wooden peg or pot plant and some toys</p> <p>- Potato sack, sleeping bag or pillow case</p> <p><b>Hard-boiled egg/plastic egg and stirring spoon or any spoon</b></p> <p>-short length of rope or hose 10cm long</p>	

challenging and exciting, you could introduce obstacles for the children to jump around or over.

**Activity 4 – Egg and spoon race**

Each player gets a spoon and an egg (hard-boiled or plastic). Each team must carry their egg on their spoon from the starting line to a turnaround point and back again. Then, the egg is passed off to a teammate who takes their turn. If the egg is dropped, the player must stop and retrieve it. The winner is the team that gets past the finish line first with their egg and spoon

**Activity 5 – Hose tag/chain tag**

This is a movement activity which requires students to move whilst linked to other students. Played like a normal game of tag except that each time a player is tagged they join hands with the tagger (or you could use a bit of rope or hose). The play continues until the last person is tagged and they are the winner.

See you next week!