**Week 3 - Year 4 Remote and Flexible Learning Program**

**Suggested Daily Schedule**

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| 8.30 – 9.30am | Physical Activity | Play outside, go for a walk, play with your pet, ride your bike |
| 9.30 - 10.30am | Academic time | Select two literacy tasks from reading, writing or spelling activities listed. |
| 10.30- 11.00am | Break |  |
| 11-.00 12.00pm | Academic time | Select a Mathematics task from activities listed |
| 12.00- 1.00pm | Creative time | Select an Art activity or a home construction activity with your child’s favourite materials i.e. Lego, craft, music, instrument |
| 1.00- 1.30pm | Lunch |  |
| 1.30 -2.30pm | Academic time | Select an Inquiry or Indonesian task from activities listed |
| 2.30- 3.30pm | Physical Activity | Select a physical education activity or wellbeing activity. |

Welcome to week 3 Remote and Flexible Learning Program.

Google classroom will be the main avenue for your child to post work, read instructions from the teacher, seek feedback and interact with other members of the class. Listed below are the weekly activities we encourage your child to work through in order. If you feel there is too much work please make the adjustments that work for your family with quantity and pace. Students work best when we support them at their point of need in complexity, pace and quantity.

If you do not have online access please contact the school and related hard copy learning packs will be made available.

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| **Week 3 Year Level 4** | |
| **Content Area** | **Suggested Learning Activities** |
| **Well Being** | **Understanding Your Feelings Video**  Watch the following video  <https://www.youtube.com/watch?v=KYfRzAIl7TQ>  **We have a problem; how can we deal with it?**  When we are faced with a problem it is helpful to have some steps that assist us with finding a solution. There are lots of different ways of doing this and different people will find some things more helpful than others.  Throughout life we will all be faced with a range of problems, many minor and some on a larger scale. Sometimes we have to make difficult decisions or make hard choices. Being able to work through problems is an important skill for life. Helping others think through their options when they face a problem is also an important skill in friendship. It is more important to be able to help people think things through for themselves rather than to just tell them what to do.  Use the [“we have a problem; how can we deal with it?”](https://drive.google.com/open?id=1XyGeLHkD6EcpH7neCmTmoNoFoXIO01Yn) worksheet to map out your options before making a decision about how you could deal with your scenario  *Adapted from RRRR Level 5/6: Topic 4, Activity 1*  **Strategies for calming intense emotions**  Try all ten strategies from the [“strategies for calming intense emotions”](https://drive.google.com/open?id=1YR3pbdDkTAW3R20paSed8WWPFch_oaEt) handout  Spend some time thinking about how each of these made your body feel. Which ones do you think would be the most helpful to you? Revisit your personal coping profile from last week, adding any new strategies from this list that you think would be useful to you. Revisit your daily timetable and make sure you have a daily self-calming activity scheduled each day  *Adapted from RRRR Level 3/4 Topic 3 Positive Coping Activity 4* |
| |  |  | | --- | --- | | **Week 3 Year Level 4** | | | **Content Area** | **Suggested Learning Activities** |   **WRITING**   |  |  |  |  | | --- | --- | --- | --- | | Curriculum Area Focus | Material links / Online Resources | Suggested Learning Activities | Evidence  /Feedback | | 1. Writing: Text Type: Explanation  **Learning Intention:** I can write an explanation text. | Use this session to finish your Explanation piece from Week 1,(that you planned) so that it is published- Type your Explanation Piece of writing up. Use a size 12 font-Arial.1 page minimum. Title at the top. Post on Google Classroom. Please include name and title. | Re-visit the purpose and structure of the Explanation text type.  Example Piece of Writing: [EXAMPLE-water-cycle-explanation-writing-.pdf](https://drive.google.com/open?id=1IjEzjvX1-taPLTi4r9sYGT_koY1kl24W) [Explanation texts samples.pdf](https://drive.google.com/open?id=1NjLwmyCrVqGc3SxnxLqWRN1IhOcWAWM-)  *If you have already finished and posted to Google Classroom please do Rocket Writing -Using the prompt. 20 minutes time limit to write it- set the timer.*  [*Explanation Prompt Rocket Writing.pdf*](https://drive.google.com/a/torquaycollege.vic.edu.au/file/d/1YQufVxbxAD8lV9uyKR8tDHn6wnnWTTtF/view?usp=sharing) | **Submit Work: Post your completed Explanation Piece of writing on Google classroom in the writing folder** | | 2. Writing  **Learning Intention:**I can plan and draft a narrative text. | [How to write a narrative.](https://drive.google.com/open?id=1_soMkfexSUXqUvdgwqPT8wAT41jFKj0ZnGpMTHniRiI) Powerpoint | Today you are going to show me what you know about a Narrative. Think about what we have learnt about Narratives. Using the narrative Prompt- click on picture. Plan, draft, edit and revise a Narrative of your choice based on the prompt.  **Stick to the following structure:**  Planning- 10 mins  Drafting- 30 mins  Editing/ Revising- 10 mins | Plan/draft of writing saved on your netbook, to be completed next session.(next week) | | 3.Grammar/  Vocabulary  **Learning Intention:**I can use verbs and adverbs in my writing. | [Adverb Song - Educational Music Video](https://www.youtube.com/watch?v=FQPDk_fMcs0)  fun clip to tune in.  Review adverbs and prepositional phrases:  [adverbs\_task.pdf](https://drive.google.com/open?id=1ZBnL1aX9bJXVGT3iZdm9vWjUP_KMf6Pw) | ***ADVERBS***  Describe verb  Describe time  Describe why  Describe how  **Adverbs:**  A word or phrase that modifies the meaning of an adjective, verb, or other adverb, expressing manner, place, time, or degree (e.g. gently, here, now, very). Some adverbs, for example sentence adverbs, can also be used to modify whole sentences.  Students could record this is their Remote Learning books for future reference. | Adverb task sheet- please copy into your Remote Learning Book and complete  [adverbs\_task.pdf](https://drive.google.com/a/torquaycollege.vic.edu.au/file/d/1ZBnL1aX9bJXVGT3iZdm9vWjUP_KMf6Pw/view?usp=sharing)  Don’t forget to do Nessy <https://www.nessy.com/uk/> | | Optional Extra- Writing: 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.[Writer's Workshop & Planting Seeds](https://drive.google.com/open?id=1myHlh5mXcJ9mUtvTVTZLxKTWv7z8aaaRNWEX4djuAOQ) | | | |  READING  |  |  |  |  | | --- | --- | --- | --- | | Curriculum Area Focus | Material links / Online Resources | Activity - Some lessons may take more than 1 session and some will require parent support | Evidence  /Feedback | | **Every Reading Session**  **include Independent reading**  I can improve my reading stamina | Independent Reading -  <https://drive.google.com/open?id=10A_5gbZqhGUOrGcvVjXhHd2emQNcivAV>  Don’t forget to Read some books on  Epic <https://www.getepic.com/>  or KidsA\_Z  or listen to an Audio book  <https://www.worldofdavidwalliams.com/elevenses/> | **Complete a minimum of 30 minutes Reading per school day.** You might choose to read independently or with a family member. Please document what you read in your Remote Learning Book  **After you read fill in -**  **Date -**  **Today I read for …. (time spent reading)**  ***Today I read…..* (name of book)**  ***The purpose of this text is to …..***  **(Persuade Inform or entertainment)**  Choose one of the Reading Challenge Card activities to do after you have read each day (or every few days that’s ok too :)) |  | | **Session 1**  I can recall what making a prediction is and can answer comprehension questions about a text | *Text* <https://drive.google.com/open?id=1zbCYQy4YCJb7vut4ck5egAg46ng_z7MK>  [*predictions.pdf*](https://drive.google.com/open?id=1zbCYQy4YCJb7vut4ck5egAg46ng_z7MK) | Open your Remote Learning Book and write the heading of the text and the date.  **Before reading the text** -  Predict what you think it might be about and record your answers in your book. Also write the reasons why you think this - what evidence in the heading etc are you using to predict  **During reading** - reflect on your initial prediction and write if you were correct or not.  Change your prediction and evidence if required.  **After reading** -  Answer the comprehension questions  and then check your answers on the answer sheet  <https://drive.google.com/open?id=1726Gyx2q-zzyhcEOGqy4BsbQE16-jzpN>  Complete the *Crazy Creative Challenge* (be creative, who could you invite?? maybe your soft toys, your lego characters or your pets ) |  | | **Session 2**  I understand what visualising means | *Read this Anchor Chart*  <https://drive.google.com/open?id=1N6HhcXQpBZnzjXGBIGCdr911mGcorMn_>  *Watch*  [*https://safeYouTube.net/w/x9z7*](https://safeyoutube.net/w/x9z7)  *and this*  [*https://safeYouTube.net/w/T9z7*](https://safeyoutube.net/w/T9z7) | *What is Visualising? - watch the clips*  *Open your Remote Learning Book and write the heading* **Visualising** *and the date*  Record what you think Visualising is in your own Anchor chart  While you are watching the 2nd youtube clip - draw what you think Mr Tumnus looks like as you listen to the text  Visualising is a reading strategy we can use during reading  Visualising is when the reader uses their prior knowledge and experiences to create a mental image of what is happening.  **Visualizing** is the reading **strategy** that helps your students create a picture in their head of what they're reading.  **Research shows that students who create strong mental pictures...**  1. Have better recall of what they read  2. Create more connections with the text  3. Ask more questions while reading  4. Have a deeper **comprehension** of the text. |  | | **Session 3**  I can visualise and draw what I am reading  I can use my prior knowledge and experiences to create a mental image of what is happening in a text | Both texts for the session  <https://drive.google.com/open?id=1PEt64V1CzLi71VkafN1pPrf7FGdFkGUk>  Norgard text it is on the second page  <https://drive.google.com/open?id=1PEt64V1CzLi71VkafN1pPrf7FGdFkGUk> | ***PART A -*** *Open your Remote Learning Book and write the heading* **Visualising** *and the date*  Recap what Visualising is -  <https://drive.google.com/open?id=14WlNSk3dpJT1ulO3HHb9XA9q6PK9IXDA>  Students will read the text one row at a time or get someone to read it to them  After reading each row they will draw what is being described in the text their Remote Learning book  **Student Reflection** – How did the new words (adjectives) in each section change your picture?  Reflect on this in your book  **Extension**  Write your own series of sentences and do the matching pictures  Send the sentences to a friend or get a family member to do it and see how their pictures turn out  ***PART B -***  Either get someone to read the Norgard text to you or read it yourself  As you listen, draw an illustration of what you think ‘The Norgard’ looks like  **Extension**  Write a story or draw a cartoon about your character | Take a photo of your ‘Norgard’ illustration and upload and submit it to your assigned work this week on Google Classroom  **Submit Work: Post on Google classroom in the Reading Folder** | | | **Reading:** Optional Extra- if you want to do more: to be done throughout Term 2 Year 4- Novel Study ‘The Wild Robot’.  **LINK** [**https://drive.google.com/a/torquaycollege.vic.edu.au/file/d/16xuRh0gHzqkmPhx\_j9KGbgOVdZ3L8HLX/view?usp=sharing**](https://drive.google.com/a/torquaycollege.vic.edu.au/file/d/16xuRh0gHzqkmPhx_j9KGbgOVdZ3L8HLX/view?usp=sharing)  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. There are Chapter summaries and vocabulary lists to support your understanding of the text. There are questions that you can choose to discuss and /or answer in your remote learning book. Happy Listening/Reading! | | | |   **MATHS** **Week 3 - Addition/Subtraction**   |  |  |  |  | | --- | --- | --- | --- | | **Daily Mathletics:** Each day you need to complete the set tasks for Addition and Subtraction that your teacher will be setting throughout the week.  Please complete 30 minutes of Mathletics daily. You can do as much live mathletics as you want. Your teacher will be able to see your progress from the teacher portal on Mathletics. When you have finished your set tasks, your teacher will set more for you.  **You may also like to have a go at Nessy Numbers** <https://www.nessy.com/uk/> | | | | | Curriculum Area Focus | Material links / Online Resources | Suggested Learning Activities | Evidence  /Feedback | | **Maths Session 1**  **Learning Intention:**  I can use various strategies to solve my number of the day. | Maths book  Number of the day attachment | [**Number of the day**](https://drive.google.com/open?id=1WkX44fTxwGd1c2NsGnjbBFFwLJq-DZiJ)  Choose a number for your [**Number of the day**](https://drive.google.com/open?id=1WkX44fTxwGd1c2NsGnjbBFFwLJq-DZiJ)(click on this link) and follow the instructions on there.  You can either print this out **OR** write it out in your Maths book  An example of the skills we are looking for is also in there | What was your favourite equation and why? Write/Glue it in your maths book. | | **Maths Session 2**  **Learning Intention:**  I can solve sums efficiently using a range of addition strategies  I can explain which strategy I used | Maths Book  Printer or write out the sums in your Maths book | The following activities can be printed **OR** written out in your Maths book:  Complete the ‘[**Addition Sums 1**](https://drive.google.com/open?id=1S1Ams2kKyfGePuvu3K6hcZg_41YUeLTR)**’** sheet using a range of addition strategies. Please make sure you use your Maths book/a sheet of paper to work out your answers if needed.  Correct using a calculator when you have finished. (Calculators can be found on the netbook)  **EXTENSION** - Who’s up for a challenge? A chance to show off your addition skills!  If so, complete the [**Addition Sums BONUS sheet**.](https://drive.google.com/open?id=1OfxaGIKHZo4wXE8PQ-CXp6wifrgH7RD7)  Which strategy did you use the most during the activity? Which strategy is your favourite? | **Submit Work: Post your finished ‘Addition Sums’ work on Google classroom in the Maths folder (you can take a photo of it and upload)** | | **Maths Session 3**  **Learning Intention:**  I can use my maths skills in a real life situation. | Timer/Stop Watch (netbook)  Maths Book | **Let’s get physical**  Complete the following activities and **time** how long each activity takes. Record your answers.  10 star jumps, 10 push ups, 10 sit ups, 10 burpees  **Predict** how long you think it will take to complete 20 star jumps, 20 push ups, 20 sit ups.  Now **time** how long it takes to do 20 star jumps, 20 push ups, 20 sit ups.  **Add** up how long you took you to do all of the above activities.  **BONUS -** What was the time **difference** between the two tasks?  Create your own tasks and repeat the activity. | Please complete work in your maths book and show your working out.  You could also video your workout. | | **Maths:** Optional Extra- Play this fantastic game with someone from your family. Who will be the champion?!  [Tic Tac Toe](https://drive.google.com/open?id=1ru_nMfqbmqyPwVaML3tseG0TyHWcEUXZ) | | | |  INQUIRY - Science! How do we use science to explain our amazing world?  |  |  |  |  | | --- | --- | --- | --- | | Curriculum Area Focus | Material links / Online Resources | Suggested Learning Activities | Evidence  /Feedback | | 1.  I can explain the role of a scientist. I can name a scientist and what they have contributed to the world. | **Introductory videos:**  Famous women in Science  <https://www.youtube.com/watch?v=W53Ks824GTA>  World’s greatest scientists:  [World's Greatest Scientists In HD](https://www.youtube.com/watch?v=QIcNvs51dSA)  Rubric For Assessment - Research A Scientist  [Rubric for Assessment -Scientist Project.docx](https://drive.google.com/a/torquaycollege.vic.edu.au/file/d/1WBro311YU-CILsHVKzUgLIznoloumVlj/view?usp=sharing) | Explore the Rubric for assessment - Research A Scientist | Place completed planning page in your Remote Learning book including which scientist you have selected. | | 2.  I can explain the role of a scientist. I can name a scientist and what they have contributed to the world. | Research Sites:  [Our Most Popular Scientists - Top 100 - Biography, Facts and Pictures](https://www.famousscientists.org/popular/)  [Famous Scientists For Kids](https://www.coolkidfacts.com/famous-scientists/) | **Research** a scientist – modern or from a past century  e.g. Marie Curie, Isaac Newton.   * Who are they? * When and where did they live? * What area/s of science did they study? * What did they discover? * How did their work contribute to the world? * Any other interesting facts to share?   **Present** what you find out e.g. Powerpoint, brochure, poster etc.  ***(Please take your time to do this project to ensure you research thoroughly. Further sessions will be given to complete your project next week).*** | **Write a ‘Progress Report’ as a short paragraph (2-4 sentences) in your Remote Learning book, explaining the progress you have made on your project. Upload a picture of your planning page and retype your progress report as a comment on the assignment submission.**  *Example: I have chosen to do my ‘Famous Scientist’ research project about ‘Mark Oliphant.’ I have discovered facts about when and where he lived, what type of science he studied (Nuclear physics) and some of his discoveries. I have recorded these as a mind map on my planning page in my Remote Learning book.* | | 3. **(Optional lesson)**  I can show my thinking about science | [SuperScienceExperiments.pdf](https://drive.google.com/open?id=12q7S12e221rIwZEAf9URwUQmjqvm5bTJ)  [Kids Safe Chemical Reactions Experiments Menu](http://www.lovemyscience.com/cat_reaction.html) | **(Optional lesson)**  Search the resources for an experiment you can conduct at home. Collect the materials you need and have a go at conducting the experiment. | **(Optional lesson)**  Upload a photo of your experiment set up. Write a short report about your experiment. You could choose a way to present this - video, powerpoint, ms word. | | **Inquiry**:Optional Extra- if you want to do more: explore the following website [https://thekidshouldseethis.com](https://thekidshouldseethis.com/?utm_source=Seven+smart+videos+%E2%80%93+The+Kid+Should+See+This&utm_campaign=f6f32c3a1c-EMAIL_CAMPAIGN_2020_02_19_05_58_COPY_01&utm_medium=email&utm_term=0_5dea5752ac-f6f32c3a1c-121820817&fbclid=IwAR14iB6BlN6Se9EJQfF6Pc_MYUUhAH5mfi6jFrYZnuXbdWDiFjCkvRUgYDI) | | | | | |
| **Physical Activity** | **Cross Country**  Continue to increase the distance from previous week.  **AFL skills**  Foot Dribble - Use one foot to move the ball slowly as you walk around a space. Try using toes, heels, instep, outside of foot. Use alternate feet. Dribble the ball around markers.  Kicking off the Ground - Foot flip. Put your toes up against the underside of the ball and flip it up off the ground into the air.  Step and kick. Stand one step behind the ball. Take one step and kick the ball. Take three steps and kick the ball.  Drop and Kick - Hold the ball with two hands and kick to your partner. Drop the ball and kick it to your partner to stop or catch. Try alternate feet.  **Basketball skills**  Learn the lay-up – talk about travel  <https://www.youtube.com/watch?v=uv7COBs24D8> |
| **Indonesian** | **Activity 1:**  Draw a fruit bowl with fruits you like. Write a sentence “Saya suka makan \_\_\_ dan \_\_\_ dan \_\_\_.”  (I like eating \_\_\_ and \_\_\_ and \_\_\_.)  **Activity 2:**  Use [Quizizz quiz](http://quizizz.com/join/quiz/5e7bd46e4f8765001b152d87/start?from=soloLinkShare&referrer=5e7a86a1e79da2001b2a2843) to practice fruits and sentences.  **Activity 3:**  Watch video (see link on Google Classroom) about loan words and pronouncing fruit.  **For fun:** Watch the [video about kids trying durian](https://www.youtube.com/watch?v=B8SkGoNf_gM).  Would you try it?.  **Super Challenge:** Complete the interactive tasks for Topic 8.  Open with Explorer not Chrome.  [Languages Online Indonesian topics](https://www.education.vic.gov.au/languagesonline/indonesian/Indonesian.htm) |
| **Art** | Make Bakers Clay using flour, salt and water.  Create people and animals and then bake it in the oven  until it goes hard.  Allow to cool and then paint and decorate.  **Ingredients:**   * 1 cup salt * 1 1/2 cups warm water * 4 cups all-purpose flour   **Directions:**  Stir the salt into the warm water. Let cool. Add flour and knead for 8-10 minutes. For coloring the dough, add food coloring or powdered tempera paint to the salt and water – before adding the flour.  Create sculptures and bake at 160 degrees for 30 minutes to one hour (until all the moisture is gone). Paint creations when cool. You can also seal the completed work with a non-toxic, water-based sealer. |
| **Optional websites sites that can be accessed to support learning** | 1. Twinkl- Setting this up is really easy to do - go to [www.twinkl.co.uk/offer](https://aus01.safelinks.protection.outlook.com/?url=http%3A%2F%2Flinks.support.twinkl.co.uk%2Fmps2%2Fc%2F_QA%2F8PUmAA%2Ft.302%2FBqjduXd-QjGTv9ohgKqG6w%2Fh5%2FEbC1nPf9k9D5DT3zk18lxCg-2F0qqijIFgNu6rCyNJ90IMm-2BHrAhBwhmkci6SLsgJ4kRCVxZAIbRQ9JoazaMcwHxay8e4RclBnz-2BUPL7AWFnaUerCppyhEmLliFPbI5GWV6vPK7YmrH66oKIaW26DVxZimN4t8Tcxlg1sLdEJDCkN7b8cjCgiSGzXjeo74tQk10NISU2YkbH1Xxxp1i-2BJuDA-3D-3D%2Fh8yj&data=02%7C01%7Cgogerly.maire.m%40edumail.vic.gov.au%7C735828e164564c81741b08d7c81572b1%7Cd96cb3371a8744cfb69b3cec334a4c1f%7C0%7C0%7C637197866776884008&sdata=eVMaqLV1ZMBTuxTM9xawWZz7akQCv6rnzilBOJgnl58%3D&reserved=0) and enter the code AUSTRCODE (30 day free trial ) 2. Levelled Inquiry based units of work for all year levels- t<https://www.coolaustralia.org/> 3. A Maths Dictionary - <http://www.amathsdictionaryforkids.com/> 4. Mathletics - <https://www.mathletics.com/au/> 5. EPIC Books- <https://www.getepic.com/> 6. Abcya - <https://www.abcya.com/> 7. Nessy - <https://www.nessy.com/us/> 8. Virtual Excursions- <https://adventuresinfamilyhood.com/20-virtual-field-trips-to-take-with-your-kids.html>   You can visit places like zoos and aquariums as well as art museums online |