

Week 4

Resources

CONVERTING BETWEEN ANALOGUE AND DIGITAL TIME:

Using the information from the video you watched at the beginning of this session, convert the analogue clocks (round faces) to digital time (E.G 8:30). Write your answers on the lines underneath the clocks or in your MATHS BOOK. The first clock has been done for you.



1 9:40



2 _____



3 _____



4 _____



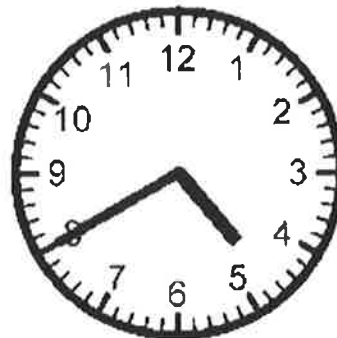
5 _____



6 _____



7 _____



8 _____

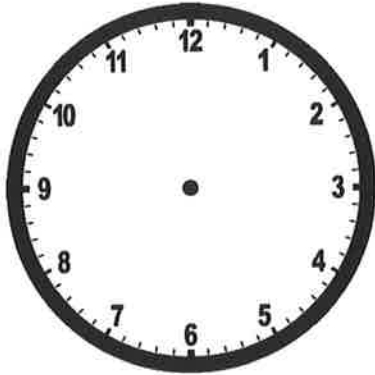


9 _____

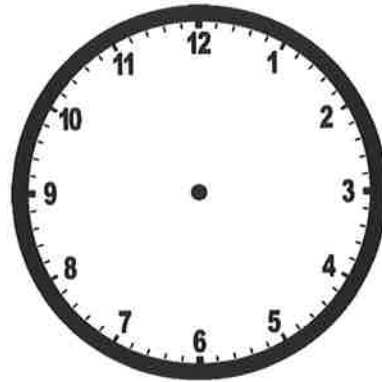
CHALLENGE

ANALOGUE TO DIGITAL TIME-

Using the empty analogue clocks, create your own time by drawing the hands on the clock face and write the digital time underneath.



1 _____

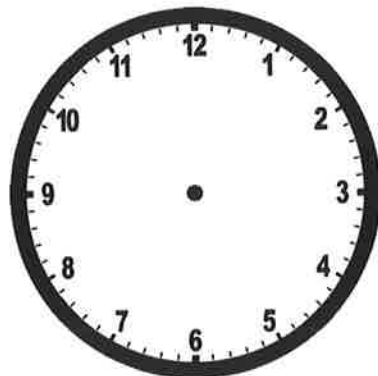


2 _____

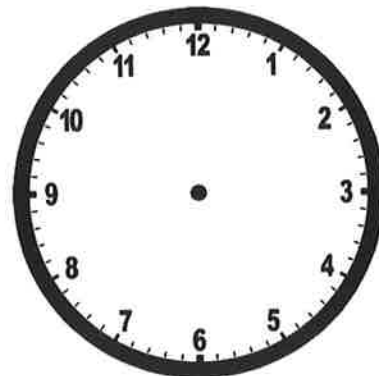
DIGITAL TO ANALOGUE TIME-

Using the empty digital clocks, create your own time by writing the numbers in the correct spot on the line. Then, display the same time on the analogue clock, by drawing hands on the clock face.



3 :






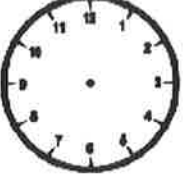
4 :


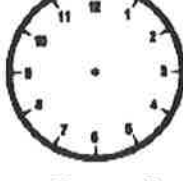




2. Look at the first clock. Follow the instructions and record the time on the second clock.



a  → Add 1 hour → 

b  → Subtract 1 hour and 7 minutes → 

c  → Add 40 minutes → 

d  → Subtract 7 minutes → 

e  → Subtract 9 minutes → 

f  → Add 35 minutes → 

3. Look at the following events. Write whether you think they would happen in a.m. or p.m. time.

a. lunch _____

b. morning tea _____

c. fireworks _____

d. a midnight snack _____

e. homework _____

f. bedtime story _____

g. breakfast _____

h. dew falling _____

i. sunrise _____

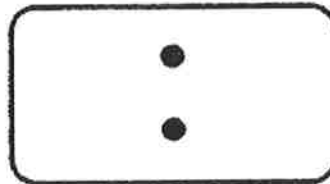
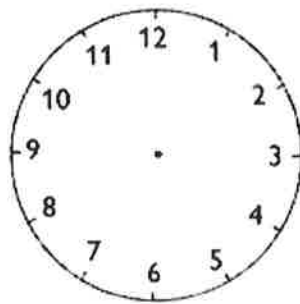
j. a nightmare _____

4. Work out how long it is until the next hour.

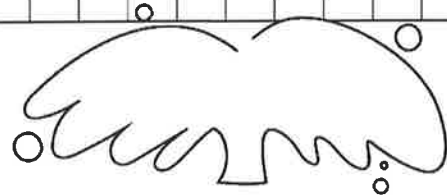
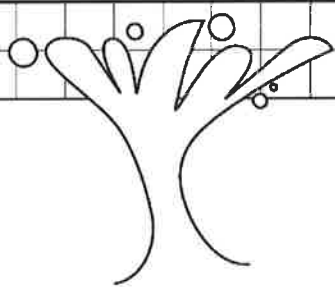
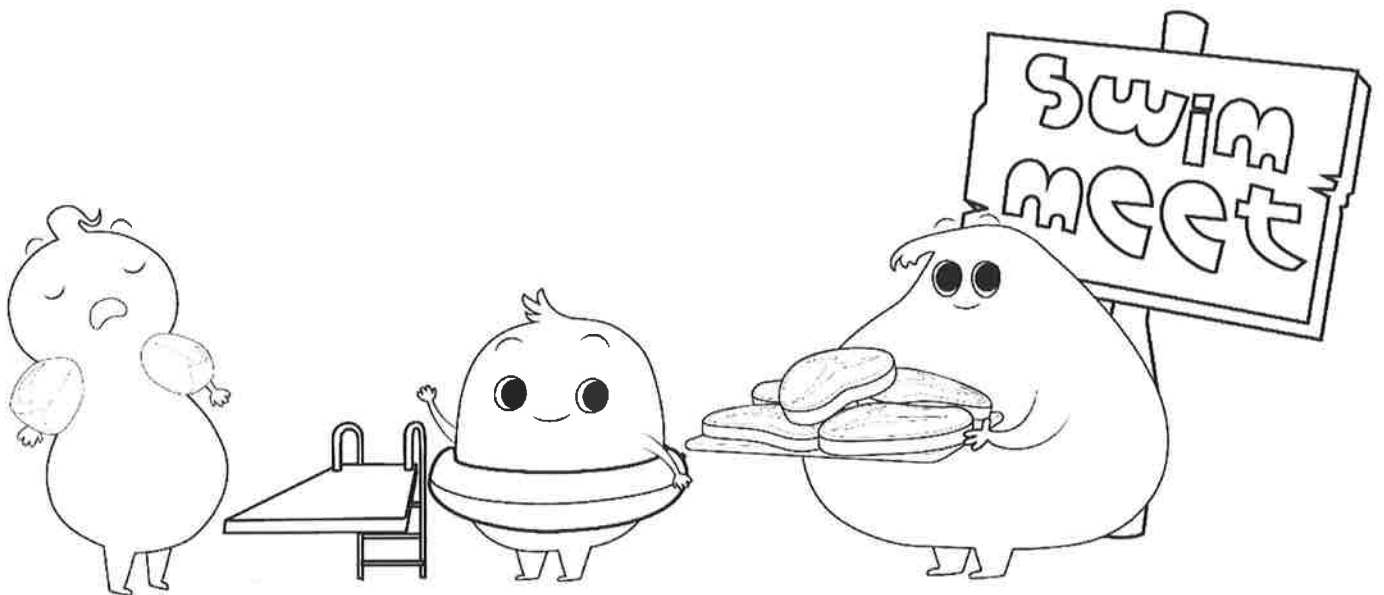
- a. If the time is 9:35 p.m. how many minutes is it to 10 p.m.? _____
minutes
- b. If the time is 6:24 a.m. how many minutes is it to 7 a.m.? _____
minutes
- c. If the time is 10:05 a.m. how many minutes is it to 11 a.m.? _____
minutes
- d. If the time is 4:29 p.m. how many minutes is it to 5 p.m.? _____
minutes
- e. If the time is 12 a.m. how many hours is it to 1 a.m.? _____
- f. If the time is 12 p.m. how many hours is it to 3 p.m.? _____

5. Read the story problems and write the correct time on the analogue and digital clock faces.

- a. Jarrod arrives at school at 8.45 a.m. He spends half an hour (30 minutes) getting ready for school, quarter of an hour (15 minutes) having breakfast and another half an hour and travelling to school. Write the time that Jarrod woke up on the clock faces below.



Homophones Practice Workbook 1



Name: _____

Name: _____

Date: _____

Homophones 1

Cut and glue the matching homophone pairs.

there

pear

meet

right

tale

blue

see

eight

one

flower

buy

two

their	sea	pair	tail
won	meat	by	to
ate	flour	write	blew

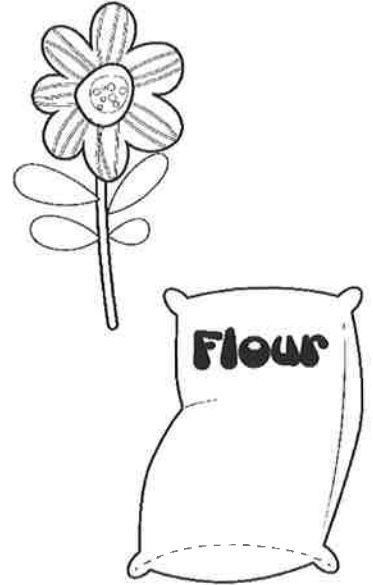
Name: _____

Date: _____

Homophones 2

Circle the correct homophone beside each sentence.

1. For lunch I ate/eight a ham and cheese sandwich.
2. I received some male/mail in my letter box.
3. I put on a pair/pear of jeans and a green t-shirt.
4. I stubbed my big toe/tow on my desk at school.
5. I can see/sea a sail boat floating in the see/sea.
6. My dog's tail/tale was wagging really quickly.
7. My school uniform is blue/blew and yellow.
8. I was so hungry, I ate all my meat/meet and vegetables.
9. I would love to buy/by a soccer ball.
10. I bought my mother a pink flower/flour for Mother's Day.



Draw a picture for each of these homophones.

pear	one	ate
pair	won	eight

Name: _____

Date: _____

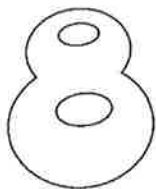
Homophones 3

Complete the sentences using the correct homophone from the list below.

tale	knot	pair
toe	flour	not
meet	their	right
write	meat	pear

1. The students needed to wear _____ hats outside.
2. The teacher read the students a fairy _____.
3. Jonas could _____ undo the _____ in his shoe lace.
4. Katerina was excited to _____ her friends at the movies.
5. Jane could not find a _____ of socks that matched.
6. Dad was cooking some _____ on the barbeque.
7. Eliza stubbed her _____ on the kitchen table.
8. I _____ with my _____ hand. But I use my spoon with my left hand.
9. I had a juicy _____ for morning tea today.
10. The cake that Gran was making needed eggs, _____ and milk.

Write the correct homophone underneath each picture.



Name: _____

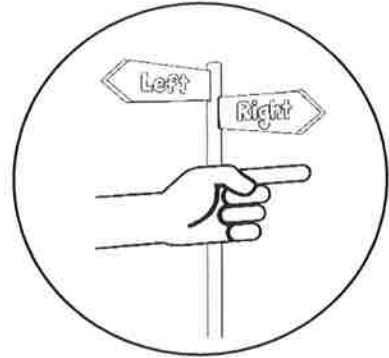
Date: _____

Homophones 4

Colour each picture and the matching word the same colour.



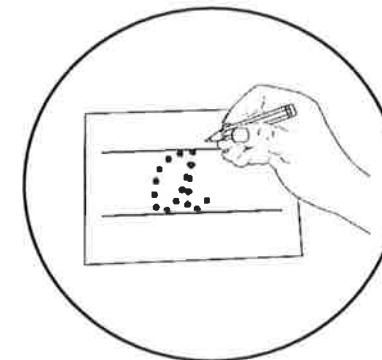
pear



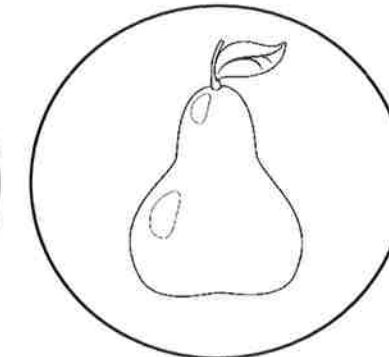
tow



toe



right



write

pair

Name: _____

Date: _____

Homophones 5

Use *there* or *their* to complete the sentences.

1. The teacher said, "Put your school bag over _____."
2. Grace and Sashini carried _____ school bags on their backs.
3. They park _____ cars on the street.
4. They walk _____ dogs at night time.
5. My mother said, "Go over _____ and wait for me."

Use *where* and *wear* to complete the sentences.

1. It is important to _____ your sun-safe hat outside.
2. What should I _____ to the party?
3. Do you know _____ the party is?
4. Dad doesn't know _____ he is going.
5. She is going to _____ her new school shoes today.

Use *your* and *you're* to complete the sentences.

1. I like _____ new glasses.
2. I hope _____ ready for school in time.
3. Grandad asked, "Did you give _____ party invitations out today?"
4. Hana said, " _____ my best friend."
5. _____ first swimming lesson is going to be on Monday.



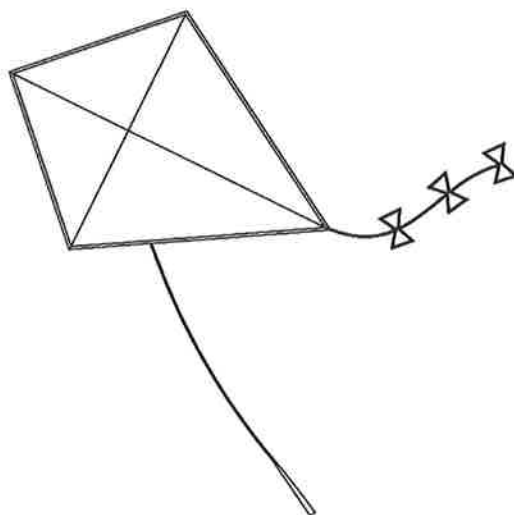
Name: _____

Date: _____

Homophones 6

Read the passage below and circle the incorrect homophones. Rewrite the passage using the correct homophone.

Yesterday, my family and I went to sea a kite festival. The son was shining and the wind blue gently. The kites flu high in the sky. One was read, some were green and there were too yellow ones. There was also a pear of orange kites. They got into a not and had to be taken down. It was grate seeing all the kites. Next year I mite fly a kite of my own.



Answers 1

there

their

see

sea

pear

pair

eight

ate

meet

meat

one

won

right

write

flower

flour

tale

tail

buy

by

blue

blew

two

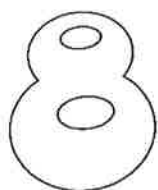
to

Answers 2

1. For lunch I **ate**/eight a ham and cheese sandwich.
2. I received some male/**mail** in my letter box.
3. I put on a **pair**/pear of jeans and a green t-shirt.
4. I stubbed my big **toe**/tow on my desk at school.
5. I can **see**/sea a sail boat floating in the see/**sea**.
6. My dog's tail/**tale** was wagging really quickly.
7. My school uniform is **blue**/blew and yellow.
8. I was so hungry, I ate all my **meat**/meet and vegetables.
9. I would love to **buy**/by a soccer ball.
10. I bought my mother a pink **flower**/flour for Mother's Day.

Answers 3

1. The students needed to wear **their** hats outside.
2. The teacher read the students a fairy **tale**.
3. Jonas could **not** undo the **knot** in his shoe lace.
4. Katerina was excited to **see** her friends at the movies.
5. Jane could not find a **pair** of socks that matched.
6. Dad was cooking some **meat** on the barbeque.
7. Eliza stubbed her **toe** on the kitchen table.
8. I **write** with my **right** hand. But I use my spoon with my left hand.
9. I had a juicy **pear** for morning tea today.
10. The cake that Gran was making needed eggs, **flour** and milk.



eight



ate



one



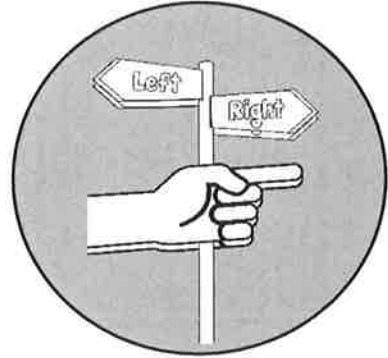
won

Answers 4

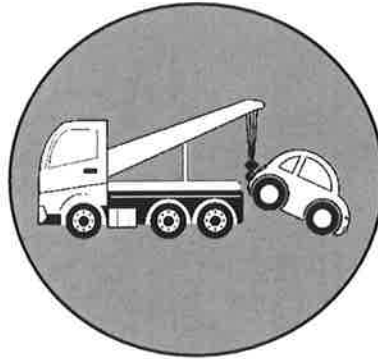
Colour each picture and the matching word the same colour.



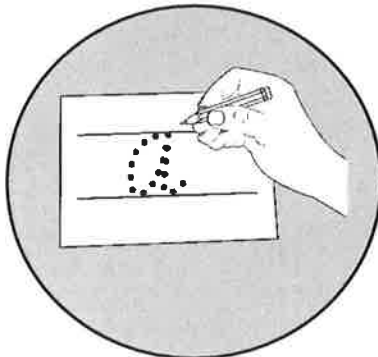
pear



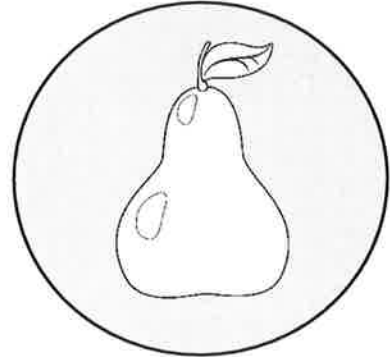
tow



toe



right



write

pair

Answers 5

Use *there* or *their* to complete the sentences.

1. The teacher said, "Put your school bag over **there**."
2. Grace and Sashini carried **their** school bags on their backs.
3. They park **their** cars on the street.
4. They walk **their** dogs at night time.
5. My mother said, "Go over **there** and wait for me."

Use *where* and *wear* to complete the sentences.

1. It is important to **wear** your sun-safe hat outside.
2. What should I **wear** to the party?
3. Do you know **where** the party is?
4. Dad doesn't know **where** he is going.
5. She is going to **wear** her new school shoes today.

Use *your* and *you're* to complete the sentences.

1. I like **your** new glasses.
2. I hope **you're** ready for school in time.
3. Grandad asked, "Did you give **your** party invitations out today?"
4. Hana said, "**You're** are my best friend."
5. **Your** first swimming lesson is going to be on Monday.

Answers 6

Yesterday, my family and I went to **see** a kite festival. The **sun** was shining and the wind **blew** gently. The kites **flew** high in the sky. One was **red**, some were green and there were **two** yellow ones. There was also a **pair** of orange kites. They got into a **knot** and had to be taken down. It was **great** seeing all the kites. Next year I **might** fly a kite of my own.

How To Complete the Presentation of Your Research Project

Project Completion Tasks	Tick
<p>Organise your facts under subheadings such as:</p> <ul style="list-style-type: none"> - Biography (Facts about their life) - Area of Science Studied - Scientific Discoveries - How They Helped The World - Cool Facts 	
<p>Edit your facts for spelling, punctuation and grammar (make sure they make sense). <i>You may ask a family member to check these for you.</i></p>	
<p>Search the internet for photos of your scientist, their inventions – Save these or use the snipping tool to collect</p>	
<p>Do some illustrations – You may wish to draw a portrait / cartoon of your scientist or their inventions.</p>	
<p>Plan a layout for your poster OR begin creating slides for your Powerpoint Presentation</p>	
<p>Complete the presentation aspects of your project – either on Poster Paper or a Powerpoint Presentation – Word processed facts or neat writing, include photos and illustrations, add borders, headings and decorative elements (see Example project linked in the planner)</p>	



Narrative writing:

**How to write a
narrative.**

Narrative

When do I use it?

Use:

To entertain, stimulate, motivate, guide or teach

Orientation

Introduce the characters and describe the setting.

Complication

Introduce a situation that changes the normal run of events and causes a problem for one or more of the characters.

Resolution

Resolve the problem so things are back to normal even though changes have occurred.

Coda

(Optional) Show clearly how the character has changed and what has been learnt.

Action Verbs

- found
- wandered
- threw
- trembled

Saying Verbs

- said
- whispered
- yelled

Past Tense

- came across
- stumbled
- thought

Quoted Speech

- I whispered, "It'll be all right."

Reported Speech

- I whispered that it would be all right.

Conjunctions and Connectives

- when
- then
- first
- next

Structure of a narrative.

What to include:

Learning Intention:
I can plan and draft a narrative text.

NARRATIVE ORGANIZER

Title: _____ **Author:** _____ **Theme:** _____

Setting-Character(s) (time, place) _____ **Problem X** _____ **Goal** ● _____

Attempts to Reach Goal or Solve Problem

Beginning	Middle	End
Setting-Character(s) Start of Problem X	Action (Events) <div style="text-align: right;">(Plot)</div>	Solution ✓

Resolution: _____ **-Outcome-** _____

Lesson/Message/Theme

Narrative Organizer

Title: _____ **Author:** _____ **Theme:** _____

Setting + Character(s) _____ **Problem X** _____ **Goal** ● _____

Attempts to Reach Goal or Solve Problem

Beginning	Middle	End
Setting-Character(s) Start of Problem X	Action (Events) <div style="text-align: right;">(Plot)</div>	Solution ✓

Resolution: _____ **-Outcome-** _____

Lesson/Message/Theme

Your task:

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- picture- Plan, draft, edit and revise a Narrative of your choice based on the prompt.

Science

Today you are going to write a narrative text.

The idea is **SCIENCE**.

Maybe you have invented something, what does it do? How does it help, or not help? Or perhaps your story is about a science class or set in a science lab. These are just some ideas to help but may have your own.

Think about

Does my story start with the action? Am I building tension with my word choice and sentence fluency? Is there a beginning middle and end? How will my story end?

Remember to

Plan before you begin (10 minutes)

Show, don't tell

Wrap it up with an exciting ending

Check and edit your work. Does it make sense? Pay attention to the words you choose, spelling, punctuation and paragraphs.



Planning 10 minutes

Writing 30 minutes

Revise and Edit 10 minutes

NUMBER OF THE DAY (Please do DAILY)

Choose a number for your Number of the Day. It can be a 3/4/5 or 6-digit number (choose a number that is not too easy/too hard for you).


Come up with as many number facts as possible for your number to fill in all the circles. You can use your Place Value knowledge you learned in Term 1 (MAB drawings, expand, rename, rounding etc.) or any of the four operations (+ - x \div), especially addition and subtraction which we have been focusing on over the past three weeks.

Try to use a variety of different Maths skills, not just $135 + 1$, $134 + 2$, $133 + 3$ etc.

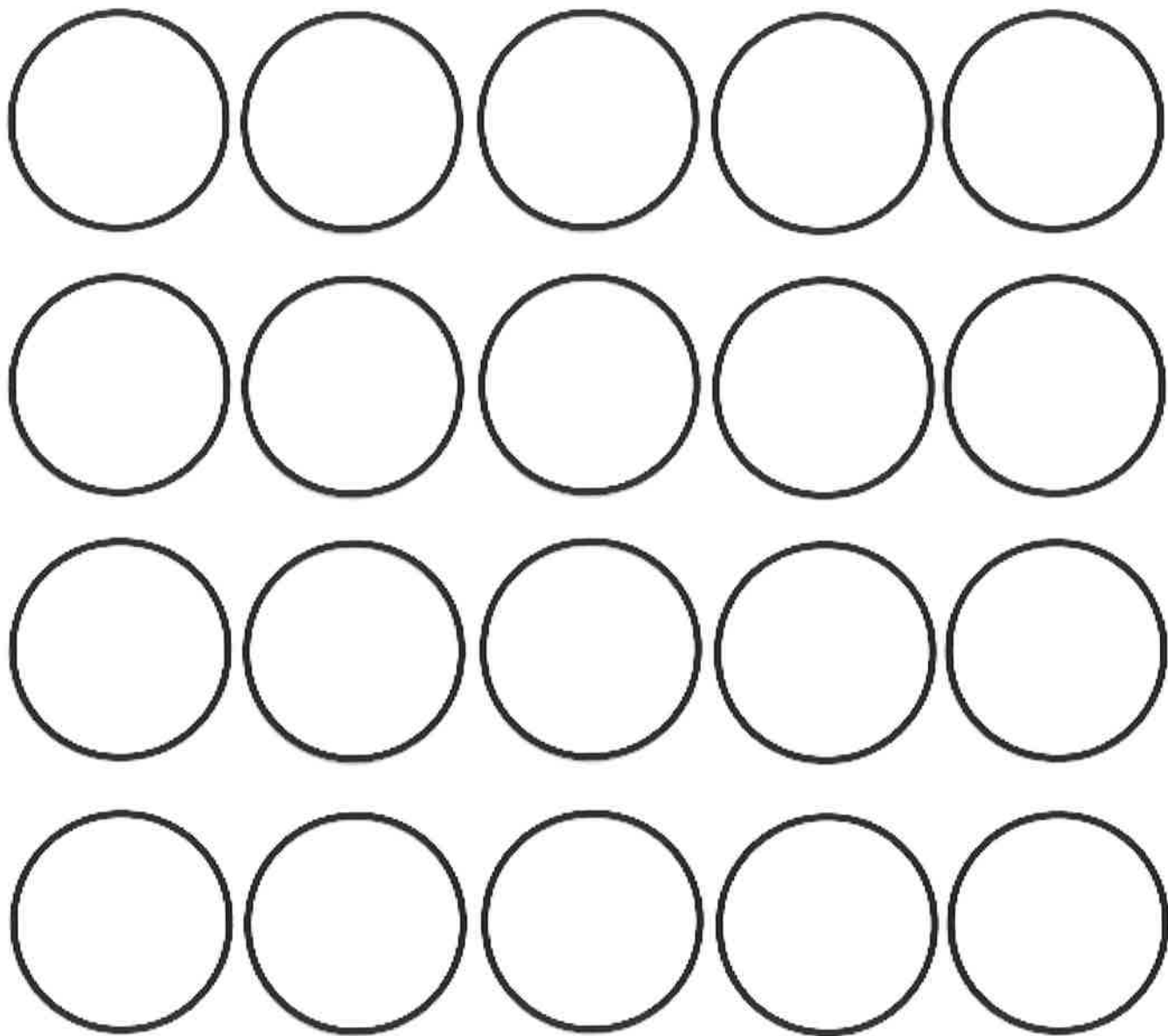
Here is an example of the skills we are looking for in your document:

The blank template you need to use is on page two. You can either print or write it out in your maths book.

Number of the Day
136

$13 \text{ tens} + 6 \text{ ones}$	$100 + 30 + 6$	$12 \text{ tens} + 16 \text{ ones}$	$11 \text{ tens} + 26 \text{ ones}$	$50 + 50 + 30 + 6$
$15 + 15 + 100 + 6$	136 ones	$80 + 50 + 6$	$70 + 60 + 6$	$100 + 36$
	$90 + 46$	$10 + 10 + 10 + 10 + 10 + 10 + 6 + 6$	$10 \text{ tens} + 36 \text{ ones}$	$110 + 26$
$40 + 40 + 40 + 16$	$30 + 30 + 30 + 30 + 10 + 6$	$(70 \times 2) - 4$	$9 \text{ tens} + 46 \text{ ones}$	$120 \text{ ones} + 1 \text{ ten} + 6 \text{ ones}$

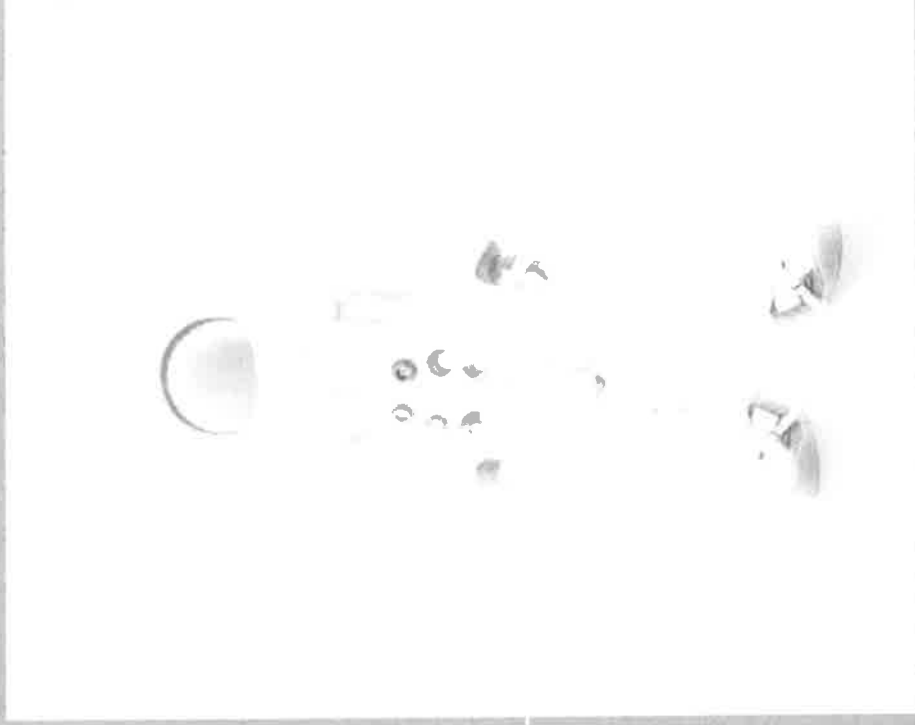
Number of the Day



FICTION BOOKS (MADE UP STORIES)

What are Story Elements?

What is setting?

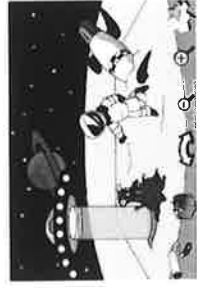


In order to better understand a text, students need to be able to identify its story element. Story Elements are the pieces or ingredients that when put together make up a narrative story. They are character, setting, problem, solution, plot and theme. Being able to identify these elements will help readers understand the story



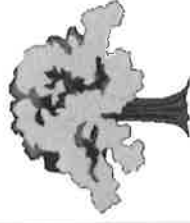
Characters:

Are the people, animals, or things that take part in the story.



Setting:

Is where and when the story takes place.



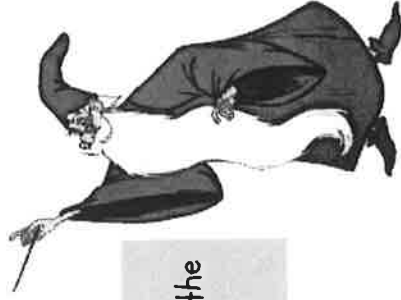
Problem:

Is something that causes trouble for the characters.



Solution:

Is how the problem in the story is solved.



Plot

all of the events that occur in the story



Theme

the main message of the text



Reading

Session 1

Learning intention – I can say what the setting of a book is.

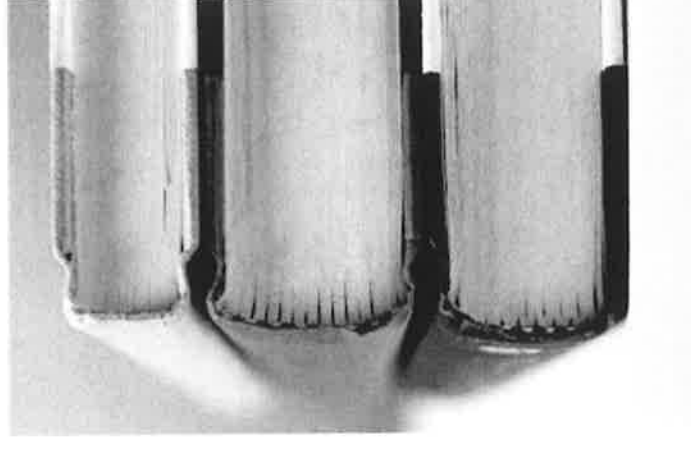
Instructions - Read through the following slides and do the activities in Your Remote Learning Book

What is Setting?

Watch – <https://safeYouTube.net/w/5Sx8>

<https://safeYouTube.net/w/TNx8>

What about a song - <https://safeYouTube.net/w/DPx8>







Anchor Chart

Open your Remote Learning Book. At the top of your page

Write the *date* and the *Heading*
What is the Setting of a story?

Copy this Anchor Chart into your book
 Share with someone at home what the setting of a Story is.

1. For Independent reading today choose a Picture Story Book
2. Write the name of the book that you chose in your Remote Learning Book
3. After reading the book write a paragraph describing what the setting of the story is, the time it is taking place, where it is taking place and what the environment is like. Make sure when describing the setting you write your answer in proper sentences.
4. Draw a picture of the setting of your book.

What is the Setting of a Story?		
Time When?  <i>morning</i> <i>2018</i> <i>dusk</i> <i>last night</i>	Place Where?  <i>home</i> <i>school</i> <i>island</i> <i>on a boat</i>	Environment What?  <i>hot</i> <i>dark</i> <i>rainy</i> <i>breezy</i>
The setting affects what happens in the story		
The setting can change		
Characters react to the setting		
The characters and setting should fit together		
		

Reading

Session 2

Learning intention – I can identify the setting of a text and say how the setting can affect the characters.

Instructions - Read through the following slides and do the activities in Your Remote Learning Book

Digging deeper into the setting

What you need to know - Authors state some details about the setting directly – for example they may say that ‘The sun shone brightly in the morning’, but sometimes readers need to use clues in the text or illustration to find out more details about the setting.

What you need to do - *As you read, first identify the setting. You can use clues, such as the title or what’s shown in pictures along with the words in the text. Then look for other details, such as sights and sounds, that tell more about where the story takes place.*

Read this quote from ‘Goldilocks and the Three Bears’

After she ate the delicious porridge, Goldilocks found three beds. They looked comfortable, and Goldilocks was very sleepy.

In your book write down and describe what these details tell you about the setting.

The Setting is one of the main elements of a story and other elements include the characters and plot. The characters are the people or animals in a story and that the plot includes the main events in the story.

The setting can shape, or change, parts of the story. Thinking about the setting helps you understand all parts of the story and the characters' actions.

Watch the Story of the Three Bears - https://www.youtube.com/watch?v=Oaw-d3r_glc

Using *Goldilocks and the Three Bears*, we want you to think about and describe how the setting affects these other elements. Questions for you to answer

1. *How does the bears' home make Goldilocks feel? What happens in the story as a result?*

(The cozy home makes Goldilocks comfortable, so she takes a nap. Then the bears find her and scare her away.)

2. What would happen if the story had a different setting, such as a house in the city rather than in the woods?

Keep in mind that in another setting, different events could happen, and the characters could feel and act differently.

Read the title and look at the picture to predict the setting.

You might think something like this - *The picture and the word sails tell me that the passage takes place on a ship. The words the New World** show that the story probably takes place in the past.*

Read the first two paragraphs aloud.

Pay attention to the words that are underlined. They show where and when the story takes place. (Handmaid, the ship, in 1628, two years later)

The highlighted words tell the reader more about the setting

The **Circle parts** show how the setting affects the characters.

Continue reading and think about

How the setting shapes events in the story? For example - *The dark, crowded setting of the ship makes the handkerchief hard to find, so Sarah has to look for it for a long time.*

Answer this question - Which parts of the story might change if it took place in the present.
(Examples: *Sarah could travel by airplane instead of ship; most kids today do not sew, so she might make a different present.*)

**The New World is the name that people gave to America long, long ago



Sarah Sails to the New World

Sarah held back tears. She had sewn a beautiful handkerchief for Father. His initials were in one corner of the cloth. Now the gift was lost!

Sarah and the rest of her family were going to sail on the *Handmaid* across the Atlantic Ocean. The ship would take them to join Father in the New World. He had left in 1628 to join a new colony in America. Now it was two years later.

Sarah searched the ship, retracing her steps. The lower part was dark and crowded with people's belongings. Then she climbed up the narrow ladder to the sunny main deck. The tall masts held up the huge square sails. Just then a strong wind filled them. The ship moved out to sea.

Sarah spotted a bit of cloth sticking out from under a coil of rope. "Father's gift!" she cried. "I found it!"

Independent task

Read the text on the next slide

1. Predict where the passage takes place.
2. As you read the passage, identify the setting, and write details about the setting and its effect on the characters.
3. Follow the instructions and write your answers in your Remote Learning Book

A Surprise in the Barn

"Watch out," Mom said. Lauren had already sloshed in the mud by the barn door.

"My shoes are ruined!" Lauren complained. "I want to go back to the city!"

"Mr. Sloan has offered me a good job in his farming business here," Mom said. "We're moving to the country."

Lauren peered out the barn door. Ducks were swimming in a pond near a green meadow. Only a few cars had passed them on the road to the farm. Then they had driven up a tree-lined driveway to the barn. Lauren looked and listened. She said, "I'll never get used to this quiet place!"

"Come inside the barn," Mom said. A baby horse stood on wobbly legs in a stall. Lauren touched its velvety coat. "It's yours, if you want it," Mom said. Lauren's eyes widened. "I may like it here," she thought.

Complete the graphic organizer (copy it in your book) with details about the setting from the story. Then write a paragraph about the setting of this passage and how it affected the characters.

Setting Name
Setting Details
How Setting Affects Characters

Use this page to check your work

The underlined words show where and when the story takes place.
The **highlighted** words tell the reader more about the setting

The **Circle parts** show how the setting affects the characters.

“Watch out,” Mom said. Lauren had already sloshed in the mud by the barn door.

“My shoes are ruined!” Lauren complained.

“I want to go back to the city!”

“Mr. Sloan has offered me a good job in his farming business here,” Mom said. “We’re moving to the country.”

Lauren peered out the barn door. Ducks were swimming in a pond near a green meadow. Only a few cars had passed them on the road to the farm. Then they had driven up a tree-lined driveway to the barn. Lauren looked and listened. She said, **“I’ll never get used to this quiet place!”**

“Come inside the barn,” Mom said. A baby horse stood on wobbly legs in a stall. Lauren touched its velvety coat. “It’s yours, if you want it,” Mom said. Lauren’s eyes widened. “I may like it here,” she thought.

Reading

Session 3

Learning intention – I can identify the setting of a text and say how Wally might be affected by the setting

Instructions - Read through the following slides and do the activities in Your Remote Learning Book

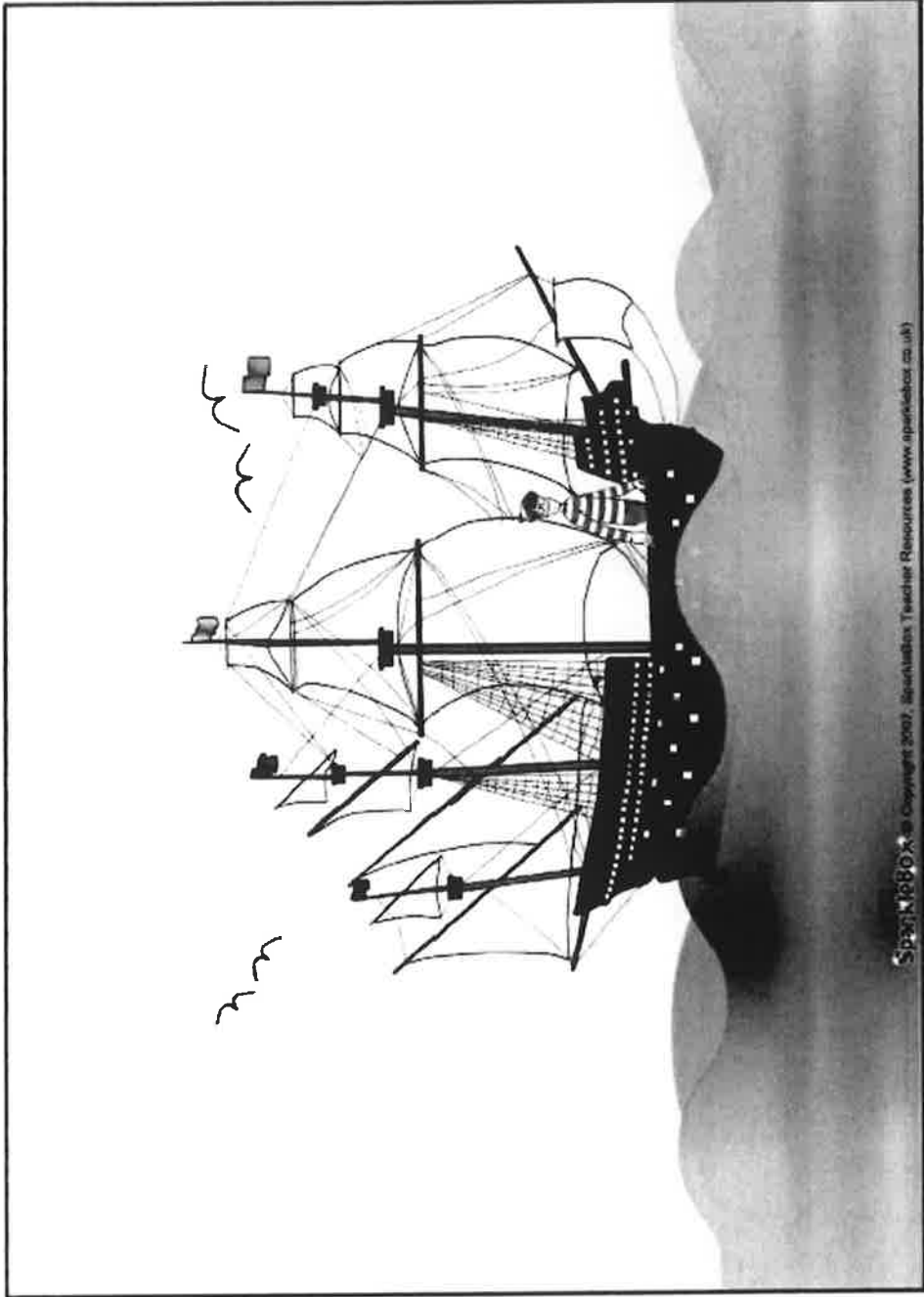
Where's Wally???

Draw this table in in your Remote Learning Book and fill in your answers for each slide – The first one is done for you (you can do this one yourself if you like) - there are 10 pictures

Picture number	Setting Time Place Environment	How might Wally be affected by the setting ?
1	The year 1778, Morning , Pacific Ocean near Fiji, it's a fine summers day	Captain Wally is experiencing smooth sailing. He is not sea sick, because the waters are calm.
2		
3		
4		
5		
6		
7		
8		
9		
10		

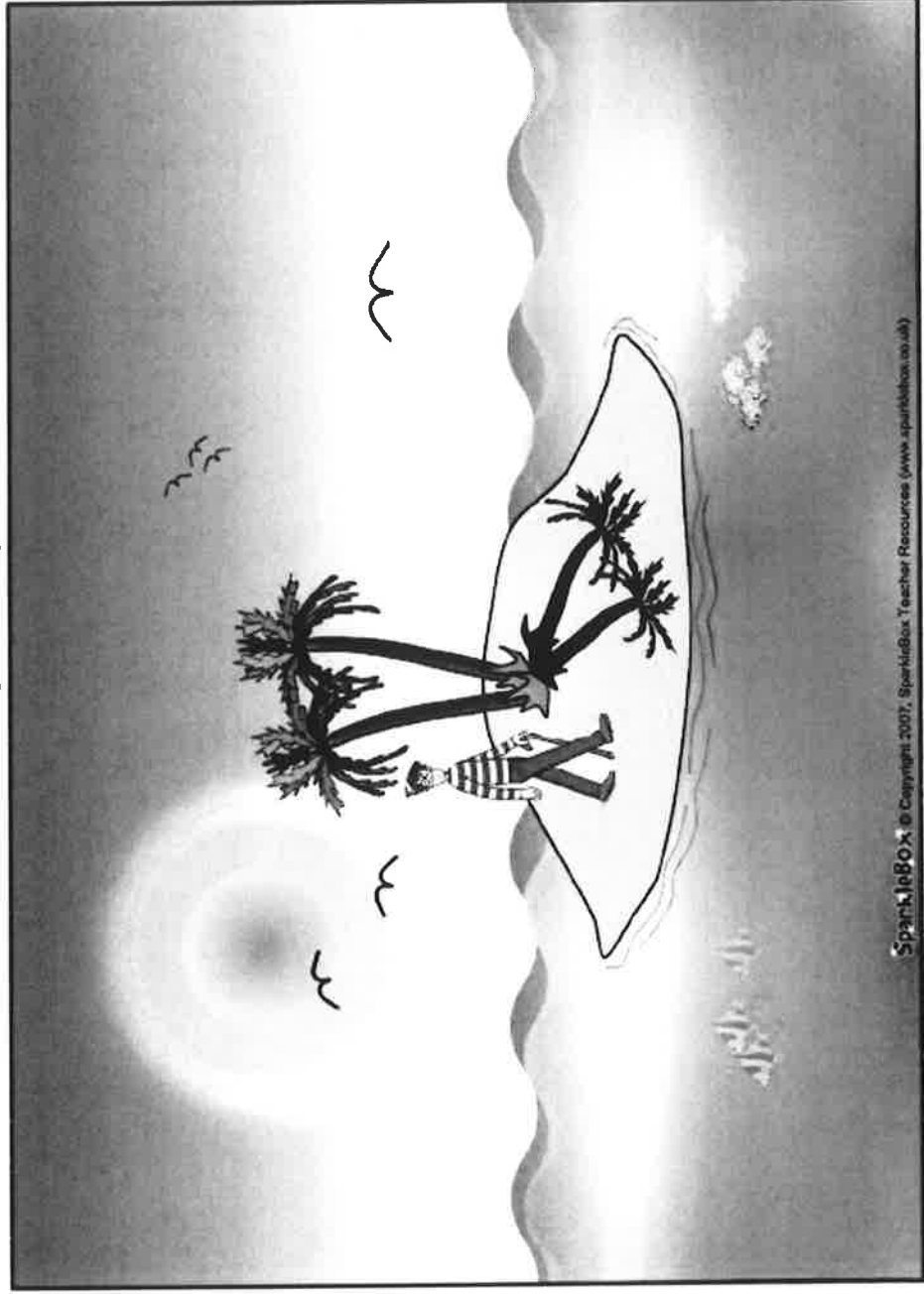
Picture 1

Story settings



Picture 2

Story settings

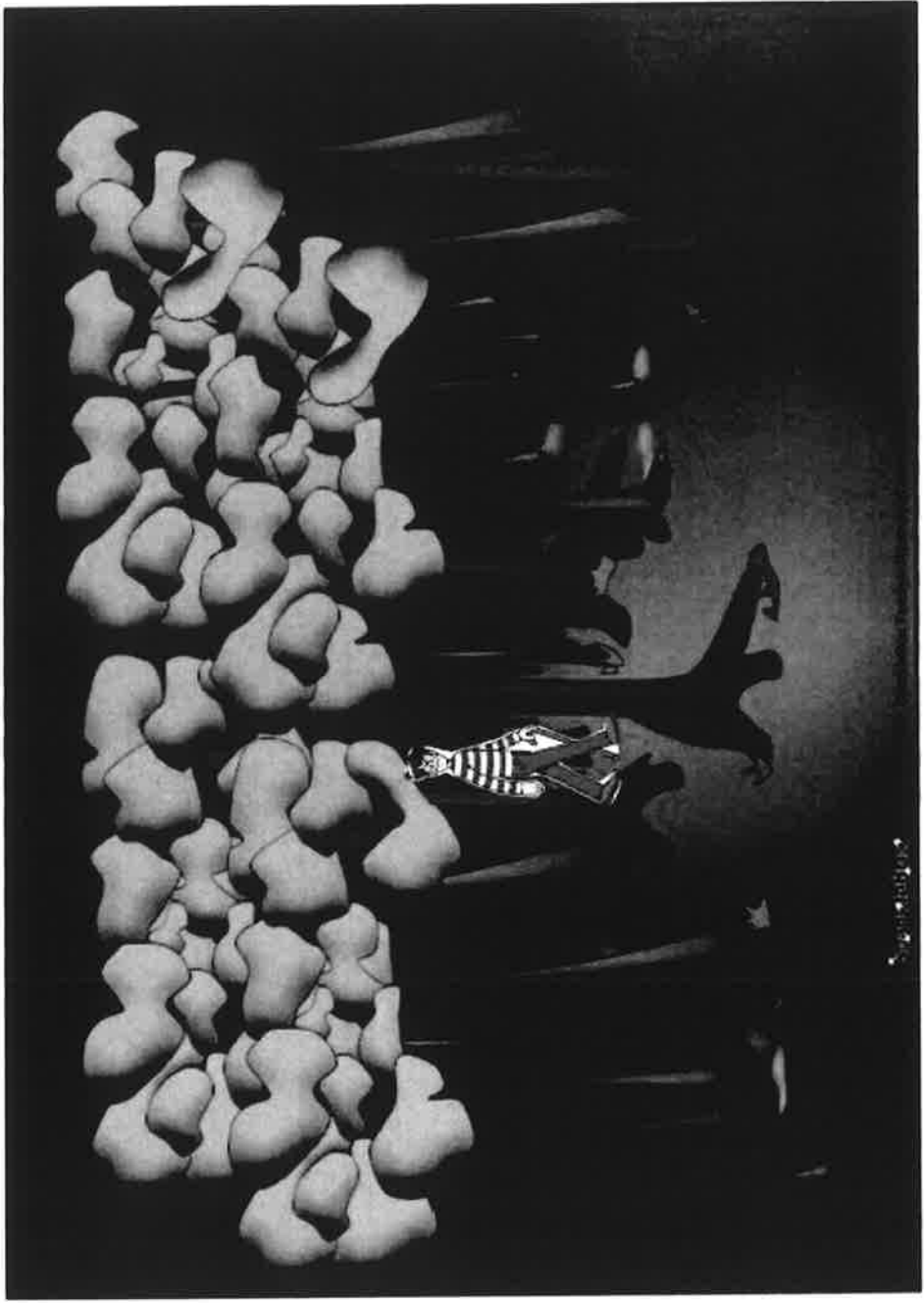


Picture 3
Story settings



Picture 4

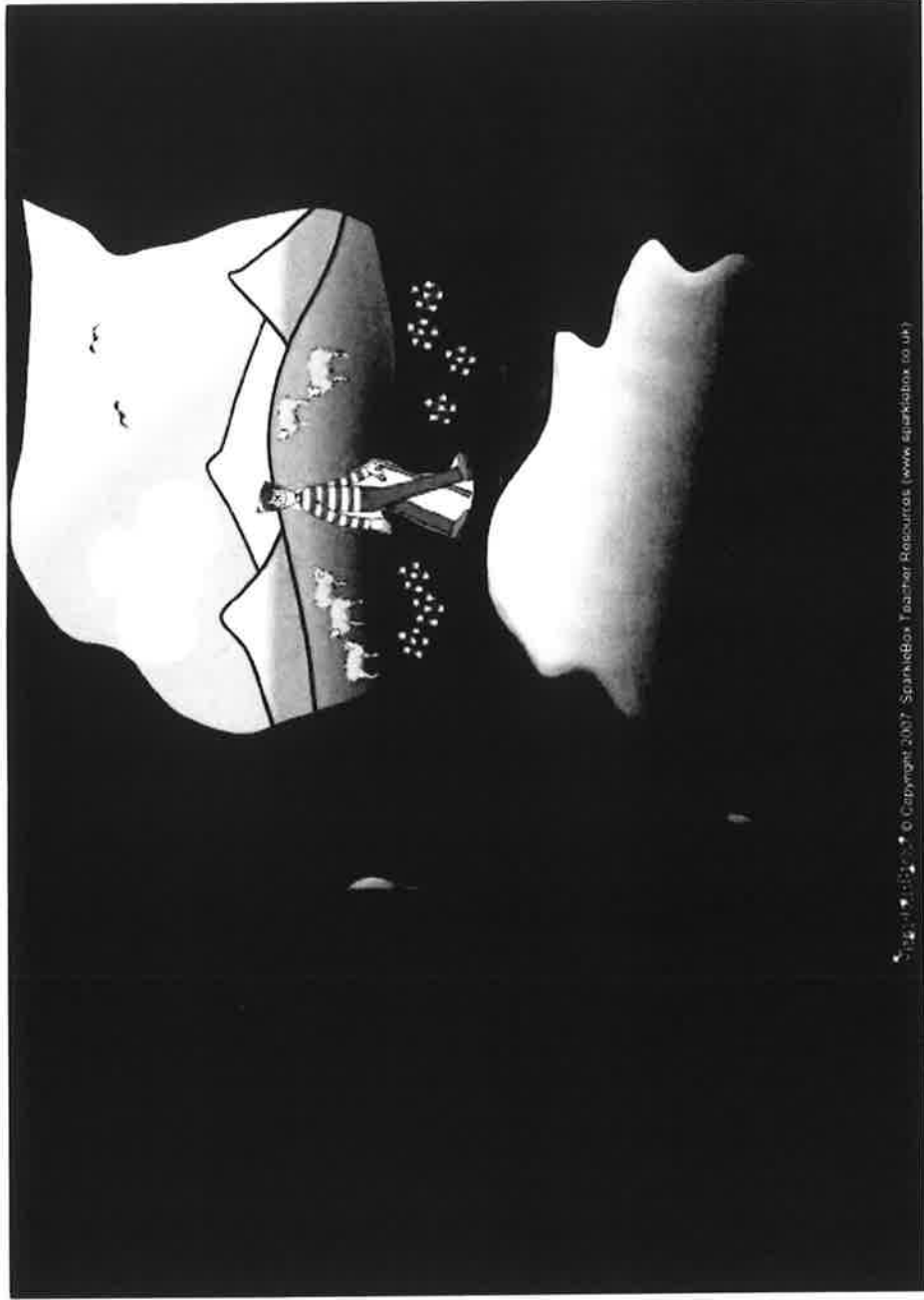
Story settings



Picture 5
Story settings

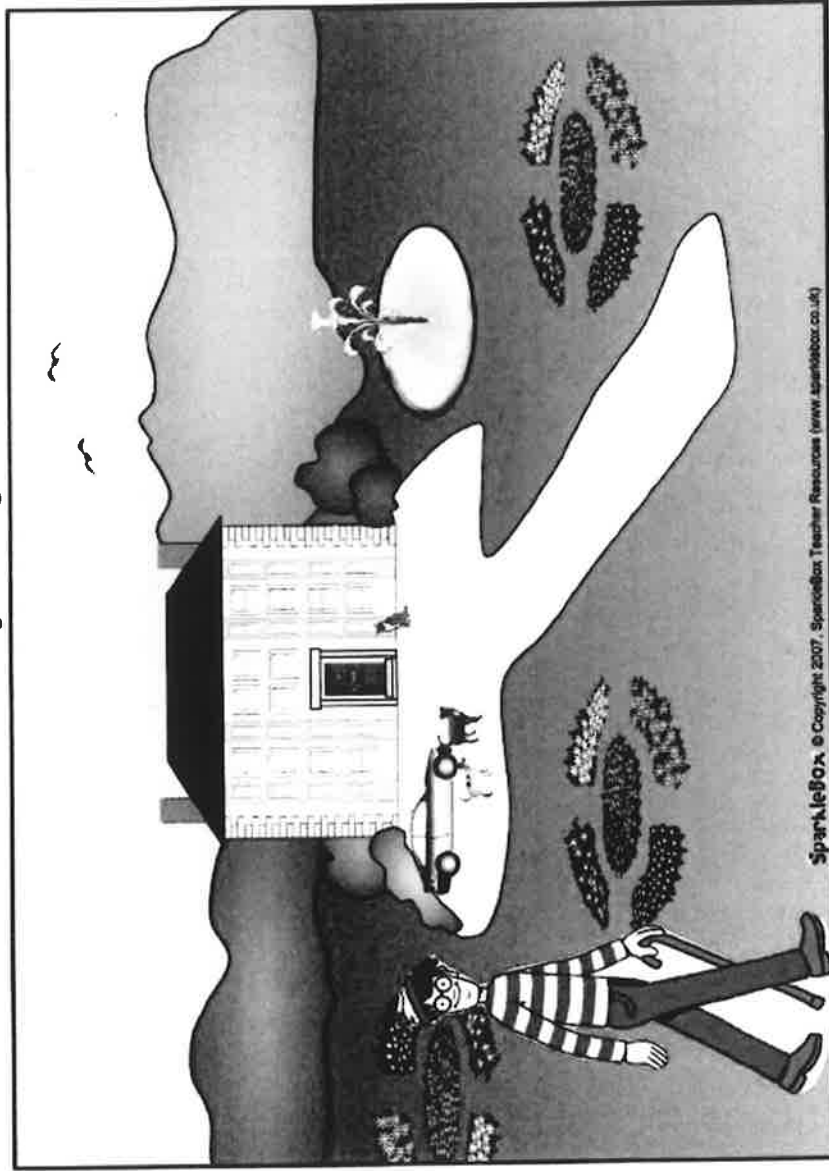


Picture 6
Story settings



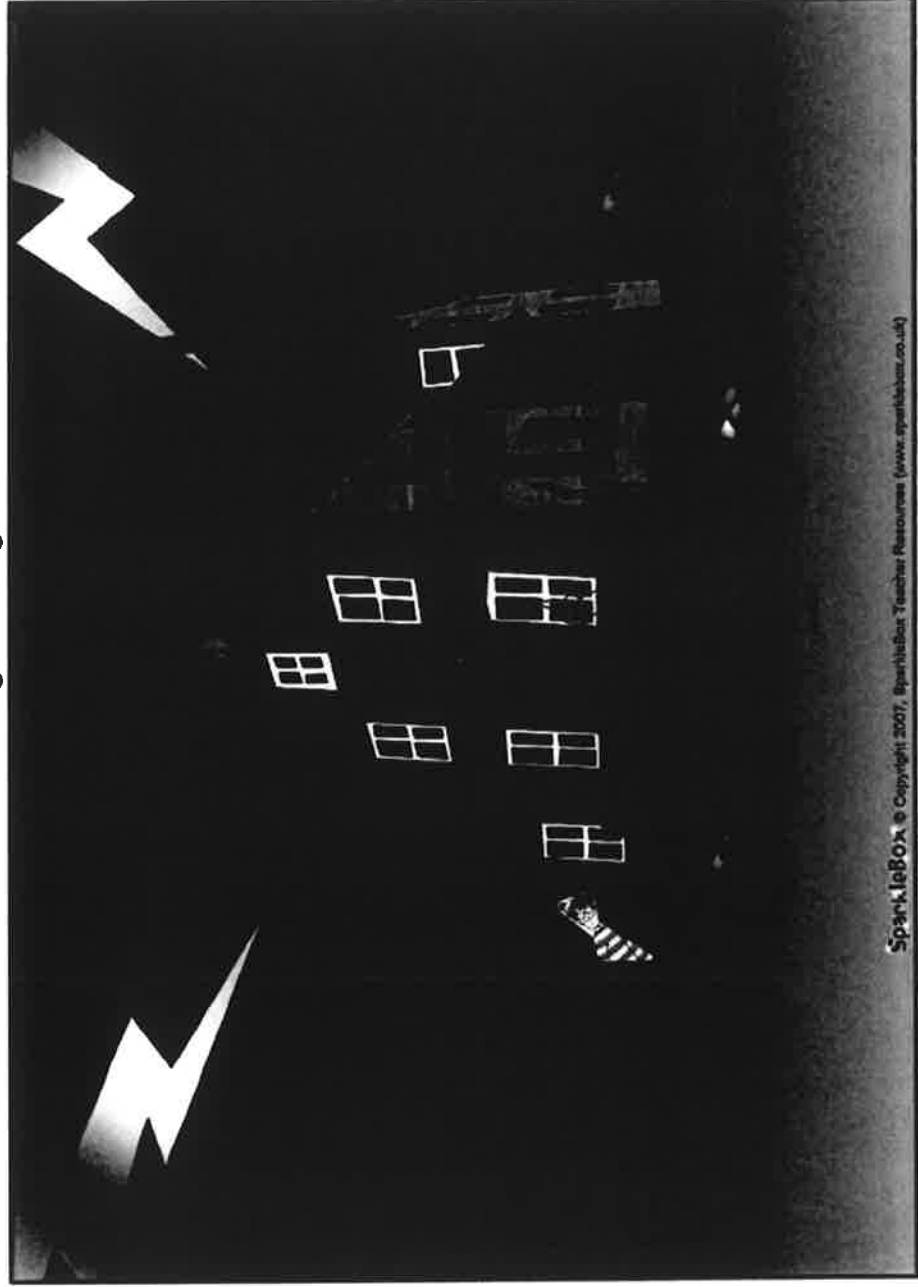
Picture 7

Story settings



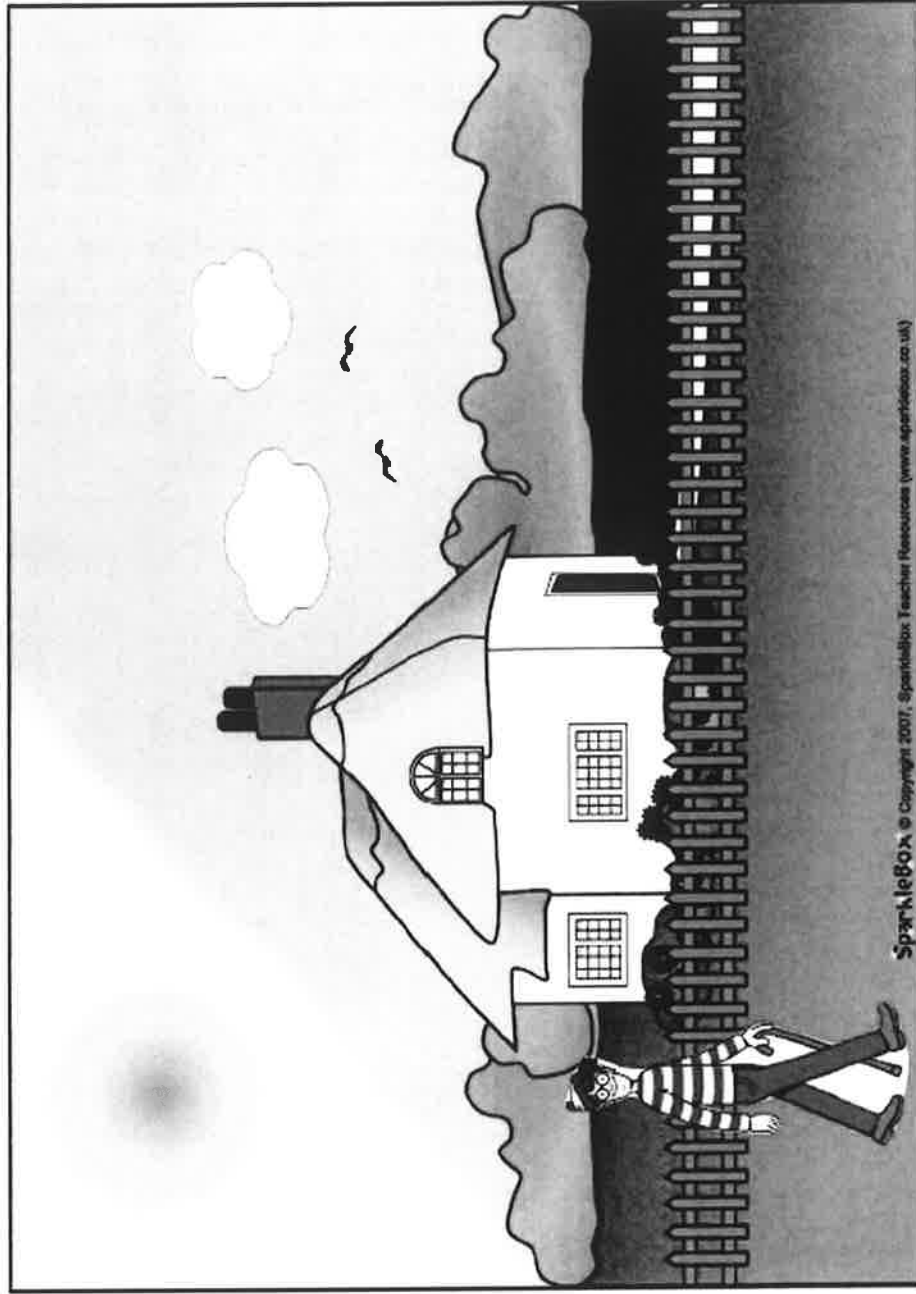
Picture 8

Story settings



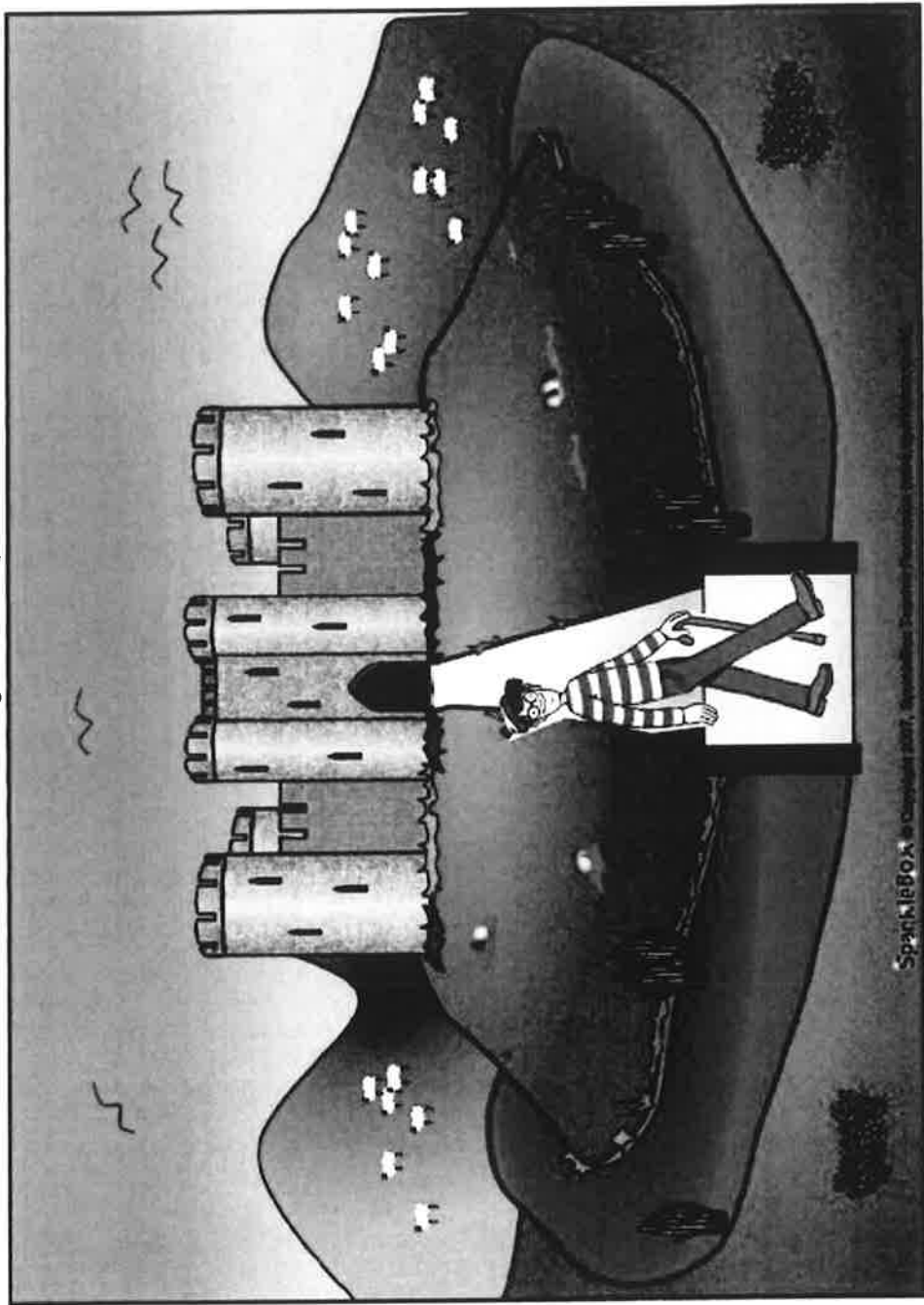
Picture 9

Story settings




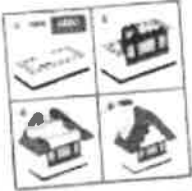


Picture 10

Story settings



SpannLabo.com/2017/

Student Name: _____

 <p>EXTENDED ABSTRACT (Owned it)</p>	 <p>RELATIONAL (Got it)</p>	 <p>Multistructural (Getting there)</p>	 <p>UNISTRUCTURAL (One idea)</p>
<p>Project clearly represents the Scientist chosen. Project is completely accurate.</p>	<p>Project clearly represents the Scientist chosen. Project is self-explanatory. Project has less than 2 mistakes.</p>	<p>Project clearly represents the Scientist chosen. Project is self-explanatory. Project has 3 -5 mistakes.</p>	<p>Project is missing or incomplete.</p>
<p>Information is clearly and neatly displayed in the form of a heading, labels, diagrams, pictures, facts, in your own words. Visuals relate to the topic and are large enough to see and have labels.</p>	<p>Information is clearly and neatly displayed. Visuals relate to the topic and are large enough to see and have labels.</p>	<p>Information is neither clear nor neatly displayed. Visuals don't relate to the topic and aren't large enough to see and don't have labels.</p>	<p>Limited or no information is neither clear nor neatly displayed. Limited or no visuals don't relate to the topic and aren't large enough to see and don't have labels.</p>
<p>Project is neatly done, creative and organised including information and illustrations. A great deal of attention has been paid to detail. Writing or word processing is neatly done, pen, markers, rulers have been used.</p>	<p>Project is neatly done, organised and some attention has been paid to detail. Writing or word processing is neatly done, pen, markers and rulers have been used.</p>	<p>Project is somewhat neatly done, some attention has been paid to detail, some corrections/cross outs, crooked writing is evident.</p>	<p>Project has been done in a messy and careless manner, no attention to detail, too many cross outs, crooked writing, mostly done in pencil.</p>
<p>Project is well written: *Focussed and on topic *Good grammar, spelling and punctuation *Good sentence structure *Evidence of proof reading and editing *Includes illustrations and diagrams</p>	<p>Project is well written: *Focussed and on topic *Good grammar, spelling and punctuation *Good sentence structure *Evidence of proof reading and editing</p>	<p>Parts of project are difficult to understand: *Writing is not completely focussed on topic *Some sentences are confusing *Some evidence of proof reading and editing</p>	<p>Project is poorly written and hard to understand: *Writing is unfocussed, off topic and confusing for the reader *Many punctuation, grammar and spelling errors</p>

Remember to keep checking in with this rubric as your research.

Where do you think your work is sitting?

Science

Today you are going to write a **narrative** text.

The idea is **SCIENCE**.

Maybe you have invented something, what does it do? How does it help, or not help? Or perhaps your story is about a science class or set in a science lab. These are just some ideas to help but may have your own.

Think about

Does my story start with the action? Am I building tension with my word choice and sentence fluency? Is there a beginning middle and end? How will my story end?

Remember to

Plan before you begin (10 minutes)

Show, don't tell

Wrap it up with an exciting ending

Check and edit your work. Does it make sense? Pay attention to the words you choose, spelling, punctuation and paragraphs.

Planning 10 minutes

Writing 30 minutes

Revise and Edit 10 minutes



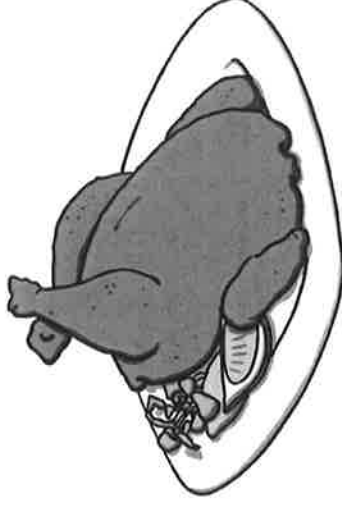
Time Word Problem Challenge Cards



twinkl.com

Time Word Problem Challenge Cards

1. Mum puts the chicken in the oven at 4:25 p.m. She let it bake covered for 10 minutes, then uncovered for 35 minutes more. What time will the chicken come out of the oven?



Time Word Problem Challenge Cards

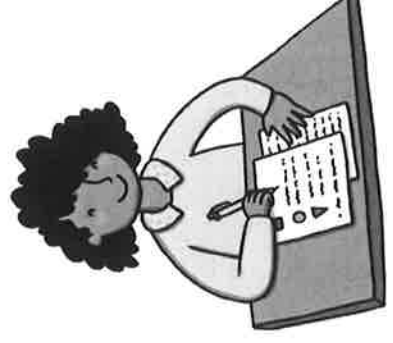
2. Your sister practised her dance routine for 45 minutes. She stopped practising at 4:50 p.m. What time did she start practising?



twinkl.com

Time Word Problem Challenge Cards

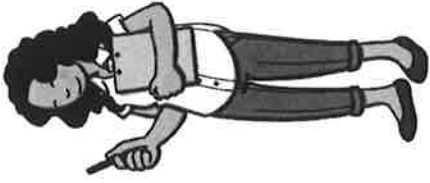
3. You worked on your homework from 4:00 p.m. to 5:10 p.m. How long did you spend doing your homework?



twinkl.com

Time Word Problem Challenge Cards

4. The teacher marked tests from 7:15 p.m. until 8:03 p.m. How long did they spend marking tests?



twinkl.com

Time Word Problem Challenge Cards

6. Your neighbour began her run at 8:00 a.m. She ran for 45 minutes. She walked for a further 20 minutes. At what time did she finish her exercise?



twinkl.com

Time Word Problem Challenge Cards

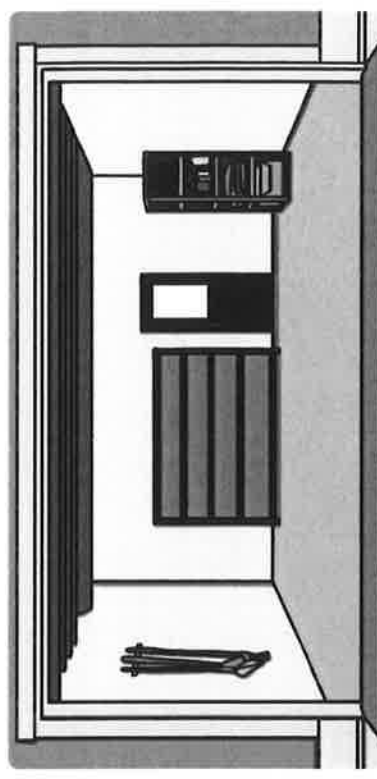
5. Your brother practised karate for 2 hours and 15 minutes. He finished practising at 6:05 p.m. What time did he begin?



twinkl.com

Time Word Problem Challenge Cards

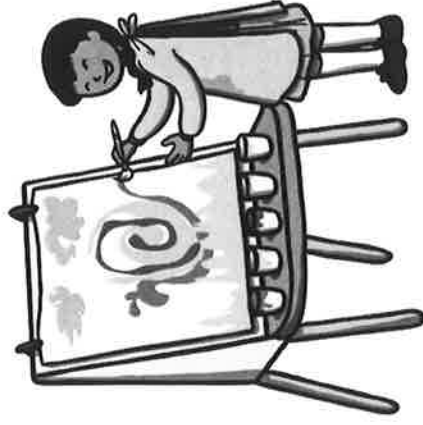
7. Dad worked in the garden for an hour and 25 minutes. If he finished the work at 7:00 p.m., what time did he start?



twinkl.com

Time Word Problem Challenge Cards

8. Alex painted from 9:40 p.m. until 10:20 p.m. How long did she spend painting?



twinkl.com

Time Word Problem Challenge Cards

10. Christina spent 35 minutes writing in her diary. If she finished writing at 8:15 p.m., when did she start?



twinkl.com

Time Word Problem Challenge Cards

9. Helen worked on a project after school. She worked from 4:10 p.m. until 6:30 p.m. How long did she work?



twinkl.com

Time Word Problem Challenge Cards

11. Edward needed 25 minutes to bake some cookies and 50 minutes to bake some brownies. If he began baking at 7:30 p.m., when would he finish?



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Time Word Problem Challenge Cards

12. Sasha watched a film that lasted for an hour and 45 minutes. If the film ended at 2:55 p.m., when did it start?



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Time Word Problem Challenge Cards

14. Sky swam laps for 1 hour and 7 minutes. If she stopped at 6:05 p.m., when did she begin?



twinkl.com

Time Word Problem Challenge Cards

13. Vic walked for 45 minutes. If he began at 6:04 p.m., when did he finish?



twinkl.com

Time Word Problem Challenge Cards

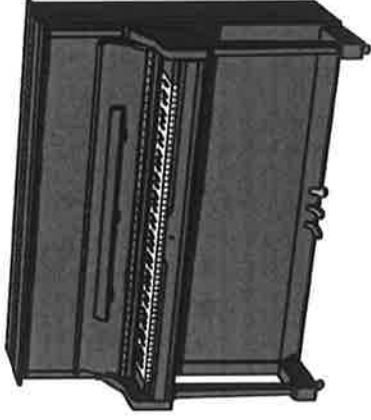
15. Ryan went to the cinema to watch a film. It started at 3:15 p.m. and ended at 5:25 p.m. How long was the film?



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Time Word Problem Challenge Cards

16. Robert began playing the piano at 4:30 p.m. He played for 35 minutes and then played for a further 25 minutes. What time did he finish playing?



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Time Word Problem Challenge Cards

18. Molly watched TV for 32 minutes. If she started watching at 7:08 p.m., when did she stop?



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Time Word Problem Challenge Cards

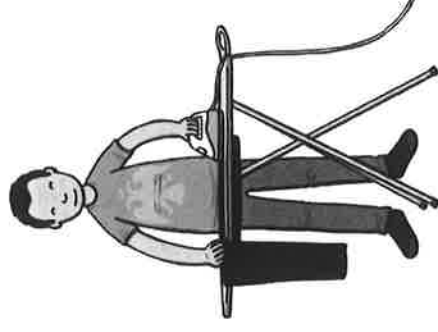
17. Morgan played football for an hour and 5 minutes. He played basketball for 40 minutes. If he began playing at 3:00 p.m., what time did he finish?



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Time Word Problem Challenge Cards

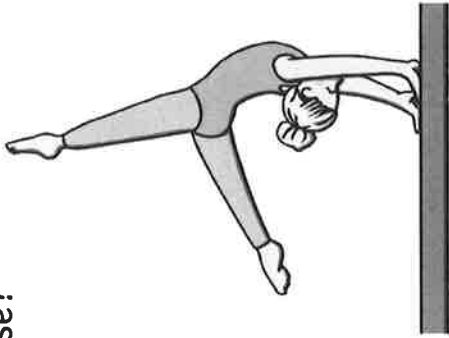
19. Marcus took 2 hours and 46 minutes to finish his chores. If he began at 4:51 p.m., when did he finish?



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Time Word Problem Challenge Cards

20. Trish began practising her gymnastics routine at 3:30 p.m. She finished at 6:45 p.m. For how long did she practise?



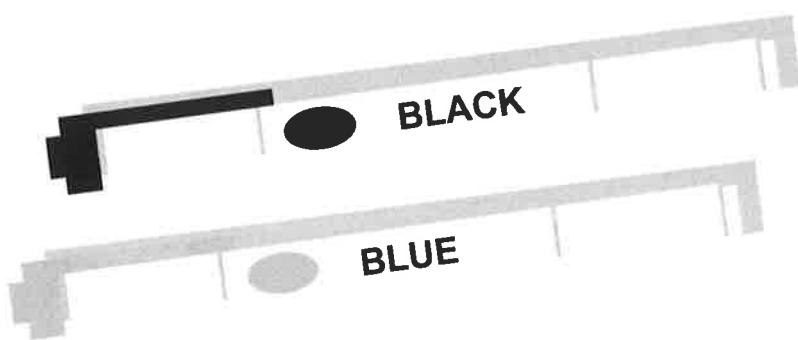
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Time Word Problem Challenge Cards Answers

1. 5:10 p.m.
2. 4:05 p.m.
3. 1 hour and 10 minutes
4. 48 minutes
5. 3:50 p.m.
6. 9:05 a.m.
7. 5:35 p.m.
8. 40 minutes
9. 2 hours and 20 minutes
10. 7:40 p.m.
11. 8:45 p.m.
12. 1:10 p.m.
13. 6:49 p.m.
14. 4:58 p.m.
15. 2 hours and 10 minutes
16. 5:30 p.m.
17. 4:45 p.m.
18. 7:40 p.m.
19. 7:37 p.m.
20. 3 hours 15 minutes

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Writer's Workshop & Planting seeds

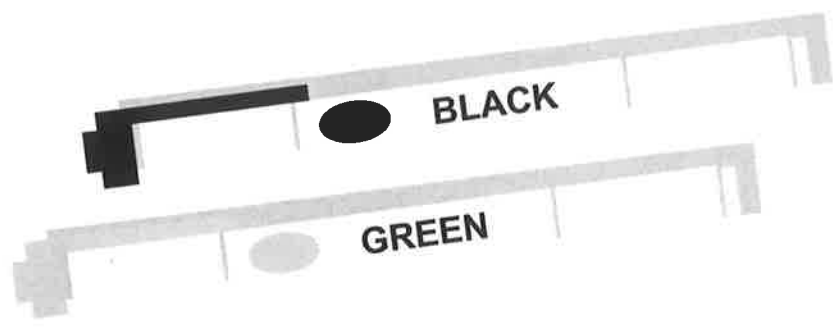


Learning intention:
I can plant a seed in
my Remote Learning
Book.



To start a seed-

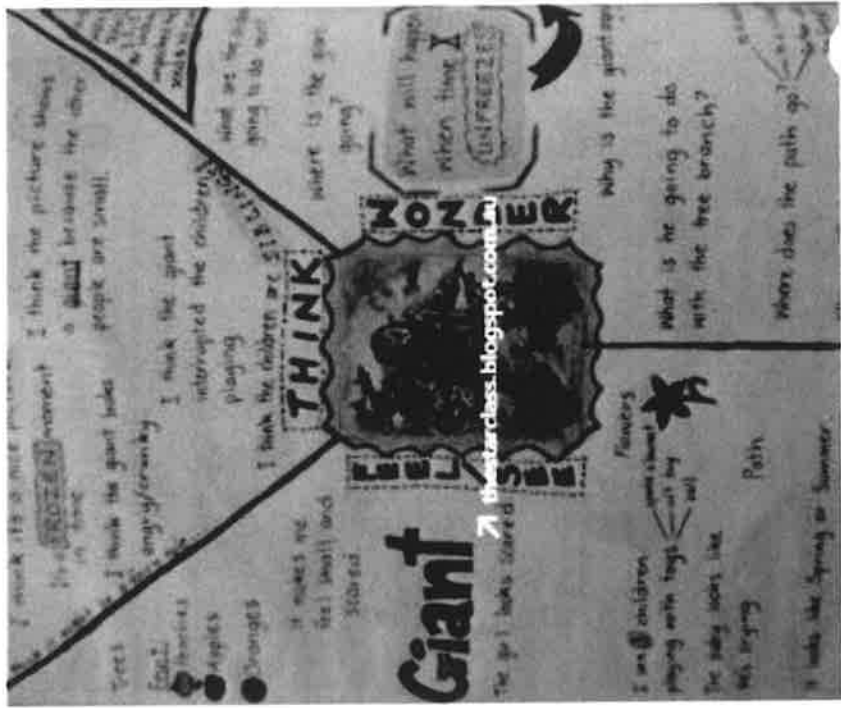
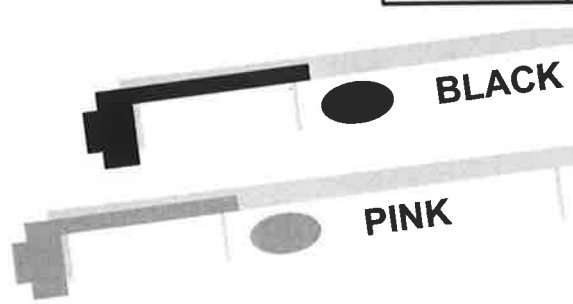
1. Stick/draw the seed in the centre of the page.
2. Rule a line $\frac{2}{3}$ of the way down the page.
3. Write the date at the top of the page.
4. Select a template that you will use to plant your seed.
5. Sort or colour code your seed into categories.
6. Record your thinking (plant your ideas).
7. 'Organise your thinking' in the bottom third of the page.



Ideas for Planting Seeds

Creative List of Planting Seeds in our 1st Year's Newsletters

<p>My feelings...</p>	<p>Adjectives... (describing the seed)</p>
<p>Questions...</p>	<p>Information...</p>




Great Idea!

MY UNIQUE SUPERHERO

A TOMIC EYES 1942	B IONIC KNEES	C AT-LIKE HEARING 1946	D OG-LIKE LOYALTY 1942	E LECTRIC FINGERS 1942	F AST FEET	G REEN HAIR 1941	H OT BREATH	I GUANA TONGUE	J AGUAR REFLEXES	K EYLAR HELMET	L OW PAIN THRESHOLD 1942	M EDUSA HAIR	N ECK GRIP (TELEPATHIC) 1946	O SCILLATING EYE BROWS!	P OWERFUL FORCE-FIELD	Q UICKEST BRAIN POWER 1942	R OTATING FISTS	S UPER PERSONALITY	T IME TRAVELLER	U NDERWATER JUDO SKILLS	V ACUUMING MOUTH	W INTER RAY	X -RAY LASERS	Y ETI-LIKE SWAMP TACTICS	Z IPPER' SPEED
-----------------------------	----------------------	----------------------------------	----------------------------------	----------------------------------	-------------------	----------------------------	--------------------	-----------------------	-------------------------	-----------------------	------------------------------------	---------------------	--	--------------------------------	------------------------------	--------------------------------------	------------------------	---------------------------	------------------------	--------------------------------	-------------------------	--------------------	----------------------	---------------------------------	-----------------------

What stories about the electricity-charged time traveler can I tell a reader?




Monday, 10/10/2011

1. Know
2. Know
3. Know
4. Know
5. Know
6. Know
7. Know
8. Know
9. Know
10. Know

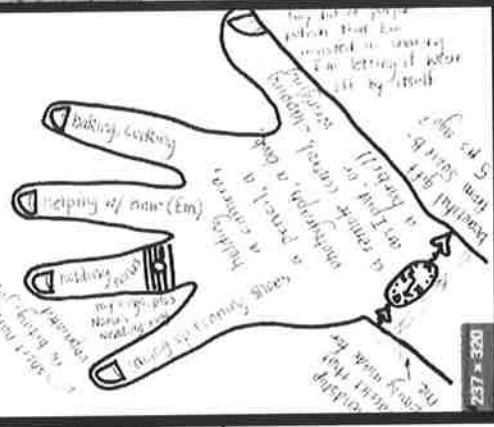
617-800

shelly's

Hi, I'm Shelly, I'm a little scared at my new home. Sometimes I like to move. This name is Carl. I love to hide. Yesterday I moved to a new spell. It's good to spend two times a day. I like when it's quiet. I have a cat. I like when it's gone. I like my new house.



My hand says



Thumb: Baking, Cooking
Index: Helping w/ mom (Em)
Middle: Helping w/ dad
Ring: Helping w/ mom (Em)
Pinky: Helping w/ mom (Em)

Other words: Baking, Cooking, Helping w/ mom (Em), Helping w/ dad, Helping w/ mom (Em), Helping w/ mom (Em)

237-320

Great idea!

A Day in the Life of Mrs. Rogers

9:00 Wake up
No breakfast
Cuddl
9:30 Late jump out of bed
Rhys was out of sort
"You stole underwear!"
Dishwasher
Cried
Drove coffee to work
Maze over the water
Dish-scene
Shipley
Do-Nuts
recharge
leaves
chasing there!

Jasons
Deli clean
order
Poppin

Staff Confusing
Acting base...
alibos
peppery!

Chinese
Buffet
Mushrooms,
Green Beans,
Brccoli

Rhys
Guitar
Lesson
Gishard!

Handwritten notes on the right side of the page include: "Rhys", "Guitar", "Lesson", "Gishard!", "Handwritten", "Rhys", "Guitar", "Lesson", "Gishard!", "Handwritten".

RESTAURANT

Subtopic

The food from the french word...
it's made mostly of...
The word...
of the...
The word...
of the...
The word...
of the...
The word...
of the...
The word...
of the...
The word...
of the...

1459 x 1996

MR. STAKES
HOMOPHONE COMICS

Homophones: Two words that sound alike but have a different meaning. For example, sal and sail.

Easy Topic: What I did over summer Vacation.

Not another 1000 Summary, My Summary!

In September, my father made me write a SUMMERY SUMMARY.

SHIRT SALE

It's this fair trade!

CASHER

Stand up on your feet. "Excuse" my teacher and when I read the geography test.

Police

To help the mission from the script, the CAPS, it's a word & CASE OF TROUSERS.

Somewhat staid!

Employee not happy! 100%

Where Have My Pops Beer

BAZ

Months

Water

Hotel/Hotels

Pepp

Market place (for treatment)

Booth

Memorial for treatment

Starbucks

order

over

give

Mail

Hotel

car

In the

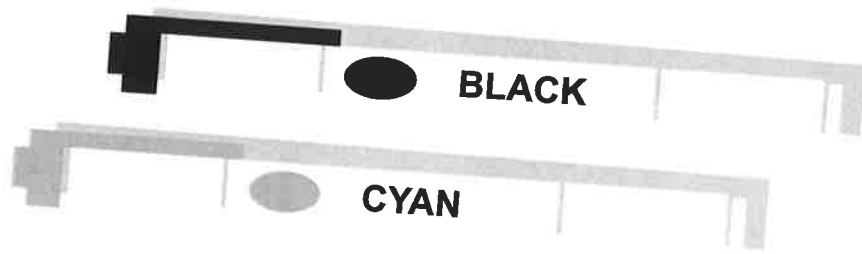
Starbucks

1459 x 1280

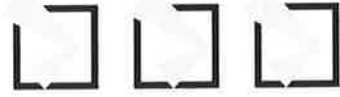
Great Idea!



Each time you do a new seed you use a different Mind Map. A Mind Map is another name for Seed- it is simply a way to plan/draw a new idea, a new seed, a new mind map.



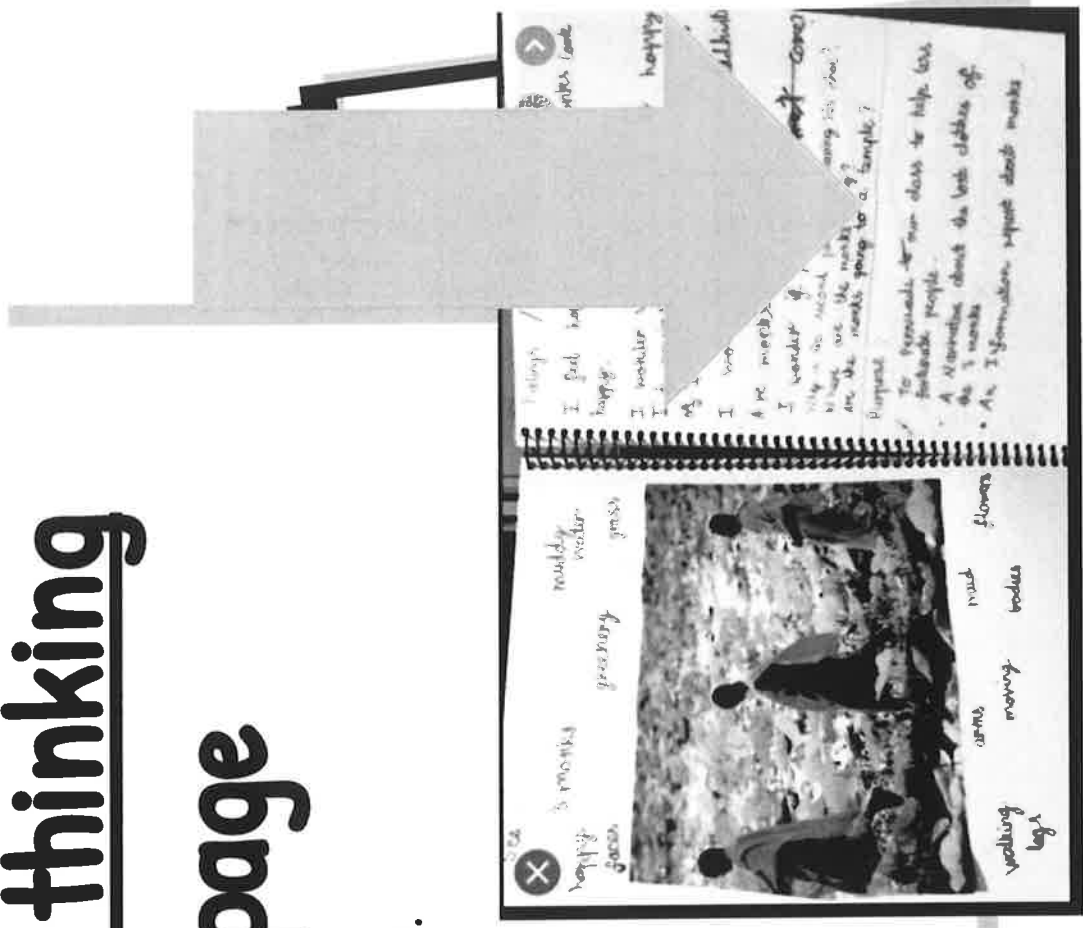
Always organise your thinking at the bottom of the page



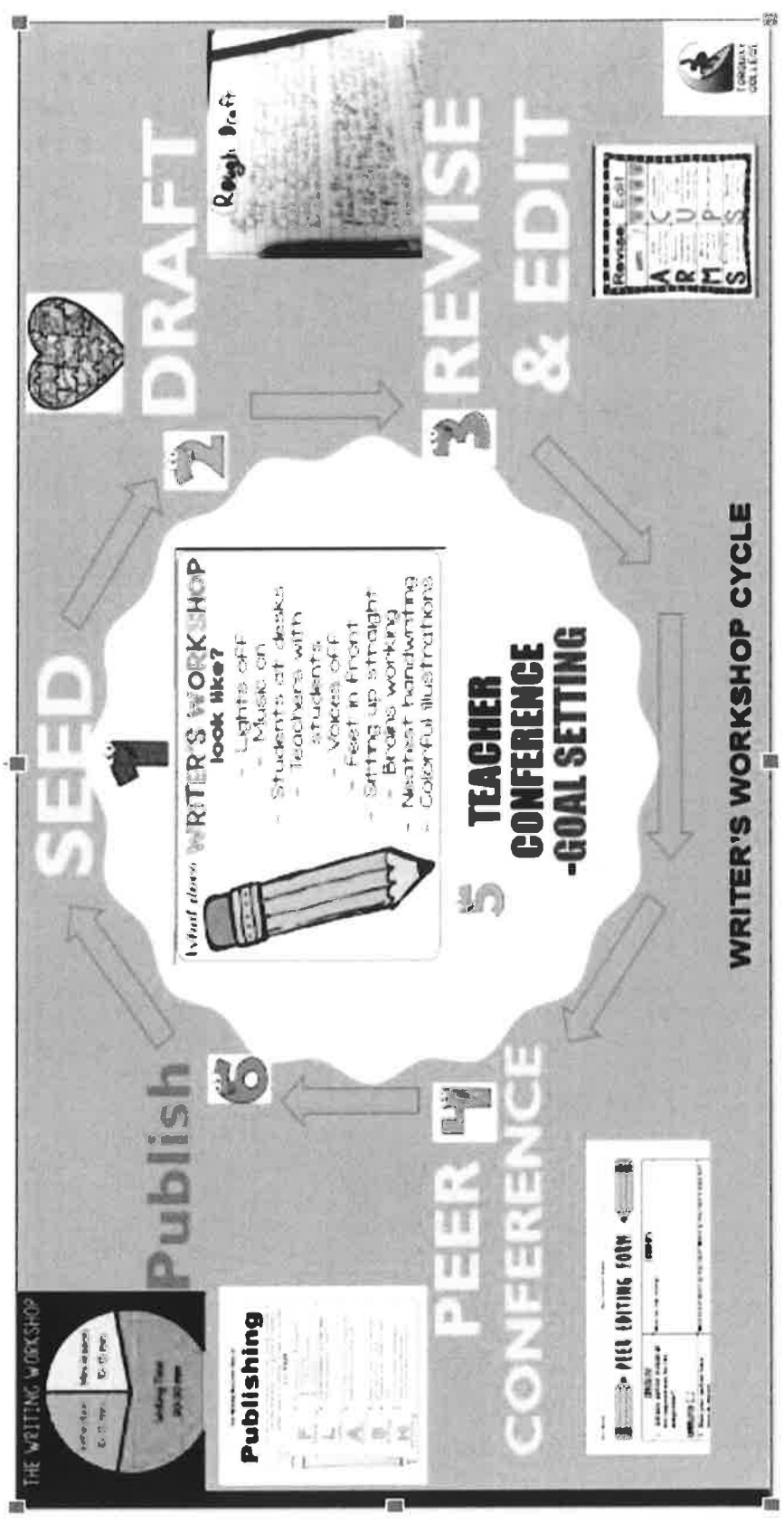
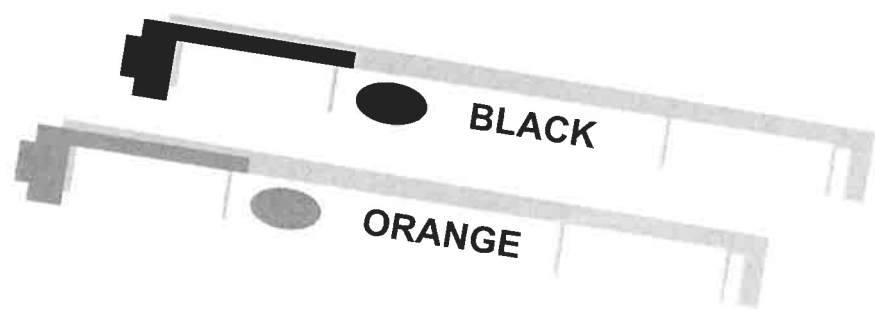
Rule a line $\frac{2}{3}$ of the way down the page.

What could your seed become – poem?

Recount? Procedure? Narrative?

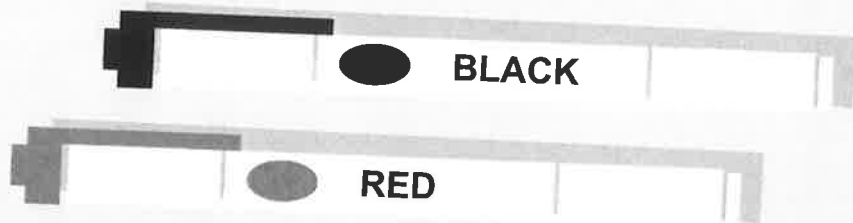
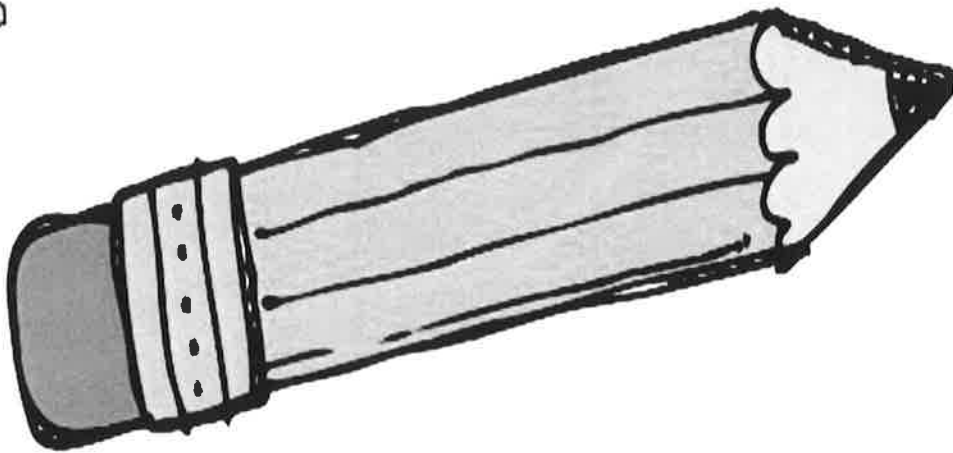


Writer's Workshop Cycle



What does **WRITER'S WORKSHOP** look like?

- Lights off
- Music on
- Students at desks
- Teachers with students
- Voices off
- Feet in front
- Sitting up straight
- Brains working
- Neatest handwriting
- Colorful illustrations





Great work!
Fynn



Albert Einstein



$$E=mc^2$$

In the equation, the increased relativistic mass (m) of a body times the speed of light squared (c^2) is equal to the kinetic energy (E) of that body. $E = mc^2$ proof of Albert Einstein's special-relativity equation $E = mc^2$.



What is the IQ of Albert Einstein?

At least when it comes to Mensa quizzes, the oldest IQ tests in the world. Whi recently scored a perfect score of 162. It's believed that both **Stephen Hawking** and **Albert Einstein** only had an IQ of 160. "It's overwhelming to be compared with the likes of **Stephen Hawking** and **Albert Einstein**."

Did Einstein create the atomic bomb?
No, **Einstein** did not create the atom bomb. All he did was present the world with what is considered the most famous equation of all time, $E=mc^2$, in his 1905 Theory of Special Relativity. This equation was instrumental in creating the atomic bomb.

Atomic Bomb



What was Albert Einstein best known for?

Albert Einstein provided empirical evidence for the atomic theory.

1. He enabled the determination of Avogadro's number and therefore the size of molecules.
2. Einstein solved the riddle of the photoelectric effect.
3. Einstein solved the special theory of relativity.
4. He proposed the concept of rest energy through his famous equation.
5. Einstein came up with the concept of rest energy through his famous equation.



Great work!
Feynman



Albert Einstein



In the equation, the increased relativistic mass (m) of a body times the speed of light squared (c^2) is equal to the kinetic energy (E) of that body. $E = mc^2$ equation $E = mc^2$

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- 4. He proposed the special theory of relativity.
- 5. He came up with the concept of rest energy through his famous equation.

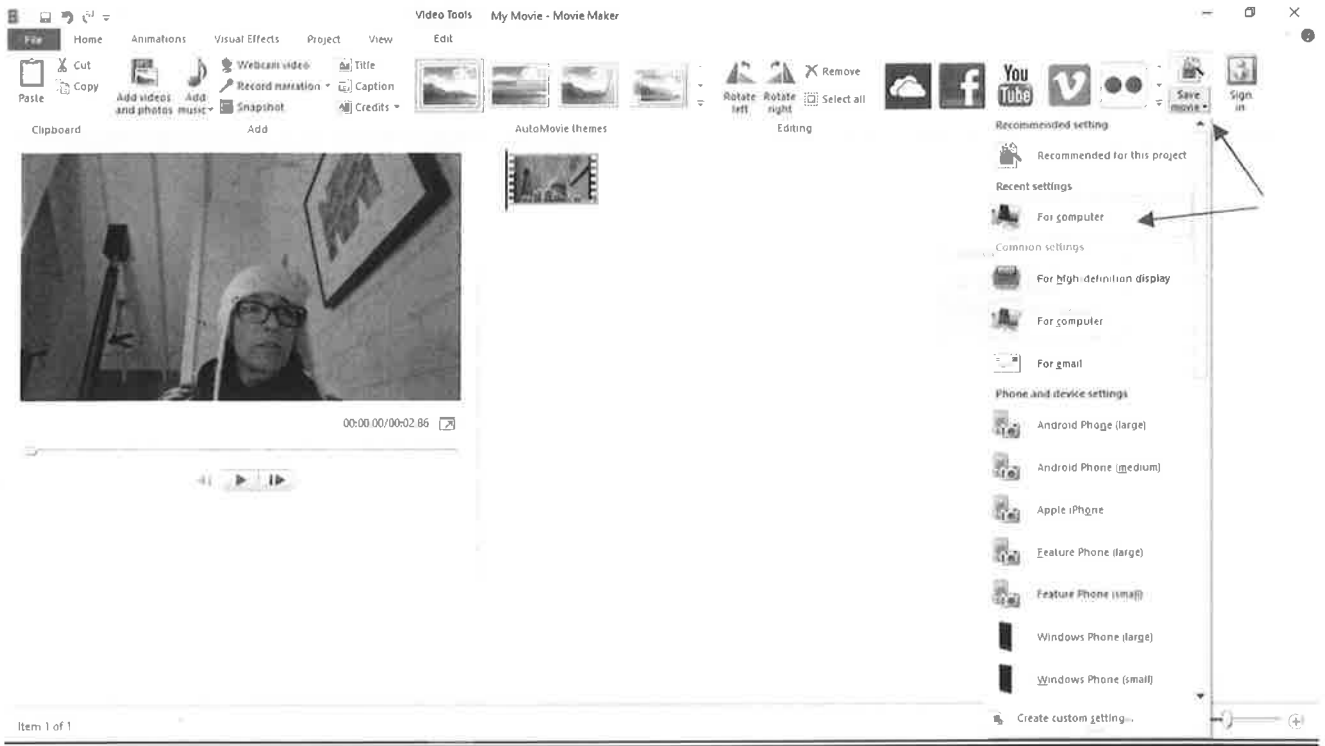
Fruit Trying Script Year 4

1. **Find some fruit in your house.** If you don't have any then you could use something else and just pretend that it is some sort of exotic fruit.
2. **Fill in the script below by filling in the blank spaces.**
3. **Decide who is going to play what role/** kid/ voice over. Or are you going to play all the roles and wear something to disguise yourself
4. **Practice saying it a few times**
5. Record it on your computer. You could do this on Movie Maker if you want to try and be fancy. In Movie Maker there is an icon that says Web Cam video, if you click this you can record straight onto the Movie Maker Program to edit at the end. Record it bit by bit.



Person 1 The voice over	Ini _____. This is (insert fruit in Indonesian). Look on your vocab sheet
Person 2 Kid	Wah/Astaga/Aduh (choose one to say, circle it) Wow/ OMG/Oh no
Person 1 Voice over	Ini dari _____. This is from (insert country name)
Person 2 Kid	Saya belum coba _____. I have never tried (insert fruit name) Kelihatan _____. It looks... insert from list: Aneh- strange Berduri- spiky Bagus- good Berambut- hairy Lunak- soft
Person 1 Voice over	Cobalah (try it)
Person 2 Kid	(Tries fruit)... Saya (suka) or (tidak suka) ini. Circle the one that fits your response. I like/don't like this. Saya memberi _____ bintang untuk _____. I give (insert number in Indo) stars for (insert fruit name)
	Finish or repeat with a different fruit.

If using Movie Maker. Click on save movie for computer to turn it into an Mp4 file.



Buah- Fruit

 <p>banana</p> <p><i>Pisang</i></p>	 <p>pineapple</p> <p><i>Nanas</i></p>	 <p>durian</p> <p><i>Durian</i></p>
 <p>mangosteen</p> <p><i>Manggis</i></p>	 <p>watermelon</p> <p><i>Semangka</i></p>	 <p>jackfruit</p> <p><i>Nangka</i></p>
 <p>pawpaw</p> <p><i>Pepaya</i></p>	 <p>coconut</p> <p><i>Kelapa</i></p>	 <p>pear</p> <p><i>Pir</i></p>
 <p>orange</p> <p><i>Jeruk</i></p>	 <p>mango</p> <p><i>Mangga</i></p>	 <p>apple</p> <p><i>Apel</i></p>
 <p>rambutan</p> <p><i>Rambutan</i></p>	 <p>grapes</p> <p><i>Anggur</i></p>	 <p>snake skin fruit</p> <p><i>Salak</i></p>
 <p>avocado</p> <p><i>Apulkat</i></p>	 <p>strawberry</p> <p><i>Stoberi</i></p>	 <p>cherry</p> <p><i>Ceri</i></p>

Make a sentence: Name of fruit ini (is) adjective dan (and) adjective.

besar- big

kecil- small

berbiji- seedy

berair- juicy

berambut- hairy

lembut- smooth

berat- heavy

keras- rough

enak- delicious

berduri- spiky

berbau- smelly

harum- fragrant