

Framework for Learning from Home – Year 4 Term 3 Week 1

For some of the activities below you may need your parents help. Show each completed activity to your parents to check and upload to Seesaw if required.

	Monday	Tuesday 13 July	Wednesday 14 July	Thursday 15 July	Friday 16 July
Session 1	Pupil Free Day	<p>English</p> <p><u>Reading:</u> Read 2 chapters of a book.</p> <p>Draw a picture of a character in your text. Label the character with their traits.</p> <p><u>Spelling:</u> Use your Soundwaves book (or the attached pages) to complete both pages of Unit 19. Go to Sound Waves Online and access Unit 19: www.soundwaveskids.com.au Password: stir680</p> <ul style="list-style-type: none"> Choose one of the games on Sound Waves to practise your spelling words. <p><u>Writing:</u> Write a description of someone who is a hero to you.</p> <p>Explain why they are a hero?</p>	<p>English</p> <p><u>Reading:</u> Read 2 chapters of a book. Choose two characters and compare them. How are they different? How are they the same?</p> <p><u>Spelling:</u> Use your list words for Soundwaves Unit 19 and create your own word search using all the words in your spelling list.</p> <p><u>Writing:</u> The world's largest theme park has just opened. Be a reporter and describe the theme park in a newspaper report. Remember to make it detailed by describing the attractions such as rides and games. Include a catchy headline</p>	<p>English</p> <p><u>Reading:</u> Read 2 chapters of a book.</p> <p>After reading the chapters, retell them to a family member using the time connectives words first, next, lastly. List down how these chapters relate to something in your own life.</p> <p><u>Spelling:</u> Use your list words for Soundwaves Unit 19 to write a story using as many spelling words as you can. Underline each of your spelling words.</p> <p><u>Writing:</u> You are a reporter for a television show. You are going to interview the Prime Minister of Australia, Scott</p>	<p>English</p> <p><u>Reading:</u> Read 2 chapters of a book.</p> <p>Change the ending of the second chapter. Illustrate this ending after you have written it.</p> <p><u>Spelling:</u> Using your list words for Soundwaves Unit 19, write your spelling words in different directions, filling up the page. Use different colours and fonts.</p> <p><u>Writing</u></p> <ol style="list-style-type: none"> Make a list of all the things you are grateful in your life. Illustrate/draw Complete a story beginning with: The massive boulder raced

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			which will get the attention of the reader.	Morrison. Write down the questions that you would like to ask him.	down the hill directly towards.....
Break	Break (30 mins) Eat & Play	Break (30 mins) Eat & Play	Break (30 mins) Eat & Play	Break (30 mins) Eat & Play	Break (30 mins) Eat & Play
Session 2		<p>Mathematics: iMaths4: How to login: www.imathskids.com.au</p> <p>Access code: your805</p> <p>Click on 'Games'. Click on 'Find the Odd Numbers' and play the game. Click on 'Find the Even Numbers' and play the game.</p> <p>Number of the Day: Our number of the day is: 8321. Use this number to fill in the worksheet (attached).</p> <p>Print and complete the worksheet. Take a picture and upload to Seesaw.</p>	<p>Mathematics: Maths Frame: Telling the Time Click on the link below: https://mathsframe.co.uk/en/resources/resource/116/telling-the-time</p> <p>Select the first level 'Read Time to the Hour' and complete this level. Continue onto each of the levels until you have completed all 5 levels.</p> <p>Use the 'Telling the Time' worksheets (found at the back of this framework) and write the responses for each of the questions. You can print and record the responses directly onto the worksheet or record the answers in your workbook.</p>	<p>Mathematics: iMaths4: How to login: www.imathskids.com.au</p> <p>Access code: your805</p> <p>Click on 'Games'. Click on 'Find the Odd Numbers' and play the game. Click on 'Find the Even Numbers' and play the game.</p> <p>Number of the Day: Our number of the day is: 14 571. Extension number: 537182 Use this number to fill in the worksheet (attached).</p> <p>Print and complete the worksheet. Take a picture and upload to Seesaw.</p>	<p>Mathematics: Reading a Timetable Click on the following link: https://www.transum.org/Maths/Exercise/Timetable.sasp?Level=1</p> <p>Beginning on level 1, follow the instructions and complete each of the questions. Once you are confident with level 1, move on to the next level.</p> <p>Complete the 'Train Timetable' activity (found at the back of this framework). Take the time to read and interpret the timetable before answering the questions.</p> <p>Optional Extra Activity: Create your very own Train timetable. Think of where your train is going to stop and what time the train will</p>

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					arrive at each stop.
Break	Break (1 hour) Eat & Play	Break (1 hour) Eat & Play	Break (1 hour) Eat & Play	Break (1 hour) Eat & Play	Break (1 hour) Eat & Play
Session 3		<p>Science: Observing Matter Choose 5 objects from around your home or classroom. Name the object and list 3-5 properties for each object. The properties may include size, shape, colour, state of matter and magnetism.</p> <p>Record all of the uses for each of the objects.</p> <p>Draw an image of each of the objects you chose.</p>	<p>History: Aboriginal And Torres Strait Islander Peoples Contacts Before 1788. We know that Aboriginal people had contact with traders from Makassar, in Sulawesi, the country now known as Indonesia. Use the information on the following website to answer some questions: https://www.nma.gov.au/defining-moments/resources/trade-with-the-makassar</p> <p>Why did the Makassar people come to Australia?</p> <p>What did they trade? Draw and label your response.</p> <p>When did the Makassar come to Australia?</p> <p>When did they stop coming? Why?</p>	<p>Creative Arts: Directed Drawing Watch this video and follow the steps to draw the picture. It can be completed in your workbook. https://www.youtube.com/watch?v=XI1O0uFafCk</p> <p>Once you have finished, take a photo and upload to Seesaw.</p>	<p>PDHPE: Physical Education Jog in place for 20 seconds 20 high knees 10 star jumps</p> <p>Create an informative poster explaining strategies that children can use to stay healthy at this time.</p>

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			How do you think the Makassar traders and Aboriginal people influenced each other?		

Unit 19



oa o_e ow o boat rose window comb

List Words

goes _____
only _____
both _____
close _____
broke _____
low _____
own _____
slow _____
flow _____
coat _____
loaf _____
pony _____
toe _____
clothes _____
float _____
drove _____
alone _____
awoke _____
follow _____
shown _____
frozen _____
moment _____
though _____
although _____
volcano _____

1 Circle the letters that represent in the List Words.

2 Write any other letters that can represent on the Grapheme Chart. Write one word example for each.

3 Write one stroke for every sound in each List Word.

4 Unjumble the letters to make pairs of rhyming List Words.

owl	lows	otac	esog	rokeb	now
_____	_____	_____	_____	_____	_____
eto	fowl	toalf	losec	weoka	nhwos
_____	_____	_____	_____	_____	_____

5 Finish the word in each sentence by selecting the correct ending.

The water fr_____.	(ote, oze)	I forgot my c_____.	(oap, oat)
The glass br_____.	(obe, oke)	I wr_____ a letter.	(ote, oke)
I like being al_____.	(oke, one)	She dr_____ the car.	(ove, one)
The st_____ is on.	(ove, ope)	Please cl_____ the door.	(ove, ose)
Did the boat fl_____?	(oat, oan)	He ate the whole l_____.	(oaf, oat)

6 Write the words on the boat. Write the words on the cloud. Write the word that is left.



downstairs window allow
known towards follow
Odd one out _____



7 Write the words on the boat. Write the words on the umbrella. Write the word that is left.



though rough dough
tough although thought
Odd one out _____



8 Write the words from the box in the correct columns.

Sometimes we add s to words ending in o. Sometimes we add es.

goes	videos
photos	radios
tomatoes	pianos
potatoes	echoes

words that add s words that add es

_____	_____
_____	_____
_____	_____
_____	_____



9 Follow the pattern in each box. Watch your spelling.

flow	flows
go	_____
close	_____
own	_____

own	owned
close	_____
float	_____
follow	_____

float	floating
flow	_____
go	_____
close	_____

10 Write the letter o to represent in the word if it makes sense. Finish the sentences with your words.

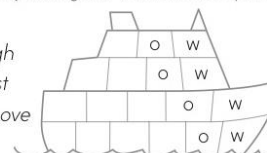
__nly	p__th	p__ty	fr__pen	volcat__	m__mend
__ply	b__th	p__ny	fr__zen	volcan__	m__ment

It will _____ take one hour to get to the _____.
In a _____ the _____ will run away from us.
_____ of my water bottles are _____.

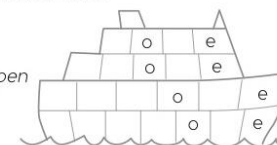
Challenge

Finish the boats by writing one letter in each space to make words that match the clues.

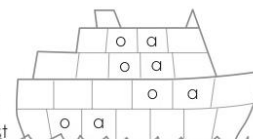
opposite of high
opposite of fast
opposite of above
a colour



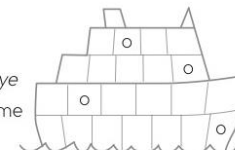
have a nap
opposite of open
king's seat
write music



keeps you warm
opposite of sink
front of your neck
used to make toast



small horse
opposite of goodbye
small amount of time
type of mountain



Write in expanded form.

Write in word form.

Today's Number

What is the value of the?

Is this number odd or even?

complete the place value table.

Thousands	Hundreds	Tens	Ones

What is...

100 more _____

100 less _____

1,000 more _____

1,000 less _____

Add 'em up!

Add the first two digits to the last two digits to find the sum.

+ _____

Compare Numbers

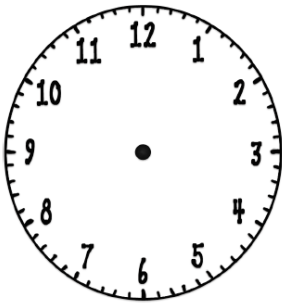
Compare the first 2 digits with the last 2 digits using >, <, or =.

_____ ○ _____

What time is it?

Use the digit in the thousands place for the hour. Use the hundreds and tens place for the minutes.

Draw the hands on the clock.



Write the time.

_____ : _____

Making New Numbers

Rearrange the digits in the number of the day to create new numbers.

What is the **LARGEST** number you can make? _____

What is the **SMALLEST** number you can make? _____

Make 5 other numbers.

Put those 5 numbers in order from **LEAST** to **GREATEST**.

Telling Time to the Minute

Write the digital times for the analogue clocks below. All times are 'a.m.' times.



1.



2.



3.



4.



5.



6.



7.



8.



9.



10.















11.



12.

Telling Time to the Minute

Draw the analogue times for the digital clocks below. All times are a.m. times.

1. 	2. 	3. 
4. 	5. 	6. 
7. 	8. 	9. 
10. 	11. 	12. 

Train Timetable

Learning Intention: We are learning to interpret and use timetables.

Success Criteria: I can use a timetable to plan a trip.

Destination	Journey A	Journey B	Journey C
Brisbane	10:15 a.m.	11:30 a.m.	4:30 p.m.
Hamilton	12:15 p.m.		6:05 p.m.
Sydney	12:40 p.m.	1:10 p.m.	6:30 p.m.
Bathurst	1:20 p.m.	1:55 p.m.	
Orange	2:06 p.m.	2:35 p.m.	
Total Duration			3 hours

1. Journey B takes 1 hour 15 mins to get from Brisbane to Hamilton. What time do you arrive at Hamilton? _____
2. Journey C takes a total of 3 hours, what time does it arrive at Orange?

3. How long do journeys A and B take? _____
4. You need to be at Bathurst for 1.30 p.m. Which train from Brisbane will you need to catch?

5. You get to Sydney at 4:50 p.m. How long do you have to wait for a train to Orange?

6. If you catch the 11:30 a.m. train from Brisbane, how many stations will you stop at before you arrive at Bathurst?
