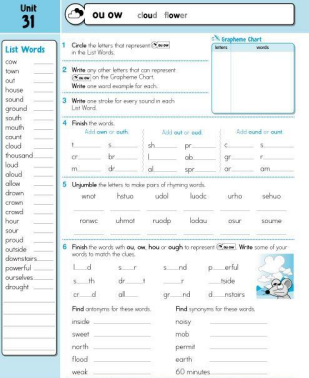
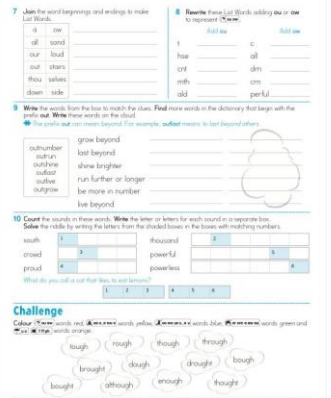
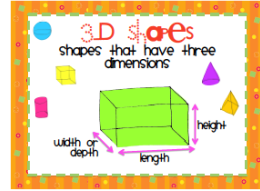
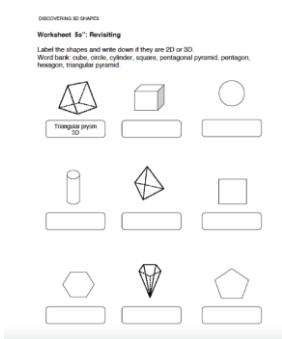
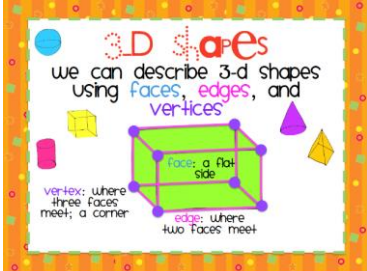
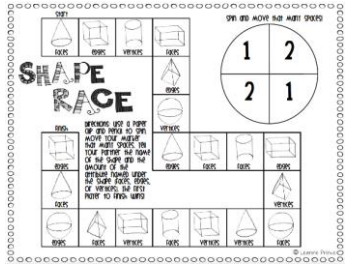


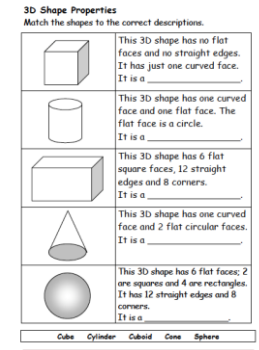
Framework for Learning from Home – Year 4 Term 4 Week 3 2021


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

	Monday 18 October	Tuesday 19 October	Wednesday 20 October	Thursday 21 October	Friday 22 October
	<p>PE – Fitness Choose one and get ready to get physical. “Would you rather?”</p> <p>Click on the link below: https://www.youtube.com/watch?v=JhuM6L6Lek8</p> <p>English: Mini Project – Aboriginal Tools and Foods (POSTER) Activity 1: Choose either one type of Aboriginal tool or bush food to research. Choose from this list: Tool/Weapon: coolamon, spear, woomera, boomerang, stone axe or one of your choice Bush Food: yam, sugar-bag honey, bush tomato, witchetty grub or one of your choice Activity 2: Start Researching the following information – an image of the tool or food, the purpose, appearance, how it was used or eaten, how was it made or grown? Refer to the</p>	<p>PE – Fitness Dance along to: “Feel it Still” with Kidz Bop</p> <p>Click on the link below: https://www.youtube.com/watch?v=lq5MB5nrCoQ</p> <p>English: ZOOM Activity 1: Read an example of a descriptive/information report and discuss the text structure, language and vocabulary. Check the text includes items on the marking rubric</p> <ul style="list-style-type: none"> • introductory sentence • descriptive noun groups • alternative names for the tool or food • spelling and punctuation <p>Activity 2: As a class, jointly-construct a report on a type of Aboriginal food. Activity 3: Read through and discuss the language and structure, refer to the rubric</p>	<p>PE – Fitness Choose one and get ready to get physical. “Would you rather?”</p> <p>Click on the link below: https://www.youtube.com/watch?v=Bllo03WZWzI</p> <p>English: Mini-Project Aboriginal Tools and Foods (POSTER) Activity 1: Continue researching your chosen Aboriginal tool or food. Activity 2: Watch YouTube videos and read information texts to help you gather information. Write these in point form on the proforma. Activity 3: Using your notes, write your first draft in sentences or paragraphs. Upload to Seesaw.</p>	<p>PE – Fitness Dance along to: “How Long” with Kidz Bop</p> <p>Click on the link below: https://www.youtube.com/watch?v=1GE0HdSGHRk</p> <p>English: Mini-Project – Aboriginal Tools and Foods (POSTER) Activity 1: Edit your first draft. Activity 2: Check the rubric Do you have? <ul style="list-style-type: none"> • an introductory sentence • descriptive noun groups • correct verbs • alternative (different) names for the tool or food in the text • correct spelling and punctuation Activity 3: Transfer your</p>	<p>PE – Fitness Let’s “Whoomp! There it is” with Kidz Bop</p> <p>Click on the link below: https://www.youtube.com/watch?v=LgPtJ0pTutc</p> <p>English Reading for Fun (20m): Choose one of the following 1) Your own book 2) in2era https://in2era.com.au 3) Storyonline https://storyonline.net</p> <p>English: Detective Work Analysing Indigenous Art Activity 1. Complete the vocabulary activity by identifying the different bush tucker Activity 2. Analyse and label in the Indigenous Art image the symbols that depict (shows)</p>

	Monday 18 October	Tuesday 19 October	Wednesday 20 October	Thursday 21 October	Friday 22 October																																																
	<p>resources provided by your teacher.</p> <p>Upload to Seesaw</p> <p>Spelling: Go to Sound Waves Online and access Unit 31: www.soundwaveskids.com.au</p> <p><u>U</u> Password: stir680</p> <ul style="list-style-type: none">Copy spelling words into your bookCreate a new column to record your spelling words again. This time remember to look, cover and then write each word.Check to make sure you have spelt your words correctly.Choose one of the games on Sound Waves to practise your spelling words. <p>Upload to Seesaw.</p>	<p>Upload to Seesaw.</p> <p>Spelling: Online and access Unit 31: www.soundwaveskids.com.au Complete page 1 of Unit 31. (page attached)</p>  <p>Upload to Seesaw.</p> <p>Optional Choose one of the games on Sound Waves to practise your spelling words.</p> <p>Reading for Fun 20m:</p> <ol style="list-style-type: none">Your own bookin2Era https://in2era.com.auStoryonline https://storyonline.net	<p>Spelling: Online and access Unit 31: www.soundwaveskids.com.au</p> <p><u>U</u> Complete page 2 of Unit 31. (page attached)</p>  <p>Upload to Seesaw.</p> <p>Optional Choose one of the games on Sound Waves to practise your spelling words.</p> <p>Upload to Seesaw.</p>	<p>writing on to a poster.</p> <p>Activity 4: Read and record your descriptive/information report on Seesaw</p> <p>Upload your Mini-Project Poster to Seesaw.</p> <p>Spelling: Online & access Unit 31: www.soundwaveskids.com.au</p> <p><u>auO</u> Choose 20 of your spelling words to write forwards and backwards. Example: cow – woc Use the worksheet 'Spelling words Forwards and Backwards', attached to this framework to write your words.</p> <p>Spelling words – Forwards and Backwards</p> <table border="1"><thead><tr><th>Forwards</th><th>Backwards</th></tr></thead><tbody><tr><td>cow</td><td>woc</td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr></tbody></table> <p>Upload to Seesaw.</p> <p>Optional Choose one of the games on Sound Waves to practise your</p>	Forwards	Backwards	cow	woc																																													<p>tools and/or bush food</p> <p>Activity 3. Read a short biography of a famous Indigenous artist and answer the questions</p> <p>Upload to Seesaw.</p>
Forwards	Backwards																																																				
cow	woc																																																				

	Monday 18 October	Tuesday 19 October	Wednesday 20 October	Thursday 21 October	Friday 22 October
				spelling words. Upload to Seesaw. Reading for Fun (20m): 1) Your own book 2) in2Era https://in2era.com.au 3) Storyonline https://storyonline.net	
Break	Break (30 mins) Eat & Play	Break (30 mins) Eat & Play ZOOM	Break (30 mins) Eat & Play	Break (30 mins) Eat & Play	Break (30 mins) Eat & Play
Session 2	Mathematics Fractions and Decimals Place Value to Hundredths Watch video 'Place Value with Decimals (tenths and hundredths)'. You can copy this link and paste it into Google Chrome or you can click straight onto the link. https://www.youtube.com/watch?v=Wu75pwm1fZE iMaths4 Complete the student pages NA 29 Place Value to Hundredths. Print pages and when completed take a photo and upload to Seesaw. Pages are attached.	Mathematics Fractions and Decimals Hundredths on a Number Line Watch video 'Decimals on a Number Line'. You can copy this link and paste it into Google Chrome or you can click straight onto the link. https://www.youtube.com/watch?v=FvKJGPg60n8 iMaths4 Complete the student pages NA 30 Hundredths on a Number Line. Print pages and when completed take a photo and upload to Seesaw. Pages are attached.	Wellbeing Wednesday <ul style="list-style-type: none"> Design an exercise routine. See if you can get members of your family to do it too. Make some wild art using sticks, leaves, flowers and anything else you can find outdoors Make someone in your house a snack or drink. 	Mathematics: 3D Shapes  <p>3D shapes shapes that have three dimensions</p> <p>width depth length height</p> <p>Complete this worksheet by labelling each shape, then deciding if it is a 2D or 3D shape.</p> 	Mathematics: 3D Shapes  <p>3D shapes we can describe 3-d shapes using faces, edges, and vertices</p> <p>face: a flat side vertex: where three faces meet, a corner edge: where two faces meet</p> <p>Play this game with someone at home. It asks you to name some features of these shapes as you play it. These features are described above.</p> 









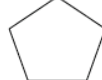
	Monday 18 October	Tuesday 19 October	Wednesday 20 October	Thursday 21 October	Friday 22 October
	<p>How to log in:</p> <p>www.imathskids.com.au Access code: your805</p> <p>Extension:</p> <p>Use the number expander and write four ways of regrouping 9.45 and 7.26. Take a photo of your number expander each time and upload to Seesaw.</p>	<p>How to log in:</p> <p>www.imathskids.com.au Access code: your805</p> <p>Extension:</p> <p>Complete the Challenge - 'Blank Number Line' on another paper and show any working and explain how you chose where to place the number. Take a photo and upload to Seesaw.</p>		<p>3D SHAPE MINI-PROJECT This mini project is NOT to be completed in one day. It is a project that will take you a bit of time to complete. It needs to be uploaded to Seesaw by Friday of Week 4- October 29. You can be as creative as you like in the way you present your 3D shape and your mini poster. Don't rush it, take some time to do a good job!</p> <p>You need to complete the following for the 3D Shape Mini-Project:</p> <ul style="list-style-type: none"> Choose a 2D shape. Draw it, name it and label the number of sides. Use your 2D shape as the base for a 3D shape. Draw your 3D shape. Record the name of your shape, the number of edges, vertices and faces. Create a model of your 3D shape. You could use cardboard, sticks, straws, etc. Make sure that the edges are the right size and that they are straight (unless they need to be curved!) 	<p>You may like to print this game to make it easier to play.</p> <p>Now complete this worksheet.</p>  <p>You can spend some time working on your mini-project now.</p>

	Monday 18 October	Tuesday 19 October	Wednesday 20 October	Thursday 21 October	Friday 22 October
				<ul style="list-style-type: none"> • Create a poster about your 3D shape. You need to include the name of your shape, the numbers of faces, edges and vertices and some illustrated examples. These drawings need to be from the front, top and side views. Make sure you pay attention to the presentation of your poster. • Take a photo and upload your poster and model to Seesaw. <p>Have fun and be creative!</p> <p>LIBRARY ZOOM</p>	
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>Languages:</p> <p>Post your answers on Seesaw.</p>	<p>History:</p> <p>What was daily life like for Aboriginal and Torres Strait Islander peoples before the arrival of Europeans? Australia is a diverse land, made up of many different types of environments. Because of</p>	Free Time	<p>Science:</p> <p>Look at the image of a teapot made from an unusual material. Think about what material it might be.</p>  <p>Watch the video about</p>	<p>NO Creative Arts</p> <p>ASSEMBLY</p>




















	Monday 18 October	Tuesday 19 October	Wednesday 20 October	Thursday 21 October	Friday 22 October
		<p>this, Indigenous people have always lived in a variety of different ways depending upon the location of their 'country' or home. For example, in coastal areas, Indigenous peoples would gather food in a very different way to peoples living in desert regions.</p> <p>Look at the images on the worksheet and answer the TRUE or FALSE questions.</p> <p>Don't forget to also complete question 2.</p> <p>Upload to Seesaw.</p>		<p>the teapot: https://www.inquisitive.com/video/1879-how-useful-is-a-chocolate-teapot</p> <p>Complete the PMI chart about the teapot you saw in the video.</p> <p><i>When you are making something, it is important to think about the properties of different materials, so that you can choose the best ones for the job. Teapots are often made from clay because, when fired, clay becomes a hard, durable (long lasting) and heat resistant material.</i></p> <p>Optional: Design your own teapot. Remember to think carefully about what material you will use to ensure the teapot serves its purpose.</p>	

Worksheet 5a": Revisiting

Label the shapes and write down if they are 2D or 3D.
 Word bank: cube, circle, cylinder, square, pentagonal pyramid, pentagon, hexagon, triangular pyramid.

		
Triangular prysm 3D	<input type="text"/>	<input type="text"/>
		
<input type="text"/>	<input type="text"/>	<input type="text"/>
		
<input type="text"/>	<input type="text"/>	<input type="text"/>

Start

 faces	 edges	 vertices	 faces			
<h1 style="margin: 0;">SHAPE RACE</h1> <p style="font-size: small; margin: 5px 0;">Directions: Use a paper clip and pencil to spin. Move your marker that many spaces. Tell your partner the name of the shape and the amount of the attribute named under the shape (faces, edges, or vertices). The first player to finish wins!</p>						
				 edges	 vertices	
 edges	 faces	 faces				
 faces	 faces			 vertices		
 edges	 faces	 vertices	 faces	 vertices	 vertices	 faces

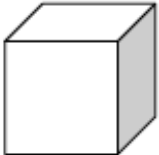
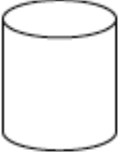

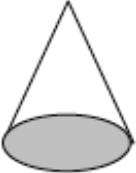
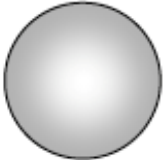
SPIN AND MOVE THAT MANY SPACES!

1	2
2	1

© Leanne Prince

3D Shape Properties

Match the shapes to the correct descriptions.

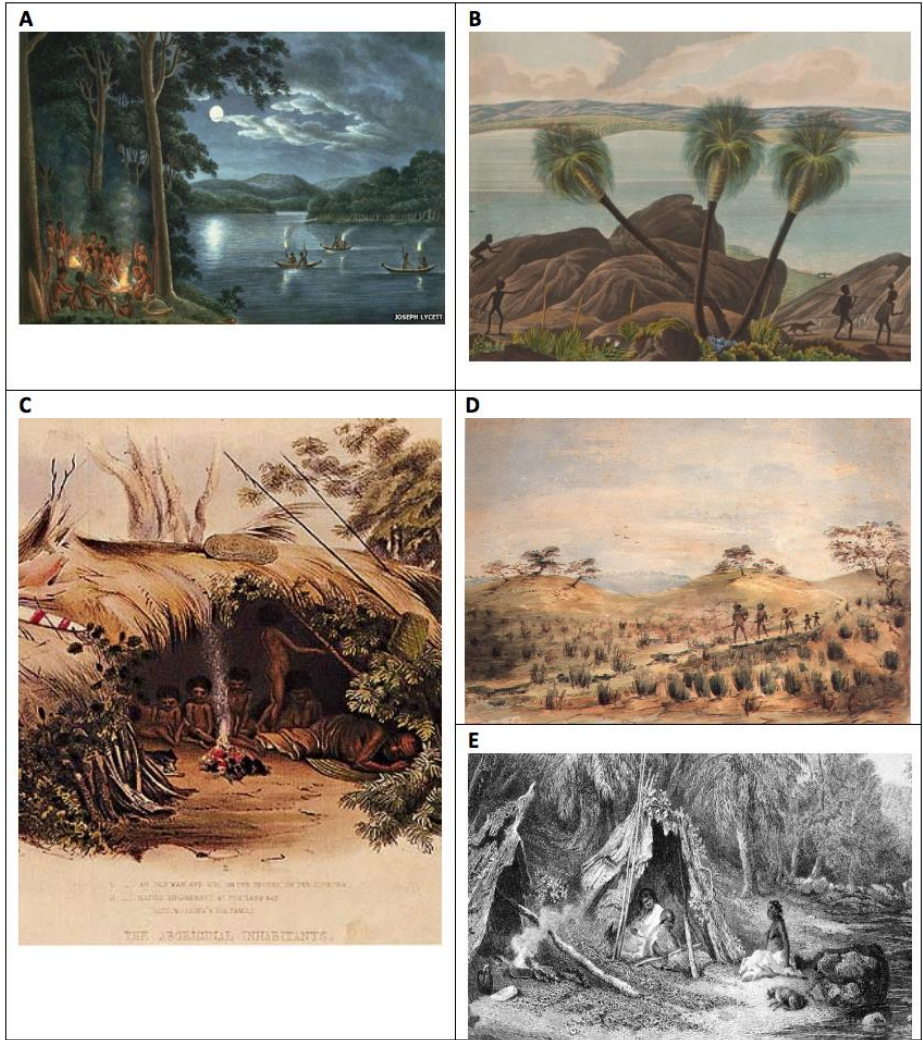
	This 3D shape has no flat faces and no straight edges. It has just one curved face. It is a _____.
	This 3D shape has one curved face and one flat face. The flat face is a circle. It is a _____.
	This 3D shape has 6 flat square faces, 12 straight edges and 8 corners. It is a _____.
	This 3D shape has one curved face and 2 flat circular faces. It is a _____.
	This 3D shape has 6 flat faces; 2 are squares and 4 are rectangles. It has 12 straight edges and 8 corners. It is a _____.

Cube Cylinder Cuboid Cone Sphere

1 Examine the images and choose true or false for each statement.

STATEMENTS	TRUE	FALSE
The Aboriginal people all lived in the same part of Australia		
All Aboriginal people had permanent houses.		
The Aboriginal people used horses and carts.		
The Aboriginal people did not have dogs.		
The Aboriginal people lived in family groups.		
The Aboriginal people used fire for warmth, to cook and to hunt animals.		
The Aboriginal people make tools and weapons.		
The Aboriginal people grew wheat and other crops.		
The Aboriginal people use the environment to help them live successfully.		
The Aboriginal people used grass and sticks to build shelters.		
The Aboriginal people only fished at night time.		
The Aboriginal people hunted animals.		
The Aboriginal people did not need clothes.		
The Aboriginal people had special ceremonies.		
The Aboriginal people did not need to move around to find food.		
Children did not help out, they just played all day.		

2 Choose 2 images and describe what you can see. You may use dot points to list your observations. You may include information about people (actions, clothing), environment, tools, transport, weather or anything else that you think is important.







NA29 Place value to hundredths

As you already know, ones can be shared into ten equal parts to make tenths. Ones can also be shared into a hundred equal parts, called **hundredths**. The place value names of our decimal place value system have a pattern to them. Look at the spelling of the names on either side of the ones place in the table below. Can you see the pattern?

	T	H	t	O.	t ^{ths}	H ^{ths}
	thousands	hundreds	tens	ones	tenths	hundredths

To read the number **37.45**

- say thirty-seven and forty-five hundredths
- or thirty-seven point four five
- or thirty-seven decimal four five
- ~~never~~ thirty-seven point forty-five



Try this

1 Read the number 17.26.

say

or

or

2 The place value of the 9 in 27.49 is hundredths (H^{ths}).

Name the place value of the bold digit in these numbers.

a 20.36

b 58.14

c 75.92

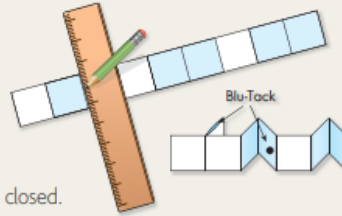
d 1.98

e 62.4

f 402.63

3 Make a number expander to hundredths.

- a Turn to **Tear-out 4: Number expander** on page 189 and cut out the number expander.
- b Rule along each fold line with a sharp pencil.
- c Roll two tiny balls of Blu-Tack.
- d Fold the number expander so that the place value names are closed. Use tiny balls of Blu-Tack to keep them closed.



4 Use the number expander to write four ways of regrouping 5.34 and 6.98.

a

	=	<input type="text" value="5 ones and 34 hundredths"/>
	=	<input type="text"/>
	=	<input type="text"/>
	=	<input type="text"/>

b

	=	<input type="text" value="6 ones and 98 hundredths"/>
	=	<input type="text"/>
	=	<input type="text"/>
	=	<input type="text"/>

5 Expand as decimal fractions then as common fractions.

$$3.81 = 3 + 0.8 + 0.01 = 3 + \frac{8}{10} + \frac{1}{100}$$

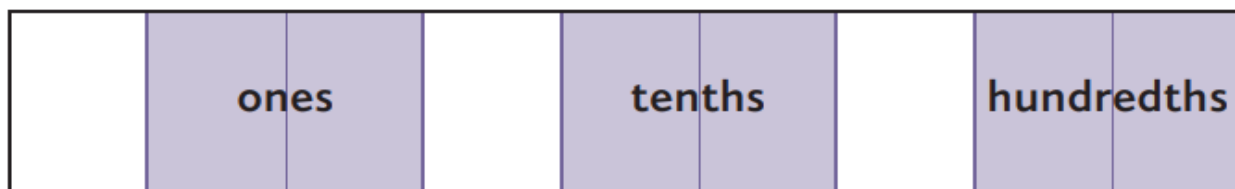
- a $5.62 =$ $=$
- b $0.47 =$ $=$
- c $8.39 =$ $=$

★ Challenge

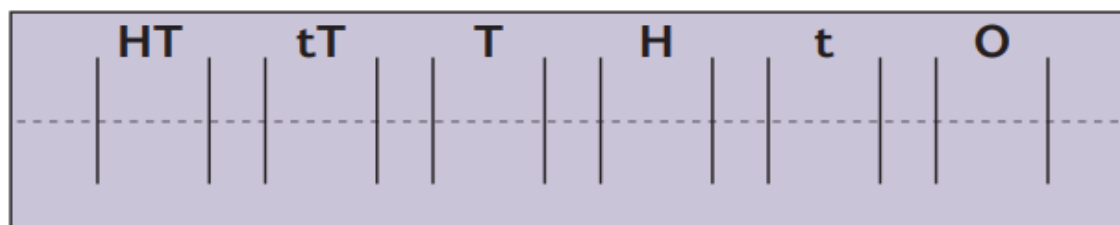
Sprint final: All eight athletes in an Olympic 100-metre sprint final ran times between 9.9 and 10.4 seconds. List eight different possible times.



Number expander



Number slide



Tear-out 4



NA30 Hundredths on a number line

If you look closely at the number lines below you can see marks between all the tenths. They are the hundredths marks.

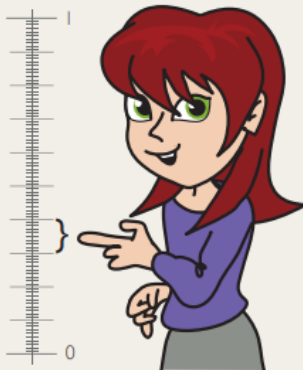
10 hundredths make 1 tenth

10 tenths make 1 (one)

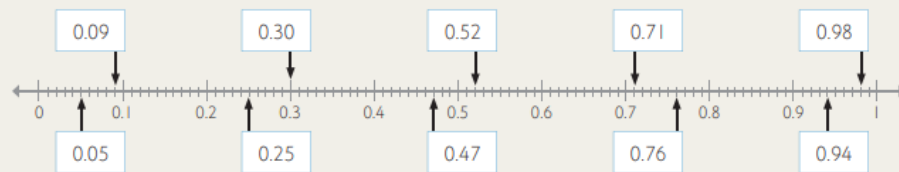
Let's try counting on from 0.1 in hundredths:

0.1, 0.11, 0.12, 0.13, 0.14, 0.15, 0.16, 0.17, 0.18, 0.19, 0.2, 0.21, 0.22, 0.23.

What are the next three?



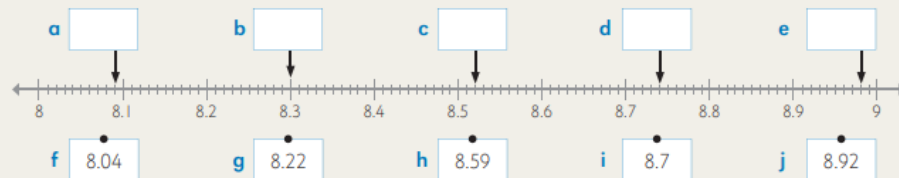
This number line shows hundredths between 0 and 1. Look carefully at where the examples are placed on the number line.



Try this

1 Write the number shown by the arrow in **a** to **e**.

Draw an arrow from the box to the number line in **f** to **j**.



2 Rewrite the mixed numbers as decimals.

a $1\frac{73}{100}$

b $9\frac{24}{100}$

c $2\frac{37}{100}$

d $42\frac{58}{100}$

e $23\frac{40}{100}$

f $78\frac{9}{100}$

Write the missing numbers and draw arrows to show the correct position on these measuring tapes.



Topic NA30

3

a	<input type="text"/>	b	<input type="text"/>	c	<input type="text"/>	d	<input type="text"/>	e	<input type="text"/>
---	----------------------	---	----------------------	---	----------------------	---	----------------------	---	----------------------

f	<input type="text" value="3.07"/>	g	<input type="text" value="3.31"/>	h	<input type="text" value="3.48"/>	i	<input type="text" value="3.8"/>	j	<input type="text" value="3.95"/>
---	-----------------------------------	---	-----------------------------------	---	-----------------------------------	---	----------------------------------	---	-----------------------------------

4

a	<input type="text"/>	b	<input type="text"/>	c	<input type="text"/>	d	<input type="text"/>	e	<input type="text"/>
---	----------------------	---	----------------------	---	----------------------	---	----------------------	---	----------------------

f	<input type="text" value="0.02"/>	g	<input type="text" value="0.22"/>	h	<input type="text" value="0.61"/>	i	<input type="text" value="0.8"/>	j	<input type="text" value="0.88"/>
---	-----------------------------------	---	-----------------------------------	---	-----------------------------------	---	----------------------------------	---	-----------------------------------

- 5 Count on by hundredths.
- a 17.4, 17.41, 17.42, , , , ,
- b 6.35, 6.36, 6.37, , , , ,
- c 0.96, 0.97, 0.98, , , , ,

- 6 Compare each set of three numbers. Colour the bubble of the largest.
- | | | | | | | | | | |
|---|--|---|--|---|---|---|--|---|--|
| a | <input type="checkbox"/> 1.4 | b | <input type="checkbox"/> $\frac{7}{10}$ | c | <input type="checkbox"/> $\frac{5}{10}$ | d | <input type="checkbox"/> $5\frac{3}{10}$ | e | <input type="checkbox"/> $2\frac{21}{100}$ |
| | <input type="checkbox"/> 1.32 | | <input type="checkbox"/> 7.09 | | <input type="checkbox"/> 0.3 | | <input type="checkbox"/> 5.51 | | <input type="checkbox"/> 2.04 |
| | <input type="checkbox"/> $1\frac{27}{100}$ | | <input type="checkbox"/> $7\frac{85}{100}$ | | <input type="checkbox"/> $\frac{47}{100}$ | | <input type="checkbox"/> 5.5 | | <input type="checkbox"/> $2\frac{3}{10}$ |

Challenge

Blank number line: Mark where the number 10.25 should go on the number line below. Show any working and explain how you chose where to place the number.

ou ow cloud flower

List Words

- cow _____
- town _____
- out _____
- house _____
- sound _____
- ground _____
- south _____
- mouth _____
- count _____
- cloud _____
- thousand _____
- loud _____
- aloud _____
- allow _____
- drown _____
- crowd _____
- hour _____
- sour _____
- proud _____
- outside _____
- downstairs _____
- powerful _____
- ourselves _____
- drought _____

1 Circle the letters that represent **ou** or **ow** in the List Words.

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

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

4 Finish the words.

Add **own** or **outh**.

Add **out** or **oud**.

Add **ound** or **ount**.

t _____	s _____	sh _____	pr _____	c _____	s _____
cr _____	br _____	l _____	ab _____	gr _____	r _____
m _____	dr _____	al _____	spr _____	ar _____	am _____

5 Unjumble the letters to make pairs of rhyming words.

wnot	hstuo	udol	luode	urho	sehuo
ronwc	uhmot	ruodp	lodau	osur	soume

6 Finish the words with **ou**, **ow**, **hou** or **ough** to represent **ou** or **ow**. Write some of your words to match the clues.

l_d	s_r	s_nd	p_erful
s_th	dr_t	_r	_tside
cr_d	all_	gr_nd	d_nstairs

Find antonyms for these words.

inside _____
sweet _____
north _____
flood _____
weak _____

Find synonyms for these words.

noisy _____
mob _____
permit _____
earth _____
60 minutes _____

Grapheme Chart

letters	words

7 Join the word beginnings and endings to make List Words.

a	ow	_____
all	sand	_____
our	loud	_____
out	stairs	_____
thou	selves	_____
down	side	_____

8 Rewrite these List Words adding **ou** or **ow** to represent **ou** or **ow**.

	Add ou		Add ow
t	_____	c	_____
hse	_____	all	_____
cnt	_____	dm	_____
mth	_____	cm	_____
ald	_____	perful	_____

9 Write the words from the box to match the clues. Find more words in the dictionary that begin with the prefix **out**. Write these words on the cloud.

* The prefix **out** can mean *beyond*. For example, **outlast** means *to last beyond others*.

outnumber	grow beyond	_____
outrun	last beyond	_____
outshine	shine brighter	_____
outlast	run further or longer	_____
outlive	be more in number	_____
outgrow	live beyond	_____



10 Count the sounds in these words. Write the letter or letters for each sound in a separate box. Solve the riddle by writing the letters from the shaded boxes in the boxes with matching numbers.

south	1				thousand	2			
crowd		3			powerful				5
proud	4				powerless				6

What do you call a cat that likes to eat lemons?

1 2 3 4 5 6

Challenge

Colour **ou** words red, **oo** words yellow, **ow** words blue, **ow** words green and **ou** words orange.



Spelling words – Forwards and Backwards

<u>Forwards</u>	<u>Backwards</u>
COW	WOC

