

Home Learning Pack

Week 10

Term 3, 2021

Year 4



Barramurra
Public School





Home Learning Grid - Term 3 Week 10

Stage 2

Activities can be completed digitally on the Seesaw app or as a hard copy and uploaded as an image to Seesaw

	Monday	Tuesday	Wednesday	Thursday	Friday
Video Meetings	Live Cooking Lesson @ 10am in the Stage 2 Team				Michigan and Penn State have Talent @ 10am in the Stage 2 Team
Good Morning	Answer the question given by your teacher on Seesaw and say good morning! Word of the Day - Complete the word of the day on Seesaw/Hard Copy and submit when complete				
Reading	Read a book from the PM e-collection for 20 minutes. Record the book on your reading log.	Log onto Reading Eggs and complete 20 minutes of activities/reading. Record this in your reading log.	Read a book from the PM e-collection for 20 minutes. Record the book on your reading log.	Log onto Reading Eggs and complete 20 minutes of activities/reading. Record this in your reading log.	Read a book from the PM e-collection for 20 minutes. Record the book on your reading log.
Learn something new	Learn Something New Cooking - Live Lesson Rocky Road	Learn Something New Juggling	Learn Something New Zentangles	Learn Something New Dance	Learn Something New Free Choice
Literacy	Spelling & Grammar: Spelling Rule- if a word ends in a consonant and y. Reading: Comprehension- The Cautious Carnival Writing: - Informative text: Complete the activity on Seesaw. We are learning to plan for our Informative Writing.	Spelling & Grammar: Grammar- Compound Sentences Reading: Comprehension- Daxxcare Disaster Writing: Complete the activity on Seesaw. Write up the recipe for Rocky Road.	Spelling & Grammar: Grammar- Compound Sentences Reading: Comprehension- Burana Writing: - Informative text: Complete the activity on Seesaw. We are beginning to write an informative text about a special landmark in Australia.	Spelling & Grammar: Grammar- Letter to the Editor Writing - Informative text: Complete the activity on Seesaw. We are learning to use proofreading and editing skills.	Spelling & Grammar: Grammar Reading: Comprehension- How do they feel? Writing: Captains Log - Reflect on your home learning experiences.
Outdoor Physical Activity	You could post a picture or video of yourself getting out and getting active Outdoor Physical Activity and Play				
Mathematics	Maths Complete the activity on Seesaw. Log onto Prodigy and complete 30 minutes of activities. https://www.prodigygame.com/main-en/	Maths Complete the activity on Seesaw. Log onto Prodigy and complete 30 minutes of activities. https://www.prodigygame.com/main-en/	Maths Complete the activity on Seesaw. Log onto Prodigy and complete 30 minutes of activities. https://www.prodigygame.com/main-en/	Maths Complete the activity on Seesaw. Log onto Prodigy and complete 30 minutes of activities. https://www.prodigygame.com/main-en/	Maths Complete the activity on Seesaw. Log onto Prodigy and complete 30 minutes of activities. https://www.prodigygame.com/main-en/
Other Key Learning Areas	Science & Technology: STEM Friction Experiment https://app.omegacollection.com.au/login https://readlineeos.com.au/	Geography: Assessment: Complete the Seesaw activity	Personal Development and Health: Complete the activity on Seesaw. Mindfulness - Hello Gratitude	Creative Arts: Seesaw activity: Colin Wightman and analogous colours. Learn about analogous colours while appreciating the works of a contemporary Aboriginal artist.	Free Choice afternoon: Complete any activity that interests you and upload a photo or video to Seesaw with an explanation of what you are doing and why you like to do this activity.
Additional <u>Optional</u> Activities	PM e-collection/Reading Eggs (Online English) Log on to PM e-collection or Reading Eggs https://app.omegacollection.com.au/login https://readlineeos.com.au/	Mathematics Log on to Prodigy and play https://550.prodigygame.com/game/start?nd=6130458f-22e9-4144-9098-b0040ac8a933 OR https://www.vocubed.org/ https://rich.maths.org/	Outdoor Physical Activity and Play Post a picture or video of yourself being active. Department of Education - Learning from Home Resources https://education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home		

Reading Log - Week 10

Find a relaxing space in your house where you can read. Read a book, magazine or a book from the PM e-collection in your chosen space. Add the book you have read, a rating and a picture of where you read to your reading log. Be creative!

Reading Log - Week 10

	Monday	Tuesday	Wednesday	Thursday	Friday
Book Title and Author	Title: Author:	Title: Author:	Title: Author:	Title: Author:	Title: Author:
Rating - give what you read a rating out of 5, where 1 is not very good and 5 is great!	☆ ☆ ☆ ☆	☆ ☆ ☆ ☆	☆ ☆ ☆ ☆	☆ ☆ ☆ ☆	☆ ☆ ☆ ☆
Where I read	Where: Photo:	Where: Photo:	Where: Photo:	Where: Photo:	Where: Photo:

Word of the Day - Week 10

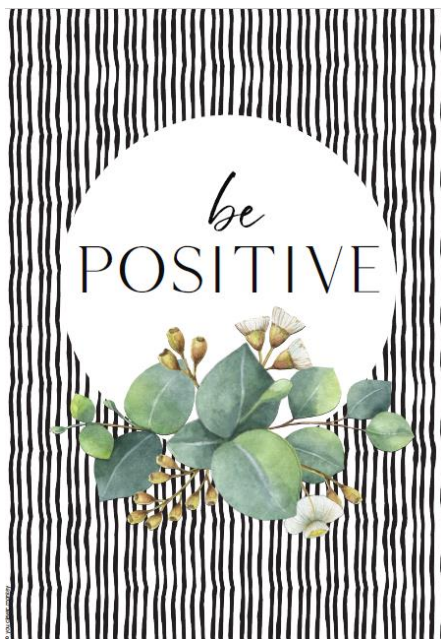
	Monday	Tuesday	Wednesday
Word	CONDUCTIVE	INACCURATE	VELOCITY
Definition	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
In a sentence	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
Synonym	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
Antonym	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
Word Origin	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
Words in word	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>

Word of the Day - Week 10

	Thursday	Friday
Word	SUBCONSCIOUS	SPONTANEOUS
Definition	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
In a sentence	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
Synonym	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
Antonym	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
Word Origin	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
Words in word	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>

Monday

Activities



Monday – Learn something new



*Live Microsoft Teams
Cooking Class*

Monday 13th September
– Week 10

Get your ingredients ready!

Easy Rocky Road recipe

- 200 g milk chocolate (dark or white works just as well)
- 1/3 cup Allen's Ripe Raspberries candy (or other lollies e.g. snakes, jelly babies)
- 3/4 cup, packed marshmallows

1 packet of clinkers

Optional:

- 5 small shortbread cookies
- 1/4 cup of peanuts
- 1/3 cup rice bubbles



Monday – Spelling and Grammar

Spelling Rule:

If a word ends in a consonant followed by a **y** change the **y** to **i** before adding **ful**

Eg plenty - plent**iful**

<u>Base Word</u>	<u>ful</u>
bounty	
duty	
fancy	
weary	
pity	
beauty	
mercy	

Monday - Reading




THE CAUTIOUS CARNIVAL

We take your safety seriously, so you don't have to worry! The bumper cars have extra bumpers! Our giant slide is regular size! We've put additional brakes on the roller coaster! The only thing you need to be thinking about is having fun!

Visit sideshow alley and play our carnival games!* We've got:

- Gone Fishin'
- Ball Toss
- Drop the Ball!
- Spin a Winner



Free bubblewrap jumpsuit on arrival!

RIDE TICKET PACKAGES

SAFETY GOGGLE PACK

10 ride tickets.
One pair of safety goggles included.

\$15

HELMET PACK

20 ride tickets.
One helmet included.

\$35

HIGH-VIS VEST PACK

35 ride tickets.
One high-vis vest included.

\$50

*We play all the games for you to minimise any risk of injury. Fictional event and products only.

Monday - Reading

1. List what you get in each Ride Ticket package.
2. How do you think this carnival differs from others?
3. Write a list of reasons why the safety measures were put in place.
4. Do you think the safety measures put into place at The Cautious Carnival is a good thing or bad thing? Why? **Explain.**
5. On a piece of paper Draw a map of The Cautious Carnival. Make sure to include all the attractions mentioned in the advertisement. Add labels and a title to your map.

Monday - Writing

Week 10 – Monday Informative Writing

Access pre-recorded lesson or read the information below.

Learning goal: We are learning to plan for our Informative Writing.

Watch the video on 'Planning for Informative Writing':

<https://www.youtube.com/watch?v=ehzBzAo3h44>

Things to include in your plan:

- Topic
- Topic Sentence/General statement introducing the topic
- Subheading 1
- Supporting details/facts for subheading 1
- Subheading 2
- Supporting details/facts for subheading 2
- Subheading 3
- Supporting details/facts for subheading 3
- Concluding statement about your topic
- Any subject specific/technical vocabulary you may use.

Activity – Begin your plan for your informative text.

Once you have submitted your plan, have a look at the feedback given and make changes accordingly.

Monday - Maths

Volume and Capacity

Learning Intention

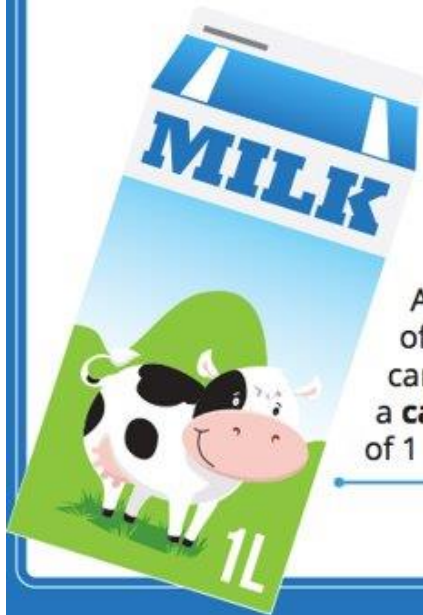
We are learning to use a formal unit smaller than the litre to measure volume and capacity. We are learning that there are 1000 millilitres in one litre.

Watch the prerecorded lesson on Seesaw.

Volume and capacity can relate to the measurement of three-dimensional space. Volume is the amount of space taken up by an object whereas capacity measures how much of a substance the object can hold. The substance could be a liquid, like water, a gas such as air or a solid like cement, rice, flour.

Capacity is the amount of liquid a container can hold.

We measure the **capacity** of anything which can hold something else.



A carton of milk can have a **capacity** of 1 litre.

Volume is how much space an object takes up. It includes solids, liquids and gases.

If you are blowing up a balloon, you are increasing the **volume** of gas.



Monday - Maths

The formal unit used to measure the capacity is litres and millilitres. The formal units allows for easier and more accurate communication of measures.

L = litres

mL = millilitres



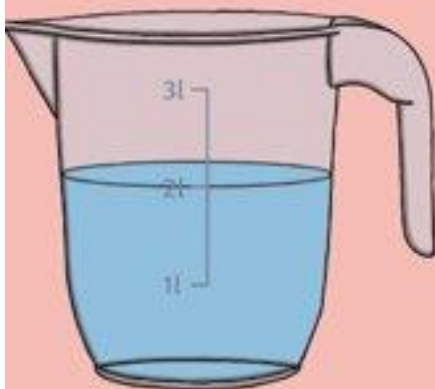
Millilitres

We can use a measuring cylinder to measure very small capacities.



We measure these in **millilitres**.
We write this as **ml**.

$$1000\text{ml} = 1\text{l}$$



Litres

We can use a jug to measure larger capacities.



We measure these in **litres**.
We write this as **l**.

$$1000\text{ml} = 1\text{l}$$

Monday - Maths

Look around your home and you will see lots of different kinds of containers.

You will also see lots of different containers at school.

You might see pencil pots, packed lunch boxes or paint bottles.



- I have some containers and I want to know what its capacity is. Capacity means how much it will hold.
- Capacity is measured in litres (L) or millilitres (mL).
- Each container has a different capacity. Look at the labels to find out how much each container can hold.

Monday - Maths

Activity 2: Answer the questions below.

Match the measuring jugs to the containers that filled them.

The image shows four measuring jugs and seven containers. The jugs are marked in 250ml increments up to 1000ml. The containers and their capacities are:

- Milk: 1 litre
- Tomato sauce: 500ml
- 100% Juice: 250ml
- chicken soup: 375ml
- orange cordial: 1 litre
- Baked Beans: 250ml
- Can with lightning bolt symbol: 375ml

The 750ml jug is connected by a dashed line to the 1 litre Milk carton.

Monday - Maths

Activity 3: Estimate the capacity of these containers, then order the objects from smallest capacity (1) to the largest capacity (5).



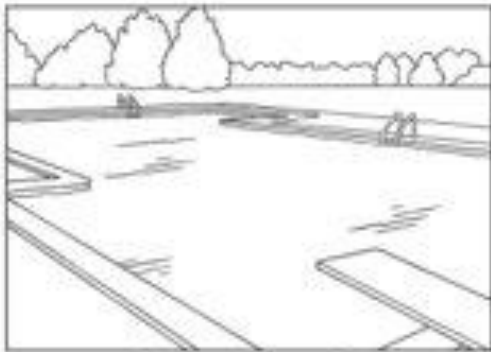
a)



b)



e)



c)



d)

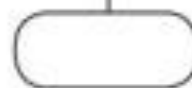
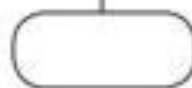
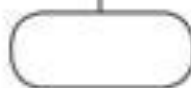
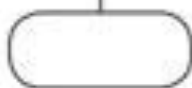
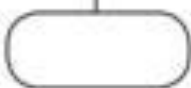
[1]

[2]

[3]

[4]

[5]



Monday – Science & Technology

STEM -Friction Experiment What is Friction?

- Friction is a force between **two surfaces** that are sliding, or trying to slide, across each other. For example, when you try to push a book along the floor, friction makes this difficult.
- Friction always works in the direction **opposite** to the direction in which the object is moving, or trying to move. Friction **always slows** a moving object down.



[Link 1 – Google Drive](#)

https://drive.google.com/file/d/1MA0BqU6O3NG1miL_ALR2NYEqDq0pqWbq/view?usp=sharing

[Link 2 - YouTube](#)

<https://www.youtube.com/watch?v=qNOVONXV3Kw>

The Force of Friction Experiment

- Today we are going to complete an experiment about *friction* using toy cars, a ramp, a ruler and 3 different surfaces. (If you don't have a toy car, anything that rolls or has wheels will work as well).



Image: Speed (84785) by Juhli Liu, Creative Commons Attribution 2.0: <http://iic.kirp96v1.N>

The Force of Friction Experiment



Students conduct a fair test to establish how friction affects the distance travelled by a toy car.

You will:

- make predictions
- discuss how to make an investigation fair
- conduct an investigation
- record results
- identify patterns in your results
- draw a conclusion
- apply your science knowledge to a real-life situation.

Materials and equipment

Things you will need to conduct your investigation:

- a toy car
- a ramp from which to launch the toy car
- books (to raise the ramp)
- 3 different surfaces, e.g. concrete, carpet, linoleum, tiles, bench top
- a one-metre measuring tape or ruler

Section 1. Investigating friction

Friction is a force. If something is moving, friction opposes it. Friction is a force that exists whenever two things rub against each other.

You will conduct an investigation about how friction affects the distance a toy car travels.

In your investigation you will roll a toy car down a ramp and on to different surfaces. You will measure how far the car travels along the different surfaces.

Question

What you are trying to find out by doing the investigation?

How does friction affect the distance a toy car will travel?

Prediction

What you think is going to happen in the investigation:

I think the toy car will travel the greatest distance on the surface.

I think this because

Materials and equipment

Things you will need to conduct your investigation:

- a toy car
- a ramp from which to launch the toy car
- books (to raise the ramp)
- 3 different surfaces, e.g. concrete, carpet, linoleum, tiles, bench top
- a one-metre measuring tape or ruler

Keeping the investigation fair

Getting the best results you can:

It is important to make sure that this investigation is a fair test.

Have a class discussion with your teacher and class members to complete the table below.

One thing that we will change each trial	What we will measure	Things that we will keep the same each trial

Method

Follow these steps to conduct your investigation:

Step 1:

- Set up the equipment using one surface, as shown in the photo below.
- Make sure that there is plenty of room at the end of the ramp for the toy car to roll on to the test surface as it leaves the ramp.



Step 2:

- Place the toy car at the top of the ramp so its back wheels are on the edge of the ramp.
- Hold it in position.



Step 3:

Repeat three times:

- Release the toy car and wait until it stops moving.
- Measure the distance from the end of the ramp to the back wheels of the car.
- Record the distance in centimetres in the results table.



Step 4:

- Repeat steps 1, 2 and 3 for the other two surfaces.

Results

A record of the data you collect during the investigation

1. Describe the appearance of each surface, e.g. rough, smooth, bumpy.
2. Record the distance the toy car travelled for each trial and each surface.

Table 1: Results data

Surface	Appearance	Distance travelled (cm)		
		Test 1	Test 2	Test 3
Surface 1:				
Surface 2:				
Surface 3:				

3. Repeating an experiment more than once helps you to be sure that the data you collect is as accurate as possible. No experiment method is perfect so by repeating it a number of times you can recognise any results that may be inaccurate and don't fit the pattern of the other measurements taken.

In this experiment you repeated the method for each surface three times, but when drawing a column graph from the data you collected you will use only one of the measurements for each surface.

We will assume that the most accurate measurement is the value that sits in the middle of the three measurements you took for each surface.

Complete the table below, using the middle value for each surface from your table of results.

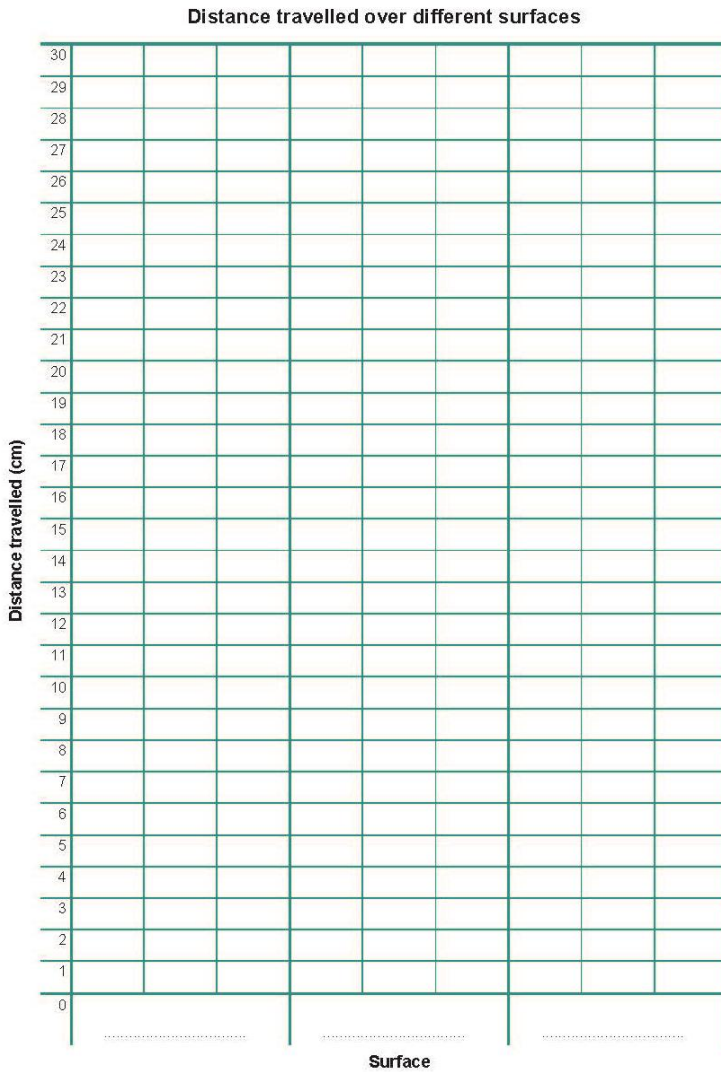
Table 2: Results summary

Surface	Distance travelled (cm)
Surface 1:	
Surface 2:	
Surface 3:	

The Force of Friction Experiment

The Results

4. Use the values from Table 2 in Question 3 to draw a column graph showing the distance the toy car travelled for each of the three surfaces.



Discussion

Describe and explain your results using evidence from the investigation and your science knowledge.

5. Over which surface did the toy car travel the greatest distance?

Was friction high or low between this surface and the wheels of the toy car?

Use the evidence from the results table and the column graph and your observation of the surface to explain how you know this.

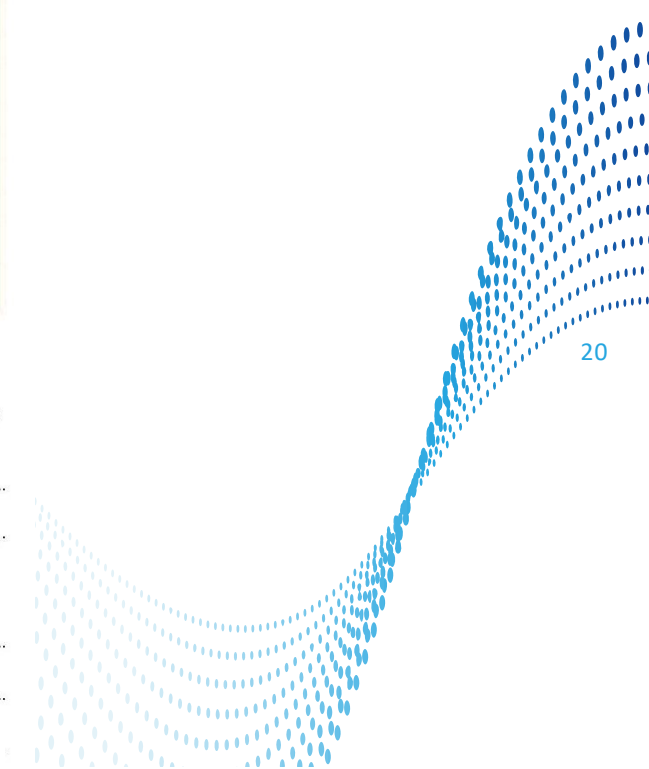
.....

6. Over which surface did the toy car travel the smallest distance?

Was friction high or low between this surface and the wheels of the toy car?

Use the evidence from the results table and the column graph and your observation of the surface to explain how you know this.

.....



Conclusion

What did you find out?

7. Was the investigation question answered? (circle one) Yes / No
 8. Was your prediction correct? (circle one) Yes / No
 9. How does friction affect the distance a toy car will travel?

.....

Tuesday

Activities

be
HAPPY



Tuesday – Learn something new

Juggling

You are going to try and learn how to juggle. There are lots of tutorial videos on YouTube that could help you too.

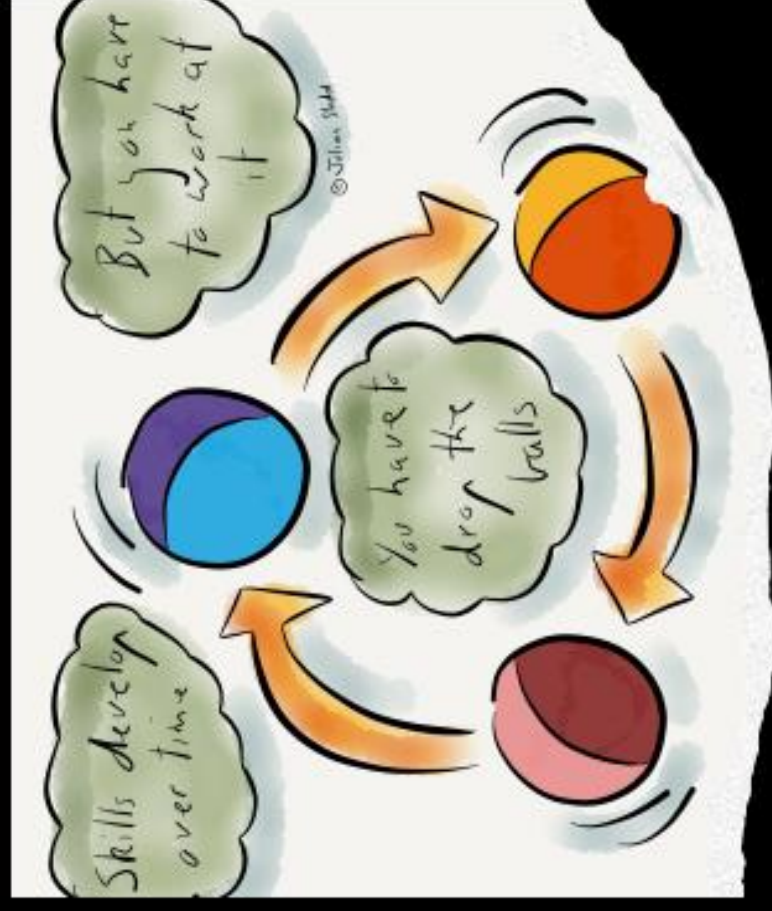
Some you could try:

<https://www.youtube.com/watch?v=mk-O-IP7YpU&t=606s>

<https://www.youtube.com/watch?v=QjKR-yH5U9g&t=70s>

https://www.youtube.com/watch?v=x2_j6kMg1co&t=12s

Upload a video once you have mastered this skill.



Tuesday – Learn something new



1 Choose suitable balls. Beachbags are good for beginners. Basically, two balls that will not bounce a lot, or roll away when they're dropped—this will save a lot of running initially! A set of beachbags can be bought for a very low price or made by hand. Tennis balls filled with sand or a few pennies and covered with a found fabric will work well. They don't bounce and they provide a slip-free grip!

- While you're at it, choose a suitable place to work in. All the very beginning, balls will end up flying everywhere, so it's best not to stand near granny's precious oil lamp or dad's collection of ceramic cows.



4 Take one ball in each hand. Toss ball A, and when it reaches the top of its arc, toss ball B. Practice until this simple exchange becomes comfortable! (1)

- At the top is key here. This will give you the most time for your next catch. When you start working with 3, 4, and 5, this becomes especially important.



2 Toss one ball for a while to get the feel of juggling. Don't juggle one ball from one hand to the other. Also practice "slices" — those are throws you catch with the throwing hand. The ball should come to eye-height or higher. Your hands should not move very much, so aim to keep your elbows at your eye level!



3 Practice scooping. This is a technique to make juggling smooth. Simply scoop, or lift, your hand before tossing the ball. Keep the dip shallow though, it isn't going to work if you swing too deeply. Practice scooping and timing from one hand to another, so that you don't lose across eye level! (1)

- Simply mimic the movements of joggins. If you were to "be joggins", do you find yourself moving your hands in small circles? You're already juggling!

Getting the hang of it

<https://www.wikihow.com/Juggle>

Tuesday – Learn something new



1 Juggle three balls. Try to make three passes in a row. Start out slowly, simply seeing how the three work together in the air in one rotation. Juggling three is often a matter of understanding the balls' trajectories and how they interact. For the majority of the time, one will be in the air while each hand has the other two.^[1]

- First hold two balls in right hand and one in left-hand. (Not versa if you are left handed.)
- Begin with passing from the right hand. (Again, vice versa if you are left handed.)
- Throw the ball to your left hand and when ball 1 is at the peak, throw ball 2 (the only one in your left hand) under ball 1 to your right hand.
- When ball 2 is at the highest point (at this point, you should also catch ball 1 in the left hand) throw ball 3 under ball 2.
- And when ball 2 is in the right hand just catch ball 3 and this should be it. That's all you do! Repeat away.

• If you can't seem to get the hang of it, work with light, small scarves. They'll give you the time hanging in the air to understand how it all comes together.



2 Work on the over-the-top method. Now that you've got the simple three-ball cascade down, start juggling "over the top." This is the name for scooping in the opposite direction with one hand. Instead of scooping under and releasing the ball, you catch it, scoop to the outside and throw it over, hence the name.

- You can start by juggling a normal "Three Ball Cascade," and then adding one of the balls to an over-the-top at the time, so that 1/3 of all throws are over-the-top throws. If you make one hand throw over-the-top throws every time, you are juggling a "Slow Shower," and if every throw is an over-the-top-throw, you are juggling a "Reverse Three Ball Cascade." When you have learned this, you can advance onto things like cross hand juggling, columns (one in the middle, two on the sides), and "Mills' Mess."



3 Move onto four and five balls. Learn to juggle two in one hand, then do two in your left hand and two in your right hand at the same time. For some, juggling four is simpler than three!^[1]

- Juggling five balls is just like juggling three, but you have to move your hands a lot faster and you need to throw the balls higher. Keep practicing — it takes time and patience to master.

Try with 3 or more balls

<https://www.wikihow.com/juggle>

Tuesday– Spelling and Grammar

Spelling Rule:

Read through the information on Simple Sentences and Compound Sentences.

Simple Sentences

A simple sentence is also called an independent clause. It contains a **subject** and a **verb** and expresses a complete thought.

Scott **plays** tennis in the morning.

Compound Sentences

A compound sentence contains two independent clauses joined by a **coordinating conjunction** (and, but, for, nor, or, so, yet).

Scott **was playing** tennis, **so** **Mary** **went** to the beach.

Task: Add to these simple sentences to create a compound sentence.

Conjunctions to use: **for, and, nor, but, or, yet, so**

Trent likes to play football _____

The spelling test was easy _____

Pizza is my favourite food _____

Bananas are good for you _____

I fell over on the ground _____

It was cold outside _____

The kitten was hungry _____

It was Grandma's birthday _____

The movie was funny _____

I like to paint pictures _____

Tuesday – Reading

DAYCARE

DISASTERS

My mother runs a daycare,
She's so wonderful with kids.
And every day, when I get home,
She tells me what they did.

"Scott put play dough in his ears,
Then ate a huge mud pie.
Mitch smeared lunch all down the walls,
Then rubbed some in his eye!

Cassie took some scissors,
Then cut off her teddy's ears.
And when they wouldn't go back on,
She collapsed in floods of tears!

Jill wrecked Kelly's artwork,
Holly washed her hands with glue.
Nathan poured his glass of milk
Into Jemima's shoe!

Bob bit Harry on the hand,
Ali kicked her toe.
Julie cried for hours and hours,
What for? I'll never know!"

My mother runs a daycare,
And she says it's really cool.
But secretly, I'm quite relieved,
That I can go to school!

Stephanie Mulrooney



Tuesday – Reading

1. State what Mitch did to his lunch.
2. Does the mother enjoy running a daycare?
3. Write a list of solutions for three of the problems that happened in the poem.
4. Rank the problems that happened in the poem from most serious to least serious. There are nine in total.
5. Imagine you are a fly on the wall of the day-care while all the things were happening to the children. Draw a picture of what you see.

Tuesday - Writing

Procedure Writing

Today you will be writing a procedure for how to make rocky road.

Check list:

- Title
- Ingredients list
- Materials/Utensils used
- Step by step instructions in order
- Command verbs to explain each step
- Time/sequence connectives



WHAT IS A PROCEDURE?

Procedures

What are procedures and why do we write them?

Procedures tell us how to do or make something through a sequence of steps. Procedures are written in two different forms. Both of these forms use the command form of the verb. However, one is numbered, while the other uses time words to sequence the steps to be performed.

For example: **Cut** the paper in half or Firstly, **cut** the paper in half.

Tuesday - Writing

Types and Structures

What are the different forms?

As mentioned earlier, there are two forms of procedures:

1. How to make, for example: recipes, art and craft project.
2. How to follow, for example: instructions, rules of a sport or game.

What structure is needed in a procedure?

A procedure is written in a way that is easily organised and set out. This makes it a lot easier for the reader to follow the instructions and to complete a recipe, project, or game successfully. A procedure needs:

1. an end goal
2. materials/equipment/ingredients
3. steps/method/rules/instructions

Main language features

What are the main language features?

1. Language of imperatives (command verbs)

For example: **Cut** the paper in half.

2. Language to indicate time/sequence words

These are also known as time connectives, for example: **Finally**, cut the cake and serve.

3. Language of description to indicate place, time and manner

- Adverbs and adverbial phrases of **place**, for example: Stop **at the corner of the street**.
- Adverbs and adverbial phrases of **time**, for example: Leave the clothes to soak **overnight**.
- Adverbs and adverbial phrases of **manner**, for example: **Carefully**, tear up the paper.
- Adverbial phrases to **describe nouns**, for example: Pour the batter into the **large, microwavable plastic bowl**.

Tuesday - Writing

Example

Flavoured Yoghurt



Ingredients

- Plain yoghurt
- Honey
- Vanilla essence
- Muesli or oats
- Banana
- Strawberries
- Blueberries

Equipment

- Large mixing bowl
- Spoons
- Chopping board
- Knife
- Small bowls for serving

Method

1. Place the plain yoghurt into the large mixing bowl.
2. Add a few drops of vanilla essence and stir this into the yoghurt.
3. Using the chopping board, carefully cut up the banana into thin slices.
4. Place the banana slices into mixing bowl with the plain yoghurt.
5. Add in a few spoons of muesli or oats.
6. Spoon over some honey.
7. Gently fold all the ingredients in the large mixing bowl.
8. Without spilling it, pour some of the flavoured yoghurt into the small bowls for serving.
9. To garnish, turn a strawberry upside down.
10. At this point, cut through the middle of the strawberry, but be careful not to cut all the way through.
11. Gently slide the strawberry onto the edge of the bowl, being careful not to push it too hard, as it could split.
12. Finish off with a sprinkle of blueberries and a drizzle of honey over the top.



Easy Rocky Road recipe

- 200 g milk chocolate (dark or white works just as well)
- $\frac{1}{3}$ cup Allen's Ripe Raspberries candy (or other lollies e.g. snakes, jelly babies)
- $\frac{3}{4}$ cup, packed marshmallows
- 1 packet of clinkers

Optional:

- 5 small shortbread cookies
- $\frac{1}{4}$ cup of peanuts
- $\frac{1}{3}$ cup rice bubbles



Tuesday - Writing

Write your procedure here

Title:

Ingredients/materials

Utensils/Materials

Tuesday - Writing

Write your procedure here

Steps:

Tuesday – Maths

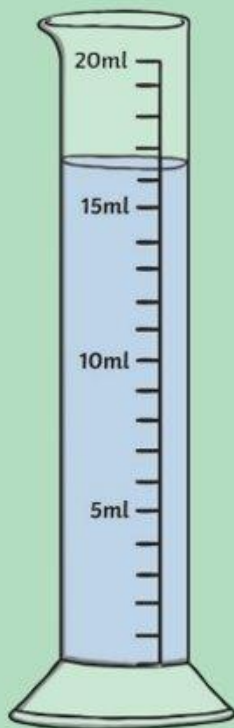
Volume and Capacity

Learning Intention

We are learning to use the millilitre as a unit to measure volume and capacity and record volumes and capacities using the abbreviation for millilitres (mL)

Watch the prerecorded lesson on Seesaw.

Remember:



Millilitres

We can use a measuring cylinder to measure very small capacities.

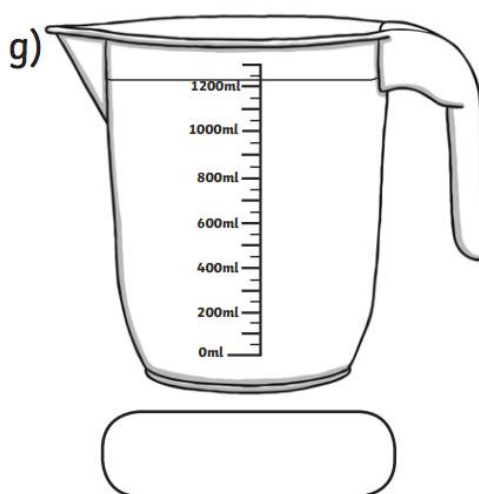
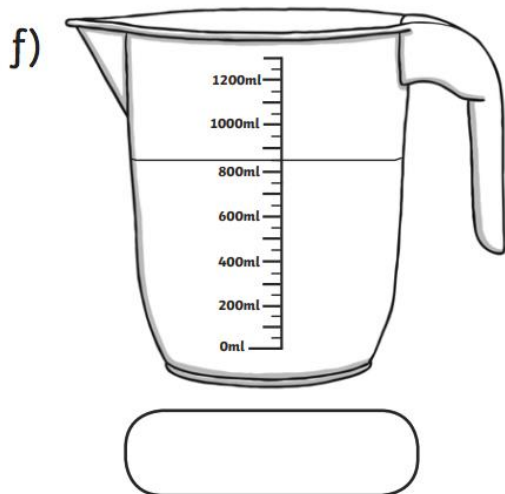
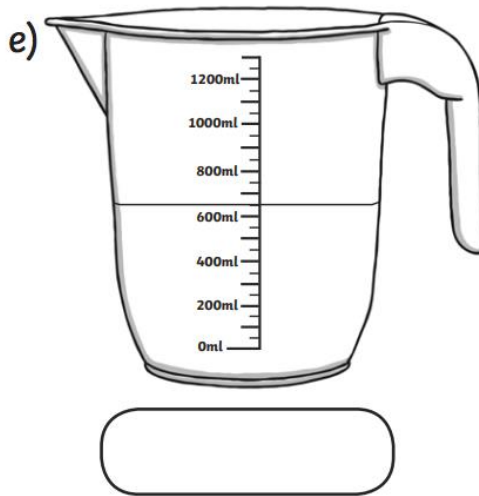
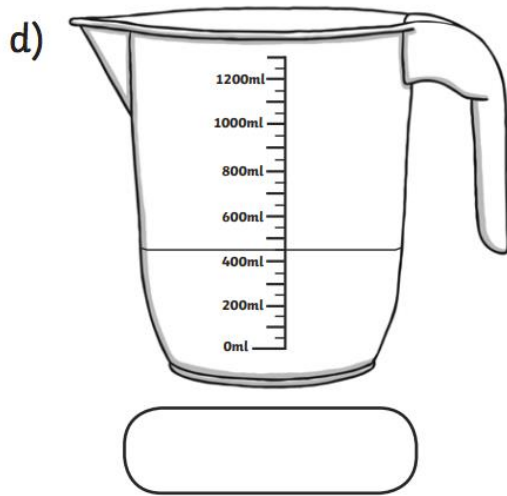
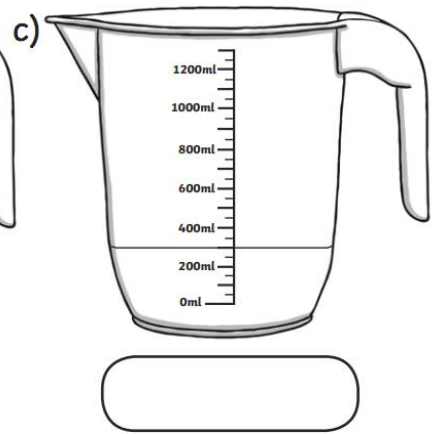
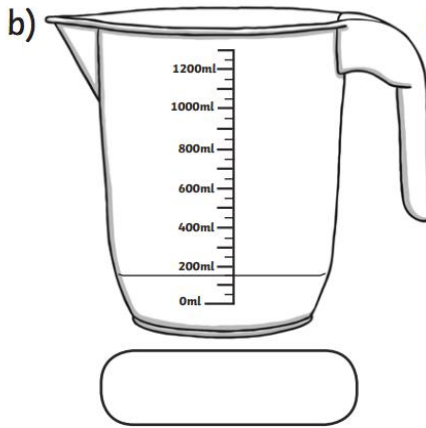
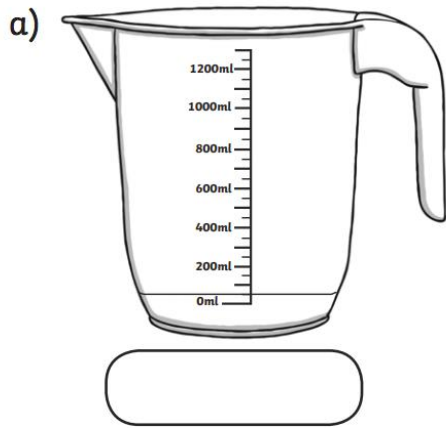


We measure these in **millilitres**.
We write this as **ml**.

$$1000\text{ml} = 1\text{l}$$

Tuesday – Maths

Activity 1: Record the amount of water in each jug in millimetres.



Tuesday – Maths

Activity 2: Use the following numbers to fill in the approximate capacity of each object.

5

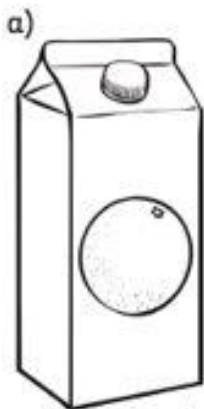
15

180

250

- a) The water glass holds _____ ml.
- b) The bottle cap holds _____ ml.
- c) The sink holds _____ L.
- d) The bathtub holds _____ L.

Activity 3: If you are going shopping and you want to buy as close as you can to 1 Litre of each of these drinks, how many should you buy?



245ml



648ml



127ml



375ml

- a) How many should you buy of a?
- b) How many should you buy of b?
- c) How many should you buy of c?
- d) How many should you buy of d?

Tuesday – Geography



Tuesday – Geography

The Big Picture – looking at levels of understanding

 **ACHIEVING**

List and describe three or more of the well-known natural or human features of Australia and the state or territory where they are found.

Feature (Select one) Natural Human

Name: _____

State or Territory: _____

Description: _____

Feature (Select one) Natural Human

Name: _____

State or Territory: _____

Description: _____

Feature (Select one) Natural Human

Name: _____

State or Territory: _____

Description: _____

Tuesday – Geography

The Big Picture - looking at levels of understanding

TAKING IT FURTHER

Choose a place or feature of Australia and write about how and why people could show respect for it.

Place or feature: _____

Handwriting practice area with 18 horizontal lines and a vertical margin line on the left.



Tuesday – Geography

The Big Picture – looking at levels of understanding

HIGHER ORDER THINKING

Jeopardy is a quiz show where people must answer clues with a question.

EXAMPLE

Clue Melbourne

Answer What is the capital city of Victoria?

Imagine you are the game show host. Write ten clues about Australia based on facts you have learned. Write the answers as questions.

1 Clue:

Answer:

2 Clue:

Answer:

3 Clue:

Answer:

4 Clue:

Answer:

5 Clue:

Answer:

6 Clue:

Answer:

7 Clue:

Answer:

8 Clue:

Answer:

9 Clue:

Answer:

10 Clue:

Answer:

Wednesday

Activities

be
STRONG



Wednesday— Learn Something New

WHAT IS ZENTANGLE

ZENTANGLE IS AN AMERICAN METHOD FOR DRAWING, WHICH NOT ONLY PROMOTES CONCENTRATION AND CREATIVITY BUT AT THE SAME TIME INCREASES PERSONAL WELL-BEING. ZENTANGLE WAS INVENTED BY A MONK NAMED RICK ROBERTS AND AN ARTIST NAMED MARIA THOMAS. WITH ZENTANGLE THEY CREATED A COMBINATION OF MEDITATION AND ART. THE ZENTANGLE METHOD IS AN EASY-TO-LEARN, RELAXING, AND FUN WAY TO CREATE BEAUTIFUL IMAGES BY DRAWING STRUCTURED PATTERNS. WE CALL THESE PATTERNS, TANGLES. YOU CREATE TANGLES WITH COMBINATIONS OF DOTS, LINES, SIMPLE CURVES, S-CURVES AND ORBS.



Wednesday— Learn Something New



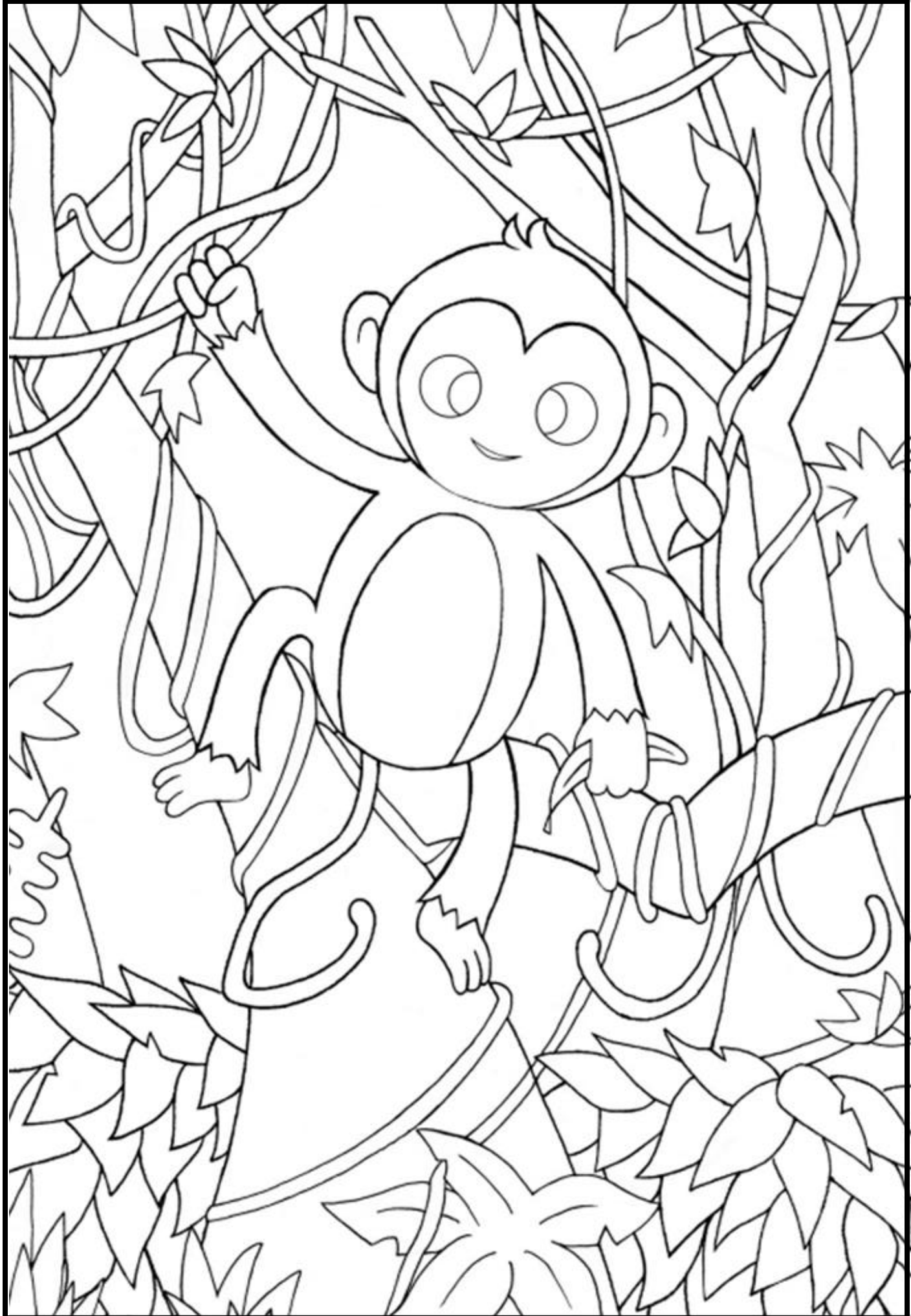
YOU CAN ZENTANGLE IN A PICTURE OR
CREATE YOUR OWN PICTURE TO
ZENTANGLE.

TODAY YOU ARE GOING TO USE THE
PICTURE OF A MONKEY ON THE
FOLLOWING PAGE COR YOU CAN PRINT
OFF YOUR OWN PICTURE THAT
INTEREST YOU AND FILL ALL THE GAPS
WITH ZENTANGLE PATTERNS, EACH
INDIVIDUAL SPACE WILL NEED A NEW
PATTERN, YOU CAN SEARCH UP
ZENTANGLE ON GOOGLE AND IT WILL
GIVE YOU LOTS OF IDEAS OF PATTERNS
YOU CAN USE, YOU CAN USE SIMPLE
PATTERNS LIKE DOTS AND STRIPES OR
MORE COMPLEX PATTERNS, IT'S UP TO
YOU.

YOU CAN ALSO KEEP YOUR PATTERNS
BLACK AND WHITE OR YOU CAN USE
COLOUR, AGAIN, IT IS UP TO YOU,
ONCE YOU HAVE FINISHED UPLOAD A
PHOTO OF YOUR FINISHED PRODUCT.

REMEMBER THIS COULD BE AN
ACTIVITY THAT YOU DO THROUGHOUT
THE HOLIDAYS, I KNOW WHEN I DO
THIS, IT CALMS ME AND I FEEL VERY
'ZEN' AFTER IT.





Wednesday– Spelling and Grammar

Spelling Rule:

Think about yesterdays work on the difference between Simple Sentences and Compound Sentences.

Add to the following simple sentences to make them become compound sentences.

The sun shines in summer



I love to play in puddles



Caitlyn is good at dancing



We had fun at the beach



I am afraid of spiders



Wednesday – Reading



By laravelraku/Shutterstock.com

10 Fascinating Facts About

BURANO

1

Burano is an island 7 kilometres from Venice, Italy. People need to catch a 45-minute ferry from Venice to get there.

2

The island of Burano is tiny! In fact, it is only 0.21 km², and you can walk anywhere on the island in less than 10 minutes.

3

Burano is home to about 2000 residents. Most of the island's population are fishermen.

Wednesday – Reading

4

By law, every house must be painted a different colour or shade. You will not see two houses with the exact same colour.

5

There are strict rules about painting your house. If you wish to paint your house a different colour, you must write a letter to government officials for permission.

6

The original purpose for the bright variety of coloured houses was to help fishermen find their way home on dark, foggy nights.

7

It is believed Burano was first established by villagers from the mainland of Italy, fleeing and hiding from Attila the Hun, an invading ruler at the time.

8

Burano's Leaning Bell Tower is 53 metres tall and has to be reinforced due to the sinking ground beneath it.

9

Burano residents have a tradition of creating handmade lace, which is becoming a dying art due to machine-made lace being less expensive and easier to produce. Burano is now one of the last places in the world to make handmade lace.



By Simone Padovani/Shutterstock.com



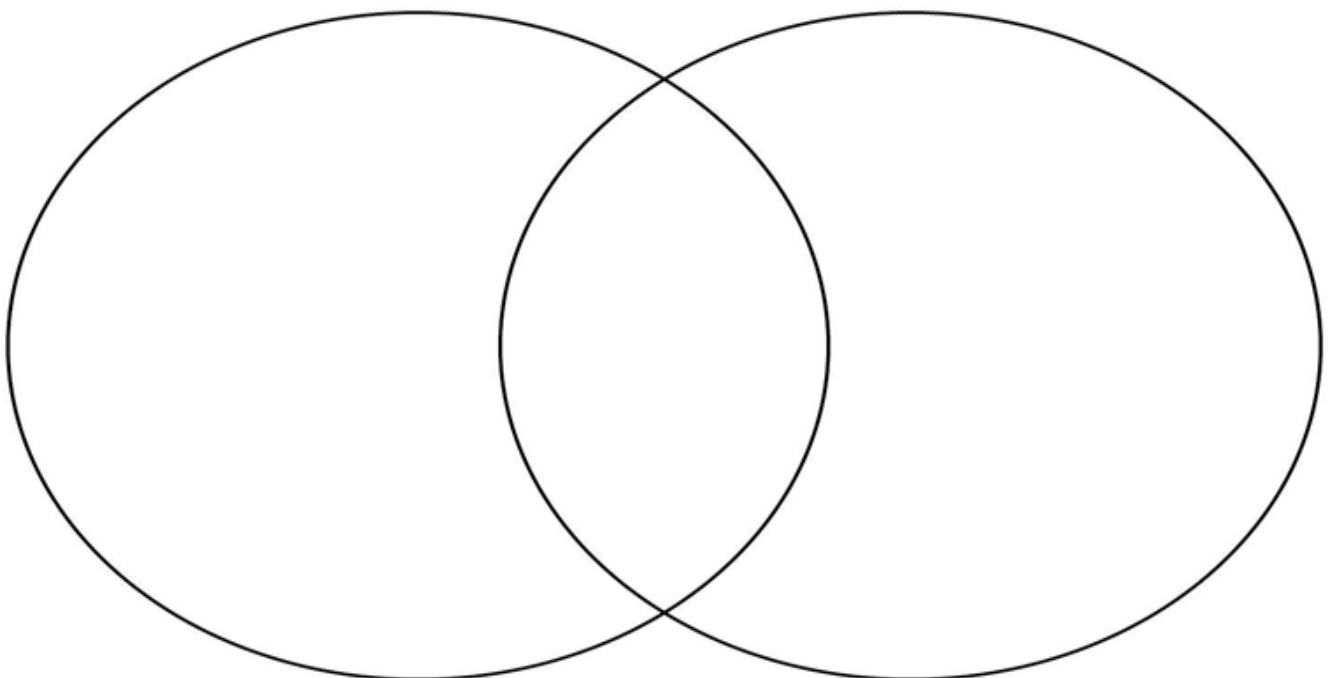
By Tasha Chelakova/Shutterstock.com

10

Even though Burano is small, it has a variety of restaurants, shops, art museums and even schools.

Wednesday – Reading

1. What is the size of Burano?
2. Would the island of Burano have been developed if the original villagers were not fleeing from Attila the Hun?
3. Would you like to live on the island of Burano? **Why or why not?** List 5 reasons you have this opinion.
4. Make a Venn diagram comparing the island of Burano with an island from somewhere else in the world.



Wednesday – Writing

Week 10 – Wednesday Informative Writing

Access pre-recorded lesson or read the information below.

Learning goal: We are learning to write an Informative text.

Using your fact file and your plan you are going to begin writing your Informative text on your chosen special landmark in Australia.

Watch the video on 'Writing an Introduction': <https://youtu.be/i6BTfNQiXXI>

What you need to remember:

Structure

- ✓ My informative text begins with a general statement which introduces and classifies the subject.
- ✓ My informative text contains a series of factual paragraphs which describe the characteristics of the subject.

Language and Features

- ✓ I have used a formal tone when writing.
- ✓ I have tried to sound like an expert on the topic.
- ✓ I have used subject-specific, technical vocabulary.
- ✓ I have used present tense.
- ✓ I have used nouns and noun categories.
- ✓ I have used adjectives and adverbs to enhance description. ✓ I have used time connectives.
- ✓ I have used phrases showing cause and effect.
- ✓ I have used comparative language.

Activity – Using your fact file and your plan you are going to begin writing your Informative text. Make sure to use the checklist. This needs to be written on a piece of paper with a pencil. You need to upload a photo of your writing to Seesaw.

Wednesday – Writing

Read through this WAGOLL (What A Good One Looks Like) of an Informative Text by a student in Stage 2:

The world of Mercury

Mercury is the closest planet to the sun. It also used to be thought of as the second closest planet. People in ancient times used to think that there was another planet and they named it Vulcan. Later, scientists found that the so called Vulcan was actually sun spots on the sun.

Mercury is the first planet from the sun and the second smallest. It is 58 million km from the sun. Mercury's year is 88 Earth days. Mercury's day is 59 Earth days.

Mercury's temperature varies from extreme heat to extreme cold. Mercury's temperature rises to over 370°C during the day and falls to -180°C during the night. The atmosphere on Mercury is made of gases and atoms such as hydrogen, oxygen and sodium.

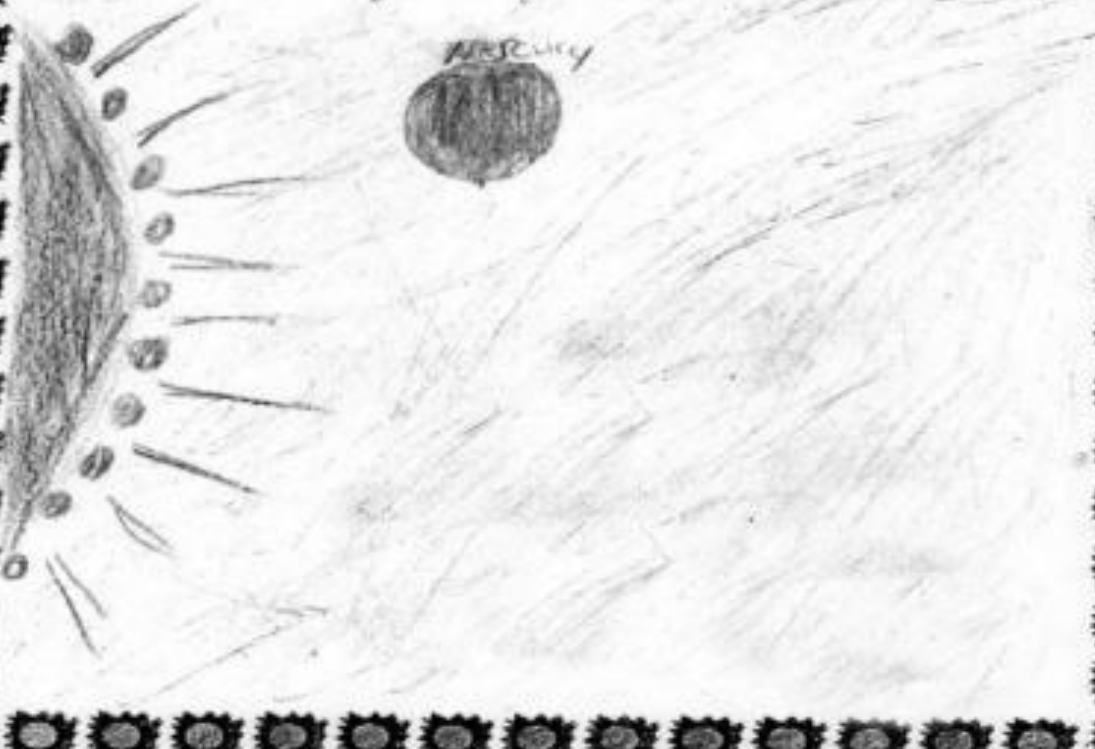
Scientists get confused some of the time with Mercury's colour. The colour changes every so often because of the solar-wind. The solar-wind has an effect on Mercury. As the surface rocks absorb particles from the solar-wind their chemical make-up changes and so does their colour.

Wednesday – Writing

Read through this WAGOLL (What A Good One Looks Like) of an Informative Text by a student in Stage 2:

The circumference of Mercury is 15,323.2 km.
Mercury's diameter is 4878 km.

Could humans live on the planet Mercury?
It would be dangerous and close to impossible.
The extreme temperatures on Mercury would
make it unbearable unless special spacesuits
were created to protect you against very cold and
very hot temperatures. The crashing of meteorites
and comets into Mercury causing craters would
also make it very dangerous to survive on Mercury.



Wednesday – Maths

Volume and Capacity

Learning Intention

We are learning to measure, record, compare and estimates volumes and capacities using litres, millilitres.

Watch the prerecorded lesson on Seesaw.

Which would hold close to 1 litre?



Which one would have a capacity of 20 mL?



Which would hold the most?



Which would hold the least?



Wednesday – Maths

Can you find any containers that hold over 1 litre, around 500mLs and under 100mLs?

Activity 1: Take a picture and order the items from the smallest to the largest capacity.

Activity 2: Volume and Capacity Problem Solving

Janine needs to fill a bucket with 2 litres (2000ml) of water. She has bottles which hold the following amounts:

200ml, 250ml, 500ml, 750ml

Give two different ways that Janine can fill the bucket (you may use each container more than once).

Lucien needs to fill a bucket with 1 litre 500ml (1500ml). He has containers which hold the following amounts:

100ml, 200ml, 250ml, 300ml.

Give two different ways that Lucien can fill the bucket (you may use each container more than once).

Siobhan needs to fill a bucket with 2 litres 500ml (2500ml). She has containers which hold the following amounts:

250ml, 300ml, 500ml, 750ml

Give two different ways that Siobhan can fill the bucket (you may use each container more than once).

Wednesday – PD/H

Week 10 – Mindfulness

Gratitude is noticing the good things in your life and saying thank you for those things. Saying thank you can help you be in a better mood and settle the Hubhub around you. Let's listen to how having gratitude makes you more connected to the world. Choose one thing each day to think about and show gratitude for.

Watch the Mind Yeti video 'Hello Gratitude':

https://www.youtube.com/watch?v=96QgrM_2YS8&list=PLiaUKiwbiHMQDQLCXoPaMMYotldKIUQCw&index=10

Think: What were some of the special things, big and small, that made you happy this week? How did your mood change as you thought of these things you were grateful for?

Activity:

- 1. Draw what makes you happy. These can be things that made you happy this week or things that you love that bring you joy every time you see them or play with them.**
- 2. Tell all about your drawing. Share about each one of the special things that make you happy and can show gratitude for each day.**

Thursday

Activities

be
INSPIRED



Thursday– Learn something new

Today we are going to learn a new dance.

Click on the link on Seesaw to watch the video and follow on to learn the movements.

Once you have learnt the movements, **post a video or some photos of you learning and practicing the dance.**

You could even perform the dance for someone in your household.

Thursday– Spelling and Grammar

Using **Is** and **Are**

Complete each sentence by writing **is** or **are** on the line.

1. An astronaut _____ trained to travel and work in space.
2. Astronauts _____ physically fit and have good eyesight.
3. An astronaut _____ protected from radiation and space dust by wearing a space suit.
4. Giant planets that orbit stars other than the Sun _____ called *extra-solar planets*.
5. Mercury _____ the nearest planet to the Sun.
6. Jupiter's biggest moons _____ named Io, Callisto, Europa, and Ganymede.
7. Saturn _____ the second biggest planet in the Solar System.
8. The twenty-one moons of Uranus _____ named after characters in Shakespeare's plays.
9. Venus _____ called the *Evening Star* because it can be seen from Earth just after sunset.
10. Saturn's rings _____ made of millions of tiny, ice-coated rock particles.
11. Mars _____ called the *Red Planet* because of the rusted iron in its soil.
12. Comets _____ small objects made up of ice, dust and gas that orbit the sun.



Thursday – Reading

To the Editor

Dear Editor,

My mum keeps telling me to go and play outside. She says I need fresh air, sunshine and physical exercise. I don't think I should be forced to play outside when I like indoor play much better. I never get sunburnt or bitten by insects when I play inside. I have easy access to all my toys and craft materials. The games I play inside may not exercise my body, but they are great for exercising my mind!

Indoors is such a comfortable environment for play. Does a thunderstorm ever interrupt your game when you are playing indoors? No, it doesn't! Do you ever get sunburnt when you are playing indoors? I don't think so! Do insects buzz around you or bite you when you play inside? Never! Being inside is the safest choice for play.

Some games are simply better suited to inside play. Drawing and painting are easier to do at a desk. Reading is much more relaxing when sitting on a comfortable chair. It makes much more sense to do art and craft on a big table where you can lay out all of your materials. It makes no sense to do these things outdoors when they can be done indoors.

I agree with my mum that physical exercise is important. But exercising your mind is important too! Indoor games such as puzzles, board games and card games are great for children's learning. They help with concentration, boost language skills, and teach kids about teamwork. Who needs to play outside when indoor play has so many benefits!

There are so many advantages to indoor play. I hope my mum changes her mind about making me play outside!

Sincerely,

Susie McDonald

Thursday – Reading

1. List some reasons why the author wants to keep playing inside.
2. Identify the author's purpose for writing this text.
3. What additional reasons could the author have included in their argument?
4. How would you feel if you always had to play inside? Explain why.
5. The author's mother gives reasons why Susie should play outside. Explain these reasons in more detail.

Thursday – Writing

Week 10 – Thursday Informative Writing

Access pre-recorded lesson or read the information below.

Learning goal: We are learning to use proofreading and editing skills.

When editing your work make sure to:

- Use the checklist for text structure and language features.
- Read the text aloud to see if it sounds correct when spoken.
- Use common symbols when proofreading to make editing easier e.g.
- underlining all incorrect spellings.
- Use a bright pen or pencil when proofreading to ensure editing stands out.
- Address one aspect of writing at a time, rather than all at the same time
- e.g. looking for punctuation errors, then spelling errors, then grammatical errors.

Example of editing your work:

Unedited:

bobbys new baby brother arived home on the weekend they calld him errol, arfter their mothers grandfartha bobbys name came from his fathers grandfather his name was robert, but they called him bobby for short

Edited:

Bobby's new baby brother **arrived** home on the weekend. They **called** him **Errol**, **after** their mother's **grandfather**. Bobby's name came from his father's grandfather. **His** name was **Robert**, but they called him **Bobby** for short.

Thursday – Writing

**Activity – Proofread and edit your informative text with a different colour pen/pencil.
Upload your work showing the edits you have made.**

Remember to look for:

Structure

- ✓ My informative text begins with a general statement which introduces and classifies the subject.
- ✓ My informative text contains a series of factual paragraphs which describe the characteristics of the subject.

Language and Features

- ✓ I have used a formal tone when writing.
- ✓ I have tried to sound like an expert on the topic.
- ✓ I have used subject-specific, technical vocabulary.
- ✓ I have used present tense.
- ✓ I have used nouns and noun categories.
- ✓ I have used adjectives and adverbs to enhance description. ✓ I have used time connectives.
- ✓ I have used phrases showing cause and effect.
- ✓ I have used comparative language.

Thursday – Maths

Data

Learning Intention

We are learning to represent collected data in tables, column graphs and picture graphs.

Watch the prerecorded lesson on Seesaw.

Frequency Table

A frequency table is a way you can collect and represent data.

My Classmates Favourite Colours		
Colour Choices	Tally Marks	Frequency
Red		4
Pink		7
Blue	 	5
Yellow	 	2

Tally charts are a great way to collect and present information. They are easy to read and record. They also make it simple to find a total.

Column Graph

A column graph has a **horizontal** axis and a **vertical** axis.

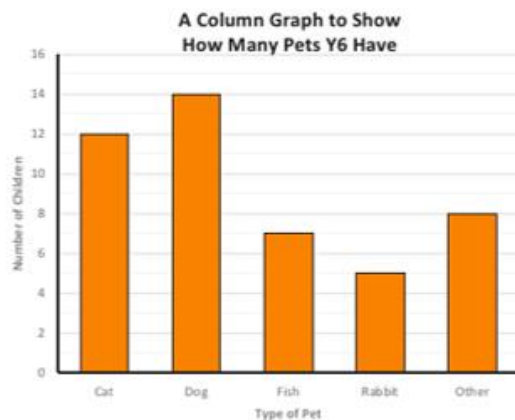
- A column graph must always have a **title** explaining what it shows.
- Columns must be carefully drawn to show the data.
- There must be a **gap** between each column.
- Each column must be the **same width**.

A **number line** is marked on the **vertical** axis. The scale of this number line is chosen based on the data range.

The **data categories** are organised on the **horizontal** axis.

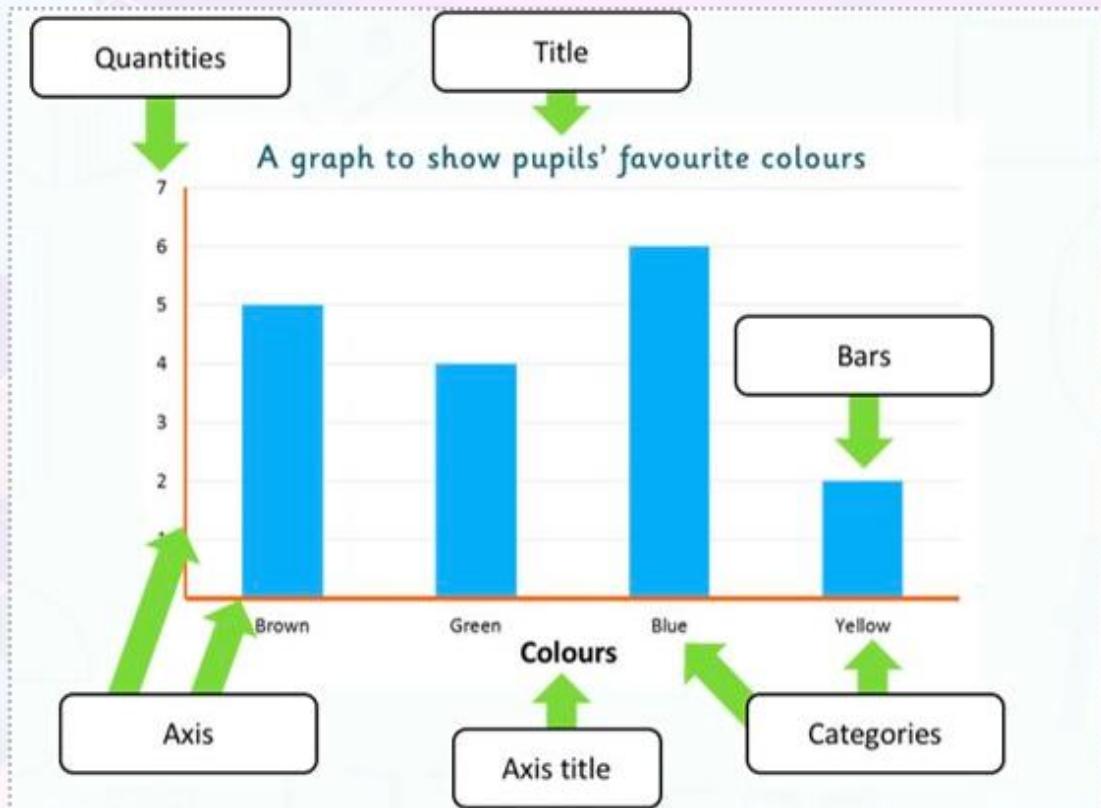
Each axis must have a **label** explaining what it shows.

Pet	Number of Children
Cat	12
Dog	14
Fish	7
Rabbit	5
Other	8



Thursday – Maths

Features of a graph.



Picture Graph

A Pictogram to Show How the Children in KS2 Travel to School



Key:



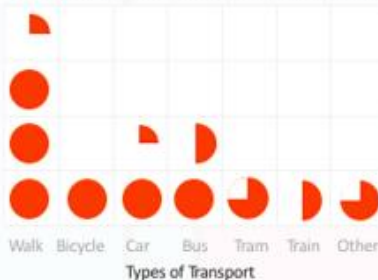
= 2 children

A pictogram uses pictures or symbols to represent **discrete data**.

A key shows the value represented by one picture or symbol.

It is important to identify the value of the whole picture or symbol in a pictogram, as part symbols are often used to show different values.

A Pictogram to Show How the Children in KS2 Travel to School



Key:

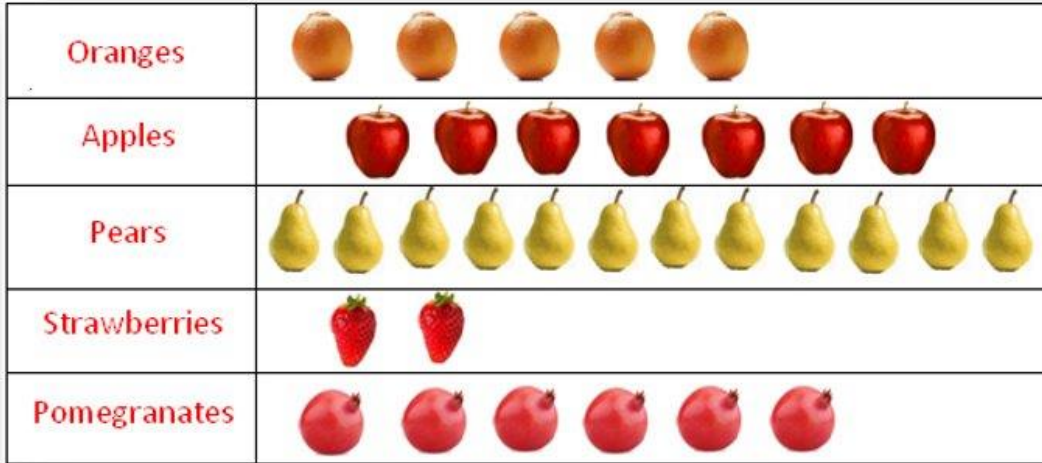


= 4 children

In both of these pictograms, the data is the same but the value of the symbol is different.

Thursday – Maths

Another example of a picture graph:



Activity 1: Collect data on your family member's favourite fruit. Represent this in your table.

My Family Members Favourite Fruit

Fruits	Tally Marks	Frequency

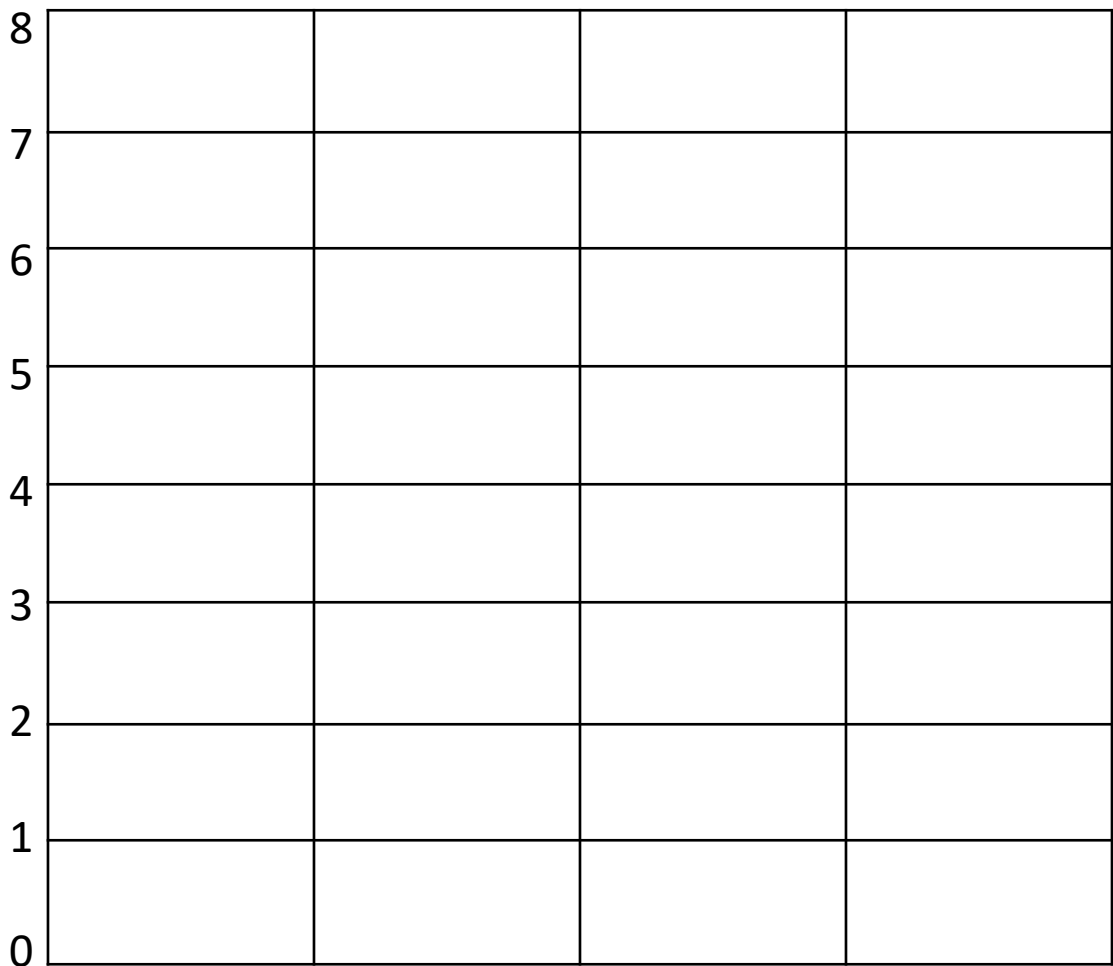
What is the advantage of doing this table and including tally marks?

Why does the information become easier to read?

Thursday – Maths

Activity 2: Using your frequency table create a column graph based on your data collected. Remember to add all the features to your graph.

Title:



Thursday – Maths

Activity 3: Using your frequency table create a picture graph based on your data collected.

Fruits

Number of Favourite Fruits

Thursday – Creative Arts

Artist Name: Colin Wightman

Language: Goomeroi (Kamilaroi)

Born: Toomelah 23/12/65

Area: Northern NSW

Mediums: Acrylic paint on canvas/linen

Artist Biography: Colin is a quiet achiever that is passionate about his art.

Born and raised in the Aboriginal Mission at Toomelah, which is about 15km from Goondiwindi on the Qld/NSW border.

He tells of an idyllic childhood when he was taught to fish, hunt, track, and find bush tucker and source water. Colin learned stories passed on from the Elders. He learned from his Grandmother drawing in the sand looking at her style and learning the Dreamings but interpreting it in his own way.

Colin says his artwork depicts the plants and animals associated with his people's culture and other things he sees around him. He likes to use different colours and patterns. He said if he goes to another town or place he likes to have a bit of a look around and paint the things he sees in the landscape.

Colin Wightman was selected as a finalist in the 2005 Parliament of NSW Indigenous Art Prize held at Parliament House, Sydney.



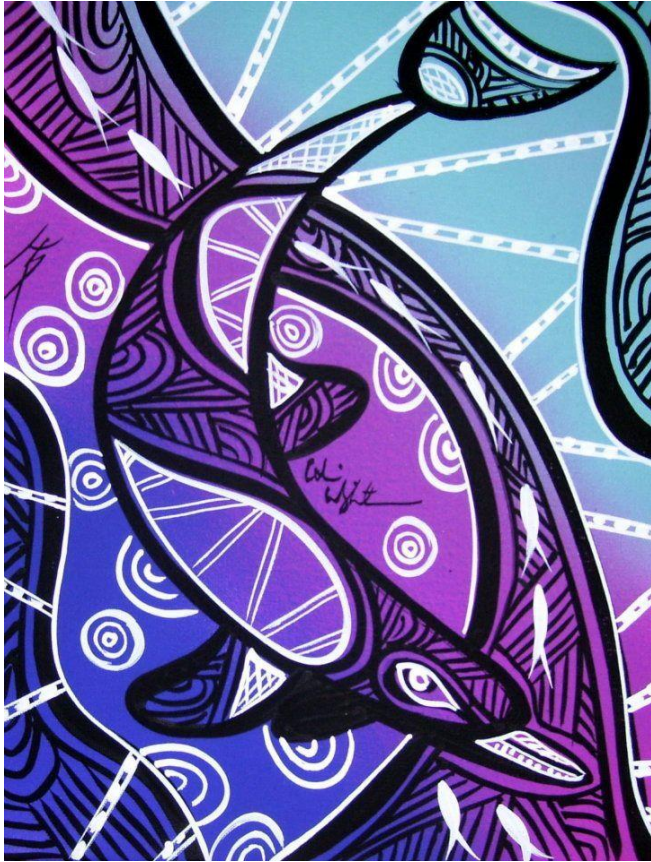
You may have seen Colin Wightman's 'Koala Boy' statue as a part of the Hello Koala's display in the Australian Botanic Garden in Mt Annan in April 2021.



Spirit of Australia Gallery

'Rain' by the late Colin Wightman 120cmx120cm
Currently for sale at the Spirit of Australia Gallery for \$1500

Thursday – Creative Arts

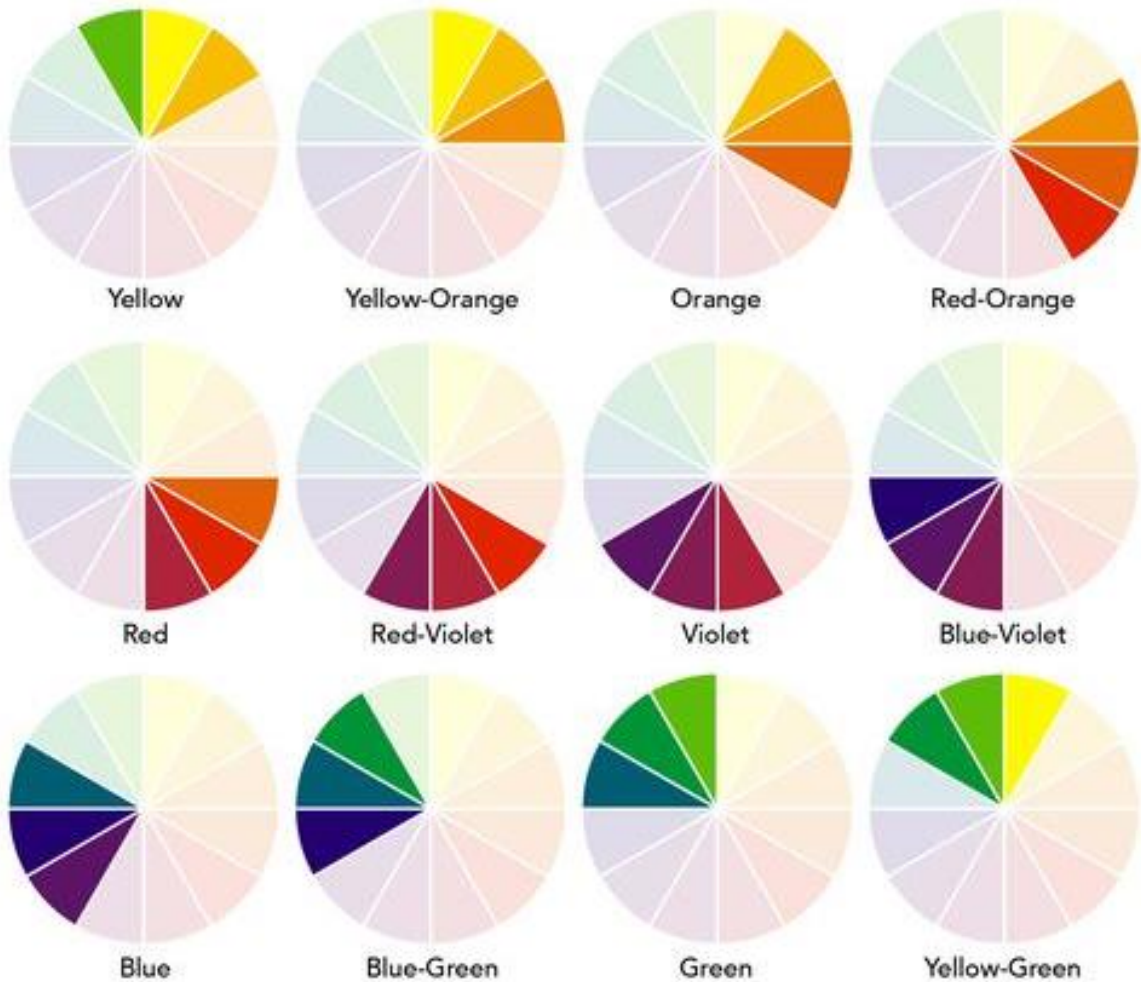


**Colin
Wightman**



Thursday – Creative Arts

Let's look at analogous colours in colour theory. Analogous colours are 3 colours that are next to each other on the colour wheel.



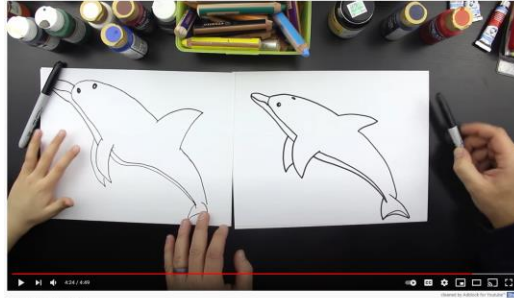
Circle the different analogous colour groups that Colin Wightman has used in his artworks shown in this booklet.

Thursday – Creative Arts

Colin Wightman inspired dolphin artworks

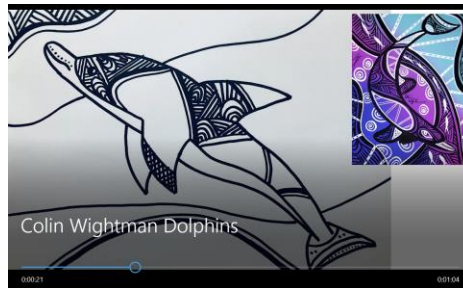


Step 1: Draw your dolphin outline using this video tutorial.



<https://qr.go.page.link/3wTkz>

Step 2: Watch the video to draw lines, swirls and circles on your dolphin and your background. Colour using analogous colours.



<https://qr.go.page.link/YpDer>

Step 3: Share your artwork with your teachers on Seesaw.



<https://qr.go.page.link/Mfrbu>

If you don't have any square paper, make your own! →



Friday

Activities

be
THANKFUL



Read through the grid of different activities on the following page and pick at least one to complete.

You can even think of your own activity or new skill to learn and practise.

Circle your chosen activity, or activities, and share photos or a video of you working on and practising your chosen activity.

Pick at least one activity to work on today. Circle your chosen activity or activities.

Find some rocks or stones to paint. You could paint them to show a story, different patterns, or represent something you enjoy.	Learn a new trick or skill on your bike, scooter, skateboard roller blades etc.	Make your own Ninja Warrior style obstacle course. Take some photos of your course and have someone film you completing the course.
If you play an instrument, start to learn a new song or tune. Compose your own new song to play.	Learn to cook a new recipe - it could be breakfast, lunch, dinner or a dessert.	Draw your own self-portrait or draw a portrait of someone you know.
Make a collage of all your favourite things. Use newspapers, magazines, pictures, images you find on the internet etc.	Do some yoga. Follow along with the video or find your own to follow along with.	LEGO challenge- construct a new vehicle or building Make your own new LEGO creation.
Learn how to count from 1-10 in another language. <u>Challenge</u> - count backwards or learn how to write the numbers down.	Plan and conduct a science experiment. It could be one you create yourself or one you find on the internet.	Choose your favourite song and make up a dance to go along with it.
Learn a new card game. Eg. Solitaire, conasta, rummy, 500	Make something from wool. You could learn how to finger knit, knit with needles or even make poi's and then learn how to use a poi.	Make a house of cards. Use a deck of cards and stand individual cards on their edges to make a house. This takes lots of patience. Maybe your card house could go from your front door to the back door.

Friday – Learn something new

Friday– Spelling and Grammar

Read through the following sentences and decide on the correct word choice.

- a) He (was/were) prepared for school.
- b) We (was/were) scared of thunder.
- c) I (was/were) excited about my new book.
- d) We (was/were) playing together as a team.
- e) She (was/were) my best friend.
- f) We (was/were) excited about the championship game.
- g) They (was/were) walking around the lake.
- h) He (was/were) a very sensible member of the class.
- i) Can you tell if they (was/were) prepared?
- j) Who (was/were) with us at the birthday party?

Write four of your own sentences, like the examples above, which use the verbs *was* and *were* correctly.

- 1.
- 2.
- 3.
- 4.

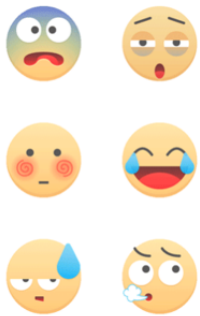
Friday – Reading

You are going to show your teacher how one of the characters in your novel has felt at one point in the story you are reading.



Instructions

1. Using an iPad or your laptop's camera, make a face that shows one of the emotions the main character would have gone through in your book and take a selfie.
2. Insert the image on the next slide.
3. Label the emotion.
4. Fill in the title, author and character name details.
5. Explain when and why the character would have felt this way.



You should write a long paragraph with correct punctuation.

Example



Emotion

Devastated

Book Title: The Great Tantrum

Author: Reid Daley

Character: Wendy Whingebottom

Explanation:

In chapter 4, Wendy was looking forward to her birthday party. She had invited everyone in her whole class and everyone had said that they were coming.

The party started at 11am. Well, it was *meant* to start at 11am but no one showed up. Wendy got excited when she heard the doorbell at 12:30pm but it was just the grumpy man from next door complaining about the balloon that had blown over his fence.

Wendy felt devastated.

Friday – Reading

Author:

Book Title:

Character:

Explanation:

Emotion

Friday – Writing

Writing Routine: Week 10 - Captain's Log

Captains keep track of everything in their Captain's Log while they are at sea and leave some interesting stories and notes for everyone to read. It's your turn to take charge and write about the things that have happened during home learning.

Take a minute to reflect on your journey of home learning.

1. What part of home learning did you enjoy the most and why?
2. What is something you have learned during this time?
3. What have you found challenging during home learning?
4. How did you overcome this challenge?

Friday – Maths

Data

Learning Intention

We are learning to evaluate the effectiveness of different displays in illustrating data features.

Watch the prerecorded lesson on Seesaw.

Watch the video on misleading graphs and

data: https://www.youtube.com/watch?v=E91bGT9BjYk&feature=emb_logo

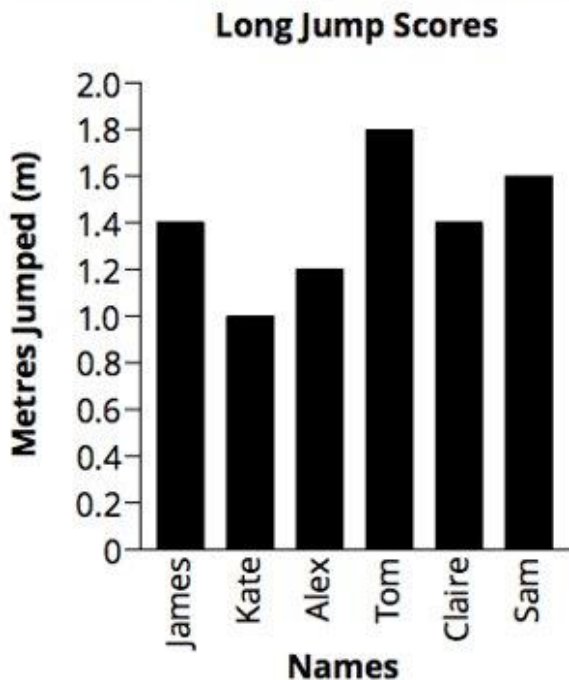
There are many different methods of collecting and representing data. Effective ways of collecting and representing data include those that are:

- Easily accessible
- Time efficient
- Clear to read and interpret

Different graphs have different advantages.

Activity 1: Complete the questions about each graph

- ① A group of Year 4 students competed in a long jump event. The graph below shows the distances jumped. Use the graph to answer the questions.



a) Who jumped the furthest?

b) Who jumped 0.6 m less than Sam?

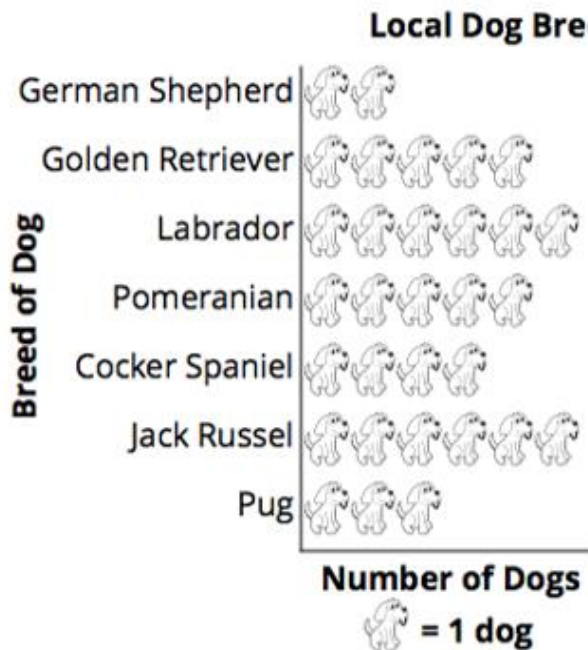
c) Which students both jumped 1.4 m?

d) Who jumped 0.4 m more than Alex?

e) Who had the shortest jump?

Friday – Maths

- ① Mary observed the different breeds of dogs she saw at her local park in one day. She made a picture graph to represent their observations. Use the graph to answer the questions.



- a) How many dogs did Mary see at the park? _____
- b) Which dog breeds were seen the most? _____
- c) Which dog breed was observed the least? _____
- d) How many Labradors were at the park? _____
- e) Which dog breed had 4 dogs at the park? _____

Activity 2: Out of these visual representations of data, which do you believe is the most effective way of displaying data?

Why do you believe it is the most effective way? Remember to why you chose this way and not the other.

Friday – Maths

Activity 3: Miss Taylor wants to plan a special class lunch and needs to know the most popular food amongst the students. She has decided to survey the students.

View the two survey questions below and circle the question that will best provide Miss Taylor with the data she needs. Explain why you believe that question would be most effective.

What is your favourite food?

My favourite food is:

- McDonalds
- KFC
- Pizza Hut
- Fish and Chips
- I don't like fast food

I chose this because...