

## Home Learning - Week 8

Teachers emails:

4D	<a href="mailto:ddelorenzis@slwderrimut.catholic.edu.au">ddelorenzis@slwderrimut.catholic.edu.au</a>
4R	<a href="mailto:drush@slwderrimut.catholic.edu.au">drush@slwderrimut.catholic.edu.au</a>
4S	<a href="mailto:jspiteri@slwderrimut.catholic.edu.au">jspiteri@slwderrimut.catholic.edu.au</a>

Specialist Teachers' Contact Details:

VISUAL ARTS - Steve Pettenon	<a href="mailto:spettenon@slwderrimut.catholic.edu.au">spettenon@slwderrimut.catholic.edu.au</a>
PERFORMING ARTS & INDONESIAN - Elissa Gault and Sarah Mildner	<a href="mailto:egault@slwderrimut.catholic.edu.au">egault@slwderrimut.catholic.edu.au</a> <a href="mailto:smildner@slwderrimut.catholic.edu.au">smildner@slwderrimut.catholic.edu.au</a>
PHYSICAL EDUCATION - Monique McGrath Caswyn McCan (4S)	<a href="mailto:mmcgrath@slwderrimut.catholic.edu.au">mmcgrath@slwderrimut.catholic.edu.au</a> <a href="mailto:cmccann@slwderrimut.catholic.edu.au">cmccann@slwderrimut.catholic.edu.au</a> (4S)

### SeeSaw

To receive feedback from your teacher, please upload each activity to SeeSaw once you have completed it. Ensure you include a detailed caption explaining what you have learned from this task and what you did. You can also include any questions you have about the task.

### Resources











Resources that are required for lessons can be found in this document below the learning grid.

You will notice some of the text boxes have been highlighted. This means there is an activity waiting for you on SeeSaw.








**Grade 4, if you are logged out of SeeSaw please scan your classroom's QR code to log back in!**

4D	4R	4S
		

Grade 4 Recommended Maximum time	<u>Monday</u> 1st June 2020	<u>Tuesday</u> 2nd June 2020	<u>Wednesday</u> 3rd June 2020	<u>Thursday</u> 4th June 2020	<u>Friday</u> 5th June 2020
<b><u>15 minutes</u></b>	<p><b><u>INDEPENDENT READING</u></b></p> <p><u>INDEPENDENT READING</u></p>  <p>Choose a book to read quietly to yourself for 15 minutes. If you need help reading the text - you can do a picture walk or make up your own sentences to match the picture while you're waiting for help.</p> <p> If your Surname begins with: A or B or C or D or E or F or G upload a video of yourself reading a couple of pages, don't forget to tell us the title of your book.</p> <p><b><u>**Your video should not be longer than 1 minute</u></b></p>	<p><b><u>INDEPENDENT READING</u></b></p> <p><u>INDEPENDENT READING</u></p>  <p>Choose a book to read quietly to yourself for 15 minutes. If you need help reading the text - you can do a picture walk or make up your own sentences to match the picture while you're waiting for help.</p> <p> If your Surname begins with: H or I or J or K or L or M upload a video of yourself reading a couple of pages, don't forget to tell us the title of your book.</p> <p><b><u>**Your video should not be longer than 1 minute</u></b></p>	<p><b><u>INDEPENDENT READING</u></b></p> <p><u>INDEPENDENT READING</u></p>  <p>Choose a book to read quietly to yourself for 15 minutes. If you need help reading the text - you can do a picture walk or make up your own sentences to match the picture while you're waiting for help.</p> <p> If your Surname begins with: N or O or P or Q or R or S upload a video of yourself reading a couple of pages, don't forget to tell us the title of your book.</p> <p><b><u>**Your video should not be longer than 1 minute</u></b></p>	<p><b><u>INDEPENDENT READING</u></b></p> <p><u>INDEPENDENT READING</u></p>  <p>Choose a book to read quietly to yourself for 15 minutes. If you need help reading the text - you can do a picture walk or make up your own sentences to match the picture while you're waiting for help.</p> <p> If your Surname begins with: T or U or V or W or X or Y or Z upload a video of yourself reading a couple of pages, don't forget to tell us the title of your book.</p> <p><b><u>**Your video should not be longer than 1 minute</u></b></p>	<p><b><u>INDEPENDENT READING</u></b></p> <p><u>INDEPENDENT READING</u></p>  <p>Choose a book to read quietly to yourself for 15 minutes. If you need help reading the text - you can do a picture walk or make up your own sentences to match the picture while you're waiting for help.</p> <p> <b><u>TIMED READING</u></b> Time yourself reading your timed reading book for 1 minute, count how many words you read in that minute.</p>



	<div><div></div><div><p><u><b>TIMED READING</b></u></p><p>Choose a reader.</p><p>Time yourself reading for 1 minute, count how many words you read in that minute. Keep one page of your home reading book to record your weekly 1-minute reading record (see pic and template below)</p><p>Take a photo and upload to SeeSaw. </p><table><caption>TIMED READING</caption><thead><tr><th>DATE</th><th>TITLE OF BOOK</th><th>HOW MANY WORDS READ</th><th>NUMBER OF WORDS READ IN ONE MINUTE</th></tr></thead><tbody><tr><td> </td><td> </td><td> </td><td> </td></tr><tr><td> </td><td> </td><td> </td><td> </td></tr><tr><td> </td><td> </td><td> </td><td> </td></tr><tr><td> </td><td> </td><td> </td><td> </td></tr></tbody></table><p><u><b>Larger grid can be found in the template table</b></u></p></div></div>	DATE	TITLE OF BOOK	HOW MANY WORDS READ	NUMBER OF WORDS READ IN ONE MINUTE																	<div><div></div><div><p><u><b>TIMED READING</b></u></p><p>Re-read your timed reading book from yesterday</p></div></div>	<div><div></div><div><p><u><b>TIMED READING</b></u></p><p>Re-read your timed reading book from Monday</p></div></div>	<div><div></div><div><p><u><b>TIMED READING</b></u></p><p>Re-read your timed reading book from Monday</p></div></div>	<p>Record your timed reading.</p> <p>Have you read more words this time?</p> <p>This shows you are getting more fluent. Well done.</p> <table><caption>TIMED READING</caption><thead><tr><th>DATE</th><th>TITLE OF BOOK</th><th>HOW MANY WORDS READ</th><th>NUMBER OF WORDS READ IN ONE MINUTE</th></tr></thead><tbody><tr><td> </td><td> </td><td> </td><td> </td></tr><tr><td> </td><td> </td><td> </td><td> </td></tr><tr><td> </td><td> </td><td> </td><td> </td></tr><tr><td> </td><td> </td><td> </td><td> </td></tr></tbody></table> <p><u><b>Larger grid can be found in the template table</b></u></p>	DATE	TITLE OF BOOK	HOW MANY WORDS READ	NUMBER OF WORDS READ IN ONE MINUTE																
DATE	TITLE OF BOOK	HOW MANY WORDS READ	NUMBER OF WORDS READ IN ONE MINUTE																																										
DATE	TITLE OF BOOK	HOW MANY WORDS READ	NUMBER OF WORDS READ IN ONE MINUTE																																										
<p><u><b>30 minutes</b></u></p>	<p><u><b>Reading/Viewing</b></u></p> <p>We are learning to understand what we read</p> <p>We will know we are successful when we can:</p> <ul style="list-style-type: none"><li>- Read for enjoyment</li><li>- Make accurate predictions about the text</li><li>- Clarify words or phrases we do not understand</li><li>- Think about what we are reading</li></ul>	<p><u><b>Reading/Viewing</b></u></p> <p>We are learning to understand what we read</p> <p>We will know we are successful when we can:</p> <ul style="list-style-type: none"><li>- Read for enjoyment</li><li>- Make accurate predictions about the text</li><li>- Clarify words or phrases we do not understand</li><li>- Think about what we are reading</li></ul>	<p><u><b>Reading/Viewing</b></u></p> <p>We are learning to summarise the main events in a story</p> <p>We will know we have been successful when we can:</p> <ul style="list-style-type: none"><li>- identify and describe the orientation, problem and solution of the story</li><li>- identify and describe the main characters and setting of the story</li></ul>	<p><u><b>Reading/Viewing</b></u></p> <p><u><b>Seesaw Post</b></u></p> <p>We are learning to understand what we read</p> <p>We will know we are successful when we can:</p> <ul style="list-style-type: none"><li>- Read for enjoyment</li><li>- Include images that tell the story</li><li>- Use narrative boxes to share the story I am telling</li><li>- Use thought clouds to show what a character is thinking</li><li>- Use speech bubbles to show what a character is</li></ul>	<p><u><b>Reading/Viewing</b></u></p> <p>We are learning to use storytelling techniques in our own storytelling.</p> <p>We will know we are successful when we can:</p> <ul style="list-style-type: none"><li>- identify what makes a good storyteller</li><li>- record the elements of a good storyteller</li><li>- explain which techniques help us remain interested in a story</li></ul>																																								




	<p>Activity:</p> <ol style="list-style-type: none"> <li>1. Watch the <a href="#">instructional video</a></li> <li>2. Read the text in the link below  <a href="#">The Fish of Maui</a></li> <li>3. Make predictions about what you think will happen next in the story when you come to a slide that says 'PREDICTION'</li> <li>4. Think about what you already know about the story from the images and text you have already read.</li> <li>5. Continue to make and record your predictions through to the end of the Google Slide.</li> <li>6. Use a text box, a small font and <b>PURPLE</b> text to record your wonderings</li> <li>7. Record all your predictions on the The Fish of Maui Exploration Template you started on Friday</li> <li>8. Screenshot your work and post to Seesaw</li> </ol> <p><b>Only use the link below if you didn't start this on Friday</b></p> <p><a href="#">The Fish of Maui Text Exploration Template</a></p>	<p>Activity:</p> <ol style="list-style-type: none"> <li>1. Watch the <a href="#">instructional video</a></li> <li>2. Read the text in the link below  <a href="#">The Fish of Maui</a></li> <li>3. Continue to make predictions about what you think will happen in the story when you come to a slide that says 'PREDICTION'</li> <li>4. Think about what you already know from the images and text you have already read</li> <li>5. Continue to make and record your predictions through to the end of the Google Slide.</li> <li>6. Use a text box, a small font and <b>GREEN</b> text to record your wonderings</li> <li>7. Complete all the sections of the The Fish of Maui Exploration Template.</li> <li>8. Upload you completed The Fish of Maui Exploration template to Seesaw</li> <li>9. Write a reflective comment using the following sentence stem - <b>I want to know more about...</b></li> </ol>	<p>Activity:</p> <ol style="list-style-type: none"> <li>1. Watch the <a href="#">instructional video</a></li> <li>2. Re-read 'The Fish of Maui'  <a href="#">The Fish of Maui</a> - Video - English subtitles (Read in another language)  <a href="#">The Fish of Maui</a> - Book</li> <li>3. Take notes about the orientation, problem, solution, setting and main characters in the story</li> <li>4. Copy and paste the Story Summary template into Pic Collage <b>(Larger copy in the resources section)</b></li> </ol> <div data-bbox="1070 951 1402 1369"> </div> <ol style="list-style-type: none"> <li>5. Use your notes to help you complete each section of the Story</li> </ol>	<p>saying Activity:</p> <ol style="list-style-type: none"> <li>1. Use the link in the Seesaw post to read the story <a href="#">The Fish of Maui</a> - Video <a href="#">The Fish of Maui</a> - Book</li> <li>2. Once you have listened to the story use Book Creator to make a comic strip about your favourite part of the book</li> </ol> <p><b>See resource section of the Remote Learning Grid for instructions and an example of how to make a comic in Book Creator</b></p> <ol style="list-style-type: none"> <li>4. Include images, thought clouds, narrative boxes and speech bubbles</li> <li>5. Write a reflection using the following stems <ul style="list-style-type: none"> <li>- I liked this part of the text because...</li> <li>- The author engaged me by...</li> </ul> </li> <li>6. Post your work to Seesaw.</li> </ol> <div data-bbox="1429 1171 1765 1385"> </div>	<p><b>Activity:</b></p> <ol style="list-style-type: none"> <li>1. Refresh your memory of what makes a good storyteller. You might need to rewatch the following instructional <a href="#">video</a>.</li> <li>2. Go onto the following <a href="#">website</a> and check out the way other authors read a story - tune into the storytelling questions below.</li> </ol> <p><b>Does the reader:</b></p> <ul style="list-style-type: none"> <li>• Use different voices for different characters?</li> <li>• Change the pace? Sometimes talks fast, sometimes talks slow?</li> <li>• Uses emotion in their voice? Can you tell if a part is funny or sad or scary just by listening to their voice?</li> <li>• Makes sound effects or noises with their voice?</li> <li>• Uses emphasis? Do they make some words stand out more than others by being extra loud or soft or stretching out the syllables?</li> </ul> <ol style="list-style-type: none"> <li>3. Find a short picture story book to practise reading with a focus of the storytelling elements (focus on 2 to start with).</li> <li>4. Once you have</li> </ol>
--	--	---	--	---	--



			<div>Summary template</div> <div>6. Insert text boxes to complete each section</div> <div>7. Use a small font and include as much detail as possible</div> <div>8. Post to seesaw</div>		<div>practised, read with that story element in mind to an older sibling or adult.</div> <div>5. Reflect on one element that you would like to work on and make this your Reading Goal.</div> <div>6. In your books write the heading 'Reading Goal' and what your goal is.</div> <div>7. Brainstorm how you might achieve your reading goal.</div> <div>8. Take a picture of the page and submit to Seesaw.</div>														
<div>45 minutes</div>	<div>Writing</div> <div>We are learning about low modality words</div> <div>We know we have been successful when we can:</div> <div><div>- Review our understanding of modal words</div><div>- Think about different word types</div><div>- Identify low modality words</div><div>- Think about how we can use low modal words in our writing</div><div>- Create sentences using low modality words</div><div>- Use our knowledge of low and high modality words to make a text more persuasive</div></div> <div>Activity:</div> <div>Watch the <a href="#">instructional</a></div>	<div>Writing</div> <div>We are learning about quality sentences</div> <div>We know we have been successful when we can:</div> <div><div>- Identify different sentence types (simple, compound and complex sentences)</div><div>- Create simple, compound and complex sentences</div><div>- Use seeds to stimulate writing</div></div> <div>Activity:</div> <div>Watch the <a href="#">instructional video</a>.</div> <div><div>1. Using the Freddy the Teddy seed in the instructional video, create:</div><div>- 2 simple sentences</div></div>	<div>Spelling and Punctuation</div> <div>Read the following passage. Identify all of the corrections that need to be made.</div> <div>Great Wall of China - Editing</div> <div><div>Add editing marks to text. There are 20 errors.</div><div><div>The great wall of China is indoubtly one of the most significant man-made structures in the world built over 2000 years ago. It is an architectural feat that this structure is still standing. The Great Wall of china spans an impressive 8851.8 km stretching east to west, winding up and down across grasslands mountains, deserts and plateaus. Unfortunately some of the original sections are now in ruins or no longer exist.</div><div>work on construct the Great Wall of China started as early as the 5th century B.C. The main reason behind built the Great Wal was to protect china's borders from the nomadic warning tribes, that came down from preent day manchuria and Mongolia.</div></div><div>Editing Marks:</div><table><tr><td>Capital letter</td><td></td></tr><tr><td>End punctuation</td><td></td></tr><tr><td>Insert a word</td><td></td></tr><tr><td>Change to lower case</td><td></td></tr><tr><td>Take something out</td><td></td></tr><tr><td>Check spelling</td><td></td></tr><tr><td>New paragraph</td><td></td></tr></table></div> <div>Re-write the text correctly:</div> <div>(bigger view in resource grid)</div> <div>Writing</div> <div>We are learning about quality sentences</div> <div>We know we have been successful when we can:</div> <div><div>- Identify different sentence types (simple,</div></div>	Capital letter		End punctuation		Insert a word		Change to lower case		Take something out		Check spelling		New paragraph		<div>Writing</div> <div>We are learning about quality sentences</div> <div>We know we have been successful when we can:</div> <div><div>- Identify different sentence types (simple, compound and complex sentences)</div><div>- Create simple, compound and complex sentences</div><div>- Use seeds to stimulate writing</div></div> <div>Activity:</div> <div>Watch the instructional video from <a href="#">Tuesday's session</a> if you need extra support.</div> <div><div>1. Using a seed you can find around your house, create:</div></div>	<div>Writing</div> <div>We are learning about quality sentences</div> <div>We know we have been successful when we can:</div> <div><div>- Identify different sentence types (simple, compound and complex sentences)</div><div>- Create simple, compound and complex sentences</div><div>- Use seeds to stimulate writing</div></div> <div>Activity:</div> <div>Watch the instructional video from <a href="#">Tuesday's session</a> if you need extra support.</div> <div><div>1. Using a seed you can find around your house, create:</div></div>
Capital letter																			
End punctuation																			
Insert a word																			
Change to lower case																			
Take something out																			
Check spelling																			
New paragraph																			



<p><a href="#">video</a> and participate in the activities as you watch. Take notes in your writing book.</p> <p>1. Read the text 'Should Children Under 12 be Allowed to have a Mobile Phone?' below. <b>A larger image can be found in the resource grid.</b></p> <p><small>Should Children under 12 be allowed to have a Mobile Phone?</small></p> <p><small>I agree with the statement that children under 12 should not be allowed to have a mobile phone because it might cause some dangers. Mobile phones might be dangerous in some different ways and to let a young child own and use one may be a disaster.</small></p> <p><small>One of the kind of important reasons that children under 12 probably shouldn't have a mobile phone is because of the fact that mobile phones emit a powerful radiation that could cause severe headaches. Television shows such as "40 Minutes" and "Today Tonight" have shown segments saying that studies show that too much mobile phone use may affect the brain. It is likely that children under 12 using phones might be at risk of some health problems. Some people might say that this may not be true however I believe it is better to be safe than sorry.</small></p>  <p>2. Screenshot the text and using the markup tool, underline all of the low modality words. Can you replace any of these low modal words with some high modal words?</p> <p><a href="#">High modality words video</a></p> <p><b>Independent writing:</b> Spend the rest of your writing session completing a piece in your writer's notebook using one of the seeds you have collected.</p> <p>While you are writing, select some sentences and underline the different parts of your sentence according to the colourful</p>	<p>- 2 compound sentences - 2 complex sentences</p> <p>2. Create a short story (1 paragraph) using the high quality sentences you have created</p> <p><b>Independent writing:</b> Spend the rest of your writing session completing a piece in your writer's notebook using one of the seeds you have collected.</p> <p>While you are writing, underline different sentence types in your work. You may choose to create a key showing each sentence type (e.g. blue = simple sentences, green = compound sentences and red = complex sentences)</p> <p><b><i>**if you are noticing you have a lot of one type of sentence, can you edit any of your sentences to change them into a different sentence type?</i></b></p> <p>For extra support, refer back to instructional videos explaining different sentence types:</p> <ul style="list-style-type: none"> <li>• <a href="#">Simple sentences</a></li> <li>• <a href="#">Compound sentences</a></li> <li>• <a href="#">Complex sentences</a></li> </ul>	<p>compound and complex sentences)</p> <p>- Create simple, compound and complex sentences - Use seeds to stimulate writing</p> <p><b>Activity:</b> Watch the instructional video from <a href="#">Tuesday's session</a> if you need extra support.</p> <p>1. Using a seed you can find around your house, create:</p> <ul style="list-style-type: none"> <li>- 2 simple sentences</li> <li>- 2 compound sentences</li> <li>- 2 complex sentences</li> </ul> <p>2. Create a short story (1 paragraph) using the high quality sentences you have created on your seed</p> <p><b>Independent writing:</b> Spend the rest of your writing session completing a piece in your writer's notebook using one of the seeds you have collected.</p> <p>While you are writing, underline different sentence types in your work. You may choose to create a key showing each sentence type (e.g. blue = simple sentences, green = compound sentences and red = complex sentences)</p>	<p>- 2 simple sentences - 2 compound sentences - 2 complex sentences</p> <p>2. Create a short story (1 paragraph) using the high quality sentences you have created on your seed</p> <p><b>Independent writing:</b> Spend the rest of your writing session completing a piece in your writer's notebook using one of the seeds you have collected.</p> <p>While you are writing, underline different sentence types in your work. You may choose to create a key showing each sentence type (e.g. blue = simple sentences, green = compound sentences and red = complex sentences)</p> <p><b><i>**if you are noticing you have a lot of one type of sentence, can you edit any of your sentences to change them into a different sentence type?</i></b></p> <p>For extra support, refer back to instructional videos explaining different sentence types:</p> <ul style="list-style-type: none"> <li>• <a href="#">Simple sentences</a></li> <li>• <a href="#">Compound sentences</a></li> <li>• <a href="#">Complex sentences</a></li> </ul>	<p>- 2 simple sentences - 2 compound sentences - 2 complex sentences</p> <p>2. Create a short story (1 paragraph) using the high quality sentences you have created on your seed</p> <p><b>Independent writing:</b> Spend the rest of your writing session completing a piece in your writer's notebook using one of the seeds you have collected.</p> <p>While you are writing, underline different sentence types in your work. You may choose to create a key showing each sentence type (e.g. blue = simple sentences, green = compound sentences and red = complex sentences)</p> <p><b><i>**if you are noticing you have a lot of one type of sentence, can you edit any of your sentences to change them into a different sentence type?</i></b></p> <p>For extra support, refer back to instructional videos explaining different sentence types:</p> <ul style="list-style-type: none"> <li>• <a href="#">Simple sentences</a></li> <li>• <a href="#">Compound sentences</a></li> <li>• <a href="#">Complex sentences</a></li> </ul>	<p>- 2 simple sentences - 2 compound sentences - 2 complex sentences</p> <p>2. Create a short story (1 paragraph) using the high quality sentences you have created on your seed</p> <p><b>Independent writing:</b> Spend the rest of your writing session completing a piece in your writer's notebook using one of the seeds you have collected.</p> <p>While you are writing, underline different sentence types in your work. You may choose to create a key showing each sentence type (e.g. blue = simple sentences, green = compound sentences and red = complex sentences)</p> <p><b><i>**if you are noticing you have a lot of one type of sentence, can you edit any of your sentences to change them into a different sentence type?</i></b></p> <p>For extra support, refer back to instructional videos explaining different sentence types:</p> <ul style="list-style-type: none"> <li>• <a href="#">Simple sentences</a></li> <li>• <a href="#">Compound sentences</a></li> <li>• <a href="#">Complex sentences</a></li> </ul>
--	---	---	---	---	---



	<p>semantics session on Monday last week. Don't forget to use different colours for each part of your sentence.</p> <p>For extra support, refer back to the instructional video on <a href="#">colourful semantics (Monday 18th May)</a></p>		<p><b><i>**if you are noticing you have a lot of one type of sentence, can you edit any of your sentences to change them into a different sentence type?</i></b></p> <p>For extra support, refer back to instructional videos explaining different sentence types:</p> <ul style="list-style-type: none"> <li>• <a href="#">Simple sentences</a></li> <li>• <a href="#">Compound sentences</a></li> <li>• <a href="#">Complex sentences</a></li> </ul>		
	<p>Have a break by doing a dance using <a href="https://www.gonoodle.com/">https://www.gonoodle.com/</a> Eat some lunch outside and do some exercise.</p>				
<b><u>45 minutes</u></b>	<p><b>Maths</b></p> <p>Spend 10 minutes practising your times tables. Think about the following ways you could practise:</p> <ul style="list-style-type: none"> <li>- Kahootz game</li> <li>- Create a board game</li> <li>- Make a match game</li> <li>- Flash Cards</li> <li>- Poster</li> </ul> <p><i>Array/box Method</i></p> <p><b>LI:</b> We are learning to use the array/box method in multiplication.</p> <p><b>SC:</b></p>	<p><b>Maths</b></p> <p>Spend 10 minutes practising your times tables. Think about the following ways you could practise:</p> <ul style="list-style-type: none"> <li>- Kahootz game</li> <li>- Create a board game</li> <li>- Make a match game</li> <li>- Flash Cards</li> <li>- Poster</li> </ul> <p><i>Lattice Method</i></p> <p><b>LI:</b> We are learning to use the lattice method in multiplication.</p> <p><b>SC:</b></p>	<p><b>Maths</b></p> <p>Spend 10 minutes practising your times tables. Think about the following ways you could practise:</p> <ul style="list-style-type: none"> <li>- Kahootz game</li> <li>- Create a board game</li> <li>- Make a match game</li> <li>- Flash Cards</li> <li>- Poster</li> </ul> <p><i>'Close to 10' Method</i></p> <p><b>LI:</b> We are learning to use the 'close to 10' method in multiplication.</p> <p><b>SC:</b></p>	<p><b>Maths</b></p> <p>Spend 10 minutes practising your times tables. Think about the following ways you could practise:</p> <ul style="list-style-type: none"> <li>- Kahootz game</li> <li>- Create a board game</li> <li>- Make a match game</li> <li>- Flash Cards</li> <li>- Poster</li> </ul> <p><i>Revise most effective method</i></p> <p><b>LI:</b> We are learning to use multiplication strategies.</p> <p><b>SC:</b></p>	<p><b>Maths</b></p> <p>Spend 10 minutes practising your times tables. Think about the following ways you could practise:</p> <ul style="list-style-type: none"> <li>- Kahootz game</li> <li>- Create a board game</li> <li>- Make a match game</li> <li>- Flash Cards</li> <li>- Poster</li> </ul> <p><i>Explore what it means to divide.</i></p> <p><b>LI:</b> We are learning to explore what it means to divide.</p> <p><b>SC:</b></p>




	<p>We will know we have been successful when we can</p> <ul style="list-style-type: none"> <li>Name the array/box method</li> <li>Follow the steps of the array/box method</li> <li>Practise the array/box method</li> </ul> <p><u>Activity:</u> Watch the <a href="#">instructional video</a>.</p> <p><b><u>Independent Activity:</u></b></p> <p>Select 3 worded problems to solve, using the array/box strategy taught in today's lesson: <b>**Please see resource grid for larger version**</b></p> <div data-bbox="336 885 672 1141"> <p>17 Double Digit Multiplication</p> <p>Dante is having a party! He wants to give each guest 10 balloons. There will be 58 guests at his party. How many balloons does Dante need?</p> <p>© 2015 Pages Of Grace</p> </div> <div data-bbox="336 1157 672 1412"> <p>20 Double Digit Multiplication</p> <p>Richard and Max each played 46 soccer games last season. Richard played 36 minutes each game. Max played 39 minutes each game. Altogether, how many more minutes did Max play than Richard played?</p> <p>© 2015 Pages Of Grace</p> </div>	<p>We will know we have been successful when we can</p> <ul style="list-style-type: none"> <li>Name the lattice method</li> <li>Follow the steps of the lattice method</li> <li>Practise the lattice method</li> </ul> <p><u>Activity:</u> Watch the <a href="#">instructional video</a>.</p> <p><b><u>Independent Activity:</u></b></p> <p>You will need grid paper, or you can create a table of 5 rows and 3 boxes in each row. Work towards completing half the picture puzzle by working out the sums using today's strategy. Only complete <b>a-g</b> &amp; follow the steps below.</p> <p><b>Step 1:</b> Work out the equations using the strategy taught today. <b>Step 2:</b> Find the 'puzzle piece' you will need to draw in the corresponding grid square. <b>Step 3:</b> Draw the 'puzzle piece' in your own grid <b>Step 4:</b> Repeat the process to g.</p> <p>Pick 3 equations to show next to what you have</p>	<p>We will know we have been successful when we can</p> <ul style="list-style-type: none"> <li>Name the 'using a close 10' method</li> <li>Follow the steps of the 'using a close 10' method</li> <li>Practise the 'using a close 10' method</li> </ul> <p><u>Activity:</u> Watch the <a href="#">instructional video</a>.</p> <p><b><u>Independent Activity:</u></b></p> <p>You will need the same sheet you were working off yesterday. Work towards completing the other half of the picture puzzle by working out the sums using today's strategy. Only complete <b>h-n</b> &amp; follow the steps below.</p> <p><b>Step 1:</b> Work out the equations using the strategy taught today. <b>Step 2:</b> Find the 'puzzle piece' you will need to draw in the corresponding grid square. <b>Step 3:</b> Draw the 'puzzle piece' in your own grid <b>Step 4:</b> Repeat the process to n.</p>	<p>We will know we have been successful when we can</p> <ul style="list-style-type: none"> <li>Reflect on all methods I have been exposed to</li> <li>Find a method that works for me</li> <li>Prove that I have the most effective method for me</li> </ul> <p><u>Activity:</u> Watch the instructional videos from previous weeks to revise your knowledge of all multiplication strategies.</p> <p><b><u>Independent Activity:</u></b></p> <p>Experiment with multiplication strategies that are the most efficient for you.</p> <p><b>Step 1:</b> Read the multiplication equations and work them out <b>Step 2:</b> Find the matching answer and colour the picture below by number, according to the colour the answer is. <b>Step 3:</b> Post your final product to Seesaw.</p> <p><b>**Please see resource grid for larger version**</b></p>	<p>We will know we have been successful when we can</p> <ul style="list-style-type: none"> <li>Build on what I know</li> <li>Make links to other concepts taught in other math areas</li> <li>Draw an array with labelled rows</li> <li>Draw connections to fact families</li> </ul> <p><u>Activity:</u> Watch the <a href="#">instructional video</a>.</p> <p><b><u>Independent Activity:</u></b> Explore the following array &amp; record what you know (as shown in the video).</p> <div data-bbox="1789 853 2128 1037"> </div> <p>Think first about what you know, what you don't know. Record your thinking.</p> <ul style="list-style-type: none"> <li>- Can you use materials/draw pictures and create a story problem.</li> <li>- Make sure to record the equation and write what you know/don't know.</li> </ul>
--	---	--	--	--	---



**18 Double Digit Multiplication**

Karen grows flowers. She wants to give 24 flowers to everyone at her work. There are 118 people at her work. How many flowers will she give away?



**12 Double Digit Multiplication**

Katie and Carol bought toys for the charity toy drive. Katie bought 125 dolls for \$13 each. Carol bought 65 toy boats for \$32 each. Who spent more money altogether?



drawn so far to post to Seesaw.

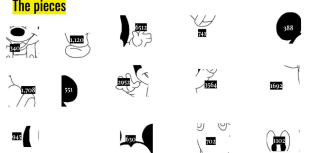
**\*\*Please see resource grid for larger version\*\***

**Puzzle**

Work out the sums using today's strategy to reveal the puzzle picture.

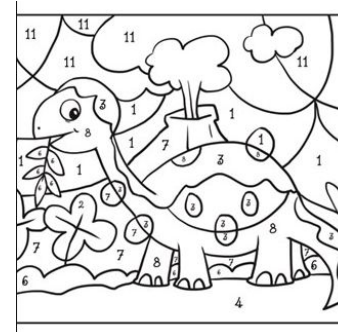
a	b	h
i	c	j
d	e	k
m	f	
g	n	

**The pieces**



Pick 3 equations to show next to your final product to post to Seesaw.

**\*\*Please see resource grid for larger version under Tuesday\*\***



Number 1 =  $44 \times 46$   
 Number 2 =  $72 \times 19$   
 Number 3 =  $48 \times 49$   
 Number 4 =  $13 \times 90$   
 Number 6 =  $46 \times 16$   
 Number 7 =  $61 \times 10$   
 Number 8 =  $25 \times 55$   
 Number 11 =  $45 \times 63$

**ANSWERS:**  
 1170 (grey)  
 2352 (yellow)  
 1368 (light green)  
 736 (dark green)  
 1375 (orange)  
 610 (brown)  
 2835 (dark blue)  
 2024 (light blue)

**45 minutes**

**Religion**

### Praying at Home Pentecost Family Liturgy.

Today we will be participating in a Home-based Liturgy for Pentecost.

Please prepare a sacred space and please use something red if you can because red is the

**Religion**

We are learning about initiation through the Sacraments of Baptism and Confirmation

We will know we have been successful when we can

- Identify the meaning, symbols and actions of Baptism

**Religion**

We are learning about initiation through the Sacraments of Eucharist

We will know we have been successful when we can

- Identify important meaning, symbols and actions of Eucharist

**Inquiry**

We are learning to investigate the indigenous map of Australia

We will know we have been successful when we can

- Identify the features on the indigenous map of Australia
- Identify the features

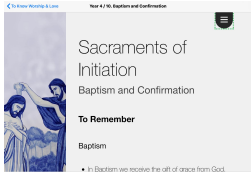
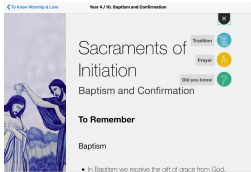
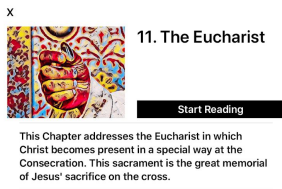

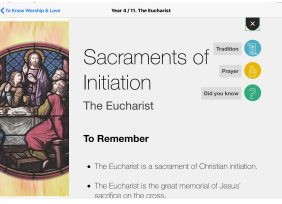

**Religion**

We are learning about Eucharist

We will know we have been successful when we can

- Share what we know about Eucharist
- Explore our understandings of Eucharist



	<p>Liturgical colour for Pentecost.</p> <p>You can find the slides for the Pentecost Family Liturgy in your activities tab on SeeSaw</p> <p>Your reflection activity will be a triptych. A triptych is a three panelled artwork that tells a story or sequences a journey. <b>In each of the three panels, you will design an image for each of the 3 scripture stories contained in the liturgy.</b></p> <ol style="list-style-type: none"><li><b>The coming of the Holy Spirit at Pentecost</b></li><li><b>Jesus appears to His disciples</b></li><li><b>The story of Doubting Thomas.</b></li></ol> <p>There is a copy of the triptych template in your resource grid or you can draw your own using a large piece of paper from home.</p> <p>A famous triptych is a painting by Frederick McCubbin called 'The Pioneers' and tells the story of early life in Australia. <b>The example in the resource grid might help you in creating your Pentecost triptych.</b></p>	<ul style="list-style-type: none"><li>Identify important meaning, symbols and actions of Confirmation</li><li>Discuss any family experiences with these Sacraments</li><li>Share our knowledge about baptism and confirmation</li></ul> <p><b>Sacraments of Initiation</b></p> <p>Activity:</p> <ol style="list-style-type: none"><li>Read the Grade chapter in KWL Digital App called - Baptism and Confirmation</li></ol>   <ol style="list-style-type: none"><li>Choose a symbol for each of the Sacraments</li><li>Complete the <a href="#">graphic organiser</a> using this link</li><li>Include photos and certificates showing evidence of your own or</li></ol>	<ul style="list-style-type: none"><li>Reflect on what happens during the Holy Communion ceremony.</li></ul> <p><b>Sacraments of Initiation</b></p> <p>Activity:</p> <ol style="list-style-type: none"><li>Read the Grade 4 chapter in KWL Digital App called - The Eucharist</li></ol>   <ol style="list-style-type: none"><li>Use the 3 bar tab in the top right corner which provides information on traditions, prayer and a Did you know? Section</li></ol> 	<p>of the map of Australia</p> <ul style="list-style-type: none"><li>Compare the differences between the two maps</li><li>Write a short description about the indigenous map of Australia</li></ul> <p><u>Activity:</u></p> <p>Today you will be continuing with your passion project from last session <b><u>OR you will be reviewing the term (please read the task to the end).</u></b></p> <p>Passion Project:</p> <p><b>MY LIFE ISLAND</b></p> <p>Make your own island map using the first letter of your name.</p> <p>On this map, include:</p> <ul style="list-style-type: none"><li>Places that you are connected to</li><li>Things that represent your identity</li></ul> <p>Make sure to include cartographic features of a map and regions on the map-language (Key, symbol, title, compass).</p> <p>See the example below <b>(larger image in the resource grid)</b></p>	<ul style="list-style-type: none"><li>Make a personal connections to our First Eucharist</li></ul> <p><u>Activity:</u></p> <ol style="list-style-type: none"><li>Create a Book Creator called Eucharist.</li><li>Using Popplet, answer the following question and make a list of statements about the Sacrament of First Eucharist.</li></ol> <p><b>What do you already know about Eucharist?</b></p> <ol style="list-style-type: none"><li>As you learn new knowledge during this activity, add to your popplet in a different colours</li><li>In your Book Creator open a new page with the heading - See, Think, Wonder.</li><li>Copy and paste the Da Vinci image of the Last Supper <b>from the resource grid</b> into your Book Creator</li></ol>  <ol style="list-style-type: none"><li>Carefully look at the Da Vinci image, and using the headings see, think, wonder, answer the following questions</li></ol>
--	--	---	--	--	---

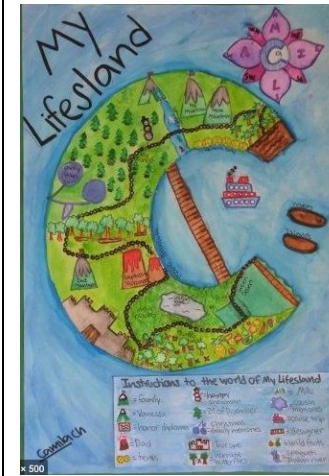




other family members' experience with these initiations.

6. Post your completed graphic organiser to Seesaw

3. Choose a Eucharist symbol and complete the [graphic organiser](#) using this link
4. Draw pictures or use photos in sequence to show what you think will happen in church on the day you receive the Holy Communion  
-Think about what you will see, hear and do
5. Post your completed graphic organiser to Seesaw






If you have finished all of your Passion project:  
Your task is to go through your Inquiry portfolio (Google Slides or Book Creator) for this term. Check the quality of your work.

- Have you finished all the activities?
- Do they have a learning intention?
- Do they have a date?
- Do they have a clear layout?
- Have you checked back on the remote learning grids to see if you have answered all the questions?

- Who is there?
  - Why are they there?
  - How would they have been feeling?
  - Why are they at a table?
  - What might they be thinking?
7. Share wonderings with a family member.
  8. Add any new learnings to your Popple using a different text box
  9. Add your Popplet to your Eucharist Book Creator (Screen Shot)
  10. Post you completed Book Creator to Seesaw

Do a bit of <https://www.smilingmind.com.au/> meditation.  
Eat some lunch outside and have a chat with your family members.



	<p style="text-align: center;"><b><u>PE</u></b></p> <p>How many juggles with the soccer ball can you do in 30 secs? Set the timer on your iPad and record how many you did.</p> <p>Practise the following skills today:</p> <p>5 juggles with you favourite foot 5 juggles with your opposite foot 5 juggles with your knees</p> <p>Dribble 5 times around cones/markers Dribble 5 times with opposite foot Dribble 5 times as fast as you can to a point and back</p> <p>5 Shots 5 m away from the cones/'goals'</p> <p>5 shots 10m away from the cones/goals</p> <p>Reflection: Think about which skills in Soccer you think you need to improve on. What goals could you set yourself to improve your soccer skills?</p> <p><b>*Please do not post on Seesaw as the specialist teachers are not available to check your work.</b></p>	<p style="text-align: center;"><b><u>PERFORMING ARTS</u></b></p> <p>Complete this activity on Seesaw named: <b>Week 8 Performing Arts: Garageband Free Choice</b></p> <p><b>Task:</b> To create a composition of your choice using Garageband</p> <p>1. Your composition needs to have 3 layers, = one percussion/drums layer = one voice recording layer (singing/speaking/rapping /percussive effects) = one apple loop</p> <p>You may add more layers and instruments if you wish.</p> <p>You may decide to make it longer than the automatic 8 bars.</p> <p>You may decide to use different instruments to the ones we have explored, it is your choice.</p> <p><b>*Please save but do NOT upload your work to Seesaw as specialist teachers are not available to check and comment on your work.</b></p>	<p style="text-align: center;"><b><u>VISUAL ARTS</u></b></p> <p style="text-align: center;"><b>Drawing an Optical Illusion</b></p> <p> Watch this Jon Harris video: <a href="https://www.youtube.com/watch?v=wyBDuy8HiRw&amp;feature=youtu.be">How to Draw a 3D Ladder - Trick Art For Kids</a></p> <p> Draw as instructed in the video</p> <p>DO NOT POST your drawing on SeeSaw. <b>There will be no Visual Arts posts approved or commented on this week as specialist teachers are not available to check work.</b> Please keep your drawing safe and bring it in when we return to school where we will have time to share what we have created.</p> <p><b>Time Needed:</b> 30 - 45mins</p> <p><b>Materials Needed:</b> Greylead/pencil/texta Rubber Paper or journal</p>	<p style="text-align: center;"><b><u>SEL</u></b></p>  <p>Find a quiet place. Spend a few minutes '<b>breathing around the square</b>' (instructions below.) <b>BREATHING AROUND THE SQUARE:</b></p> <ol style="list-style-type: none"> <li>1. Breathe in for four counts.</li> <li>2. Hold your breath for four counts.</li> <li>3. Breathe out for four counts.</li> <li>4. Hold your breath for four counts.</li> </ol> <p><b>THEN:</b> Visualise yourself back at school. Think about your classroom and your favourite place to go on the school grounds.</p> <p>Share how you're feeling about returning to school with a family member.</p> <p>Think about how other people in your class might be feeling.</p>	<p style="text-align: center;"><b><u>SEL</u></b></p> <p>Watch this song and story about being grateful...</p> <p><a href="https://www.youtube.com/watch?v=wyBDuy8HiRw&amp;feature=youtu.be">https://www.youtube.com/watch?v=wyBDuy8HiRw&amp;feature=youtu.be</a></p> <p>Read and have a think about this quote from the wise Piglet (from Winnie the Pooh)</p> <p style="text-align: center;"><b>(A larger version is in the resource grid)</b></p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p><i>'Piglet noticed that even though he had a very small heart, it could hold a rather large amount of gratitude.'</i></p> <p style="text-align: right;"><small>— Winnie-the-Pooh, A.A.Milne</small></p> </div>
--	--	---	--	--	---



**INDONESIAN**

Go to Seesaw Activities to find the link for this week's **Kahoot challenge**.

Please **complete the reflection questions** about the quiz and upload to Seesaw.  
Ibu Elissa will respond to your reflection during the following week.

**Or (no internet access)**

Please find the Indonesian activity in the resources grid.

How might you help your classmates to re-settle back to school?

How can you help yourself to re-settle back to school?



## Resources for Lessons

## Timed Reading

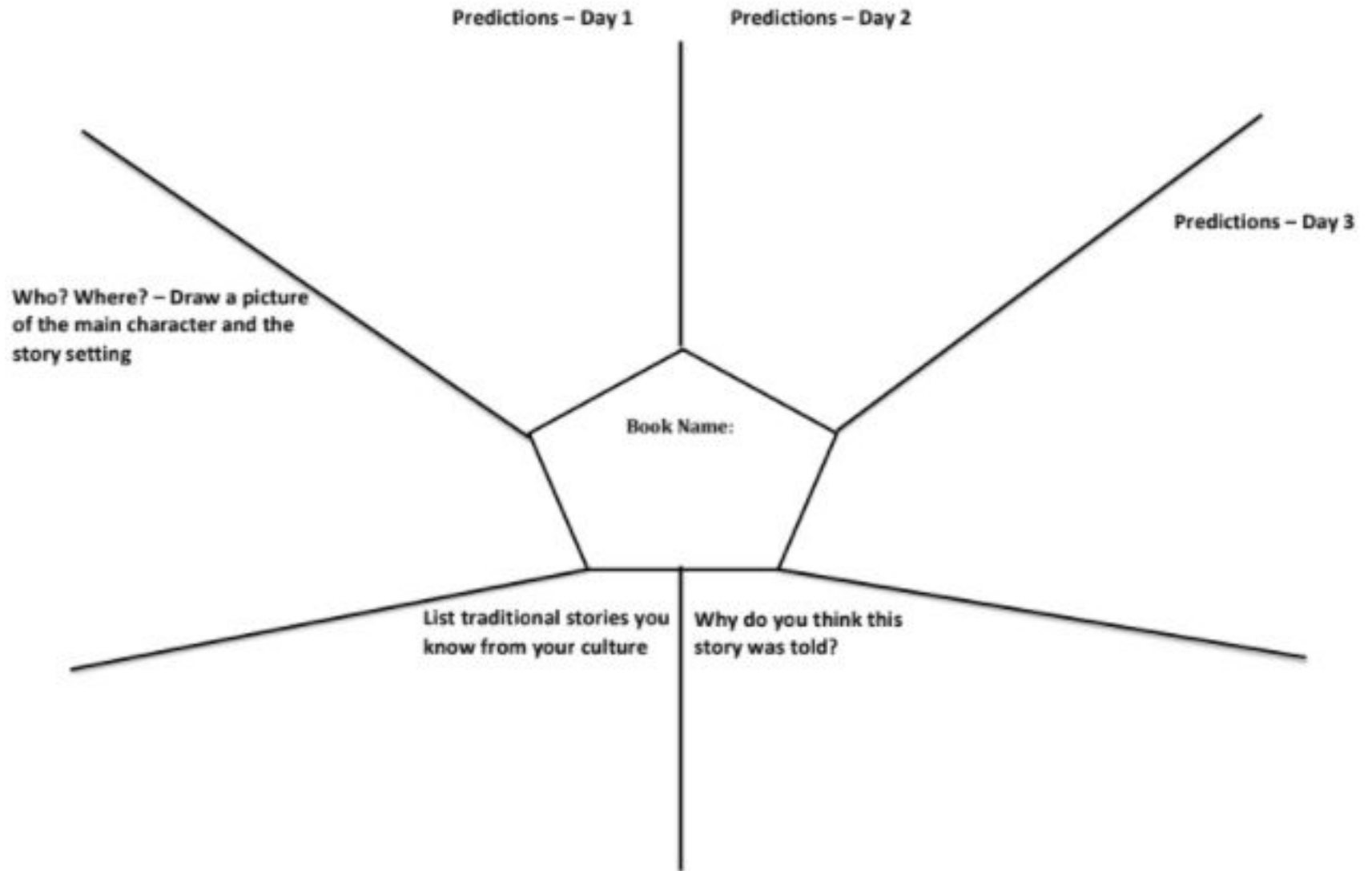
### TIMED READING

[illegible]



Reading

Monday and Tuesday



Wednesday



Name:



## Story Summary

**Book Title:**

**Author:**

**Setting:**

**Orientation:**

**Character:**

**Problem:**

**Solution:**





## How to Make a Comic in Book Creator

1. Open Book Creator



2. Select a 'New Book'



3. Use the '+' to insert a bubble, text or thought



3. Select one of the comic templates



## Should Children under 12 be allowed to have a Mobile Phone?

I agree with the statement that children under 12 should not be allowed to have a mobile phone because it might cause some dangers. Mobile phones might be dangerous in some different ways and to let a young child own and use one may be a disaster.

One of the kind of important reasons that children under 12 probably shouldn't have a mobile phone is because of the fact that mobile phones emit a powerful radiation that could cause severe headaches. Television shows such as '60 Minutes' and 'Today Tonight' have shown segments saying that studies show that too much mobile phone use may affect the brain. It is likely that children under 12 using phones might be at risk of some health problems. Some people might say that this may not be true however I believe it is better to be safe than sorry.





# Great Wall of China - Editing

**Add editing marks to text. There are 20 errors.**

The great wall of China is indoubtedly one of the most significant man-made structures in the world built over 2000 years ago, it is an aritectural feat that this structure is stil standing. The Great Wall of china spans an impresive 8851.8 km stretching east to west, winding up and down across grasslands mountains, desserts and plateaus. Unfortunately some of the original sections ar now in ruins or no longr exist.

work on construct the Great Wall of China started as early as the 5th century B.C. The main reason behind built the Great Wall was to protect china's boders from the nomadic warring tribes, that came down from preent day manchuria and Mongolia.

## Editing Marks:

Capital letter	
End punctuation	
Insert a word	
Change to lower case	
Take something out	
Check spelling	
New paragraph	

**Re-write the text correctly:**

---

---

---

---



17

### Double Digit Multiplication

Dante is having a party! He wants to give each guest 10 balloons. There will be 58 guests at his party. How many balloons does Dante need?



© 2015 Pages Of Grace

20

### Double Digit Multiplication

Richard and Max each played 46 soccer games last season. Richard played 36 minutes each game. Max played 39 minutes each game. Altogether, how many more minutes did Max play than Richard played?

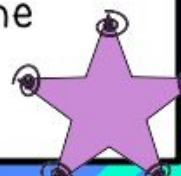


© 2015 Pages Of Grace

18

### Double Digit Multiplication

Karen grows flowers. She wants to give 24 flowers to everyone at her work. There are 118 people at her work. How many flowers will she give away?

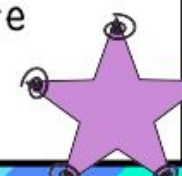


© 2015 Pages Of Grace

12

### Double Digit Multiplication

Katie and Carol bought toys for the charity toy drive. Katie bought 125 dolls for \$13 each. Carol bought 65 toy boats for \$32 each. Who spent more money altogether?



© 2015 Pages Of Grace



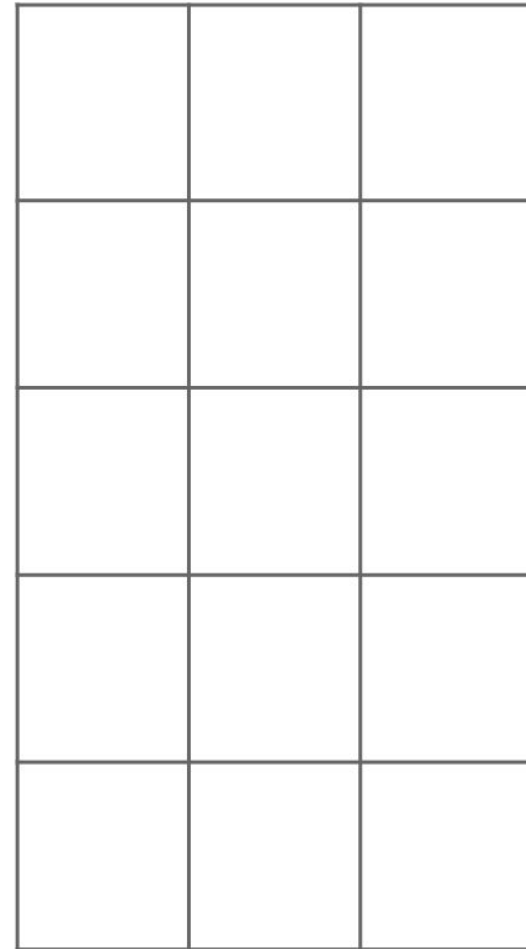
Tuesday & Wednesday:

## Puzzle Picture

You will need large grid paper

OR you can print this page.

OR you can draw up 5 rows with 3 squares in each row (like image right to the screen) - make sure it's large enough to draw in.





## Puzzle

Work out the sums using today's strategy to reveal the puzzle picture.

a)  $13 \times 26 =$

h)  $19 \times 29 =$

b)  $42 \times 15 =$

i)  $21 \times 45 =$

c)  $38 \times 29 =$

j)  $74 \times 88 =$

d)  $36 \times 82 =$

k)  $54 \times 66 =$

e)  $18 \times 94 =$

l)  $20 \times 17 =$

f)  $28 \times 61 =$

m)  $39 \times 18 =$

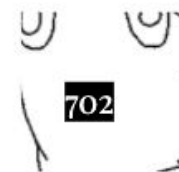
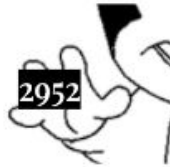
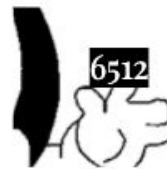
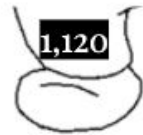
g)  $20 \times 56 =$

n)  $32 \times 19 =$

a	b	h
i	c	j
d	l	k
e	m	f
	g	n

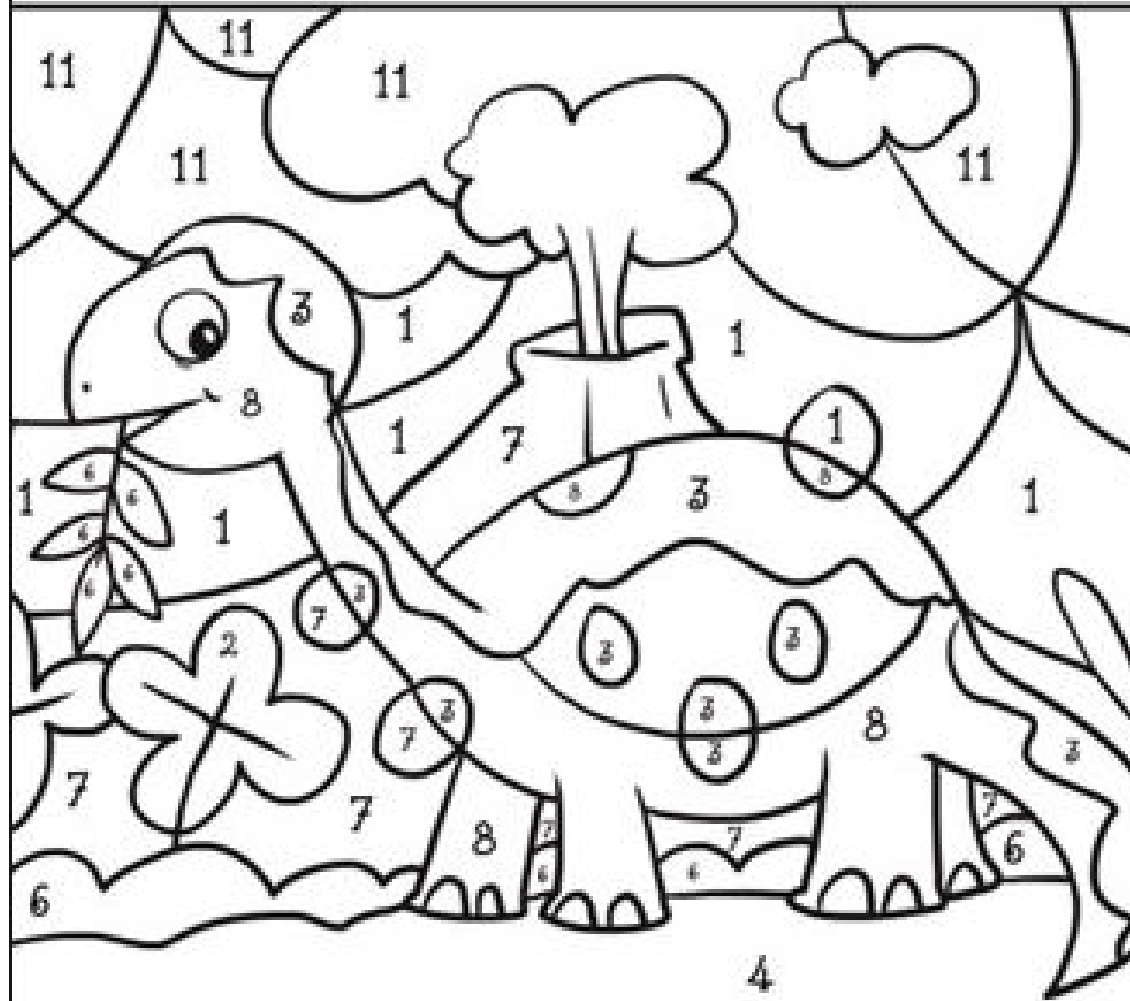


## The pieces





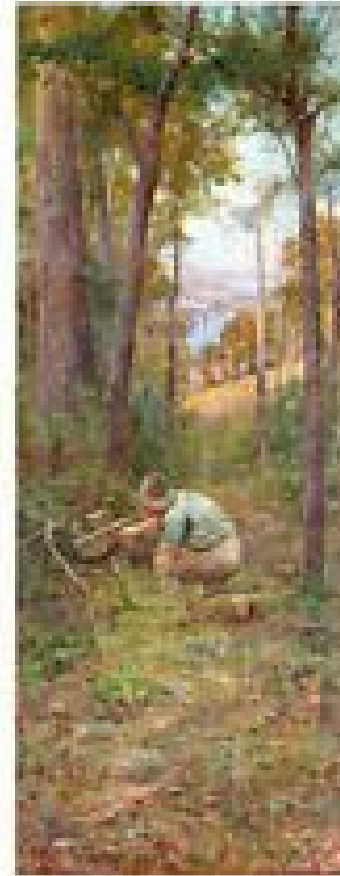
Thursday:





Religion

Monday:





The Coming of the Holy Spirit - Triptych

Pentecost –The Coming of the Spirit.

Jesus Appears to His Disciples - Peace be with you! As the Father has sent me, I am sending you."

Doubting Thomas - blessed are those who have not seen and yet have believed."



Tuesday

## Sacraments of Initiation - Graphic Organiser

1. Read the Grade chapter in KWL Digital called - Baptism and Confirmation
2. Use the 3 bar tab in the top right corner which provides information on traditions, prayer and a Did you know? Section.



3. Choose one symbol for each of the Sacraments and complete the graphic organiser below
4. Finally include photos and certificates showing evidence of your own or other family members' experiences with these initiations. (See grid on the next page)

Name of Sacrament	Symbol	What does the symbol represent?	What part does the symbol play in this Sacrament of Initiation?	Why is the symbol important to this Sacrament of Initiation?
Baptism	(Paste image here)			
Confirmation				

**Baptism:** priest, font, water, lectionary, candle, oil of catechumens, godparents, chrism, people, white garment, candidate, baptismal promises, Sign of the Cross, stole, alb.  
**Confirmation:** bishop, sponsor, lectionary, candidate, people, laying on of hands, chrism, baptismal promises, mitre, staff, chasuble, Sign of the Cross.



Wednesday

## Sacraments of Initiation - Graphic Organiser

1. Read the Grade 4 chapter in KWL Digital called - The Eucharist
2. Use the 3 bar tab in the top right corner which provides information on traditions, prayer and a Did you know? section.



3. Choose Eucharistic symbol and complete the graphic organiser below
4. Draw pictures or use photos in sequence to show what will happen in church the day you receive the Holy Communion  
-Think about what you will see, hear and do

Name of Sacrament	Symbol	What does the symbol represent?	What part does the symbol play in this Sacrament of Initiation?	Why is the symbol important to this Sacrament of Initiation?
Eucharist	(Paste image here)			
Draw pictures in sequence that show what you think will happen on the day at church.  - Think about what you will see, hear and do	1	2	3	4

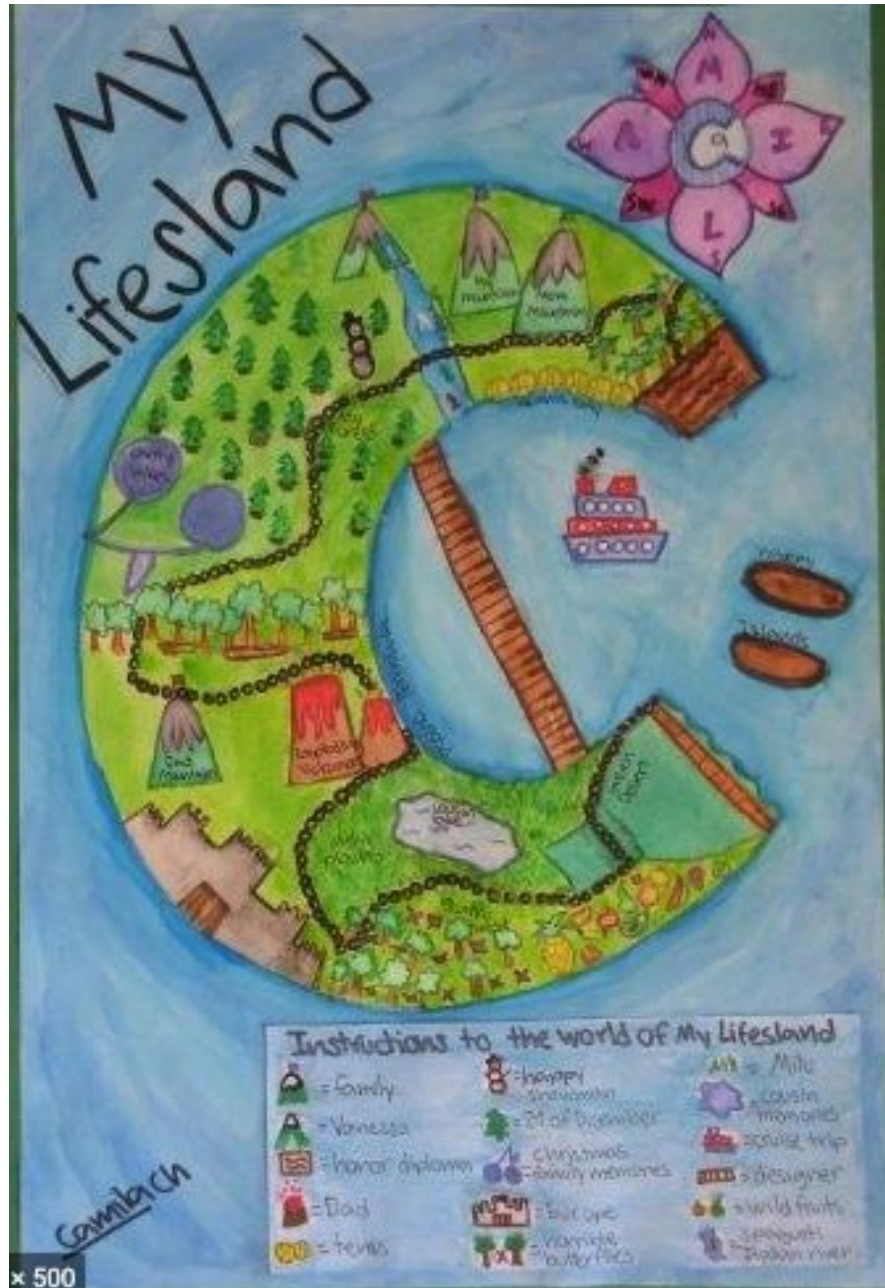
*The Eucharist:* bishop/priest, people, lectionary, Sign of the Cross, bread, wine, altar, chasuble, communicant, alb, stole, chalice, paten, corporal, ciborium.



Friday









## INDONESIAN

Write at least five sentences about things you could do or say at school when you come back.

Please write these in your home learning book. You can use the English words when you don't know the Indonesian words.

PRONOUNS	VERBS	NOUNS	WHERE? (Prepositions)
<b>saya</b>  <b>kamu</b>  <b>semua</b>	mau (want) duduk lari dengar lihat bermain gambar tuliskan (write) mari ambil (take/ grab) membaca (read)  ke sana ke sini ke kamar kecil	<b>kertas</b>  <b>buku</b>  <b>sepak bola</b>  <b>bola basket</b>  <b>kriket</b>  <b>ukulele</b>  <b>pensil</b>	'Di' means <i>at</i> or <i>on</i>  Di buku (in the book)  Di kelas (in class)  Di sekolah (at school)  Di oval (at the oval)  Di lapangan basket (on the basketball court)  Di spiderweb (on the spiderweb)

### Example sentences

***Saya bermain sepak bola di oval.*** (I play soccer on the oval.)

***Semua tulis di kelas.*** (Everyone writes in class.)

***Kamu mau bermain di spiderweb?*** (Do you want to play at the spiderweb?)

***Saya mau lari ke sana!*** (I want to run over there!)



*'Piglet noticed that even though he had a very small heart, it could hold a rather large amount of gratitude.'*

– Winnie-the-Pooh, A.A.Milne