

Grade 4 Learning from Home Timetable- Term 3 Week 1

Once students are finished with their activities, please **take a photo** and **submit** it onto your own Google Classroom page between **3-3:15PM each day.**

We will be checking who is submitting their work.

	Monday	Tuesday
8:50- 9:00	<p>Good Morning</p> <p>Google Meet with your class at 9.00am</p> <p>We are having a quick check in with you all to say hi, see how your holidays were and to explain the Home Learning Grid for the week.</p> <p>Please leave your mic on mute and listen to your teacher.</p> <p>Google Meet Classroom Expectations</p> <p>4JK 4BB 4KB</p>	<p>Good Morning</p> <p>Google Meet with your class at 9.00am</p> <p>We are having a quick check in with you all to say hi, see how your holidays were and to explain the Home Learning Grid for the week. Please leave your mic on mute and listen to your teacher.</p> <p>Google Meet Classroom Expectations</p> <p>4JK 4BB 4KB</p>
9:00-10:00	<p>Reading</p> <p>Listen to the story Look Up by Nathan Bryon. The link is below.</p> <p>After listening to the story, find 10 Adjectives (describing words) and 10 Nouns (naming words)</p>	<p>Maths</p> <p>W.A.L.T: divide fractions into equal parts. W.I.L.F: equivalence, multiplying, dividing</p> <p>Watch the Equivalent Fractions video and write down into a book the key words to do with fractions.</p> <p>Find all the fractions that are the same as (equivalent) to:</p> <ol style="list-style-type: none"> 1) $\frac{1}{2}$ 2) $\frac{1}{3}$ 3) $\frac{1}{4}$ 4) $\frac{1}{5}$ 5) $\frac{1}{6}$ <p>Complete the following worksheet on equivalent fractions in your book. Make sure you draw out the picture carefully and neatly.</p> <p>(YOUR TEACHER WILL UPLOAD ONTO GOOGLE CLASSROOM)</p>
10:00-11:00	<p>Visual Literacy</p> <p>Students watch the youtube video My Friend Earth and then view the powerpoint document in google classwork. After rereading the story on the powerpoint students need to answer the questions at</p>	<p>Reading</p> <p>Before Reading:</p> <p>Think about the following:</p> <ul style="list-style-type: none"> • Is it ever ok to steal?

	<p>the end either on the document or on paper in full sentences.</p> <p>(YOUR TEACHER WILL UPLOAD ONTO GOOGLE CLASSROOM)</p>	<ul style="list-style-type: none"> Was the heat ever broken in your house? How did that feel? <p>During Reading: Watch and listen to the story: The Coal Thief Who is the main character?</p> <ul style="list-style-type: none"> What is he like? What kind of a character is Harley? Do you like him? What are the problems/dilemmas Georgie encounters? How does Georgie react to Harley's requests? Do you think Georgie wants to do what Harley asks? What does Georgie's father do to help? What does he have Georgie do with the coal? Why? <p>After Reading: What lesson did Georgie learn? List evidence from the story that led them to their answer. .</p>
11:00-12:00	<p>LUNCH/QUESTIONS WITH TEACHER</p> <p>If you have any IMPORTANT questions about your tasks today please email me or request a google meet video with your teacher.</p> <p>4JK 4BB 4KB</p>	<p>LUNCH/QUESTIONS WITH TEACHER</p> <ul style="list-style-type: none"> If you have any IMPORTANT questions about your tasks today please email me or request a google meet video with your teacher. <p>4JK 4BB 4KB</p>
12-12:20	<p>Independent Reading</p> <p>Read a book from home for 20 minutes with a parent.</p> <p>Think of 3-6 questions you would like to ask one of the characters or the author of the text in the book and share these with the adult you have been reading with.</p>	<p>Independent Reading</p> <p>Read a book from home for 20 minutes with a parent.</p> <p>Think of 3-6 questions you would like to ask one of the characters or the author of the text in the book and share these with the adult you have been reading with.</p>
12:20-1:00	<p>Inquiry <u>Day & Night:</u></p> <ul style="list-style-type: none"> Watch the Pixar animation about Day & Night https://www.youtube.com/watch?v=dJz_noKP-Bw You may need to watch the clip again to complete the task. Think about all the information provided for day & night. What was similar? What was different. 	<p>Art Mrs Hickey Check Google Classroom stream for activity.</p>

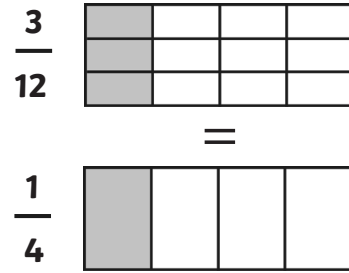
	<ul style="list-style-type: none"> Complete a Day & Night Venn Diagram (YOUR TEACHER WILL UPLOAD THIS ONTO GOOGLE CLASSROOM) Submit to your teacher. 	
1:00-2:00	<p>Religion</p> <ul style="list-style-type: none"> Read the story about Genesis (God's Creation). It includes the six days God spent creating our beautiful world. Then choose ONE of the following to show you understand the story. <ol style="list-style-type: none"> College Poster Picture 5 frame cartoon Picture Book Diorama Submit to your teacher <p>(YOUR TEACHER WILL UPLOAD THE STORY)</p>	<p>Music Mr O'Bree</p> <p>Check Google Classroom stream for activity.</p>
2:00-2:30	BREAK	BREAK
2:30 -3:00	<p>Spelling</p> <ul style="list-style-type: none"> Use the words from your spelling list and find a similar word inside it, For example: black , claim, complain, faithfully 	<p>Spelling</p> <p>Choose 5 words from your spelling list and come up with detailed and interesting sentences for each of them.</p> <p>Remember to edit your work for any spelling, punctuation and whether the sentences make sense.</p>
3:00-3:15	<p>PACK UP</p> <p>Check in with the teacher and Submit/take photos of work on google classroom page.</p> <p>If needed via google classroom</p>	<p>PACK UP</p> <p>Check in with the teacher and Submit/take photos of work on google classroom page.</p> <p>If needed via google classroom</p>

Equivalent Fractions

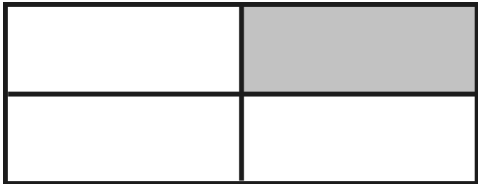

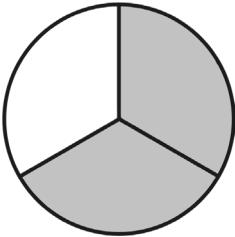
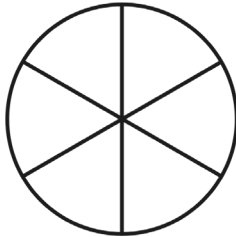
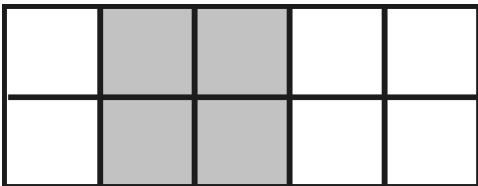

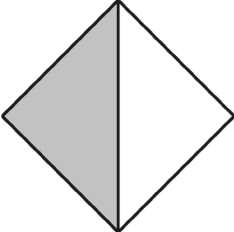
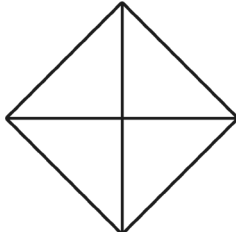

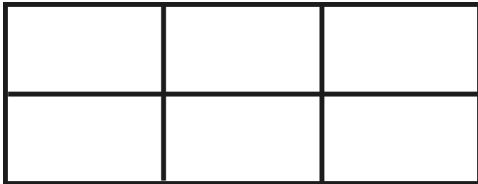
These fractions are equivalent.

The rectangles are the same.

The amount shaded is equivalent.



Shade the second shape to be equivalent to the first and write the equivalent fractions.

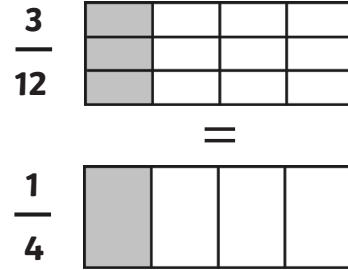
	$\frac{1}{4}$	=		$\frac{\quad}{8}$
	$\frac{\quad}{3}$	=		$\frac{\quad}{6}$
	$\frac{\quad}{10}$	=		$\frac{\quad}{\quad}$
	$\frac{\quad}{\quad}$	=		$\frac{\quad}{\quad}$
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Equivalent Fractions

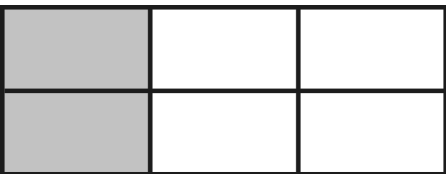
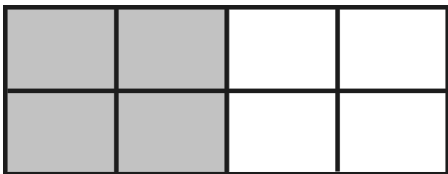
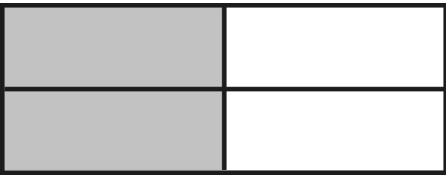

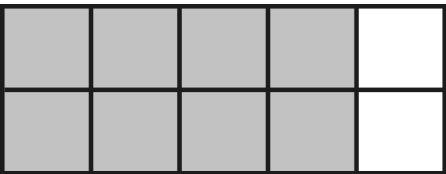

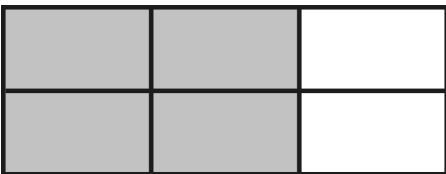
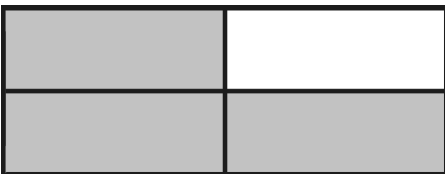
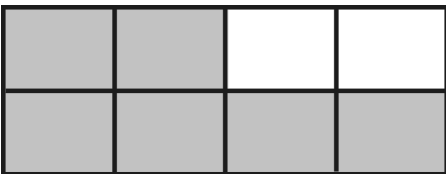
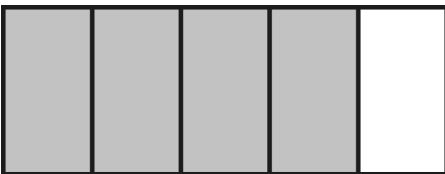
These fractions are equivalent.

The rectangles are the same.

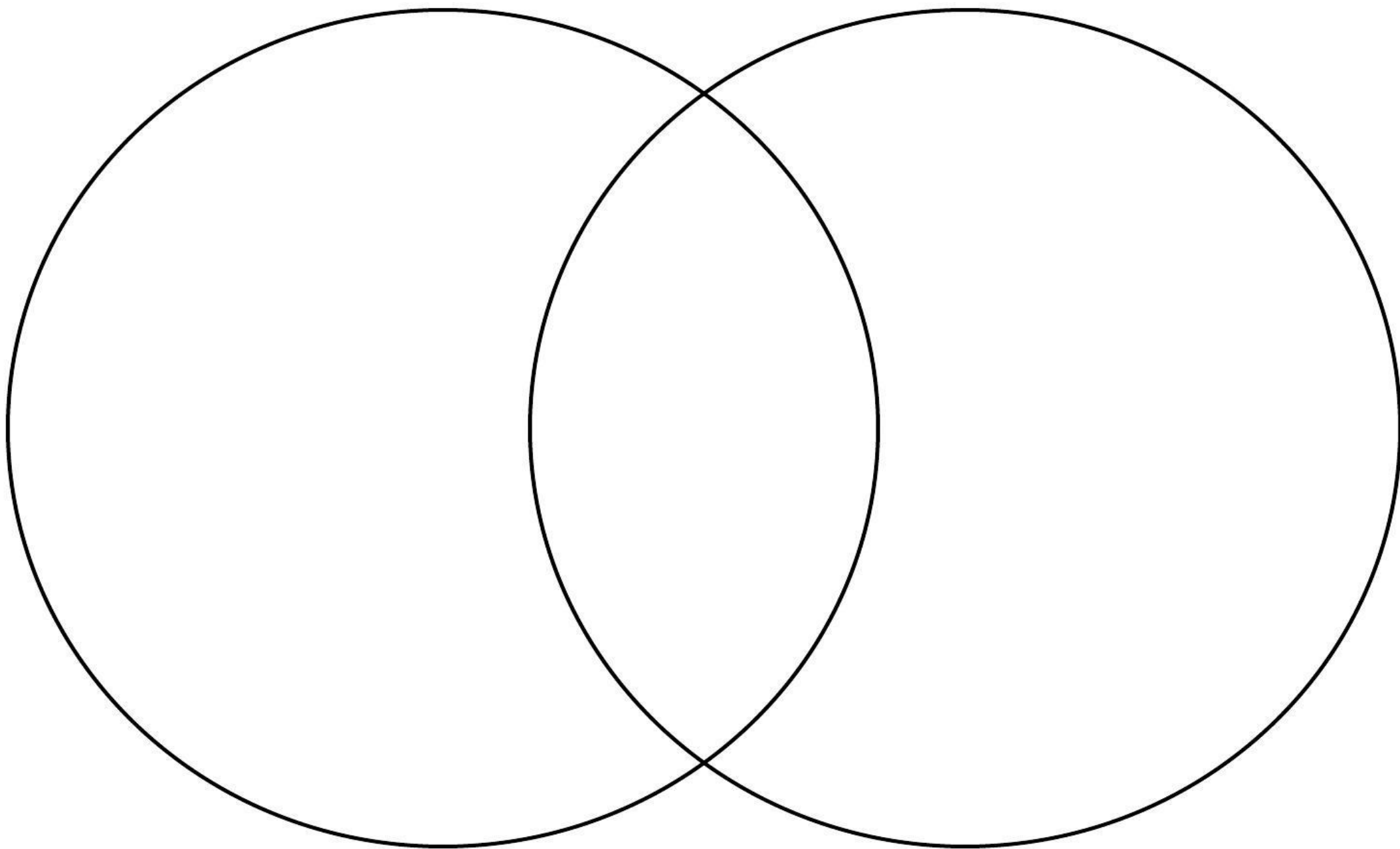
The amount shaded is equivalent.



Write the fraction of each shape that is shaded and draw a line to match each equivalent fraction.

	_____	_____	
	_____	_____	
	_____	_____	
	_____	_____	
	_____	_____	

Day & Night



Genesis (God's Creation)

In the beginning, God created the sky and the earth. The earth had no shape. It was empty. The waters were dark. God's spirit moved over the waters. And God said, 'Let there be light.' And there was light. God saw that the light was good. God separated light and darkness. God called the light 'day' and he called the darkness 'night'. And there was evening and there was morning. It was the **first day**

After that, God said, 'Let there be a space in the middle of the waters. Let it divide the waters into two parts.' And God made a space. There were waters above the space and there were waters under the space. And it was so. God called the space 'sky'. And there was evening and there was morning. It was the **second day**

After that God said, 'Let the waters that are under the sky come together into one place. Let dry land appear.' And it was so. God called the dry land 'earth'. He called the waters that came together 'seas'. And God saw that it was good.

And God said, 'Let the earth produce grass. Let it produce plants that have seeds. Let it produce trees that have fruit with seeds. Let them be many different kinds.' And it was so. The earth produced grass. It produced plants that have seeds. It produced trees that have fruit with seeds. They were many different kinds. And God saw that it was good. And there was evening and there was morning. It was the **third day**

After that, God said, 'Let there be lights in the sky. Let them separate day and night. They will mark seasons and days and years. And let these lights in the sky give light to the earth.' And it was so. And God made the two great lights. The larger light ruled the day and the smaller light ruled the night. God made the stars too. God put the lights in the sky so that they gave light to the earth. He put them there so that they ruled over the day and over the night. He put them there so that they separated light and darkness. And God saw that it was good. And there was evening and there was morning. It was the **fourth day**

After that, God said, 'Let the waters produce many living animals. And let birds fly in the sky above the earth.' So God created large animals in the sea. He created every animal that moves in the water. They were many different kinds. He also created every bird that has wings. And God saw that it was good. God promised good things to them. He said, 'Have large families. Increase so that you fill the seas and the skies.' And there was evening and there was morning. It was the **fifth day**

v24 After that, God said, 'Let the earth produce living animals. Let them be many different kinds. Let the earth produce tame animals. Let it produce animals that crawl. Let it produce wild animals. Let them be many different kinds.' And it was so. v25 And God made the wild animals on the earth. He made the tame animals. He made everything that crawls on the ground. They were many different kinds. And God saw that it was good.

Then God said, 'Let us make people who are images of us. Let them be similar to us. Let them rule over the fish of the sea. Let them rule over the birds of the air. Let them rule over the animals. Let them rule over the whole earth. Let them rule over every crawling animal that crawls on the earth.' So God created people who were images of himself. He created

them as images of God. He created man and woman. God promised good things to them. He said, 'Have large families. Increase so that you fill the earth. Rule over the earth. Rule over the fish in the sea. Rule over the birds that fly in the air. Rule over every living animal that moves on the earth.

God said, 'Look. I have given to you every plant in the whole earth that produces seeds. I have given to you every tree that produces fruit with seeds. They are your food. I have given all the green plants to the animals on the earth. I have given them to the birds that fly in the air. I have given them to the animals that crawl on the earth. I have given them to everything that is alive. The plants are their food.' And it was so.

God saw everything that he had made. It was truly very good. And there was evening and there was morning. It was the **sixth day**



My Friend Earth

WRITTEN BY Patricia MacLachlan
ILLUSTRATED BY Francesca Sanna

is an act
of selfishness, putting
the needs of others
before your own
- Debra

vice is
doing any
selfish act or
business, needed
unneeded!!
-Kayli

For Rubin and Mara, with love.
To all the children fighting and caring
for our friend Earth. — F.S.



My Friend Earth

written by Patricia MacLachlan
illustrated by Francesca Sanna

60



My friend Earth wakes
from a winter nap.








And the large—

the long-winged albatross crossing the sea,


the mole tunneling in the underdark.

She guides the chimpanzee
to her night nest—


A stylized illustration of a zebra herd. The zebras are depicted with bold black and white vertical stripes. A woman with dark skin and curly hair, wearing a red and white striped shirt, is shown from the side, looking towards the zebras. The background consists of large, curved shapes in shades of orange, pink, and green, creating a sense of a savanna landscape. The overall style is modern and graphic.

and the zebra baby to find his mother

in the hundreds
of black-and-white striped mothers



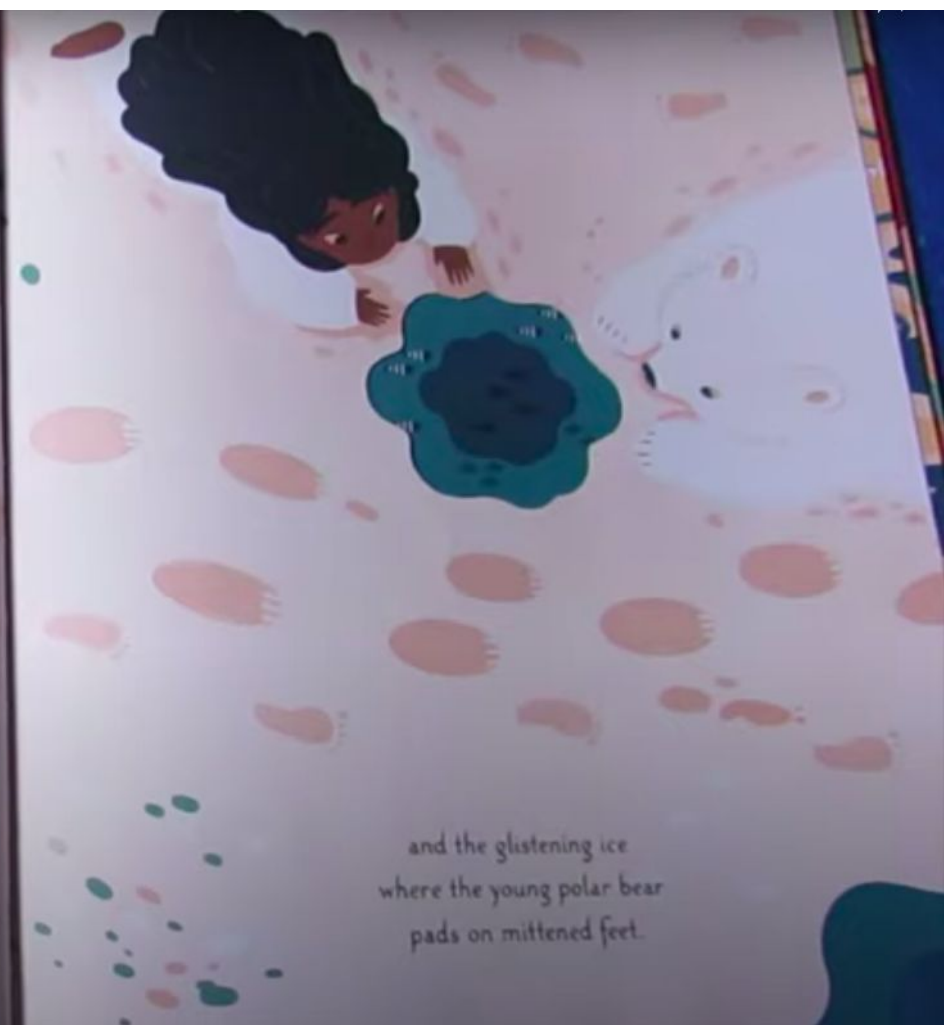
She tends the prairie where sun-dappled wild horses run



through grasses that swish against their legs-



the tundra
where the reindeer
graze for moss,



and the glistening ice
where the young polar bear
pads on mittened feet.



She guards all the creatures in all the oceans—
the black manta rays sleek like shadows,



the shining parrot fish,
the tiny krill who swim with millions of other krill
to look big

And the whales
who are big.

pours the summer rain
to fill streams

flowing down mountains

through the fields

to the rivers

to the sea.

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Alicia E. S. S. S.



Sometimes she pours too much rain,

Flooding towns
and meadows


and roads.

Until she dries the land.

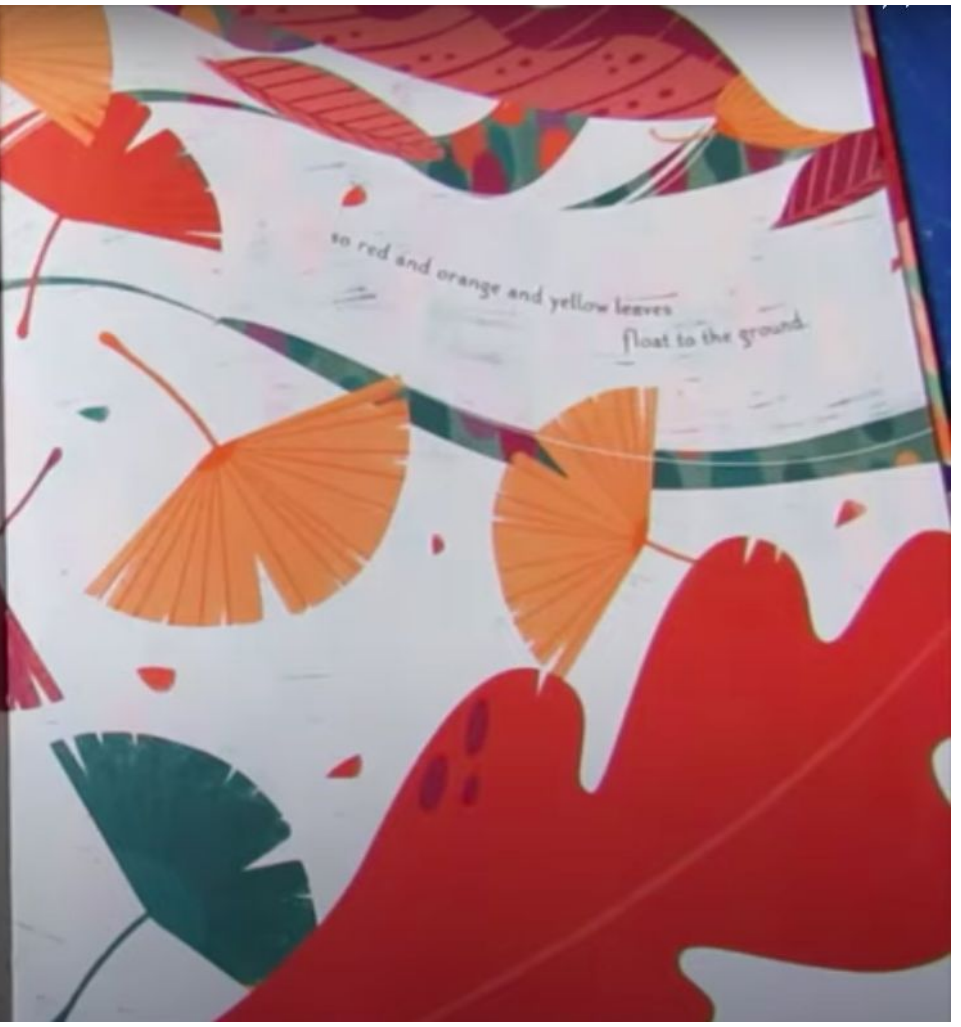




Sometimes she blows fierce autumn winds,
sweeping the limbs of trees
and shingles from the roofs of barns.

A girl with dark skin and curly hair is lying on her back on a large, vibrant red leaf. She is wearing a light-colored top and dark pants. The background is a light blue sky with various other leaves in shades of red, orange, and yellow floating around her. The text "Until she stills the wind." is written in a simple, sans-serif font above her head.

Until she stills the wind.

The illustration continues from the previous page, showing a variety of leaves in shades of red, orange, and yellow falling from the sky. The leaves are depicted in different shapes and sizes, some with detailed vein patterns. The text "so red and orange and yellow leaves float to the ground." is written in a simple, sans-serif font in the upper right corner.

so red and orange and yellow leaves
float to the ground.


When cold comes again,
my friend Earth sprinkles the snow—
whisper silent—

covering the dens where
the baby black bears are born
in soft darkness,




drifting over the icy pond where the turtle sleeps in mud,
settling into the empty nests of birds.






Under the white—
the silent seed
is cradled in the dark soil.

Watching.



Waiting.



To fly up again in the warm bright sun of
spring!



Questions and Tasks

1. Look at the image on slide 3 and describe what you can see. What is this type of long sleep called in animals? Hint bears do it.
2. Who is the female character in the story suppose to represent?
3. What seasons are being depicted/shown throughout this story? How do you know this?
4. Look at slide 10 and identify which biome is being shown. Explain your answer.

5. Read the story and identify the different adjectives and descriptive phrases used to describe the animals, plants or elements in the story. One has been done for you.

Animal/Plant/Element	Adjective/Descriptive Phrase
Grasses	That swish against the legs
Manta Rays	
Polar Bear	
Zebras	
Leaves	
Albatross	
Seed	
Wind	
Wild Horses	

6. Compare the images on Slide 3 and Slide 17 and identify what are some of the similarities and differences between them.

7. Why do you think the author choose to begin and end the story in this way? Do you think this was a good choice? Why/Why not?

8. Choose one of the slides 5- 16 and complete the senses chart.

Slide Number:				
See	Hear	Smell	Touch	Feel

9. If you could redesign the front cover of this story what would you make it look like?

Using your ideas draw your new design for this book's front cover.