

Grade 4 Learning from Home Timetable- Term 3 Week 2

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.

	Wednesday	Thursday	Friday
8:50- 9:00	<p>Good Morning</p> <p>Google Meet with your class at 9.00am 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. Google Meet Classroom Expectations</p> <p>4JK 4BB 4KB</p>	<p>Good Morning</p> <p>Google Meet with your class at 9.00am for the roll. We will explain the Home Learning Grid for the week. Please leave your mic on mute and listen to your teacher. Google Meet Classroom Expectations</p> <p>4JK 4BB 4KB</p>	<p>Good Morning</p> <p>Google Meet with your class at 9.00am for the roll. We will explain the Home Learning Grid for the week. Please leave your mic on mute and listen to your teacher. Google Meet Classroom Expectations</p> <p>4JK 4BB 4KB</p>
9:00-10:00	<p>Maths</p> <p>Watch fraction video and take down some notes relating to fractions and their structure.</p> <p>Students complete the following tasks by writing the questions and drawing the shapes in their books and showing all working out.</p> <p>When you complete these tasks you will then be required to complete one task from your Fractions' My Numeracy activities.</p> <p>(YOUR TEACHER WILL UPLOAD THIS ONTO GOOGLE CLASSROOM)</p>	<p>Mass / Religion</p> <ul style="list-style-type: none"> After reading the story about Genesis (God's Creation), where God spent six days creating our beautiful world. Students chose ONE of the following to show their understanding of the story. Students continue to work on their representation of the story. <ol style="list-style-type: none"> College Poster Picture 5 frame cartoon Picture Book Diorama Submit to your teacher 	<p>Reading Rotations</p> <p>Brave Irene: Before Reading: Answer these questions into your book:</p> <ol style="list-style-type: none"> What do you think Irene is holding inside of the box? What do you think will happen in the book that Irene needs to be brave? <p>After Reading: Answer these questions into your book:</p> <ol style="list-style-type: none"> Explain 1 time where you wanted to really do something. Write down 5 words to describe Irene. What is the problem in the story? Why do you think Irene volunteered to help deliver the item? Write down 3 questions you have for Irene or the author about the book. <p>Write a paragraph to end the story differently.</p>

10:00-11:00	<p style="text-align: center;">Writing</p> <p>View the clip ‘Amazing Science Experiments’ for the first experiment and complete the following tasks.</p> <ol style="list-style-type: none"> 1. Write a title for your Scientific Report. 2. Write down all the equipment that is used. 3. Write down the steps in order of the experiment happening. Remember to include correct punctuation. 4. Submit to your teacher. 	<p style="text-align: center;">Reading</p> <p>Visual Literacy: I don't want to be a frog You can type directly onto the slides to submit to your teacher.</p> <p>(YOUR TEACHER WILL UPLOAD THIS ONTO GOOGLE CLASSROOM)</p>	<p style="text-align: center;">Maths</p> <p>Students watch the Khan Academy Video and take down dot points of important information about fractions.</p> <p>Students complete the following tasks: ‘Colour and Label Fractions’ worksheet Draw out each fraction picture into your book and shade and label the correct fraction beside it.</p> <p>(YOUR TEACHER WILL UPLOAD THIS ONTO GOOGLE CLASSROOM)</p>
11:00-12:00	<p style="text-align: center;">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 style="text-align: center;">4JK 4BB 4KB</p>	<p style="text-align: center;">LUNCH/QUESTIONS</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 style="text-align: center;">4JK 4BB 4KB</p>	<p style="text-align: center;">LUNCH/QUESTIONS</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 style="text-align: center;">4JK 4BB 4KB</p>
12-12:20	<p style="text-align: center;">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 style="text-align: center;">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 style="text-align: center;">Digital Technology- eSafety</p> <p>Follow the link, watch the video and send Ms Faraj a copy of your certificate after you completed the quiz.</p> <p>Ms Faraj's email address: vivian.faraj@hestalbanssth.catholic.edu.au</p> <p>Please remember to include in the email:</p> <ul style="list-style-type: none"> - Greeting to Ms Faraj - Your full name - Class - Add a copy of the certificate to the email - End greeting
12:20-1:00	<p style="text-align: center;">LOTE Miss Sun</p> <p>Check Google Classroom stream for activity.</p>	<p style="text-align: center;">Writing</p> <p>Following on from the Writing task yesterday on the science experiment. Write a paragraph for the results and a paragraph for the reflection.</p>	<p style="text-align: center;">Reading Rotations</p> <p>Prefixes: Look at the poster that explains what prefixes are. With the worksheet, students will need to draw up a 3 columns landscape in your book and put the base</p>

		Results: 1 Paragraph What happened at the end of the experiment? What was the reaction with the ingredients? Reflection: 1 Paragraph My hypothesis was incorrect/correct because... and why?	words with the correct prefixes. Make sure you double check whether you have added it into the correct column. Choose 5 words with the prefixes and make an interesting and creative sentence for each of them. (YOUR TEACHER WILL UPLOAD THIS ONTO GOOGLE CLASSROOM)
1:00-2:00	PE Mr Herrera Check Google Classroom stream for activity.	Highway Heroes Complete the Highway Heroes worksheet in your book/scrap piece of paper. HOME ACTIVITY 1 (YOUR TEACHER WILL UPLOAD THIS ONTO GOOGLE CLASSROOM)	Reading Rotations Suffixes: Look at the poster that explains what suffixes are. With the worksheet , students will need to draw up 3 columns landscape in your book and put the base words with the correct suffix. Make sure you double check whether you have added it into the correct column. Choose 5 words with the suffixes and make an interesting and creative sentence for each of them. (YOUR TEACHER WILL UPLOAD THIS ONTO GOOGLE CLASSROOM)
2:00-2:30	BREAK	BREAK	BREAK
2:30 -3:00	Spelling Using your spelling list and design a word search including all the words.	Spelling Using your spelling words add "ed" and "ing" to as many words as you can.	Mindfulness Listen to the above clip, and take a pencil (any colour) for a walk on the paper. You may wish to listen to the music again. Take a photo and submit it to your teacher.
3:00-3:15	PACK UP Check in with the teacher and Submit/take photos of work on google classroom page.	PACK UP Check in with the teacher and Submit/take photos of work on google classroom page.	PACK UP Check in with the teacher and Submit/take photos of work on google classroom page.

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.

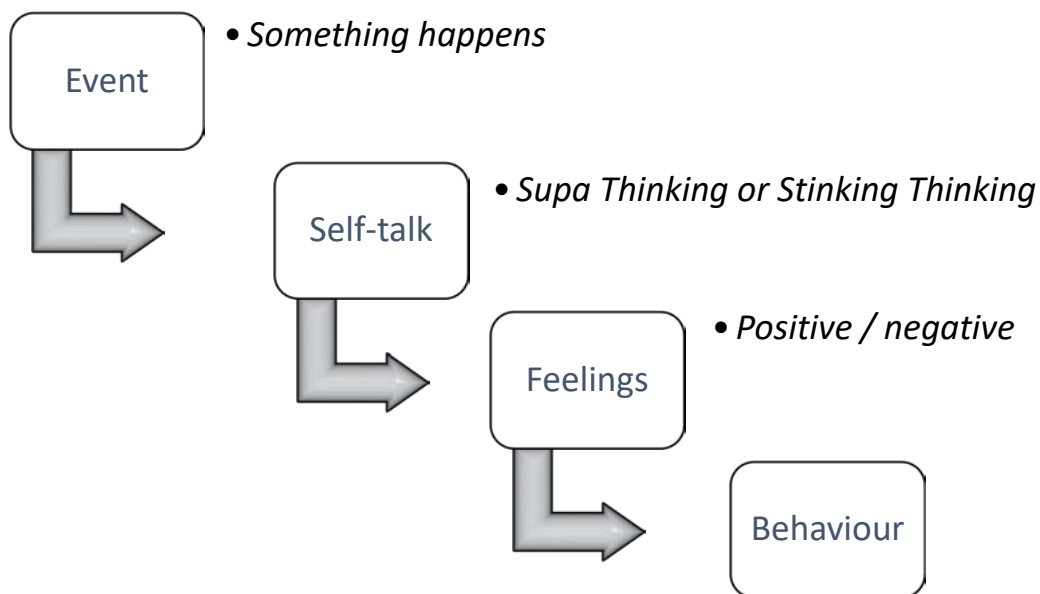
God saw everything that he had made. It was truly very good. And there was evening and there was morning. It was the **sixth day**

HOME ACTIVITY 1

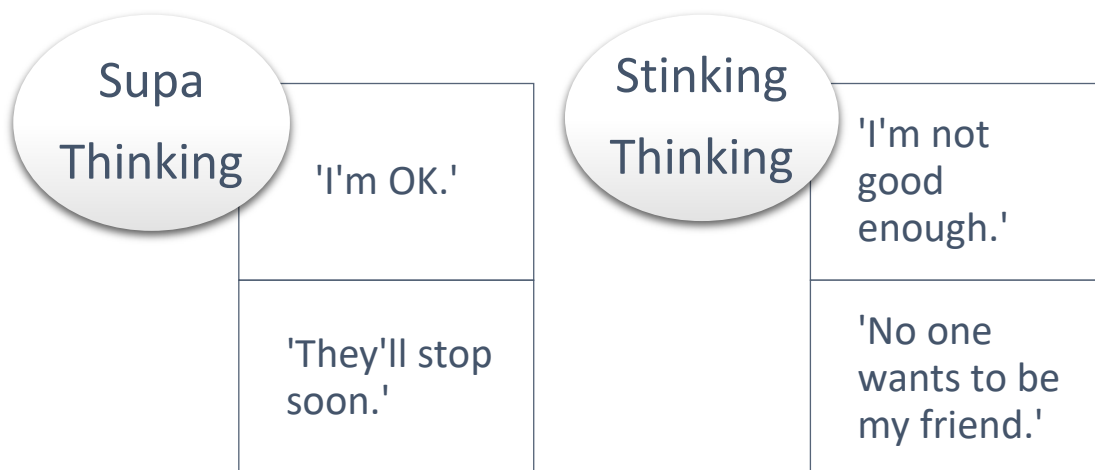
The Importance of Self-talk

Being a HIGHWAY HERO means knowing about - and using - Supa Thinking. This means working hard to choose positive, helpful self-talk every day to help manage your moods, make good choices and behave like a HIGHWAY HERO. This week you have learned about how **powerful** your self-talk is.

Do you remember the diagram below? Try explaining it to someone at home – because they may have never learned this great stuff!



When something negative happens at school with your friends or teacher, what happens to your self-talk? Is it Supa Thinking or Stinking Thinking?



What do you need to do this week?
Think about your self-talk!



On the Highway of your Life you will come across HIGHWAY BUMPS - like being teased - and HIGHWAY HAZARDS - like being bullied.

In the boxes below, write two HIGHWAY BUMPS or HAZARDS that happened this week, and then the Stinking Thinking (negative, unhelpful self-talk) that you did. If you can't recall two BUMPS or HAZARDS from this week, think of some that have happened previously.

Remember, you need to record:

- The HIGHWAY BUMP or HAZARD (what happened).
- What your Stinking Thinking was.
- The feelings or emotions you had.
- How you then behaved.

You will notice that in each table, there is also a place for you to write what could have been the Supa Thinking rather than the Stinking Thinking. Next is: 1) how that would have made you feel and 2) how you would have behaved.

Is it different?

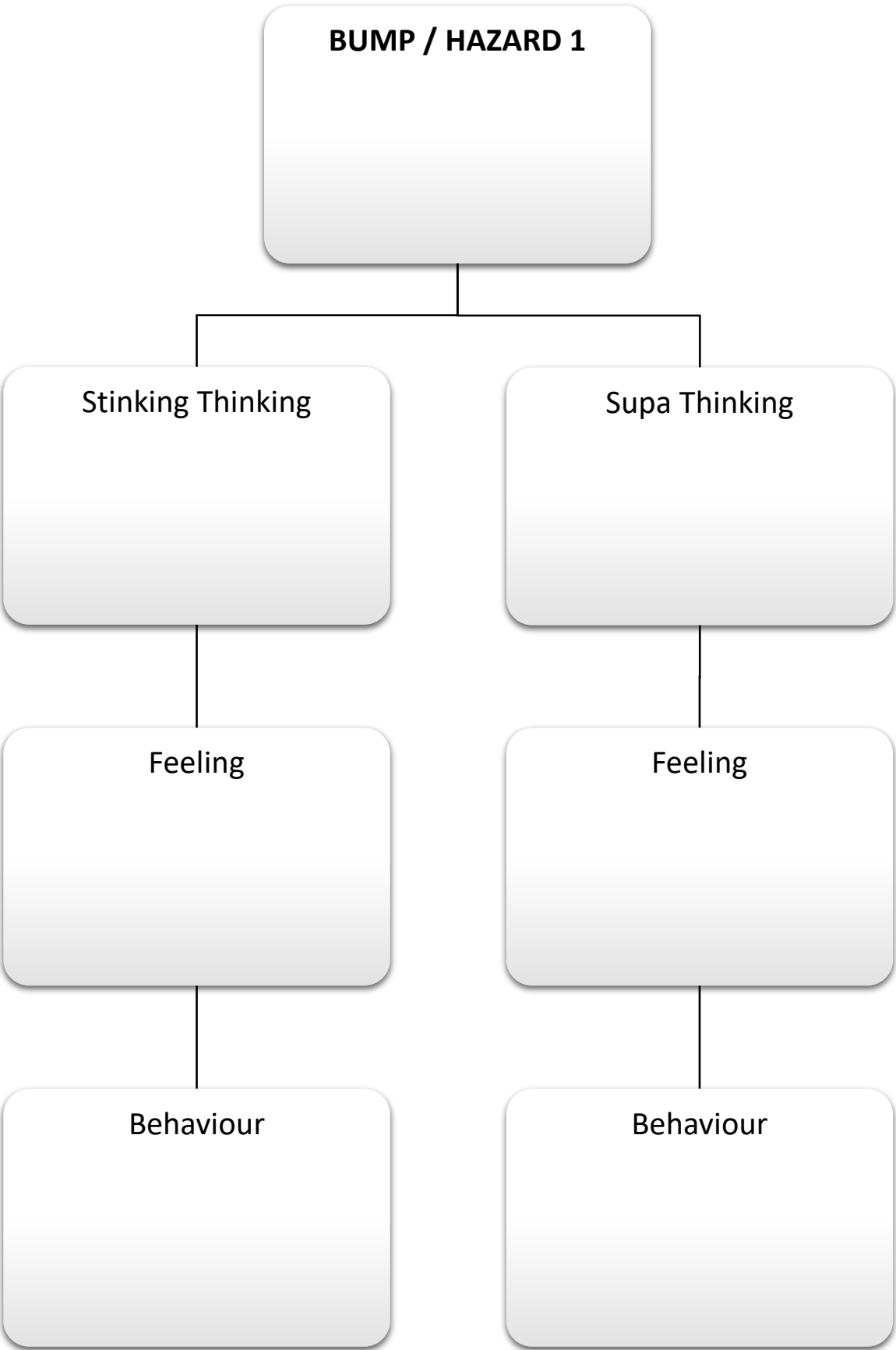
Yes

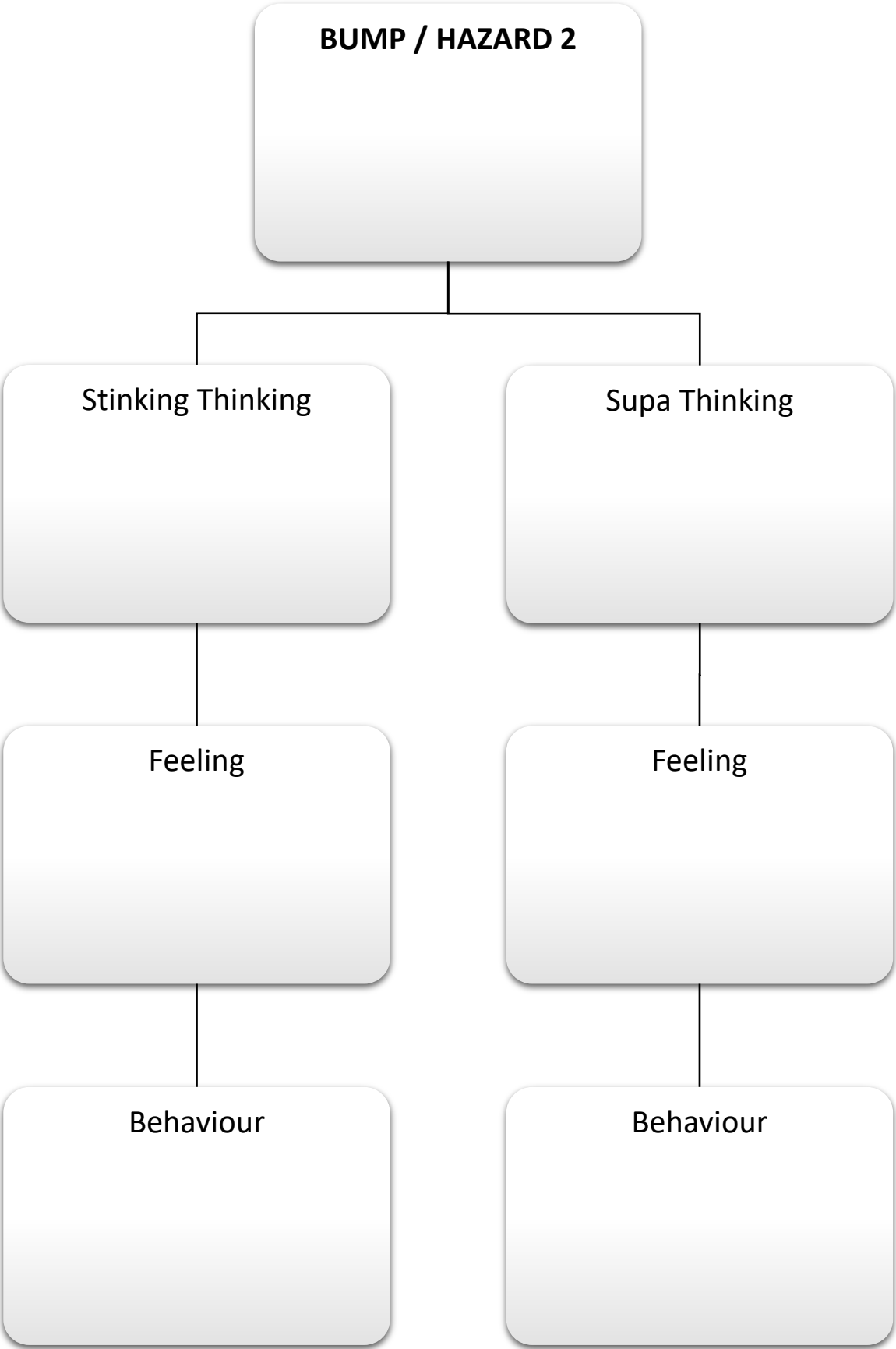


No



Do you know about 'Light Bulb' moments? They occur when you discover very big, cool things about yourself - and they change your thinking, feelings and behaviour. This week if you have a 'Light Bulb' moment about the power of your self-talk, write it down here to share with the group.





Prefixes



opposite of



again



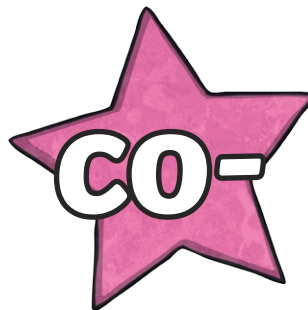
not



opposite



not or in



together



reduce or
remove



better
quality



against or
opposite



self or same



too much

A prefix is added to the beginning of a word to make a new word.

Suffixes



full of



without



action



a state or
quality



in a certain
manner



an action or
process



full of



to create a verb



to create a verb



to create a verb

A suffix is added to the end of a word to make a new word.



Sort the Suffix

I can convert nouns or adjectives into verbs using suffixes.



You can change nouns and adjectives into verbs by adding the suffixes -ate, -ise, and -ify.

Remember, the usual spelling rules apply:

- For words ending in 'y' change to 'i' before adding the ending.
- For words ending in 'e' remove the 'e' before adding the ending.
- For words ending with a short vowel, sound double the consonant before adding the ending.

Sort these words into the right boxes (note: some words may fit into more than one box):

popular	advert	captive	pure	computer	oxygen	equal
active	author	real	valid	glory	glamour	scandal
intense	hyphen	horror	liquid	hospital	false	pressure

-ate	-ise	-ify



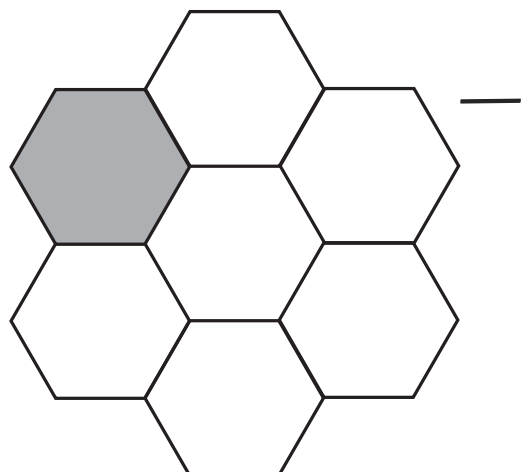
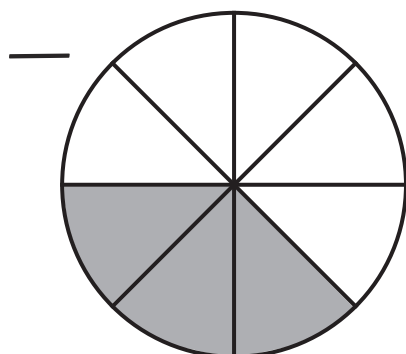
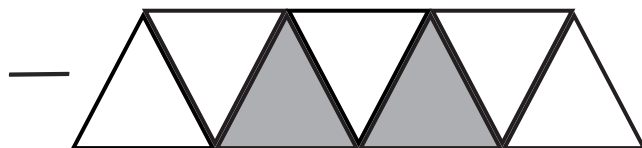
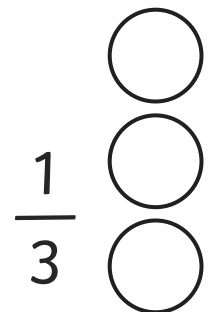
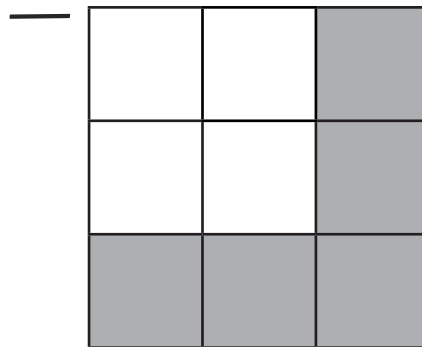
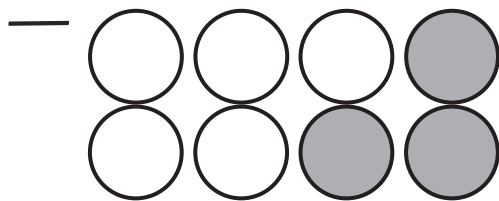
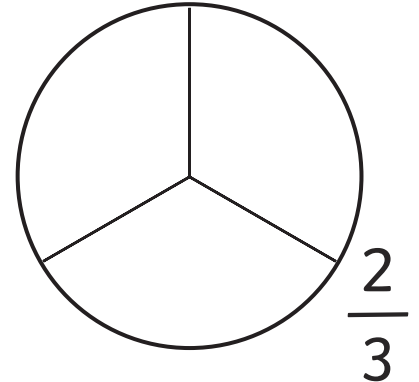
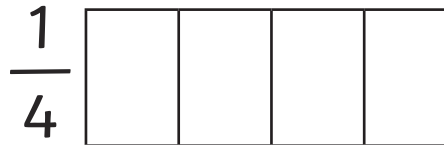
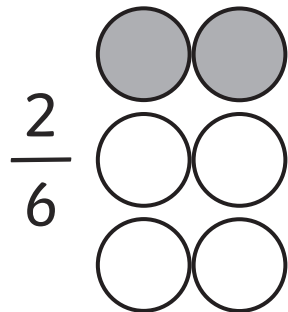
able	hearten	behave	trained	own	appear
happy	inform	fortune	zip	well	like
count	infect	take	do	lucky	honest



 SPaG | Prefixes dis-, mis-, un-

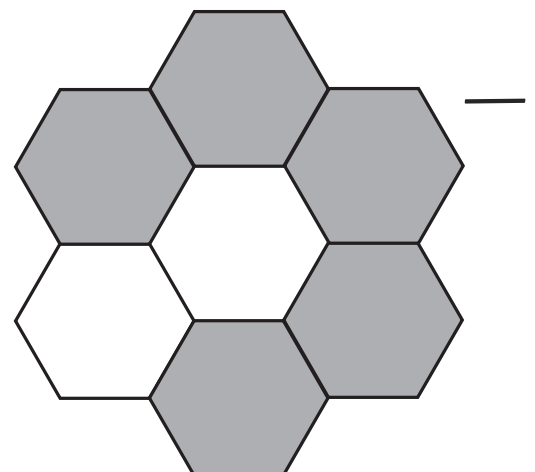
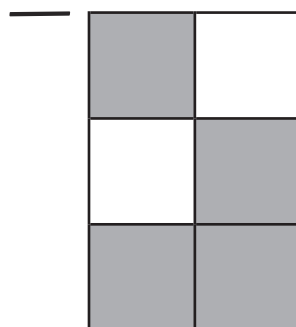
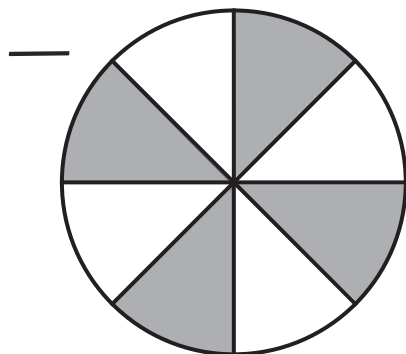
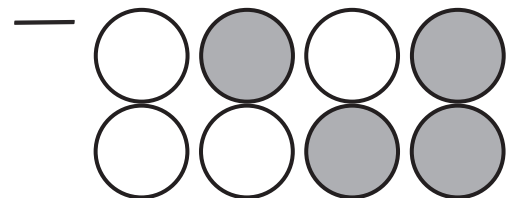
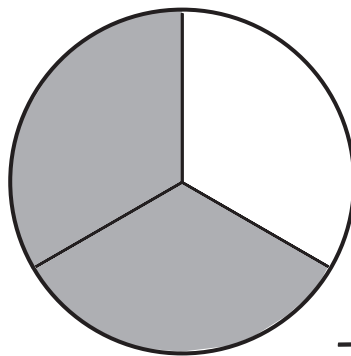
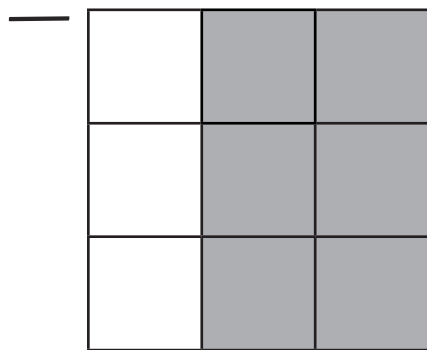
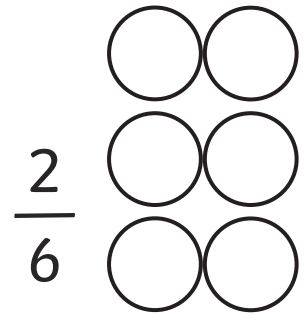
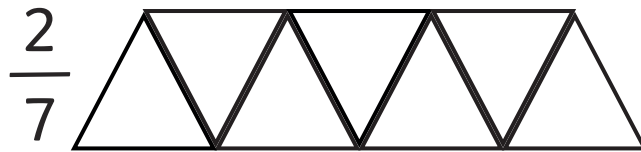
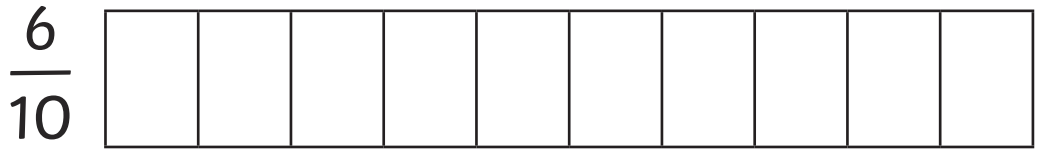
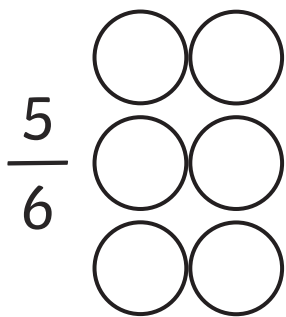
Colour and Label Fractions

Colour and label correctly:
The first has been done for you.



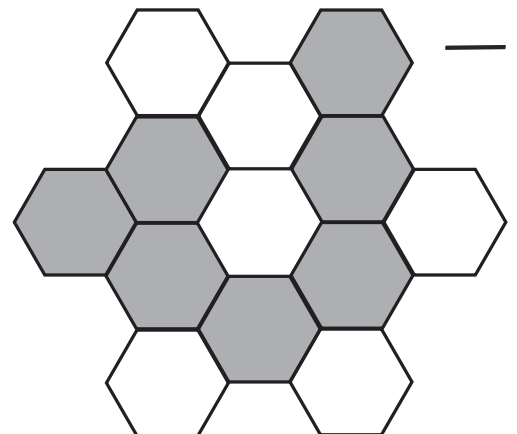
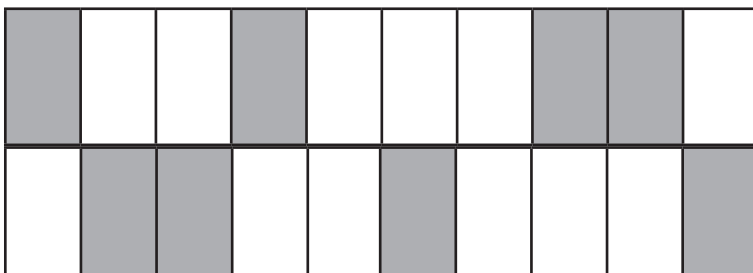
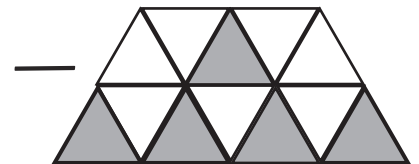
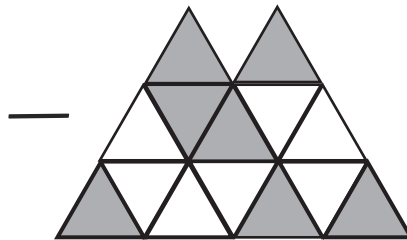
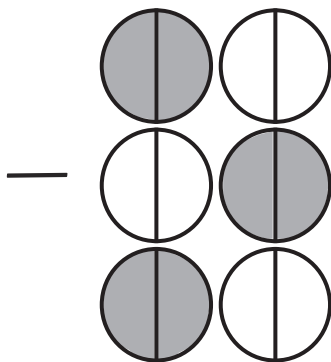
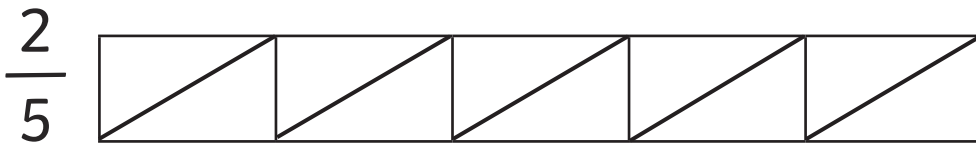
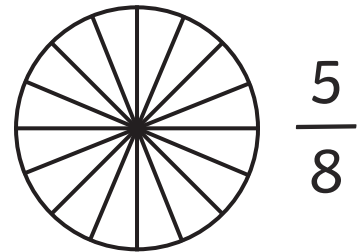
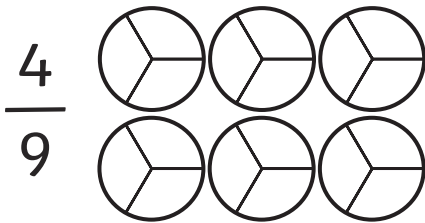
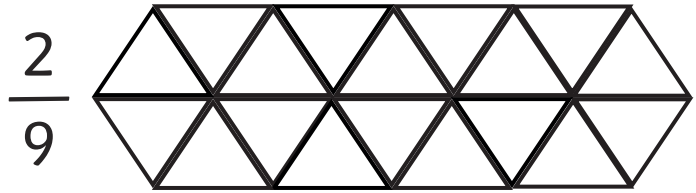
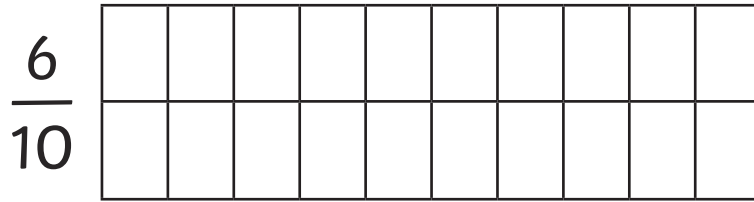
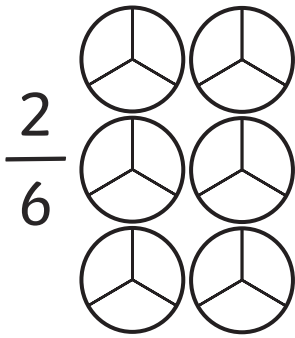
Colour and Label Fractions

Colour and label correctly:



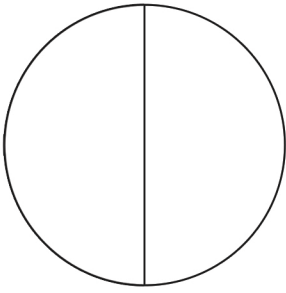
Colour and Label Fractions

Colour and label correctly:

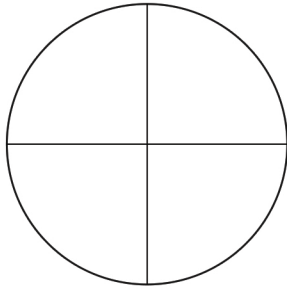


Fractions Frenzy!

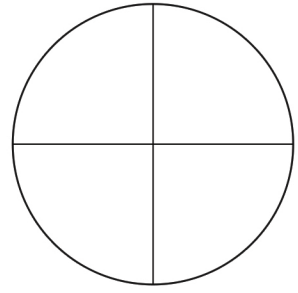
Can you read and colour the fractions?



$\frac{1}{2}$



$\frac{1}{4}$



$\frac{3}{4}$



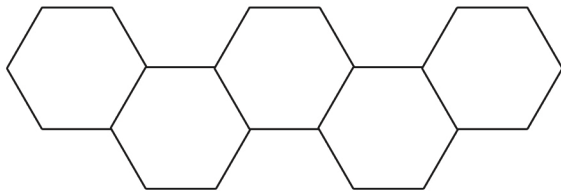
$\frac{1}{3}$



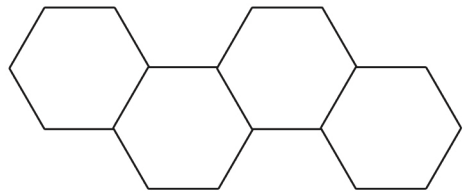
$\frac{3}{4}$



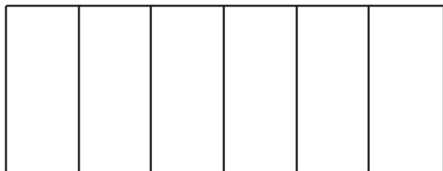
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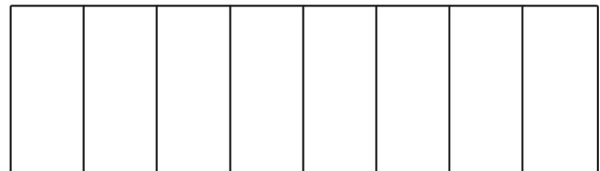
$\frac{1}{5}$



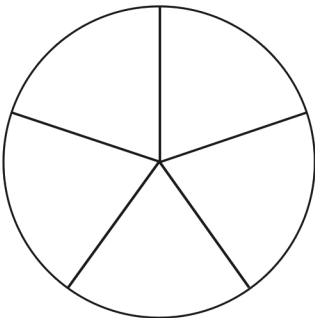
$\frac{2}{4}$



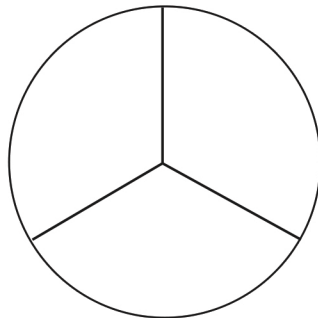
$\frac{1}{6}$



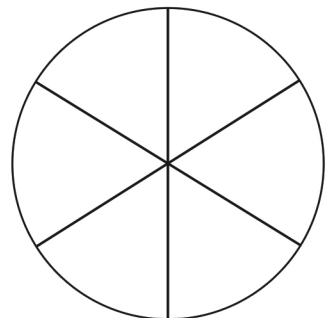
$\frac{1}{8}$



$\frac{1}{5}$



$\frac{1}{3}$



$\frac{1}{6}$

I DON'T WANT TO BE A FROG

written by **Dev Petty**
illustrated by **Mike Boldt**



DOUBLEDAY BOOKS FOR YOUNG READERS



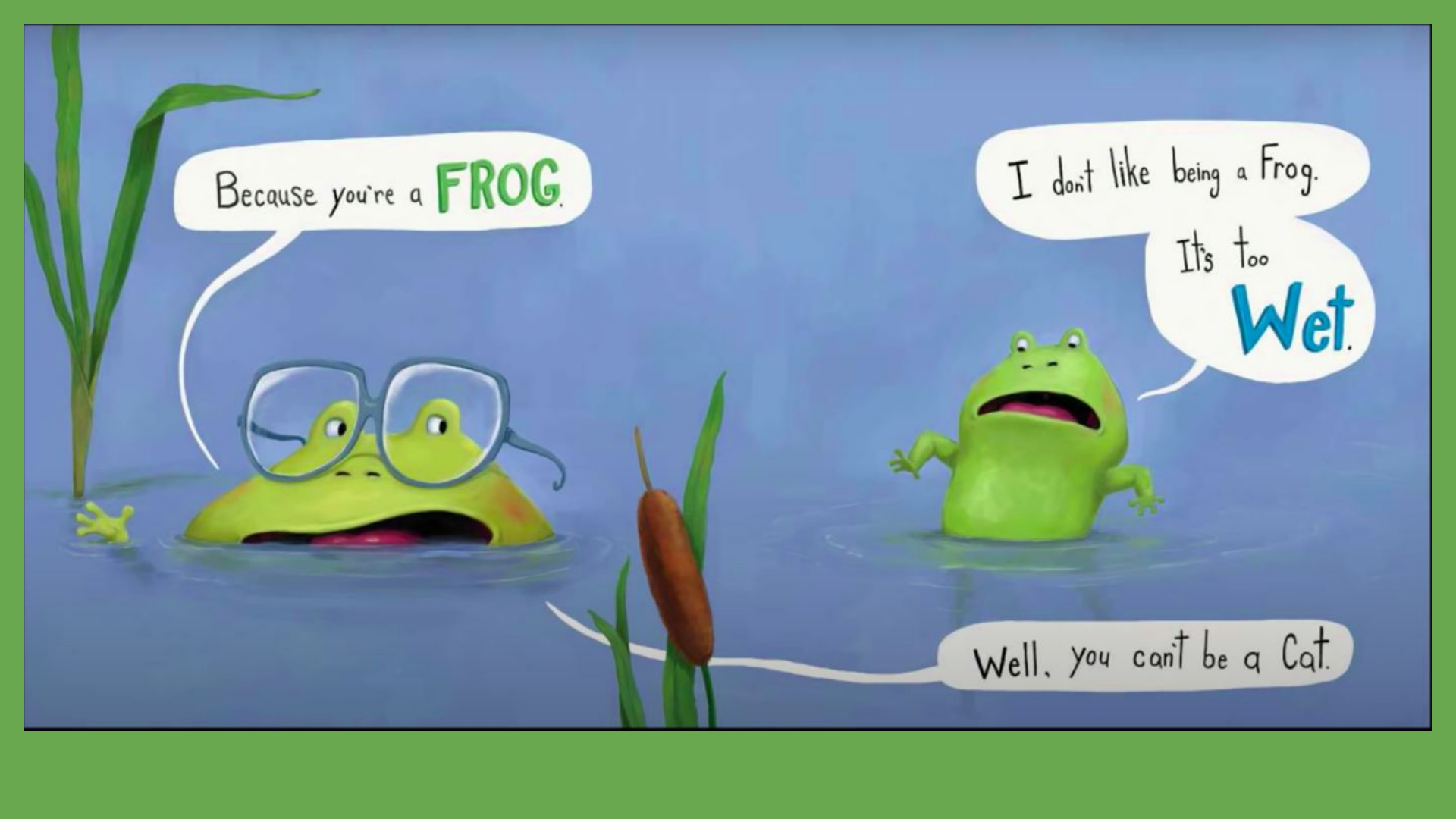




You can't be a CAT.

Why not?





Because you're a **FROG**.

I don't like being a Frog.

It's too
Wet.

Well, you can't be a Cat.

I want to be a
Rabbit.



You can't
be a Rabbit.



Why not? Look, I can hop!





Sure, but where are
your long ears?



Besides, what's wrong with being a Frog?

I don't like being a Frog. It's too **Slimy**.

That may be. But you can't be a Rabbit.





I want to be a
Pig.



You can't be a Pig.


Why not?

Most of all because you're a Frog. But also because you don't have a curly tail or eat garbage.

I can eat garbage.

Everyone says that until they eat garbage. Sorry, you can't be a Pig.





I want to be an
Owl.

Of course you want to be an Owl!
Being an Owl is the
greatest thing ever.

Boy, would you
love being an Owl.

So can I be an
Owl, then?



No, of course not!

Why not?

1. You don't have wings.
2. You don't look wise.
3. You can't turn your head all the way around.
4. You ARE A **FROG**.



What's wrong with being a Frog anyway?

Too much **Bug Eating**.



I see.

But still, **NO** being an Owl for you.



Why so glum?

What do you want
to be, then?

I don't want to
be a Frog.

Not a Frog. I want to be a
Cat or a **Rabbit** or a **Pig**
or an **Owl**.
Something cute and warm.



I'm going to let you in on a little secret....



I LOVE eating **Cats**.
I love eating **Rabbits**
and **Pigs** and **Owls** too.
And I am pretty hungry.
I might just go gobble
some up right now.

That's terrible!

It's who I am.
But guess the one
thing I never eat.



Badgers?



Nooo, I eat Badgers. Lots of Badgers.

Frogs?

BINGO.



Why don't you eat Frogs?

Because they are too wet and slimy and full of Bugs.

Oh. So it's good to be a Frog?

Yup.

I guess you can't fight nature.
We are what we are.

You are a fierce hunter.



And you are a
Wet, Slimy, Bug-Eating,
very lucky Frog.



You should just be happy you're not a **Fly.**

What's wrong with being a **FLY**?





I DON'T
WANT
TO BE A
FROG

written by
Dev Petty

illustrated by
Mike Boldt

Using the slides and tasks below
answer the questions and fill in the
image provided on the slide show.
Create as many slides as you require
to answer all the questions in
complete sentences and remember to
hand in this document when you have
finished your work.

QUESTIONS AND TASKS

1. What are the cloud like shapes above the frogs' heads called?
2. List 3 reasons why the little frog doesn't want to be a frog.
3. List three reasons he thinks he could be another animal?
4. Why did the Wolf say "You should be happy you're not a fly?"

5. Have you ever wanted to be something else?
What and why?

6. Does the little frog remind of someone/ Who
and why?

7. What is being used to tell this story? Who
is telling the story?

8. Using the image in the next slide, click on
the bubbles and write in your own dialogue for
the little frog and the Daddy Frog. Try and be
as creative as possible.

