Grade 4 Learning from Home Timetable- Term 3 Week 3

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	**Good Morning** 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 4JK 4BB 4KB	**Good Morning** 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 4JK 4BB 4KB
9:00-10:00	Reading **WALT:** Notice new information and ideas and revise ideas in response to it **WILF:** key information and ideas Answer the following questions in your book or create a google doc. ● **What is day?** ● **What is night?** ● **What tells us the difference?** Explain to students that day and night can be scientifically explained as well. Read the information about the Earth's rotation from the Slides. Have students write down any important words focussing on vocabulary such as rotation, revolution, axis, north, south, tilt, day, night, sun. Students answer the following questions, mild questions in full sentences on the document provided.. **(YOUR TEACHER WILL UPLOAD THIS ONTO GOOGLE CLASSROOM)**	Maths Using the number line on the worksheet, write down the equivalent fractions in your workbook/spare paper. Make sure to complete the first 2 pages. On the second page, remember to draw out the number line and label with the correct fraction before finding the equivalent fractions. **Extending:** Once you are finished, complete the third page (challenge) in your book.
10:00-11:00	Maths Complete the equivalent fractions worksheet. In your book remember to draw out each of the pictures before shading and labeling what the fraction	Reading **DAY/NIGHT** **WALT:** Recognise and actively work to learn the meaning of new vocabulary words

	represents. **Extending:** Once you're done with your illustration and labeling, go onto Essential Assessment and complete 1 My Numeracy activity for 'Fractions'.	**WILF:** definitions Together as a class show the image and get the students to share on the class document what they think the image is about. 4BB 4JK 4KB Watch the Day & Night video and with the vocabulary written down from the lesson prior, the students will now find the definitions to write at the back of their books. - Rotation - Revolution - Axis - North - South - Tilt - Day - Night - Sun
11:00-12:00	**LUNCH/QUESTIONS WITH TEACHER** If you have any **IMPORTANT** questions about your tasks today please email me or request a google meet video with your teacher. 4JK 4BB 4KB	**LUNCH/QUESTIONS WITH TEACHER** If you have any **IMPORTANT** questions about your tasks today please email me or request a google meet video with your teacher. 4JK 4BB 4KB
12-12:20	**Independent Reading** Read a book from home for 20 minutes with a parent. 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. Epic Reading Codes 4KB **img4525** 4JK: **urs5163**	**Independent Reading** Read a book from home for 20 minutes with a parent. 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. Epic Reading Codes 4KB **img4525** 4JK: **urs5163**
12:20-1:00	**PE** Mr Herrera Check Google Classroom stream for activity.	**Art** Mrs Hickey Check Google Classroom stream for activity.
1:00-2:00	Religion	Inquiry

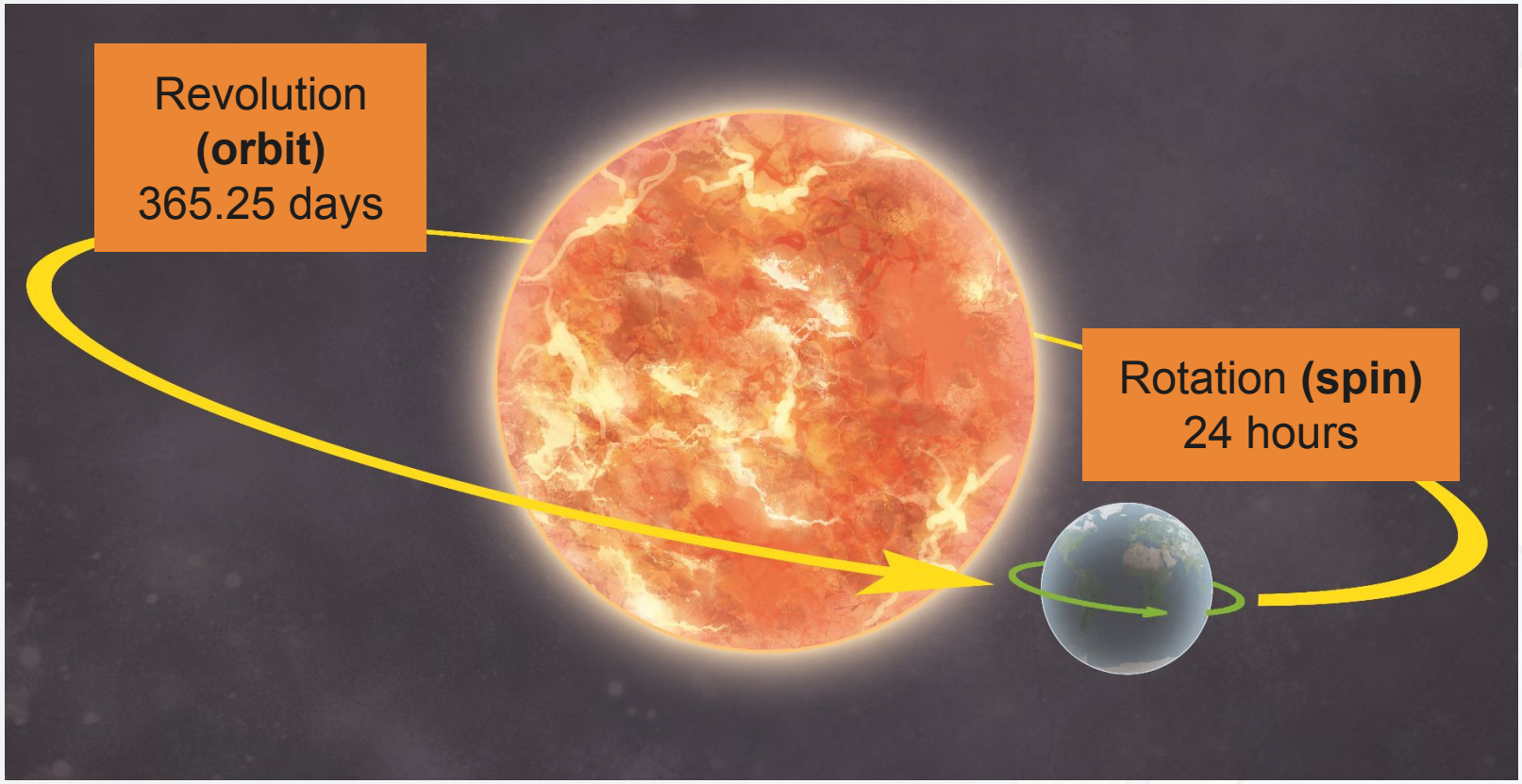
	Watch the Genesis Creation story video and read through the scripture story. Complete the pre-assessment sheet and remember to write your answers in full sentences. **(YOUR TEACHER WILL UPLOAD THIS ONTO GOOGLE CLASSROOM)**	**Session 3 - Earth's Rotation: Day & Night** 1. Explore the Interactive Website Task relating to Night and Day. 2. Watch the day & night video made by Scienceworks and take down dot points of key information from the video to do with day & night. 3. Students complete the diagram sheet of the rotation of the earth. **(YOUR TEACHER WILL UPLOAD THIS ONTO GOOGLE CLASSROOM)**
2:00-2:30	**BREAK**	**BREAK**
2:30 -3:00	Spelling With your new set of words that are given by your teacher, find the definition of the words and write them down, as well as writing what the word type (noun, adjective, verb) is.	Spelling Put your spelling words into alphabetical order and write each word identifying the syllables. Remember to put a full stop in between each syllable to separate them.
3:00-3:15	**PACK UP** **Check in with the teacher and Submit/take photos of work on google classroom page.** If needed via google classroom	**PACK UP** **Check in with the teacher and Submit/take photos of work on google classroom page.** If needed via google classroom

Earth's Movement in Space

Rotation vs Revolution

Earth's Movement

The Earth moves in two different ways in space.
The Earth **rotates** and **revolves.**

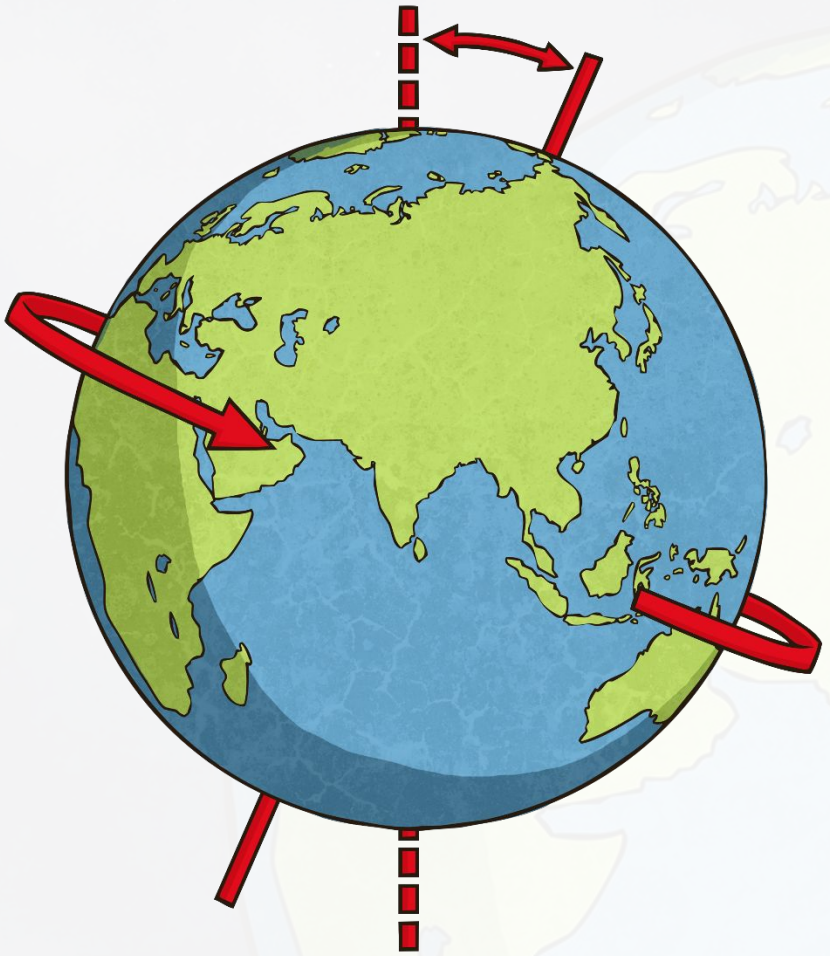


Earth's Rotation

There is an imaginary line through the center of the Earth called the **axis**.

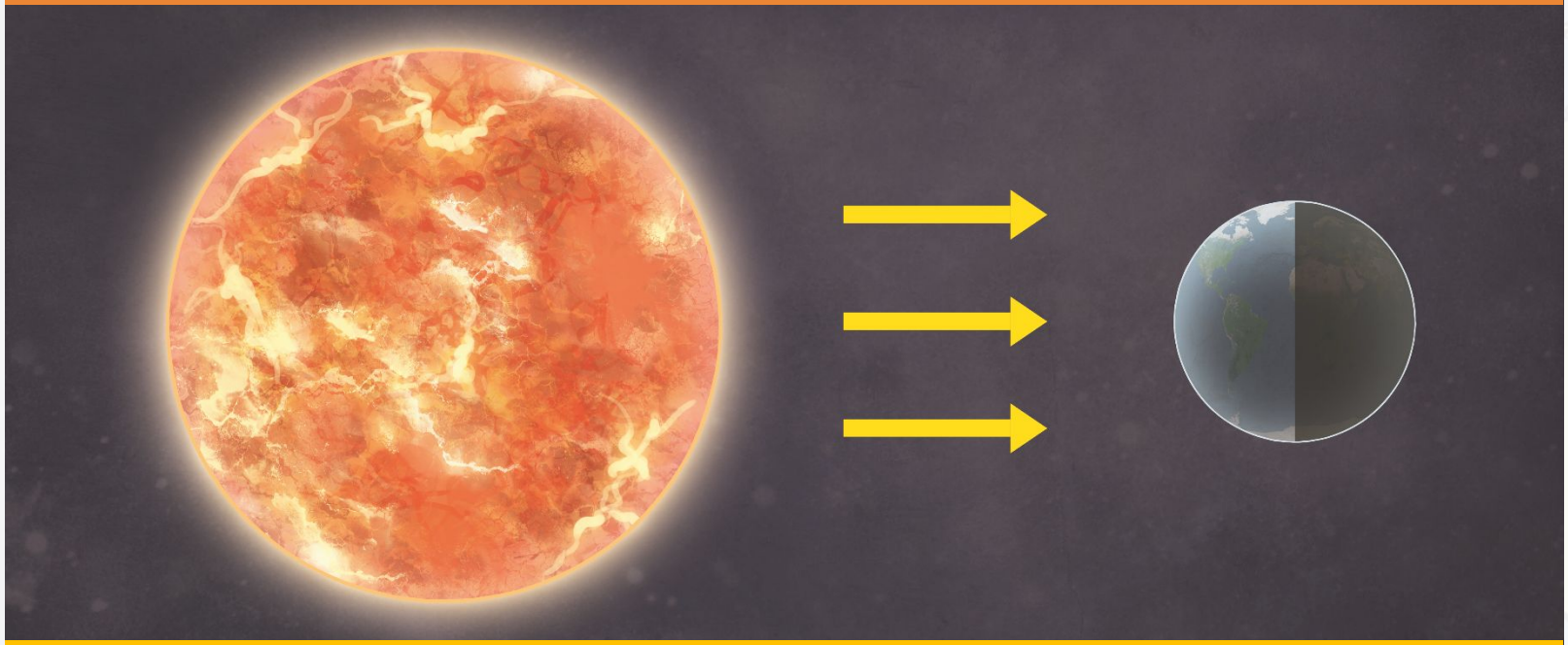
The axis extends from north to south.

The axis is at a tilt of 23.5 degrees.



Earth's Rotation

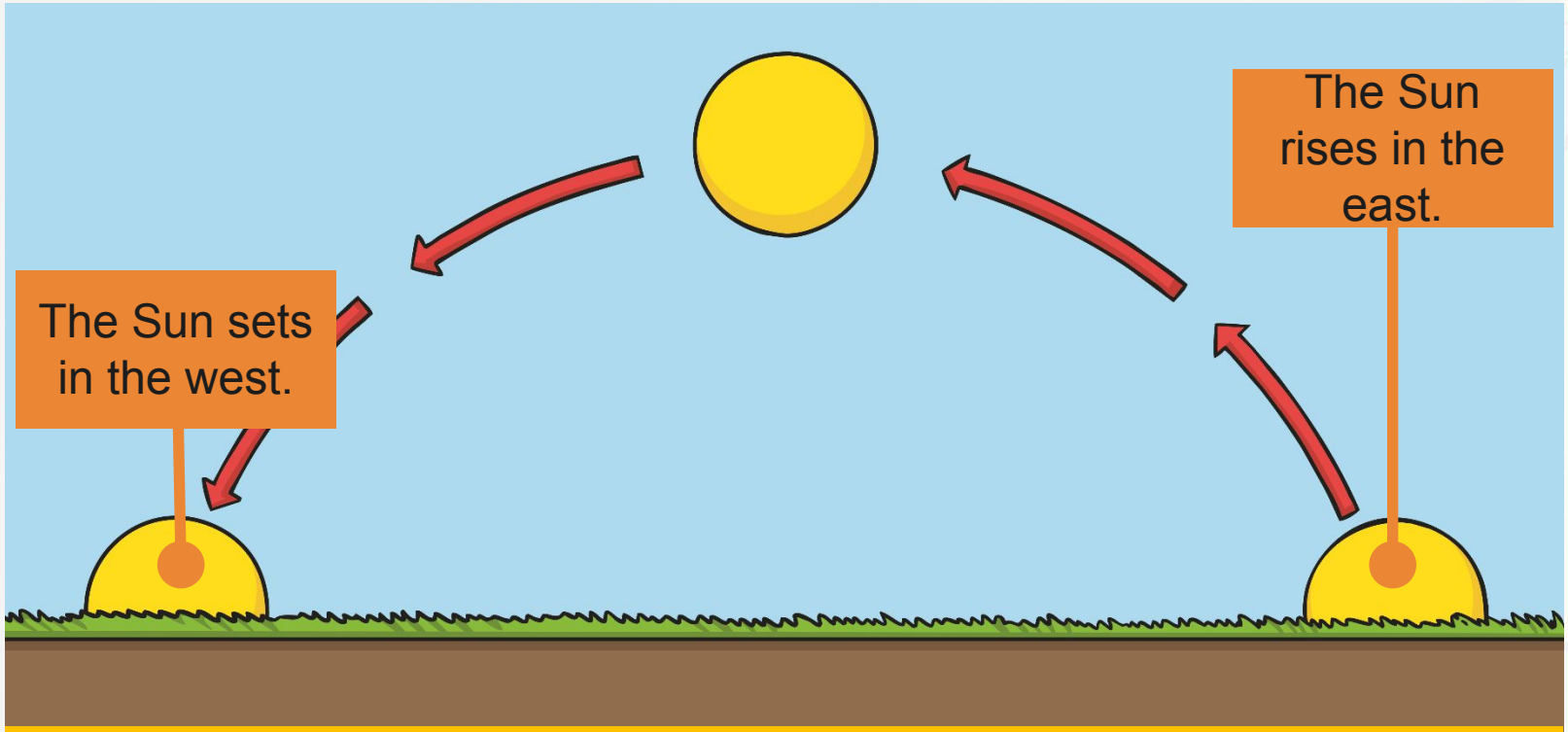
It takes the Earth 24 hours, or 1 day, to complete one rotation on its axis.



When the side of the Earth that is facing the Sun is experiencing **daytime**, the side of the Earth that is facing away from the Sun is experiencing **night-time.**

The Sun

The Sun does not rotate or revolve.



The Earth's rotation makes the Sun appear to move in the sky, but the Earth is actually rotating.

Give It a Try

You will need:

- A flashlight, lamp or window
- A globe

1. Hold the globe next to the light source.

2. Find where you live on the globe.

3. Turn off the lights.

4. Point to where the axis is on the Earth (remember the Earth is tilted on its axis).

5. Rotate the Earth counterclockwise to model day and night.

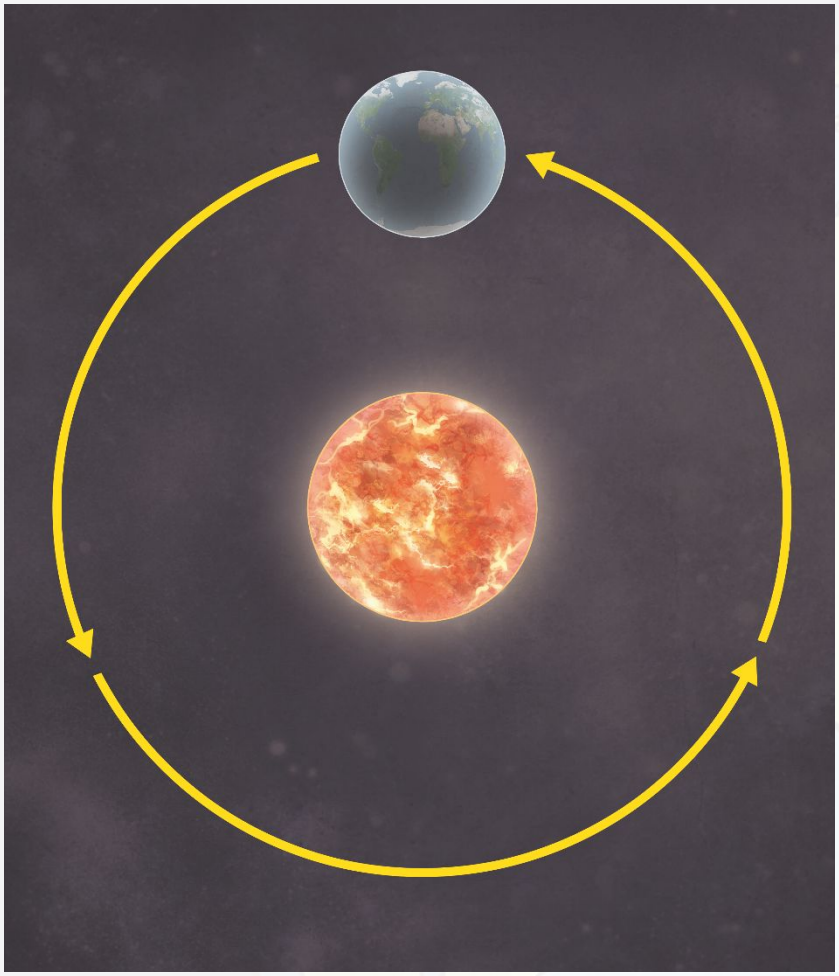
Earth's Revolution

The Earth revolves around the Sun.

This takes approximately 365 days, or 1 year.

The path the Earth takes around the sun is called Earth's 'orbit'.

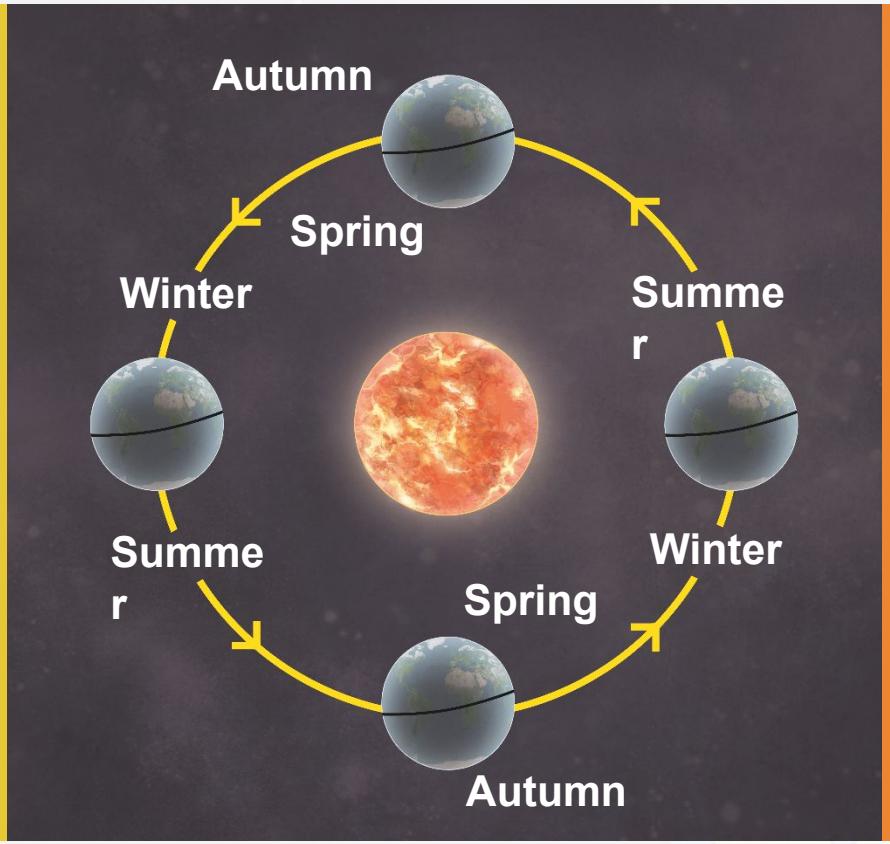
The Earth's orbit is in an elliptical shape.



Seasons in the Northern Hemisphere

The seasons are created through the combination of the Earth's **revolution** and the **tilt of the axis.**

When the northern hemisphere of the Earth is tilted away from the Sun, people in the these regions are experiencing **winter.**

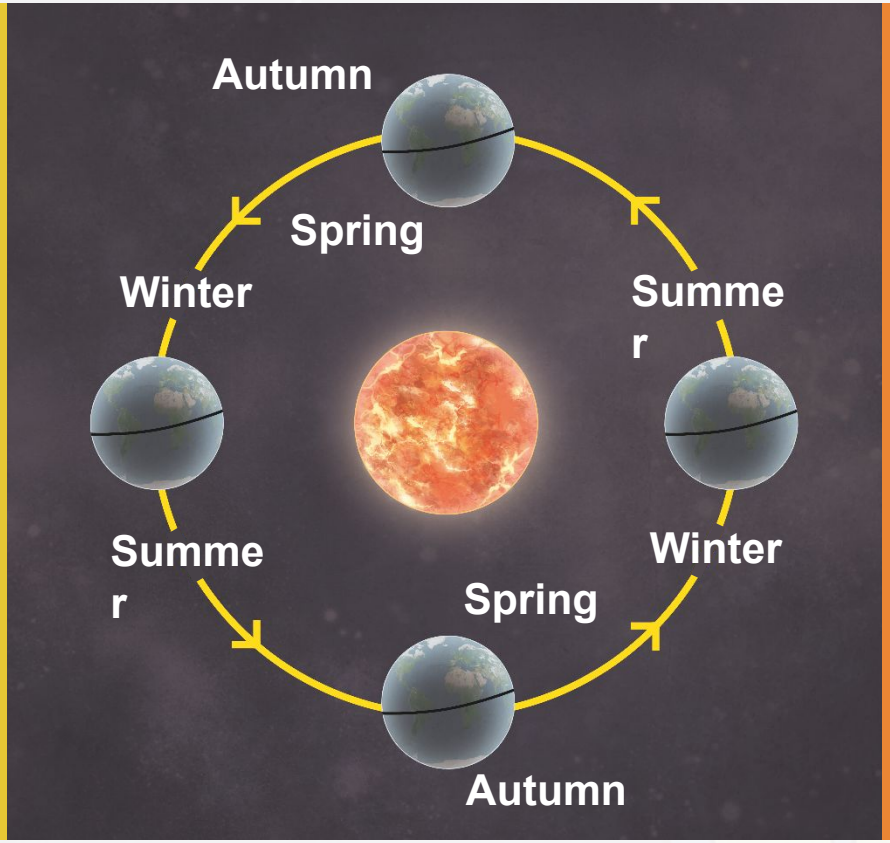


When the northern hemisphere of the Earth is tilted toward the Sun, people in these regions are experiencing **summer.**

Seasons in the Southern Hemisphere

The seasons are created through the combination of the Earth's **revolution** and the **tilt of the axis.**

When the southern hemisphere of the Earth is tilted away from the Sun, people in the these regions are experiencing **winter.**



When the souther hemisphere of the Earth is tilted toward the Sun, people in these regions are experiencing **summer.**

Can You Revolve?

You will need:
- A partner
- A little space to move

1. Have one friend represent the Earth, and the other friend represent the Sun.

2. The ‘Sun’ will stand still, while the ‘Earth’ revolves around the sun.

3. Switch roles with your partner and try it again.

Do You Know the Difference?

Explain to your partner how **rotation** and **revolution** are different.
Try to use as many of these key words as possible:

axis

spin

orbit

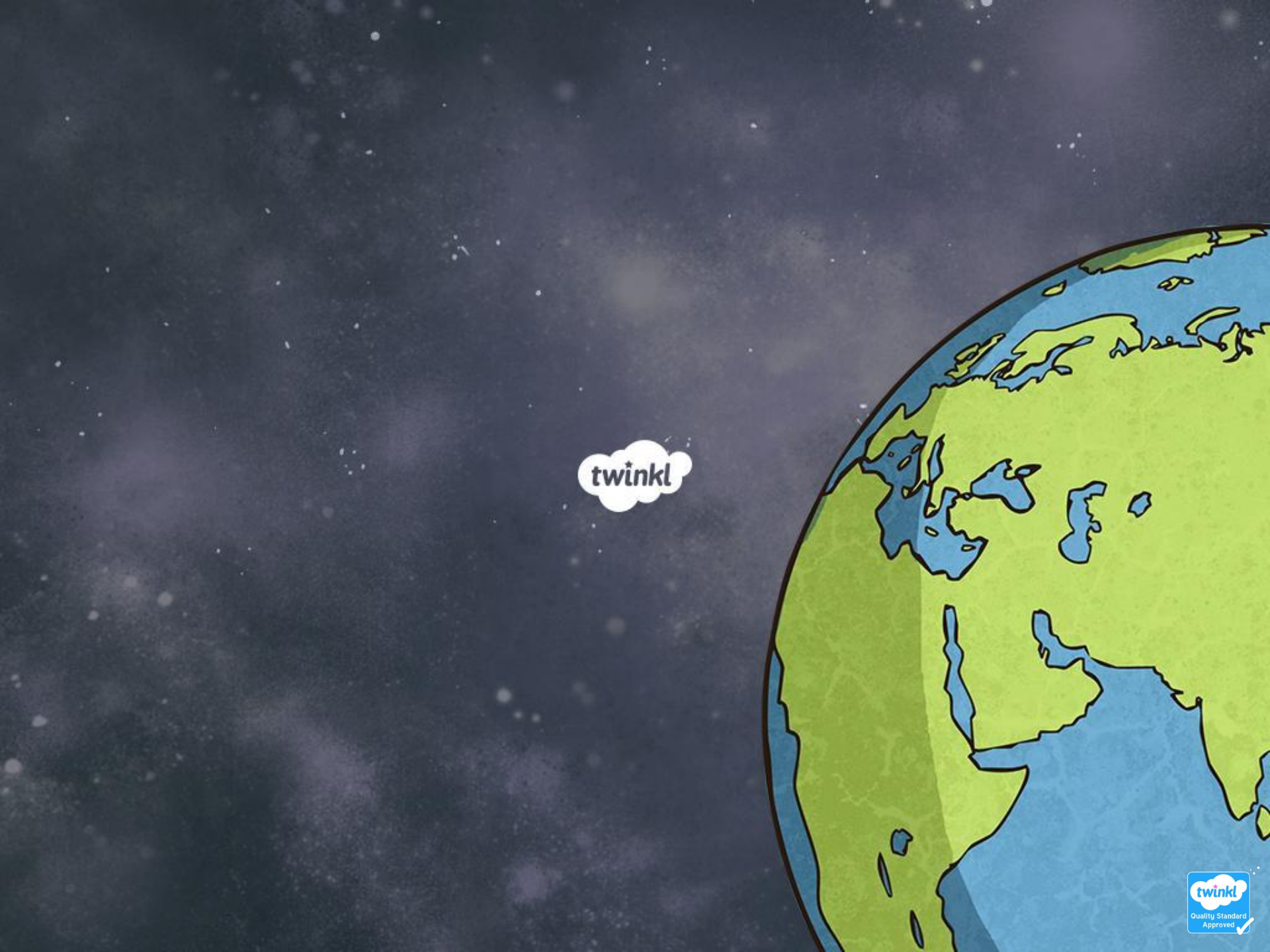
seasons

tilt

year

day

night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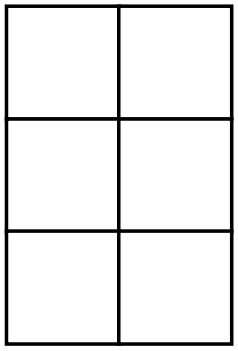
Earth's Movement

1. What is happening in the Northern Hemisphere when the Earth is tilted away from the sun?
2. What is happening in the Southern Hemisphere when the Earth is tilted toward the sun?
3. How many days are in a revolution? What is another name for a revolution?
4. How much time is in a rotation? What is another name for a rotation?
5. How many hemispheres does the earth have? Name the two hemispheres?
6. What is the name of the zero latitude line that goes around the earth?
7. There are two Tropics, what are their names?
8. How many seasons are there in a year? If Australia is experiencing Winter, what season is in the Northern Hemisphere?
9. Explain the difference between a revolution and a rotation.

Equivalent Fractions $\frac{1}{2}$

Shade $\frac{1}{2}$ of each shape. Look at how many squares are shaded (numerator) and the total amount of squares (denominator) and write the equivalent fraction underneath.



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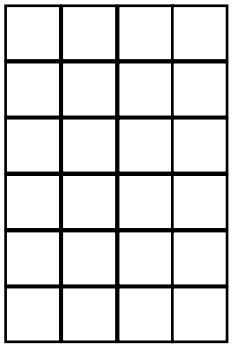

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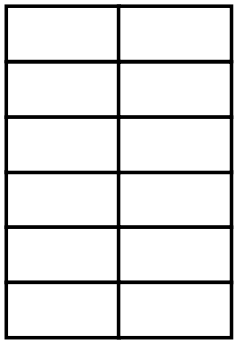

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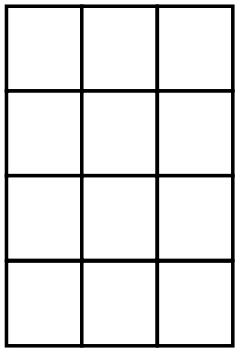

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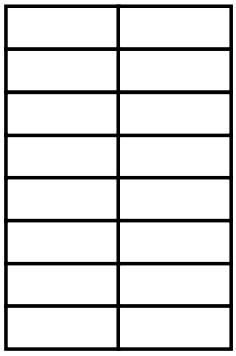

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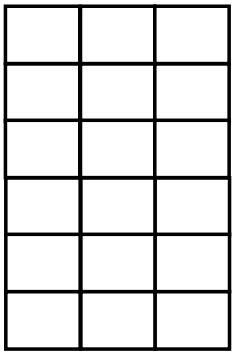

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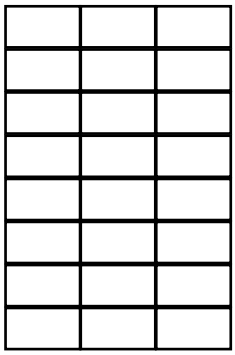

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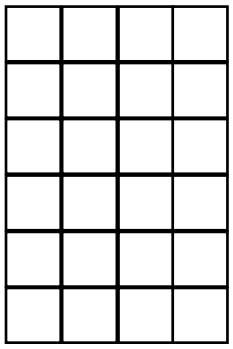
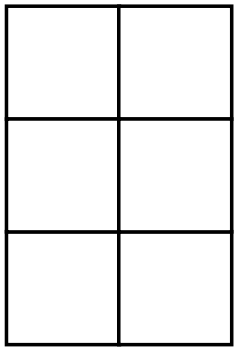


8. _____

Equivalent Fractions $\frac{1}{3}$

Shade $\frac{1}{3}$ of each shape. Look at how many squares are shaded (numerator) and the total amount of squares (denominator) and write the equivalent fraction underneath.



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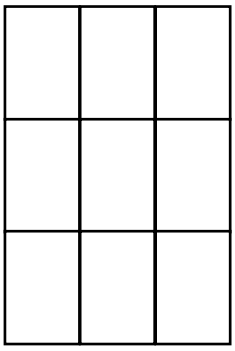

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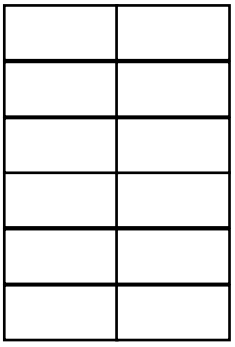

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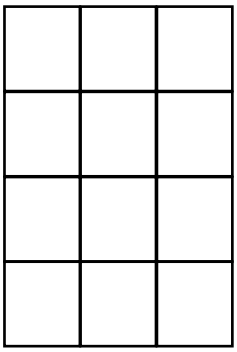

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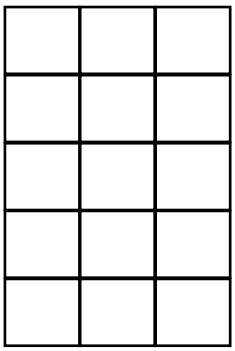

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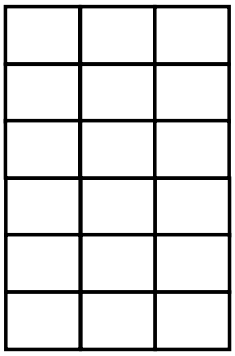

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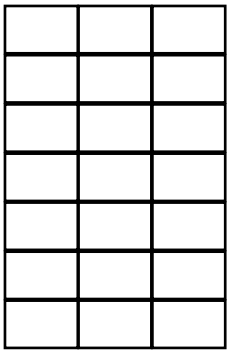

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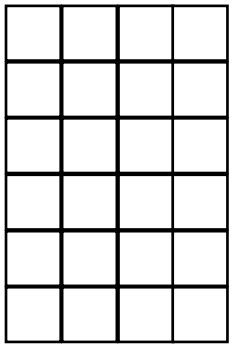
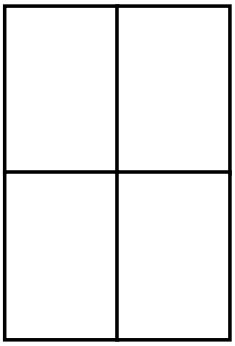


8. _____

The unshaded squares show $\frac{2}{3}$. Write the equivalent fractions:

Equivalent Fractions $\frac{1}{4}$

Shade $\frac{1}{4}$ of each shape. Look at how many squares are shaded (numerator) and the total amount of squares (denominator) and write the equivalent fraction underneath.



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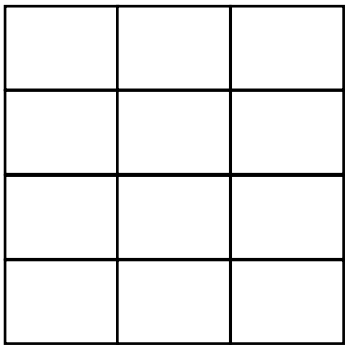

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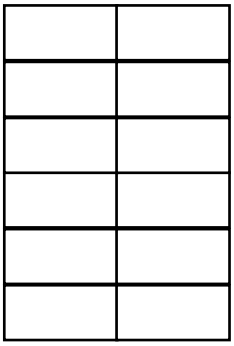

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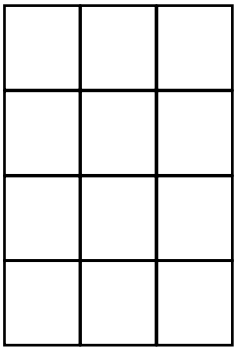

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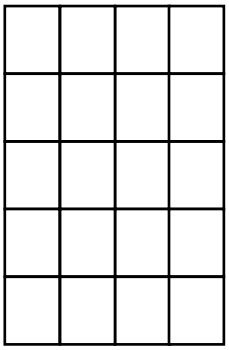

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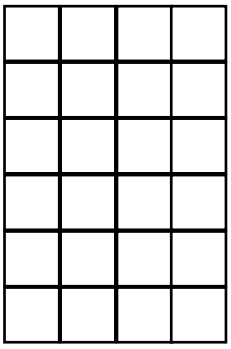

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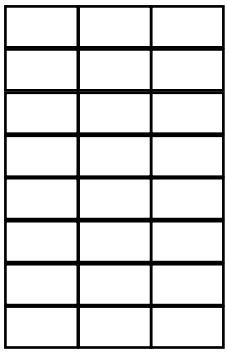

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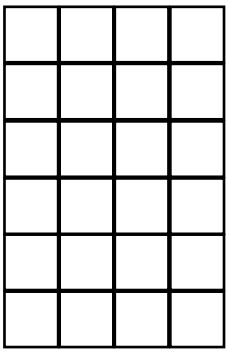
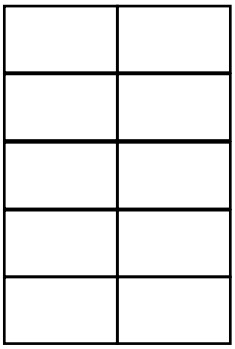


8. _____

The unshaded squares show $\frac{3}{4}$. Write the equivalent fractions:

Equivalent Fractions $\frac{1}{10}$

Shade $\frac{1}{10}$ of each shape. Look at how many squares are shaded (numerator) and the total amount of squares (denominator) and write the equivalent fraction underneath.



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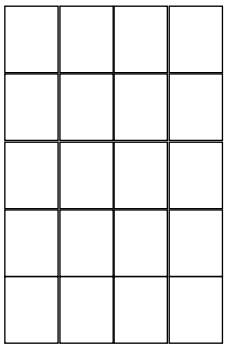

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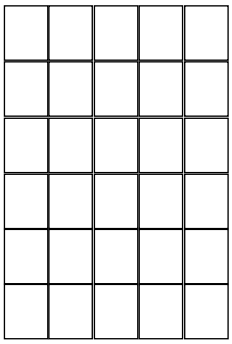

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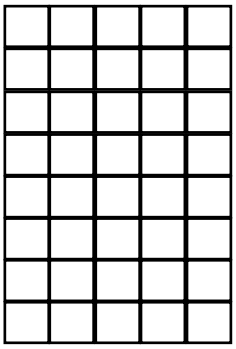

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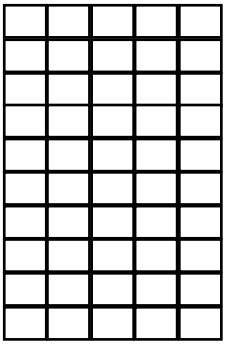

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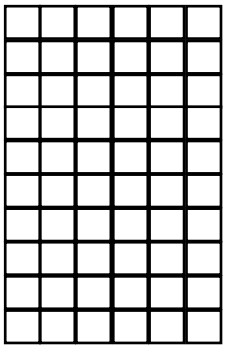

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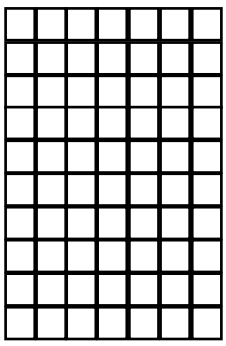

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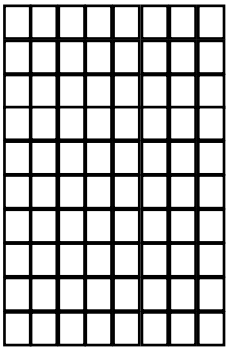
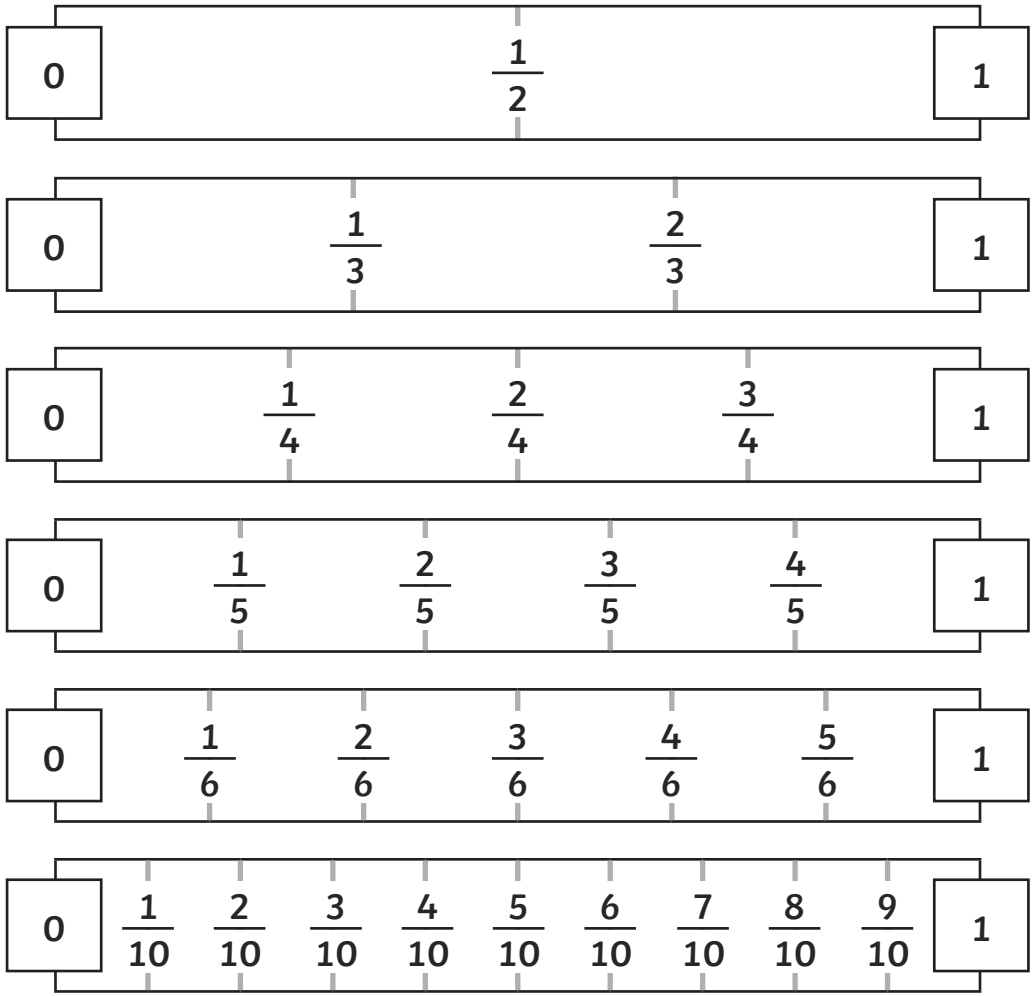


8. _____

The unshaded squares show $\frac{9}{10}$. Write the equivalent fractions:

Equivalent Fractions

Using the fraction lines on the left, work out the equivalent fractions:



1. $\frac{1}{2} = \frac{\square}{6}$

2. $\frac{2}{3} = \frac{\square}{6}$

3. $\frac{1}{5} = \frac{\square}{10}$

4. $\frac{1}{3} = \frac{\square}{6}$

5. $\frac{1}{2} = \frac{\square}{10}$

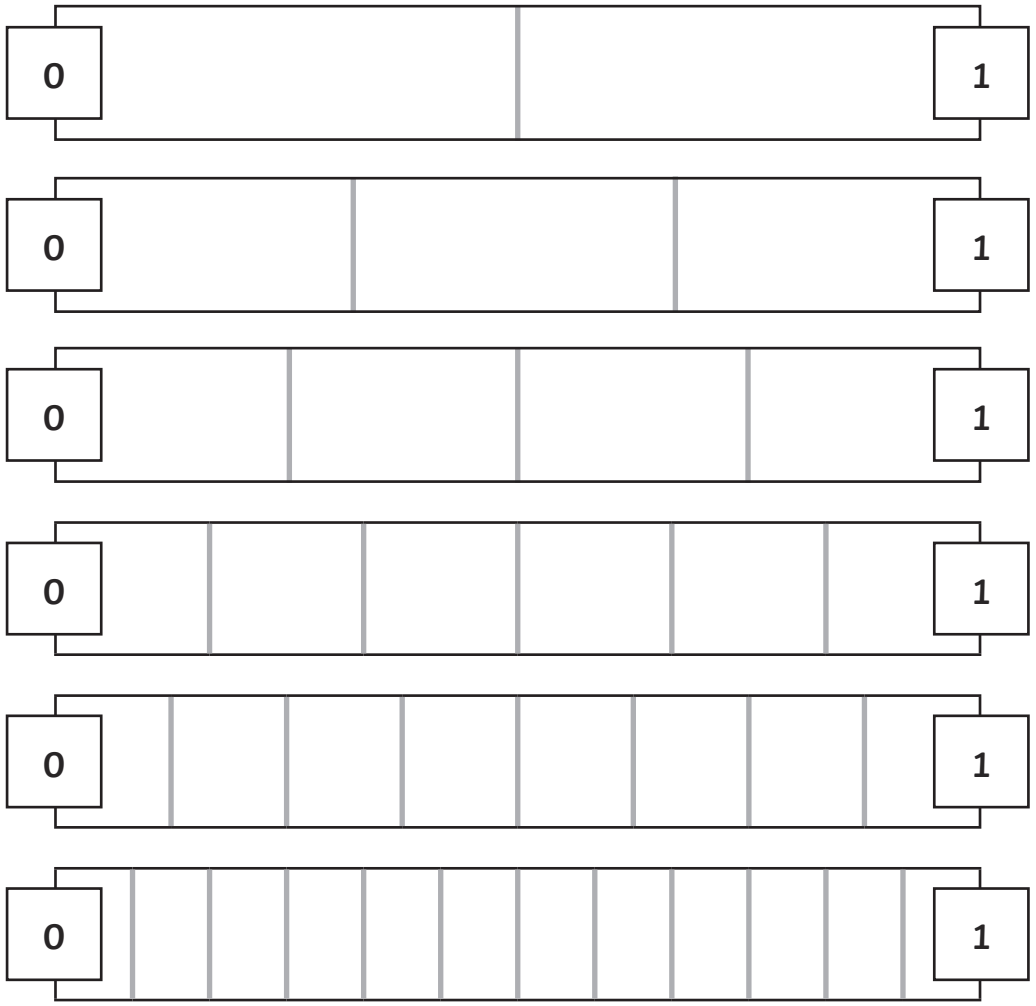
6. $\frac{4}{5} = \frac{\square}{10}$

7. $\frac{4}{10} = \frac{\square}{5}$

8. $\frac{3}{5} = \frac{\square}{10}$

Equivalent Fractions

First, divide each line according to the denominator shown. Then, use each fraction line to find the equivalent fractions.



$\frac{1}{2}$

$\frac{1}{3}$

$\frac{1}{4}$

$\frac{1}{6}$

$\frac{1}{8}$

$\frac{1}{12}$

1. $\frac{6}{12} = \frac{\square}{2}$

2. $\frac{3}{\square} = \frac{1}{4}$

3. $\frac{2}{\square} = \frac{4}{12}$

4. $\frac{\square}{4} = \frac{6}{8}$

5. $\frac{4}{\square} = \frac{1}{3}$

6. $\frac{5}{6} = \frac{10}{\square}$

7. $\frac{2}{3} = \frac{8}{\square}$

8. $\frac{1}{\square} = \frac{2}{12}$

Challenge:

Using what you've learnt about the equivalence between the fractions above, can you work out these equivalent fractions?

9. $\frac{1}{3} = \frac{\square}{9}$

10. $\frac{7}{8} = \frac{\square}{16}$

11. $\frac{5}{12} = \frac{10}{\square}$

12. $\frac{2}{3} = \frac{\square}{9}$

Equivalent Fractions

Work out these equivalent fractions:

1. $\frac{2}{3} = \frac{\square}{6}$
2. $\frac{4}{\square} = \frac{2}{4}$
3. $\frac{1}{5} = \frac{4}{\square}$
4. $\frac{1}{4} = \frac{\square}{12}$
5. $\frac{4}{\square} = \frac{8}{12}$
6. $\frac{2}{\square} = \frac{1}{6}$

In your own words, explain how to find an equivalent fraction.

Now, work out these equivalent fractions:

7. $\frac{6}{\square} = \frac{2}{3}$
8. $\frac{\square}{16} = \frac{3}{8}$
9. $\frac{5}{6} = \frac{\square}{24}$
10. $\frac{\square}{8} = \frac{14}{56}$
11. $\frac{4}{7} = \frac{\square}{28}$
12. $\frac{9}{13} = \frac{45}{\square}$

Sam says that $\frac{2}{3}$ is equivalent to $\frac{3}{9}$. Is he correct? Explain your answer.

Wondering Questions...

Name: **Date:**

With a bible, search up the scripture Genesis 1-2:4 'The Goodness of God's Creation' and answer the following wondering questions in full sentences.

I wonder which part of creation you like best?	**I wonder how you felt, when people were created in the story?**	**I wonder why, in this story, people were created last?**
I wonder why God thinks that creation is good?	**I wonder what this story tells us about God.**	**I wonder why God gave humankind dominion/control/power over all the other creatures of the earth.**

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**

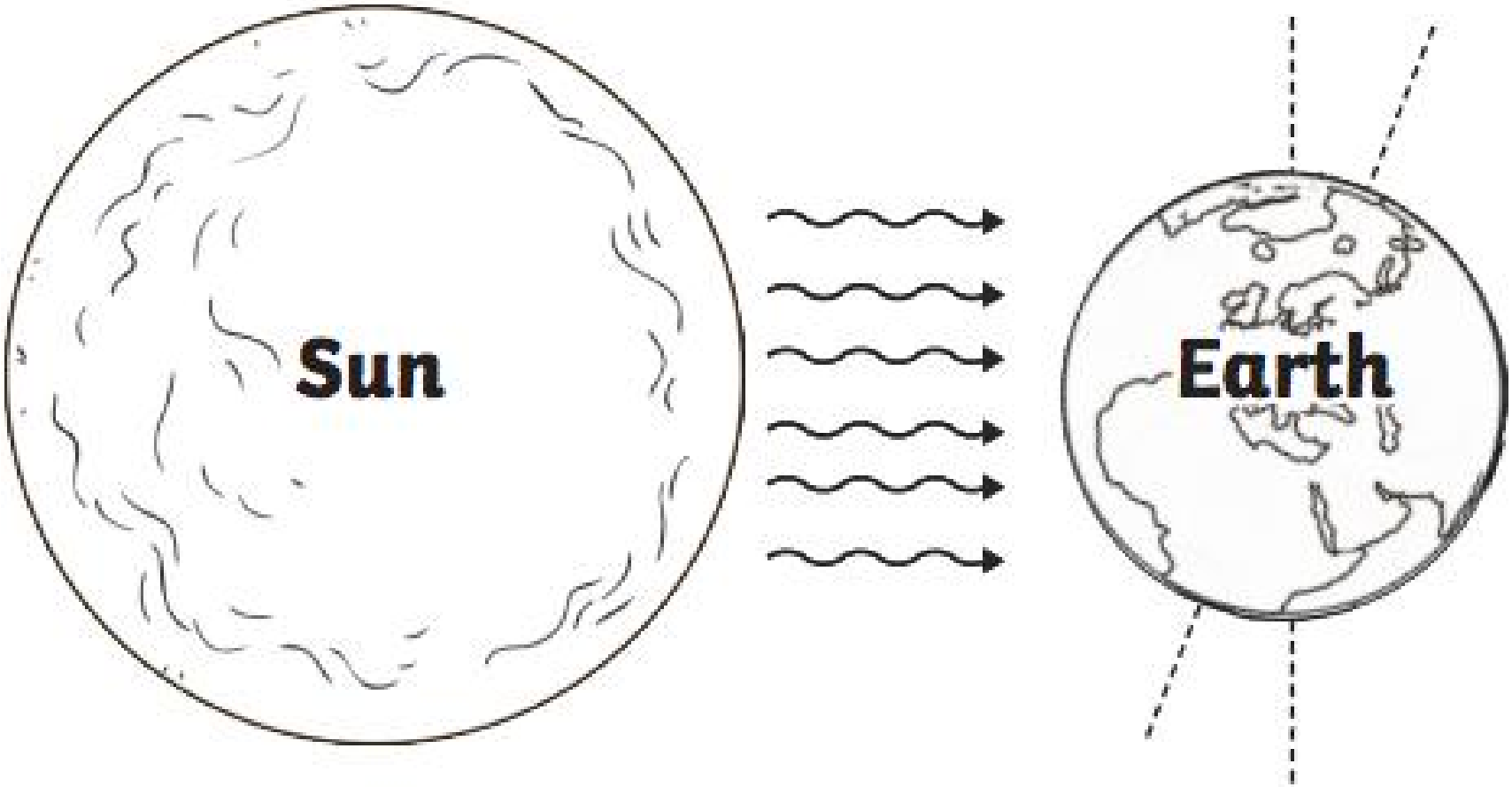
v24 After that, God said, 'Let the earth produce living animals. Let them be many different kinds. Let the earth produce tame animals. Let it produce animals that crawl. Let it produce wild animals. Let them be many different kinds.' And it was so. v25 And God made the wild animals on the earth. He made 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**


Sun
Earth

Daytime is when you can see the sun from where you are, and its light and heat can reach you. Nighttime is when the sun is on the other side of the Earth from you, and its light and heat don't get to you.

We get day and night because the Earth spins (or rotates) on an imaginary line called its axis and different parts of the planet are facing towards the Sun or away from it.

It takes 24 hours for the world to turn all the way around, and we call this a day. Over a year, the length of the daytime in the part of the Earth where you live changes. Days are longer in the summer and shorter in the winter.

- **The Earth is always spinning around – sometimes from where you stand on the Earth you can see the Sun (this is the daytime) and sometimes the part of the Earth where you are is facing away from the Sun so it is dark (this is the nighttime).** It takes 24 hours for the Earth to spin all the way around, and we call this a day. Find out more about the sun and the Earth.
- The sun rises from behind the Earth in the East and sinks below the Earth in the West. The time when it appears is called sunrise, and the time when it disappears is called sunset. The length of time between sunrise and sunset is called daytime.
- The Earth spins around an imaginary line that runs between the South Pole and the North Pole. This line isn't completely straight – so, sometimes the North Pole is pointing away from the sun for long periods of time and it is always dark there, and sometimes the North Pole points towards the sun for long periods of time and it is always light there.
- The Earth is also split into Northern and Southern hemispheres, which are divided by an imaginary line called the equator. The North and South poles are as far from the equator as you can get. Britain is in the Northern hemisphere and is slightly closer to the North Pole than it is to the equator.
- In Britain we don't have any days when it is always light or always dark, but the days are longer during the times of the year when the North Pole is pointing towards the sun and shorter when it is pointing away from the sun.
- When the days are shorter, there is less time for us to get heat from the sun, so the weather is colder. This is why we get winter. When the days are long, there is more time for us to get heat from the sun so we get hot summer days.

- Because the equator is halfway between the North and South poles, the days there are always 12 hours of daytime and 12 hours of nighttime. There is very little difference between the seasons.
- **In the Southern hemisphere the seasons are at opposite times to the Northern hemisphere.** When it is summer here it is winter there, and when it is winter here it is summer there.
- **The shortest day of the year is called the winter solstice and the longest day of the year is called the summer solstice.**
- There are two days each year where every place on Earth has 12 hours of daytime and 12 hours of nighttime. These are called the spring and autumn **equinoxes**.

10 Interesting Facts

- **It takes 24 hours for the Earth to turn all the way around (rotation).** That makes one day and one night.
- At any moment, half of the world is in daytime and half is in nighttime.
- The world is like a ball. We call the top half the Northern hemisphere and the bottom half the Southern hemisphere. The (imaginary) line between them is called the equator.
- In the Northern hemisphere, we have summer in June, July and August and winter is in December, January and February.
- In summer the days are longer than they are in winter. **In London, the longest day is about 16 hours and 39 minutes and the shortest is 7 hours and 45 minutes.**
- In the Southern hemisphere the seasons are the other way around. When it is summer in Europe, it is winter in Australia. Imagine celebrating Christmas on a long, hot summer day!
- To help us understand where we are in the world, we also split the world into right and left halves called the Eastern hemisphere and the Western hemisphere.
- The (imaginary) line between the Eastern and Western hemispheres is called the ‘Prime Meridian’ and it goes through Greenwich Royal Observatory in London.
- **The world is split into time zones.** Continental Europe is in the time zone to the east of Britain, so time is one hour ahead there; when it is 1pm in Britain it is 2pm in France.

- On the opposite side of the world from London is the International Date Line. On one side of the line time is 12 hours behind Britain, and on the other side time is 12 hours ahead of Britain. That means that it is a different day on each side of the line.

Day & Night Diagram & Information:

Add the keywords below into the correct boxes for the diagram.

Day	Sun's rays	Sunrise	Earth's Axis
South Pole	Equator	Night	North Pole