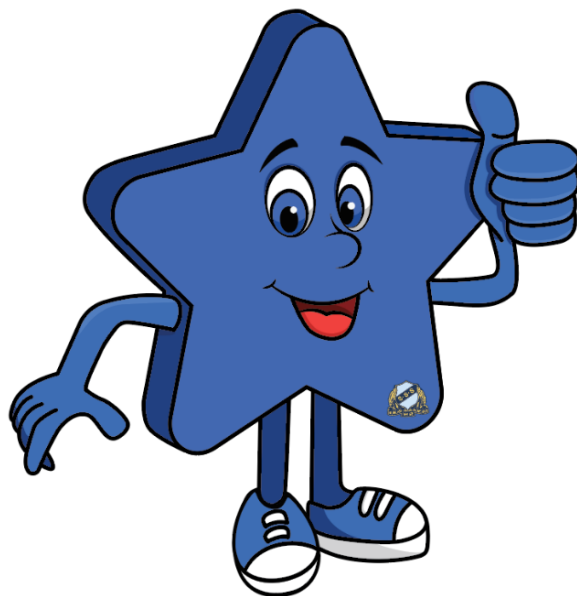




Year 4

At Home Learning



Term 3 **Week 4**

Tuesday 3 – Friday 6 August 2021



# Silkstone State School


## Grade 4 @Home Learning Timetable

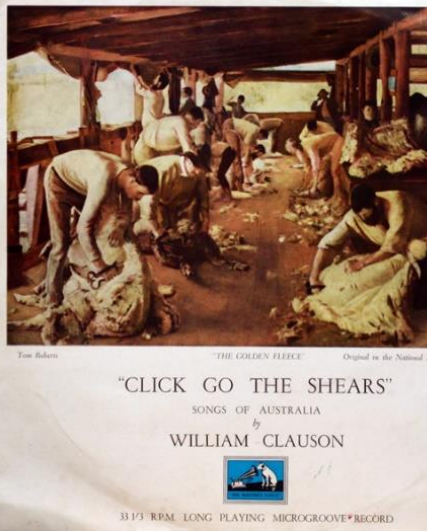


You will not need access to a digital device to complete the following activities. You will need help from a parent/carer and/or siblings. Resources included: Timetable, Handwriting Chart, Resources (found at the end of this document), exercise book and stationery.

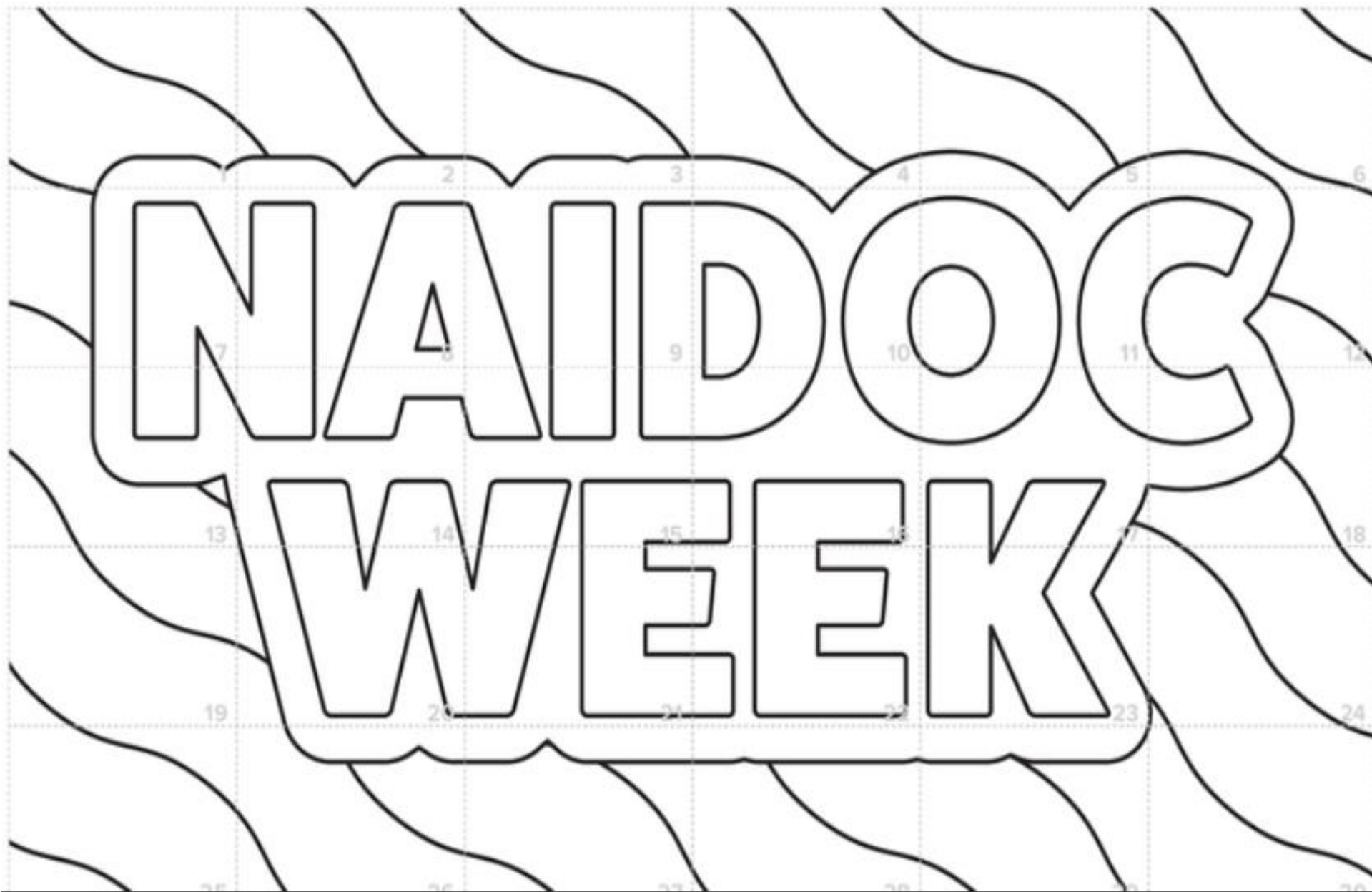
Week 4	Monday	Tuesday 3 Aug	Wednesday 4 Aug	Thursday 5 Aug	Friday 6 Aug
<b>Task</b>		<i>Can you help make lunch today?</i>	<i>Have you cleaned your teeth in the morning and night?</i>	<i>Could you help bring in the clothes?</i>	<i>Are you able to help fold the clothes?</i>
<b>Morning Spelling</b>  <b>WORD LIST</b>		<p><b>English</b></p> <p><b>Read</b> - With parent/carer guidance, look at some headlines in a magazine, newspaper or article.</p> <p><b>Responding</b> – Discuss with someone what you think the purpose of headlines and titles are. Where do you see these? Are they only used in written, informative pieces?</p> <p><b>Create</b> - Create a series of headlines using 5 words, then 4 words, 3 words, 2 words and finally one word only, to announce 5 different things you have done over the last few days.</p>	<p><b>English</b></p> <p><b>Read</b> - one chapter of a novel or a book that you have at home.</p> <p><b>Responding</b> – Write a letter to a character from a text you are reading. Let them know what you like about their character and what you would like their character to do next in the text.</p> <p>Can you replace three words in your letter with a more interesting synonym?</p> <p><b>Complete the editing activity (resources)</b></p> <p><b>Writing</b> – Write a narrative using this starter:  <b>“Wow, it was so hairy. I cannot believe it was in my home...”</b></p>	<p><b>English</b></p> <p><b>Read</b> - one chapter of a novel or a book that you have at home.</p> <p><b>Responding</b> – Write a detailed description of a person or animal in your home. Remember to describe their personality as well as their physical appearance.</p> <p>Ask your parent or carer for some feedback on your writing. What changes could you make?</p>	<p><b>English</b></p> <p><b>Read</b> - Choose a non-fictional book to <u>read</u> aloud with a parent/carer. Read it aloud together.</p> <p><b>Responding</b> –</p> <p>Discuss the following questions</p> <ul style="list-style-type: none"> <li>• How does the title describe the content of the book?</li> <li>• Was the title a good one for this book? Why or why not?</li> </ul> <p><b>Writing</b> - Write a letter to your teacher. Let them know how you have been going this week. You can save it to give to your teacher when you return to school.</p> <p><b>Writing</b> - Complete the <u>handwriting</u> activity (<b>resources</b>)</p>
<b>Break</b>		Break	Break	Break	Break
<b>Middle</b>		<p><b>Mathematics</b></p> <p>Have your parent/ carer test you on your two times</p>	<p><b>Mathematics</b></p> <p>Have your parent/ carer test you on your <b>five</b> times tables ( <b>5 x</b> ) again</p>	<p><b>Mathematics</b></p> <p>Have your parent/ carer test you on your <b>four</b> times tables ( <b>4 x</b> )</p>	<p><b>Mathematics</b></p> <p>Have your parent/ carer test you on your <b>ten</b> times tables ( <b>10 x</b> )</p>

Week 4	Monday	Tuesday 3 Aug	Wednesday 4 Aug	Thursday 5 Aug	Friday 6 Aug
		<p>tables (2x ___) and your five times tables</p> <p><b>Fractions of amounts</b> - Find 24 things you can use to share out, to practise finding fractions of amounts. E.g. small pieces of paper, toothpicks, grapes, sweets etc....</p> <p>Share them out into two groups to find <math>\frac{1}{2}</math> and then into four groups to find <math>\frac{1}{4}</math> of them. Draw a bar model split into 2 to find halves and into 4 to find quarters.</p> <p>Can you find another way to share and therefore be able to identify another fraction?</p> <p><b>Play</b> – play the following game with someone in your house.</p> <p>Use a deck of playing cards (or make a set of cards from 0 to 10). Take out the jacks, queens, kings and jokers. An ace equals 1.</p> <p>Place the deck of cards in the middle. Each player flips over 1 card each. Multiply the two numbers shown (may need to draw arrays). If one player gets the answer wrong, the second player needs to have a chance before the</p>	<p><b>Estimate</b> - Ask your family if you can use five containers, bottles, cups and bowls for an investigation.</p> <p>Estimate which container will hold the most rice (or pasta, dried beans, or water)?</p> <p>Order your containers from the most to the least. <b>Draw</b> the containers in order in your maths book.</p> <p>Test your idea. Pour things from one container to another one, or use a measuring cup, to check your estimate.</p> <p>Order the containers from the one that holds the most to the one that holds the least. Draw your observations in your maths book. Was your estimate correct?</p> <p>Complete the <b>Strike It Out</b> activity (<b>resources</b>)</p>	<p><b>Place Value</b> - Our number for today is <b>64</b>. Draw and write everything you know about 64 (you can use any operation).</p> <p><b>Scale and Money</b> - Design your dream bedroom using <b>grid</b> paper where 10cm = 1 metre. (<b>resources</b>)</p> <p>Your budget for new furniture is \$1000. Make a list of the items you would buy, where you are buying them from, and their cost.</p> <p>You will have time to finish this tomorrow.</p> <p><b>Feedback</b> - Ask for feedback on your design from a family member.</p>	<p><b>Play</b> - play the following game with someone in your house.</p> <p>Use a deck of playing cards (or make a set of cards from 0 to 10). Take out the jacks, queens, kings and jokers. An ace equals 1.</p> <p>Shuffle the cards. Lay them out in a grid with 4 rows and with 4 cards in each row. Put the left-over cards in a pile.</p> <p>Take it in turns to flip over two cards, looking for combinations that add to make 10. If you found a pair, take the two cards and record the combination you found in your notebook. Take 2 new cards from the pile. If unsuccessful, turn the cards face down.</p> <p>When as many cards have been matched as possible, work out your total score by adding up the value of all your cards. The person with the highest score is the winner.</p> <p><b>Scale and Money</b> – Finish your design of your dream bedroom using grid paper where 10cm = 1 metre.</p> <p>Your budget for new furniture is \$1000. Make a list of the items you would buy, where you are buying them from, and their cost.</p>

Week 4	Monday	Tuesday 3 Aug	Wednesday 4 Aug	Thursday 5 Aug	Friday 6 Aug
		<p>first person is able to try again.</p> <p>Whoever gets the answer correct gets to take both cards and put in their 'winning pile'. If both players say the correct answer at the same time, each player takes 1 of the cards each.</p> <p>The winner is the person at the end who has the greatest number of cards in their winning pile.</p>			
<b>Break</b>	Break	Break	Break	Break	Break
<b>Afternoon</b>		<p><b>Creative arts</b></p>  <p>Go to <b>resources</b> section at end for your copy to colour</p>	<p><b>Creative Arts</b></p> <p><b>Research</b> – Ask your family about NAIDOC day and how did they use to celebrate it when they went to school.</p>	<p><b>Creative Arts</b></p> <p><b>Learn</b> - the lyrics to “Click go the shears”. (<b>resources</b>)</p> <p><b>Design</b> - Below is the record cover of William Clauson’s –</p>	<p><b>HPE</b></p> <p><b>Review</b> - Look at your physical activity diary from this week. Calculate how much time each day was spent on physical activity.</p> <p><b>Challenge</b> - identify two personal goals for a more active lifestyle. Brainstorm how you could achieve each goal.</p> <p>Plan how you might involve other members of the family in this physical activity challenge.</p>

Week 4	Monday	Tuesday 3 Aug	Wednesday 4 Aug	Thursday 5 Aug	Friday 6 Aug
				<p data-bbox="1272 188 1666 245">"Click Go The Shears" Songs Of Australia from 1978.</p>  <p data-bbox="1272 868 1688 995">Design a new cover for the album.  <a href="https://www.discogs.com/William-Clauson-Click-Go-The-Shears-Songs-Of-Australia/master/300563">https://www.discogs.com/William-Clauson-Click-Go-The-Shears-Songs-Of-Australia/master/300563</a></p>	

Week Four Tuesday – Creative Arts





# Parent/Carer information Handwriting – Letter Formation

	Down, up, around, down, up, around, down		Down, lift, down up, down
	Down		Down, cross
	Down, up, around, down		Down, lift, down, down
	Down, slide, lift, dot		Down, slide, lift, cross
	Down, lift, dot		Down, lift, cross, lift, cross
	Down, up, around, down		Down, lift, down, lift cross
	Around, up, down, slide		Around, up, down
	Slide, down, lift, cross		Down, lift, cross, lift, cross
	Up, around		Down, cross, lift, cross, lift, cross
	Around, up, down, kick		Down, lift, around
	Slide, around		Slide, around
	Down, up, around		Down, lift, around, around
	Around, up, down		Down, lift, down, lift, cross
	Down, up, around, down		Down, lift, down, up
	Cross, down, cross		Cross, down, cross
	Down, around, up, down slide		Down, up, lift, down
	Down, lift, down		Down, lift, down
	Down, up, down, up, kick		Down, up, down, up
	Down, up, kick		Down, up
	Down, around, up, down		Down, around, up, down
	Down, lift, cross		Down, lift, cross
	Around, around		Around, around
	Down, up, around		Down, lift, around, down
	Around, up, down, kick		Around, lift, cross
	Down, up, around		Down, lift, around
	Around		Around
	Down, up, around, down		Down, lift, down up, down

## Week Four: Wednesday Mathematics – Strike it out



# Strike it Out



Try this game: draw a number line from 1 to 20. The first player picks two numbers, crosses them out and circles either their sum or their difference. The second player crosses out the circled number and another number that's still left, and again circle the sum or the difference.

**The winner is the person who stops their opponent from being able to move!**

Thousands more problems can be found on the NRICH maths website:

<http://nrich.maths.org>

## Lyrics for CLICK GO THE SHEARS – Thursday Week 4

Out on the board the old shearer stands,  
Grasping his shears in his long, honey hands,  
Fixed is his gaze on a bare-bellied "Joe,"  
Glory if he gets her, won't he make the "ringer" go.

Chorus: Click go the shears boys, click, click, click,  
Wide is his blow and his hands move quick,  
The ringer looks around and is beaten by a blow,  
And curses the old snagger with the blue-bellied "Joe."

In the middle of the floor, in his cane-bottomed chair  
Is the boss of the board, with eyes everywhere;  
Notes well each fleece as it comes to the screen  
Paying strict attention if it's taken off clean.

The colonial experience man, he is there, of course,  
With his shiny leggin's, just got off his horse,  
Casting round his eye like a real connoisseur,  
Whistling the old tune, "I'm the Perfect Lure."

The tar-boy is there, awaiting in demand,  
With his blackened tar-pot, and his tarry hand;  
Sees one old sheep with a cut upon its back,  
Hears what he's waiting for, "Tar here, Jack!"

Shearing is all over and we've all got our cheques,  
Roll up your swag for we're off on the tracks;  
The first pub we come to, it's there we'll have a spree,  
And everyone that comes along it's "Come and drink with me!"

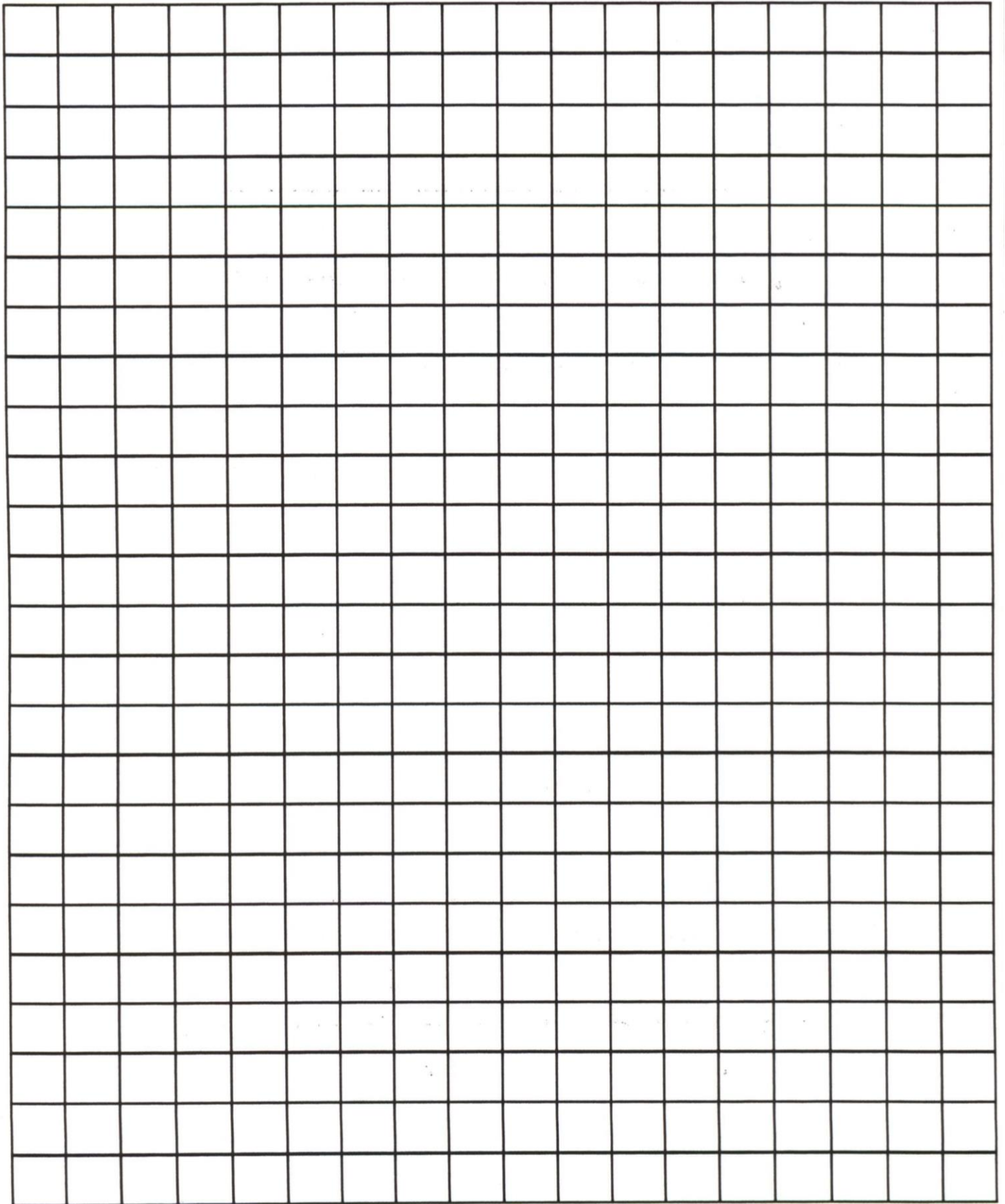
Down by the bar the old shearer stands,  
Grasping his glass in his thin honey hands;  
Fixed is his gaze on a green-painted keg,  
Glory he'll get down on it, ere he stirs a peg.

There we leave him standing, shouting for all hands,  
Whilst all around him, every "shouter" stands  
His eyes are on the cask, which is now lowering fast,  
He works hard, he drinks hard, and goes to hell at last!





**Week Four: Thursday Maths Grid paper**



Week Four: Friday Handwriting

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