

Year Four Weekly Planner

Term 3 Week 10

Student Friendly Planner	
Monday	Year 4 Remote Learning Monday Week 10
Tuesday	Year 4 Remote Learning Tuesday Week 10
Wednesday	Year 4 Teachers' Planning Day Specialist Lessons Year 4 Remote Learning Wednesday Week 10
Thursday	Year 4 Remote Learning Thursday Week 10
Friday	Footy Day Year 4 Remote Learning Friday Week 10

Monday 14th September, 2020

	Learning Goal	Task, Resources & Links
Numeracy Pre-assessment	<p>WALT: Commit to performing our best</p> <p>WILF: Use your prior knowledge to work through the test.</p> <p>I can click 'I don't know' in a pre-test as it is showing my teacher that I need time to practice or learn it.</p> <p>I can take my time and work through the questions on my own.</p>	<p>At the beginning of next term we'll be learning all about 'money'. Please complete your Number and Algebra Money and Financial Mathematics, Pre Assessment on Essential Assessment.</p> <p>Use the following link to log into your account: https://www.essentialassessment.com.au/student/</p> <p>Parents, please refer to the following guide on how to support your child when completing the test: Essential Assessment Test Conditions Parent's Guide This is a pre-test so if your child is unsure, we would prefer them to click 'I don't know' so that we know that it is a concept that they need to learn.</p> <p>You will have another session tomorrow morning to complete this.</p>
Reading:	<p>WALT: identify features of a free verse poem.</p> <p>WILF: alliteration personification</p> <p>short words long words emotion</p>	<div data-bbox="518 1630 869 1892" data-label="Image"> </div> <p>I do: Today we are learning how to read 'Free Verse' poems. In our WILF we are going to focus on identifying emotions, short words and long words.</p> <p>In free verse poems, words are carefully chosen to sound like the situation, emotion, or object you are trying to portray.</p> <p>Short words Short words with sharp consonants cause the reader, read fast and it makes the words sound like what they mean. For example: Cut, bash, stop, kick, lick, bite, punch, jump, stick, kiss.</p> <p>Long words Longer words with soft sounds cause the reader to slow down. Use them when</p>

you want to show pause, tension, laziness, rest.

Read the poem- Thrill Ride and analyse the annotations that I have put on it.

[Thrill Ride Free Verse example](#)



We do:

Task 1:

Choose **two** of the following poems to read and complete the following tasks.

Link for examples: [Free Verse Poem Examples](#)

BEACH

I was sitting on the sand
Watching the clouds pass by
When I saw in the sky a lion and a bear.
I said oh my!
I look on my left.
I see a white dove fly so high.
I started to cry.
I said to myself I must be crazy.
There is no bear or lion in the sky.
Maybe a dove and some water below
And other things that we don't know.



PEACE and quiet

Peace is...
When you are outside on a nice warm day
With a cold glass of yellow lemonade.
Surf, surf, surf.
Feeling the warm sun on my back.
Rubbing my hands through the wet green grass.
Listening to the birds singing a distance away.
Quiet...
How that's PEACE!



1. Highlight/ Write down examples of **short words**
2. Highlight/ write down example of **long words**
3. Circle/list down words that are **repeated**
4. 'What **emotions** is the author trying to make you feel throughout the poem?' Explain why using evidence from the text.

Task 2: Independently read- We are now in the last week of Term 3. By this stage you should now be developing a good reading stamina. Read independently for 25 minutes.

Put down a mark on your page whenever you get distracted.

Reflection: How many times did you get distracted during independent reading time?

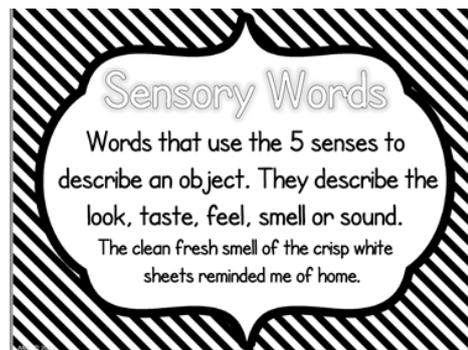
The poem 'Thrill Ride' doesn't have an ending yet. Create a punchy ending using short or long words to make the reader feel an emotion that you would feel at the end of a Thrill Ride.

Writing:

WALT: Write a free verse poem.
WILF:
Use of figurative language
Descriptive words/phrases
Correct grammar and punctuation
Line breaks

Tune in: Handwriting [Handwriting - letter T](#)

Following on from today's Reading lesson, in Writing, you will create a free verse poem. We know that a free verse poetry has no regular rhythm, meter, rhyme or structure. Its main purpose is to evoke emotion in the reader. Words are carefully chosen to do this using figurative language and short and long words that are descriptive.



Sensory words are also a great addition to a free verse poem. They help the reader to visualise and feel the emotion deeper:

View the following clip on free verse poetry: <https://youtu.be/GnlwOn94uJs>

As a free verse poem has no rules, there is no template for this session, however you may use the following as a guide if it helps: [Free Verse](#)

It's time to write your free verse. Use the P.S.P.S writing process to create your free verse poem. Start with a brainstorm, these may be a part of your doors of poetry. Plan, then draft your poem. Not all writing needs to be published so you may decide if you would like to publish this piece or not. Your final lesson for Writing this week will be to choose a poem to recite so this may be the one

- You need to:
1. Complete the handwriting sheet
 2. View the YouTube clip
 3. write your free verse poem.

Numeracy:

WALT: Use an efficient strategy to solve multiplication and division problems

WILF:

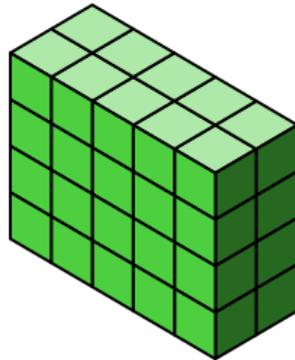
I can use mental strategies (commutativity, doubling, halving)

I can use written strategies (algorithm, array, repeated addition, groups)

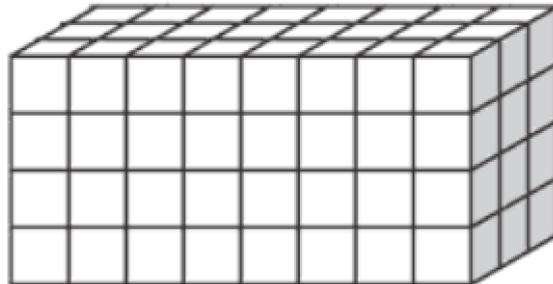
I can explain my strategy and how I got my answers

WARM UP (See if you can use times tables to help you)

How many cubes have been used to make this shape?



Too easy? How about this one?



TASK: DIVISION RULES

This challenge is about **dividing** a **three-digit** number by a **single-digit** number.

Begin by deciding which number you are going to be dividing by. This is your **divisor**.

Your challenge is going to be to come up with some rules for this divisor.

Now generate a three-digit number. This is your **dividend**.

You could use an online spinner to generate the digits, you could use dice or could just use your imagination!

Now divide your dividend by your divisor. Record the answer.

Create other dividends and divide them by the same divisor. Record the answers.

Look carefully at the answers.

REFLECTION

When is the answer a whole number?

When is there a remainder of 1?

Can you spot any patterns?

Can you come up with any rules?

		<p>OPTIONAL EXTENSION CHALLENGE</p>
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Problem:

At what time of day will be 2000 seconds after the start of 2021?

Remember- there are 60 seconds in a minute,

Good luck :)

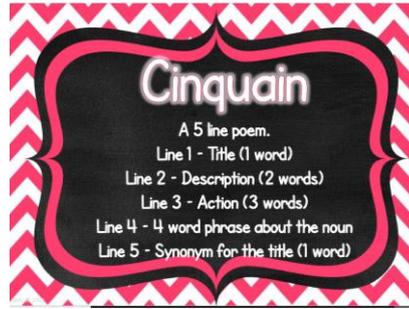
Tuesday 15th September, 2020

	Learning Goal	Task, Resources & Links
Numeracy pre-assessment (second session)		<p>This is your second session to complete your Essential Assessment pre-test on Money and Financial Mathematics: https://www.essentialassessment.com.au/student/</p> <p>If you have completed your Essential Assessment pre-test, please complete the student survey: https://www.surveymonkey.com/r/VSHJSYQ</p> 
Reading:	<p>WALT: Practise reading poetry out loud</p> <p>WILF:</p> <ul style="list-style-type: none"> • Voice • Tone • Pitch • Volume • Pauses and punctuation • Make annotations 	<p>I do: Today we are going to learn how to read poetry out loud.</p> <p>When reading poetry you want to bring the poem to life. It is really important to consider tone, pitch and volume when reading poetry aloud.</p> <p>Tone - Tone, is an attitude of a writer toward a subject or an audience. If you are reading a poem about a relaxing beach. You would have a relaxed attitude towards the poem.</p> <p>Pitch- Pitch is the rise and fall of our voice when we speak, sometimes called "highness" or "lowness." For example if you were reading a poem about a mouse, your pitch might be squeaky and high.</p> <p>Volume- This is how loud or quiet your voice is. Varying volume is important to communicate a range of emotions and situations. For example- if you were reading about a sad poem, your volume might be quiet and slow.</p> <p>BEFORE YOU READ POETRY It is important to annotate a poem. Things to annotate:</p> <ul style="list-style-type: none"> • Highlight where punctuation is, so you know when to stop and start. • Highlight important words -Important words include personification, onomatopoeia, hyperbole or other words that have emotion attached to them. This is going to help you identify the tone of your poem and add EXPRESSION!!!! <p>We do: Watch 'Crocodile's Toothache' https://youtu.be/PN8PfuyowG0</p> <p>After watching answer the following questions:</p> <ol style="list-style-type: none"> 1. What was the pitch of the crocodile vs the dentist? 2. What was the tone or 'attitude' of the poem? 3. How was the volume of the crocodile different at the beginning to the end of the story? <p>You do: Using the following poem 'Mrs Stein' by Bill Dodds Mrs Stein Poem for reading out aloud</p>   <p>Task 1 : You're going to practice reading a poem out aloud. Firstly, you need to follow the 'Before you read' steps. Read the poem and annotate it. After you have annotated it, practice reading it aloud.</p> <p>Task 2: Read it to someone in your house and ask them what they think the tone of the poem was.</p> <p>Extension: Record yourself reading Mrs. Stein and send it to your teacher!</p> <p>Reflection: How could you use tone, pitch and volume in your own independent reading?</p>

Writing:

WALT: Write a cinquain poem
WILF: I can identify and use nouns, adjectives and verbs
I can identify and use a four word phrase
I can write an engaging title
I can write one stanza using 5 lines

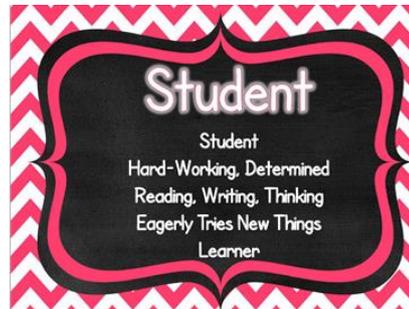
Tune in: Handwriting [Handwriting - letter U](#)



What is a cinquain poem?

View the following video explaining how to write a cinquain poem: https://youtu.be/cEvU7_j67zl

A cinquain poem is very similar to another poem we have looked at. Can you think of which one?



Have a look at the following example of a cinquain poem:

Use the following template to plan and draft your cinquain poem. Use your doors of poetry and free write tasks for inspiration to write your cinquain poem.

[Cinquain Planning Page](#)

You may publish your cinquain poem. Is this the poem you would like to use for your poetry read aloud? If so, remember to practice it using your rubric for tomorrow's session and learning task.



You need to:

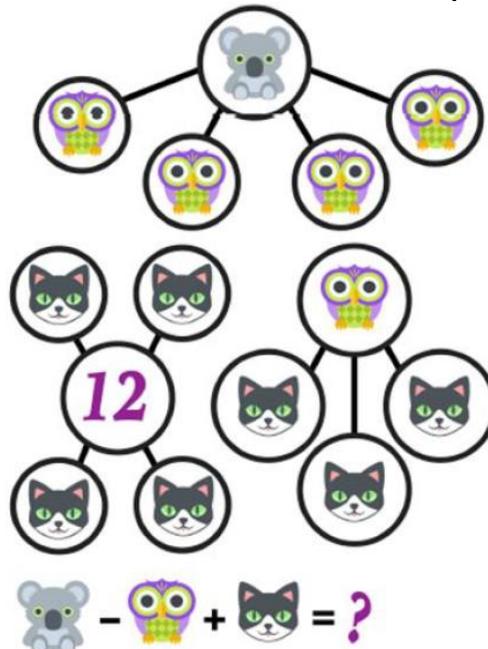
1. Complete the handwriting sheet
2. View the YouTube clip- please take notes.
3. Plan and draft your cinquain poem.
4. Publish and practice reciting if needed.

Numeracy:

WALT: Use an efficient strategy to solve multiplication and division problems
WILF: I can use mental strategies (commutativity, doubling, halving)
I can use written strategies (algorithm, array, repeated addition, groups)
I can explain my strategy and how I

WARM UP

Can you find the values for the koala, owl and kitten to solve the bottom equation? How could division and multiplication help you?



TASK:

Today we are focussing on representing remainders in different ways.

got my
answer

Work out the answers to these questions. Write your answer as an equation and explain your reasoning.

Note: Although the same numbers are used each question actually has a different answer (shock face)

$$74 \div 4$$

- A farmer needs to take 74 pigs to market. 6 pigs can fit into his trailer. How many trips does he need to make?
- Year 6 has 74 students. They want to make teams of 6 for volleyball. How many teams can they make?
- I can write 6 birthday invitations in an hour. How long will it take me to write 74 invitations?
- I have 74 cm of ribbon. I want to make 6 strips of ribbon for decorations. How long will each strip of ribbon be?

REFLECTION:

In what ways are these questions similar?

How are they different?

How can they help us to understand remainders?

OPTIONAL EXTENSION CHALLENGE

Good luck clever clogs :)

- I need to book buses to take students to a concert. There are 1144 students and each bus can take 32 students. How many buses do I need to order?
- I am making up packets of chocolates. Each packet must have exactly 32 chocolates. If I have 1144 chocolates, how many complete packets can I make?
- Our basketball club won a prize of \$1144. The 32 members decided to share the prize exactly between them. How much money will each of them get?

Send in your answers if you were brave enough to have a go.

Wednesday 16th September, 2020

Year Four Teachers' Planning Day

Today you will be completing the Specialist Subjects

	Learning Goal	Task, Resources & Links
STEM:	<p>WALT... identify and interpret different types of data.</p> <p>WILF... How does different kinds of data tell us different things?</p>	 <p>Data in Footy.</p> <p>Its Footy time!! Let's celebrate the end of the Term with a Football activity. There is a lot of data in the sporting world and it is thanks to the advancement of technology. For example, clubs can now track how many metres players are running with equipment sewn into their jerseys. Your task this week is to find statistics and graphs on your favourite football players. It doesn't matter what code it is, can be an AFL player, NRL player or even soccer player.</p> <p>TASK:</p> <p>Click on the link below to see my example on Ryan Papenhuyzen from the Melbourne Storm. All I did was google 'Ryan Papenhuyzen statistics' and it came up.</p> <p>Ryan Papenhuyzen</p> <p>Present your data any way you like. You can create a poster, a PowerPoint, Fact sheet. It is your choice.</p>
PE:	<p>WALT:</p> <p>support and celebrate team sport</p> <p>WILF:</p> <p>choose your team colours</p> <p>choose the item you wish to create</p> <p>gather materials you will need to make your supporting object</p>	<p>AFL Footy</p> <p>Each year at the Springs we've organised a Footy Parade for everyone to enjoy, it is just a little different this year. Between 10 – 11am this Friday we'll be holding our first Webex Footy Parade.</p> <p>Footy Parade Task:</p> <p>To prepare yourself for the Footy Parade we are setting you the fun task of making some crazy stuff for the day.</p> <p>Using your favourite colours create the best dress-up that you can, to take it even further prepare a dance or a chant for your team when your team's song is played in the parade.</p>  <p>If doing a dance isn't quite your thing – design a poster or plan decorations in your lounge room.</p> <p>Physical Activity task:</p> <p>We believe it is really important for you continue to undertake some physical activity each day. If you get up to any adventures through the week and want to share these with us, that would be fantastic.</p>

<p>Visual Art:</p>	<p>WALT: explore and apply the art element of colour</p> <p>WILF: <ul style="list-style-type: none"> •I can explore different colour schemes or groups. •I can explain what different colours represent? •I can create with colour. </p>	<p>This is the second week for this activity</p> <p>Read through the PowerPoint - creating with colour</p> <p>Overview of the PowerPoint- Slide 1 – revise Primary, Secondary and Intermediate colours Slide 2-4 – colour theory different colour schemes or groups Slide 5 – Activity 1 Colour brainstorm 'Colour Everywhere!' You can print off the handout or make your own version.</p> <p>Colour brainstorm</p>  <p>Slide 6-7 – Activity 2- Warm & Cool colours in a Symmetrical line design.</p> 
<p>Media Arts:</p>		<p style="text-align: center;">AFL SPOT THE BALL COMPETITION ENTER FOR YOUR CHANCE TO WIN A FOOTBALL OF YOUR OWN. ONE PRIZE EACH FOR JUNIOR, MIDDLE, AND SENIOR STUDENTS ONLY.</p> <p>COMPETITION ENDS: 17 SEPTEMBER 2020 (prize will be awarded in TERM 4)</p> <p>INSTRUCTIONS: Look at the pictures carefully and determine where the removed ball might be by selecting A-E.</p> <p>NB: parents/staff/others welcome > scroll to the bottom of GRADE to select your category. The link to the competition is below. Good luck!! https://forms.gle/u3NQ2ZNDkeq6uRrQ7</p>

Thursday 17th September, 2020

Today's Writing lessons is a Learning Task. Please record yourself reading a poem you have written this term and submit via Compass.

Today's Numeracy lesson is a Learning task. Please complete the POST ASSESSMENT on DIVISION on ESSENTIAL ASSESSMENT.

	Learning Goal	Task, Resources & Links
<p>Inquiry:</p>	<p>WALT... recognise that different cultures around the world have varying relationships and access to food, as well as traditions and food preparations</p> <p>WILF The food a family eats in a week How much do different families spend on food How much rubbish would be produced by each family Which family has the healthiest diet...</p>	<div data-bbox="523 524 710 712" data-label="Image"> </div> <p>Tune In Watch - Food around the world https://www.youtube.com/watch?v=zQTjGkL3pGU Were there any foods that you didn't know the names of? Did you see some foods from other countries that you eat in your house?</p> <p>Today's Activity Different families from around the world have different relationships with food, eat different foods and spend different amounts on food. Today you will need to match the family photos with their name, location and how much money they spend on food per week.</p> <div data-bbox="531 949 1050 1223" data-label="Image"> </div> <p>Reflection Why do you think different families spend different amount on food? Which family most closely represents your family's weekly food consumption?</p>
<p>Reading:</p>	<p>WALT...identify the main idea in the story.</p> <p>WILF... -reflect on the characters and events in the story. -evaluate character behaviours -think about the relationship between characters</p>	<div data-bbox="518 1377 970 1729" data-label="Complex-Block"> <p style="text-align: center;">This Fudge isn't so sweet.</p> <p>Two is a crowd when Peter and his little brother, Fudge, are in the same room. Grown-ups think Fudge is absolutely adorable, but Peter and his pet turtle, Dribble, know the truth. From throwing temper tantrums to smearing mashed potatoes on the wall, Fudge causes mischief wherever he goes. What will the tiny terror do next?</p> </div> <p>Tune in: This week we are going to finish our novel study of Judy Blume's story 'Tales of a Fourth Grade nothing'. We will be reading both Chapter 9 and 10.</p> <p>Looking back Let's look back, remember and summarise what this story has been all about:</p> <p>What could be in store for Peter and his little brother Fudge in the last 2 chapters of the text? "What will the little terror do next?..."</p> <p style="text-align: center;">Learning Task</p> <p style="text-align: center;">Listen to: 'Tales of a Fourth Grade Nothing' by Judy Blume</p> <p style="text-align: center;">Chapter 9: 'Another rainy day' &</p> <p style="text-align: center;">Chapter 10: 'Dribble'</p> <p style="text-align: center;">read by Mrs McKenzie</p>

<https://youtu.be/MKP3E6L0Ejg>

While you listen to the final chapters of the story complete the following **word search**:

[Word Search- Tales of a Fourth Grade Nothing](#)

Also, think about what the main idea in this story is. Is there a message or a point that the author is trying to convey to the reader?



What do you think is the main idea in this story? Why?

Reflection

Did you enjoy this story? Why or Why not?

If you liked this story Judy Blume has a range of other entertaining stories you can read:

Writing:

WALT: Practice reading a poem aloud
 WILF: I can practice reading my poem with a family member.
 I can use the following techniques when reading aloud: speed, volume, expression, eye contact, extras- body language, gestures, props...

Learning Task

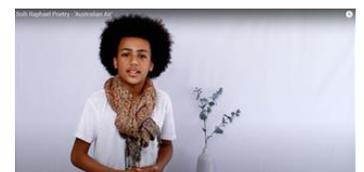
Tune in: Handwriting
[Handwriting - letter V](#)

Today is the final lesson on Poetry. It's a celebration of all the learning you have done and provides you with a chance to show off your brilliance! Today you will spend time practicing reading one of the poems that you have created throughout the unit. So far you should have written: A bio poem, haiku, personification poem, limerick, hyperbole poem, diamante, simile poem, metaphor poem, rap, free verse and a cinquain poem. Wow, that's a lot!

When reading your poem, use the following rubric to ensure you are reading your poem in an engaging way. The rubric will be used to mark your poetry reading. You need to read your poem fluently, be able to be heard by your audience, use expression and eye contact. Maybe you would like to include props, or hand gestures or you might be able to memorise your poem. [Poetry Read Aloud Rubric](#)

Year Four Poetry Reading Rubric				
Speed/Pace/Flow	Reads poem with difficulty	Poem is read too fast, too slow or to choppy and broken up	On the right track but does not always pause at periods and commas	Poem is read fluently with appropriate pauses
Volume	Students mumbles and/or is unable to be heard for most of the poem	Student mumbles some words and/or is frequently difficult to hear	Student speaks clearly and is almost always able to be heard throughout the whole poem.	Student speaks clearly and is able to be heard throughout the entire poem.
Expression	Student does not ever use expression while reading the poem.	Student attempts to read with expression once or twice throughout the poem.	Student reads poem with some expression.	Student reads poem with much expression and is entertaining to listen to.
Eye Contact	Student does not make any eye contact at all	Student reads from poem with few glances to audience (camera)	Student uses eye contact (looks at the camera) whilst glancing to read poem	Student uses eye contact (looks at camera) with appropriate glances away
Extras – memorisation of poem, use of props, actions, body language				

Michael Rosen has some really great tips on how to read aloud. You won't need to watch the whole thing. Think of what area you need to focus on and scroll through to view as it's a long clip:
<https://youtu.be/RvV23xoZRkl>



Needs some inspiration? Check this out:
<https://www.youtube.com/watch?v=9rydKJcHH4M>



Ok, time to start practicing! Remember to use your rubric. Once you have finished, record your poetry reading and upload to compass. Make sure your video is recorded in a quiet, well lit spot so that I can hear and see your brilliance!!!!!!

You need to:
1 Choose the poem you are proudest of to read out loud.

- 2 Practice reading your poem out loud using the rubric. This is what your teacher will use to mark your reading aloud.
- 3 Record yourself reading your poem.
- 4 Upload to Compass as this is a learning task.

Numeracy:

WALT: Use an efficient strategy to solve multiplication and division problems
WILF:

I can use mental strategies (commutativity, doubling, halving)
I can use written strategies (algorithm, array, repeated addition, groups)
I can explain my strategy and how I got my answer

LEARNING TASK

Today girls and boys, we will be completing the post assessment for **Division** on **Essential Assessment**.

Attached is the parents guide to support students logging in and understanding what support is available.

[Essential Assessment Test Conditions Parent's Guide](#)

As this is the second test, some students levels will have been adjusted so some trickier questions might pop up.

Try your absolute best, your teachers will be using this data to support future learning and, once again, we will be sharing this data with parents.

When you are ready click the link below and make a start.
Good luck, you've got this :)

<https://www.essentialassessment.com.au/student/>



Inquiry Learning Answers



United States: The Rossi family of North Carolina
Food expenditure for one week: US\$341.06



Great Britain: The Barrow family of Clingbourne Ducis
Food expenditure for one week: US\$263.16



Australia: The Molloy family of Brisbane
Food expenditure for one week: US\$303.75



China: The Dong family of Beijing
Food expenditure for one week: US\$155.06



Australia: The Brown family of River View
Food expenditure for one week: US\$276.45



Japan: The Utsui family of Kodaira City
Food expenditure for one week: US\$317.25



Guatemala: The Mendosa family of Todos Santos
Food expenditure for one week: US\$75.70



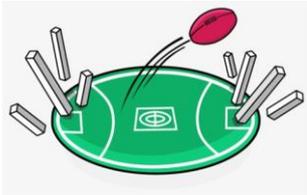
India: The Pankaj family of Ujjain
Food expenditure for one week: US\$39.27



Italy: The Marano family of Italy
Food expenditure for one week: US\$66.11



Chad: The Aboubakar family of Boudjaj Camp
Food expenditure for one week: US\$1.22 (green food plus US\$28.27 in food stamps from UN and other NGOs)



Friday 18th September, 2020

Footy Day

Time	Activity
9-10	Assembly: see Compass for the link
10-11	 <p>Footy Parade: see Compass for the link</p>
12-2	 <p>Footy theme activity: Choose a minimum of 2 activities to complete. Year 4 Footy Day Fun</p>
2:00	Year Four Webex: Meeting link - https://eduvic.webex.com/eduvic/j.php?MTID=m21942c372b355424364b97f0aee23632 Meeting number - 165 205 7311 Meeting password - Year4