

Year 3/4 - Week 6- Learning at Home

Below is an example of a home learning timetable that you may choose to follow. *Each of the activities included in this document are designed to last for approximately 30 minutes.*

*Please note: There is a Writing task (Day 5- choose your favourite poem of the week) and a BQT task (Day 3) that we have asked you to send to your classroom teacher via Google Classroom (see * to indicate this task needs to be uploaded). Please upload on to Google Classroom (GC) by Friday morning. Your child's teacher will provide individual feedback on GC.*

Weekly Focus	
Reading	Poetry
Writing	Poetic forms: Haiku, Acrostic, Shape/Concrete, Limericks, Free Verse
Spelling	'air' sound
Maths	Addition/ Subtraction
BQT	Historical Events

Day 1	
Reading Poetry	<p>Today we are going to look at poetry; the different types and what makes each one so special and unique. Watch Poetry Introduction first. https://www.youtube.com/watch?v=JmkgAWAGtbE - Poetry introduction</p> <p>Read each poem below and write a short paragraph that includes the following things:</p> <ol style="list-style-type: none"> 1. What is the poem about? 2. Was there a message in the poem? If so, what was it? 3. What was the purpose of the poem? What was it meant to make you feel or do? E.g. laugh, cry, reflect etc. 4. How did the poem make you feel? What did it make you think about?

These poems are tricky so you will need to read them aloud and think about what the poem is talking about. You may also come across some tricky words, you know what to do... dictionary or iPad! Look them up!

Bonus: Under each paragraph, draw what you visualised whilst reading the poem.

Spelling

Spelling Menu
(large version below)



'air' sound - aer, air, ear, ere, are

The 'air' sound can be spelled with 'air' like in **fair**, but take a look at these words, these also have the air sound, but with different spelling. Say them out loud to yourself to hear the 'air' sound:

aerobics, swear, there, dare

So there are other ways to spell the 'air' sound:

aer, like in 'aerosol'

ear, like in 'bear'

ere, like in 'where'

are, like in 'square'

Activity 1: Write out this sentence in your best handwriting, and underline any words that have the 'air' sound. You can use the colours above to show the different spelling patterns, when underlining.

The bare fairy was going nowhere while waiting for the hairy bear to fix his tv aerial.

Activity 2: Choose one of the spelling lists below, that you think best suits you. Use the Spelling Menu activities sheet below to get ideas for practising your spelling. Before next week, ask a grown up/older sibling to test you on your words!

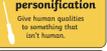
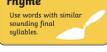
Two of your words are homophones (words that sound the same but have different spelling and meaning). Can you spot them? For these words you need to make sure you match the spelling with the correct meaning, you might need to research this. Putting these words in a meaningful sentence might be a good idea.

Green Words	Orange Words	Red Words
dairy	impair	prairie
aerial	aerosol	aerodynamic
bear	pear	wear
bare	pair	ware
where	werewolf	premiere

	<table border="1" data-bbox="432 91 1449 185"> <tr> <td data-bbox="432 91 751 185">glare</td> <td data-bbox="751 91 1070 185">compare</td> <td data-bbox="1070 91 1449 185">nightmare</td> </tr> </table>	glare	compare	nightmare
glare	compare	nightmare		
<p>Writing</p> <p>Poetry - Haiku</p>	<p>An anthology is a collection of poems. Every day this week you will look at a different type of poetic form and try to write your own. By the end of the week you will have a selection of poems to create your own anthology.</p> <p>Before you start, look up the definition of these commonly used words when discussing poetry:</p> <p style="text-align: center;">rhythm rhyme syllable stanza</p>			

Poetic Devices
Poster

Poetry Toolbox

 rhythm Create a fun pattern that makes it easy to remember.	 line breaks Write in shorter lines to show the reader down.
 metaphor Tell the reader that something is something else.	 simile Tell the reader that something is like or for something else.
 imagery Give them help to form a picture in their mind.	 personification Give human qualities to something that isn't human.
 alliteration Start some words in a line using the same word or letter.	 repetition Repeat a word or phrase.
 rhyme Use words with similar sounding final syllables.	 onomatopoeia Use words that mimic the sound of the noise or verb they describe.

Look at the 3 poems below and try to figure out what a **Haiku** is.

*A fat bee stings me,
It hurts very badly but,
I do not cry though.*

**Ladybugs are red,
And have black spots on their wings.
Experts at flying**

**The bee flies quickly.
It turns around and stings me
Then falls to the ground.**

What do you notice about the structure? Theme? Syllables? Rhyming pattern? Stanzas? Discuss with a family member or write down your answers.

Haiku

A **Haiku** is a Japanese poem with 3 lines. The first and last lines have 5 syllables and the second line has 7. Go back to the examples and count the number of syllables in each line. Additionally, haikus traditionally evoke images of the natural world.

Task: Write your own Haiku poem about the natural world. It can be about the seasons, animals, plants etc. You can write more than one if you are feeling creative. For example, you might write one for each season.

Example:

Autumn

*Strong wind. Whips up leaves,
Blows the washing off the line,
And roars with pleasure.*



Challenge: Try to include some poetic devices (similes, metaphors, personification, alliteration etc.) in your poem. Look at the **Poetry Toolbox Poster** (Writing Day 1 Resource) below to remind you of what they are.

Optional Activity: Handwriting Practise

Re-write your poem/s in your best handwriting. You can even try to join up (cursive) your letters.

Maths

Warm Up: And the Biggest Total is...

Look at the five addition sums below. **Without using a pen and paper**, estimate which one you think has the largest answer. Write down which one you think is the highest and explain the strategy you used.

a. $567 + 319 + 27 + 461$

b. $430 + 300 + 56 + 579$

c. $210 + 323 + 60 + 426$

d. $32 + 750 + 312 + 3$

e. $46 + 34 + 22 + 78$

Task: HOW MANY DO WE HAVE?

Each year, zoos from around the world complete a survey of how many animals they have. They keep check to determine whether the numbers are increasing or decreasing. Excess (too many) animals are then put up for exchange with other zoos, often overseas zoos, to continue the breeding program.

You will need to select **1 table** of numbers below. Pick one that will give you a challenge but that is not too hard for you. The set colours are yellow, green and blue

Yellow set

	Koala	Giraffe	Red Panda	Gazelle	Eagle	Stick insect
Melbourne Zoo	21	6	4	23	2	56
Sydney Zoo	31	4	2	12	2	21
Auckland Zoo	2	7	6	4	3	2
New York Zoo	4	11	8	16	4	6
London Zoo	6	15	10	15	2	3

Green Set

	Koala	Giraffe	Red Panda	Gazelle	Eagle	Stick insect
Melbourne Zoo	214	65	48	231	25	186
Sydney Zoo	312	46	21	19	22	41
Auckland Zoo	23	73	66	41	37	23
New York Zoo	45	111	86	56	74	63
London Zoo	16	35	17	135	25	13
Durban Zoo	6	67	23	356	35	5

Paris Zoo	34	54	21	26	4	7
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Blue set

	Koala	Giraffe	Red Panda	Gazelle	Eagle	Stick insect
Melbourne Zoo	1214	657	483	2313	258	9567
Sydney Zoo	3125	4613	212	1932	228	3241
Auckland Zoo	231	7334	662	4135	372	2345
New York Zoo	455	1115	8645	1564	744	6364
London Zoo	168	356	177	1135	225	136
Durban Zoo	635	6678	623	8356	3521	534
Paris Zoo	346	546	21	26	412	723

Addition questions - to be done in your workbook.

1. How many gazelles does Melbourne and Sydney have altogether?
2. If Melbourne and Auckland Zoo gave their koala numbers to London Zoo, how many would London be getting?
3. If New York and Auckland Zoo gave their giraffe numbers to Sydney Zoo, how many would Sydney be getting? How many giraffes would Sydney now have in total?
4. How many animals in total does Auckland have available to trade? (Add all the Auckland animal numbers together)

Extension: Write your own addition questions based on the table you chose and then work out the answers.

STEAM

Exciting News!!!! With the money raised at last year's Fete we are creating a beautiful Sensory Garden at school.

HAVE YOUR SAY!

Tell us what YOU would love to see in this area through one or more of the following:

- Fill in our questionnaire
- Draw a picture

- Create a model

The garden will be near the multipurpose room.



Some sensory examples:



Questionnaire

1. With the school outdoor area (see aerial), what do you see as a good part of this space that needs to be kept as part of the new design?
2. What are the best and worst features of this area?
3. What educational elements would you like to see in the space?
4. What fun activities would you like to do in the space?
5. How can we make the space inclusive for everyone?
6. What sensory elements do you want to see in this space and how can we use them?

Day 1 Resources - Reading

<p>The Road not Taken By Robert Frost</p> <p>Two roads diverged in a yellow wood, And sorry I could not travel both And be one traveler, long I stood And looked down one as far as I could To where it bent in the undergrowth;</p> <p>Then took the other, as just as fair, And having perhaps the better claim Because it was grassy and wanted wear, Though as for that the passing there Had worn them really about the same,</p> <p>And both that morning equally lay In leaves no step had trodden black. Oh, I kept the first for another day! Yet knowing how way leads on to way I doubted if I should ever come back.</p> <p>I shall be telling this with a sigh Somewhere ages and ages hence: Two roads diverged in a wood, and I, I took the one less traveled by, And that has made all the difference</p>	<p>Wind on the Hill By A.A Milne</p> <p>No one can tell me, Nobody knows, Where the wind comes from, Where the wind goes.</p> <p>It's flying from somewhere As fast as it can, I couldn't keep up with it, Not if I ran.</p> <p>But if I stopped holding The string of my kite, It would blow with the wind For a day and a night.</p> <p>And then when I found it, Wherever it blew, I should know that the wind Had been going there too.</p> <p>So then I could tell them Where the wind goes... But where the wind comes from Nobody knows.</p> <p>(Fun fact- A.A Milne wrote Winnie the Pooh!)</p>
<p>Maggie and Milly and Molly and May By E.E Cummings</p> <p>maggie and milly and molly and may went down to the beach (to play one day)</p> <p>and maggie discovered a shell that sang so sweetly she couldn't remember her troubles, and</p> <p>milly befriended a stranded star whose rays five languid fingers were;</p> <p>and molly was chased by a horrible thing which raced sideways while blowing bubbles: and</p> <p>may came home with a smooth round stone as small as a world and as large as alone.</p> <p>For whatever we lose (like a you or a me) it's always ourselves we find in the sea.</p>	<p>Karen McLendon-Laumann/ Spike Milligan</p> <p>Smiling is infectious, you catch it like the flu, When someone smiled at me today, I started smiling too.</p> <p>I passed around the corner and someone saw my grin. When he smiled I realized I'd passed it on to him.</p> <p>I thought about that smile, then I realized its worth. A single smile, just like mine could travel round the earth. So, if you feel a smile begin, don't leave it undetected. Let's start an epidemic quick, and get the world infected!</p>

Poetry Toolbox

 rhythm Create a fun pattern that makes it easy to remember.	 line breaks Write in shorter lines to slow the reader down.
 metaphor Tell the reader that something is something else.	 simile Tell the reader that something is 'like' or 'as' something else.
 imagery Give them help to form a picture in their mind.	 personification Give human qualities to something that isn't human.
 alliteration Start some words in a line using the same sound or letter.	repetition Repeat a word or phrase. 
rhyme Use words with similar sounding final syllables. 	onomatopoeia Use words that mimic the sound of the noun or verb they describe. 

Examples:

Rhyme: rain pain, day pray, blue shoe

Alliteration: eight elegant elephants

Simile: Beautiful **like** a flower. As strong **as** a bear.

Metaphor: He **is** a delicate flower. She **was** a scared mouse.

Personification: The clouds cried in pain.

Repetition: Let it be, let it be.

Onomatopoeia: splash, hoot, bang, oink

Day 2

Reading

Today and tomorrow we are going to look at poetry and dissect a piece of writing. It is really important that when you read poetry you do so knowing the structure and rhythm of the piece.

Watch this video about analysing poetry. You don't need to worry about the part where it talks about 'stressed and unstressed syllables', just pay attention to all the rest!

<https://www.youtube.com/watch?v=kbH9Og1YTFo>- Analysing a poem

After watching the video, have a go at breaking down 'The Swing,' by Robert Louis Stevenson exactly how they broke down 'From above' in the video.

You need to answer these questions:

1. How many stanzas does this poem have?
2. How many lines are in each stanza?
3. Do any of the lines rhyme? If so, can you work out the rhyme scheme? (review video if unsure on what a rhyme scheme is).
4. Do the sentences always end at the end of a line?

The Swing

How do you like to go up in a swing,
Up in the air so blue?
Oh, I do think it the pleasantest thing
Ever a child can do!

Up in the air and over the wall,
Till I can see so wide,
River and trees and cattle and all
Over the countryside-
Till I look down on the garden green,
Down on the roof so brown-

Up in the air i go flying again,
Up in the air and down!

By Robert Louis Stevenson

Read a book of your choice for at least 20 minutes, making sure that it is a 'just right' book. Write down any author's devices that you find e.g. similes, alliteration, rhyming, hyperbole, personification, etc.

<p>Writing</p> <p>Acrostic Poems</p>	<p style="text-align: center;">Acrostic Poems</p> <p>An acrostic poem is a type of poetry where the first, last or other letters in a line spell out a particular word or phrase. The most common and simple form of an acrostic poem is where the first letters of each line spell out the word or phrase.</p> <p style="text-align: center;">Examples:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Fancy Writing A poem? Pi C k a topic of your choice You can w R ite about anything Let y O ur imagination run wild Choo S e the right words Writing your T houghts on paper Nothing is I mpossible Be C reative!</p> </td> <td style="width: 50%; vertical-align: top;"> <p><i>Rain drops drip on my shoes And more drops fall, in ones and twos I think of all my friends inside Not me, I think, I shall not hide Stormy weather makes me run To puddles outside, so much fun On rainy days, I'll always be Running around for all to see Mud and splashes cover me!</i></p> </td> </tr> </table> <p>Task: Write your own acrostic poem using any word/phrase of your choice.</p> <p>Challenge: Try to make your poem rhyme or follow a syllable pattern</p>	<p>Fancy Writing A poem? Pi C k a topic of your choice You can w R ite about anything Let y O ur imagination run wild Choo S e the right words Writing your T houghts on paper Nothing is I mpossible Be C reative!</p>	<p><i>Rain drops drip on my shoes And more drops fall, in ones and twos I think of all my friends inside Not me, I think, I shall not hide Stormy weather makes me run To puddles outside, so much fun On rainy days, I'll always be Running around for all to see Mud and splashes cover me!</i></p>
<p>Fancy Writing A poem? Pi C k a topic of your choice You can w R ite about anything Let y O ur imagination run wild Choo S e the right words Writing your T houghts on paper Nothing is I mpossible Be C reative!</p>	<p><i>Rain drops drip on my shoes And more drops fall, in ones and twos I think of all my friends inside Not me, I think, I shall not hide Stormy weather makes me run To puddles outside, so much fun On rainy days, I'll always be Running around for all to see Mud and splashes cover me!</i></p>		
<p>Maths</p>	<p>Warm Up: And the answer is....825</p> <p>I did a subtraction task and the answer was 825 but I cannot remember the other numbers. Find as many solutions to this subtraction as possible in 5 minutes.</p> <p>Task: Answer these addition questions in your workbook. Use the same coloured table as yesterday or choose a more difficult set.</p> <ol style="list-style-type: none"> 1. Which two zoos have the most giraffes in total? 2. Altogether, how many koalas, red pandas and stick insects does New York Zoo have? 3. How many gazelles are there in all zoos? 4. If London Zoo traded all of its animals, how many would they be able to exchange? 5. How many of these animals do these zoos have? Durban- koalas and stick insects Paris – koalas and gazelles London- giraffes, red pandas and gazelles <p>Extension: Write your own addition questions based on the table you chose and then work out the answers.</p>		

<p>BQT</p>	<p style="text-align: center;">Historical Re-enactment of your 'Moment in Time'</p> <p>Last week you created a poster/collage/diorama of a historical event of your choice that you had researched.</p> <p>This week, you will record a short video re-enactment of your chosen event. Here are some things to consider:</p> <ul style="list-style-type: none"> ● Your re-enactment needs to be short, between 1 and two minutes is ideal ● You can act in it alone, or you might want to have a family member join you ● Alternatively, you could use lego figures/teddies/dolls etc. as the 'actors' and you can do their voices ● You may be able to use your poster/ diorama from last week as a back-drop or prop ● If you choose to 'act' in your video, you might want to raid your dress up box and see if you can find a costume to suit the era. <p>Today's activity is to use the information to write a short script for your video, imagining what the historical figures might have said (you may even be able to include their real life quotes). You need to try and get the most important details of the event across in this dialogue. Tomorrow, you can record it.</p> <p>Here is an example video of the 'First Fleet.' Notice how the children re-enact certain parts of the story:</p> <p>https://education.abc.net.au/home#!/media/1957482/first-fleet</p> <p>Here is an example of a simple script for a re-enactment of someone deciding to emigrate from Ireland because of the Potato Famine in the 1840s. This script includes details of why there was a famine, where people emigrated to, and how hard it was for the people of Ireland.</p> <p><i>Setting: Small, dark one room farmhouse</i> <i>Characters: Mary (a teenage girl) and her mother</i></p> <p>Mary: I'm so hungry. Why aren't there any potatoes? Mum: I'm sorry pet, they have all been ruined by disease. Potatoes are all we had, now we have nothing. Mary: But now we will starve. What can we do? Mum: We only have one choice, if we don't leave Ireland, we will die. Mary: How can we leave? Mum: There are boats Mary, boats leaving for England, America, even Australia. We can have a better life there, there will be food and jobs for us. Mary: But the coast is so far away Mum and we don't have enough money for the passage. Mum: I'll sell all our silver, and then we'll walk 100 miles to the port at Queenstown.</p>
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P.E.

Opening/Warm-up – Welcome to the second Harry Potter workout young wizards. Complete all six exercises that run for 30 seconds each. There are no breaks in the workout this week but you can pause and have a short rest whenever you need one

<https://www.youtube.com/watch?v=oF3wu8mb8Yo&list=PLvuT1Bjs2VSFOYqahj8VAKBwyYFnLJIDa&index=33>

or complete your own circuit consisting of 6-8 exercises. Perform each exercise for 60 seconds, have a short rest and then move onto your next one. Try to choose exercises that will target different parts of your body.

Punting – Last week we began to work on punting a ball. The key things to remember when punting are:

- Eyes are focused on the ball throughout the punt
- Ball is held at about hip height in front of the punting leg
- Take a few steps so you are balanced and building momentum
- Bend the knee of your kicking leg during the backswing for the punt
- Guide the ball down over your kicking foot with one hand so it makes contact with the top of your foot
- Punting leg follows through and toes point toward the target after contact with the ball

You may want to watch the same clip as last week to see the correct punting technique

<https://www.youtube.com/watch?v=PXc79JGdvdo>

Activities

- a) Spend about 1-2 minutes visualising you punting a ball. Picture yourself holding a ball and performing the steps in one smooth and continuous motion, ending with you punting a ball.
- b) Grab any shape ball that is suitable for punting, head outside and find as much space as you can. Perform each one of the following activities for about **5 minutes**.

We are going to begin by trying to punt the ball straight up in the air and trying to catch our own punt, either on the full or after a bounce or two. To make sure the ball is going straight up in the air, our toes need to be pointing straight up as we kick the ball and follow through.

You may want to start with small kicks and increase the height as you proceed.

c) Now we are going to punt the ball forwards. The technique will be the same except now you need to ensure your toes are pointing forward toward your target.

You can play kick-to-kick with another family member if someone is available. Otherwise, punt your ball, run after it, pick it up and punt it again.

d) Grab any two objects that can act as markers and make a goal by placing them down on the ground about 5 - 7 metres apart. You may want to place your goal in front of a wall so the ball can rebound back to you. Just make sure that no windows or other breakable objects are nearby.

Punt your ball towards your goal **20 times**. How many goals were you able to kick?

If it is too easy, you can make it harder by standing further away from the goal or by making your goal smaller.

Day 3

Reading

Louder than a Clap of Thunder!

Louder than a clap of thunder,
louder than an eagle screams,
louder than a dragon blunders,
or a dozen football teams,
louder than a four-alarm,
or a rushing waterfall,
louder than a knight in armor
jumping from a ten-foot wall.

Louder than an earthquake rumbles,
louder than a tidal wave,
louder than an ogre grumbles
as he stumbles through his cave,
louder than stampeding cattle,
louder than a cannon roars,
louder than a giant's rattle,
that's how loud my father SNORES!



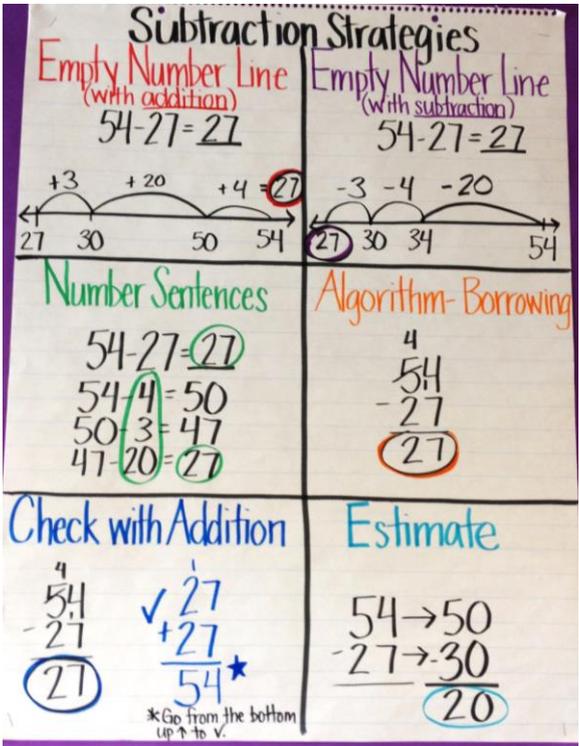
Today, you are continuing on with dissecting a poem. You practised this yesterday, so you should feel more confident doing this today and answering some questions.

<https://www.youtube.com/watch?v=kbH9Og1YTFo>- Analysing a poem

Watch the 'Analysing Poetry' video again to remind you about what we are looking for (remember, you don't need to worry about the 'stressed and unstressed syllables' part). Then have a go at breaking down 'Louder than a Clap of Thunder' by Jack Prelutsky, exactly the same way 'From above' in the video was broken down in the video, by answering these questions:

1. How many stanzas does this poem have?
2. How many lines are in each stanza?
3. Do any of the lines rhyme? Are you able to identify the rhyme scheme? (review video if unsure on what a rhyme scheme is).
4. Do the sentences always end at the end of a line?
5. How did this poem make you feel?
6. What was the purpose of this poem?

Read a book of your choice for at least 20 minutes, making sure that it is a 'just right' book. Write down any author's devices that you find e.g. similes, alliteration, rhyming, hyperbole, personification, etc.

<p>Maths</p>	<p>Warm Up: 5 Bigger, 5 Smaller</p> <p>Your magic number is 52 314. Try to find 5 numbers that are bigger and 5 numbers that are smaller. You may only use the same digits.</p> <p>What is the largest possible smaller number?</p> <p>What is the smallest possible larger number?</p> <p>Task:</p> <p>Answer these subtraction questions in your workbook.</p> <p>Use the same coloured table as Monday or choose a more difficult set.</p> <ol style="list-style-type: none"> 1. What is the difference in numbers of koalas between Melbourne and Sydney Zoos? 2. What is the difference in giraffe numbers between New York and London Zoos? 3. How many more stick insects are there than gazelles at Sydney Zoo? 4. If New York Zoo lost the same number of red pandas as the number that Auckland Zoo has, how many would be left at the New York Zoo? 5. Which zoo has the most animals altogether and which zoo has the least? What is the difference between the two? <p>Extension: Write your own subtraction questions based on the table you chose and then work out the answers.</p>	 <p>The poster is titled 'Subtraction Strategies' and is divided into six sections:</p> <ul style="list-style-type: none"> Empty Number Line (with addition): Shows $54 - 27 = 27$ with jumps of +3, +20, and +4 on a number line from 27 to 54. Empty Number Line (with subtraction): Shows $54 - 27 = 27$ with jumps of -3, -4, and -20 on a number line from 54 to 27. Number Sentences: Lists $54 - 27 = 27$, $54 - 4 = 50$, $50 - 3 = 47$, and $47 - 20 = 27$. Algorithm-Borrowing: Shows the standard vertical subtraction: $\begin{array}{r} 54 \\ -27 \\ \hline 27 \end{array}$. Check with Addition: Shows $\begin{array}{r} 27 \\ +27 \\ \hline 54 \end{array}$ with a note: '*Go from the bottom up to v.' Estimate: Shows $54 \rightarrow 50$ and $27 \rightarrow 30$, resulting in 20.
<p>BQT *</p>	<p style="text-align: center;">Days 3, 4 and 5</p> <p>Record your video using the script you wrote yesterday.</p> <p>Challenge: Can you add some sound effects, music or special effects to your video?</p> <p>Action: <i>Once you have finished filming and editing your video, send it to your teacher via Google Classroom. Your teacher will provide feedback on this work via Google Classroom.</i></p>	
<p>Music</p>	<p>Last week we looked at how harmony and melody work together and created our own jingle. This week we are going to dive a bit deeper into how melody can be constructed to create really effective sections of a song. Today we are going to be specifically looking at how melodies work in pop songs.</p>	

It is common for singers to use very few notes for melodies in one section of a song, and then in another section, get to higher notes and become more adventurous with their melody line. To understand melody lines and how they move and change, I like to hum along with the singer. You will feel your voice moving through notes and it becomes easier to hear if the singer is moving around many notes or only a few.

We have done many analysis tasks in the past to study how classical music works, but today we are going to use the same technique by using the elements of music and review on a pop song.

Listen to the song; Fire and the Flood by Australian Artist, Vance Joy.

<https://www.youtube.com/watch?v=zKmWd8DPrEc>

Focus on the vocal line that performs the melody and discuss with someone around you; Does the singer use many different notes in the verses? When does the singer reach the highest note he sings? Does the singer use repetition or patterns in his melody line?

TASK;

Write a short review of this song discussing the melody and 2 other musical elements that you find interesting in this song. Make sure you use complete sentences to describe this song.

Put your review on Google Classroom - codes will be emailed via compass

Musical elements you might want to discuss while writing your review. These are here as a prompt to write your short paragraph.

Melody: The melody is a combination of notes, usually something we like to sing to.

What is the pitch (high/low)? Is it the voice that has the melody line or another instrument? Does the melody line play only one or two notes in one section and then get more adventurous in another?

Rhythm: Is there a rhythmic pattern? Does it use short notes or long notes or a combination?

Dynamics: Describing the volume of the piece. Does it change?

Tempo: This is the beat of the song. It usually stays fairly consistent in pop songs.

Harmony: What are the chords or bass lines doing underneath the melody? Is it adding a sad/happy sound? What instruments play the harmony?

Tone colour/Timbre: What are the instruments doing? What do they sound like? Is it a harsh sound, warm, smooth...etc.

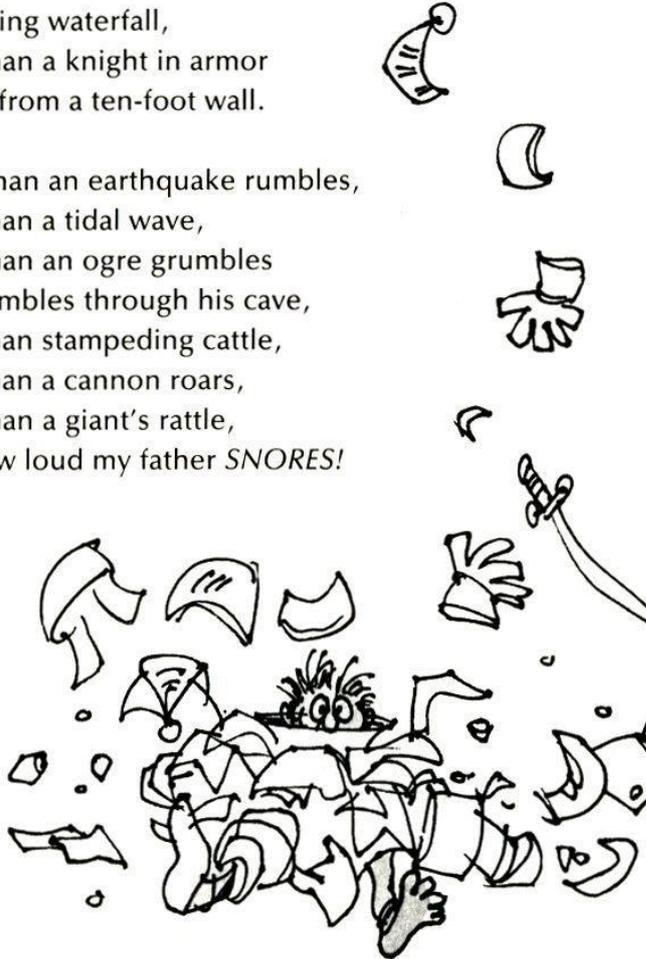
Texture: Describes the layers in music; busy, thin, thick, sparse...etc.

Structure/Form: Does the song evolve? Is it a typical song structure? Is there a climax point? Does it change at the end?

Louder than a Clap of Thunder!

Louder than a clap of thunder,
louder than an eagle screams,
louder than a dragon blunders,
or a dozen football teams,
louder than a four-alarmer,
or a rushing waterfall,
louder than a knight in armor
jumping from a ten-foot wall.

Louder than an earthquake rumbles,
louder than a tidal wave,
louder than an ogre grumbles
as he stumbles through his cave,
louder than stampeding cattle,
louder than a cannon roars,
louder than a giant's rattle,
that's how loud my father SNORES!



Day 4

Reading



Today you are being a poetic device detector!

Poets add in poetic devices (similar to authors devices) to make poems more interesting!

Below are four different poems; Fishes' Evening Song, Check, Spring and Slippery Sliderly, Scaley old Snake. Your job is to read all four of the poems and figure out what poetic device is used in each one, some might have two or more. You also need to write a paragraph about how you knew it was that poetic device. What part of the poem told you that.

(Use Day 1 writing resource if you get stuck with identifying each poetic device)

Writing

Limericks

Look at the poems below and try to figure out what a **limerick** is. Discuss with a family member about what both poems have in common or write it in your book.

Edward Lear
A Book of Nonsense



There was an Old Man with a beard,
Who said, 'It is just as I feared!
Two Owls and a Hen,
Four Larks and a Wren,
Have all built their nests in my beard!'

Edward Lear
A Book of Nonsense



There was a Young Lady whose chin,
Resembled the point of a pin;
So she had it made sharp,
And purchased a harp,
And played several tunes with her chin.

Limerick

A limerick is a humorous (funny) poem with 5 lines. The poem follows a strict rhyme pattern of AABBA. The **first, second and fifth line rhyme** (*beard, feared, beard*), while the **third** (*Hen*) and **fourth lines** (*Wren*) are **shorter** and share a **different rhyme**.

There was an Old Man with a **beard**, A
Who said, 'It is just as I **feared**! A
Two Owls and a **Hen**, B
Four Larks and a **Wren**, B
Have all built their nests in my **beard**!' A

Task: Write your own limerick about any topic of your choice. Remember to make it humorous!

Challenge: Can you add a funny illustration to go with your limerick?

Maths

Warm Up:

Time yourself to see how long it takes you to complete this table:
One answer has been done for you!

+	3	9	6	2	5	4
32						
38				40		
30						

Task:

Answer these **subtraction** questions in your workbook.
Use the same coloured table as Monday or choose a more difficult set.

	<ol style="list-style-type: none"> 1. How many less stick insects does Sydney Zoo have compared to Melbourne Zoo? 2. Which zoo has the most gazelles and which zoo has the least? What is the difference between the two? 3. Half of the gazelles from New York Zoo were traded to other zoos around the world. How many gazelles do they have left? 4. London Zoo gave away all of its animals that start with the letter G (G Total). They wanted to get all the animals from Auckland Zoo that started with the letter 'E' (E Total). What is the difference in the number of animals between 'G Total' and 'E Total'? <p>Extension: Write your own subtraction questions based on the table you chose and then work out the answers.</p>																		
<p>Drama</p>	<p style="text-align: center;">Dance warm up https://www.youtube.com/watch?v=KhfkYzUwYFk</p> <p style="text-align: center;">Poetry Director Game</p> <p>Try singing "Baa Baa Black Sheep," in a different manner For example: As if, you are a rock star.</p> <p style="text-align: center;">Baa, baa, black sheep, have you any wool? Yes sir, yes sir, three bags full! One for the master, And one for the dame, One for the little boy Who lives down the lane</p> <p>Here are some further ideas to choose from:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Cheerleader</td> <td style="width: 50%;">Happily</td> </tr> <tr> <td>Angrily</td> <td>Very funny</td> </tr> <tr> <td>Robot</td> <td>Rudely</td> </tr> <tr> <td>An old person</td> <td>Santa</td> </tr> <tr> <td>Bored</td> <td>Tiredly</td> </tr> <tr> <td>A baby</td> <td>Anxiously</td> </tr> <tr> <td>Excitedly</td> <td>An elf</td> </tr> <tr> <td>Opera Singer</td> <td>Nervously</td> </tr> <tr> <td>Sadly</td> <td></td> </tr> </table> <p>You may choose to film one of these and add it to your drama google account - codes will be emailed via compass</p>	Cheerleader	Happily	Angrily	Very funny	Robot	Rudely	An old person	Santa	Bored	Tiredly	A baby	Anxiously	Excitedly	An elf	Opera Singer	Nervously	Sadly	
Cheerleader	Happily																		
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An old person	Santa																		
Bored	Tiredly																		
A baby	Anxiously																		
Excitedly	An elf																		
Opera Singer	Nervously																		
Sadly																			

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Day 4: Reading Resources

<p>Fishes' Evening Song By Dahlov Ipcar</p> <p>Flip flop, Flip flap, Slip slap, Lip lap; Water sounds, Soothing sounds. We fan our fins As we lie Resting here Eye to eye. Water falls Drop by drop, Plip plop, Drip drop.</p> <p>Plink plunk, Splash splish; Fish fins fan, Fish tails swish, Swush, swash, swish. This we wish ... Water cold, Water clear, Water smooth, Just to soothe Sleepy fish.</p>	<p>Spring By Karla Kuskin</p> <p>I'm shouting I'm singing I'm swinging through the trees I'm winging skyhigh With the buzzing black bees. I'm the sun I'm the moon I'm the dew on the rose. I'm a rabbit Whose habit Is twitching his nose. I'm lively Im lovely I'm kicking my heels. I'm crying. "Come dance" To the freshwater eels. I'm racing through meadows Without any coat I'm a gambolling lamb I'm a light leaping goat I'm a bud I'm a bloom I'm a dove on the wing. I'm running on rooftops And welcoming spring!</p>
<p>Check By James Stephens</p> <p>The night was creeping on the ground; She crept and did not make a sound Until she reached the tree, and then She covered it, and sole again Along the grass beside the wall.</p> <p>I heard the rustle of her shawl As she threw blackness everywhere Upon the sky and ground and air,</p>	<p>Slithery, Slidery, Scaly Old Snake by Denise Rodgers</p> <p>Slithery, slidery, scaly old snake, surely your body must be a mistake. Your eyes, mouth and tongue wisely stay on your head. It seems that your body is all tail instead. You gobble your dinner, you swallow it whole -- a mouse or a frog or a turtle or mole. Ugh!</p>

<p>And in the room where I was hid: But no matter what she did To everything that was without, She could not put my candle out.</p> <p>So I stared at the night, and she Stared back solemnly at me.</p>	<p>Why don't you eat ice cream or chocolatey cake! Oh slithery, slidery, scaly old snake.</p>
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Day 5

Reading	 <p>Today we are going to practise reading poems aloud. You will need to think about rhythm, rhyme and expression. There are two poems below, ' Sick ' by Shel Silverstein and ' The Triantiwontigongolope' by C.J. Dennis, you can choose the one that you would like to read out loud .To practise your reading, try and film yourself so you can listen back and hear where you are changing your tone/ expression or where you may be making mistakes.</p> <p>If you're feeling brave enough (and your parents let you) film yourself performing this poem and post it up on Google Classroom.</p> <p>Read a book of your choice for at least 20 minutes, making sure that it is a 'just right' book. Write down any author's devices that you find e.g. similes, alliteration, rhyming, hyperboles, personification etc.</p>
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Writing *	<p style="text-align: center;">Free Verse</p> <p>Free Verse is poetry that does not follow any particular structure and does not need to rhyme or have a regular rhythm. Therefore you are free to write whatever you choose to show your artistic expression. Compared to other forms of poetry, free verse is quite modern, so the topics are varied and usually about everyday things.. like bacon!</p> <p style="text-align: center;">Bacon by Nick Offerman</p> <p style="text-align: center;"><i>Sleep breaks via skillet sizzle I startle like a Goldilocks bear I bumble and mumble out of bed Whose been cooking in my kitchen? I listen my nostrils widen I'm stricken it's bacon Fork Knife Spoon Trashed Here's my fork knife spoon again Attached to my body</i></p>
Free Verse	

*Or as I like to say:
 Bacon eater
 Cause the world is split into two halves
 The bacon and the bacon eaters
 Utensils don't make the bacon sweeter
 It's breakfast
 CRUNCH
 Another bunch then lunch
 Before I know it it's been three days
 I smile my lips bacon glazed
 I'm correct
 I'm finished
 Life is diminished down to its grizzly bear essence
 The bacon and me
 The bacon in I
 I'm ready to die of Bacon.*

You can listen to the poem here: A Slam Poem to Bacon (with Nick Offerman)

<https://www.youtube.com/watch?v=xSVO5VloDlc&list=PLLvdSfZYtsxiVC91Yrx6jdVT399ZABSsO&index=16>

Task: Write your own free verse poem about any topic of your choice.

Reflection: You should now have written 5 different poems. Which one is your favourite and why?

Action: *Take a photo of your favourite poem from the week and send it to your teacher via Google Classroom. Your teacher will provide feedback on this work via Google Classroom.*

Maths

Warm Up:

What might the missing numbers be?

The question is $1 _ 2 - _ 4 = 68$

What might the missing numbers be?

See how many different answers you can find in 5 minutes.

Task:

This week, Mr Hales has shown you videos of different addition and subtraction strategies. Choose the coloured set for you and use your favourite strategy to answer the following questions:

Yellow Set

- a) $23 + 45 =$ b) $64 + 21 =$ c) $56 + 23 =$ d) $28 + 41 =$
 e) $78 - 41 =$ f) $86 - 43 =$ g) $49 - 27 =$ h) $63 - 31 =$

Green Set

- a) $457 + 243 =$ b) $789 + 325 =$ c) $34 + 57 + 88 + 42 + 63 =$
 d) $388 - 112 =$ e) $81 - 47 =$ f) $94 - 27 =$

Blue Set

- a) $349 + 999 =$ b) $\$34.25 + \$47.98 =$ c) $\$176.50 + \$87.80 =$
 d) $27 + 35 + 42 + 67 + 89 =$ e) $\$38.99 - \$21.20 =$ f) $\$45.65 - \$23.87 =$
 g) $400 - 224 =$ h) $501 - 336 =$

Extension:

Two teams had a relay race. Here are their times. Which team won the race?

Team 1

John 5.67s
 Jim 6.34s
 Rachael 7.89s
 Lily 4.21s

Team 2

Amy 7.56s
 Daniel 5.91s
 Tom 3.49s
 Ben 5.97s

Art

Introduction – Negative Space

Positive space in art is the object or subject in an artwork. Like the pot plant in this photo.



Positive space

Negative space in art is the area around and between the object in the artwork. Like the grey in this drawing, you can't see the plant or the pot but you can see the gaps between the leaves.

Negative space in a drawing is very important. If your drawing doesn't look right, looking at the negative space can help improve your drawing. Negative space is often forgotten about or people don't pay attention to it. This week you will be looking closely at negative space.



Negative Space

Task

In your journal you will be creating 2 drawings by only drawing the negative space. Find an object around the house, the kitchen is a great place to look. Draw the object but look at the negative space. Draw the object by drawing the outside edges of the object, don't include any detail in the object. For example in the drawing of the stool, you can't see where the legs of the stool meet at the seat, you can't see where the cross pieces attach to the legs of the stool.



Reading Resources Day 5: Poems

The Triantiwontigongolope

By C.J. Dennis

There's a very funny insect that you do not often spy,
And it isn't quite a spider, and it isn't quite a fly;
It is something like a beetle, and a little like a bee,
But nothing like a wooly grub that climbs upon a tree.
Its name is quite a hard one, but you'll learn it soon, I hope.

So try:

Tri-

Tri-anti-wonti-

Triantiwontigongolope.

It lives on weeds and wattle-gum, and has a funny face;
Its appetite is hearty, and its manners a disgrace.
When first you come upon it, it will give you quite a scare,
But when you look for it again, you find it isn't there.
And unless you call it softly it will stay away and mope.

So try:

Tri-

Tri-anti-wonti-

Triantiwontigongolope.

It trembles if you tickle it or tread upon its toes;
It is not an early riser, but it has a snubbish nose.
If you sneer at it, or scold it, it will scuttle off in shame,
But it purrs and purrs quite proudly if you call it by its name,
And offer it some sandwiches of sealing-wax and soap.

So try:

Tri-

Tri-anti-wonti-

Triantiwontigongolope .

But of course you haven't seen it; and I truthfully confess
That I haven't seen it either, and I don't know its address.
For there isn't such an insect, though there really might have been
If the trees and grass were purple, and the sky was bottle green.
It's just a little joke of mine, which you'll forgive, I hope.

Oh, try!

Tri-

Tri-anti-wonti-

Triantiwontigongolope.

Sick

by Shel Silverstein



"I cannot go to school today, "
Said little Peggy Ann McKay.
"I have the measles and the mumps,
A gash, a rash and purple bumps.
My mouth is wet, my throat is dry,
I'm going blind in my right eye.
My tonsils are as big as rocks,
I've counted sixteen chicken pox
And there's one more-that's seventeen,
And don't you think my face looks green?
My leg is cut-my eyes are blue-
It might be instamatic flu.
I cough and sneeze and gasp and choke,
I'm sure that my left leg is broke-
My hip hurts when I move my chin,
My belly button's caving in,
My back is wrenched, my ankle's sprained,
My 'pendix pains each time it rains.

My nose is cold, my toes are numb.
I have a sliver in my thumb.
My neck is stiff, my voice is weak,
I hardly whisper when I speak.
My tongue is filling up my mouth,
I think my hair is falling out.
My elbow's bent, my spine ain't straight,
My temperature is one-o-eight.
My brain is shrunk, I cannot hear,
There is a hole inside my ear.
I have a hangnail, and my heart is-what?
What's that? What's that you say?
You say today is...Saturday?
G'bye, I'm going out to play!"