

Year 3/4 - Week 1 - Learning at Home

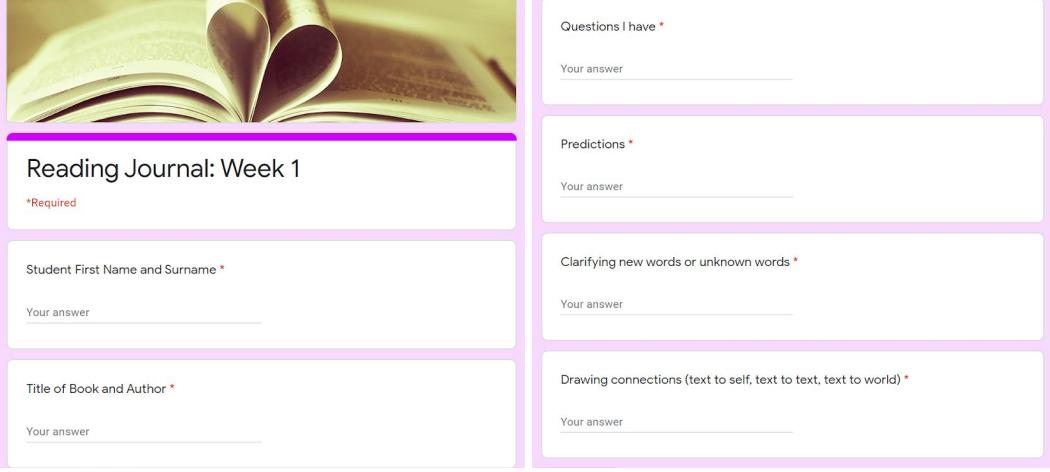
Tasks to hand in this week	
Day 2	Reading comprehension
Day 3	iTime proposal
Day 3 - Specialist	Music

Weekly Focus	
Reading	Comprehension
Writing	Verbs and Apostrophes for Contraction/Possession
Spelling	Long vs short 'u' sounds
Maths	Volume
BQT	i-Time
HEALTH	Cyber etiquette



This icon means you will need to go to Google Classroom to access the related videos or resources.

Day 1

Reading	<p>Learning Intention: What information can I add to my online reading journal?</p> <p>Task 1: We have set up an online reader's journal, which looks very similar to your reader's journal books at school. The only difference is you type in the information about the books you read.</p> <p>Each day this week and next you will be asked to independently read for at least 15 minutes. <u>Please do this now.</u></p> <p>Once you have finished reading for at least 15 mins, you need to go to your online reading journal and add information to it.</p> <p>The online reading journal is found in the classwork section 'Reading journal' of Google Classroom. It looks like this:</p>  <p>Instructions:</p> <ul style="list-style-type: none"> -Each day you add to the Reading journal. Press submit to save what you have written. -Even when you have submitted it you still can go back each day and edit it to add information. Press "edit your response." <p>***At the end of the week we will look at the journal.</p>								
Spelling	<p>Learning Intention: I can notice the difference in the long u sounds and the short u sound and know what graphemes can make those sounds.</p> <p>Short u sound is the /uh/ sound we make when we say <u>umbrella</u>, <u>cup</u>, <u>tumble</u> etc. Sometimes it's made with more complex spelling patterns (graphemes) as in <u>flood</u>, <u>does</u>, <u>young</u> or <u>love</u>.</p> <p>Long u is the trickiest long vowel sound to learn as it can be two sounds - yoo or oo (e.g. it's the yoo sound in <u>cute</u> or <u>new</u> and it's the oo sound in <u>rude</u> or <u>blew</u>). There are 7 simple, more common ways to spell the two long u sounds and there are a few more complex ways too.</p> <p> Watch the video 'Spelling Week 1 - long and short u sounds' in Term 4, Week 1 Videos and Resources folder and write down the 7 common ways to spell the <u>long u sounds</u> in your writing book.</p> <p>Task 1: Read through the 12 words below out loud and listen for the long or short u sounds. Some might have neither sound, some might have both! Highlight the grapheme (letter/s) that is making that sound. The first has been done for you.</p> <table border="1" data-bbox="255 1951 1496 2092"> <tbody> <tr> <td>threw</td> <td>lovely</td> <td>unicorn</td> <td>quack</td> </tr> <tr> <td>lunch</td> <td>super</td> <td>gruesome</td> <td>country</td> </tr> </tbody> </table>	threw	lovely	unicorn	quack	lunch	super	gruesome	country
threw	lovely	unicorn	quack						
lunch	super	gruesome	country						

cruise	flute	tissue	group
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Now, cut them out and paste them (or just write them out) under the following 4 columns in your work book.

SHORT U	LONG U	BOTH	NEITHER
e.g. lunch	super	gruesome	quack

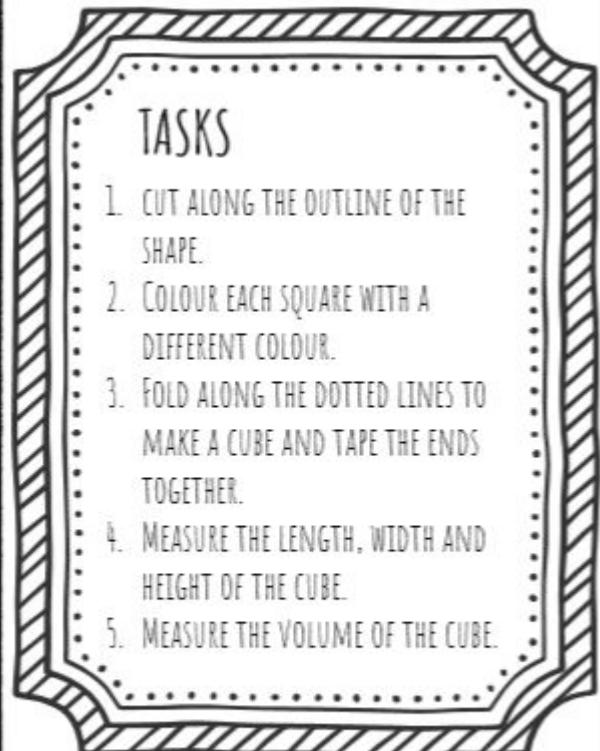
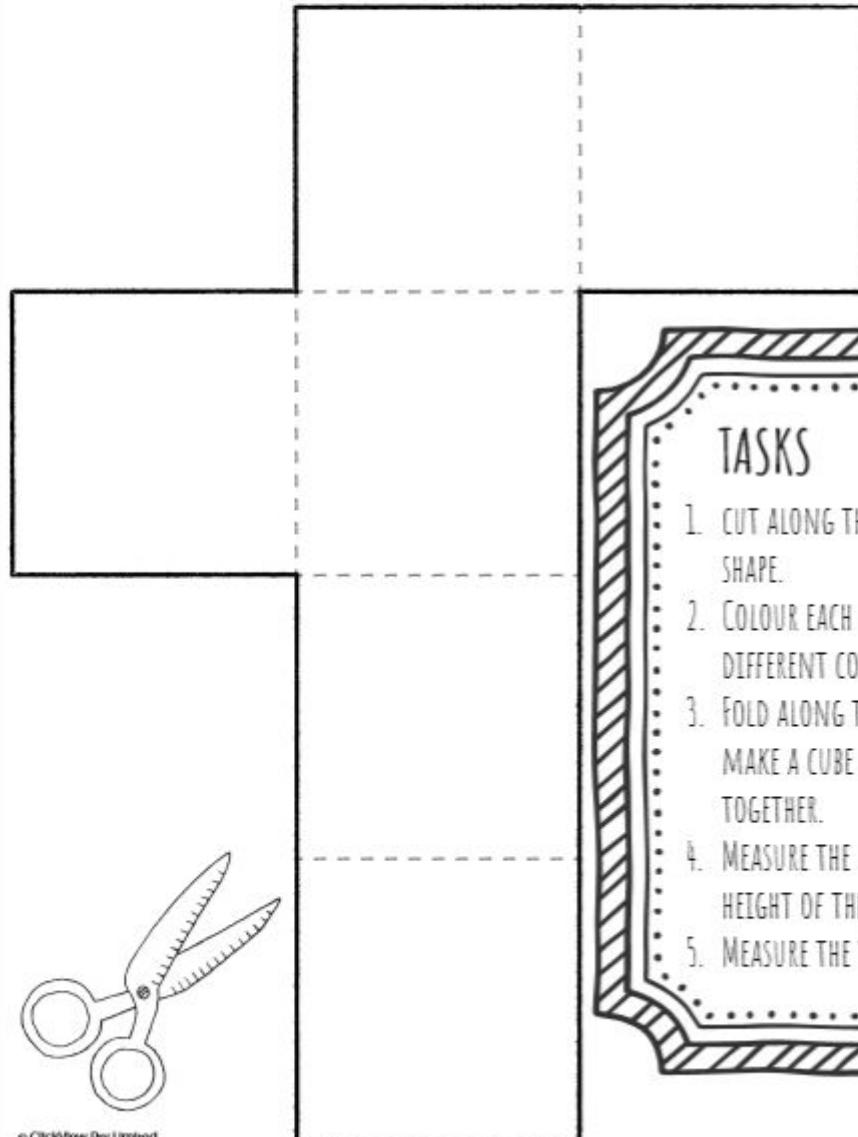
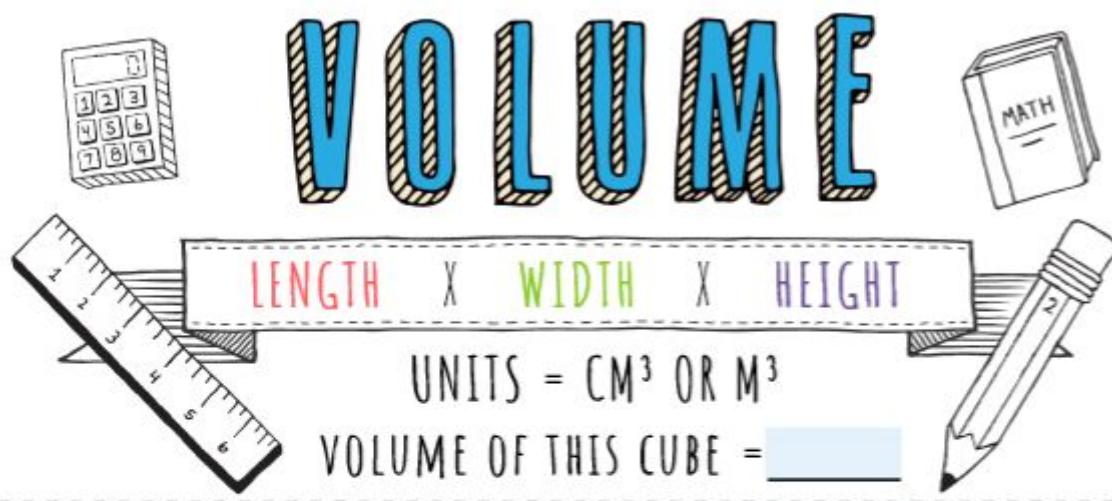
Task 2: Choose one of the spelling lists below - make sure it's the one you think best suits you. Use the '**Spelling Activities Menu**' and pick **one** way to practise your spelling words this week.

Green Code: cool722	Orange Code: snap818	Red Code: here975
punch	wrung	muscles
young	country	roughly
threw	gruesome	queue
amuse	nephew	enthusiastic
value	rescue	nuisance
computer	supermarket	supernatural
usually	university	troubadour

Optional Activity - Do you need more practise with any of these graphemes? Do it online!

1. Log into [soundwaveskids.com.au](#) using the code matched to your coloured list above (green = cool722 / orange = snap818 / red = here975).
2. To practise the **LONG U** sounds/spelling patterns - click on **UNIT 29** (the boot) OR to practise **SHORT U** sound/spelling patterns - click on **UNIT 11** (with the umbrella picture!).
3. First, make sure you check out the 'List Words' and then have a go with the 'Segmenting Tool' to split some words into their sounds.
4. After that, have fun completing the different games and activities for the long o sound and its related spelling patterns (graphemes).

Maths	Volume Learning Intention: What is volume, how do I measure it? What is volume? How do I measure it? Watch this clickview clip: https://online.clickview.com.au/libraries/videos/6689791/calculating-volume Task: Calculate the volume of the cube below.
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▶ ClickView

i-Time



Learning Intention: What is iTime?

iTime starts now!

This term you will be working on an independent inquiry. This means you will be learning about something new and **STRETCHING** your thinking!

Watch 'i-Time/ Learner assets' video in week 1 resources to find out more about what i-Time is and what you will be doing.

At NLPS we have learner assets, these are the skills you need to be a great learner. They help you problem solve, think outside the box and communicate with others. Here are our 6 learner assets:

We are RESEARCHERS	We are COMMUNICATORS	We are COURAGEOUS
We are SELF -MANAGERS	We are THINKERS	We are COLLABORATORS

Task 1: Complete the Learner Assets reflection in the resources below.

Task 2: As iTime utilises all of these learner assets, your job is to read over your table and see which asset you struggle with the most, which one do you feel like you need to work on or improve. From there, you need to set yourself a goal to improve that skill during this iTime experience. It is important you spend time writing this goal, as over the next 3 weeks you will actively be trying to improve this skill during each iTime session.

Here are some examples of goals:

I want to be a better researcher. I want to always ensure that I am using credible sites to gather information, to ensure my facts are correct.

I want to be a better collaborator. Even though this task is individual, I want to be able to express my ideas and newly learnt information in an engaging way. When I'm stuck during this iTime process I will ask for help from my teacher and my peers.

Note: All iTime tasks are to be completed in your personal iTime Google Doc that your teacher has set up for you.

Indonesian

Hai anak-anak. This week we will be revising numbers by playing a card game called "Hap"

Click on the link for the lesson

[Grade 3/4 week 1 term 4](#)

Have fun

Pak Ben

i-Time resources Day 1:

Learner Assets	I do this well when (example from school or home)	I find this challenging when (example from school or home)	I could strengthen this learning asset by
I am a researcher. I am curious, creative and critical.			
I am a collaborator. I am empathic, compassionate and reliable.			
I am a thinker. I am open-minded, flexible and persistent.			
I am a self- manager. I am resilient, responsible and reflective.			
I am a communicator. I am confident, responsive and respectful.			

Day 2

Reading	<p>Learning Intention: What comprehension strategies can I use to help me understand the text?</p> <p>Task 1: Read the text 'George's Marvellous Medicine' in Resource Day 2 and answer the comprehension questions in your workbook. All answers need to be in full sentences.</p> <p>Task 2: Independent Reading Please read for at least 15 minutes. Add to your online reading journal after you have finished reading.</p> <p>***Please note that in Week 3 you will be making a book trailer of the book you have read.</p>																				
Writing	<p>Learning Intention: What job does a verb do in a sentence?</p> <p>Using clickview, watch this video, "Verbs", which explains the different jobs that verbs do: https://online.clickview.com.au/libraries/videos/8417845/verbs</p> <p>Activity:</p> <p>Step 1: Using the 'Monster House' resource (Day 2 Writing Resources 1 below) draw 4 monsters doing an explicit verb in different rooms in the house. Try to make each verb a different type e.g. one monster doing an 'action' verb, one doing a 'thinking' (another word for this is 'sensing') verb etc.</p> <p>Use the 'Verbs Poster' (Day 2 Writing Resources 2 below) to help you.</p> <p>Step 2: Then draw this table in your book and fill it in for each monster. Here are some examples filled out for you. You need to come up with your own.</p> <table border="1" data-bbox="251 1164 1512 1670"> <thead> <tr> <th data-bbox="251 1164 494 1306">Which room is your monster in?</th><th data-bbox="494 1164 737 1306">What verb is your monster doing?</th><th data-bbox="737 1164 1130 1306">What type of verb is this? (action, thinking/sensing, saying or relating)</th><th data-bbox="1130 1164 1512 1306">Put it in a sentence</th></tr> </thead> <tbody> <tr> <td data-bbox="251 1306 494 1373">bedroom</td><td data-bbox="494 1306 737 1373">jumping</td><td data-bbox="737 1306 1130 1373">action</td><td data-bbox="1130 1306 1512 1373">Furbo jumps on the bed.</td></tr> <tr> <td data-bbox="251 1373 494 1485">kitchen</td><td data-bbox="494 1373 737 1485">stressing</td><td data-bbox="737 1373 1130 1485">thinking/sensing</td><td data-bbox="1130 1373 1512 1485">Monsty stresses about burning the cake.</td></tr> <tr> <td data-bbox="251 1485 494 1598">lounge room</td><td data-bbox="494 1485 737 1598">yelling</td><td data-bbox="737 1485 1130 1598">saying</td><td data-bbox="1130 1485 1512 1598">Koku yells at everyone to hurry up.</td></tr> <tr> <td data-bbox="251 1598 494 1670">bedroom</td><td data-bbox="494 1598 737 1670">having</td><td data-bbox="737 1598 1130 1670">relating</td><td data-bbox="1130 1598 1512 1670">Rongo has a snooze.</td></tr> </tbody> </table>	Which room is your monster in?	What verb is your monster doing?	What type of verb is this? (action, thinking/sensing, saying or relating)	Put it in a sentence	bedroom	jumping	action	Furbo jumps on the bed.	kitchen	stressing	thinking/sensing	Monsty stresses about burning the cake.	lounge room	yelling	saying	Koku yells at everyone to hurry up.	bedroom	having	relating	Rongo has a snooze.
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Maths	<p>Volume</p> <p>Learning Intention: What is volume, how do I measure it?</p> <p>Warm Up: Measuring Up! Measuring is an important step to make sure things come out as planned. How do the people below use measurements in their daily lives? List as many examples as you can.</p>																				

Example:



Police Officer		
What do they measure?	Units	Tools
speed of cars	km/h	speed camera

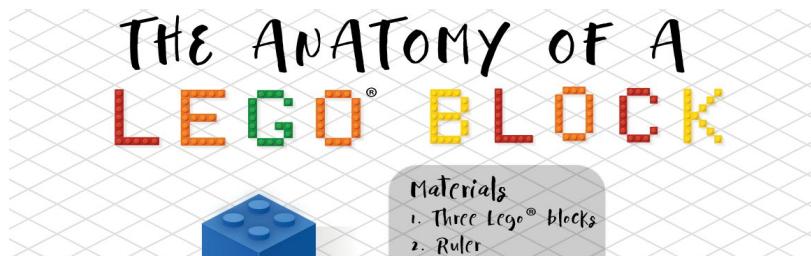
Carpenter		
What do they measure?	Units	Tools

Doctor		
What do they measure?	Units	Tools

Chef		
What do they measure?	Units	Tools

Running Coach		
What do they measure?	Units	Tools

Task:



Measure three different sized Lego blocks and calculate their volume. Fill out the table below:

	Length	Width	Height	Volume LxWxH
Block 1				cm ³
Block 2				cm ³
Block 3				cm ³

i-Time



Learning intention: What am I passionate about? What will my iTime project be?

Watch 'iTime project' video in week 1 resources.

Now that you have set your Learner Asset goal, your job is to decide what you will be exploring for your iTime project. All great iTime projects come from a wondering that someone has had! Your iTime project could be a number of things, as long as it **stretches** your thinking. It could be:

- a process (learning something new)
- a goal to improve self
- to make, build or create something
- find out something new/research

Task: In your personal i-time google doc you will need to type out these prompts and answer them.

- My favourite thing to do is...
- I love learning about...
- I get inspired by...
- I would like to make a difference to...
- Something I would like to do in the future is ...
- I would love to do better at...
- I am curious about ...

You should spend some time thinking about the answer to these prompts as this will assist you in narrowing what you would like to learn more about or what you would like to create for your iTime project.

Task 2: Reflect!

Reflect on your answers that you have written down. What could your i-Time project be? Think about this overnight as tomorrow you will be completing your pitch to your teacher.

Stuck on an idea?

- See ‘Endless Possibilities’ picture in the resources below for more iTime ideas!
- Visit - <https://www.wonderopolis.org/wonders> This is an amazing website that has kids wonderings from all around the world explained! You may like to choose one of these wonderings as your iTime project.

Remember, all i-Time tasks need to be completed in your personal i-Time google doc!

P.E

Enter your PE Google Classroom and watch the instructional video for week one.

Opening/Warm-up – Complete the six-minute [Cardio Blast workout](#)

Frisbee Play – We finished last term by having one session on throwing a Frisbee using the backhand throwing technique. This term we are going to continue with our Frisbee unit.

This week we are going to learn how to complete the three most common Frisbee throws – the backhand, forehand and hammer throws.

Watch the video found in the link to learn how to grip and complete these three types of throws.

<https://www.youtube.com/watch?v=INQexzgzw4>

Practise each type of throw by throwing a Frisbee or something else that could be used as a Frisbee with someone else. Try to complete 20 throws using each technique. How many catches can you complete?

Watch and complete as many of the Frisbee trick throws and skills you see in the next link. Practise the ones you like for 1-2 minutes or 10-20 times each.

https://www.youtube.com/watch?v=qOuv_hi0HC8

George's Marvellous Medicine by Roald Dahl

Mr Kranky's Great Idea

The next day, George's father came down to breakfast in a state of greater excitement than ever. 'I've been awake all night thinking about it!' he cried.



'About what, Dad?' George asked him.

'About your marvellous medicine, of course! We can't stop now, my boy! We must start making more of it at once! More and more and more!'

The giant saucepan has been completely emptied the day before because there has been so many sheep and pigs and cows and bullocks to be dosed.

'But why do we need more, Dad?' George asked. 'We've done all our own animals and we've made Grandma feel as frisky as a ferret even though she does have to sleep in the barn.'

'My dear boy,' cried Mr Killy Kranky, 'we need barrels and barrels of it! Tons and tons! Then we will sell it to every farmer in the world so that all of them can have giant animals! We will build a Marvellous Medicine Factory and sell the stuff in bottles at five pounds a time. We will become rich and you will become famous!'

'But wait a minute, Dad,' George said.

'There's no waiting! Cried Mr Kranky, working himself up so much that he put butter in his coffee and milk on his toast. 'Don't you understand what this tremendous invention of yours is going to do to the world! Nobody will ever go hungry again!'

'Why won't they?' asked George.

'Because one giant cow will fill fifty buckets of milk in a day!' cried Mr Kranky, waving his arms.

'One giant chicken will make a hundred fried chicken dinners, and one giant pig will give you a thousand pork chops! It's tremendous, my dear boy! It's fantastic! It'll change the world.'

'But wait a minute, Dad,' George said again.

'Don't keep saying wait a minute!' shouted Mr Kranky. 'There isn't a minute to wait! We must get cracking at once!'

'Do calm down, my dear,' Mrs Kranky said from the other end of the table. 'And stop putting marmalade on your cornflakes.'

'The heck with my cornflakes!' cried Mr Kranky, leaping up from his chair. 'Come on, George! Let's get going! And the first thing we'll do is to make one saucepanful as a tester.'

'But Dad,' said little George. 'The trouble is ...'

'There won't be any trouble, my boy!' cried Mr Kranky. 'How can there possibly be any trouble? All you've got to do is put the same stuff into the saucepan as you did yesterday. And while you're at it, I'll write down each and every item. That's how we'll get the magic recipe!'

'But Dad,' George said. 'Please listen to me.'

'Why don't you listen to him!' Mrs Kranky said. 'The boy's trying to tell you something.'

But Mr Kranky was too excited to listen to anyone except himself. 'And then,' he cried, 'when the new mixture is ready, we'll test it out on an old hen just to make absolutely sure we've got it right, and after that we'll all shout hooray and build the giant factory!'

Quick Questions

Complete this story ladder by writing the second half of each sentence.

1. The giant saucepan had been completely emptied because _____

2. George couldn't understand why they needed more medicine because _____

3. Mr Kranky said they needed barrels and barrels of it to _____

4. 'We will build a Marvellous _____

5. 'We will be rich and you _____

6. Mr Kranky was so excited that he put _____

7. 'This tremendous invention is going to change the world because _____

8. One giant cow will give _____

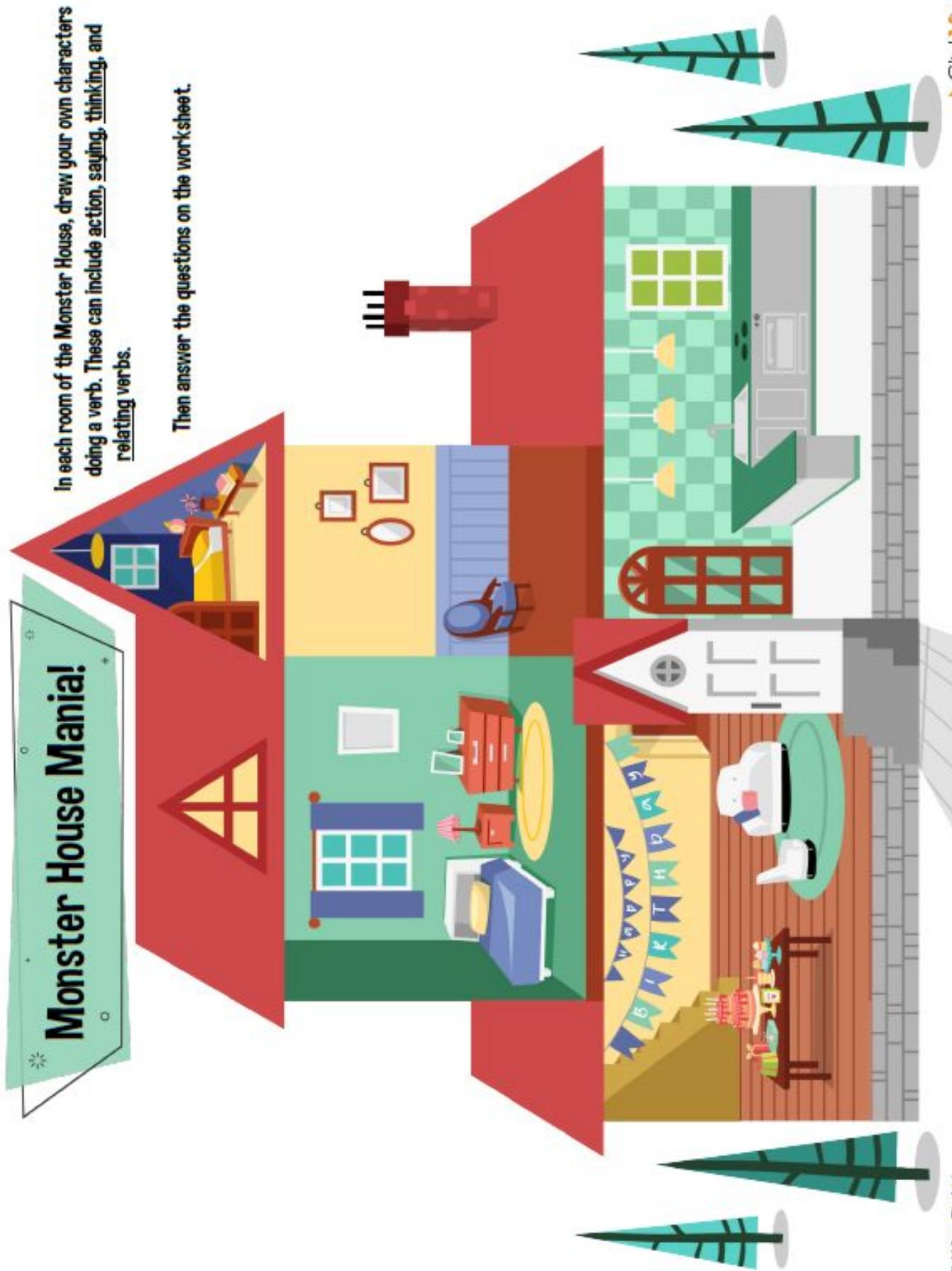
9. 'Let's get going and _____

10. 'But Dad, _____

11. Mrs Kranky asked Mr Kranky to _____

12. 'When the mixture is ready we'll _____

Day 2 Writing Resources 1 - Monster House



Verbs

Verbs tell us about an action.

There are four types of verbs:

action verbs, thinking verbs, saying verbs, and relating verbs.

Action

Tell us what is being done.

For example: *Baking, whisking, eat, sleep, wrap, danced, running, singing.*

Igor's dad is baking cupcakes in the kitchen while I wrap the presents.



Saying

Tell us about how something is said.

For example: *Shouted, yelled, whispered, screamed, hollered, demanded, mumbled.*

"Your clown costume is funny", laughed Vito.



Thinking

Tell us what someone is thinking, feeling, or sensing.

For example: *Deciding, wants, dreaming, wonder, thought, imagine, know, remember.*

Mylo wants a bone.



Relating

Relating verbs don't represent thinking, speaking, feeling, or actions.

They link two pieces of information - like a subject to its state of being.

For example: *is, am, was, are, have, has, be, being, been.*

Liz is stressed about the time.

ENDLESS POSSIBILITIES

What might I inquire into? Some examples to get you motivated!

Why and how do birds migrate?

What birds are in our school grounds? Which ones are native?

Which animals can see in the dark and how do they do it?

What volunteer work can kids do?

What makes an ideal chicken coop?

Why was Mandela such an important person?

How can I make a great dessert?

Can I compose my own song using GarageBand?

What games did my grandparents play when they were young?

How do people deal with stress?

Why did the dinosaurs die out?

What are the most popular sports in the world and why?

How are soccer balls made?

What do other kids eat for lunch around the world?

How do you play the ukulele?

How do you get into the police force?

What and where are the countries in Asia?

Who are some of the world's most famous ballerinas and why?

What is Broadway and what happens there?

What is yoga and why do people do it?

What makes a healthy take-away meal?

How does a skateboard actually work?

Could I teach myself to write some Japanese characters?

How do you make string puppets?

What is patchwork quilting and how do you do it?

How long would it take for a MacDonalds hamburger to decompose?

What is the world's tallest building and what are some of its features?

What does the RSPCA do?

What can I learn about mixing colours?

What plants grows best in this area - how should I care for them?

How do you make earrings?

How is money made?

Where are Nike runners made? Why are they so expensive?

How did Taylor Swift become so famous?

Where are the best rock climbing places in the world?

What is the best way to train for cross-country running?

What dog breeds are best for city living?

How can you train a dog?

Reading	<p>Learning Intention: What comprehension strategies can I use to help me understand the text?</p> <p>Task 1: Read the text ‘Terrifying Tornadoes’ and answer the comprehension questions in your workbook. All answers need to be in full sentences.</p> <h2 style="text-align: center;">Terrifying Tornadoes</h2>  <p>A tornado is a violent, twisting column of air. It can be seen as a dark, funnel-shaped cloud, wide at the top and narrow at the bottom. This funnel hangs down from a storm cloud. Tornadoes only do damage when the bottom of the funnel touches the ground. If they touch down where people live, they can wreck houses and toss cars-sometimes even trains-right into the air.</p> <p>Tornadoes have the fastest winds on Earth- perhaps up to 400 km/h Most tornadoes only touch down for about 10-15 minutes. Tornadoes usually travel about 10 km before disappearing. The path of the usual tornado is only about 130 m wide. Tornadoes make a deafening roar as they come close, like a jet plane taking off. The United States has more tornadoes than any other country-about 700 a year. Most are in ‘Tornado Alley’ which runs up the middle of the US.</p> <p>Canada has about 50 tornadoes a year. They are most common in southern Manitoba and Ontario.</p> <p>Tornadoes are truly terrifying. Remember, though, that even in North America, nearly everyone goes through life without ever seeing a tornado, much less being hurt by one.</p> <p>You have just read a scientific explanation about tornadoes by the famous scientist, Dr David Suzuki. Your answers to the following questions should be just as scientific by stating facts correctly. You will need to write out each question in your book and answer it.</p> <ol style="list-style-type: none"> 1. <i>What is a tornado?</i> 2. <i>If you saw a tornado, what would it look like?</i> 3. <i>When is the only time a tornado is dangerous?</i> 4. <i>What sort of damage can it do if it touches down where people live?</i> 5. <i>Are these statements true or false? Write the sentence and then write True or False afterwards.</i> <ol style="list-style-type: none"> A) <i>Tornadoes sound like a jet plane taking off.</i> B) <i>The width of a tornado is only about 130 of your strides wide.</i> C) <i>Tornadoes disappear after travelling for 100km.</i> D) <i>Cyclones have faster winds than tornadoes.</i> 6. <i>Which country has the most tornadoes?</i> 7. <i>Why do you think tornadoes do so much damage?</i> 8. <i>Are your chances of seeing a tornado: Very high, high, low, extremely low</i>
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	<p>Task 2: Independent Reading: please read for at least 15 minutes. Add to your online reading journal after you have finished reading.</p> <p>***Please note that in Week 3 you will be making a book trailer of the book you have read.</p>
Writing	<p>Learning Intention: What job does a verb do in a sentence?</p> <p>Today, we are going to practise our knowledge about the different types of verbs, which we learnt about yesterday. Go back and rewatch the video or look through the ‘Verbs’ poster, if you need to revise.</p> <p>Activity: Action Picture</p> <p>Step 1: Find a photo that shows people doing different actions. You can do this any of these three ways:</p> <ol style="list-style-type: none"> 1. Take a ‘crowd’ photo yourself: if you are outside for your daily exercise, and you go to a place with lots of (socially distanced) people, like a park, or the beachfront etc. you can snap a shot of the action scene in front of you. <p>or</p> <ol style="list-style-type: none"> 2. Set up a ‘staged’ photo with different family members performing different actions <p>or</p> <ol style="list-style-type: none"> 3. Choose one of these images: <div style="display: flex; justify-content: space-around;">   </div> <div style="display: flex; justify-content: space-around;">  </div> <p>Step 2: Then you need to write sentences that describe what the people in the photo are doing, thinking about the verb that you will use. Try to use strong verbs to make the sentences as descriptive as possible and you should also add adverbs (words that describe the way in which the verb is being performed). Do this for at least 3 of the people in your photo. Try to get a mix of ‘action’ ‘saying’ ‘thinking/sensing’ and ‘relating’ verbs. At the end of the sentence write the type of verb you used in brackets.</p> <p>Here is an example of a crowd at a concert:</p>



The man in the front **bellows** loudly to the band to play his favourite song. (saying verb)
The man in the white t-shirt **relishes** this happy moment. (thinking/sensing verb)

The man in the orange and black t-shirt **waves** his arm rhythmically in time to the beat. (action verb)

The woman at the front **is** enjoying herself. (relating verb)

Maths

Learning Intention: What is volume, how do I measure it?

Warm Up:

Most people are squares? Watch this video first-

<https://education.abc.net.au/home#!/media/2929299/are-we-all-square->

Lay on the ground with your arms outstretched. Measure the distance from fingertip to fingertip (you don't have to use chalk if you don't want to). Then measure your height.

Are your measurements the same, are you a square?

Task: Construct a box with a volume of 60cm³. The dimensions of the box should be whole numbers (centimetres). Calculate the surface area of the box. Which dimension would give the minimum surface area?



Extension: Work out the missing measurements

Length	Breadth	Height	Volume
4 cm	3 cm		24 cm ³
	5 cm	2 cm	80 cm ³
3 cm		3 cm	27 cm ³
6 cm	2 cm	4 cm	

i-Time

Learning Intention: How will I achieve my goal?

Task to be handed in **

It's pitch time!

Yesterday you should come up with an idea of what you will be doing for your iTime project. Today you will need to complete your iTime proposal (see resources below) to pitch your iTime project idea to your teacher.

Watch 'Pitch time!' video in week 1 resources.



Task : Complete your i-Time proposal document. The template (see resources below) is in your personal Google Doc. Note: You don't need to type out the red bits, they are just there as an example.

Things to keep in mind when completing your proposal:

- Your goal/i-time project should **S T R E T C H** your thinking! Therefore your project should not be about how to juggle a soccer ball if you already know how to do it! (Your teachers will decline your proposal if your goal is not stretching your thinking)
- Make sure that when you write your goal/itime project idea that you are specific. e.g. If your goal was to learn a language. You can't learn a whole language in a term so make sure your goal is achievable! Be specific, narrow your goal down e.g. I will learn 10 French phrases so I can have a basic conversation.
- Make sure you have answered each question/prompt in full sentences.

This needs to be handed in to your teacher so you can get the green light to go ahead with your project!

Music	<p>You will have all of the activities in your virtual music room on the Music GC or HERE.</p> <p>Submit task 3 to GC.</p> <p>Task 1; Watch the video in the Virtual Music Room showing some amazing BeatBoxing.</p> <p>Task 2 - Learn to BeatBox; Watch the 2 tutorials in the virtual music room and have a go yourself. Move your tongue around, Move your lips around. Hear the different timbres. Learn how to make percussive sounds, different textures and timbres, and how to mimic different instruments with just sounds in your mouth.</p> <p>Task 3 - Compose your own beat. NEEDS TO BE SUBMITTED; Create your own beatbox rhythm. Think of at least 3 different sounds to use. Video yourself doing it and notate it like we learned how in the video. Hand in your video and your notation.</p>
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My iTime Proposal

I want to use my time to:

(discover more about/design/make/explore/test/prove/learn/work out how to...)

I would like to use my iTime to learn 10 phrases in French so I can have a basic conversation.

Some questions that make help me do this are:

You must have **at least 3 questions** that will help you do this.

- How will I showcase my new learning to the class?
- How will I choose the 10 phrases that I learn?
- How will I practise/remember these phrases?
- What app/website will I use to learn my chosen language?
- How will I know that I am pronouncing each word correctly?

I will need/use:

(If you are making, researching or learning something, write the list of things you will need)

- An app or credible website to assist me with learning the french phrases.
- I could call my friend who speaks French to assist with my learning.
- I will need a book to write down the phrases that I have learnt.

The learning asset I need to strength in this time iTime is:

During my iTime project I will strengthen my researching skills, as I will ensure I type specific/keywords into the search engine.

(Note: This should be your learner asset goal that you created on Monday, you will just need to add in more detail as to how you will actively try to improve this skill during each iTime session)

This will S T R E T C H my learning because:

- This will stretch my thinking because I don't know how to speak French. Therefore, I'm learning an entirely new skill.
- I will need to use a translating app which I have also not used before, so I will be learning how to navigate a new website.

Day 4

Reading	<p>Learning Intention: What comprehension strategies can I use to help me understand the text?</p> <p>Task 1: Choose a text to read from the website that suits your reading level (there are shorter and longer texts) and answer the comprehension questions online.</p> <p>https://web2.uvcs.uvic.ca/courses/elc/studyzone/330/reading/index.htm</p> <p>Task 2: Independent Reading: please read for at least 15 minutes. Add to your online reading journal after you have finished reading.</p> <p>***Please note that in Week 3 you will be making a book trailer of the book you have read.</p>
Writing	<p>Learning Intention: How are apostrophes used in contractions?</p> <p>For the next 2 days, we are going to be looking at when we use apostrophes in writing. An apostrophe is a part of punctuation that looks like this -</p>  <p>Today we will look at how apostrophes are used in contractions. Watch this video, "Contractions", to find out more (you will need to be logged into clickview to view it), and read the Contractions poster in the resources below (reading day 4 - contractions).</p> <p>https://online.clickview.com.au/libraries/videos/8417613/contractions</p> <p>Activity: Contractions Surgery!</p>  <p>Doctor Doctor we need your help stat!</p> <p>Step 1: Find the 'Contractions Surgery' table (in the resources below). Step 2: Cut out each box, containing two words. Step 3: Think about when these two words become a contraction. Which letters are taken out? Perform surgery and cut out the letters that get taken out. Step 4: Tape the rest of the words back together to form the contraction. Step 5: Draw a colourful apostrophe in the place that the letters were taken out.</p> <p>Extension Activity: Choose a page in your just right book. Write down how many contractions you can find, and then write the whole words that they represent.</p>
Maths Volume	<p>Learning Intention: What is volume, how do I measure it?</p> <p>Task: Minecraft Volume Calculate the volume of Steve.</p>



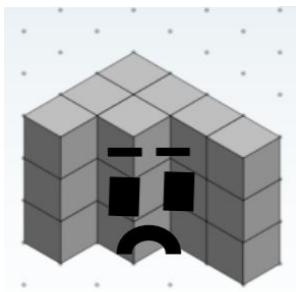
- Head: $2 \times 2 \times 2$
- Each arm: $3 \times 1 \times 1$
- Torso: $3 \times 2 \times 1$
- Each leg: $3 \times 1 \times 1$

Steve's Total volume:

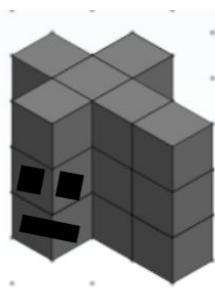
Yesterday, four mysterious creatures found their way into the village. The villagers didn't recognise them and couldn't identify if they were friendly or hostile.

Below are the four creatures. Calculate their volume by counting the cubes. If their volume is greater than Steve, they are hostile, if their volume is smaller than Steve, they are friendly. Fill in the table below.

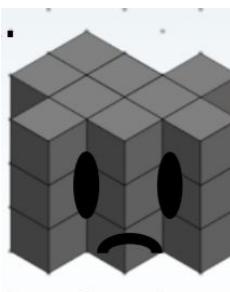
Creature 1



Creature 2



Creature 3



Creature 4



	Volume (how many cubes)	Hostile or friendly?
Creature 1		
Creature 2		
Creature 3		
Creature 4		

Health

Learning Intention: How can we ensure we are using proper etiquette online?

Online netiquette contract!

NLPS is looking to re-draft their online etiquette contract for students to sign each year to be able to gain access to use the iPads. As it is still in the drafting phase, we are taking online submissions.

Task: Create the new NLPS netiquette contract!

Your contract must include the following things:

- rules and guidelines that relate to safety, respect, work habits, comments and care of equipment.
- a section at the bottom for the date and signature for both the teacher and the student to sign to make it a legally binding contract.



- a clear layout and font, use **bold** writing to make things stand out and dot points so it is easy to read.
- Make a comment about how you always need to be careful with your ‘tone’ online, explain why this is important.
- Make a comment about the use of question marks (?) and exclamation marks (!) can come across as aggressive.

Note: This **should not** be done on piccollage, this is a **serious** contract. Write it out in your neatest handwriting or create the contract on a word document.

(See the current NLPS Online Code of Conduct contract on Google Classroom in the Week 1 resources)

TECHNOLOGY CONTRACT

1. STUDENT AGREES TO ONLY USE THE IPAD THAT IS ASSIGNED TO THEM AND NO OTHER IPAD.
2. STUDENT AGREES TO ONLY VISIT THE WEBSITES THAT ARE ASSIGNED FOR THE LESSON.
3. STUDENT AGREES TO HOLD THE IPAD WITH TWO HANDS WHEN TRANSPORTING IT TO THEIR DESK OR BACK TO THE CART.
4. STUDENT AGREES TO LAY THE IPAD FLAT ON THE DESK AT ALL TIMES (NOT TO BALANCE ON LEG OR ON DESK OR LAP).
5. STUDENT AGREES TO LEAVE THE SETTINGS ON THE DEVICE AT THE ORIGINAL SETTINGS.
6. STUDENT UNDERSTANDS THAT ANY MISUSE OF THE TECHNOLOGY WILL RESULT IN LUNCH DETENTION OR DISCIPLINARY ACTION.
7. STUDENT UNDERSTANDS THAT YOUTUBE IS OFF LIMITS UNLESS A VIDEO IS ASSIGNED BY THE TEACHER.
8. STUDENT UNDERSTANDS THAT IPADS ARE NOT TO BE USED WHEN TEACHER IS NOT HERE.

I WILL FOLLOW THE ABOVE RULES EVERY TIME I USE THE IPADS IN THE CLASSROOM.

STUDENT NAME _____ IPAD# _____

Google Classroom Use Contract

The purpose of our Google Classroom is to provide a safe and secure place to share assignments, documents and most importantly, a place to connect with our classmates. In Google Classroom, I can assign work to the students digitally, without paper. It's accessible from any computer with internet access.

As a parent, you can log in and see what assignments have been sent to your child, whether your child has completed them, and how they did. I can also put up reminders for the students of upcoming events and projects. And you could see those too.

Safety:

- Don't post your home email, your street address, phone number, etc.
- Don't share specifics of your daily routines that involve time and location.
- Remember: this is for school purposes, not social purposes.
- Only login and use your own username and password.

Respect:

- Be polite, friendly, and encouraging.
- Have some humor, but don't confuse humor with sarcasm.
- If you disagree, don't be rude about it; give constructive (helpful) feedback.

Comments:

- Keep your comment on topic and make sense.
- Don't say random stuff.
- Avoid texting shortcuts like u for you, etc.
- Try to fix your spelling mistakes.
- Use capitals in the right places: people's names, places, the beginning of a sentence, and on "I". Please don't use ALL capitals. That is like yelling.
- Use punctuation properly: period at the end of a sentence, space after a period, comma, etc. One "I" will do; you don't need a string of exclamation marks.

Student Name: _____ Student's Email: _____
Student Signature: _____ Parent Signature: _____

If you have any questions, please don't hesitate to ask.

Drama

Here is your Drama Lesson for the week. This is a virtual classroom link.

https://docs.google.com/presentation/d/1WbvdyjCgUECHZZsomm1rDaGdARu_n3e0YwZZPTdpHY/edit?usp=sharing

It is designed to be completed independently by the students. Once you open the link you will need to press present. If you see a play icon on the page this is me (Michelle) speaking and giving you instructions. Enjoy the Animation. Thanks for all of your hard work in Drama. Michelle

This link will also be sent to you on google classroom. If work needs to be submitted, you will do it on google classroom.

Contractions

A contraction is when two words are combined and shortened into one word.
They always have an apostrophe where the letter/s has been removed.
They can be made two ways: verb + "not", and pronoun + verb.

~~Verb + "not"~~

Conjunctions can be made with a verb and the word "not".

For example: *Don't, can't, haven't, wouldn't, isn't, won't.*



*I can not have dessert until I have finished dinner
= I can't have dessert until I've finished dinner.*

~~Pronoun + verb~~

Conjunctions can also be made using a pronoun and a verb.

For example: *I'm, I've, I'll, he'd, he's, she's, she'll, we're, you've, they'll.*

*I am leaving now so he will catch up later
= I'm leaving now so he'll catch up later.*



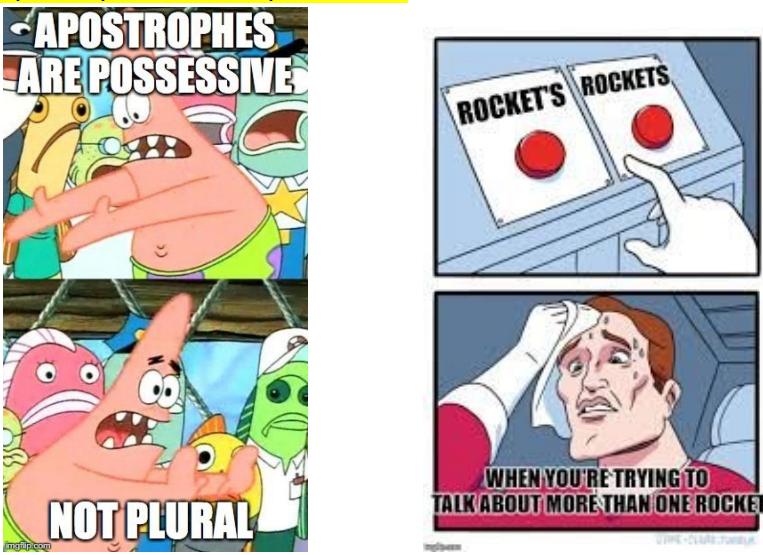
~~Did You Know?~~

The apostrophe shows where the letter/s have been removed from the word.

Contractions are not usually used in formal writing. This is because contractions create an informal tone, which is not appropriate for formal writing.

he is	do not	I had	she will
that is	they are	might not	should not
they have	you have	we are	where is
they will	we would	who will	she would

Reading	<p>Learning Intention: What comprehension strategies can I use to help me understand the text?</p> <h2 style="text-align: center;">Reading to save a life</h2>  <p>Task 1:</p> <p>What would you do if you were stung by a box jellyfish when you were at the beach? Could you help someone else who had been stung?</p> <p>The information below tells you how the casualty may look or feel after being stung and how you could help.</p> <p>Signs and symptoms.</p> <p>Moderate to extremely severe pain where the tentacles touch and sting the skin.</p> <p>Where tentacles touch the skin, a 'ladder' pattern, which can be red and blistered, may appear.</p> <p>In severe cases the casualty may collapse and stop breathing, or even die.</p> <p>The first aider should :</p> <ol style="list-style-type: none"> 1. Follow DRABCD (Danger, Response, Airways, Breathing,CPR, Defibrillation), in rescuing a casualty from the water, and don't become enmeshed in tentacles yourself. 2. Calm the casualty; restrain the casualty from rubbing the stung area. 3. Flood the entire area with vinegar for at least 30 seconds 4. (vinegar is applied to stop the firing of nematocysts which contain the venom) 5. Note: DO NOT wash with water. 6. If now vinegar is available, flick off any remnants of tentacles with a stick. 7. Call 000 for an ambulance. 8. Stay with the casualty, if possible, until medical aid arrives. <p>After you have read this information, answer the following questions.</p> <p>David was stung on his leg by a box jellyfish while swimming at the beach.</p> <ol style="list-style-type: none"> 1. What would you expect to see around the part of his leg that was stung? 2. List 3 symptoms that David could feel after the sting 3. Explain with the help of a dictionary the meanings of these words. <ol style="list-style-type: none"> a) A casualty b) Tentacles c) Venom 4. What should you take to the beach if box jellyfish are known to be present? 5. If you were the first aider, what would you say to David to calm him down? 6. Why is vinegar used to treat jellyfish stings? 7. Why do you think that one of the things a first aider should do is to 'restrain (or hold) the casualty's hands'? 8. Where could you go to seek medical aid on the beach?
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	<p>Task 2: Independent Reading: please read for at least 15 minutes. Add to your online reading journal after you have finished reading.</p> <p>***Please note that in Week 3 you will be making a book trailer of the book you have read so the notes you take on it will help.</p>
Writing 	<p>Learning Intention: How are apostrophes used to show possession?</p> <p>Yesterday we learnt about how we use apostrophes for contractions. The other way we use apostrophes is to show possession (something belonging to someone/thing) e.g. The dog belongs to Trami - > Trami's dog</p> <p>Watch the video 'Apostrophes for Possession' to understand more about how to use an apostrophe to show possession</p>  <p>Activity 1: Which sentence is correct?</p> <p>Put a tick beside the sentences that have the correct use of <u>apostrophe + s</u> for possession or just <u>s</u> for plural and an x beside the ones that are wrong.</p> <ol style="list-style-type: none"> 1. The baby's cry was very loud. 2. The man's ridiculous coat made everyone laugh. 3. The games score was surprisingly low. 4. I can't believe Mum is letting me have seven friends over for a sleepover. 5. I need to put all my pencil's in my pencil case. 6. This jackets pocket's are too small. 7. The aliens are coming to get us. <p>Activity 2: Shorter is Better!</p> <p>Rewrite this short paragraph using <u>apostrophe + s</u> for possession to make it sound better. e.g. Instead of writing 'The dog belonging to my neighbour barked' you could write 'My neighbour's dog barked'.</p> <p>The ball belonging to Sammy was kicked onto the road. The car that Mr. Lee owns screeched to a halt. The mother of Sammy ran to the car to apologise. The wife of Mr. Lee rolled down the window and told her not to worry. The face belonging to Sammy looked worried, but he felt better when he saw Mrs. Lee smile.</p>

Maths	<p>Warm Up: How many of your 5 times tables can you write in 30seconds? eg. $1 \times 5 = 5$ $2 \times 5 = 10$ Estimate= Actual=</p> <p>Task: Complete the following multiplication table:</p> <table border="1" data-bbox="267 406 1523 744"> <thead> <tr> <th>X</th><th>2</th><th>10</th><th>5</th><th>9</th></tr> </thead> <tbody> <tr> <td>4</td><td></td><td></td><td></td><td></td></tr> <tr> <td>6</td><td></td><td></td><td></td><td></td></tr> <tr> <td>11</td><td></td><td></td><td></td><td></td></tr> <tr> <td>3</td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	X	2	10	5	9	4					6					11					3				
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i-Time	<p>Learning Intention: How will I achieve my iTime goal?</p> <p>To achieve your iTime goal, you will need to set daily goals and tasks to complete. These will assist your teachers in knowing what you have been exploring during the allocated time for iTime.</p> <p>Each iTime lesson you do, you will need to complete/answer these prompts on your iTime google doc.</p> <ul style="list-style-type: none"> ● Today I will... ● I need to remember to do/be... ● How do I feel about myself learning today? (use an emoji or one word to describe) ● Next time I will... (to be completed at the end of your iTime lesson) <p>Note: These <u>must</u> be completed each lesson and typed into your iTime google doc. Your teacher will be reading through your progress each day.</p> <p>Task: Today is the first day you will complete these questions in your google doc and start to work on your project. Only if you have been given the green light from your teacher!</p> <p>Note: When you are packing up after each iTime lesson you will complete <u>question 4</u>. This will help set you up for the following day, making sure you stay on task.</p> <p>There is an example of one here for you:</p> <p>iTime goal: I would like to use my iTime to learn 10 phrases in French so I can have a basic conversation.</p> <ol style="list-style-type: none"> 1. Today I will... find a website that allows you to learn French for free. I will also set up a dedicated page in my Learning from home book where I can write down all the new words I've found. 2. I need to remember to do/be... persistent and patient because French pronunciation is difficult, so I will need to keep practising. 3. How do I feel about myself learning today? (use an emoji to describe) excited! 4. Next time I will... Today I found the website that I will use to translate each phrase. I have also created dedicated iTime pages in my learning from home book/google doc. Next iTime session I will write down my first 2 key phrases that I will learn in French. 																									

	<u>Remember, all i-Time tasks need to be completed in your personal i-Time google doc!</u>
Art	<p>Week 1 Term 4 – Photojournalism NLPS Year Book</p> <p>For Art this week all students will be sent a link to the same google slides document. Please take the following steps to access the learning:</p> <ol style="list-style-type: none"> 1 - Click on this link: <u>Photojournalism</u> 2 - Click on 'Present' at the top right hand corner of the screen, next to the orange 'share' button 3 - The power point will then present as a full screen ready for students to watch <p>Post your photos on google classroom - code: uoydc6p</p>