

Year 3/4 - Learning @ Home, Term 3, Week 7

Google Meet Timetable

	9:30 - 10:00	10:00-10.30	10:30 - 11:00	11:15 - 11:45	12.30- 1.30pm	1.45-2.45
MON	Whole Class Meetings	Whole class Reading session	Small Maths Group 1	Open Session with James		
TUE		Book Parade	Book Parade	Open Session with Trami		Drama Club at 2pm
WED		Whole class Writing session	Small Maths Group 2	Open Session with Ann-Maree		
THU		10:00 - 11:00am Illustrator Visit 1: 3/4RW & 3/4TH		11.15 - 12:15pm Illustrator Visit 2: 3/4JM & 3/4AD	12.30 - 1.30pm Illustrator Visit 3: 3/4CM	1.45- 2.45pm Illustrator Visit 4: 3/4TC
FRI			Small Maths Group 3	Social Meet	Assembly at 1pm	

9:30 – 10:00am **Whole Class:** Everyone needs to attend this meeting. Your teacher will go through the day's planner.

10:00 – 10:30am **Whole Class:** Everyone needs to attend this meeting for a focused lesson.

10:30- 11:00 **Small Group Meeting:** Only attend this on your scheduled day. Check GC for your meeting day.

11:15 – 11:45am **Open Help Session:** Attend this session if you need help with any of the work.

11.15 – 11:45am **Social Friday Meet:** Book a time to chat and catch up with your friends from any class.

Tuesday 10 - 11am This week there will also be a **3/4 Book Parade**. Click [here](#) to join. **Meeting Code:** h4hes4jfp

Illustrator Visit Timetable

Thursday	Class	Link	Meeting Number
Session 1 (10:00 - 11:00am)	3/4RW & 3/4TH	https://educic.webex.com/meet/hoang.trami.t	575 607 969
Session 2 (11:15 - 12:15pm)	3/4JM & 3/4AD	https://educic.webex.com/meet/munro.james.l	570 839 007
Session 3 (12:30 - 1:30pm)	3/4CM	https://educic.webex.com/educic/j.php?MTID=mf3680ae11df55259e948dfc986ea6749	165 855 2862
Session 4 (1:45 - 2:45pm)	3/4TC	https://educic.webex.com/meet/cordell.tammera.l	573 447 342

Google Classroom Links

Class	Class Code	Meeting Code	Google Meet Link
3/4TC Tammi	rbqs62u	dxq6nxs56p	https://meet.google.com/lookup/dxq6nxs56p
3/4CM Carol	z35hncd	cwioi2ylrc	https://meet.google.com/lookup/cwioi2ylrc
3/4RW Rhianna	wrwshdr	h4hes4jfpp	https://meet.google.com/lookup/h4hes4jfpp
3/4TH Trami	cinxsp4	aru46xpepo	https://meet.google.com/lookup/aru46xpepo
3/4AD Ann-Maree	zgz2g5m	b4uidmmuiv	https://meet.google.com/lookup/b4uidmmuiv
3/4JM James	lkeao62	ac2qeemc7e	https://meet.google.com/lookup/ac2qeemc7e

****Please upload the following tasks onto Google Classroom for your teacher to give you feedback****

 Assignments to Hand in	
Wednesday	Reading- responses to Unwilling Twin
Thursday	Maths- mapping coordinates



This icon means there is a link to click on to watch a video



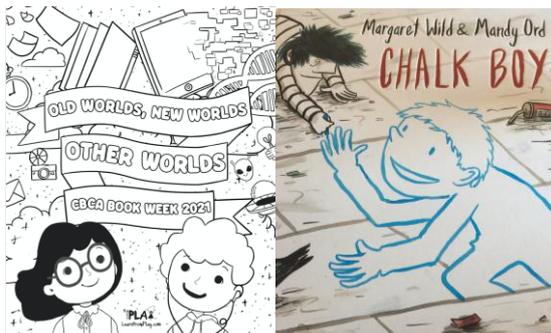
This icon means you need to hand in this task for your teacher to mark.

Weekly Focus	
Reading	Book Week
Spelling	Long /o/ sound
Writing	Multimodal Texts
Maths	Mapping and Location
BQT	Space Colony Project
Health	OKAY2BEMEDAY
STEM	Create a flying machine

Reading

You will complete this lesson with the whole class at 10:00am Monday

This week is Book Week! The theme for this year is Old Worlds, New Worlds, Other Worlds.



Each day a teacher will read a book from the Children's Book Council of Australia shortlisted books for 2021.



Listen to Carol read **Chalk Boy by Margaret Wild** <https://youtu.be/qN2GBaIMnWU> and answer these questions:

1. Why does Chalk Boy think life is so wonderful?
2. Why did the book's illustrator decide to use dark colours for Barnaby and simple, light-blue lines for Chalk Boy?
3. On the page where Chalk Boy is climbing out of the paving stones, what do you think the bird is thinking in these images?
4. Pause on the page where Chalk Boy is crying out for help and the two images of him that follow. What elements in the pictures tell us he is terribly unhappy?
5. What is the 'one last picture' that Barnaby paints, and why does it mean so much to Chalk Boy? Is it a happy ending?
6. Arthur Stace, a pavement artist, spent over thirty years writing the word Eternity around Sydney. If you had to choose one word, what would it be?

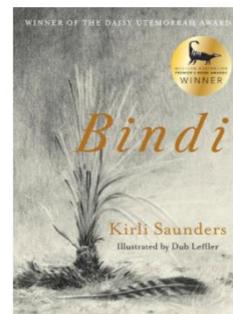
Extension:

1. Margaret Wild says the book is about the transience of life. What do you think she means by this?

More stories: Bindi by Kirli Saunders is a shortlisted book for Book of the Year 2021 for younger readers (7-12 years)

You can listen to the author of Bindi talk about her book here:

[Story Talks with Kirli Saunders - Bindi](#)

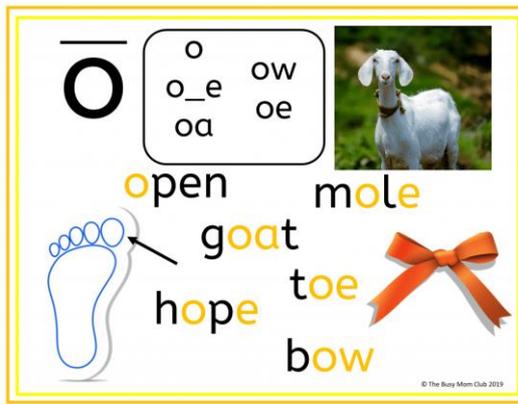


Spelling

Long o sound

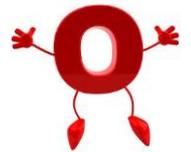
Watch: Short and Long o <https://www.youtube.com/watch?v=fCANa4qB4Ds&t=79s>





Activity: Highlight/underline all the words with the long o sound - 'oa', 'ow', 'o', 'oe' and 'o-e'

A long time ago, in a remote town near the coast, there lived an unhappy black crow called Joan. She was unhappy because she lived with a nosy goat called Joe, a moaning toad called Simone and a fellow who played the oboe all day long. Joan wanted to row a boat far away. She wanted to go across the globe.



Close to home and on the coast, there was a beach of stones and boulders. One day, a yellow boat came floating over the sea. The sailor was rowing well but the flow of the sea made the boat hit a large boulder! CRUNCH! The boat got a hole and it would not float! The sailor got soaked!

"Oh no!" groaned the sailor. She took off her wet coat, tied a rope to the broken boat and towed it onto the beach. Then, she walked along the road into the town to get help.

When the sailor was away, Joe the nosy goat trotted over the stones and looked into the yellow boat. He saw an odd load. There were bags of dominoes next to bags of tomatoes. There was a bag of soap, too! Joe told Simone the toad, who hopped over to see as well. Simone moaned and groaned, "How odd this load is!"

Joan the crow was pecking some toast when she heard the moaning. She looked out of the window and followed the others to the boat. Now, it was her turn to look at the odd load. Her mouth opened when she saw the dominoes, tomatoes and soap.

Just then, they heard the sailor running back from the road! The goat trotted off and the toad hid. Joan was on her own! She flapped into the boat and hid under a cloak!

Joan was fed up with Simone's moaning. She was fed up with Joe the nosy goat. She was fed up with the loud oboe. She must go across the globe in this boat!

The sailor came back with a spray can of foam and a hose thrown over her shoulder. She fixed the boat but she did not see Joan the black crow under the cloak. Joan was a happy soul! Off the sailor went with her odd load and the new stowaway. There were dominoes, tomatoes, soap and now a crow! What an odd load it was!

Maths



Warm Up: Watch James explaining the features of a map and grid references.

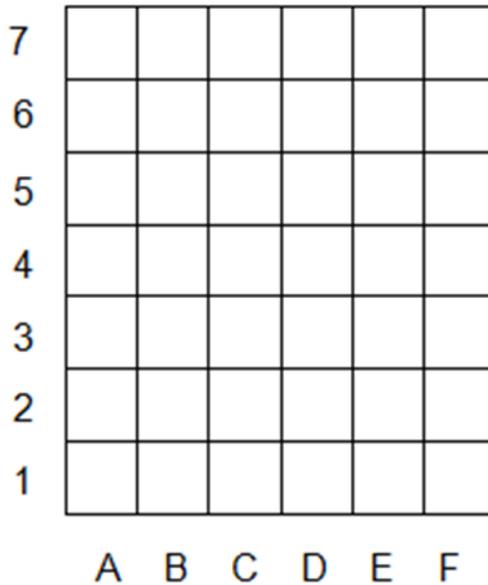
https://youtu.be/_OOPRAXo0dw



Activity 1: Grid References

1. Colour these grid references to make a letter.

B6, B5, B4, B3, B2, E6, E5, E4, E3, E2, C4, D4



Activity 2: Go to this webpage- <https://online.melway.com.au/melway/>

Type into the search bar Elizabeth St Newport or use **this screenshot of the map** (on page 6 below). Write the grid references for the following locations:

1. Your house _____
2. Newport Lakes Primary School _____
3. The Athletics Track _____
4. Loft Reserve _____
5. Choose two other locations and write their grid reference.

Optional Extension Activities are in the Maths Challenges folder (see Week 7) on Google Classroom

BQT

How can we live in Space?



For the next **two weeks** you will be working with a partner on a SPACE COLONY project. See the 'Project Brief' below for further details.

Today, you need to do the following:

1. Find a partner to work with OR ask a teacher to help you find someone. Once you have confirmed your partnership, **let your teacher know so we can set you up with a shared document on Google Classroom.**
2. Choose a name for your colony/city.
3. Read through the instructions in the 'Project Brief' and start to conduct any research you think you might need for the different elements of the project.



Here are some videos and websites to get your started with your research:

- <https://www.youtube.com/watch?v=C6HfBqOVkwg>
- <https://mars.nasa.gov/>
- <https://www.space.com/how-feed-one-million-mars-colonists.html>

Art

Week 7 Art – The Elements of Art

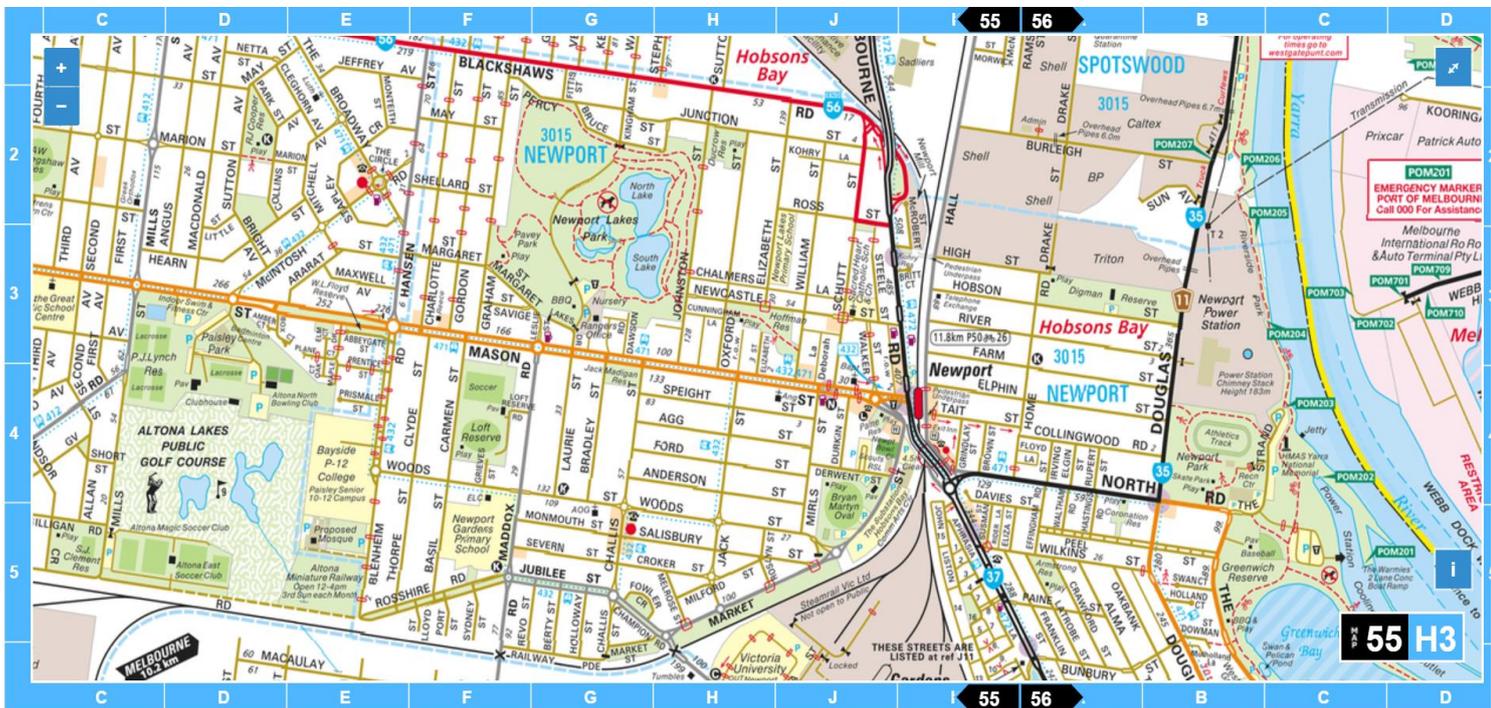
To access the Art program on Google Slides click on the link below.

This week is about **The Elements of Art**

Click on the speaker in the top right corner of the slide to hear the information in the slide.

The link will also be available on the 3/4 Art 2021 Google Classroom – access code is 2fjbdn

Maths Day 1





Your Mission:

To research, design and build a Space City on a planet of your choice.

NASA's Office of Space Sciences is investigating the development of Space Colonies on other planets. A colony is where a group of people from one place build a settlement somewhere new.

A space colony is seen as one of the most important options available for the continuation of humankind in the future. Space colonies have been suggested, designed and promoted since the 1950s. If humans are to live in Space, even for brief periods, they are going to have to be supported by a wide range of infrastructure.

Your Mission Outline:

You will work with a partner/ or by yourself to create a plan for your Space City.

You will need to provide information on how humans will survive - humans will need a place to **work, rest and live**.

They will need access to **power, light, food, water and heat**.

You will need to design a space city with the following areas:

1. **Living area** - These will have living quarters for the crews and may include a shower, private rooms, and a galley (eating area).
2. **Greenhouses** - Used for growing food and helping the oxygen system, also a way to use excess carbon dioxide.
3. **Power** - To collect and store up electricity to power the various systems and experimental activities.
4. **Air Supply** - Your space colony will need air. The area will have to be enclosed or the entire living area inside a protective dome.
5. **Water** - Colonies will need a great deal of water for many purposes including drinking, washing, and watering plants. Where will you get the water? How will it be stored? A recycling facility may be needed.



Your mission should be documented in the following way:

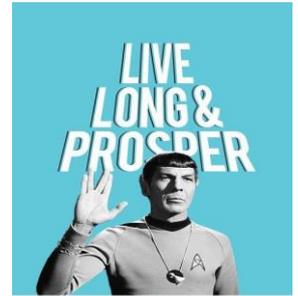
1. Persuasive Advertisement

You will need to create an advertisement to persuade NASA to choose your design over all other entrants. You will need to explain the different elements of your colony and why you chose to include them.

2. Detailed sketches of your colony including labelling each component (may include scale).

3. Create a digital image of your design on your iPad OR take a photo of a model you have made.

You will have 2 weeks to complete your project

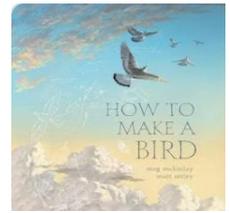


Reading

Book Parade- Dress up as a book character for our **10.00am WHOLE GRADE 3/4 GROUP morning meet.**



Listen to James read **How to Make a Bird by Meg McKinley.**
<https://youtu.be/FZ4-9yWg5yk>



Pause the video when you need to and answer the following:

1. Look closely at the first two pages of the story. What are some of the things the girl has in her room? From looking at these objects, what sort of person do you think the girl might be?
2. “These are what will float on air.” Look at the picture of the girl’s home on these pages. How do you think it would feel to live in this place? Would you like to live there?
3. What does the girl in the book make her bird from?
4. Why does the bird need “a heart that beats faster than any human heart”? What are the different ways in which a bird is different to a person? In what ways are they like each other?
5. How do you think the girl feels after she has released her bird?
6. Observe birds in the playground then do your own bird drawings. Alternatively, make your own ‘bird’ from found objects.

Extension

1. The opening double-page spread includes an image of the preserved skeleton of a large, prehistoric-looking fish. Why do you think Matt Ottley may have decided to include this in the illustration?
2. Examine the way the light changes in the illustrations throughout the text. How do these changes make you feel?
3. Is this just a book about making a bird, or is it about something more? If so, what might it represent?

More stories: **The Stolen Prince of Cloudburst by Jaclyn Moriarty** is another shortlisted book for Book of the Year 2021 for younger readers (7-12 years)
 You can listen to Jaclyn talk about her book here:



[Jaclyn Moriarty uncovers her latest novel ‘The Stolen Prince of Cloudburst’](#)

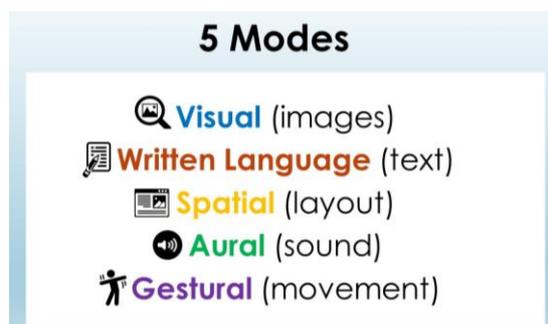
Writing



Multimodal Texts

There are 5 modes in multimodal texts. These include: visual images, written language, spatial, aural and gestural. Click the link to watch Trami explain **Multimodal Texts** to refresh your memory on the different modes.

<https://youtu.be/SqZIKcgyoQ>



Today we will focus on **aural**. Sound is important because it engages audiences: it helps deliver information, it evokes emotional responses, it emphasises what's on the screen and is used to indicate mood. When put to good use, language, sound effects, music, and even silence, can improve your video dramatically.



Watch: The Magic of Making Sound https://www.youtube.com/watch?v=UO3N_PRigX0

Activity: Choose 1 image below or choose your own to create a **soundscape** on iMovie. Just like in the video, you can use everyday objects to make sound effects and add music.

Sounds that can be found here!

WHAT IS A SOUNDSCAPE?

A SOUNDSCAPE

can be defined as the sounds heard in natural environments. Natural soundscapes can sound like the wind through trees, water rushing in a river, or a bird song. Other soundscapes could be made by human activity like talking, music, or traffic.

Choose one of these images for your soundscape, or you can use your own.



Maths

Warm up: Operations Squares

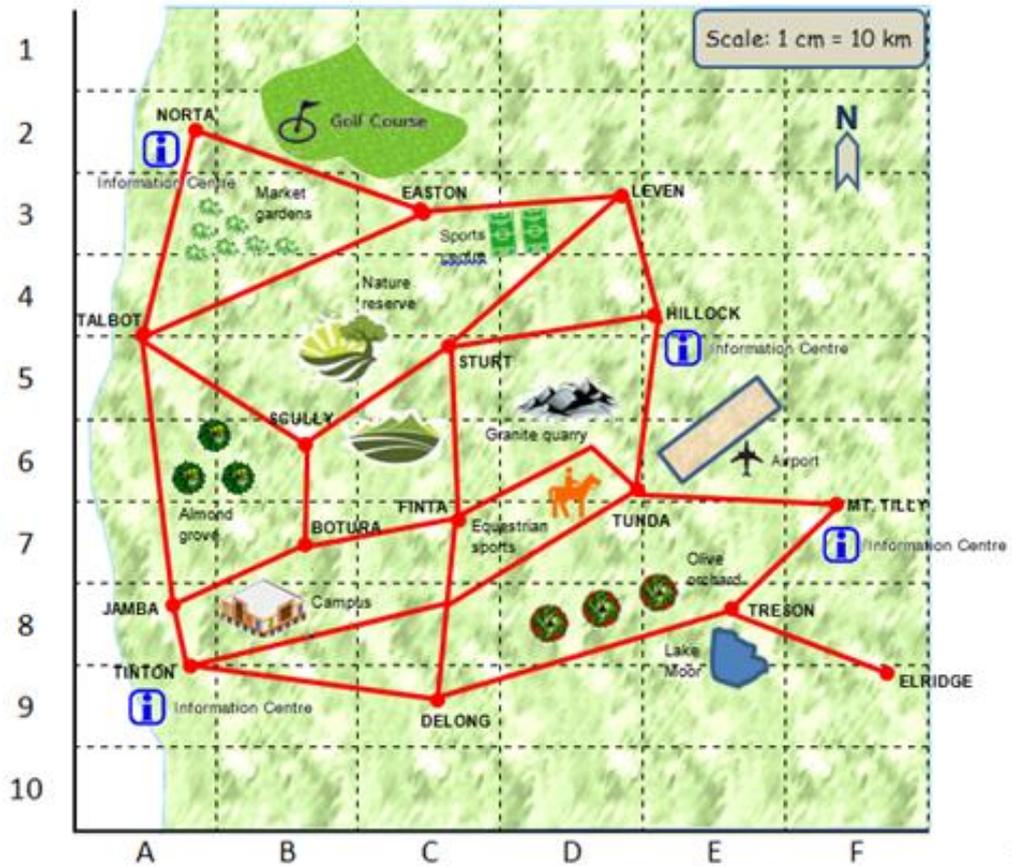
Work out which numbers go into the empty boxes to complete all four equations.

	÷		= 12
-		x	
	+		= 106
= 8		= 54	



Activity 1: See Ann-Maree's video on Coordinates here:

<https://youtu.be/CWPCrNm2Ojk>



The map above shows the main roads between the towns we are visiting. Find the coordinates of these towns.

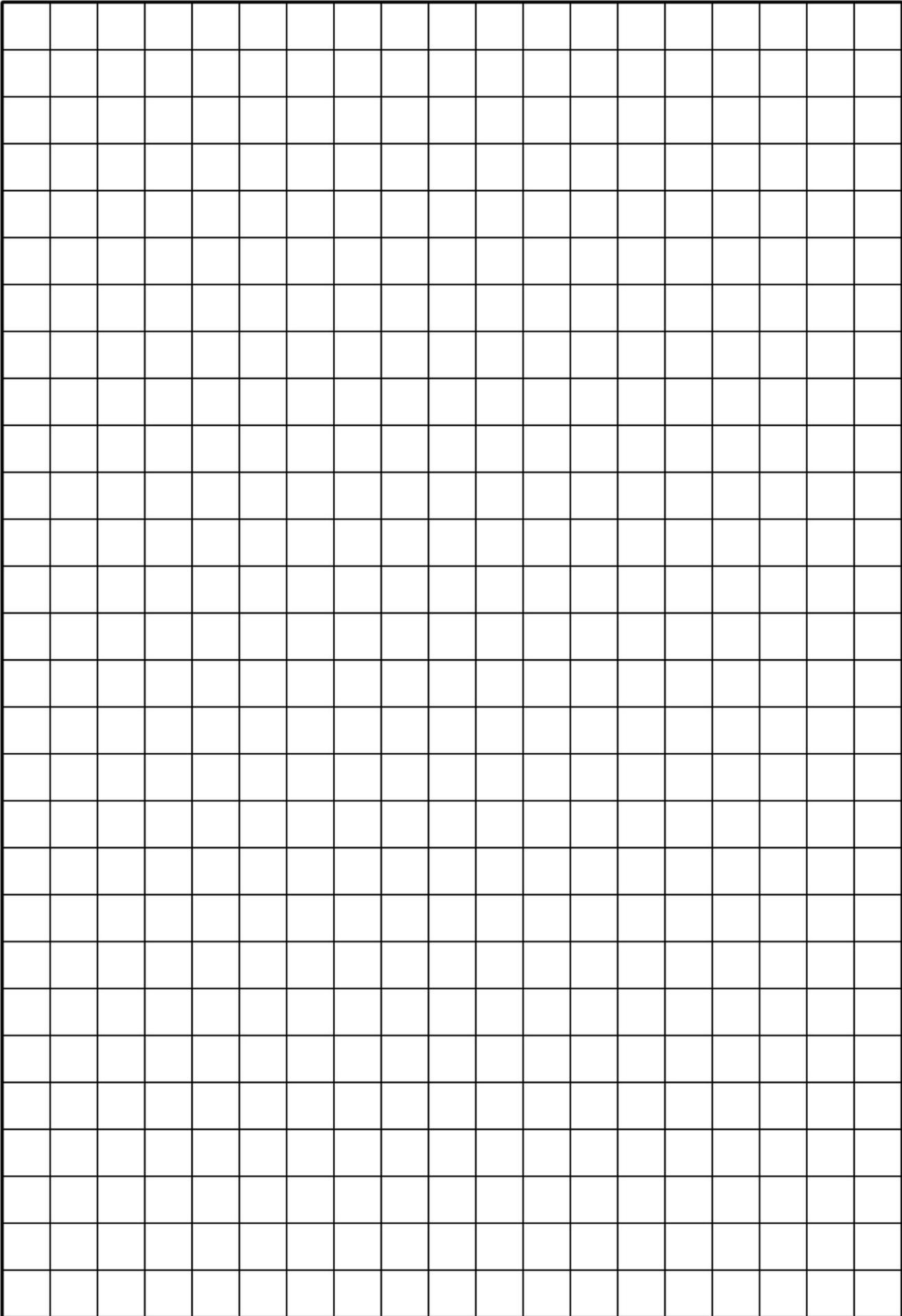
The place we're going	Its map coordinate
Information centre at Norta	A2
Tunda, near the airport	
Treson, near Lake Moor	
The granite quarry	
The sports centre	
The information centre at Tinton	
The Campus near Jamba	

Activity 2:

Using grid paper below (page 12), draw a seating chart for your class. Add grid references to the seating chart. Draw a floor-plan of the tables in your room and record where everyone sits using grid references.

Optional Extension Activities are in the Maths Challenges folder (see Week 7) on Google Classroom

<p>BQT</p>	<p style="text-align: center;">Space Colony Project</p>  <p>Today you will continue to create your design for your Mars colony/city. While you complete this project you will be working on your collaboration and self-managing skills. You will need to decide as a team the order in which you will complete the required tasks, who will do what etc. See the checklist below on page 13 to help you. You might even want to copy and paste it into your project doc, so you can fill it out together.</p> <p>You will have this week and next week’s BQT sessions to complete the project and we will present them back in school (hopefully in week 9!).</p> <p>After each session you must complete a written reflection. Today’s reflection questions are:</p> <ol style="list-style-type: none"> 1. What worked well today? 2. What didn’t work so well? 3. What do I want to achieve in the next session?
<p>Music</p>	<p>Hi Year 3/4’ s. Use the Google Classroom code bvk3sk7 to watch the video explaining your music activities for this week.</p> <p>Opening: It’s Book Week – watch this read aloud of <i>Drum Dream Girl</i>. This story is based on a real life story of a young girl from Cuba who wasn’t allowed to play the drums because she was a girl. https://www.youtube.com/watch?v=q1dQZtCP_HI</p> <p>Task: Learn the words to your class song.</p> <p>¾ TH/ ¾ TC – Stayin’ Alive https://www.youtube.com/watch?v=WlgoUIOkzyU</p> <p>¾ RW – Car Wash https://www.youtube.com/watch?v=Z0nq-MwZmxl</p> <p>Revision: Keep singing <i>Cover Me In Sunshine</i> by P!NK. This week challenge yourself to sing without reading the lyrics. https://www.youtube.com/watch?v=sOVNjv4MfUQ</p>
<p>DRAMA CLUB!</p>	<p>Don’t forget to come to Online Drama Club- Let’s laugh our socks off!</p> <p>On Tuesday at 2pm on the 24th of August. See you there!</p> <p>Hosted by Michelle Sullivan</p> <p>https://eduvic.webex.com/eduvic/j.php?MTID=m216f4a3f3996c36920892561c52e223f</p> <p>Meeting number: 165 518 8424</p> <p>Password: aZBQ44pJnP6</p>



BQT Project Checklist

Section	Student responsible for this section	Date Completed
Persuasive advertisement		
Detailed sketches (with labels), which must include/show:		
- Living quarters		
- Greenhouses		
- Power source		
- Air Supply		
- Water		
Digital image of your colony or Model of your colony, which includes:		
- Living quarters		
- Greenhouses		
- Power source		
- Air Supply		
- Water		

Reading



ASSIGNMENT

Listen to Rhianna read Unwilling Twin by Freya Blackwood.

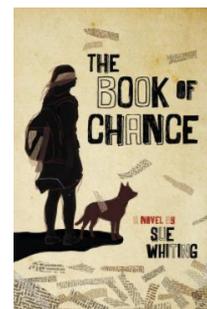
<https://youtu.be/XoaiyitZzQc>

Complete the following sentences:

1. I think George is sometimes an unwilling twin because...
2. I think Jules is sometimes an unwilling twin because...

Answer the following:

3. In the opening three pages of the book, how does the illustrator show how similar Jules and George are? Think about facial expressions, body language and clothes.
4. There are several examples of alliteration in the text, for example 'Sniffs, snuffles and scratches.' Using the photos of Jules and George at the beginning of the book, select another activity that Jules and George enjoy, and come up with appropriate examples of alliteration for the activity.
5. How do the illustrations contribute to the humour in the book? Can you show an example of this?



More stories: **The Book of Chance by Sue Whiting** is another shortlisted book for Book of the Year 2021 for younger readers (7-12 years)

You can listen to Sue talk about her book here: [Sue Whiting on the Book of Chance](#)

Writing

You will complete this lesson with the whole class at 10:00am Wednesday

Multimodal Texts: Gestural

5 Modes

- Visual** (images)
- Written Language** (text)
- Spatial** (layout)
- Aural** (sound)
- Gestural** (movement)

Today we will focus on the mode: **gestural**



Watch: Charlie Chaplin - The Lion Cage https://www.youtube.com/watch?v=0a998z_G4g

Discuss the following questions:

- What is happening in the film?
- How did Charlie use his body/facial expressions to tell the story?
- Do you think the use of music/sound improved the story? Why?

Activity: This week you will be creating a **SILENT** sketch. In this lesson you will write a short draft for your sketch. It does not have to be a full-story, it can just be about someone doing a simple activity. Once you have a draft of your idea, practise acting it out using props. Remember to use lots of body language and facial expression to show the viewer what you are doing and how you are feeling. Tomorrow you will film and edit your sketch.

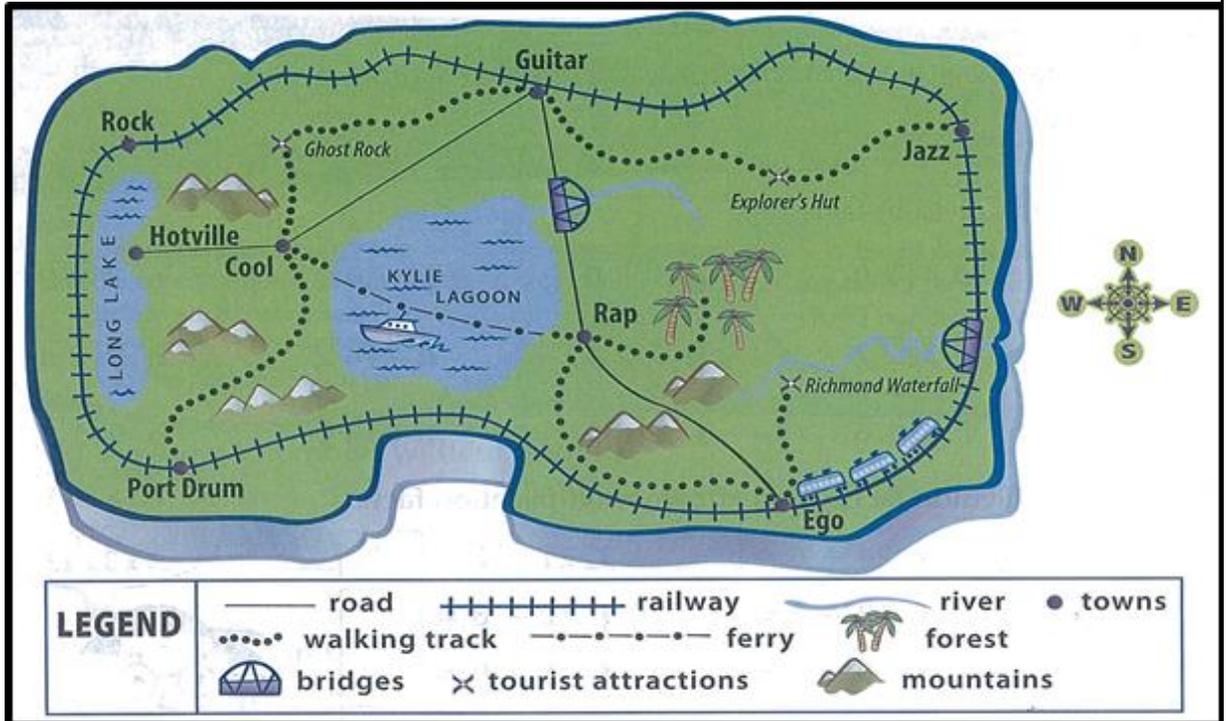


Maths

Warm up: What is the likelihood of rolling a number greater than 3 on a 6-sided die? Explain your thinking.

- a impossible
- b even chance
- c certain

Activity 1: Use the legend to answer the questions.



- a. How many towns are on the island?
- b. How many tourist attractions are marked on the map?
- c. How many bridges are on the island?
- d. Is it possible to drive to the tourist attractions?
- e. Which town can only be reached by road?
- f. How many rivers are on the island?
- g. Name one town that can be reached by road, train and foot.
- h. If I was at Guitar, would I have to pass through Rap to get to Ego?
- i. Which town is south of Rock?
- j. Which two towns does the ferry help join?

Activity 2:

Compass

Every morning, the sun rises in the east and every evening it sets in the west. At midday, the sun is in the northern part of the sky. Knowing this can help you figure out directions any time of the day.

To remember the four main compass points we can use mnemonics (memory tricks): **Never Eat Soggy Weetbix** or **Never Eat Slimy Worms**.

Did you notice that the first letter of each direction also spells NEWS?



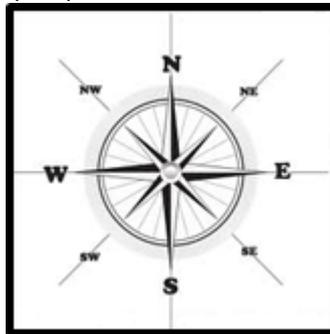
The points in between the four main points on a compass help us describe the direction more accurately.

Between north and east is north east (NE).

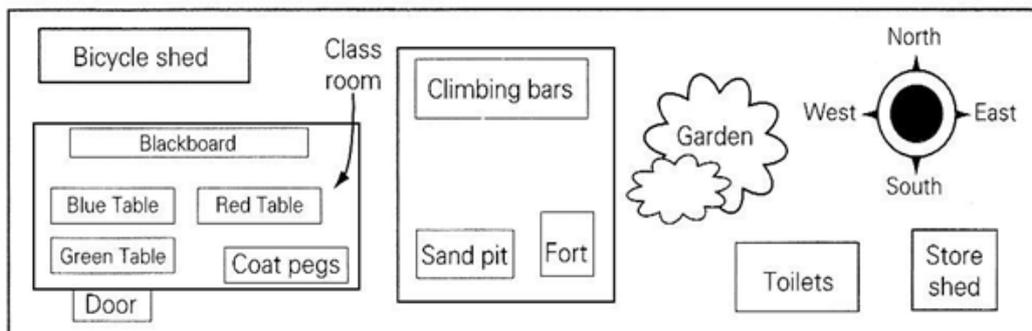
Between east and south is south east (SE).

Between south and west is south west (SW).

Between west and north is north west (NW).



Activity 2: Using the compass on the schoolyard map below, write 'north', 'north east', 'east', 'south east', 'south', 'south west', 'west' or 'north west' to make each statement below true.



- The bicycle shed is _____ of the classroom.
- The coat pegs are _____ of the red table.
- The toilets are _____ of the store shed.
- The blackboard is _____ of the door.
- The fort is _____ of the sand pit.
- The climbing bars are _____ of the garden.
- The classroom is _____ of the store shed.
- The coat pegs are _____ of the store shed.

Optional Extension Activities are in the Maths Challenges folder (see Week 7) on Google Classroom

STEM



To celebrate **Book Week** we are taking inspiration from the book *Rosie Revere, Engineer* by Andrea Beaty to create an invention. Read or listen to the book first before starting your creation. <https://www.youtube.com/watch?v=31eBdgnPsCo>



Activity: Like Rosie, your mission is to use recycled materials found around your house or outside to create a flying machine (it doesn't actually need to fly!).

Possible materials to use:

Items in your recycle bin: boxes, yogurt containers, toilet paper rolls, broken toys, bottle caps, etc..

Loose parts (buttons, bolts, wood scraps, wires)

Art materials (glue, tape, paints, glitter, popsicle sticks, brushes, charcoal, stickers)

Natural materials (pinecones, stones, pebbles, sticks, feathers)



P.E

A reminder that the Grade 3/4 PE Google Classroom code is: **g6viws4**

Go into Google Classroom and watch the welcome video and then complete the program found below.

Opening/Warm-up – Shifting from Supergirl to Wonder Woman this week. Click on the link and complete the next superhero workout. https://www.youtube.com/watch?v=enI5HT_4sbM

Badminton – Complete the 5minute badminton specific warm-up found in the next link to ensure your body is ready to play badminton. <https://www.youtube.com/watch?v=ZEmtYFnxZtk>

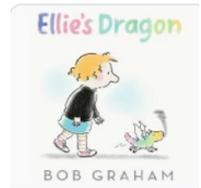
Agility, speed and strength are three attributes all top level badminton players possess. Complete the workout routine found in the next link which has several exercises aimed at improving a person's agility, speed and strength. Do as much of it as you can. You can cut down the repetitions if you find 16 too many and pause and rest whenever required.

<https://badmintonisgreat.com/badminton-practice-home/>

Reading

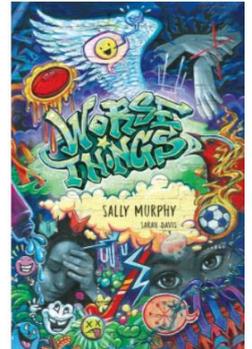


Listen to Tammi read **Ellie's Dragon by Bob Graham**
<https://www.youtube.com/watch?v=QV3GU5dxu8s&t=68s>



Answer the following questions in full sentences. Your answer will need to be at least 2 sentences for each question:

1. Why do you think Ellie, her friends, and the other children shown in the book can see Scratch, and the adults cannot?
2. As time passes, Scratch starts to fade for Ellie. Why do you think this happens?
3. What do you think Bob Graham is trying to tell us in this story?
4. Did you like this story? Why /Why not?



More stories: **Worse Things by Sally Murphy** is another shortlisted book for Book of the Year 2021 for younger readers (7-12 years)

You can listen to Sally talk about and read from her book here:

[Worse Things Introduction](#)

Writing

Multimodal Texts: Gestural

Activity: Today you will film your sketch. You might want to practise it a few times before you start filming. Use lots of facial expressions, body language and use the space and props around you to make it more engaging - and remember, NO TALKING!



Maths

ASSIGNMENT

Warm Up:

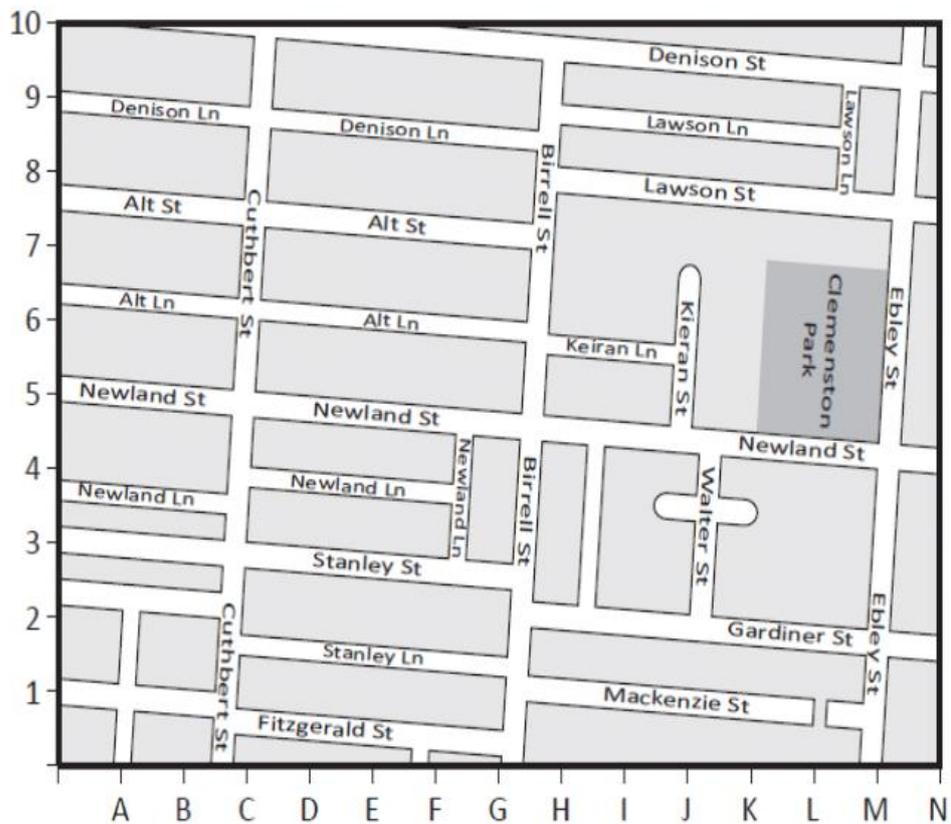
$$3 \text{ Jigglypuff} = 39$$

$$1 \text{ Jigglypuff} + 1 \text{ Pikachu} = 16$$

$$1 \text{ Snorlax} = 1 \text{ Pikachu} + 1 \text{ Pikachu}$$

$$2 \text{ Snorlax} = ?$$

Activity 1: Look carefully at the map below and answer the questions. You may use a ruler to help you align the coordinates.



- Which street is at E4?
- Which street is parallel with Denison Lane at E8?
- Which street is at J9?
- Which coordinates pinpoint the intersection of Birrell St and Newland St? (An intersection is the meeting of two streets at a corner.)
- Using a ruler, draw one way to get from the corner of Lawson St and Ebley St to the corner of Cuthbert and Fitzgerald St.
- Describe how to get to Clemenston Park from B8.

Activity 2:

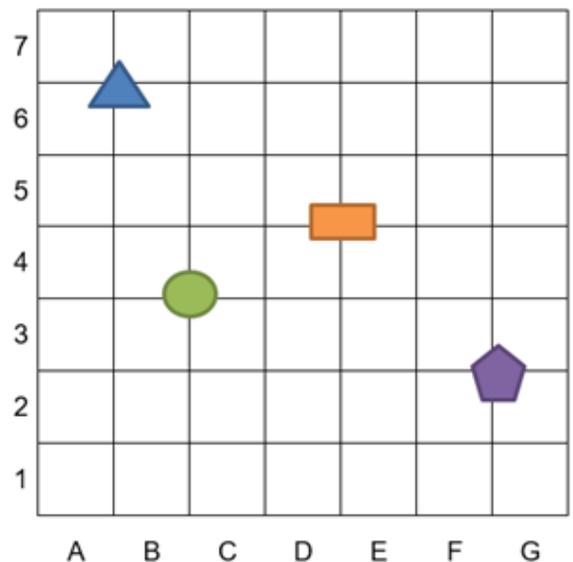
What shapes are found at these coordinates?

A6 _____

D4 _____

B3 _____

F2 _____



Optional Extension Activities are in the Maths Challenges folder (see Week 7) on Google Classroom

BQT

Space Colony Project



Continue working on your project. Complete the written reflection afterwards.

Written reflection:

What is something new I learnt today?

How well did I work with my partner today?

What do I want to achieve in the next session?

Drama

Here is the link for Drama



https://docs.google.com/presentation/d/1swMHDSUzBD5Jsz7G0Be9mMRqNtif6joI8aKJmXKSk6l/edit#slide=id.ge9a365b420_0_0

Please upload your work into the Google Classroom

Reading



Listen to Tammi read **Not Cute by Philip Bunting**

<https://youtu.be/5gszOjzYwyw>

“The stubborn listen to nobody’s advice and become a victim of their own delusions”.

This is a quote from Aesop the great fable teller.



We want you to think about the intended and unintended consequences of Quokka’s actions.

Answer the following questions in your work books. We expect at least 2 sentences per question.

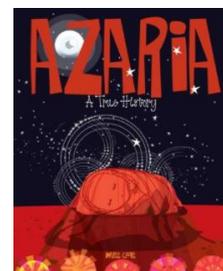
1. How did quokka’s actions in this book lead to what eventually happened to him?
2. What are your feelings towards Quokka?
3. Do you think what happened to him was right?
4. What are your feelings towards Snake?

More stories: This book is **Azaria: A True History by Maree Coote**. It is a very emotional story and one that your parents will remember because it is the true story of a baby that was taken by a dingo. **Trigger warning:** the baby is killed by the dingo (because that is what wild animals do). The death of Azaria is only the beginning of the terrible things the family went through, because people didn’t believe that the dingo did it, they blamed the mother.

It is shortlisted for the Eve Pownall Award. The books in this category deal with true facts in an imaginative presentation.

You can watch the author, Maree Coote read it here:

[AZARIA: A True History by Maree Coote](#)



Writing

Multimodal Texts: Gestural and Aural

Activity: Today you will edit your sketch. You might also want to add some sound effects or music to add emotion and atmosphere to your film.



Optional: If you want to, post your silent movie on Google Classroom for others to watch and guess what your movie is about.

Maths

Warm Up: Missing Numbers

What could be the missing numbers in these number sentences? Is there more than 1 way of solving these?

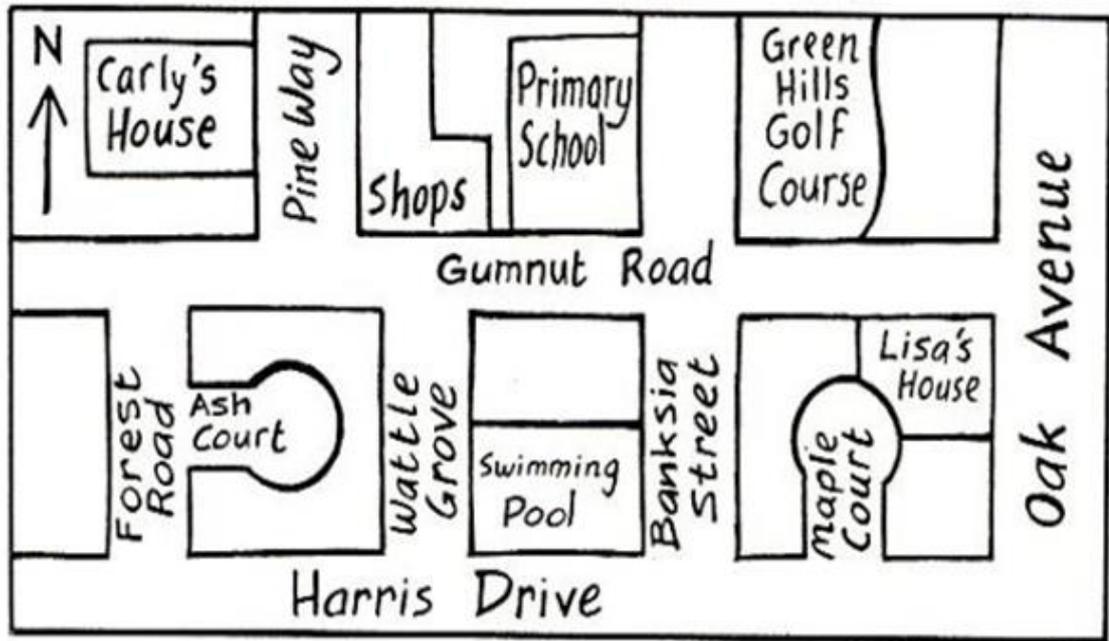
$20 = ? + ?$

$18 = ? - 5$

$? \times 5 = ?$

$24 \div ? = 3$

Activity 1: Clearly write the directions that you would take to get to and from the following places. Try to take the shortest path each time. The first one has been done for you. Please note, there is not just one correct answer.



Example: From Lisa's house in Maple Court to Carly's house in Pine Way.

Walk to the end of Maple Court. Turn right and walk west along Harris Drive. Turn right at Wattle Grove. When you reach Gumnut Road, cross over. Turn left and walk towards Pine Way. Turn Right at Pine Way. Carly's house is the middle house on the block.

1. From Ash Court to Green Hills Golf Course.
2. From the swimming pool to Lisa's house.
3. From Harris Drive to the shops.
4. Write the directions from your home to your local school.

Extension: Emoji Coordinates

Draw the lines made by these coordinates on the grid paper below (page 24). Use a different colour for each line.

- (0, -8) (-3, -7) (-5, -6) (-6, -5) (-7, -4) (-8, -1) (-8, 1)
- (-8, 1), (-7, 4) (-5, 6) (-3, 7) (0, 8)
- (0,-8) (3,-7) (5,-6) (7,-4) (8,-1)
- (8,-1) (8,1) (7,4) (5,6) (3,7) (0,8)
- (-3,1) (5,3) (-5,4) (-4,5) (-3,4) (-,5) (-1,4) (-1,3) (-3,1)
- (3,1) (5,3) (5,4) (4,5) (3,4) (2,5) (1,4) (1,3) (3,1)
- (-4,-2) (-1,-3) (1,-3) (4,-2) (3,-4) (0,-5) (-3,-4) (-4,-2)

What shape do they make together?

Optional Extension Activities are in the Maths Challenges folder (see Week 7) on Google Classroom

OKAY2BEMEDAY**#valuetherainbow**

Inclusion makes the whole world more vibrant.

On Friday 27th August, Newport Lakes will be celebrating OK2BEME

Day. Each class has been asked to come to the Google Meet in a specific colour. We ask that you wear as much of that colour and also hold up anything you have that is that colour. Your teacher will then take a screenshot of the class and we will put them all together to make a **RAINBOW** display of all the classes.

Don't forget your crazy socks and hair-dos!

This is the colour you will need to wear:

3/4JM Light blue

3/4TC Dark green

3/4TH Purple

3/4AD Orange

3/4RW Light green

3/4CM Dark blue

Activity:

Watch: <https://www.youtube.com/watch?v=yu24PZlboY>

What do you think is the message of this video?

As part of our OK2BEME Day celebrations, the school has decided to create a visual display on the front fence using the fish image below as inspiration. You will work together at home with your family to decorate the fish (on page 25) in any style you want. As the saying goes, 'We may all be different, but in this school we swim together'. You can bring your finished fish to school when we return or leave it in the school letterbox on one of your walks.

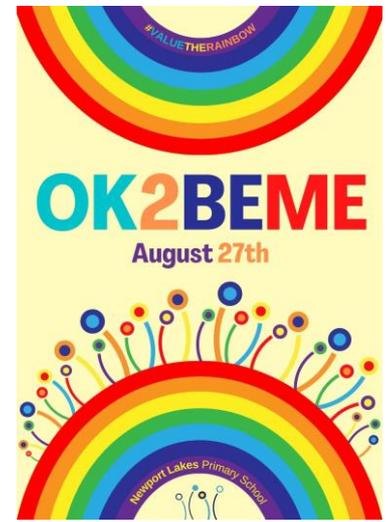


Optional: You might like to do some mindful colouring online:

Online colouring mandala

<https://www.mombooks.com/dp-online-activity/mandala-colouring/?imprint=1>

You can take a screenshot of your work to share with others.



Indonesian

Hai anak-anak kelas tiga/empat



Click [here](#) for this week's Indonesian lesson

You can also find it on Google classroom where you will be able to submit your work. Class code **olo5thl**

Selamat belajar

Pak Ben

