

## Year 3/4 - Learning @ Home, Term 4, Week 1

### Google Meet Timetable

	9:30 - 10:00	10:00-10:20	10:20-10:40	10:40 - 11:00	11:00 - 11:20	11:30-12:00	12:30-1:30	1:30-2:30	2:30-3:00
MON	Whole Class Meeting	Whole class Reading Lesson (10:00-10:20)	Reading Assessment	Reading Assessment	Reading Assessment	Open Session with Rhianna		Music Lesson (TC, TH, RW)	
TUE		Whole class Reading Lesson (10:00-10:20)	Reading Assessment	Reading Assessment	Reading Assessment	Open Session with Ann-Maree		Indonesian Lesson	
WED		Reading Assessment	Reading Assessment	Reading Assessment	Reading Assessment	Open Session with Carol		P.E Lesson	
THU		Reading Assessment	Reading Assessment	Reading Assessment	Reading Assessment	Open Session with Tammi		Drama Lesson (AD, JM, CM)	Band - 2.30pm
FRI	Whole Class STEM: Australian Virtual Astronaut Challenge					Social Meet	Assembly at 1pm	Art Lesson (2:00-3:00)	

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

**10:00 – 10:20am** **Whole Class:** Everyone needs to attend this meeting for a focused lesson.

**10:00 – 11:20am** **Reading Assessments:** Only attend this on your scheduled day/time. **Check GC for your day.**

**11.30 – 12:00pm** **Social Friday Meet:** Book a time to chat and catch up with your friends from any class.

**11:30 – 12:00pm** **Open Help Session:** Attend this session if you need help with any of the work.

**1:30 – 2:30pm** **Specialist Lesson:** Everyone needs to attend this session.

### Google Classroom Links

Class	Class Code	Meeting Code	Google Meet Link
3/4TC Tammi	rbqs62u	upafrwvbc	<a href="https://meet.google.com/upa-frwv-bcs">https://meet.google.com/upa-frwv-bcs</a>
3/4CM Carol	z35hncd	xjupaenrgw	<a href="https://meet.google.com/xju-paen-rgw">https://meet.google.com/xju-paen-rgw</a>
3/4RW Rhianna	wrwshdr	bfvpxwoncr	<a href="https://meet.google.com/bfv-pxwo-ncr">https://meet.google.com/bfv-pxwo-ncr</a>
3/4TH Trami	cinxsp4	wuqjqwxzuk	<a href="https://meet.google.com/wuq-jqwx-zuk">https://meet.google.com/wuq-jqwx-zuk</a>
3/4AD Ann-Maree	zgz2g5m	cfvkhjfst	<a href="https://meet.google.com/cfv-khjf-sta">https://meet.google.com/cfv-khjf-sta</a>
3/4JM James	lkea062	agrqogwstf	<a href="https://meet.google.com/agr-qogw-stf">https://meet.google.com/agr-qogw-stf</a>

## Specialist Classroom Links

Class	Class Code	Meeting Code	Google Meet Link
Music/Band	bvk3sk7	1658154642	<a href="https://eduvic.webex.com/meet/tracey.james">https://eduvic.webex.com/meet/tracey.james</a>
LOTE	olo5thl		<a href="https://eduvic.webex.com/meet/benito.ricci">https://eduvic.webex.com/meet/benito.ricci</a>
P.E	g6viws4	578 820 891	<a href="https://eduvic.webex.com/meet/antoniadis.terry.e">https://eduvic.webex.com/meet/antoniadis.terry.e</a>
Drama		570 741 729	<a href="https://eduvic.webex.com/meet/sullivan.michelle.p">https://eduvic.webex.com/meet/sullivan.michelle.p</a>
Art	2fjbmdn	574 076 333	<a href="https://eduvic.webex.com/meet/russell.laura.s">https://eduvic.webex.com/meet/russell.laura.s</a>

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

 Assignments to Hand in	
<b>Monday</b>	BQT- Learner Assets reflection
<b>Wednesday</b>	Reading
<b>Thursday</b>	BQT- i-Time proposal document



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	
<b>Reading/Vocabulary</b>	Reading Comprehension Skills & Vocabulary Words
<b>Spelling</b>	Suffixes (ible/able) / Homophones
<b>Writing</b>	Narratives - creating interesting characters using strong verbs
<b>Maths</b>	Time
<b>BQT</b>	iTime
<b>STEM</b>	Australian Virtual Astronaut (AVA) Challenge & Sun Dials

**Day 1 - Monday 4th October**

**Vocabulary**

Here is a list of vocabulary words that you will come across this week during your Literacy Lessons.

<b>yowling</b>	<b>screeching</b>	<b>protruding</b>	<b>vicious</b>
<b>feat</b>	<b>sneer</b>	<b>native</b>	<b>craning</b>

**Activity 1:** Use a dictionary to find the definition of any words you don't know.

**Activity 2:** Choose **ONE** activity from the list below to complete.

Option 1	Option 2	Option 3
Use as many vocabulary words as you can in a paragraph. Your paragraph needs to be grammatically correct and the words need to be used correctly.	Choose 3 words above and write 3 sets of clues for each word. Ask someone at home to guess what the word is.  <b>Example clues:</b> <ul style="list-style-type: none"> <li>• This word is an/a adjective/noun/verb</li> <li>• This word means.....</li> <li>• This word has a suffix/prefix</li> <li>• This word has .... vowels</li> <li>• This word has ... sounds</li> <li>• This word has .... letters</li> </ul>	Choose 3 words above. For each word, find: <ul style="list-style-type: none"> <li>• A synonym (similar word)</li> <li>• An antonym (opposite word)</li> <li>• Put the word in a sentence</li> <li>• Draw a picture of the word</li> </ul>

**Reading**

**Reading Comprehension Strategies: Making Connections**

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

The main strategies that can help with comprehension are: activating and using prior knowledge to make connections, predicting, visualising, asking and answering questions, summarising, synthesising and critical thinking.

Today we will focus on **making connections**.

Making connections to texts can help us make meaning of the text by drawing on our prior knowledge and experiences. When making connections to text there are three main connections we can make:

**Connecting text to self:** What does this remind me of in my life?

- Example: "This story reminds me of a family holiday that I took to the ocean, just like the main character."

**Connecting text to text:** What does this remind me of in another book I've read?

- Example: "I read another book about spiders that explained that spiders have venom and, in this book, I am learning about the top 10 dangerous spiders of the world."

**Connecting text to the world:** What does this remind me of in the real world?

- Example: "I saw on the news about how water pollution was affecting marine animals, and in this book, I am learning about why pollution can make a marine animal sick."

When we are writing about making connections to text it is important that we are making 'deep' connections, thinking about why and how these connections are made.

**Activity:** Your teacher will read you the text 'The Most Magnificent Thing' in the whole class lesson. Write down the connections you can think of but make sure they are deep connections and you explain the connection.

<https://www.youtube.com/watch?v=RhuU3MRdIKc>

**SURFACE CONNECTIONS**

**MY CONNECTION**

**TEXT**

I have a cat like the main character

**DEEP CONNECTIONS**

**MY CONNECTION**

**TEXT**

I connected with the main character when she said that she missed her cat when she was away on a holiday. I felt the same way when I went to visit my grandma in Perth, and we left our cat with our neighbour.

Here are some questions to ask yourself to help with making your connections:

Text to self	Text to text	Text to world
<ul style="list-style-type: none"> <li>• What does this remind me of in my life?</li> <li>• How is this similar to my life?</li> <li>• How is this different from my life?</li> <li>• Has something like this ever happened to me?</li> <li>• How does this relate to my life?</li> <li>• What were my feelings when I read this?</li> </ul>	<ul style="list-style-type: none"> <li>• What does this remind me of in another book I've read?</li> <li>• How is this text similar to other things I've read?</li> <li>• How is this different from other books I've read?</li> <li>• Have I read about something like this before?</li> </ul>	<ul style="list-style-type: none"> <li>• What does this remind me of in the real world?</li> <li>• How is this text similar to things that happen in the real world?</li> <li>• How is this different from things that happen in the real world?</li> <li>• How did that part relate to the world around me?</li> </ul>

## Spelling

### The suffixes -able and -ible

Generally we add **able** to a word that has a base word that can stand alone. Generally we add **ible** to words that don't. For example:

**edible** - ed is not a word on its own.

**comfortable** - comfort is a word on its own.

But there are always exceptions! (e.g. convertible)



Write down the base word in these words to see if this is true. Sometimes you have to drop the 'e' before adding **able** but not always! Loveable can be spelt **loveable** or **lovable**



You can play WhackaMole below to practise.

<https://wordwall.net/resource/3569296/phonics/able-ible>



## Writing

### Narrative writing - characters

At the end of last term we did some work on characters, this week we will continue. You will need to create 3 or 4 characters for a story you will write next week. We want you to think creatively about your characters and make them as real as possible.



Watch this video of Andy Prentice talking about writing a story.

<https://www.youtube.com/watch?v=KcVixTq06bA>

**Activity:** Today we want you to start with some ROCKET WRITING. The rules are simple - put a timer on for 15 minutes or get someone to time you. You just need to write. The one rule is that you are **NOT ALLOWED TO STOP**. You can write anything that you like, whatever comes into your head. Try not to take your pen or pencil off the paper or your fingers off the keys! This is a great way to get out all the bumps and hiccups that will stop you from writing.

## Maths

### Time - Analogue and Digital Clocks



Watch this video to remind yourself of how to tell time using an analogue and digital clock. You can stop and rewind parts of the video at any stage to help you understand all the information better. **Note:** This video is American, they spell 'analogue' differently in America!

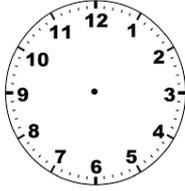
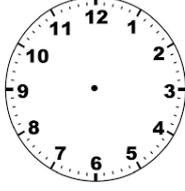
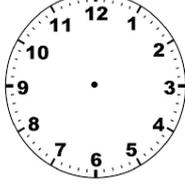


<https://www.youtube.com/watch?v=Jmx8OUDrDq4>

**Activity 1:** Fill in the digital vs analogue sheet below (page 7)

**Activity 2:** Write the time of day that you usually do the following things. You can write the time in analogue and digital.

Activity	Usual Time (analogue)	Usual Time (digital)
Eat breakfast		
Finish school		

Attend a class/or sports session		
Eat dinner		
Go to sleep		

**Optional Extension Activities:** Click on the 'Maths Challenge Week 1 TIME' folder in 'Term 4 Maths Challenges' for some extension maths activities.

**BQT**

**Learning Intention:** What is iTime?

This term you will be working on an independent inquiry. This means you will be learning about something new, and challenging your thinking. You will be able to choose your own inquiry topic. It may be a skill you would like to learn such as a new language, or it may be a topic or question you are curious about such as "How does climate change affect our lives?" Whatever you choose, it needs to be a skill or topic that you know little about and something that INTERESTS you.



Watch 'i-Time Day 1' video posted on Google Classroom in the **iTime folder** to find out more about what i-Time is and what you will be doing.

Not only will you choose a topic or skill to work on but you will also be working on ONE learner asset.

At NLPS we have 5 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 5 learner assets:

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



**Activity:**

- a) Complete the Learner Assets reflection (example is below on page 9)- the digital copy is located on Google Classroom Document called 'iTime Project'.
- b) Choose ONE learner asset that you struggle with the most or feel you need to work on or improve.

- c) 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 few weeks you will be trying to improve this skill during each iTime session.

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

**Music**

Hi Year 3/4TC. TH, RW,

Log in to our live lesson on **Webex at 1.30pm.**

Tracey James's Personal Room

<https://educic.webex.com/meet/tracey.james> | 1658154642

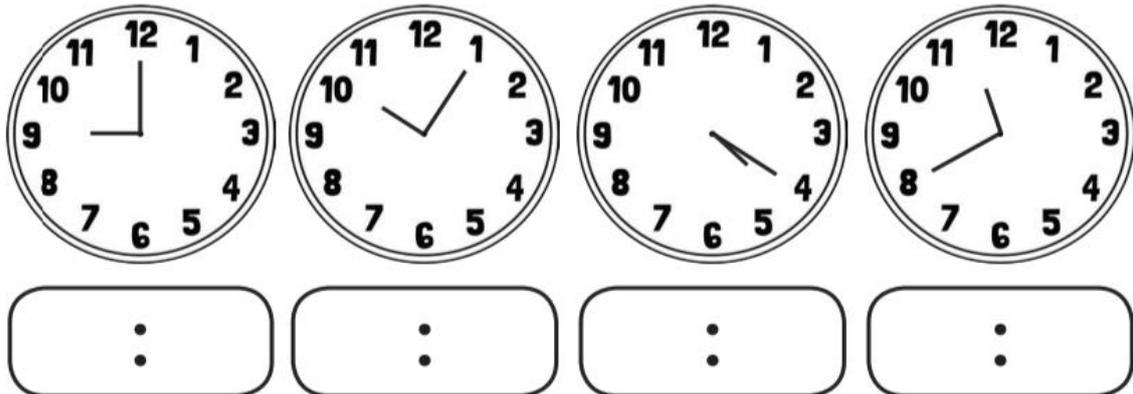
Google Classroom code: **bvk3sk7**

**Instrumental Music lessons start this week.** Timetable is available on the Instrumental Music Goggle Classroom: **u6mhm5q**

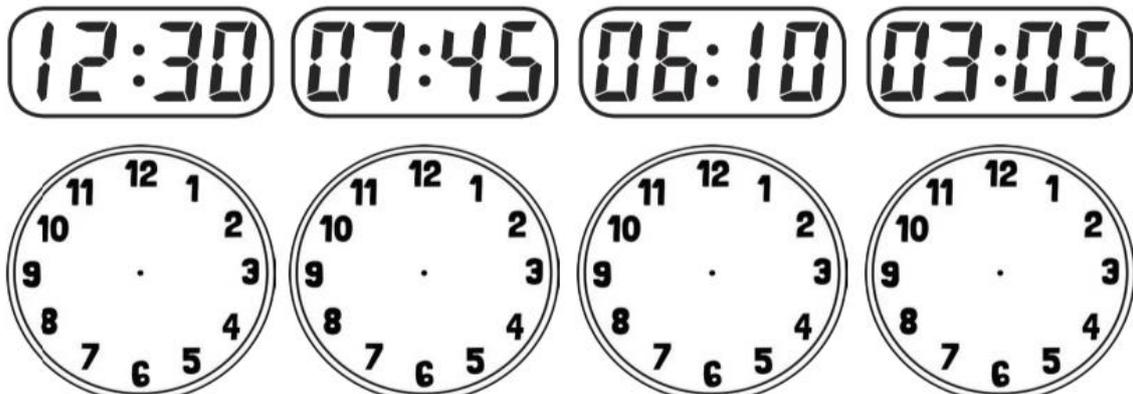
**Day 1 Maths**

**Converting Analogue to Digital Time and Vice Versa**

1. Change these analogue times to digital times.



2. Change these digital times to analogue times.



# Making Connections

## Text to self connections

Idea in the text	What memory or experience did it remind you of?

## Text to text connections

Idea in the text	What other text did it remind you of?

## Text to world connections

Idea in the text	What in the wider world did it remind you of?

### Day 1 BQT- Learner Assets Reflection

<b>Learner Assets</b>	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
<b>I am a researcher.</b> I am curious, creative and critical.			
<b>I am a collaborator.</b> I am empathic, compassionate and reliable.			
<b>I am a thinker.</b> I am open-minded, flexible and persistent.			
<b>I am a self- manager.</b> I am resilient, responsible and reflective.			
<b>I am a communicator.</b> I am confident, responsive and respectful.			

**My chosen learning asset to work on during iTime is...**

**My goal to improve on the learning asset I have chosen is...**

**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.**

Reading

Reading Comprehension Strategies: Making Predictions

**\*You will complete this lesson with the whole class at 10:00am Tuesday\***

Today we will focus on making predictions.

We can use text predictions to help us to connect to the text by using our existing and previous knowledge. We can make predictions before, during and after reading a text.

**To make informed predictions of a text we need to:**

- 1) use clues the author provides in the text (such as: title, front cover, illustrations)
- 2) use what we know from personal experience or knowledge (such as: author information, characters, topic knowledge)

**Predictions can be:**

- What the book will be about
- The author's intended purpose
- Future events in the book
- How the characters may act
- What we may learn from the text or section within a text
- What may happen next at the end of the book if it were to continue

**Activity 1:** Before listening to your teacher read *"Come On, Rain!"*, use the cover page to predict what you think will happen in the book, look at the title, the illustrations and draw on any prior knowledge you may have. Make sure to include evidence to justify your prediction. Use the crystal ball worksheet for this below (page 20).

**Activity 2:** Your teacher will stop halfway through the text. Predict what may happen next. Have your predictions changed from before you started reading?

**Activity 3:** After reading the text, predict what could happen next, think about the story and where the characters could be taken next.

After reading the text, don't forget to check if your predictions were correct!

**PREDICTING**

When I read I can guess, or predict, what might happen next, or what I might learn next based on the author's clues.

**BEFORE READING**  
I use the title and cover illustrations to predict what the story will be about or what I will learn.

**DURING READING**  
I stop often to guess what will happen next or what I will learn next. I use information previously given in the text to help me form my predictions.

**AFTER READING**  
I check to see if my predictions were correct. I can also make predictions as to why the author wrote the story.

Writing

**Warm up:** 5-10 minutes of ROCKET WRITING... get your timer ready...don't stop, don't even take your pen off the paper or fingers off the keys, write whatever comes into your head...GO!

**Narrative writing - characters**

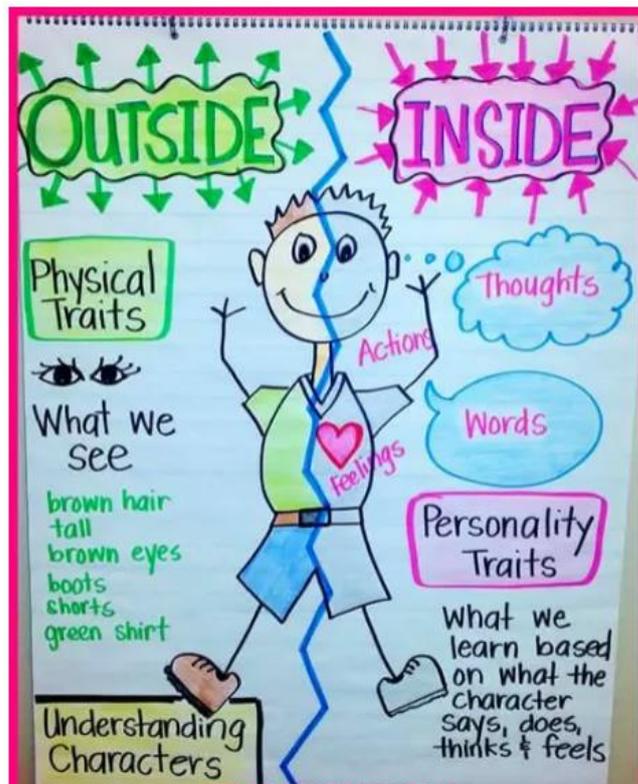
Read J.K. Rowling's description of Mr and Mrs Dursley below. Notice how she not only describes the characters' appearances but also describes some of the things they do. This helps to give the reader an understanding of their personalities. From this description we can infer that Mrs Dursley is a bit of a 'sticky nose' and likes to be involved in other people's business.



Mr. Dursley was the director of a firm called Grunnings, which made drills. He was a big, beefy man with hardly any neck, although he did have a very large mustache. Mrs. Dursley was thin and blonde and had nearly twice the usual amount of neck, which came in very useful as she spent so much of her time craning over garden fences, spying on the neighbours.

**Activity:** Start creating your own characters. It is up to you how you want to present your characters, some suggestions are below. You can copy them into your workbooks or use your iPad to create the characters. You may choose to simply write down a description of your character as J.K. Rowling has done above. You need to draw a picture or find an image online to go with your character. Remember we need you to create 3-4 characters over the week for you to use in your story next week.

NAME		Confused / Curious		
				
Features: Face: Confused Arms: Close to body or touching face Legs: Standing (if there is no action) Head Tilt: Yes				



### Character Profile

**Character name**

Appearance:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Personality:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Actions:** What does your character **do** in the story?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Change:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

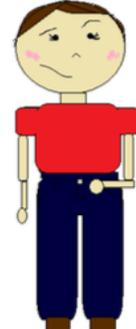
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# Character Traits

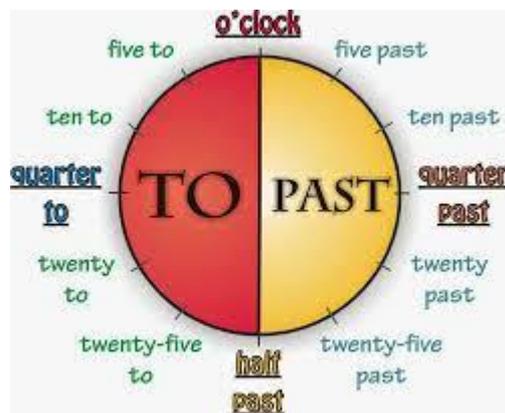


respectful	loving	rude	dainty
considerate	proud	mean	busy
imaginative	Wild	humble	lazy
inventive	messy	brave	patriotic
creative	neat	courageous	fun-loving
independent	joyful	serious	successful
studious	cooperative	funny	responsible
intelligent	lovable	humorous	helpful
honest	ambitious	sad	dreamer
mischievous	quiet	resourceful	happy
friendly	curious	stubborn	disagreeable
adventurous	witty	loyal	conceited
hard-working	fighter	gullible	leader
timid	determined	handsome	demanding
shy	energetic	caring	bossy
bold	cheerful	carefree	gentle
daring	thoughtful	selfish	self-confident
mannerly	calm	unselfish	generous



## Maths

Time - Using the language of **PAST** and **TO**



Watch this video as Carol explains how to use the language of 'to' and 'past' on an analogue clock:

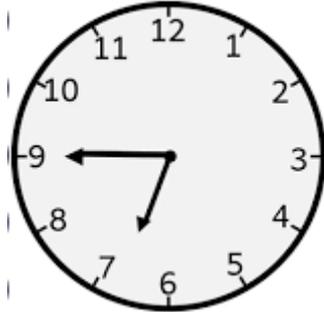
[https://youtu.be/a\\_kWG-myDvM](https://youtu.be/a_kWG-myDvM)

**Activity:** Clock Bingo

**Step 1:** Choose a level of analogue time that you are most comfortable with:

- A - time to the quarter hour
- B - time to 5 minutes or
- C - time to the minute

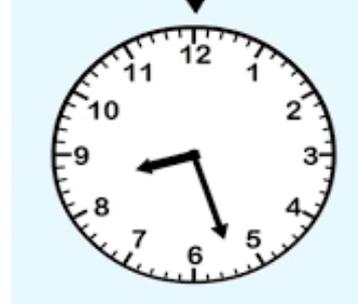
**Step 2:** Using your chosen level, choose any 6 of the times from the table below and represent them on the blank clock face sheet below (page 15) Write the time underneath each clock face. Write in both digital time and using the language of analogue like this:



6:45  
Quarter to 7



2:55  
Five to 3



8:27  
27 minutes past 8

Times to fill in on your blank clock faces **\*\*choose any 6 from your level\*\***:

A - Time to the quarter hour	B- Time to the nearest 5 minutes	C- Time to the minute
8:30	8:05	6:01
9:15	9:20	3:47
Quarter past 11	Ten past 7	nine minutes to 2
6:45	Twenty to 1	Twenty three minutes past 5
4:30	7:50	11:17
Quarter to 2	Five to 6	12:32
Half past 7	4:15	Twenty one minutes to 9
11:45	Twenty five past 10	Two minutes to 4
Quarter past 3	Ten to 12	Thirteen minutes past 8

**Step 3:** Watch the video below that corresponds to your chosen level. Times will be shown (either digital or analogue) on the video. When one of the times you filled in on your sheet appears in the video, cross it off in red pen (remember you can use the pause button when you need to). You may need to convert between digital/analogue. When you get three in a row either vertically, horizontally or diagonally, shout BINGO!!! Use a stopwatch to record how long it takes you to get Bingo and post your time on your class Stream. Who will be the Bingo winner???

Video A (time to the quarter hour): <https://youtu.be/ECNnfMO-400>

Video B (time to the nearest 5 minutes): <https://youtu.be/OiSEDniVJVw>

Video C (time to the minute): <https://youtu.be/OiSEDniVJVw>



**Optional Extension Activities:** Click on the 'Maths Challenge Week 1 TIME' folder in 'Term 4 Maths Challenges' for some extension maths activities.

**BQT**

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

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!

## *just wondering...*

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 yourself
- to make, build or create something
- finding out something new/research

**Activity 1: Fill in the 'My iTime Thinking Table'** (see below on page 18) Complete this in your 'iTime Project' Google Document on Google Classroom.

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 for your iTime project.

### **Activity 2: Reflection**

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

### **Stuck on an idea?**

1. See 'Endless Possibilities' picture below for more iTime ideas (page 17).
2. Visit - <https://www.wonderopolis.org/wonders>

This is a good website that has kids' wonders from all around the world. You may like to choose one of these wonderings as your iTime project.



Some i-Time Inquiry Examples:

- How do you use photoshop?
- How could I design a spaceship?
- How do architects design houses?
- How do you make a strong reliable glue?
- How do I learn the Japanese Alphabet?
- What was it like in Ancient Egypt?
- How can I understand the design of Newton's cradle?
- What can I learn about geology?
- How did dinosaurs become extinct?
- What will I learn about crocodiles?
- What effect does climate change have on my life?
- What can I learn about snakes?
- What can I learn about coding and how can I use it?
- What can I learn about Area 51 and its history?

Remember, all i-Time tasks need to be completed in your personal i-Time Project Google Doc.

**Indonesian**

Click on the link for this week's Indonesian lesson.

<https://docs.google.com/presentation/d/1pS6psliikiBqLfxssVffb-RmBlogJc3i4JDQGSbE89Q/edit?usp=sharing>

This lesson can also be found on Google Classroom

Class code : **olo5thl**

**Please upload all your work onto Google classroom**

I will be teaching this lesson live at **1:30 on Tuesday, October 5**

Click on the link below to join in. See you then

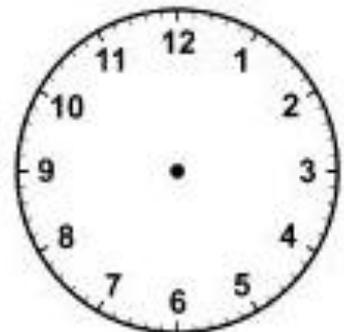
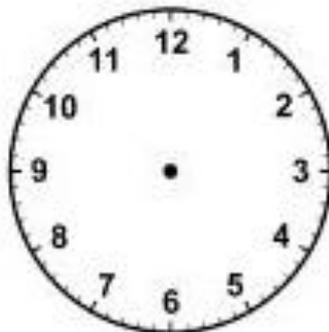
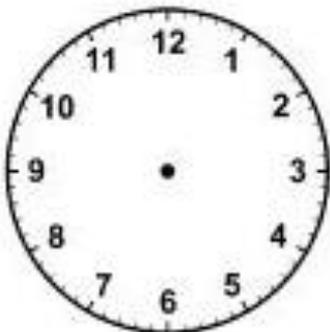
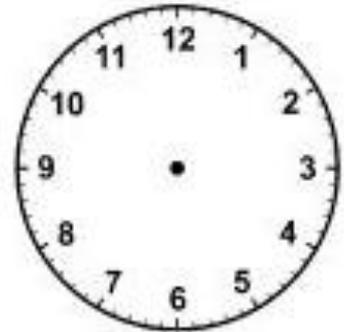
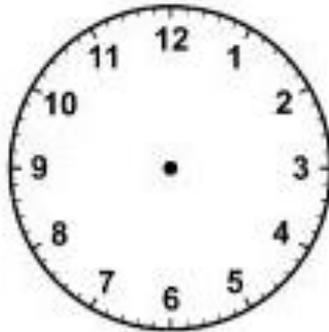
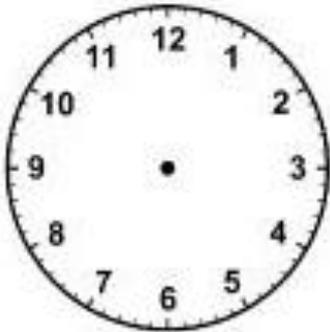
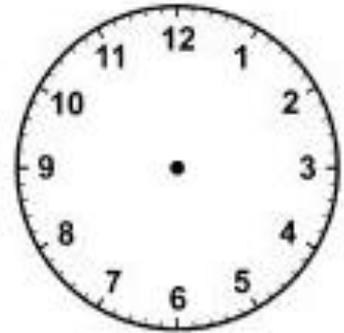
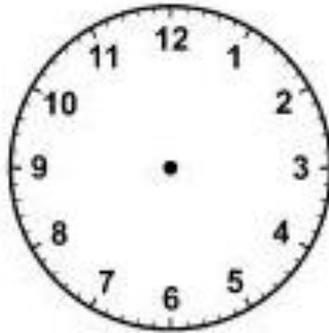
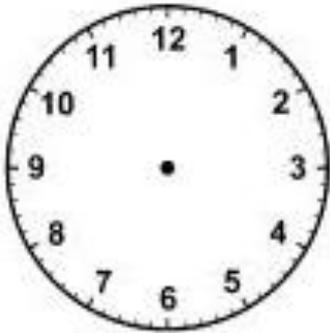
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Terima kasih

Pak Ben



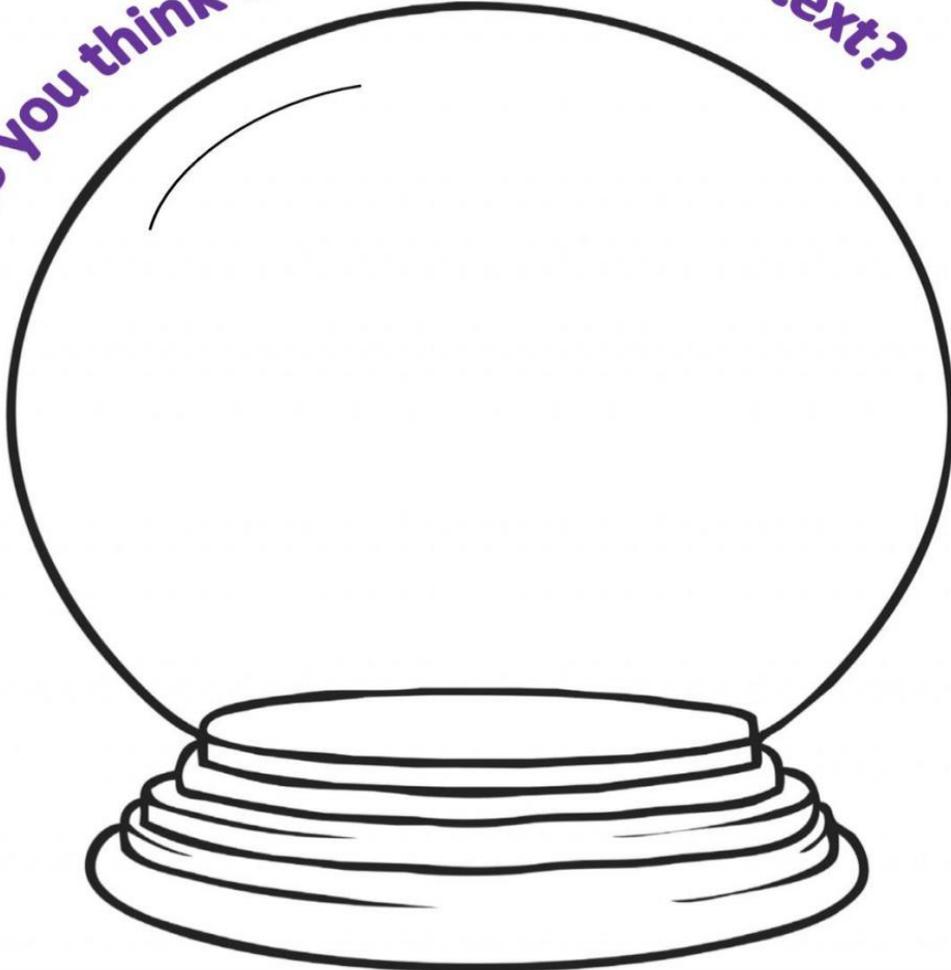
**Day 2 - Maths Bingo**



# Making Predictions

Before reading a text write or draw what you predict will happen in the crystal ball. Then explain your prediction using evidence from the text, such as headings, illustrations, and prior knowledge.

*What do you think will happen in the text?*



Why do you think this will happen? Use evidence from the text

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During reading – Has your prediction changed? If yes, what is your new prediction?

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---

After reading – was your prediction correct?

---

# 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?

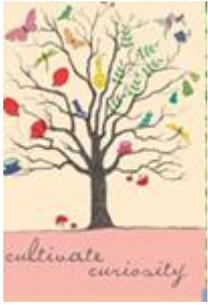
What dog breeds are best for city living?

How can you train a dog?

Day 2 resources- BQT- My iTime Thinking Table

Write ONE thing you are curious about.

Example: I am curious to find out about how and why rainbows are formed.



Write ONE thing YOU have always wanted to try or learn.

Example: I have always wanted to learn how to crochet.



Write ONE question about something you know nothing about but would be interested to find out about.

Example: How does Einstein's general theory of relativity work?



Write ONE thing or issue in your community that interests you. Something you want to find out more about.

Example: I would like to find out more about the issues of biodiversity in Hobsons Bay, and in particular the wetlands.



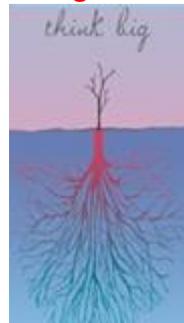
Write ONE thing you've noticed in the world that you would like to find more about.

Example: I've noticed that the architecture and design of houses in countries around the world is very different and I want to know what influences this.



Write ONE thing in the world that you would like to change or know or learn more about.

Example: I want to change the way we treat the planet and would like to learn more about climate change.



Reading

Reading Comprehension Strategies: Visualising



When reading, we can use our senses - **looks** like, **sounds** like, **smells** like, **tastes** like, **feels** like - to help us visualise characters, settings and what is happening in a book

**Activity 1:** Read the description below about the Hungarian Horntail dragon from Harry Potter **or** listen to Trami read the text.



<https://www.loom.com/share/4753fb4d2e944443a1a736cef7d578eb>

Now highlight/underline all the descriptive words/phrases.



**Activity 2:** Draw a picture of what you think the Hungarian Horntail looks like from the descriptions and label it.

**The Hungarian Horntail Dragon**

*"I don't envy the one who gets the Horntail. Vicious thing. Its back end's as dangerous as its front."*

—Charlie Weasley

*The Hungarian Horntail is a dragon native to Hungary and is considered to be the most dangerous dragon breed. It has brown skin, a spiked tail, and bronze horns protruding from its head. It has yellow eyes with vertical pupils. Its roar is a yowling, screeching scream, and its flame can reach to about fifty feet. While having a very far reaching flame the Horntail's breath can reach extremely high temperatures and can make a stone turn red hot in seconds. The Horntail's foods of choice include cattle, sheep, and goat. Its eggs are cement-coloured with very hard shells.*

*Horntails are also known for being one of the most vicious breeds of dragon; even Rubeus Hagrid commented on their ferocity. Along with their viciousness, Horntails are shown being extremely fast while in flight - able to keep up with a Firebolt broomstick, a broom capable of going from 0 to 150 miles per hour in 10 seconds. Horntails are also seen able to keep up with Harry Potter's flying skills; a very impressive feat considering Harry's talent as a seeker.*



## Writing

**Warm up:** 5-10 minutes of ROCKET WRITING... get your timer ready...don't stop, don't even take your pen off the paper or fingers off the keys, write whatever comes into your head...GO!

### Creating Characters

We get a clear picture of what Harry looks like from this description. We can also infer some of his personality traits as J.K. Rowling describes things that have happened to him. For example, we can infer that Harry is pretty used to being treated badly, therefore he is probably going to be able to handle some difficult situations. He is definitely not spoiled!

*Perhaps it had something to do with living in a dark cupboard, but Harry had always been small and skinny for his age. He looked even smaller and skinnier than he really was because all he had to wear were old clothes of Dudley's, and Dudley was about four times bigger than he was. Harry had a thin face, knobbly knees, black hair, and bright green eyes. He wore round glasses held together with a lot of Scotch tape because of all the times Dudley had punched him on the nose. The only thing Harry liked about his own appearance was a very thin scar on his forehead that was shaped like a bolt of lightning.*



**Activity:** Keep working on your characters, remember you need to have at least 3 or 4. You can try one of the templates from Tuesday's lesson.

## Maths

### Converting Between Units of Time

As we saw in the video on Monday, we need to be able to convert between the different units of time e.g. to know how many minutes there is in 120 seconds

Customary Units of Time	
1 year	365 days
1 year	12 months
1 year	52 weeks
1 week	7 days
1 day	24 hours
1 hour	60 minutes
1 minute	60 seconds

There are 3 levels of activity to choose from today, choose which suits you best. You might want to try all three!

#### Activity 1:

Watch these videos to learn how to convert between hours and minutes:

Hours to minutes: [https://www.youtube.com/watch?v=CH-A9E\\_zwu8](https://www.youtube.com/watch?v=CH-A9E_zwu8)

Minutes to hours: [https://www.youtube.com/watch?v=4Vo\\_W2rp87c](https://www.youtube.com/watch?v=4Vo_W2rp87c)

This table might help you:



1 hour	60 minutes
2 hours	120 minutes
3 hours	180 minutes
4 hours	240 minutes
5 hours	300 minutes

Work out the answers to the following questions:

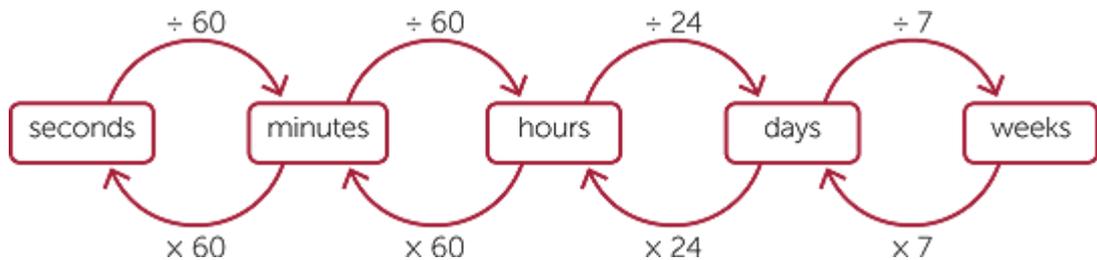
1. How many hours are there in 240 minutes?
2. How many minutes are there in 6 hours?
3. How many minutes are there in 3 and a half hours?
4. How many hours are there in 130 minutes?
5. How many hours are there in 90 minutes?
6. How many minutes are there in 9 hours?
7. How many minutes are there in 2.5 hours?



**Activity 2:**

Watch this video to help you work out how to convert between some of the other units of time:  
<https://youtu.be/mZotE4fZJuM>

This diagram will be of help to you:



Work out the answers to the following questions:

1. How many days are there in 6 weeks?
2. How many days are there in 192 hours?
3. How many seconds are there in 3 minutes?
4. How many weeks are there in 35 days?
5. How many weeks are there in 71 days?
6. How many hours are there in 4 days?
7. How many hours are there in 220 minutes?

**Activity 3:**

You may need to do some research to help you answer these questions, as well as watching the videos for activities 1 and 2.

1. How many decades are there in 70 years?
2. How many centuries are there in 730 years?
3. How many seconds are there in 2 hours?
4. How many minutes have you been alive for?

**Optional Extension Activities:** Click on the 'Maths Challenge Week 1 TIME' folder in 'Term 4 Maths Challenges' for some extension maths activities.



### Sundials

This week in Maths you are learning all about time. Today you will learn about and make your own sundial, which were the original clocks. Sundials use the position of the sun to help you tell the time.

Watch this video and then get creating! Once you are done, make sure you check on another day to check that it is accurate.

<https://www.youtube.com/watch?v=SeSexM-wVzA>

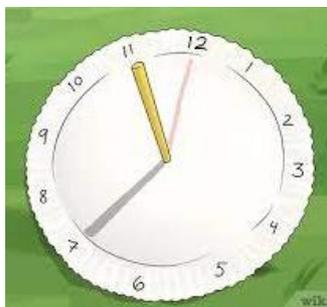
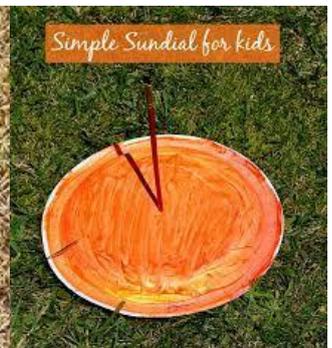


Think about what might be the best day to do it. Things to consider could include –

- Weather (needs to be a sunny day, preferably not rainy, if you are using paper)
- Choose a day where you are staying close to home so you can go out and mark the dial each hour

Pop a photo of your finished dial showing the time on your class stream.

There are different ways you might create your sundial – you might use playdough and a pencil and paper plate or rocks and a stick in the ground etc. Here are some pictures to help inspire you:



### P.E

Welcome to Term Four. I hope you all enjoyed a nice break over the holidays and are ready to enjoy another live PE lesson this week.

Once again, our lesson is going to take place on **Wednesday at 1:30pm**. I look forward to seeing you all at that time.

You should be able to get into the lesson by clicking on the following link:

<https://eduvic.webex.com/meet/antoniadis.terry.e>

Access code: 578 820 891

I have also included a program below for the students who are not available to log into the live lesson.

**Opening/Warm-up** – This one is for all the Mario Kart fans of which I am one. Click on the link and complete the workout.

[Mario Kart Fitness! \[Kids and Family Workout\]\[P.E. Remote Learning\] - YouTube](#)

**Basketball (shooting)** – Watch the video in the next link to get some tips on how to shoot a ball correctly when playing basketball and then spend 2-3 minutes practicing the progressions shown.

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

Watch the next two videos and complete the shooting drills you see for approximately 2-3 minutes each. No ring or hoop is required, just a ball and an open space.

<https://www.youtube.com/watch?v=QWAIRGmYiE4>

<https://www.youtube.com/watch?v=W1WHGs0IKDA>

Reading

Reading Comprehension Strategies: Asking and Answering Questions

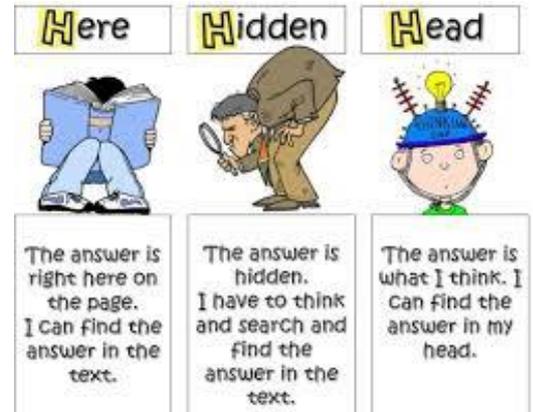
Today we will focus on **asking and answering questions**. Asking questions whilst you are reading is a good way to check that you are understanding the text. Today you are going to create some reading questions for your classmates to answer.

There are 3 types of questions: **Here, Hidden and Head.**

**Here:** These are the easiest to answer because you can point to the answer and say 'Here it is!'.

**Hidden:** These questions are a little trickier to find in the text because they are hiding. You might need to join more than one piece of information together to figure them out. They require you to make inferences from the clues.

**Head:** These require you to use your head and offer your opinion, make a prediction or use your prior knowledge.



**Activity:** Use one of the extracts from this week's Writing lessons and create one Here, Hidden and Head question. Post your 3 questions to Google Classroom for your peers to answer.

**Example:**

**Here:** *Who is the headmaster of Hogwarts?*

**Hidden:** *Did student's like Professor Snape? Explain.*

**Head:** *Why do you think Mrs Dursley liked to spy on her neighbours?*

**Some helpful question starters:**

What.. Who.. When.. Where.. How.. Why.. Explain.. Predict.. Compare.. In your opinion..

Writing

**Warm up:** 5-10 minutes of ROCKET WRITING... get your timer ready...don't stop, don't even take your pen off the paper or fingers off the keys, write whatever comes into your head...**GO!**

**Creating characters**

Harry finds this description of Dumbledore on a card inside the chocolate frog wrapper that he buys on his first train trip to Hogwarts.

**ALBUS DUMBLEDORE**

**CURRENTLY HEADMASTER OF HOGWARTS**

*Considered by many the greatest wizard of modern times, Dumbledore is particularly famous for his defeat of the dark wizard Grindelwald in 1945, for the discovery of the twelve uses of dragon's blood, and his work on alchemy with his*



partner, Nicolas Flamel. Professor Dumbledore enjoys chamber music and tenpin bowling.

From this description we get the idea that Dumbledore is one of the greatest wizards. We also find out that he likes chamber music and tenpin bowling! These things help to see him as a real person.

This is how Hermione is first described.

She was already wearing her new Hogwarts robes.

"Has anyone seen a toad? Neville's lost one," she said. She had a bossy sort of voice, lots of bushy brown hair, and rather large front teeth.



J.K. Rowling is revealing Hermione's character as very keen, she is wearing her robes on the train to Hogwarts when others are not. She also tells us what she looks like and gives us another clue to her personality.

**Activity:** Keep working on your characters, remember you need to have at least 3 or 4. You can try one of the templates from Tuesday's session.

## Spelling

**Homophones** - words that sound the same but are spelt differently and mean different things.

**There, Their and They're** - you have been learning about these words since grade one but they still manage to trick people!

He couldn't know that at this very moment, people meeting up in secret all over the country were holding up **their** glasses and saying in hushed voices: "To Harry Potter—the boy who lived!"

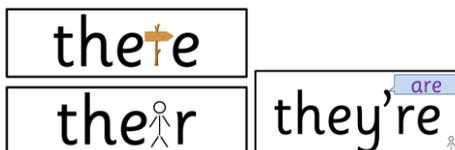
*Their indicates possession, in this case the glasses the people were holding.*



"Don't worry, the Weasleys are more than a match for the Bludgers—I mean, **they're** like a pair of human Bludgers themselves." *In this sentence they're is a contraction of they are.*

**There** are some things you can't share without ending up liking each other, and knocking out a twelve-foot mountain troll is one of them. *This is harder to explain, it can act as an adverb or a pronoun (as in the sentence above), but it is not a contraction and does not show possession, so it is very clear when we need to use it.*

Copy these or create new mini graphic reminders of how to spell these words.



You might like to create some more for other homophones.

hair/hare    through/threw    road/rode  
blew/blue    bored/board    aloud/allowed

## Maths

### A.M. and P.M Time/24 Hour Time



Watch this video to learn about a.m. and p.m. time and 24 hour time:  
<https://www.youtube.com/watch?v=fD25v57qOMc>

**Activity:** Camp Timetable Mix-ups

Choose your preferred level - level A 1 uses am/pm time, level B uses 24 hour time. Feel free to do both!

**Level A:** Rhianna wrote up a list of activities that the teachers are in charge of using a.m/p.m times, but she forgot to write the a.m or p.m at the end, and now James is all confused. Help James by working out whether you think these activities occur in a.m or p.m time and filling them in in the last column.

Activity	Time	Is it am or pm?
Disco	9:00	
Setting the table for breakfast	7:30	
Middle of the night sneaky snacks	2:00	
Picnic lunch	12:00	
Flying Fox	2:30	
Geocaching	10:15	
Light Out (sleep time)	9:30	

**Level B:** Please help! Trami has done the camp eating timetable but she did some of the times in am/pm notation and some in 24 hour time. AnnMaree is confused and wants to be able to see both am/pm time AND 24 hour time on the timetable. Can you help AnnMaree by converting the times for her?

Activity	Time (24 hour)	Time (am/pm)
Breakfast	08:00	
Morning Tea		10:45 am
Lunch	13:30	
Afternoon tea	16:00	
Dinner		6:15pm
Dessert	19:00	
Late Night Snack		8:50 pm

**Optional Extension Activities:** Click on the 'Maths Challenge Week 1 TIME' folder in 'Term 4 Maths Challenges' for some extension maths activities.

**BQT**

**Learning Intention:** How will I achieve my goal?

**It's pitch time!**



Today you will need to complete your iTime proposal (see resources below) to pitch your iTime project idea to your teacher.



Watch 'iTime Proposal Pitch time!' video posted on Google Classroom in the **iTime folder** .

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

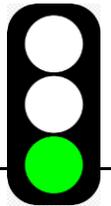
Things to keep in mind when completing your proposal:

Your goal/i-time project should challenge OR stretch 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!



**Drama**

Hi Year **3/4AD, JM, CM**

Here is the link for Drama. You will need an old sock for this activity today!

[grade 3/.4 week 1 term 4](#)

Please join Michelle for an online lesson at 1.30pm

Here are my details

<https://eduvic.webex.com/meet/sullivan.michelle.p>

## 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.

Reading

Reading Comprehension Strategies: Summarising

Today we will focus on the reading comprehension strategy: **Summarising**. When you summarise a text, you **paraphrase** (use your own words) to retell the main ideas/points.

**SUMmarise It**

**S**horter than the text

**U**se your own words

**M**ain ideas only 



**Activity 1:** Today you will summarise a book that you've read using the **Somebody-Wanted-But-So-Then** method.

**Watch** Trami summarising Little Red Riding Hood using **S-W-B-S-T**.

<https://www.loom.com/share/df7df52d29be426d90eda6b4a08b3622>

# Summarise

Retell the story in your own words.

**Somebody**

Who is the main character?

-----



**Wanted**

What did the main character want?

-----



**But**

What was the problem?

-----



**So**

How did the main character try and solve the problem?

-----



**Then**

What was the resolution of the story?

-----



**Activity 2:** Read for at least 20minutes and **summarise** what you've just read to a family member or write it in your book.

<p><b>Writing</b></p>	<p><b>Warm up:</b> 5-10 minutes of ROCKET WRITING... get your timer ready...don't stop, don't even take your pen off the paper or fingers off the keys, write whatever comes into your head...GO!</p> <p><b>Creating characters.</b> Read the sentences below describing Professor Snape. Notice how J.K. Rowling not only describes Snape's appearance but also describes his actions and surroundings. This helps create an understanding of his personality.</p> <p><i>By the end of the first Potions lesson, he knew he'd been wrong. Snape didn't dislike Harry - he <u>hated</u> him.</i></p> <p><i>Potions lessons took place <u>down</u> in one of the <u>dungeons</u>. It was <u>colder</u> here than up in the main castle, and would have been <u>quite creepy enough</u> without the <u>pickled animals floating in glass jars all around the walls</u>.</i></p> <p><i>His eyes were black like Hagrid's, but they had <u>none of</u> Hagrid's warmth. They were <u>cold and empty</u> and made you think of <u>dark tunnels</u>.</i></p> <p><i>He <u>swept around</u> in his <u>long black cloak</u>, watching them weigh dried nettles and crush snake fangs, <u>criticizing almost everyone</u> except Malfoy, whom he seemed to like.</i></p> <p><i>Snape's lips <u>curled into a sneer</u>.</i></p> <p><b>Activity:</b> Keep working on your characters, <u>remember you need to have at least 3 or 4</u>. You can try one of the templates from Tuesday's session.</p>
<p><b>Maths</b></p>	<p style="text-align: center;"><b>Timetables</b></p> <p>There are many different types of timetables that help people know what time certain things happen at and in what order - we have timetables for public transport, TV timetables (schedules), school timetables, event timetables etc.</p> <p><b>Link</b>  Watch this video to see how to read a bus timetable and answer questions about it. <a href="https://www.youtube.com/watch?v=40BJ0o0VD-0">https://www.youtube.com/watch?v=40BJ0o0VD-0</a></p> <p>In this video, you are shown how to work out the journey time from one place to another. This is known as <b>elapsed</b> time. Simply put, elapsed time is how much time goes by from one time to another. You might need to work out elapsed time to work out the length of a TV show from a TV guide etc.</p> <p><b>Activity:</b> Choose the level of timetable that suits you best and answer the questions (see below page 32 and 33 for Level B and C timetables and questions). You might want to have a go at doing more than one!</p> <p>Level A - TV Timetable</p>



FOUR <span style="border: 1px solid black; border-radius: 50%; padding: 2px 5px;">4</span>	
4:00	Fun Times
4:30	News at 4:30
5:00	Ark
5:30	Patrick's Way
6:00	News
6:30	Amazing Stories
7:00	Naturally!
7:30	Life and the Universe

- What time is 'Ark' on at?
- How many minutes is the 'News at 4:30' on for?
- What show is on after 'Naturally!'?
- If 'Life and the Universe' goes for 1 hour, what time would the next show start?
- What show is on just before 'Patrick's Way'?
- If you watch 'Amazing Stories' and 'Naturally!', how long will you have been watching tv for?
- If the 6pm News went for 45 minutes instead of 30, what time would 'Amazing Stories' start at?

**Optional Extension Activities:** Click on the 'Maths Challenge Week 1 TIME' folder in 'Term 4 Maths Challenges' for some extension maths activities.

<p><b>STEM</b></p>	<p style="text-align: center;"><b>Australian Virtual Astronaut (AVA) Challenge</b></p> <p>Do you think you're isolated? Try being in space! You are part of a team of astronauts creating a Family Home Outpost (FHO) on the Moon. How do you survive? How do you thrive? Solve the problems that astronauts face in this Australian Virtual Astronaut (AVA) Challenge.</p> <p>The challenge will take place online <b>every Friday</b> from October 8 to November 12 at <b>9:30am</b>. Your teacher will post the Zoom links on Google Classroom.</p> <p style="text-align: center;"><b>Your mission outline:</b></p> <p><b>Week 1 – Define &amp; Identify the Challenge</b>  <b>Week 2 – Brainstorm</b>  <b>Week 3 – Design &amp; Prototype</b>  <b>Week 4 – Evaluate</b>  <b>Week 5 – Iterate</b>  <b>Week 6 – Communicate</b></p> <p><b>Watch:</b> <a href="https://youtu.be/bX2itihTOB4">https://youtu.be/bX2itihTOB4</a> to learn more about the challenge</p> <div style="display: flex; justify-content: space-between; align-items: center;"> <div data-bbox="108 1653 213 1749" style="text-align: center;"> <p><u>Link</u> </p> </div> <div data-bbox="751 1496 1358 1783" style="text-align: center;">  </div> <div data-bbox="1366 1496 1517 1783" style="text-align: center;">  </div> </div>
<p><b>Art</b></p>	<p><b>Week 1 Art – Rosalie Gascoigne</b> To access the Art program on google slides click on the link below. This week is about <a href="#">Rosalie Gascoigne</a> 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 2fjbmdn</p> <p><b>Art Online with Laura - Friday at 2pm</b></p>

Have scissors, glue, and old magazines or recycle cardboard packaging ready when you log on.

Laura Russell's Personal Room

<https://eduvic.webex.com/meet/russell.laura.s>

Access code: 574 076 333

If you don't know **how to join Art on Google Classroom** click on the link - [How to join Art on Google Classroom](#)

## Day 5 Maths - Timetable Level B Swimming Carnival

Use the timetable to answer the questions.

Waterfield School	
8:40	Bus departs school
8:55	Welcome
9:15	Freestyle heats
9:50	Breaststroke heats
10:25	Backstroke heats
11:00	Butterfly heats
11:35	Lunch
12:10	Freestyle finals
12:30	Breaststroke finals
12:50	Backstroke finals

1:10	Butterfly finals
1:30	Novelty Races
2:15	Presentations
2:25	Clean up
2:40	Bus departs
2:55	Bus arrives back at school

1. How long is the Welcome?
2. How long is the break for lunch?
3. How much time is given to the backstroke heats?
4. How much longer are the heats than the finals?
5. How long will the novelty races go for?
6. Jake has an appointment and so will arrive at the pool at 12:45. What event should be taking place when he arrives?
7. If the breaststroke heats were just beginning at 10:42, how many minutes behind schedule would they be?
8. Emily's mum wants to watch her daughter compete in the freestyle finals race. She knows it is a 25 drive from home. What time should Emily's mum leave home to arrive on time?

**Challenge!** The teachers are worried about the weather and so they have started making a backup plan in case everyone has to leave the pool early. They plan to cancel the novelty races and hold the presentations back at school. Help the teachers create a backup timetable.

Reading a Timetable

Use the timetable below to answer the questions.



<b>Morning Service</b>		<b>Montville to Clapham</b>				
<b>Monday to Friday</b>						
Montville		0524	0554	0624	0654	0724
Burleigh		0546	0616	0646	0716	0724
Green Lake		0553	0623	0653	0723	0753
Charlie St		0602	0632	0702	0732	0802
Woodford		0608	0638	0708	0738	0808
Newark		0620	0650	0720	0750	0820
Dover St		0627	0657	0727	0757	0827
Clapham		0645	0715	0745	0815	0845

<b>Afternoon Service</b>		<b>Montville to Clapham</b>				
<b>Monday to Friday</b>						
Montville		1432	1502	1532	1602	
Burleigh		1454	1524	1554	1624	
Green Lake		1501	1531	1601	1631	
Charlie St		1510	---	1610	1640	
Woodford		1516	1544	1616	1646	
Newark		1528	1556	---	1658	
Dover St		1535	1603	1633	1705	
Clapham		1553	1621	1651	1723	

1. What time does the last train of the morning leave Montville?
2. Lisa needs to get from Green Lake to Woodford in the morning. How long will the journey take?
3. Dan needs to get to Clapham as early as he can. What time is the earliest time he can get there by train?
4. Mary lives in Burleigh and has a meeting in Newark at 7:45am. Which train should she get?
5. Graham catches the 1502 train from Montville and gets off at Dover St. How many stops does the train make along the way?
6. The trip between which two stations is longest? How long is it in minutes?
7. Why do two of the afternoon trains have a shorter journey time than the other two?