



## Term 2 Remote Learning Week 4

### Activities you should do everyday!

- **READING**- Read your choice of book and track your thinking. You should be reading for a minimum of 20 mins a day.
- **WRITING**- Students can write a quick reflection each day - either at the start or end of the day. Students can include their thoughts, feelings and concerns.
- **MATHS**- Your teacher will tell you what you should be doing everyday. This may change each day.
- **HUMANITIES**- Be a good citizen - Do something helpful around your house every day.

### REMINDERS

- Check in with your teacher each day on Edmodo by liking or commenting on posts or sending a message.
- If you have any questions remember to message your teacher for help
- Remember to get some exercise each day to stay healthy

### ASSIGNMENTS DUE THIS WEEK

- **MATHS**- Students to send in a photo/screenshot of the 2 graphs and the data they collected.
- **LITERACY** - Students are to submit a poem they have written throughout the week to their teacher on Friday. The students are to select one of their poems that has imagery in it to submit to their teacher.

Monday	Literacy 40 minutes	Numeracy Data 30 - 45 minutes	Italian 30 minutes	Finishing Off 30 minutes	P.E 30 minutes
	<p>We are working on shape poems. Shape poems do not have to rhyme, they describe the topic and they have been written in the shape of the topic.</p> <p>For example, the words of a shape poem on volcanoes will form a volcano. Teacher will go</p>	<p><b>When we are allowed to come back to school, we would like to have a class party. We want to find out what fruit is the most liked in our classroom. In order to do that, we need to develop some questions to find out the data.</b></p> <p>Listed below are some</p>	<p><b>L'orologio / Telling the time</b> <b>How do we tell the time in Italian?</b></p> <p>L'orologio- The Clock <b>Che ore sono?</b> (What is the time?) <b>Sono le _____.</b> (It is ____ O'clock)</p> <p><b>Watch this video:</b></p>	<p>Students have time to finish any uncompleted tasks from last week.</p>	<p><b>Warm up:</b> -running on spot for 1 minute -stretching for 2 minutes (if unsure google some stretches) -Plank challenge use a timer to record how long you can hold a plank.</p> <p><b>Fitness circuit:</b> -max dips -max mountain climbers</p>

	<p>through the poem and read it aloud:</p> <ul style="list-style-type: none"> <li>- Does it have a rhythm?</li> <li>- Does it rhyme?</li> <li>- What are the features of the shape poem?</li> </ul> <p>Students to read through on their own the poem 'Ghosts' and ask themselves the same questions. The answers can be put into their Keynote.</p>	<p><b>examples of question starters.</b> Your job now is to use the question starters below (or any other questions you can think of) to create questions about fruit. Once you have done this, you need to select the question that you think is the most useful in providing the data that we require.</p> <p>*Do you like...?  *Would you prefer a, b, or c?  *What is the best...?  *How do you feel about...?  *How many people...?  *What happens when...?  <b>You will need to answer the post on Edmodo about your favourite fruit as this information will be needed for the lesson tomorrow!</b></p>	<p><b>L'orologio:</b> <a href="https://www.youtube.com/watch?v=Sm4k4QGWKJs&amp;feature=youtu.be">https://www.youtube.com/watch?v=Sm4k4QGWKJs&amp;feature=youtu.be</a></p> <p><b>Task:</b> On your ipad make your own clock and label it in Italian.</p> <p><b>Check edmodo for vocab &amp; resources to help you.</b></p>		<p>-max leg raise  -max burpees  -max squat jumps</p> <p><b>*repeat circuit twice and try to beat your score from your try at the fitness circuit</b></p> <p><b>*If unsure how to do these activities please refer to the info sent out via compass or simply google the activity</b></p>
<b>Tuesday</b>	<p><b>Literacy</b>  <b>40 minutes</b></p> <p>Students to read the poem 'In a Twist'. They are to look for examples of imagery in the poem. Imagery is when the author describes using the 5 senses - sight, feel, sound, smell and taste. What has the author described that you can see? Hear?</p>	<p><b>Numeracy Data</b>  <b>30 - 45 minutes</b></p> <p>Devise a plan</p> <p><b>The data for what fruits we like have been collected on edmodo.</b></p> <p>Your job now is to go through the results and record that data.</p>	<p><b>Digital Learning</b>  <b>30 minutes</b></p> <p>We are heading on another virtual tour this week, but this link has a lot of choice. You can head to zoos and aquariums around the world that have virtual tours and cams on a variety of animals. No need to do</p>	<p><b>Wellbeing</b>  <b>30 minutes</b></p> <p>Take on a photo challenge - Take a photo of something 'Beautiful' and share it with a reflection of why you think it is beautiful!</p>	<p><b>P.E</b>  <b>30 minutes</b></p> <p>Fundamental motor skill practice- AFL skills (Football required or use a different ball or rolled up socks)</p> <p><b>-practice marking</b> (catching the ball). Throw the ball up and try to mark (catch) the ball. Practice both chest mark (arms and chest) and overhead</p>

	<p>Highlight the parts of imagery in the poem and label which sense the author is asking you to use.</p> <p>Students to create their own shape poem using imagery to describe the 5 senses.</p>	<p><b>Think about:</b></p> <ol style="list-style-type: none"> <li>How are you going to record the data? Are you going to use tally marks, a grid or something else?</li> <li>What categories do you think you need to record the data?</li> </ol> <p>Listed below are some ways that you might group the fruit</p> <p>By type (stone fruit, citrus, tropical, berries) By colour By shape By taste (sweet, sour, tangy, bland) By texture (soft, crunchy, chewy, etc)</p>	<p><b>anything other than have a fun look around. If you find one that you love, share it in your class edmodo. Did you know there is an animal called a naked-mole rat?</b></p> <p><a href="https://tinyurl.com/uv72zbr">https://tinyurl.com/uv72zbr</a></p> 	<p>mark (fingers in W position). Try a run up or use a trampoline if you have it (ask parents first and be safe).</p> <p>-practice handballing the football against the wall. Pick a spot on the wall or stick something onto the wall. How many times can you hit it? Practice using both hands</p> <p>-practice kicking the football at a target, a person or the wall. Practice using both feet.</p> <p>*Email video of you kicking to <a href="mailto:cambidgepspe@gmail.com">cambidgepspe@gmail.com</a> if you haven't already.</p>	
<b>Wednesday</b>	<p><b>Literacy 40 minutes</b></p> <p>Students to revise what imagery is - when the author describes the topic to the reader, using the 5 senses. Teacher to read through the poem 'A Spider' aloud and discuss rhythm, rhyme, etc. What are the features of the</p>	<p><b>Numeracy Data 30 - 45 minutes</b></p> <p><b>Display data</b></p> <p><b>Now that you have collected your data it is time to display it in a graph that best represents the data.</b></p> <p><b>Different types of graphs include:</b></p>	<p><b>Visual Art 30 minutes</b></p> <p>Please use the link below for <b>WEEK 4</b>.</p> <p><a href="http://thebackartroom.global2.vic.edu.au/2020/04/30/grade-4-week-4-remote-learning-celestial-bodies/">http://thebackartroom.global2.vic.edu.au/2020/04/30/grade-4-week-4-remote-learning-celestial-bodies/</a></p>	<p><b>Wellbeing 30 minutes</b></p> <p><b>Family is very important. We are spending so much time with our families at the moment and that gives us an opportunity to learn new things about them.</b></p> <p><b>Create a presentation</b></p>	<p><b>P.E 30 minutes</b></p> <p><b>Warm up:</b></p> <p>-stretching for 2 minutes (if unsure google some stretches)</p> <p>-Hold challenge. Lie on your back with your legs straight. Raise your feet 5cm off the ground but make sure your hips stay on the ground. Hold for as long as you can.</p>

	<p>poem?</p> <p>Students are to highlight the poem as they read through and identify examples of imagery. They are to label which sense it connects to.</p> <p>Students can then create their own shape poem using imagery.</p>	<b>Bar graph</b> <b>Table</b> <b>Picture graph</b> <b>Line graph</b> <b>Pie Graph</b>		<b>or write down all the members of your family and a good quality about each member. Remember to show your family the nice things that you have said about them to make them happy.</b>	<b>Gymnastic circuit:</b> -running on spot for 1 minute -hold tuck sit position for 1 minute -hold rocket ship position for 1 minute -hold arch position for 1 minute -hold pike position for 1 minute -hold L shape position for 1 minute <b>*repeat circuit twice</b> <b>*If unsure how to do these activities please refer to the info sent out via compass or simply google the activity</b>
<b>Thursday</b>	<b>Literacy</b> <b>40 minutes</b> <p><b>Personification</b> is a type of figurative language where human qualities are given to animals or objects. Writers use personification to make their writing come alive.</p> <p><a href="https://www.youtube.com/watch?v=CITXfXiilXE">https://www.youtube.com/watch?v=CITXfXiilXE</a></p> <p>Students add the poem "The Sunshine" to keynote presentation and highlight</p>	<b>Numeracy Data</b> <b>30 - 45 minutes</b> <p><b>Analyse data</b></p> <p>This is where we look at what we have done so far and make any changes if necessary.</p> <p>You may decide lots of categories can become one OR a large category might become several.</p> <p>Have you made any changes to your graph, if you did why? And if you didn't why not?</p> <p>Represent the same information in another</p>	<b>Humanities</b> <b>30 minutes</b> <p><b>Australia and Africa</b></p> <p>Using the Venn Diagram you are to compare and contrast Australia with the African country you researched in week 2.</p> <p>- What is the same between the two countries? (put this in the overlapping section of the circles) - What is different between the two countries?</p> <p><i>The Venn Diagram template is attached at the end of this grid and it will be uploaded onto Edmodo by your</i></p>	<b>Finishing Off</b> <b>30 minutes</b> <p>Students have time to finish any uncompleted tasks.</p>	<b>P.E</b> <b>30 minutes</b> <p>Go for a 30 minute run or fast paced walk in your local area.</p> <p><b>*Please remember to stay in your local area, maintain social distancing and follow any other government guidelines</b></p>

	<p>personification in the poem.</p> <p>Add “personification” sheet to keynote and highlight the examples of personification</p>	<p>type of graph and compare them. Which graph do you think represented the data best and why?</p>	<p><i>teacher.</i></p>		
<b>Friday</b>	<p><b>Literacy</b> 40 minutes</p> <p>Students to read “The mountain” poem, add to keynote and highlight personification within the poem.</p> <p>Students to choose an item such as chair, animal, pencil and write a poem using examples of personification.</p> <p><b>THEN submit via edmodo assignment to your teacher any poem written throughout the week that includes imagery. Your teacher will then give you feedback on this poem.</b></p>	<p><b>Numeracy Data</b> 30 - 45 minutes</p> <p><b>Interpret data</b> <b>Today we are looking at interpreting the data that we have gathered this week.</b> <b>What does the data say? (Most popular, least popular etc)</b> <b>How does this relate back to the original question?</b> <b>Did you come across any problems when collecting the data?</b> <b>Did you find anything surprising?</b> <b>What did you think the most popular fruit would be? Was your prediction accurate? Why do you think it was different?</b> <b>Students write down some interpretations based on the information they gathered during the week.</b></p>	<p><b>Humanities</b> 30 minutes</p> <p><b>Australia and South America</b> Using the Venn Diagram you are to compare and contrast Australia with the South American country you researched last week.</p> <ul style="list-style-type: none"> <li>- What is the same between the two countries? (put this in the overlapping section of the circles)</li> <li>- What is different between the two countries?</li> </ul> <p><i>The Venn Diagram template is attached at the end of this grid and it will be uploaded onto Edmodo by your teacher.</i></p>	<p><b>Wellbeing</b> 30 minutes</p> <p><b>Spidey Senses</b></p> <p><b>Go outside and turn-on your “Spidey senses,” or your super-focused senses of smell, sight, hearing, taste, and touch that Spiderman uses to keep tabs on the world around him.</b></p> <p><b>List something that you can smell, see, hear, taste and touch. Be descriptive and have fun with it.</b></p>	<p><b>P.E</b> 30 minutes</p> <p><b>Zumba dance</b></p> <p>Log onto you tube and search for kids Zumba dance.</p> <p>*Parents please set them up and ensure they are on appropriate content</p>

## Shape Poems

I

Hint: You can  
use the words  
and the shape  
of the words to  
help you.

huge rock  
that rumbles  
and roars, wrecking  
the ground all around it.

It shoots, sizzling, steaming, scorching lava  
like a monster spitting out hot liquid into the air.  
Like a smoking dragon, it finally starts to calm down.  
The chaos stops and it goes back to being a deadly and dangerous rock.

## Ghosts

glide across the  
golden grass gathering  
goblins and grabbing  
grasshoppers.

They giggle as they glide  
above  
the ground.

# In a twist

We felt the rain, wind, and hail, and

Then the thunder and lightning came.

The winds gathered up and began to spin

Like a spinning top, sucking up dust like a vacuum cleaner.

The twister went around and around, like a merry-go-round.

The gusts of air were picking up dust.

It continued to roar loudly,

Destroying everything

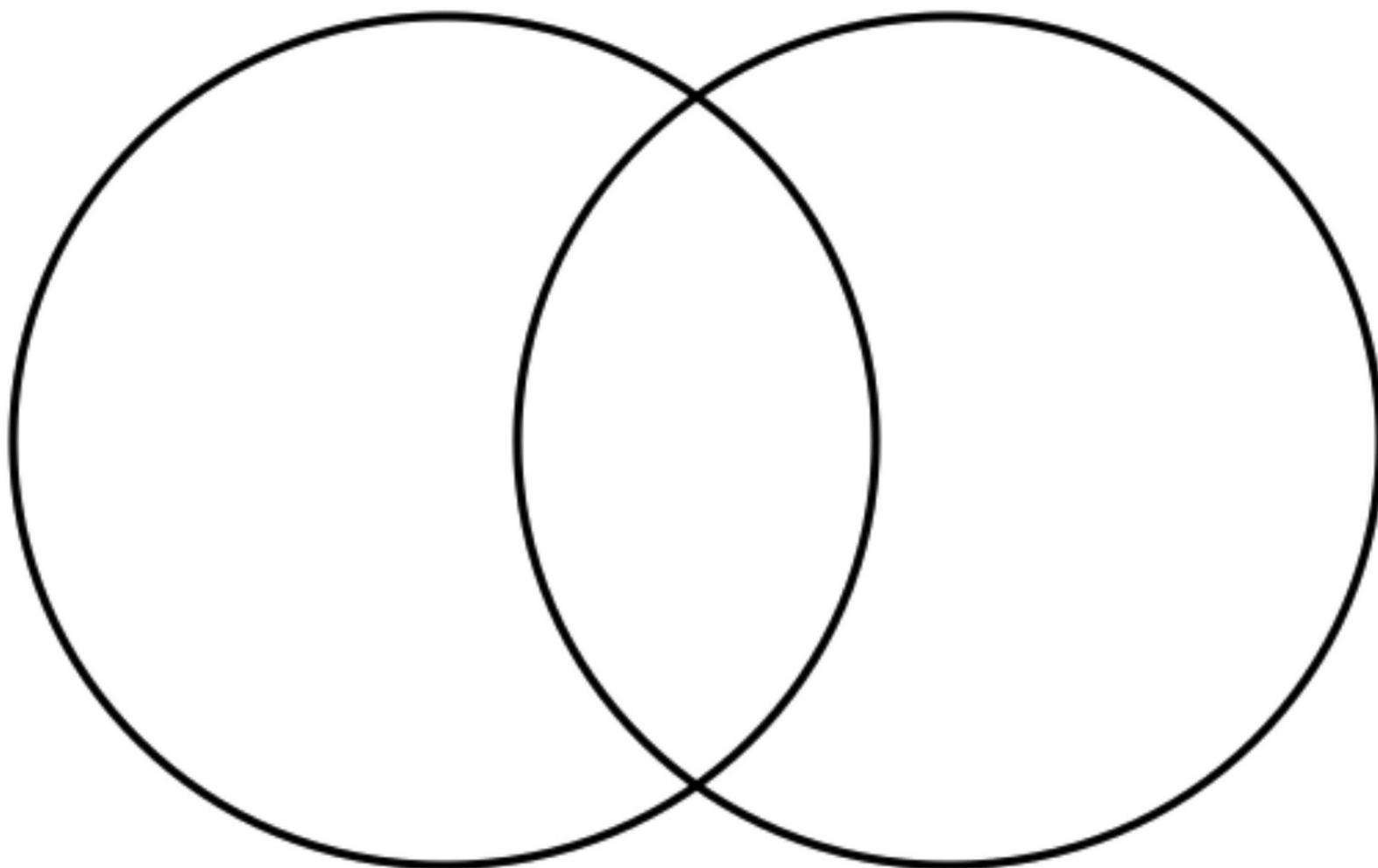
Along the way.

Soon it was

Gone.



A spider spins a web  
discreetly. For food so  
sticky. Escape from  
a trap which will  
eat it. On the web she  
rests a while then hides  
away.



Name \_\_\_\_\_  
Period \_\_\_\_\_  
Date \_\_\_\_\_

## Personification

**Directions:** Read each sentence pair. Circle the letter of the sentence that uses personification.

1. a. Clouds were playing in the sky.  
b. The sky was filled with clouds.
2. a. The water in the ocean was extremely warm.  
b. The warm ocean waters embraced me.
3. a. Fortune smiled on me.  
b. I got very lucky.
4. a. The statues, atop their pedestals, stared down at me.  
b. The statues were placed on pedestals high in the air.
5. a. It rains frequently in April.  
b. April is a weepy month.
6. a. The cattails waved goodbye to departing dragonflies.  
b. The cattails' leaves bounced up and down when the dragonflies flew away.
7. a. The engine clanked as the old truck moved slowly uphill.  
b. The engine made a clanking noise as the old truck fought its way uphill.
8. a. The water from Grandma's rusty faucet spilled out into Jamie's hands.  
b. Grandma's rusty faucet spat water into Jamie's outstretched hands.
9. a. Shiny new shoes peeked out from under his freshly pressed pants.  
b. Shiny new shoes were just visible under his freshly pressed pants.
10. a. The scruffy puppy's eyes begged us to pick him up.  
b. We couldn't resist the terrier's puppy-dog eyes.
11. a. The breeze caused our laundry to move back and forth on the clothesline.  
b. Our laundry jerked back and forth on the clothesline, tickled by a breeze.
12. a. Vines crept slowly up the sides of the birdhouse.  
b. Slow-growing vines soon covered the sides of the birdhouse.





# The Sunshine

by Skiloh (edited by mom)

The sunshine says "Hello" to the sweet smelling flowers.

It wakes the clouds like a trumpet in the sky.

It tells the moon to go to sleep.

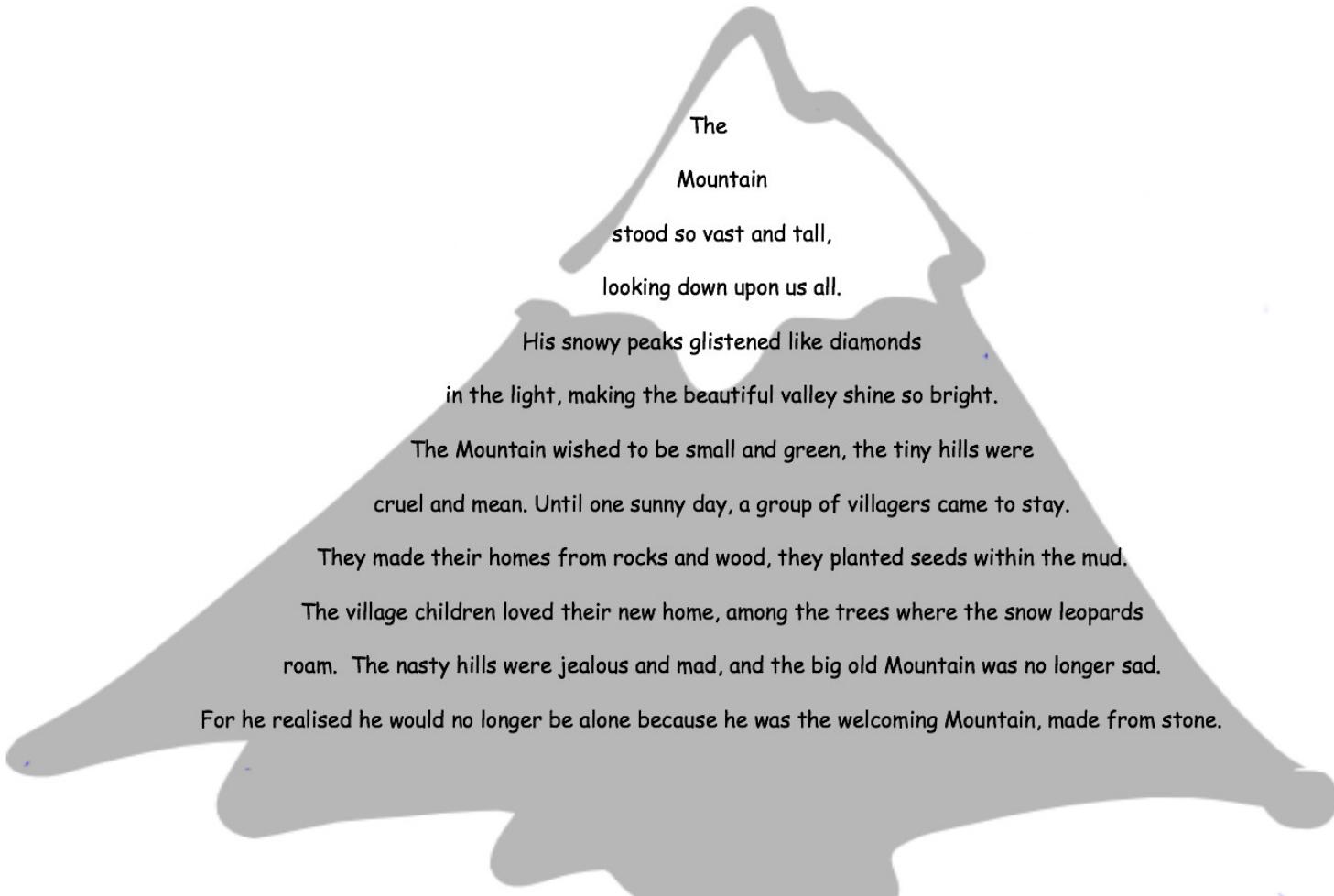
It says, "Children, wake up! Time to go to school."

The plants thank the sun for the sunshine it provides.

The owls know it's time for bed because the sunshine tells them.

And that's why the sunshine is so important.

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The

Mountain

stood so vast and tall,

looking down upon us all.

His snowy peaks glistened like diamonds

in the light, making the beautiful valley shine so bright.

The Mountain wished to be small and green, the tiny hills were

cruel and mean. Until one sunny day, a group of villagers came to stay.

They made their homes from rocks and wood, they planted seeds within the mud.

The village children loved their new home, among the trees where the snow leopards

roam. The nasty hills were jealous and mad, and the big old Mountain was no longer sad.

For he realised he would no longer be alone because he was the welcoming Mountain, made from stone.