



Term 2 Remote Learning Week 2

Essential learning guidelines for remote learning:

Each day students in Year 4 are expected to complete:

- Literacy activities that will take in total 45-60 minutes
- Numeracy activities that take in total 30-45 minutes
- Physical activities for 30 minutes
- Additional learning such as humanities, STEM, Italian, Performing Arts and Art for 90 minutes

In total your learning day is approx. 3.5 hours

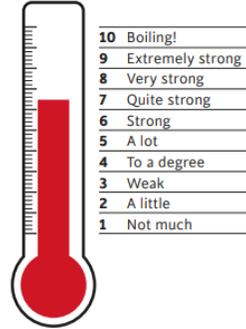
Each week students will need to submit 3 work samples for specific tasks to their teacher. These must be completed independently by students so that teachers can give the appropriate feedback to improve students' learning. There will be 1 Reading, 1 Writing and 1 Maths activity. This will be through Edmodo.

Day One	Day Two	Day Three	Day Four	Day Five
<p>Numeracy:</p> <p>Create your Own Compass</p> <p>Watch: https://www.youtube.com/watch?v=QiSp6pGe0w0</p>	<p>Numeracy:</p> <p>Going on a Bear Hunt-Mapping</p>	<p>Numeracy:</p> <p>Visnos - Angles</p>	<p>Numeracy:</p> <p>Maths Antics - Angles</p>	<p>Numeracy:</p> <p>Grid Maps</p> <p>In the "Only Open If School Closes" folder, locate the map of</p>

<p>OR https://www.rookieparenting.com/make-your-own-compass/</p> <ol style="list-style-type: none"> 1. Create a compass 2. Use the compass to work out where North is from your house. 3. Label North, South, East and West in your house. <p>Extension: Label North-East; North-West; South-East, South-West</p>  <p>Use a paper plate or circle of paper to make a compass rose.</p> 	<p>People all over the world are putting bears in their windows to create bear hunts for children to go on.</p> <ol style="list-style-type: none"> 1. Put a bear in your window. 2. Practising Social Distancing and in safety with an older person, walk around your local streets and search for other people participating in the bear hunt. 3. Draw a map of the houses in your area that have bears you have spotted. 4. Create a set of instructions from your bear to other bears in your neighbourhood. <ul style="list-style-type: none"> • Use words like forward, back, left, right, • Use landmarks (e.g. at the end of the street, third street on the right) 	<p>https://www.visnos.com/demos/basic-angles</p> <p>Have a play with the Visnos angles creator. In the top right-hand corner there are three icons. The <i>i</i> has written instructions on what you can do and the play icon takes you to a video with further instructions.</p> <p>Make a few angles and upload them to edmodo. See if you can name the type of angle and other angles that are more or less than yours.</p>	<p>https://www.youtube.com/watch?v=DGKwdHMiQcg -</p> <ol style="list-style-type: none"> 1. Find, identify and estimate the different angles you can find in your house. 2. Take a photo of the unique angles you find. 3. Create a poster. 4. Use the angle website from yesterday to see if your estimates were correct before labeling your pictures. 	<p>Werribee Plaza (Pacific-Werribee-Centre-Director) Tell the location of Woolworths and the cinemas using letter and number references around the outside. A video on how to use these is below.</p> <p>https://www.youtube.com/watch?v=6mm77KbD2hc</p> <p>Explain the route you could take to get from woolworths, where you bought popcorn, to village cinemas, where you are watching a movie.</p> <p>Now find a second route.</p> <p>Which is better and why?</p> <p>Now, if you have it, make some popcorn and watch a movie at home!</p>
<p>Reading: Create a Poetry Keynote, make a front cover. Brainstorm what you know about poetry on the second slide Read My Country by Dorothea MacKellar. List what we notice about the poem, what interesting words or figurative language did the author use? Write this on the 3rd slide.</p>	<p>Reading: Read Halfway Down by AA Milne. List what we notice about the poem, what interesting words or figurative language did the author use? Add this to a keynote.</p>	<p>Reading: Watch these videos about mood and tone https://www.youtube.com/watch?v=SQq7XZ_lm34 & https://www.youtube.com/watch?v=C3TZGZn5VwA Write your answers to your questions and responses on your Poetry keynote.</p>	<p>Reading: Select a text from the list below and explore the features you have found. Highlight any interesting words or figurative language in the poem. Evaluate your poem using the Critiquing and/or Analysing questions provided by your teacher or from the list at the bottom of the grid. - For the Fallen</p>	<p>Reading: Refer back to the poem you read yesterday. Identify who the author is and research this person - where did they come from? What was their life like? What are some experiences they have had? Why did they write about this topic? Find where they live on a map.</p>

		<p>Then answer the following questions:</p> <p>What is tone? What is mood?</p> <p>Then: Listen to an appropriate song. Write down your feelings about the song.</p> <p>Then answer the questions : What was the tone in the song? Where do you think the author got the inspiration for the song? What is the mood that you feel after listening?</p>	<ul style="list-style-type: none"> - Australian National Anthem - National Anthem of your chosen research country (https://www.lyricsondemand.com/) - Waltzing Matilda - Jabberwocky - The Man from Snowy River - Ode to a Nightingale 	
<p>Writing: Draw a picture of what you saw and felt while reading the poem. Watch video as an example (from a teacher). Add a picture of this on to your keynote. List the words that helped create the image in your head.</p>	<p>Writing: Write a summary about the poem. Write how you felt while reading that poem. Compare and contrast this to your poem from yesterday.</p>	<p>Writing: Mood is the feeling created by the poet for the reader. Eg. gloomy, mournful, optimistic, pessimistic, realistic List words that create mood.</p> <p>Tone is the feeling displayed by the author toward the subject of the poem. Eg. serious, humourous, angry, playful, cheerful, sad List words that create tone.</p> <p>Include this in your poetry keynote</p>	<p>Writing: Write a review on one of the poems that you have read, add this to your poetry keynote. Don't forget to include;</p> <ul style="list-style-type: none"> - What parts you enjoyed and why? - What improvements could you make? - Who is the intended audience? How did you know that? - WHO do you recommend the text 	<p>Writing: Take notes as you are researching. Use dot points, then summarise the information into your own words. Include a quote from the poet if there is one.</p> <p>Identify the mood and tone of the poem you have selected to research.</p>
<p>Humanities: Grade 5 - Choose an Asian country, Grade 4 - choose an African country</p> <p>Research the following, What are your countries:</p> <ul style="list-style-type: none"> ● Religion ● Traditional celebrations ● Family relationships ● Gender roles ● Daily routine ● Leisure activities ● Language ● Location of your country ● Natural features ● climate 	<p>Humanities: Grade 5 - Choose an Asian country, Grade 4 - choose an African country</p> <p>Research the following, What are your countries:</p> <ul style="list-style-type: none"> ● Religion ● Traditional celebrations ● Family relationships ● Gender roles ● Daily routine ● Leisure activities ● Language ● Location of your country ● Natural features ● climate 	<p>Humanities: Grade 5 - Choose an Asian country, Grade 4 - choose an African country</p> <p>Research the following, What are your countries:</p> <ul style="list-style-type: none"> ● Religion ● Traditional celebrations ● Family relationships ● Gender roles ● Daily routine ● Leisure activities ● Language ● Location of your country ● Natural features ● climate 	<p>Humanities: Grade 5 - Choose an Asian country, Grade 4 - choose an African country</p> <p>Research the following, What are your countries:</p> <ul style="list-style-type: none"> ● Religion ● Traditional celebrations ● Family relationships ● Gender roles ● Daily routine ● Leisure activities ● Language ● Location of your country ● Natural features ● climate 	<p>Humanities: Grade 5 - Choose an Asian country, Grade 4 - choose an African country</p> <p>Research the following, What are your countries:</p> <ul style="list-style-type: none"> ● Religion ● Traditional celebrations ● Family relationships ● Gender roles ● Daily routine ● Leisure activities ● Language ● Location of your country ● Natural features ● climate

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<p>Wellbeing Affirmation: Mistakes are proof I am trying</p> <p>The Girl Who Never Made Mistakes https://www.youtube.com/watch?v=oQG4vFGd6eU</p> <p>Students think about all the times that they have made a mistake and something positive that has come out of it.</p> <p>I.e the first time you tried to ride a bike were you successful or did you make a mistake?</p>	<p>Wellbeing Affirmation: Mistakes are proof I am trying</p> <p>https://www.storypick.com/inventions-made-by-mistake/ (Students can read through the inventions that were made from mistakes)</p> <p>Students read through the inventions that were created out of mistakes link. Write a list of things that you made a mistake in but then learnt something new from.</p> <p>I.e I was trying to do 2 digit by 2 digit addition but couldn't get the answer. I was making mistakes. I altered my strategy and then found the right strategy</p>	<p>Wellbeing Positive Coping</p> <p>Strong emotions are those emotions we feel deeply. They can be positive emotions like excitement and happiness or negative emotions like fear or jealousy. These emotions might start out weak, but then build up to be stronger and stronger over time, or they might become strong very quickly. Strong emotions can be harder to manage. We need to use our strengths and our skills to help us manage how we express our strong emotions.</p> <p>Students are to think of the type of experience that might make them a little bit angry, or annoyed, with a score from one to three out of 10, and share this idea on edmodo..</p> <p>Students are to think of the type of experience that might make them feel very angry, or furious, with a score between seven to 10 out of 10.</p>	<p>Wellbeing Positive Coping</p> <p>Following on from yesterday's lesson students are to think of things that make them extremely calm or happy.</p> <p>When we feel extreme emotions its important that we know why we feel this is and deal with the situation</p> <p>Students are to make a list of 10 ways to help calm themselves down if they are feeling very upset.</p>	<p>Wellbeing Making apologies</p> <p>Sometimes when we are angry, we do something that we later realise was the wrong thing. This action may have upset or hurt someone. When this happens we need to apologise.</p> <p>Think about: Can you describe what an 'apology' is? • What sorts of things might we need to apologise about? • What does it feel like when someone apologises to you? • What are the ingredients of a good apology?</p> <p>The strong Apology Model is : •I say what I did wrong •I say how I think it made the other person feel •I say how I feel now •I promise not to do it again •I say sorry</p> <p>Students make a roleplay about a situation in which they have to say sorry and use the apology model.</p>



<p>Physical Education:</p> <p>Complete the following fitness circuit:</p> <ul style="list-style-type: none"> -running on spot for 1 minute as a warm up -5 push ups -10 lunges -15 squats -20 sit ups -25 star jumps <p>*repeat circuit twice</p> <p>If unsure how to do these activities please refer to the info sent out via compass or simply google the activity</p>	<p>Physical Education:</p> <p>Fundamental motor skill practice- Soccer skills (soccer ball required)</p> <ul style="list-style-type: none"> -practice dribbling (moving with the ball while it is on the ground using feet only) the soccer ball using only your feet and keeping the ball close to your feet. -practice juggling the soccer ball. Keep the ball off the ground using any part of your body except hands and arms. How many body parts can you use? -practice kicking at a target or goal. If possible use a goalie. 	<p>Physical Education:</p> <p>Complete the following gymnastic circuit:</p> <ul style="list-style-type: none"> -running on spot for 1 minute as a warm up -stretching for 2 minutes (if unsure google some stretches) -hold tuck sit position for 30 seconds -hold rocket ship position for 30 seconds -hold arch position for 30 seconds -hold pike position for 30 seconds -hold L shape position for 30 seconds <p>*repeat circuit twice</p> <p>If unsure how to do these activities please refer to the info sent out via</p>	<p>Physical Education:</p> <p>Go for a 30 minute walk in your local area.</p> <p>*Please remember to stay in your local area, maintain social distancing and follow any other government guidelines</p>	<p>Physical Education:</p> <p>Just dance</p> <p>Log onto youtube and search for just dance. Select 6 songs and follow the dance steps.</p> <p>*Parents please set them up and ensure they are on appropriate content</p>

compass or simply google the activity

SPECIALISTS

Digital Tech

<https://tinyurl.com/tgrazec>

In digital tech we are going to be taking some adventures all around the world. First up is a trip to the Roald Dahl museum in England. Follow the links and have a look around, note down anything interesting you see. Screen cap something you would like to share with your family.



Visual Arts

What sort of creative activities have you been enjoying over the last few weeks? Have you been drawing/colouring/constructing/making models/animating/sewing/knitting/painting/etc ???

Email photos of your creations to me shelley.menhennet@education.vic.gov.au and I will put them into a gallery on the Back Art Room Blog. <http://thebackartroom.global2.vic.edu.au/>

L.O.T.E Italian

I numeri: How do we say the numbers 1-50 in Italian?

Watch these YouTube Videos <https://www.youtube.com/watch?v=h2e4utpdAT0&t=4s> (Subscribe to my channel to watch more!)

<https://www.youtube.com/watch?v=i-vLdY11oBk>

Practice saying the numbers **THEN:** On your iPad in Book Creator or Keynote; Create your own booklet of the numbers in Italian.

You should include:
* a front cover with the Title: ***i numeri in Italiano 1-50***
*Several pages with all the numbers from 1-50 written as a numeral and in Italian (with correct spelling)
*Each page should have a sub-heading *eg i numeri 1-10, I numeri 11-20, etc.*

Be creative with your presentation- include pictures, borders, colours to make it look great!

+ Add **AUDIO** to your presentation by recording yourself saying the numbers in Italian. **Important:**

Science

Dear Grade 4,

As you are not being taught STEM/Science at the moment, below is the Science activity for you.

Using your iPad-

Write a definition of Physics.

Make a video, information report or explanation about your topic in Physics

Grade 4- The physics of forces working on each other. For example magnets how do they attract and repel.

[Physics Week - Magnetism](#)

[Magnetism | #aumsum](#)

[Fun with Magnets!](#)

Self Care Reminders

Don't forget to thoroughly wash your hands for 20 seconds

Specialist reminders

There is only one session of Science, visual art and LOTE a week.

		Don't forget to check the Italian pages on Edmodo		
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Examples of questions your child can answer to practise their analysing and critiquing this week:

Analyzing:

- Did you notice any figurative language, descriptive language or irony in the poem? How did it add to the meaning or enjoyment of the poem?
- After reading several poems by the same author, what do you notice about the author's craft i.e. style, language, perspective, themes?
- What is the author's purpose for writing this poem? Explicit purpose? Implicit purpose?
- How did the author build interest and suspense across the poem? Show me examples in the poem.
- What is the author's point of view?
- How did the illustrations support the poem? Create mood? How did the author create mood?
- What is the main idea and supporting details?
- How is the poem organized?
- What did you notice about the language the author used? How did it add to your enjoyment or understanding?
- What did you notice about the format of the text (author's craft)?

Critiquing:

- What kinds of poems do you prefer to read? Support your choices with specific descriptions of text features i.e. plot, use of language, kinds of characters, genres.
- How did the author make the poem enjoyable?
- How do the graphics add to the quality of the poem or provide additional information?
- What qualifications does the author have to write about the topic?
- What do you think of this poem? What was interesting about it?