



4/5V Learning From Home Plan - Term 2, Week 4



Most tasks can be found in Google Classroom. Go to the Classwork page and look under the Week 4 heading.
If you do not have access to a device or Internet, you can complete the tasks described below on paper.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
SPELLING				
Learning Intention: To recognise the sound pattern in my spelling words and other words.				
<ul style="list-style-type: none"> Read your words aloud with an adult and discuss the sound pattern or rules Highlight the part of the word the sound rule applies to Identify more examples of each sound pattern or rule 	<ul style="list-style-type: none"> Read your words aloud 1 x Spelling City activity Dictionary Meanings: select 5 words and record the dictionary definitions 	<ul style="list-style-type: none"> Read your words aloud to an adult 1 x Spelling City activity OR Word Meanings: select 5 words and research synonyms and antonyms 	<ul style="list-style-type: none"> Read your words aloud to an adult 1 x Spelling City activity OR Word Building: select 5 words and identify all variations i.e. shout, shouts, shouted, shouting. Remember some words may not have a lot of variations. 	<ul style="list-style-type: none"> Read your words aloud to an adult 1 x Spelling City activity OR Sentences: select 5 words and write each word in a sentence. Use cursive writing to write each of your spelling words.
GRAMMAR		Learning Intention: To recognise and use adjectives as describing words.		HANDWRITING
<ul style="list-style-type: none"> Complete the worksheet: <i>Colour Adjectives</i> 		<ul style="list-style-type: none"> Typing Club AND/OR <i>Homophones</i> handwriting worksheet. 		
READING				
Learning Intention: To consider the importance of interesting characters in narrative texts.				
Boy Overboard by Morris Gleitzman	<ul style="list-style-type: none"> Read: <i>Boy Overboard, Chapters 11-13.</i> During reading, record any questions, observations or thoughts. 	<ul style="list-style-type: none"> Answer the following questions: <ol style="list-style-type: none"> Why would Jamal and Bibi's mum risk her life to be a teacher? Is she a good role model for her children? 	<ul style="list-style-type: none"> Share your answers from yesterday on a Collaborate Slide Chat at 9am with Mrs Vee or discuss with a family member. 	<ul style="list-style-type: none"> Make a PMI chart (Plus, Minus, Interesting) about being a teacher in Afghanistan.
READING				
Learning Intention: To consider the importance and significance of the objects in narrative texts.				
My Place By Nadia Wheatley and Donna Rawlings	<ul style="list-style-type: none"> Read: <i>My Place Bridie 1928 and Bertie 1918</i> Look at the maps in each child's story. Is there something that caught your attention or made you think/wonder? Explain why you chose that particular thing on the map. 	<ul style="list-style-type: none"> Reread: <i>Bridie 1928 and Bertie 1918</i> Answer the following questions: <ul style="list-style-type: none"> What just missed the big tree in Bridie's story? What was the big tree surrounded by in Bertie's story? How was Bertie's map of the tree different to Bridie's map of the tree? 	<ul style="list-style-type: none"> Reread <i>Bridie 1928 and Bertie 1918</i> Answer the following questions: <ul style="list-style-type: none"> Make a list of the factories that are on the map in Bertie's story. Do we have these types of factories today? Why or why not? 	<ul style="list-style-type: none"> <i>My Place</i> is set in Australia. It is about change that occurs over time. Use the table from Week 1 to track the ideas (character, name, animal etc). Consider how the natural landscape has been altered over time.

WRITING		Learning Intention: To use persuasive language to create an advertisement.		
Persuasive Advertising <ul style="list-style-type: none"> Read and complete the worksheet <i>Milton Mentor</i>. 	Plan <ul style="list-style-type: none"> You need to advertise a child-friendly holiday destination. Use either a piece of paper or plan your advertisement on a Google Slide. <ul style="list-style-type: none"> Decide on your destination. Explore world destinations using Google Earth or discuss with a family member. Plan how you are going to persuade your classmates to go to this destination. Plan how are you going to present your advertisement? Options: iMovie, video, pictures, slide show or poster. What are the destination's attractions? If creating a written advertisement, how will you place the text for most impact? What images will you use? 	Draft <ul style="list-style-type: none"> Using your plan from yesterday, draft your advertisement. Look at the Wagoll video attached to the Google Classroom for ideas or review yesterday's task. Think about how your advertisement looks. Carefully choose the colour, pictures, background and the type of language you will use. Do not worry about spelling and punctuation yet. 	Revise and proofread <ul style="list-style-type: none"> Re-read or listen to your advertisement. If you can, find someone to read or watch it and ask them to help you identify areas for improvement. Improve your advertisement by: <ul style="list-style-type: none"> ensuring it makes sense adding extra detail using interesting vocabulary correcting spelling errors checking punctuation checking is it visually appealing checking it suits your target audience, which is your classmates. 	Publish <ul style="list-style-type: none"> Double check your work. Re-write or re-record if necessary. Turn in your completed advertisement.
MATHS		Learning Intention: Use square centimetres and square metres to measure and estimate rectangular and square areas.		
<ul style="list-style-type: none"> Mentals, Unit 15, Day 1 Maths Online: complete assigned tasks on area. Read <i>Area of 2D Shapes</i> worksheet. Complete the <i>Area and Perimeter Problems page 1</i>. Complete the online <i>Quizziz</i>. 	<ul style="list-style-type: none"> Mentals, Unit 15, Day 2 Maths Online: complete assigned tasks on area. Complete the <i>Area and Perimeter Problems page 2</i>. Complete the online <i>Quizziz</i>. 	<ul style="list-style-type: none"> Mentals, Unit 15, Day 3 Maths Online: complete assigned tasks on area. Look at the worksheet <i>House Floor Plan</i>. Create a house floor plan using Google Drawings or in your maths book using a ruler and a pencil. Your house plan needs to include at least: two bedrooms, a kitchen, a bathroom, a lounge room and a laundry. Measure out the length and width of your house. e.g. 15cm length and 10cm wide = $15 \times 10 = 150\text{cm}^2$ house. Label each room: length, width and area. Calculate the total area of your house. 	<ul style="list-style-type: none"> Mentals, Unit 15, Day 4 Maths Online: complete assigned tasks on area. Complete your house plan design. Either colour it in or use the fill option to add extra colour to your Google drawing. Share it in Google Classroom or with a family member. 	<ul style="list-style-type: none"> Mentals, Unit 15, day 5 Mark your Mentals. Catch up on any work you have not completed. Practise your 3, 4 and 11 times tables OR play Hit the Button online.

Year 4 HISTORY	Learning Intention: To understand, describe and explain effects of British colonisation in Australia.		Year 4 Library
Lesson 6 – Life in Britain <ul style="list-style-type: none"> Read task card <i>Life in Britain in the 1700s</i> Answer the questions on the <i>Worksheet 54: Life in Britain in the 1700s</i> In the 1700s, people living in big cities had very different problems to what most of us experience now. Complete the table on <i>Worksheet 55 Life in Britain</i> and write the differences between problems in big cities in the 1700s and problems around the world today. 	Lesson 7 –The Criminals <ul style="list-style-type: none"> Read task card <i>Reasons for Transportation</i> <ul style="list-style-type: none"> Why do you think people were sent to prison for such small crimes in the 1700s? Would people go to prison these days for any of these crimes? Which ones? Do you think that stealing food when you are starving is a crime? Why or why not? 	<ul style="list-style-type: none"> Complete the Week 4 library task <i>First Contacts</i>. 	
Year 5 HISTORY	Learning Intention: Understanding why and how Australia became a nation?		Year 5 Library
Lesson 7: Where did migrant groups come from? <ul style="list-style-type: none"> View the stimulus poster: <i>We came from distant shores</i>. Complete the worksheet <i>We came from different shores</i> or complete the activity on Google Classroom. Read the <i>Migrant Groups</i> fact sheet. Choose one of the migrant groups and use kiddle.com to research the reasons why they came and what contribution they made to the development of the Australian Colonies. If you do not have internet access, some information about Japanese Pearlers has been provided for you. 	Lesson 8: Perceptions of the early Migrants from Asia and the Pacific <ul style="list-style-type: none"> Read Mongolian Octopus - <i>Its Grip on Australia</i>. Complete the worksheet <i>Life in the Australian Colonies for early migrants from Asia and the Pacific Islands</i>. 	<ul style="list-style-type: none"> Complete the Week 4 library task <i>Australia's National Identity</i>. 	
PE/FITNESS	CAPA	PDH	○ DIGITAL TECHNOLOGY
<ul style="list-style-type: none"> Complete approx. 30 minutes of physical activity each day. Mrs Hockey and Mrs Trotter have included some suggested activities. Keep a diary of your physical activity (what, when, how long) At the end of the week calculate the total amount of time spent on physical activity over the week. 	Cloud Painting <ul style="list-style-type: none"> On a cloudy day go outside and lie down on the grass and look up at the sky. Look at the different cloud shapes and patches of blue. Keep looking until you start to see shapes. When you have found your favourite shapes, draw or paint what you can see. 	<ul style="list-style-type: none"> Rate your calmness level, 1 is feeling highly stressed, and 10 is feeling so calm you could have a sleep. Watch and listen to the Counting Breaths Video or sit down somewhere quiet and close your eyes. Breathe in slowly and out slowly 20 times and listen to your heartbeat. Rate your calmness level again. Reflect on this activity: <ul style="list-style-type: none"> Did you feel better after breathing slowly? Is it something you could use regularly to stay calm? 	<ul style="list-style-type: none"> Organise your files into folders in your Google Drive. Watch the video <i>Tips on organising your drive</i>. Use the following folder headings: <ul style="list-style-type: none"> T2 Writing/Reading T2 Maths T2 Spelling/Grammar T2 History T2 PDHPE T2 CAPA Sort your file documents by dragging and dropping them into the correct folder.