



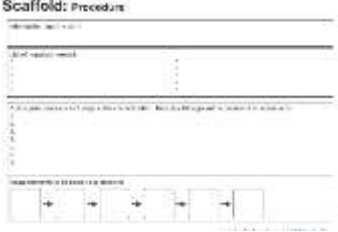



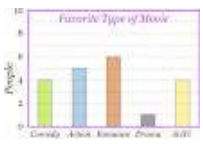
Grade 4 Remote Learning Program

READING		Day 1	Day 2	Day 3	Day 4	Day 5
	Reading:	<p>Learning Intention: Character Behaviour</p> <p>Success Criteria: I can make connections with the characters in the text.</p>	<p>Learning Intention: Character Behaviour</p> <p>Success Criteria: I can identify how a character is feeling.</p>	<p>Learning Intention: Character Behaviour</p> <p>Success Criteria: I can describe the personality traits of a character in a text.</p>	<p>Learning Intention: Vocabulary</p> <p>Success Criteria: I can improve my reading through a better understanding of the words in a text.</p>	<p>Learning Intention: Comprehension strategies</p> <p>Success Criteria: I can use comprehension strategies to build my understanding of a text.</p>
	Independent Reading	<p>Read a book to yourself for 20 minutes, and then complete a Reading Journal Entry. Please use the responses below.</p>	<p>Read a book to yourself for 20 minutes, and then complete the Character Analysis Reader's Workshop activity.</p>	<p>Read a book to yourself for 20 minutes, and then complete the Character Portrait Reader's Workshop activity.</p>	<p>Quietly read a new text for 20 minutes, taking note of any new or interesting words you come across. You may have recorded words on your chart throughout the week. Make sure you have recorded the sentence you found them in.</p>	<p>Choose a Kids News article to read.</p> <p>https://www.kidsnews.com.au/</p>
	Independent Work time (40 mins)	<p>Date: Title: Author: Storyline: Response: The character in this book reminds me of... (A friend, a relative, a character from another book) because... I understood how the character was feeling because... One thing I have in common with (Character name) is... because...</p> 	<p>Remember that a Character Analysis looks at the feelings of the character, explaining when and why they felt that way.</p> <p>Date: Title: Author: Feelings and description</p> 	<p>A Character Portrait analyses the personality traits of the character, for example if they were brave or kind, and gives evidence to support this from the text.</p> <p>Date: Title: Author: Trait and evidence</p> 	<p>Choose 5 of these words and write them out in your workbook. Using a thesaurus, find at least 3 synonyms for each.</p>	<p>Find the comprehension questions at the bottom of the article. Write out each question and then fill in your answer to show your understanding of the text.</p> <p>No internet? Choose a nonfiction book from home. Before you read write down 5 questions you would like to know about your topic. Read the text and see if you can answer any of your questions after you have read it.</p>

Grade 4 Remote Learning Program

WRITING		Day 1	Day 2	Day 3	Day 4	Day 5
Writing Procedure	<p>Learning Intention: Procedure Writing</p> <p>Success Criteria: I can organise and brainstorm my ideas based on the topic.</p>	<p>Learning Intention: Procedure Writing</p> <p>Success Criteria: I can draft an engaging procedure and include the necessary features.</p>	<p>Learning Intention: Procedure Writing</p> <p>Success Criteria: I can edit and improve my procedure to ensure I have included the correct features and used appropriate action verbs.</p>	<p>Learning Intention: Procedure Writing</p> <p>Success Criteria: I can publish my writing and ensure that I have included the correct features.</p>	<p>Learning Intention: Creative Writing</p> <p>Success Criteria: I can use my knowledge of descriptive vocabulary to create an interesting writing piece.</p>	
Independent / Work time (40 mins)	<p>Plan Choose your favourite game. This week you will write a procedure to explain how to play your favourite game.</p> <p>Using the prompt card, think about, unpack and plan what you are going to write. You can use the procedure plan to help you organise your ideas.</p> 	<p>Draft Write the procedure for 40 minutes. Use your plan from yesterday. Be sure to keep the correct structure when you are transferring your information from the plan into your workbook.</p> <p>Scaffold: Procedure</p> 	<p>Edit Reread over your writing and edit your work. Be sure to add, change or delete words so it is interesting for the reader. Use the Writer's Checklist to check that you have included all elements.</p> <p>Pick someone in your family to read your piece of writing too.</p>	<p>Publish Publish your writing. Be creative either by using your netbook or writing on paper with illustrations.</p> <p>Once you have finished publishing your writing, don't forget to upload it onto Teams.</p>	<p>Creative Writing Use the picture below to create a short piece of creative writing. Be as descriptive as you can. Include the following words in your piece: Cuddly Frightened Lipstick Curious Loved</p> 	

Grade 4 Remote Learning Program

MATHS		Day 1	Day 2	Day 3	Day 4	Day 5						
	Maths Chance	Learning Intention: Chance and data SC: I can record data and list the fraction of an event	Learning Intention: Chance SC: I can understand chance as a fraction	Learning Intention: Data collection SC: I can collect data by posing questions.	Learning Intention: 4 Operations SC: I can create and solve number problems using the 4 operations	Learning Intention: 4 Operations SC: I can create and solve number problems using the 4 operations						
	Mental Maths	Use each set of digits to create as many numbers as possible. <ul style="list-style-type: none"> 9, 3, 1, 8 6, 3, 7, 9 0, 5, 2, 3 4, 5, 8, 6 Eg. 9318, 9381, 9138, 9183, 8319, 8391, 8913, 8931 – which other ones have I missed?	If the answer is 11, what could the question be? Write down 8 sums with the answer of 8. Use each operation at least once. Challenge: use more than one operation in the equation.	Your number is 4105. -Write it in words. -What number is 10 more? What is 10 less? What is 100 more? What is 100 less? -Write 3 sums that equal 4105. -Put numbers into place value columns.	If the answer is 35, what could the question be? Write down 8 sums with the answer of 45. Use each operation at least once.	Use the clues to guess the four-digit number: 1 st digit: 4 multiplied by 2 =? 2 nd digit: 12, 9, ?, 3 3 rd digit: Half of 18 =? 4 th digit: 40 divided by 10 =? Your number is? ??? Now order the digits to make the smallest and largest numbers.						
	Independent / Work time (40 mins)	Sit out the front of your house for 20 minutes and record the amount of different coloured cars or vehicles that drive by. Before you begin, rule up a table with 5 different colours and record a tally mark every time that coloured car goes past. After recording the results, complete the following questions: What coloured vehicle went past the most? How many vehicles went past altogether? List the fractions for each colour (example: if there were 4 white vehicles out of 20 in total, the fraction of white vehicles would be 4/20 or 2/10 or 1/5). Extension activity: Graph the results of the coloured cars. If you do not have many cars drive past your house, you might like to record for longer than 20 minutes or multiply your results by 5.	Play some games of Greedy pig with a family member. Rules: First to 21 wins, keep count of your own score. Roll a 3 and you are out and your score goes back to 0 If a 3 is rolled and you are sitting, you are safe. If you are sitting and another number other than 3 is rolled then you do not get to add to your score. Sitting = Safe, Standing = taking a chance to try to get to 21. **This is a game of chance and by standing, you are taking a risk. What is the fraction (The probability or chance) of going out if you roll a 3 when using a 6 sided dice? Use cards with numbers A(1), 2, 3, 4, 5, 6 if you don't have a dice. Can't remember how to play? Try this version: https://www.youtube.com/watch?v=gMFMpC3mC_0	Develop a question with 3 answers/options only. Example. What is your favourite colour? Options might be: Green, blue, yellow. You need to survey (ask) the members of your household the question you have developed and record the results in a table. Example: <table border="1" style="display: inline-table; vertical-align: middle;"> <thead> <tr> <th>Green</th> <th>blue</th> <th>yellow</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> Record names under each of the answers. <i>Too easy?</i> You may like to ask other people via phone or have a parent or guardian help you get some other answers from people who are not in your house. Record a graph of the results. 	Green	blue	yellow				Using a deck of cards, flip cards to create the following: <ul style="list-style-type: none"> 2 addition problems (3 digit), 2 subtraction problems (2 or 3 digit), 1 multiplication problem (2 or 3 digit), and 1 division problem. Multiply and divide by the factor that you are currently working on, for example if you are working on 3s, you will multiply and divide your numbers (flipped in the cards) by 3. Remember to show your working out. Too hard? Use 2 digit numbers that you are comfortable with.	Using a deck of cards, flip cards to create the following: <ul style="list-style-type: none"> 2 addition problems (3 digit), 2 subtraction problems (2 or 3 digit), 1 multiplication problem (2 or 3 digit), and 1 division problem. Multiply and divide by the factor that you are currently working on. Extension ideas: <ul style="list-style-type: none"> Repeat the activity using 3, 4 and 5 digit numbers. Try a long multiplication equation with 2 digits.
Green	blue	yellow										

How to Play...



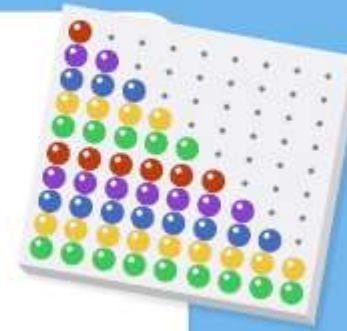
Today you are going to write a procedure.

The topic you have been given for your procedure is "How to Play..."

Think:

What game are you going to explain how to play?

Think of a game you know how to play well. This could be a board game, a game you play with your friends at lunch time, a computer game or a card game.



Plan:

Plan your writing before you begin. Remember to include:

- the goal
- the ingredients/materials/equipment
- the steps.

Remember to check:

- Use verbs, nouns, adjectives, adverbs and time sequence words.
- Check your spelling and punctuation carefully.
- Make sure your writing makes sense.



Scaffold: Procedure

Introduction: (goal or aim)

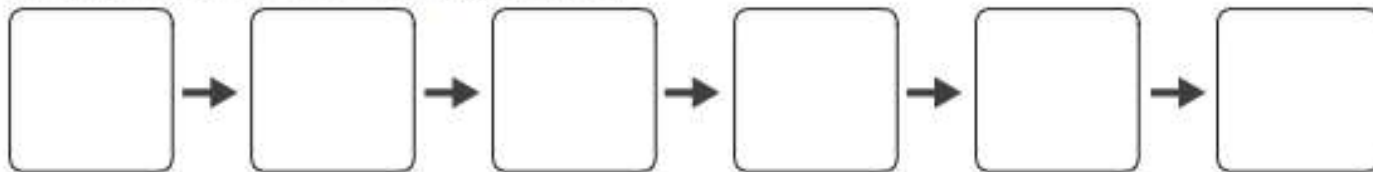
List of materials needed:

- -
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 -
- -
 -
 -
 -

Action plan: (sequence of steps in the correct order – they should begin with a command or action verb)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

Visual elements to be used: (e.g. timeline)



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