

# JPS Framework for teaching– Stage 2, Week 4 (Term 3)

You **will** need access to a digital device to complete **some** of the following activities. You will need help from a parent/carer and some paper.

Remember when you need to login to external sites (e.g. typing club) you may need to use **YOUR** email – e.g. john.smith@education.nsw.gov.au

	Monday 2 <sup>nd</sup> August	Tuesday 3 <sup>rd</sup> August	Wednesday 4 <sup>th</sup> August	Thursday 5 <sup>th</sup> August	Friday 6 <sup>th</sup> August
<b>Morning</b>	<p><b>Reading</b> <u>Story Map</u> Read for 20-30 mins. Then choose a story and complete a story map showing main events in order of occurrence. See the attachment in google classroom for an example. <b>You can create and complete on paper and upload a photo of your work.</b></p> <p>Log onto Reading <del>egress</del> and complete assignment</p>	<p><b>Reading</b> <u>Character Comparison</u> Read for 20-30 mins. Then choose a story and complete the character comparison. Compare the character to yourself. You can complete this in <b>Google Classroom</b> on the Google Doc or complete on paper and upload a photo of your work.</p> <p>Log onto Reading <del>egress</del> and complete assignment</p>	<p><b>Reading</b> <u>Alternative Book Cover</u> Read for 20-30 mins. Then choose a story and design an alternative book cover for your chosen book. <b>You can create and complete on paper and upload a photo of your work.</b> Don't forget to include important details like title/ author/ illustrator and an illustration.</p> <p>Log onto Reading <del>egress</del> and complete assignment</p>	<p><b>Reading</b> <u>Character Response</u> Read for 20-30 mins. Then choose a story and complete the character response activity by answering the questions. You can complete this in <b>Google Classroom</b> on the Google Doc or complete on paper and upload a photo of your work.</p> <p>Log onto Reading <del>egress</del> and complete assignment</p>	<p><b>Reading</b> <u>Book Review</u> Read for 20-30 mins. Then choose a story and do a book review on your chosen story. You can complete this in <b>Google Classroom</b> on the Google Doc or complete on paper and upload a photo of your work</p> <p>Log onto Reading <del>egress</del> and complete assignment</p>

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<p><b>Writing</b></p> <p>Look at the picture <i>Magic Carpet Ride</i> and create a t chart for a narrative (story) that you will write this week. Your t chart will have sections for characters/setting, problem, <u>resolution</u>, and vocabulary (interesting words).</p> <p>Complete on <b>Google Classroom</b> or on paper and upload a photo of your work.</p>	<p><b>Writing</b></p> <p>Look at the picture <i>Magic Carpet Ride</i> and create a character profile for your main character. What is the character's name, age, likes and dislikes? How do they fit into the story and connect with other characters?</p> <p>Complete on <b>Google Classroom</b> or on paper and upload a photo of your work.</p>	<p><b>Writing</b></p> <p>Look at the picture <i>Magic Carpet Ride</i> and describe the setting where most of the action takes place. What does it look like, feel like and sound like?</p> <p>Complete on <b>Google Classroom</b> or on paper and upload a photo of your work.</p>	<p><b>Writing</b></p> <p>Look at the picture <i>Magic Carpet Ride</i> and create a sizzling start for your narrative (story). You will only write the first paragraph, but it needs to hook the reader and be engaging.</p> <p>Complete on <b>Google Classroom</b> or on paper and upload a photo of your work.</p>	<p><b>Writing</b></p> <p>Look at the picture <i>Magic Carpet Ride</i> and write a problem that could happen in your story. Now write a resolution to the problem. Remember that it might take more than one attempt to solve the problem. Be creative and think about the characters, setting and sizzling start you have created this week.</p> <p>Complete on <b>Google Classroom</b> or on paper and upload a photo of your work.</p>
<p><b>CRUNCH N' MUNCH</b></p>	<p><b>CRUNCH N' MUNCH</b></p>	<p><b>CRUNCH N' MUNCH</b></p>	<p><b>CRUNCH N' MUNCH</b></p>	<p><b>CRUNCH N' MUNCH</b></p>
<p><b>Spelling</b></p> <p>Find your week 4 spelling words on <b>Google Classroom</b>.</p>	<p><b>Spelling</b></p> <p>Find your week 4 spelling words on <b>Google Classroom</b>.</p>	<p><b>Spelling</b></p> <p>Find your week 4 spelling words on <b>Google Classroom</b>.</p>	<p><b>Spelling</b></p> <p>Find your week 4 spelling words on <b>Google Classroom</b>.</p>	<p><b>Spelling</b></p> <p>Find your week 4 spelling words on <b>Google Classroom</b>.</p>

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	<p>Write <u>all</u> of your spelling words out once using look, cover, write, check.</p> <p>Create some sentences with your spelling words that use direct speech.</p> <p><b>Eg.</b> Year 3: "I can see a bird" yelled the boy. Year 4: "I will climb that <u>mountain</u>" said the girl.</p>	<p>Write <u>all</u> of your spelling words out once using look, cover, write, check.</p> <p>If we say that a=1, b=2, c=3 and so on through the alphabet can you work out how many points five of your words would have?</p> <p>Write your word and the point score it would get.</p> <p><b>Eg.</b> Bird = 2+9+18+4=33</p>	<p>Write <u>all</u> of your spelling words out once using look, cover, write, check.</p> <p>Work out how many syllables your spelling words have and put them into a table. All the words with one syllable would be in one column, all the words with two syllables would be in another column.</p>	<p>Write <u>all</u> of your spelling words out once using look, cover, write, check.</p> <p>Write your spelling words in your neatest possible handwriting. This will need to be done on paper.</p> <p>Take a photo of your work and upload it to google classroom.</p>	<p>Write <u>all</u> of your spelling words out once using look, cover, write, check.</p> <p>Create a question that has your spelling word as the answer. Do this for at least five of your words.</p> <p><b>Eg.</b> Year 3: Q: An animal with wings that builds a nest. A: Bird Year 4: Q: This thing is very steep and often has snow on the top. A: Mountain</p>
<b>Break</b>					
<b>Middle</b>	<p><b>Maths</b> <i>Problem solving:</i> Complete 3 problem solving questions. Complete in <b>google classroom</b> or a sheet of paper.</p> <p><i>Number Patterns:</i></p>	<p><b>Maths</b> <i>Problem solving:</i> Complete 3 problem solving questions. Complete in <b>google classroom</b> or a sheet of paper.</p> <p><i>Patterns:</i></p>	<p><b>Maths</b> <i>Problem solving:</i> Complete 3 problem solving questions. Complete in <b>google classroom</b> or a sheet of paper.</p> <p><i>Number Patterns:</i></p>	<p><b>Maths</b> <i>Problem solving:</i> Complete 3 problem solving questions. Complete in <b>google classroom</b> or a sheet of paper.</p> <p><i>Cooking:</i> There are some recipe</p>	<p><b>Maths</b> <i>Problem solving:</i> Complete 3 problem solving questions. Complete in <b>google classroom</b> or a sheet of paper.</p> <p><i>Times Tables and</i></p>

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<p>Complete the activities on the topic of <b>Number Patterns in google classroom</b> or on paper.</p> <p><i>Mathletics</i> Complete some activities on Mathletics</p>	<p>Create a <b>Google Slide</b> of colour, shape and number patterns. You can also do this on paper. Include at least 5 different patterns.</p> <p><i>Mathletics</i> Complete some activities on Mathletics</p>	<p>Complete the activities on the topic of <b>Number Patterns in google classroom</b> or on paper.</p> <p><i>Mathletics</i> Complete some activities on Mathletics</p>	<p>Ideas on <b>Google Classroom</b> or you can make anything you like- as long as you have <i>permission from an adult</i>. If you can't do cooking- that's ok! There are some other activities you can do instead.</p> <p><i>Mathletics</i> Complete some activities on Mathletics</p>	<p><i>Multiplication:</i> Complete the activities on the topic in <b>google classroom</b> or on paper.</p> <p><i>Mathletics</i> Complete some activities on Mathletics</p> <p><b>CAPA with Mrs T.</b> Look on <b>Google Classroom</b> for library lesson.</p>
<p><b>Fitness/Wellbeing</b> Participate in a virtual workout or an outside physical activity such as bike riding, soccer or trampolining. Check out the links on <b>Google Classroom for ideas.</b></p>	<p><b>Fitness/Wellbeing</b> Participate in a virtual mindfulness task. Check out the links on <b>Google Classroom for ideas.</b></p>	<p><b>Fitness/Wellbeing</b> Participate in a virtual workout or an outside physical activity such as bike riding, soccer or trampolining. Check out the links on <b>Google Classroom for ideas.</b></p>	<p><b>Fitness/Wellbeing</b> Participate in a virtual workout or an outside physical activity such as bike riding, soccer or trampolining. Check out the links on <b>Google Classroom for ideas.</b></p>	<p><b>Fitness/Wellbeing</b> Participate in a virtual workout or an outside physical activity such as bike riding, soccer or trampolining. Check out the links on <b>Google Classroom for ideas.</b></p>

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<b>Break</b>									
<b>Afternoon</b>	<p><b>History</b></p> <p>Read the eBook <a href="#">Kunwiku Dreaming Stories</a>. Pick one story and write some notes and thoughts about it. What did the story tell you? To access the eBook go to <a href="http://inq.co/class/mnd">http://inq.co/class/mnd</a></p> <p>The code to access the eBook is 7855.</p> <p>Complete your work on <a href="#">Google Classroom</a> or on paper and upload a photo.</p>	<p><b>PDH</b></p> <p><i>Bike Safety</i></p> <p>Watch the following video: <a href="https://www.youtube.com/watch?v=D6mBF_P7Om0">https://www.youtube.com/watch?v=D6mBF_P7Om0</a></p> <p>Write down VIP's from the video. Go to <a href="#">Google Classroom</a> and complete the google doc – PDH – Tuesday Week 4</p> <p>Login to safety town and help "Sprocket kit up for a ride."</p> <p>Complete a safety check on your bike/scooter and helmet.</p> <p>Go for a ride/scooter with your family. Record what signs you see along the way.</p>	<p><b>CAPA</b></p> <p>Have a look at the Olympic flag. You will see that it has five rings. These rings represent the different continents that athletes come from.</p> <p>Design a new Olympic flag. Think about how it can represent different athletes from different countries.</p> <p>Your flag must include at least two colours.</p> <p>Write a sentence explaining your design.</p> <p><b>Take a photo of your work and upload it to Google Classroom.</b></p>	<p><b>Technology</b></p> <p><b>Typing</b></p> <p><b>Emailing</b></p> <p>Complete the lesson on google classroom -</p> <p><b>**Optional task with parent permission**</b></p> <p>Watch the video of Mrs <a href="#">Grausam</a> demonstrating how to create a <a href="#">bitmoji</a>.</p> <p>Change your profile picture on google classroom with your new <a href="#">bitmoji</a>.</p>	<p><b>Science</b></p> <p><i>Firework in a Jar experiment.</i></p> <p><b>Complete the google doc "Science- Friday Week 4"</b></p> <p>Then complete the experiment. If you can't do the experiment, you will just do the prediction sheet.</p>				

### Term 3 Year 3 Spelling Lists

Week 2	Week 3	Week 4	Week 5	Week 6
south	oil	dirt	saw	maul
couch	coil	birth	law	haul
pouch	soil	bird	prawn	sauce
cloud	spoil	third	fawn	launch
proud	spoilt	whirl	awful	taunt
idea	men	mine	else	often
sport	easy	maybe	child	large
break	clear	bottom	close	which
ready	strong	between	those	towards
heavy	instead	someone	speed	sentence
winter	key	something	caught	taste
sort	final	litre	children	torch
port	east	foal	ray	laugh
busy	bear	goal	mild	cheer
storm	finish	bulb	copy	porch
pretty	tough	lunch	nurse	eaten
herself	rough	sudden	chose	waste
council	valley	playing	similar	useful
happily	locate	sometimes	indeed	eating
breakfast	monkey	somewhere	afternoon	screen
library	drawer	injury	depot	plait
counter	success	display	arrival	penguin
exercise	touched	accident	urgent	criminal
cupboard	November	December	crevice	sandwich
parachute	treasure	beginning	straight	beautiful

### Term 3 Year 4 Spelling Lists

Week 2	Week 3	Week 4	Week 5	Week 6
knot	yellow	direct	business	wrist
kneel	sorrow	effect	quickness	wrote
known	shown	inject	laziness	wrong
knuckle	fellow	select	closeness	whole
knitting	barrow	defect	brightness	wrestle
chief	does	heart	join	wrap
lately	month	speak	chair	raise
include	proper	dinner	height	ready
together	yourself	amount	finally	shown
darkness	although	measure	station	myself
flour	herd	discover	electric	further
dash	trust	mountain	spoil	indeed
useful	public	everyone	avoid	narrow
depend	safely	thief	frozen	herself
garage	standard	scarf	lovely	clothes
whistle	content	dying	cruelly	always
whisper	decade	rough	finalist	imagine
advertise	different	cough	silently	tomorrow
activities	dictionary	bough	highway	lazily
backward	yourself	courage	December	flavour
hoarse	kiosk	triangular	rhyme	angrily
glacier	hygiene	hexagonal	tsunami	shrieked
humorous	revision	pentagonal	reluctant	courtesy
generation	invisible	millimetres	sceptical	travelled

## Problem Solving- Week 4

Complete THREE questions each day from the matrix

### Problem Solving Matrix- Week 4

Wally has a packet of 36 biscuits. He wants to share them equally with some friends. How many friends could he do this with? Draw or write down <u>your</u> thinking.	What 5 coins could Joe use to make \$1.75?	Phil has \$12. Cucumbers cost \$5.50 per/kg. How many kilograms of cucumbers can Phil buy? Will he have any change?	Sam the zookeeper had 36 animal enclosures to visit during his <u>4</u> hour shift. How many enclosures did he have to visit each hour to see them all?	Ryan has a jar with 105 lollies in it. He eats 72 lollies. How many lollies are left?
A chocolate machine makes 540 chocolates in a day. They are sold in equal packs. How could they be packed?	Sarah wants to buy a toy for \$95. She has already saved \$47. Then she got \$35 for his birthday. How much money does Sarah still need to save?	Noah likes to swim. He always swims an odd number of laps. He always swims more than 15 but never more than 37. How many laps could he swim? ( <u>give</u> all possible answers)	The number has four digits. <ul style="list-style-type: none"> <li>The hundreds digit is the number of sides of a square.</li> <li>The thousands digit is the same as <math>35 \div 5</math>.</li> <li>The tens digit is more than 4 but less than 6.</li> <li>The ones digit is the same as <math>24 - 16</math>.</li> </ul> What number am I?	Ethan gets 60c pocket money every week. He wants to buy a toy for \$3.60. How many weeks must he save to buy the toy?
A jug holds 750ml of water. A small cup holds 50ml. How many cups of water can the jug hold?	The number has four digits. <ul style="list-style-type: none"> <li>The thousands digit is the number of days in a week.</li> <li>The ones digit is half of 10.</li> <li>The tens digit is the number of wheels on a bicycle.</li> <li>The hundreds digit is 3 more than the ones digit.</li> </ul> What number am I?	Lisa's pie needs 35 minutes in the oven. The time is 9:15. What time does the pie need to come out of the oven?	Harry has \$11. He buys 2 bananas at 75c each, a packet of blackberries for \$3.70 and 6 zucchinis at 30c each. How much change does he get?	Toy A costs \$4.20. Toy B costs \$7.90. Toy C costs \$7.50. Toy D costs \$5.20. Toy E costs \$9.20. Toy F costs \$3.60. Which two toys would cost exactly \$11.70?



# Reading Task Monday Week 4

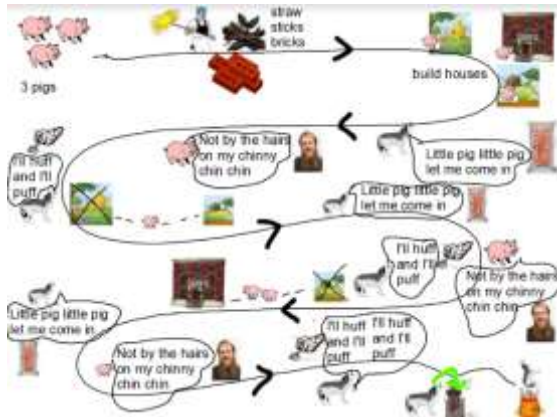
## Story Map

Learning Intention - I am able to summarise a text in sequence.

Success Criteria -

- I can identify the important characters in a story
- I can identify the main events in a story in order of occurrence.
- I can present my summary of a text for others to see.

Choose a fiction story, read it and complete a story map to show the order of the main events in your story. Below is an example of a story map.





## Writing Monday Week 4

Look at the picture *Magic Carpet Ride* and create a t chart for a narrative (story) that you will write this week. Your t chart will have sections for characters/setting, problem, resolution and vocabulary (interesting words).

**Remember:** You are writing your own story. Do not copy a story that has already been written, such as Aladdin. This will be a new story with characters you create.

Learning Intention: To plan a narrative (story)

Success Criteria:

- I can create new characters for my narrative
- I can create a setting for my narrative
- I can create a problem for my narrative
- I can plan the resolution for my narrative
- I can create a vocabulary bank (interesting words) to use in my narrative
- I can edit my spelling
- I can edit my punctuation (full stops, capital letters, question marks and exclamation marks)



Characters/ Setting- who are the main characters and where is the action happening?

Problem- what will go wrong?

Resolution -how will the problem be solved?

Vocabulary- Interesting words that could be used in my narrative.



# Identifying Number Pattern Rules

Work out what the number pattern rule is for each of these patterns. The pattern might be increasing (addition +) or decreasing (subtraction -).

Use the rule to help you complete the number patterns.

14 18 22    Rule: \_\_\_\_\_

28 26 24    Rule: \_\_\_\_\_

65  75 80   Rule: \_\_\_\_\_

150 145  135   Rule: \_\_\_\_\_

36 30 24    Rule: \_\_\_\_\_

90  96 99   Rule: \_\_\_\_\_

201 211 221    Rule: \_\_\_\_\_

77 66 55    Rule: \_\_\_\_\_

Can you create your own tricky addition and subtraction number patterns?

Don't forget to write down the rule!

**My addition number pattern rule:** \_\_\_\_\_

**My number pattern is:**

**My subtraction number pattern rule:** \_\_\_\_\_

**My number pattern is:**

# Continue the Number Pattern

I can use an addition or subtraction rule to complete a number pattern. (ACMNA060)

Use the rule to help you complete the number patterns.

1. Rule = +4

10, 14, 18, 22, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

5. Rule = -5

45, 40, 35, 30, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

2. Rule = +6

16, 22, 28, 34, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

6. Rule = -10

98, 88, 78, 68, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

3. Rule = +2

18, \_\_\_\_\_, 22, 24, \_\_\_\_\_, 28, \_\_\_\_\_.

7. Rule = -3

19, 16, \_\_\_\_\_, 10, \_\_\_\_\_, \_\_\_\_\_, 1.

4. Rule = +10

100, 110, 120, 130, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

Use the rule to help you complete the number patterns.

1. Rule = +4

24, 28, 32, 36, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

5. Rule = -5

49, 44, 39, 34, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

2. Rule = +9

27, 36, 45, 54, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

6. Rule = -10

108, \_\_\_\_\_, 88, 78, \_\_\_\_\_, 58, \_\_\_\_\_.

3. Rule = +20

180, \_\_\_\_\_, 220, 240, \_\_\_\_\_, 280, \_\_\_\_\_.

7. Rule = -3

31, 28, \_\_\_\_\_, 22, \_\_\_\_\_, \_\_\_\_\_, 13.

4. Rule = +6

66, 72, 78, 84, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

# How the Birds Got Their Colours

The following story is based on a traditional Aboriginal Dreamtime story of how the birds got their colours.

Long ago in the Dreamtime, all the birds were black in colour. They did not have any bright or fancy colours on their feathers.

First, a little bird was flying around looking for food. The little bird flew down to catch a big, juicy grub. When the bird flew down to the ground, it hurt itself on a sharp stick. It cut deep into his foot and made him very, very sick.



Next, the little bird had a swollen foot and was in so much pain. He was dying!

All of the little bird's friends came to see if they could help. They all wanted to save the little bird, except for one bird... the crow.

Then suddenly, a parrot rushed forward towards the sick little bird. With her very sharp and pointy beak, the parrot burst the little bird's swollen foot. Many different colours rushed out and splashed all over the parrot. There were reds, greens, blues, yellows and other colours of the rainbow. All of the wonderful, bright colours ran down her chest, wings and tail. The colours also splashed out onto the other birds. Some were red, some were blue, some were brown and some were yellow. Some birds were lucky and even got spots and stripes too.



All of the birds were happy and excited, except for crow, who was standing far away from them all. Crow didn't get any colours at all. The sick little bird soon became better. He thanked the parrot for helping him with his swollen foot and then flew away.



And that's how the birds got their colours.

# How the Birds Got Their Colours Questions

1. The following passage comes from the story "How The Birds Got Their Colours".  
Fill in the missing words.

Then suddenly, a \_\_\_\_\_ rushed forward towards the sick little bird. With her very sharp and pointy \_\_\_\_\_, the parrot burst the little bird's swollen foot. Many different \_\_\_\_\_ rushed out and splashed all over the parrot. There were reds, greens, blues, yellows and other colours of the \_\_\_\_\_. All of the wonderful bright colours ran down her chest, \_\_\_\_\_ and tail. The colours also splashed out onto the other birds. Some were red, some were blue, some were brown and some were \_\_\_\_\_. Some birds were lucky and even got spots and \_\_\_\_\_ too.

2. Use the passage above to do the following:
- Highlight the adjectives in blue. Adjectives are describing words.  
For example: short, big, round.
  - Circle the nouns in red. Nouns are words that tell us a person, animal, place, thing or idea. For example: tree, ring, apple.
3. Circle the words that have the short 'i' sound.
- little, sick, bird
  - bright, different, pointy
  - tail, aboriginal, dreamtime

Which of the following occurred first? Choose a or b.

- All of the birds were happy and excited, except for crow, who was standing far away from them all.
  - A parrot rushed towards the sick little bird and burst the little bird's swollen foot.
- The colours splashed out onto the other birds.
  - Many different colours rushed out and splashed all over the parrot.
- The crow didn't want to help.
  - The little bird flew close to the ground and landed on a big, sharp stick.

7. List two interesting things you learnt from this Aboriginal Dreamtime story.

1. \_\_\_\_\_

2. \_\_\_\_\_

**Challenge Option**

Draw a picture of your favourite part of "How The Birds Got Their Colours".

Write at least two sentences explaining what you have drawn.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





**Reading Tuesday Week 4**  
**Making Connections**

1. Read for 30 minutes
2. Choose a book or story and read it. Choose a character from the book and complete a comparison chart.

**Learning Intention**

- I can recognise how aspects of personal perspective influence responses to texts

**Success Criteria**

- I am able to identify ways I am the same as a character from my text
- I am able to identify ways I am different to a character from my text

**Let's compare ourselves.**

**How am I the same and different to the main character in my story?**

<b><u>How are we the same?</u></b>	<b><u>How are we different?</u></b>

## Writing- Tuesday Week 4

Look at the picture *Magic Carpet Ride* and create a character profile for your main character. What is the character's name, age, likes and dislikes, how do they fit into the story and connect with other characters? Remember to create a new character who has never been in a book or movie before. This character must be created by you!



Learning Intention: To create a character for a narrative

Success Criteria:

- I can name my character
- I can describe my character
- I can list my character's likes and dislikes
- I can name other characters from my story
- I can make connections between characters in my story

Character Profile		
Character Name:		
Age:	Country/planet/town:	Job/school grade:
My character looks like:	My character likes:	My character dislikes:
<u>Other characters in my story</u>		
Name:		
Relationship to main character:		
Name :		
Relationship to main character:		
Name:		
Relationship to main character:		

## Spelling- Tuesday Week 4

My Spelling Words:


## Spelling Activity:

Use this table to help you work out the point value of your spelling words.

For example:

$$\text{Bird} = 2+9+18+4=33$$

a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w	x	y	z
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26

## Mathematics- Tuesday Week 4

# Identifying Number Pattern Rules

Work out what the number pattern rule is for each of these patterns. The pattern might be increasing (addition +) or decreasing (subtraction -).

Use the rule to help you complete the number patterns.

9	___	19	24	___	___	Rule: _____
---	-----	----	----	-----	-----	-------------

48	44	___	___	32	___	Rule: _____
----	----	-----	-----	----	-----	-------------

99	90	___	72	___	___	Rule: _____
----	----	-----	----	-----	-----	-------------

110	130	___	170	___	___	Rule: _____
-----	-----	-----	-----	-----	-----	-------------

107	97	___	___	67	___	Rule: _____
-----	----	-----	-----	----	-----	-------------

36	42	___	54	___	___	Rule: _____
----	----	-----	----	-----	-----	-------------

24	36	48	___	___	___	Rule: _____
----	----	----	-----	-----	-----	-------------

235	233	___	229	___	___	Rule: _____
-----	-----	-----	-----	-----	-----	-------------

Make your own patterns using numbers, shapes, objects or colours! Make at least 5 different patterns:

Pattern 1	
Pattern 2	
Pattern 3	
Pattern 4	
Pattern 5	

## PDH- Tuesday Week 4

Why do you think it is important to wear a helmet?:

List two things you should look for when selecting a helmet:

How do you fit your helmet correctly?

Complete a bike safety check on your bike. \*\*If you do not own a bike you could do it on another family member's bike or a scooter.

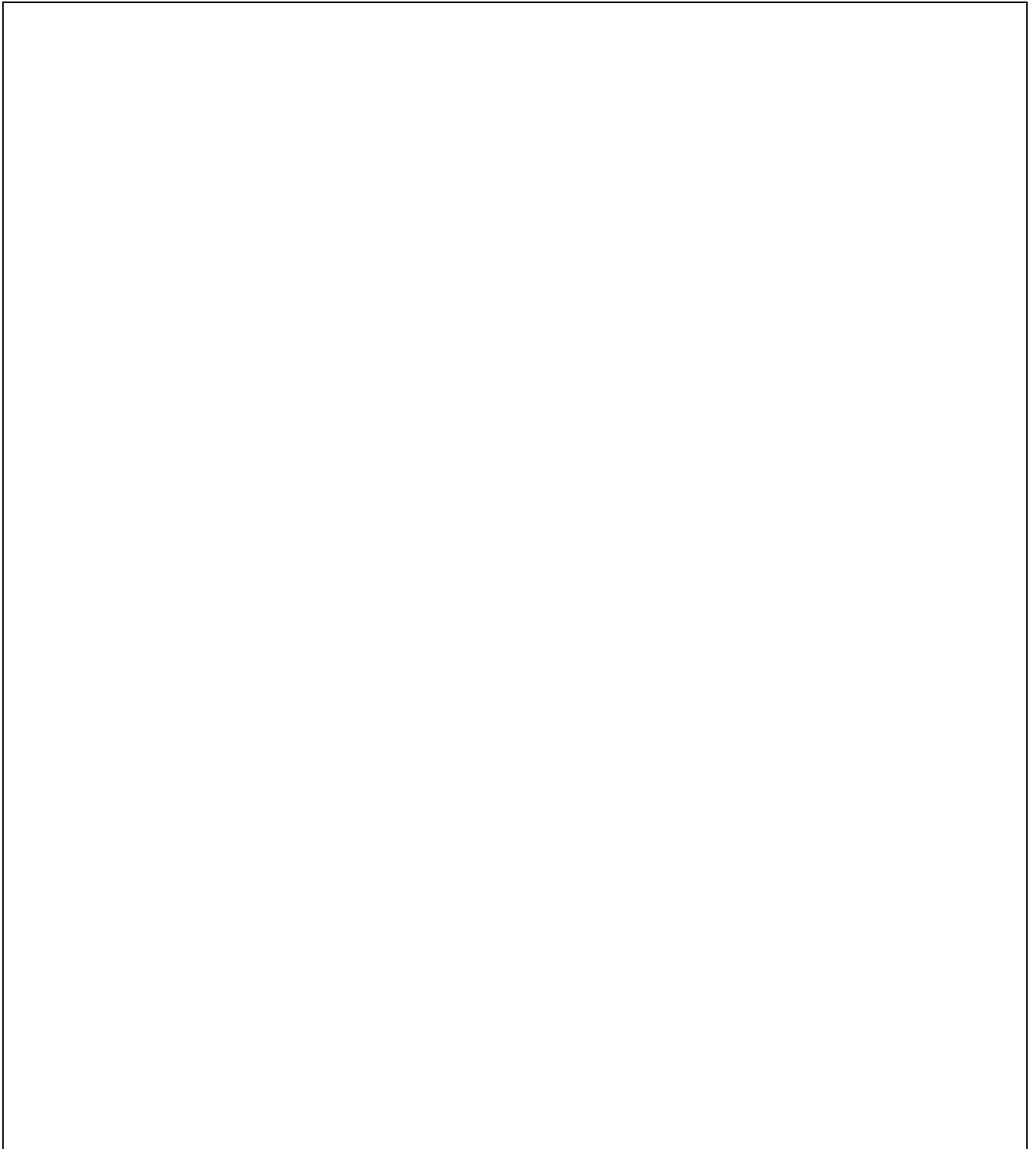
### A Guide to Bike Safety:

<b>Feature</b>	<b>What are you checking for?</b>	<b>Maintained?</b> (type yes or needs fixing)
Bell or Horn	rings or sounds clearly and loudly	
Brakes	bike wheel does not rotate when brakes are applied	
Brakes pads	pads are not worn down	
Chain	should be well oiled and not sag	
White front reflector	is secure and clean	
Red rear reflector	is secure and clean	
Tyres	<ul style="list-style-type: none"><li>• firm tyres</li><li>• tread not worn and no canvas showing</li><li>• no bulges or cuts</li></ul>	
Yellow wheel and pedal reflectors	are secure and clean	

## Reading- Wednesday Week 4

- Create a new book cover for your chosen story.

- Don't forget to include an image, title, and both Author and Illustrator information.
- You can create it on a google doc or complete on paper and attach to this assignment



Writing- Wednesday Week 4

Look at the picture *Magic Carpet Ride* and describe the setting where most of the action takes place. What does it look like, feel like and sound like?



Learning Intention: To describe the setting in a narrative (story)

Success Criteria:

- I can describe what the setting looks like
- I can describe what the setting sounds like
- I can describe what the setting feels like
- I can check my spelling
- I can check my punctuation
- I can write in sentences

Setting (place where the action happens):

The setting looks like...

The setting sounds like...

The setting feels like...



## Mathematics- Wednesday Week 4

# Continue the Number Pattern

I can use an addition or subtraction rule to complete a number pattern. (ACMNA060)

Use the rule to help you complete the number patterns.

1. Rule = +12

24, 36, 48, 60, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

5. Rule = -5

49, 44, 39, 34, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

2. Rule = +8

48, 56, 64, 72, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

6. Rule = -10

194, \_\_\_\_\_, 174, 164, \_\_\_\_\_, 144, \_\_\_\_\_.

3. Rule = +15

150, \_\_\_\_\_, 180, 195, 210, \_\_\_\_\_, \_\_\_\_\_.

7. Rule = -3

97, 94, \_\_\_\_\_, 88, \_\_\_\_\_, \_\_\_\_\_, 79.

4. Rule = +6

66, 72, 78, 84, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

## Identifying Number Pattern Rules

Work out what the number pattern rule is for each of these patterns. The pattern might be increasing (addition +) or decreasing (subtraction -).

Use the rule to help you complete the number patterns.

30        60    75            **Rule:** \_\_\_\_\_

66    63                51    **Rule:** \_\_\_\_\_

249    244            229        **Rule:** \_\_\_\_\_

21    28            49        **Rule:** \_\_\_\_\_

72    60    48                **Rule:** \_\_\_\_\_

8    16    24                **Rule:** \_\_\_\_\_

132        140        148        **Rule:** \_\_\_\_\_

109    100            73        **Rule:** \_\_\_\_\_

Can you create your own tricky addition and subtraction number patterns?

Don't forget to write down the rule!

**My addition number pattern rule:** \_\_\_\_\_

**My number pattern is:**

**My subtraction number pattern rule:** \_\_\_\_\_

**My number pattern is:**

Can you create your own tricky addition and subtraction number patterns?

Don't forget to write down the rule!

**My addition number pattern rule:** \_\_\_\_\_

**My number pattern is:**

**My subtraction number pattern rule:** \_\_\_\_\_

**My number pattern is:**

Can you create your own tricky addition and subtraction number patterns?

Don't forget to write down the rule!

**My addition number pattern rule:** \_\_\_\_\_

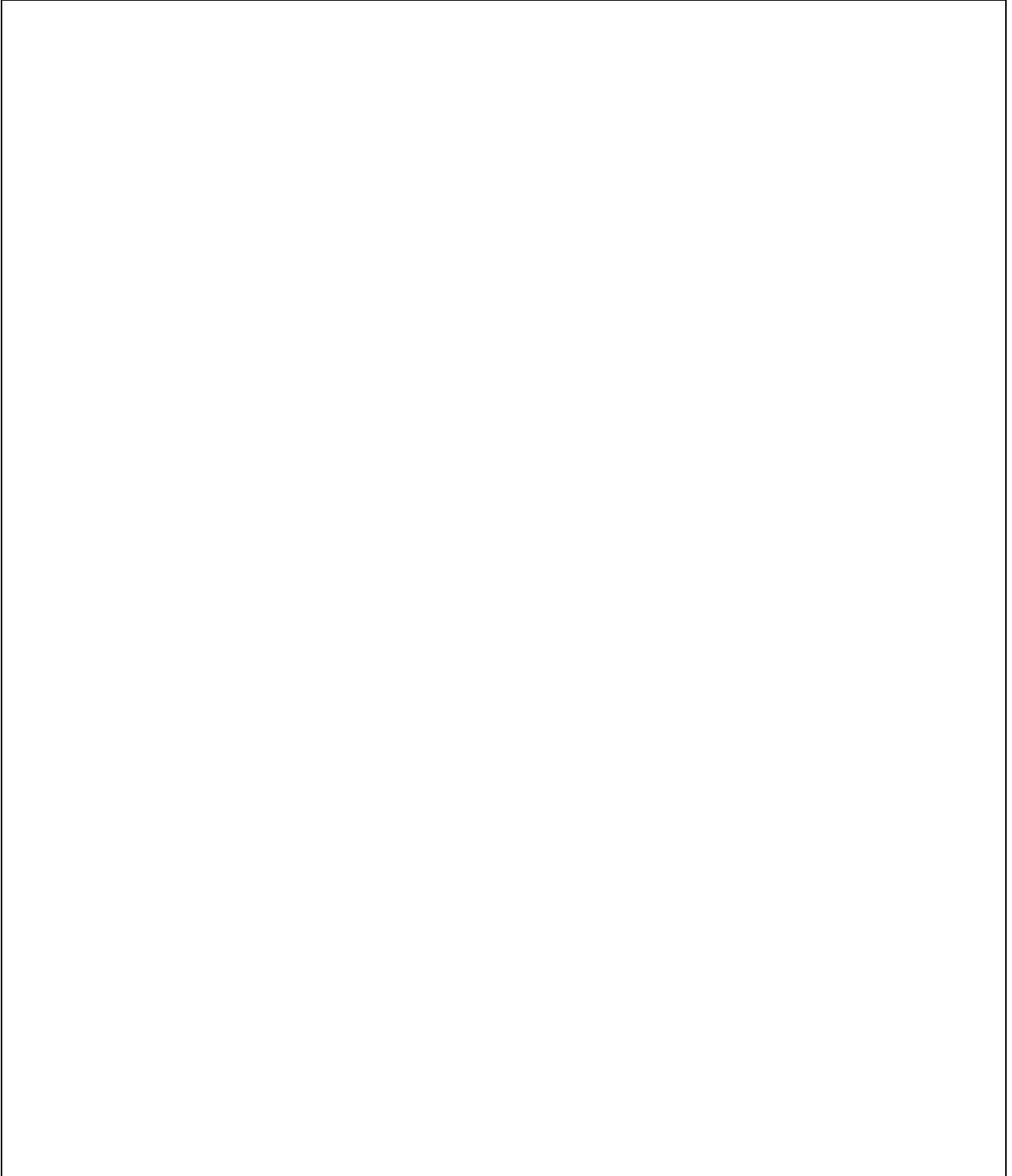
**My number pattern is:**

**My subtraction number pattern rule:** \_\_\_\_\_

**My number pattern is:**

## **CAPA- Wednesday Week 4**

- Have a look at the Olympic flag. You will see that it has five rings. These rings represent the different continents that athletes come from.
- Design a new Olympic flag. Think about how it can represent different athletes from different countries.
- Your flag must include at least two colours.
- Write a sentence explaining your design.

A large, empty rectangular box with a thin black border, intended for students to draw their new Olympic flag and write a sentence explaining their design.

## Reading Activity- Thursday Week 4



### Reading Response

#### Learning Intention

- justify interpretations of a text, including responses to characters, information and ideas

#### Success Criteria

- I can justify my personal response to a story.

After choosing a story and reading it carefully, think about the following questions and fill in the table. Make sure you give a reason in each box.

<b>Which character in the story did you like the most? What in the story made you feel that way?</b>	
<b>Which character in the story didn't you like? What in the story made you feel that way?</b>	
<b>Which character would you most like to have as a friend? Why?</b>	
<b>Which character would you most like to have as a member of your family? Why?</b>	

## Writing Thursday Week 4

Look at the picture *Magic Carpet Ride* and **create a sizzling start** for your narrative (story). You will only write the first paragraph, but it needs to hook the reader and be engaging.

This is not the whole story, just the first paragraph.



Learning Intention: To write a sizzling start for my narrative (story)

Success Criteria:

- I can write a sizzling start to hook my reader
- I can write in sentences
- I can write a paragraph with 3-4 sentences
- I have Capital letters, full stops and other correct punctuation (.?!.)
- I have used interesting words
- I have checked and edited my work

I **do not** want to see your paragraph start with any of the following:

- Once upon a time...
- One day....
- There was a boy who....

## Magic Carpet Ride


## **Spelling- Thursday Week 4**

Write all of your spelling words out once using look, cover, write, check.  
Write your spelling words in your neatest possible handwriting. This will need to be done on paper.

## Mathematics- Thursday Week 4

Cooking! Use your mathematics skills to cook, bake, make something in the kitchen.

**\*\*\*You must ask for adult permission and supervision for today's activity.** If you are not allowed to do any cooking- that's ok! There is an activity below to complete.



**Tacos** Makes 12 tacos

**Ingredients**

- 500g beef mince
- 1 tablespoon of oil
- 1 teaspoon ground cumin
- 1 teaspoon mild paprika
- 1 teaspoon dried oregano
- Salt and pepper
- $\frac{1}{2}$  jar of tomato pasta sauce
- 2 cups finely sliced lettuce
- 2 tomatoes diced
- 1 carrot grated
- 1 cup grated cheese
- 12 hard or soft taco shells
- Jar of salsa to serve

**Equipment**

- Oven and stove top
- Measuring spoons
- Frying pan
- Wooden spoon
- Grater
- Chopping board

**Method**

1. Preheat oven to 180 degrees Celsius.
2. On the stove top, heat oil in a large frying pan.
3. Add beef mince and, using a wooden spoon, break up the mince and fry until brown.
4. Add the cumin, paprika and oregano. Season with salt and pepper.
5. Add pasta sauce and simmer over low heat for five minutes. Turn off heat.
6. Heat taco shells in the oven for five minutes.
7. Grate the cheese and carrot.
8. Slice the lettuce and dice the tomatoes.
9. To put the tacos together, spoon some mince into the taco and top with salad, cheese and salsa.
10. Enjoy eating.

## Tacos!

Answer the following questions using the Taco Recipe information:

1. If you needed to make enough Tacos for 24 people, how many tomatoes would you need?

**Answer:**

2. How much beef mince would you need if you only wanted to make half the recipe amount?

**Answer:**

3. If you needed to make 36 tacos, how many cups of lettuce would you need?

**Answer:**

## Technology- Thursday Week 4

Write a draft email to a friend below:





## Reading Task Friday Week 4 Book Review

### Learning Intention

- justify interpretations of a text, including responses to characters, information and ideas

### Success Criteria

- I can locate important information in a text.
- I can justify my personal response to a story.

Choose a book. Read it carefully and complete the following table.

Name of Book	
Author	
Illustrator	
Summary of the story	
My favourite part of the story	
The part I would change is ... I would .....	
Who is this story written for? (ie baby/ child 2-5 yrs/ Child 6-10 yrs/ adult/ cook/ teenager )	
Would you recommend this book to someone else to read? Why?	

## Writing- Friday Week 4

Look at the picture *Magic Carpet Ride* and **write a problem** that could happen in your story. Make the problem exciting and interesting for the reader. Readers want to be entertained by your narrative so think of something really big that could go wrong. Your problem can be more than one paragraph, it could be several paragraphs.

Now **write a resolution** to the problem. A resolution is how the problem is solved. Remember that it might take more than one attempt to solve the problem. Once again, make it exciting and interesting. Your character might have to try a few things before the problem is actually solved.

Be creative and think about the characters, setting and sizzling start you have created this week. You might like to read your sizzling start from yesterday's lesson and check your feedback before you start this task.



Learning Intention: To write a problem and resolution for my narrative (story).

Success Criteria:

- I can create an interesting problem for a character in my narrative
- I can write a resolution (solution) for the problem
- I can write in sentences
- I can write in paragraphs
- I can use correct punctuation (?! , “ ”)
- I can check and edit my work

### Magic Carpet Ride

(Start from where your sizzling start finished)

## **Spelling- Friday Week 4**

Write all of your spelling words out once using look, cover, write, check.  
Create a question that has your spelling word as the answer. Do this for at least five of your words.

Eg.

Year 3:

Q: An animal with wings that builds a nest.

A: Bird

Year 4:

Q: This thing is very steep and often has snow on the top.

A: Mountain

## Mathematics- Friday Week 4

### 7 Times Table Activities

Count in 7s and colour in the grid:

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

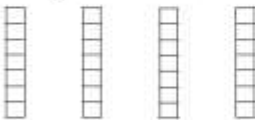
Work out these answers:

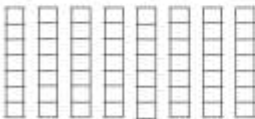
a)  $2 \times 7 =$  \_\_\_\_\_ d)  $12 \times 7 =$  \_\_\_\_\_

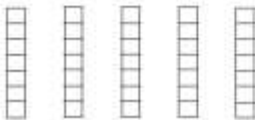
b)  $10 \times 7 =$  \_\_\_\_\_ e)  $7 \times 7 =$  \_\_\_\_\_

c)  $5 \times 7 =$  \_\_\_\_\_ f)  $9 \times 7 =$  \_\_\_\_\_

How many blocks are there?

a)  \_\_\_\_\_  $\times$  \_\_\_\_\_ = \_\_\_\_\_

b)  \_\_\_\_\_  $\times$  \_\_\_\_\_ = \_\_\_\_\_

c)  \_\_\_\_\_  $\times$  \_\_\_\_\_ = \_\_\_\_\_

### 9 Times Table Activities

Count in 9s and colour in the grid:

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120


Work out these answers:

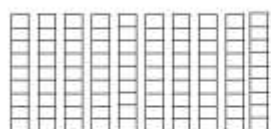
a)  $2 \times 9 =$  \_\_\_\_\_ d)  $8 \times 9 =$  \_\_\_\_\_

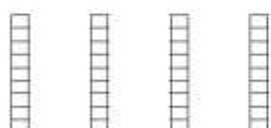
b)  $3 \times 9 =$  \_\_\_\_\_ e)  $12 \times 9 =$  \_\_\_\_\_

c)  $5 \times 9 =$  \_\_\_\_\_ f)  $9 \times 9 =$  \_\_\_\_\_

How many blocks are there?

a)  \_\_\_\_\_  $\times$  \_\_\_\_\_ = \_\_\_\_\_

b)  \_\_\_\_\_  $\times$  \_\_\_\_\_ = \_\_\_\_\_

c)  \_\_\_\_\_  $\times$  \_\_\_\_\_ = \_\_\_\_\_

I can count forward in 6s starting at any point.

6, 12, \_\_, 24, \_\_

18, \_\_, 30, \_\_, 42

\_\_, 42, \_\_, 54, 60

30, 36, \_\_, \_\_, 54

\_\_, \_\_, 36, \_\_, 48

\_\_, 48, \_\_, \_\_, 66

\_\_, 54, 60, \_\_, \_\_

I can complete 6 times table calculations.

$0 \times 6 =$

$1 \times 6 =$

$2 \times 6 =$

$3 \times 6 =$

$4 \times 6 =$

$5 \times 6 =$

$6 \times 6 =$

$7 \times 6 =$

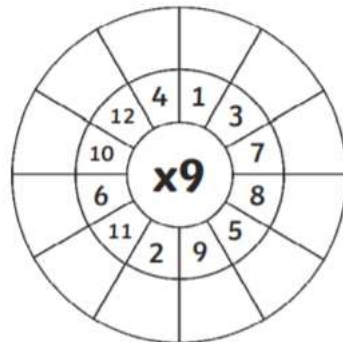
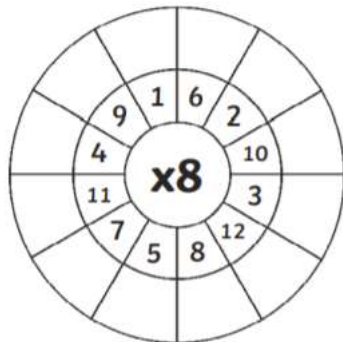
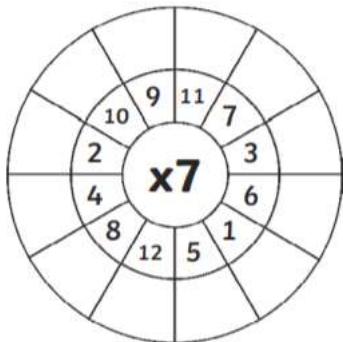
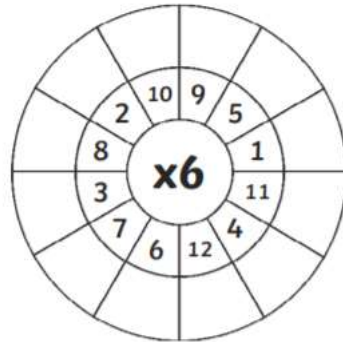
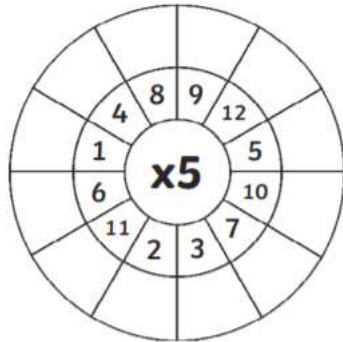
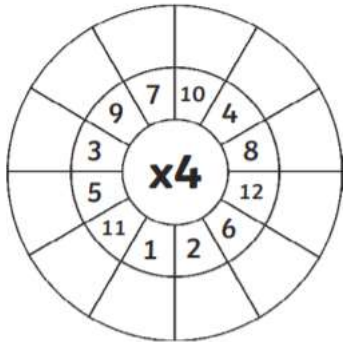
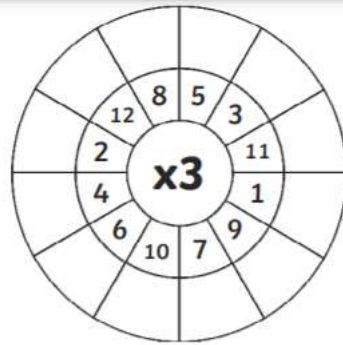
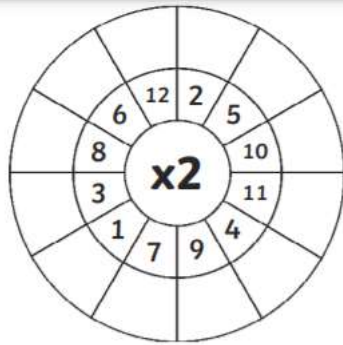
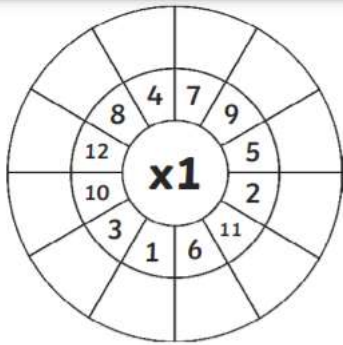
$8 \times 6 =$

$9 \times 6 =$

$10 \times 6 =$

$11 \times 6 =$

$12 \times 6 =$



## Science- Friday Week 4

### Fireworks in a Glass

#### Science Experiment



#### Method

1. To start with, make sure your glass is clean.
2. Pour the warm water into the glass until about  $\frac{3}{4}$  full.
3. In the other glass, add a few spoonfuls of oil and 4 drops of food colouring.
4. Add some different colours to the oil.
5. Using the fork, mix together the oil and food colouring, to spread the colours throughout the oil.
6. Finally, pour the coloured oil into the glass of warm water and watch for the 'firework' display to start.

#### You will need:

Food colouring (various colours)  
Warm water  
Oil  
2 empty glasses  
Fork

**Read through the experiment sheet above and answer the following questions:**

1. What do you think will happen when the coloured oil is poured into the glass of warm water?

**ANSWER-**

2. Why do you think this will happen? Explain your thinking?

**ANSWER-**

3. What do you think would happen if the coloured oil was poured into cold water?

**ANSWER-**



## Drama Activity - How to be a Ventriloquist Lesson 1

Step 1: Watch 'The Little Big Shots' about a 12 year old Ventriloquist for inspiration!

<https://www.youtube.com/watch?v=3X1nPsafKdk>

Step 2: Watch 'How to be a ventriloquist Lesson 1' to learn how to say the easiest sounds like a ventriloquist.

<https://www.youtube.com/watch?v=2eOP8TL1PtI>

Step 3. Make a puppet. You can get some good ideas from these websites to make simple puppets. If you already have a puppet, you can use that!

<https://www.youtube.com/watch?v=1Nh0n2LcU7I> How to make a sock puppet

<https://www.youtube.com/watch?v=ayFG5Ow4wXI> How to make a paper puppet

<https://www.youtube.com/watch?v=ybKPN9vNIHc> How to fold an origami snapper puppet

Step 4: Video yourself using your puppet to say each of the sounds in the Ventriloquist Lesson.

Step 5: Upload your video to your stream.

The links to all the videos are below however if you have trouble, just copy and paste the website addresses into your search bar.

Also, if you have a sibling in Stage 2 or 3, you could even work together to save some time:)

If you don't have access to any internet, just try to design a sock puppet yourself or use a puppet you already have and practise saying the following sounds with you teeth touching, your lips slightly open but don't move your mouth:

'A C D E G H I J K L N O Q R S T U X Z'

Once you think you've mastered it, try performing with your puppet to a member of your family.

I can't wait to say how many talented Ventriloquists we have at JPS!

Mrs T