

Grade 4: Remote Learning Schedule

KEY

LI = Learning Intention (The purpose of the lesson)

SC = Success Criteria (Student goals for the lesson)

	Spelling (15 minutes)	Maths (30 minutes)	Reading (30 minutes)	Writing (30 minutes)	Unit Of Inquiry (30 minutes)
	<p>LI: What words have the prefix /pro-/ and the prefix /anti-/?</p> <p>SC:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I know the prefix /pro-/ means supportive and forward and the prefix /anti-/ means against. <input type="checkbox"/> I have improved my knowledge of all of my spelling words. 	<p>LI: How do we count in fractions?</p> <p>SC:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can visually represent fractions. <input type="checkbox"/> I can identify counting patterns that involve fractions. <input type="checkbox"/> I can use visual representations of fractions to count by halves, quarters and thirds. 	<p>LI: How are explanation texts sequenced?</p> <p>SC:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I know that explanation texts present information in time/chronological order like a story. <input type="checkbox"/> I understand that authors organise information using headings, subheadings, tables and pictures with captions. <input type="checkbox"/> I can use my thinking skills to analyse a non fiction text. 	<p>LI: How can we understand what an explanation text is?</p> <p>SC:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify the traits of an explanation text. <input type="checkbox"/> I understand the purpose of an explanation text. <input type="checkbox"/> I can identify the similarities and differences between narrative and explanation texts. 	<p><i>Refer to each activity for learning intentions and success criteria.</i></p>
<p>TASKS TO SUBMIT ON SEESAW</p> <p>This term, teachers will only provide feedback on these items.</p>	<p>Upload your spelling test and dictation to Seesaw.</p>	<p>Upload your Seesaw activity from Tuesday's lesson - Counting in fractions</p>	<p>Show your understanding of time connectives by uploading a photo of you summary from Thursday's activity.</p>	<p>Upload the answers from Monday's activity to Seesaw.</p>	<p>Upload your labelled diagram from Wednesday.</p>

<p>Monday</p>	<p>Video resources. Go to: https://www.smartspelling.com.au/forkids</p> <p>On the top right hand corner press the 'Login' button. Log in with these details:</p> <p>Username: year4@smartspelling.com.au</p> <p>Password: 12345678</p> <p>Then click the big red button that says 'SMART spelling lesson with Michelle'.</p> <p>View lesson 18: The prefix /pro-/ meaning supportive and forward and the prefix /anti-/ meaning against.</p> <p>Activity:</p> <p>Find the spelling 'homework sheet' in your resource pack and choose 6 words you would like to learn and 2 BOB words from a book you are reading at home that you would like to learn to spell. Write these spelling words out in your Remote Learning exercise book.</p>	<p>Warm Up:</p> <p>Complete the Monday column of the maths worksheet (on Seesaw): Week 7 Pg 20 and the Monday problem solving questions on Pg. 22.</p> <p>Activity:</p> <p>Draw or create fractions out of paper and use them to help you complete the counting patterns. Paste the paper fractions in your book to show how you have counted using fractions.</p> <ol style="list-style-type: none"> 1. Start at zero and count up by halves until you reach 3. 2. Start at 0 and count up in thirds until you reach 3. 3. Start at 0 and count up by $\frac{1}{4}$ until you reach the number 2. 	<p><u>This lesson will be done on Webex with your teacher</u></p> <p>20 minutes of independent reading. Remember you can use Epic Books.</p> <p>Activity: Reading Goals A new unit of inquiry means it's time for a new reading goal.</p> <p>Choose a reading goal from below. Try to choose a goal where you will be challenged but is still achievable in five weeks.</p> <p>Once you have chosen a goal, write a message to your teacher on Seesaw letting them know what your goal is.</p> <p>GOALS:</p> <ul style="list-style-type: none"> ● Goal 1: I can use the images in a text to further understand the topic. ● Goal 2: I can use the captions and labelled images to further understand the topic. ● Goal 3: I can use bolded words to further my understanding of topic specific vocabulary. ● Goal 4: I can analyse and explain the 	<p>Activity:</p> <p>Read and analyse the explanation text and diagram on Seesaw about the water cycle.</p> <p>What is the author's purpose for writing the test?</p> <p>What do the diagrams show?</p> <p>What is the layout of the text?</p> <p>What text features have been used?</p> <p>What language is used in explanation texts?</p> <p>Please record your ideas and bring them along to the Webex lesson on Wednesday to share with your teacher.</p>	<p>LI: What is our unit of inquiry about?</p> <p>SC:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can use thinking skills to understand my observations. <input type="checkbox"/> I can record my thinking in my remote learning book. <p>Activity: Watch this video of Mr Bean. What forces do you see being used?</p> <p>Mr Bean Video</p> <p>Record your answers in your remote learning book.</p>
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			<p>author's intention for using the visuals in a text.</p> <ul style="list-style-type: none"> ● Goal 5: I can read and interpret maps, graphs, diagrams, sidebars and timelines to further understand the topic. 		
Tuesday	<p>Activity:</p> <p>Complete 2 spelling activities of your choice from the spelling activity grid in your Remote Learning exercise book.</p>	<p><u>This lesson will be done on Webex with your teacher</u></p> <p>Warm Up:</p> <p>Complete the Tuesday column of the maths worksheet: Week 7 Pg 20 and the Tuesday problem solving questions on Pg. 22.</p> <p>Activity:</p> <p>With your teacher you will look at different strategies to count using fractions.</p> <p>Use these strategies to work through the 1st page of the activity posted on Seesaw.</p> <p>If you are feeling confident, see if you can use your strategies to work through the second page of the worksheet as well.</p>	<p>20 minutes of independent reading. Remember you can use Epic Books.</p> <p>Activity:</p> <p>Read the text 'Oil From the Earth'. Think about how the author has organised the information.</p> <p>Use the thinking tool on Seesaw to show how the author organised the information in the text 'Oil From Earth'.</p> <p>Now analyse how the information is organised (layout of the text) in another nonfiction text about 'Eyes'. What differences and similarities do you see?</p>	Complete a specialist task.	<p>LI- What are our learning goals for this unit of inquiry?</p> <p>SC:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I know we are inquiring into 'How the World Works'. <input type="checkbox"/> I can read through the unit of inquiry document to understand what we will be covering in our new unit. <p>Activity:</p> <p>Read the unit of inquiry overview on Seesaw.</p>

<p>Wednesday</p>	<p>Activity:</p> <p>Complete 2 spelling activities of your choice from the spelling activity grid in your Remote Learning exercise book.</p>	<p>Warm Up:</p> <p>Complete the Wednesday column of the maths worksheet : Week 7 Pg 21 and the Wednesday problem solving questions on Pg. 22.</p> <p>Activity:</p> <p>LI: How do we calculate volume?</p> <p>SC:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can calculate the volume of a shape. <input type="checkbox"/> I know the formula to calculate volume is $V=LxWxH$ <input type="checkbox"/> I understand how to use the formula to solve the volume of a shape. <p><i>V = volume</i> <i>L = length</i> <i>W = width</i> <i>H = height</i></p> <p>Activity:</p> <p>Watch this video to understand the difference between volume and capacity: https://www.youtube.com/embed/GKCF8ohIBqE</p> <p>Complete the Seesaw activity using the formula $V=LxWxH$ to work out the volume.</p>	<p>Complete a specialist task.</p>	<p><u>This lesson will be done on Webex with your teacher</u></p> <p>Activity:</p> <p>Please bring your answers from Monday's writing activity to the Webex lesson so that you can have a discussion with your teacher about what you noticed about the explanation text.</p>	<p>LI: What do I already know about the unit of inquiry?</p> <p>SC:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can use my thinking skills to display my prior knowledge about forces. <input type="checkbox"/> I can draw a labelled diagram. <p>Activity:</p> <p>Watch the video of the Coke machine (Rube Goldberg machine): https://www.youtube.com/watch?v=LZweYkix0c0</p> <p>Now re-watch the Watch the video again and pause the video in order to draw a diagram of the coke machine and label the forces you see being used.</p>
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<p style="text-align: center;">Thursday</p>	<p>Complete a specialist task.</p>	<p>Warm Up: Complete Thursday and Friday columns of maths worksheet and related problem solving.</p> <p>Activity:</p> <p>Choose a maths goal to complete on Essential Assessment through 'My Numeracy'.</p> <p>Write the title of your goal in your maths book. Once you have completed the activity, reflect on your goal. What did you learn or what did you find challenging? Write down an example of the maths concept you learnt about today. Give yourself a rating out of 10 for your session today.</p> <p>Hint- Use the "Learn Me" tab on the right hand side of the questions to get an explanation of the skill.</p>	<p>20 minutes of independent reading. Remember you can use Epic Books.</p> <p>Activity: Read the text 'How Earthquakes Happen'.</p> <p>Use the five finger summary tool to write 5 short sentences explaining how an earthquake occurs. Start each sentence with a time connective (First, Then, Next, Finally, After) to help your teacher understand when each step occurs. It is VITAL to put a comma after each time connective to correctly punctuate each sentence.</p> <p>For example: "First, you need to peel the apple. Then, you can eat the apple."</p>	<p>Activity:</p> <p>Compare the text features of explanation texts to narrative texts using a venn diagram. There is an example of Seesaw for you to view and add to.</p>	<p><u>This lesson will be done on Webex with your teacher</u></p> <p>Complete the PIVOT survey with your teacher.</p>
<p style="text-align: center;">Friday</p> <p><u>There will be no Webex meetings with the classroom teacher today.</u></p>	<p>Activity:</p> <p>Ask someone in your house to test you on your weekly words and read the dictation sentences to you (On Seesaw). Record your answers in your Remote Learning exercise book.</p>	<p>Complete a specialist task.</p>	<p>Activity:</p> <p>Study Ladder: Choose one article to read and answer the relevant comprehension questions. You might like to do all three!</p> <ol style="list-style-type: none"> 1. The life cycle of bees and honey. 2. The life cycle of a butterfly 3. Environmental issues. 	<p>Activity:</p> <p>Well-being journal. This week you will be letting your teacher know what the view from your window looks like and what you had for dinner! The activity sheets are on Seesaw. You can either print it out and complete it or draw your own version in your books.</p>	<p style="text-align: center;">SAKG (Garden)</p> <p>Activity:</p> <p style="text-align: center;">SAKG (Kitchen)</p> <p>Activity:</p>

				<p>We would love to have some feedback about your learning also. Please respond to the activity on Seesaw 'Reflecting on my week'.</p> <p>What was your favourite task this week?</p> <p>What can your teacher do to help you further?</p> <p>What is something positive that happened today?</p>	
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