

## 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><b>LI:</b> What words have the graph n and digraph nn/kn making the sound 'n'?</p> <p><b>SC:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I know the graph n and digraph nn/kn make the sound 'n'?</li> <li><input type="checkbox"/> I have improved my knowledge of all of my spelling words.</li> </ul>	<p><i>Refer to each activity for learning intentions and success criteria.</i></p>	<p><b>LI:</b> How do authors show cause and effect in nonfiction texts?</p> <p><b>SC:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I know that each cause has an effect.</li> <li><input type="checkbox"/> I can write cause and effect sentences</li> <li><input type="checkbox"/> I can use cause and effect sentences.</li> </ul>	<p><b>LI:</b> What are explanation texts?</p> <p><b>SC:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I know the purpose of an explanation text is to explain how something works.</li> <li><input type="checkbox"/> I can use my prior knowledge to write an explanation text.</li> <li><input type="checkbox"/> I can reflect on my writing and choose an appropriate writing goal.</li> </ul>	<p><i>Refer to each activity for learning intentions and success criteria.</i></p>
<p><b>TASKS TO SUBMIT ON SEESAW</b></p> <p style="color: blue;">This term, teachers will only provide feedback on these items.</p>	<p>Upload your spelling test and dictation to Seesaw.</p>	<p>Complete the sheets for Wednesday's Money lesson and upload to Seesaw.</p>	<p>Upload a photo of your Thursday 'Cause and Effect' activity.</p>	<p>Upload clear photos of your Big Write from Monday to Seesaw.</p>	<p>Please drop off the beautiful card you have made for our elderly community at school – a container will be outside the front office on Wednesday 16<sup>th</sup> and Thursday 17<sup>th</sup> September.</p>
<p><b>Monday</b></p>	<p>Video resources. Go to: <a href="https://www.smartspelling.com.au/forkids">https://www.smartspelling.com.au/forkids</a></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 style="text-align: center;"><b><u>This lesson will be done on Webex with your teacher</u></b></p> <p><b>Warm Up: Click the link below. Revise multiplication facts 2,3 and 4.</b> <a href="https://www.mathplayground.com/math_monster_multiplication.html">https://www.mathplayground.com/math_monster_multiplication.html</a></p> <p><b>LI:</b> How can you construct a pictograph where one picture can represent many data values?</p> <p><b>SC:</b></p> <ul style="list-style-type: none"> <li>● I can use data to construct a pictograph.</li> </ul>	<p>20 minutes of independent reading. Remember you can use Epic Books.</p> <p><b>Activity:</b> Cause and effect</p> <p>Read the explanation about what 'cause' and 'effect' is on Seesaw.</p> <p>Once you have finished this, read the short comprehension passage about the student getting ready to go back to school.</p>	<p><b>Activity:</b></p> <p>You will be writing your Big Write today to show your teacher what you know about explanation texts.</p> <p>Big Write prompt - How does a seed grow</p> <p>10 minutes planning (use the persuasive writing graph)</p> <p>40 minutes sustained writing</p> <p>10 minutes editing and up-leveilling using CUPPS and</p>	<p><b>LI:</b> What are the different types of forces?</p> <p><b>SC:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can use technical language to describe the different types of forces.</li> <li><input type="checkbox"/> I understand the different types of forces.</li> <li><input type="checkbox"/> I can use my thinking skills to identify where the forces are used in everyday life.</li> </ul> <p><b>Activity:</b></p>

	<p>View lesson 20: n/nn/kn common errors.</p> <p><b>Activity:</b></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>	<ul style="list-style-type: none"> <li>I can use a key to show the value of each picture in my pictograph.</li> </ul> <p><b>Activity:</b></p> <p>Complete the graphing activity on Seesaw. Please take note of the key that explains how much each picture is worth in the graph.</p> <p>For example, if we are graphing favourite ice cream flavours, I might use ice cream scoops to represent the people who chose that flavour. However, one ice cream scoop could equal two or more people.</p>	<p>Answer the questions at the bottom of the activity sheet to demonstrate your understanding of cause and effect.</p>	<p>ARMS (posters in remote Learning Book.)</p>	<p>Watch the video: What is a force?  <a href="https://www.youtube.com/watch?v=uoKo3DbfYZk">https://www.youtube.com/watch?v=uoKo3DbfYZk</a></p> <p>Record all the different forces you see on the video in your exercise book. Where do you see these forces in everyday life?</p> <p>You might like to go back to the diagram of the coke machine you drew last week. Are you able to label new forces in your diagram after having viewed this video on forces?</p>
<p><b>Tuesday</b></p> <p><b>We are having a 'Camp day'!</b></p>	<p><b>Activity:</b></p> <p>It is time to set up camp for the night! Create a tent using blankets, get your sleeping bag, doona and pillows. The whole family might like to get involved and have a sleepover in the lounge room tonight.</p> <p>If you have a tent, maybe you could sleep in it overnight if the weather is nice.</p> 	<p><b>Activity:</b></p> <p>Use the grid paper in your Maths book to map out the best campsite ever!</p> <p>You must use the whole page so you will need to make sure everything fits well and that the layout makes sense. (You can't have a campfire right next to your tent otherwise it may go up in flames!)</p> <p>Your campsite must include:</p> <ul style="list-style-type: none"> <li>2x tents</li> <li>1x campfire</li> <li>4x camp chairs (could be logs to sit on as well)</li> <li>1x kitchen area</li> <li>2x sleeping bags outside to lay under the stars</li> </ul> <p>Decorate your campsite with nature and any other things you think would be important to take with you.</p> <p>Include a key that explains what each object is in your map.</p>	<p><b>Activity:</b></p> <p>No camp this year is a dampener but it's no damper.</p> <p>Nothing says school camp like cooking up a batch damper. Follow the recipe on Seesaw to make some damper with your family. Yummy!</p> <p><u>Scavenger Hunt</u></p> <p>It's time to do a Scavenger Hunt. Try to find all the items on the scavenger hunt list on Seesaw. Collect all the items and upload a photo to Seesaw so you can share it with your class.</p>	<p><b>Activity:</b></p> <p>Write a list of things you predict you would need to pack if you were heading to Grade 4 camp.</p> <p>Check Seesaw this afternoon for the actual list you would have used if we were heading to Golden Valley Lodges this year. How many items did you correctly guess?</p> 	<p><b>Activity:</b></p> <p>This year has been hard for many of us and especially for those in nursing homes. As an initiative to reach out to the elderly community in Murrumbidgee, the teachers thought it would be a nice idea to have all Grade 4 students create cards to deliver to residents at local nursing homes.</p> <p>We are hoping these cards bring a smile to our elderly community and show that we are thinking of them at this difficult time. Students could write an uplifting message and draw a lovely picture in the card.</p> <p>Please drop off the beautiful card you have made for our elderly community at school – a container will be outside the front office on Wednesday 16<sup>th</sup> and Thursday 17<sup>th</sup> September.</p>

					
<p><b>Wednesday</b></p> <p><b>No online Webex meeting with the classroom teacher today due to planning day.</b></p> <p><b>No specialist online Webex meetings today.</b></p>	<p><b>Activity:</b></p> <p>Complete 2 spelling activities of your choice from the spelling activity grid in your Remote Learning exercise book.</p>	<p><b>Warm Up:</b></p> <p><b>Click the link below. Revise multiplication facts 5 and 6.</b>  <a href="https://www.mathplayground.com/math-monster-multiplication.html">https://www.mathplayground.com/math-monster-multiplication.html</a></p> <p><b>LI:</b> What are the different Australian money amounts in our currency?</p> <p><b>SC:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can identify the different Australian money amounts.</li> <li><input type="checkbox"/> I can solve problems by finding the total of the money amounts.</li> </ul> <p><b>Activity:</b></p> <p>You will be looking at money today; coins and notes. You will be learning how to make up different amounts of money.</p> <p>Complete the maths activity uploaded to Seesaw.</p>	<p><b>Complete a specialist task</b></p>	<p><b>Activity:</b></p> <p>Reflect on your Big Write from yesterday. Write a star (what you did well) and a staircase (what your next step is) using the Explanation Text Rubric on Seesaw.</p>	<p><b>SAKG (Garden)</b></p> <p><b>Activity:</b></p>
<p><b>Thursday</b></p>	<p><b>Activity:</b></p> <p>Complete 2 spelling activities of your choice from the spelling activity grid in your Remote Learning exercise book.</p>	<p><b>Complete a specialist task.</b></p>	<p>20 minutes of independent reading. Remember you can use Epic Books.</p> <p><b>Activity:</b> Cause and effect</p> <p>Read the list of 'effects' on the activity sheet on Seesaw. Write down what you think the 'causes' may have been for</p>	<p><b>Activity:</b></p> <p>Choose a goal for our new writing genre - explanation texts.</p> <p>Writing goals</p> <ol style="list-style-type: none"> <li>1. I can describe the stages of the process in chronological order.</li> <li>2. My writing sounds</li> </ol>	<p><b><u>This lesson will be done on Webex with your teacher</u></b></p> <p><b>Activity:</b></p> <p>On the Move: Forces in action incursion.</p> <p>Don't forget to bring your items along to the meeting to conduct some fun experiments.</p>

			<p>each.</p> <p>Once you have filled in the worksheet, re-rewrite each statement in a complete 'cause and effect' sentence in your book. Use the 'cause and effect' connections (from another photo on Seesaw) to link the two ideas.</p>	<p>formal and factual.</p> <ol style="list-style-type: none"> <li>3. I can use adjectives to make my writing descriptive.</li> <li>4. I can use brackets to add additional information.</li> <li>5. I can use cause and effect connectives.</li> <li>6. I can use sophisticated connectives to write compound and complex sentences.</li> <li>7. I can use precise technical words about the topic.</li> </ol>	<p>4H - 9:00am - 10:00am</p> <p>4G - 10:10am - 11:10am</p> <p>4K 11:20am - 12:20pm</p> <p>Use reflection stems: I used to think ... a now I think.... I learnt/I now know... I am wondering....</p> <p>Draw a labelled diagram of one activity explaining what happened and why.</p>
<p><b>Friday</b></p> <p><b>No specialist online Webex meetings today.</b></p>	<p><b>Activity:</b></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><u><b>This lesson will be done on Webex with your teacher</b></u></p> <p><b>Warm Up:</b></p> <p><b>Click the link below. Revise multiplication facts 7 and 8.</b> <a href="https://www.mathplayground.com/math_monster_multiplication.html">https://www.mathplayground.com/math_monster_multiplication.html</a></p>	<p>20 minutes of independent reading. Remember you can use Epic Books.</p> <p><b>Activity:</b></p> <p>Read the text 'The Life Cycle of a Moth' and answer the following questions in your exercise book.</p>	<p><b>Activity:</b></p> <p>Complete two handwriting sheets from your resource pack: Page 48 and 49.</p>	<p><b>SAKG Kitchen and Garden</b></p> <p><b>Activity:</b></p> <p>Please refer to Seesaw for the Kitchen and Garden activities this week.</p>

		<p><b>LI:</b> How do you solve problems involving purchases and the calculation of change?</p> <p><b>SC:</b></p> <ul style="list-style-type: none"><li>• I can read a shopping list and identify the cost of particular items.</li><li>• I can add the cost of items to find a total amount.</li></ul> <p><b>Activity:</b></p> <p><b>It's time to go shopping!</b> You have been given <u>\$40</u> to hit the shops and buy a variety of things. You must buy at least 6 different items (you can buy more if you wish), and you are allowed to buy multiples of any item.</p> <p>HOWEVER: You are only allowed to spend between \$30-\$35. See if you can calculate your change from \$40 after you finish spending.</p> <p>Use the price list attached to the activity, and fill in the table in your maths book with what you would buy, and the total of each amount.</p> <p>If you are buying 3 bananas, and each banana costs .50c, you would write the cost of each item, and the total for all three which would be \$1.50c.</p>	<ol style="list-style-type: none"><li>1. What is the author's purpose for writing this text? What in the text made you think this?</li><li>2. How do the pictures help you understand the text?</li><li>3. How has the author organised the information in the text?</li><li>4. What language has the author used to help you understand what order the events occur in the text?</li><li>5. Why do you think the author concludes the text by talking about the beginning of the life cycle?</li></ol>		
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