

Weekly Planner Grade 4 Week 8

28/08/2020

REMOTE TEACHING SESSION: 9.00am – 10.00am daily

Grade 4 students will receive a 1 hour face to face remote teaching session with their teacher each day. These sessions will be run using Microsoft Teams and will focus on Reading, Writing, Maths or Inquiry.

The link to your child's Microsoft Teams meeting will be sent to them via Microsoft Teams each morning.

Advice for accessing your child's Microsoft Teams meeting:

- Please log on 5 minutes before the start time.
- Ask your child to organise the resources they will need prior to the start time.
- If you have any questions or you are not able to access the Microsoft Teams meeting, please refer to the instructions available on Sentral or contact the school via phone on 03 8766 4000 or email at barton.ps@education.vic.gov.au.

Monday 31st August

Today you will need:

<input type="checkbox"/> Pen/pencil	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Paper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> A device	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Reading	Writing	Maths
Learning intention	We are learning about verbs and adverbs	We are learning about adverbs	We are learning to solve problems with patterns and algebra
Success criteria	I can: <ul style="list-style-type: none"> Identify verbs and adverbs in the text Explain how adverbs can provide more information about a word 	I can: <ul style="list-style-type: none"> Explain what an adverb is Include an adverb in a sentence 	I can: <ul style="list-style-type: none"> Use my four operations skills Identify the pattern Use algebra to solve a problem
Task	<p>Microsoft Teams remote teaching session</p> <p>Lesson starts at 9:00am.</p> <p>Please <u>log on 5 minutes</u> before and have the resources listed below ready.</p> <p>You will need:</p> <ul style="list-style-type: none"> A device 	<p>An adverb gives more information about a word. An adverb can explain how, when or where something happens, or how much of something there is.</p> <p>For example:</p> <p>‘She drove <u>slowly</u> down the road.’ The word slowly tells us how they drove down the road.</p> <ol style="list-style-type: none"> Have a go at making up sentences using the four adverbs below: <ul style="list-style-type: none"> -loudly -never -really 	<p>Support:</p> <p>Read the task first and then use the below to help you. Use a calculator if you need to.</p> <ol style="list-style-type: none"> $6 + 6 + \square = 16$ $6 \times \square = 24$ $6 \times 7 + \square = 47$ $13 \times 6 + \square = 82$ <p>Task:</p> <p>Sally is playing a game of AFL with these rules:</p> <ul style="list-style-type: none"> 6 points for kicking a goal 1 point for kicking a point

		<p>-slowly</p> <p>2. Up-level the sentences below by including adverbs:</p> <p>-The robot sorts rubbish into bins.</p> <p>-The machine picks up rubbish from the beach.</p> <p>-When the button is pushed the arm moves.</p>	<p>Sally kicked the following score in different games, how did she do it?</p> <ol style="list-style-type: none"> 1. 16 points 2. 24 points 3. 47 points 4. 82 points <p>Challenge: Can you create an algebraic expression to help us solve the above problems? Think of how you can use letters to represent the missing values. Hint* use “g” to equal a goal and “p” to equal a point.</p>
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Tuesday 1st September

Today you will need:	<input type="checkbox"/> Pollution <input type="checkbox"/> Experiment <input type="checkbox"/> A device <input type="checkbox"/> Pen/pencil	<input type="checkbox"/> Paper <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	Writing	Reading	Maths	
Learning intention	We are learning about persuasive texts	We are learning about the structure of persuasive texts	We are learning to find unknown numbers	

<p>Success criteria</p>	<p>I can:</p> <ul style="list-style-type: none"> Understand the purpose of persuasive texts Know the structure of a persuasive text 	<p>I can:</p> <ul style="list-style-type: none"> Know the structure of a persuasive text Put a persuasive text in order Read the persuasive text Answer questions about the text 	<p>I can:</p> <ul style="list-style-type: none"> Find missing numbers by using my four operations skills Explain what equal means Use algebra to solve a problem 								
<p>Task</p>	<p>Microsoft Teams remote teaching session Lesson starts at 9:00am. Please <u>log on 5 minutes</u> before and have the resources listed below ready.</p> <p>You will need:</p> <ul style="list-style-type: none"> Pollution experiment from last week A device 	<p>Persuasive Text Structure</p> <table border="1" data-bbox="763 539 1346 759"> <tr> <td>Title</td> <td>This is the topic of the text as a 'for' or 'against' statement.</td> </tr> <tr> <td>Opening Statement</td> <td>This is the author's viewpoint on the topic of the text.</td> </tr> <tr> <td>Series of Arguments</td> <td>This is a series of convincing reasons to support the author's viewpoint.</td> </tr> <tr> <td>Concluding Statement</td> <td>This is a brief summary of the author's viewpoint and arguments.</td> </tr> </table> <ol style="list-style-type: none"> Go to your folder in your Homegroup Channel on Microsoft Teams, there will be a word document titled 1.9.2020 Putting a Persuasive Text in Order - Dogs Make the Best Pets. Read through the parts of the persuasive text. Use your knowledge about the structure of a persuasive text to copy and paste the sentences in the correct order. Once you think you have placed them in the correct order. Read the persuasive text from the top. Type your answers to the following questions in the word document: 	Title	This is the topic of the text as a 'for' or 'against' statement.	Opening Statement	This is the author's viewpoint on the topic of the text.	Series of Arguments	This is a series of convincing reasons to support the author's viewpoint.	Concluding Statement	This is a brief summary of the author's viewpoint and arguments.	<p>Support: Read the task below and then use the pattern to help you find the answer.</p> <p>3, 8, 13, 18, __, __, __, __, __, __, __, __, __, __</p> <p>Task:</p> <ol style="list-style-type: none"> Laura looks for her favorite shells on the beach every morning. The first day, she finds 3 shells. The next day, she finds 8 shells. On the third day, she finds 13 shells in the cove. On the fourth day, she finds 18 shells as she walks by the water. If Laura keeps finding shells in this way, how many will she find on the eighth day? Try to find the answer to the next question by using multiplication. How many shells will Laura find on the 15th day? Explain how you got your answer by recording yourself on FlipGrid https://flipgrid.com/c94d14d8 <p>Challenge</p>
Title	This is the topic of the text as a 'for' or 'against' statement.										
Opening Statement	This is the author's viewpoint on the topic of the text.										
Series of Arguments	This is a series of convincing reasons to support the author's viewpoint.										
Concluding Statement	This is a brief summary of the author's viewpoint and arguments.										

		<p>-What is the purpose of this text? To convince you to ...</p> <p>-What are the three words the author uses to describe dogs in the introduction?</p> <p>-What are the three main arguments the writer uses to explain why dogs are the best pets?</p> <p>-Of the three main arguments, which one do you think is the most convincing? Why?</p>	<ol style="list-style-type: none"> 1. Joe is 9 and 145 cm tall. An average boy his age grows at a rate of 0.03m per year. How tall will he be at age 15? How about age 20? 2. On her first day of work Lisa earns \$1.25. On the second day she earns \$2.75. On the third day she earns \$4.50. How much money will she earn after a week of work if it continues in this pattern? 3. Use the FlipGrid link to explain how you got your answer https://flipgrid.com/c94d14d8
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Wednesday 2nd September

- Today you will need:**
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|-------------------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> Pen/pencil | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> Paper | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> A device | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

	Maths	Reading	Writing		
Learning intention	We are learning how to use an algorithm to solve a problem	We are learning about emotive language that can be used in persuasive texts	We are learning about persuasive devices		
Success criteria	I can: <ul style="list-style-type: none"> Decompose a problem to find a solution Design an algorithm Work as a team 	I can: <ul style="list-style-type: none"> Explain what emotive language is Name some emotive words Think about how the emotive words might make the reader feel 	I can: <ul style="list-style-type: none"> Name some persuasive devices Use persuasive devices in my writing 		
Task	<p>Microsoft Teams remote teaching session</p> <p>Lesson starts at 9:00am.</p> <p>Please <u>log on 5 minutes</u> before and have the resources listed below ready.</p> <p>You will need:</p> <ul style="list-style-type: none"> Pencil Paper A device 	<p>Emotive Language</p> <p>Emotive language can be used in persuasive texts to make the reader feel certain emotions, such as sadness, excitement or happiness.</p> <p>1. Read the sentences below. For each sentence, underline the emotive language and then write down the emotion it might make the reader feel:</p> <table border="1"> <tr> <td>Underline the emotive language in the sentences below (the first one</td> <td>How might this language make the reader feel? (happy,</td> </tr> </table>	Underline the emotive language in the sentences below (the first one	How might this language make the reader feel? (happy,	<p>Persuasive Devices</p> <p>1. Read the following persuasive devices:</p> <p>Emotive language</p> <p>Emotive language is used to make the reader feel certain emotions, such as sadness, excitement or happiness.</p> <p>Rhetorical Question</p> <p>Rhetorical questions are asked for effect or to emphasis a point. Directly answering the questions is not expected.</p>
Underline the emotive language in the sentences below (the first one	How might this language make the reader feel? (happy,				

		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">has been done as an example)</td> <td style="width: 50%; padding: 5px;">concerned, sad?)</td> </tr> <tr> <td style="padding: 5px;">Think of the <u>poor defenceless</u> animals that are <u>suffering</u> because of our rubbish.</td> <td></td> </tr> <tr> <td style="padding: 5px;">The puppy pounced and jumped joyfully when a lady took him home from the pound.</td> <td></td> </tr> <tr> <td style="padding: 5px;">We must not allow children's precious skin to be ruined because they are not wearing a hat.</td> <td></td> </tr> </table>	has been done as an example)	concerned, sad?)	Think of the <u>poor defenceless</u> animals that are <u>suffering</u> because of our rubbish.		The puppy pounced and jumped joyfully when a lady took him home from the pound.		We must not allow children's precious skin to be ruined because they are not wearing a hat.		<p>Alliteration Alliteration is the repetition of the same or similar kinds of sounds at the beginning of words.</p> <p>Exaggeration Exaggeration is used when giving information that is over the top, it helps to emphasis the point.</p> <p>Facts Facts are pieces of information that are used to back up an argument.</p>
has been done as an example)	concerned, sad?)										
Think of the <u>poor defenceless</u> animals that are <u>suffering</u> because of our rubbish.											
The puppy pounced and jumped joyfully when a lady took him home from the pound.											
We must not allow children's precious skin to be ruined because they are not wearing a hat.											
		<p style="text-align: right; font-size: small; color: green;">✔ Teach Starter.com</p> <p>2. More interesting (stronger) words are chosen when using emotive language. Try to think of at least three emotive words, for each of the given words, to add to the table below*:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 20%;">Word</th> <th style="width: 80%;">Emotive language (words)</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">ate</td> <td>devoured</td> </tr> <tr> <td style="text-align: center;">hungry</td> <td>s_arv__g</td> </tr> </tbody> </table>	Word	Emotive language (words)	ate	devoured	hungry	s_arv__g	<p>2. Watch this video of Woody and Buzz https://safeYouTube.net/w/P0AV</p> <p>3. Provide examples of the above persuasive devices from Woody's and Buzz's conversation. For example: Rhetorical Question – "What?! What are you talking about?"</p>		
Word	Emotive language (words)										
ate	devoured										
hungry	s_arv__g										

		weak	de_e_ celess	<p>4. Choose either Woody's or Buzz's side of the argument. Write a persuasive text to convince someone that that is the correct side. Make sure you include as many different persuasive devices as possible.</p>
		tired		
		ran		
		<p>*You might like to go to thesaurus.com to help you.</p>  <p>Type in a word (ate, hungry, weak, tired or ran) up the top, and then click the search button. Scroll down to read some synonyms for the word. Choose the words that you think are the most emotive and write them in the table.</p>		

Thursday 3rd September

Today you will need:

- Pen/pencil
- Paper
- A device

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	Maths	Reading	Writing
Learning intention	We are learning how to solve a problem using equations	We are learning about the different features in persuasive texts	We are learning to use different features to persuade the reader

<p>Success criteria</p>	<p>I can:</p> <ul style="list-style-type: none"> • Create an algorithm to solve a problem • Explain why an algorithm does not work • Create an algorithm to solve a problem in real life 	<p>I can:</p> <ul style="list-style-type: none"> • Read/watch the different persuasive texts • Analyse the texts to find different persuasive devices • Fill in the table 	<p>I can:</p> <ul style="list-style-type: none"> • Use persuasive devices • Create a catchy name • Create a poster to advertise a product 								
<p>Task</p>	<p>Microsoft Teams remote teaching session Lesson starts at 9:00am. Please <u>log on 5 minutes</u> before and have the resources listed below ready.</p> <p>You will need:</p> <ul style="list-style-type: none"> • Pencil • Paper • A device 	<p>Persuasive Devices</p> <ol style="list-style-type: none"> 1. Watch the video about persuasive texts https://clickv.ie/w/hLmo Some of the persuasive devices that can be used to convince an audience that were mentioned in the video included: using facts, repetition, exclamation marks or humour. 2. Re-read the information about some of the persuasive devices that were in the planner for yesterday's writing lesson. 3. Create a table in your book or on the computer that looks like the one below and then complete the table. There might be more than one persuasive device used. List as many as you can find. <table border="1" data-bbox="824 1254 1543 1434"> <thead> <tr> <th></th> <th>Persuasive devices</th> <th>Example</th> <th>How does it persuade the reader?</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		Persuasive devices	Example	How does it persuade the reader?					<p>Advertising Challenge</p> <p>You are going to create a poster to advertise a product.</p> <ol style="list-style-type: none"> 1. Choose a product below: <ul style="list-style-type: none"> • Bottled air • Spray on hair in a can • Hologram pets • Infinite colouring changing pen/pencil 2. Create a name and slogan for your chosen product. 3. Create a poster using different persuasive devices. <p>Use the following questions to help you create your poster:</p> <ul style="list-style-type: none"> • Who will the audience be? • What is the name of the product?
	Persuasive devices	Example	How does it persuade the reader?								

		Text 1 Plastic bag			<ul style="list-style-type: none"> • How will you persuade the audience? • What persuasive devices will you use? • How will you make your product eye catching? <p>Remember to check your spelling and grammar.</p> <p>4. Post your poster on Microsoft Teams > Homegroup Channel.</p> <p>Challenge: Create a Flipgrid video. You are to present your advertisement, which is called a pitch. In a pitch you need to convince your audience to buy the product https://flipgrid.com/09ec7994</p>
		Text 2 Space Rex 2000			
		Text 3 Nutri Grain Commercial			
		4. Which text is the most persuasive? Why? Write down your answer			

Friday 4th September

Today you will need:	<input type="checkbox"/> Pen/pencil	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> Paper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> A device	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Inquiry	Reading	Writing	Maths
Learning intention	We are learning about persuading the reader	We are learning to read for enjoyment	We are learning to use persuasive language	We are learning about patterns and algebra
Success criteria	I can: <ul style="list-style-type: none"> • Use different persuasive techniques • Share my ideas • Persuade the audience 	I can: <ul style="list-style-type: none"> • Read for a sustained amount of time • Write about what I have read • Log my reading on Kluwell 	I can: <ul style="list-style-type: none"> • Advertise an everyday object • Create a poster or Flipgrid recording. • Use persuasive language 	I can: <ul style="list-style-type: none"> • Complete the Mathletics activities • Choose a fun activity and complete • Take a photo of my work and post it on Microsoft Teams

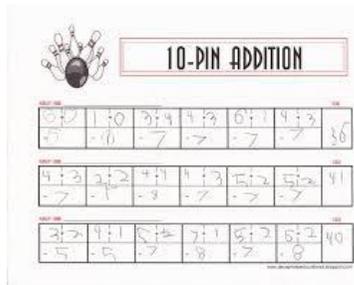
<p>Task</p>	<p>Microsoft Teams remote teaching session</p> <p>Lesson starts at 9:00am.</p> <p>Please <u>log on 5 minutes</u> before and have the resources listed below ready.</p> <p>You will need:</p> <ul style="list-style-type: none"> • Pen/pencil • Paper • A household item 	<p>Free Choice Reading</p> <ol style="list-style-type: none"> 1. Choose something to read (a book; hard copy or from Reading Eggspress/Get Epic, a magazine, a newspaper, a recipe or instructions). 2. Read for at least 30 minutes. 3. Write a reflection about what you chose to read. Some questions you might like to answer in your reflection include: <ul style="list-style-type: none"> -Why did you choose to read what you did? 	<p>Advertising</p> <ol style="list-style-type: none"> 1. Choose an item that can be found in your house (discussed in Inquiry). 2. Use persuasive language to try and convince someone to buy the item. <p>You can either:</p> <ul style="list-style-type: none"> -Create a poster and post in on Microsoft Teams > Homegroup Channel.  <p><u>Or</u></p> <ul style="list-style-type: none"> -Create a Flipgrid recording https://flipgrid.com/aa021bea 	<p>Today you will be logging onto Mathletics & completing the activities that have been assigned to you. Once you have completed your Mathletics, there are some fun activities for you to choose from:</p> <ul style="list-style-type: none"> • Scratch: Using the log in details you created last week, log into Scratch and create your own game involving characters. • CoolMathGames: Pattern Memory: https://www.coolmathgames.com/0-pattern-memory • Nature walk: What patterns can you find in your backyard? Draw a picture of the patterns you see. Post a photo of it onto Teams in your Home group channel. • Create your own game: Create your own board game that involves patterns & algebra. Don't forget to include the aim of the game, the rules & how to win. Post a photo of it onto Teams in your Home group channel and don't forget to play the game with your family. <p>Number Patterns</p> <p>Game: https://www.topmarks.co.uk/Flash.aspx?a=activity01</p>
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		<p>-Did you enjoy reading it? Why?</p> <p>-What did you learn?</p> <p>-Would you recommend it to someone else?</p> <p>4. Log your reading on Kluwell.</p>		
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PE	Art	Environmental Science	Music	Spanish
<p>Ten Pin Bowling</p> <p>Play a game of Ten Pin bowling with a family member or friend.</p> 	<p>Father's Day!</p> <p>Choose one or more of the following activities to make for your special person</p> <p>Activity 1- Super dad</p>	<p>The Great Barrier Reef</p> <p>Watch - https://clickv.ie/w/ddjo</p> <p>Draw, paint or write about the Great Barrier Reef.</p> <p>Write a paragraph about why the Great Barrier Reef is an important ecosystem.</p>	<p>Musical Soundtrack</p> <p>Movies and TV shows have 'soundtracks', where sounds tell a story. Sound effects are used to build tension or to show how a character is feeling, for example, a low sound for a scary scene.</p>	<p>Crucigrama</p> <p>This week we are doing a Bookwidget Crucigrama (Crossword)- to revise our Spanish colours!</p> <p>Watch the video below to refresh your memory:</p>

Watch this video below, and play a similar game, do not forget to score.

<https://clickv.ie/w/-9no>



You will need:

- Paper
- Colouring pencils
- Coloured paper (optional)
- Chocolate bar (optional)
- Glue
- Scissors

Click this link to create along with me

<https://clickv.ie/w/bvpo>

Activity 2- Noughts & Crosses



You will need:

- Scrap material
- Permanent marker

Tips – re watch the video to get some facts about the reef to add to your paragraph.

Don't forget to tag your Enviro teacher on Teams and upload a picture of your Great Barrier Reef work.

- Watch the video of 'timbre' <https://clickv.ie/w/KCio>
- Choose a small part of a book that you like
- Ask yourself these questions:
 - Who are the characters and what are they like? (This might relate to their personality or even physical features like their voice.)
 - Are there parts of the story that we could tell using music?
 - Does anything happen in the plot that could be represented through music, like a door slamming or a child crying?
 - What is the setting?
 - What might a castle or a sun rising sound like?
- Using things from around your house make sounds to represent different ideas and feelings in the story

<https://clickv.ie/w/Ewmo>

Follow the link to access the Crucigrama:

https://www.bookwidgets.com/play/8BCA88C?teacher_id=6054448861282304

- Sewing needle
- Thread or wool
- String or ribbon
- Pebbles

Click this link to create along with me

<https://clickv.ie/w/Pppo>

Activity 3- Dad rocks!



You

will need:

- A flat rock
- Paint

Use your round flat rock to paint a portrait of your special person or write a special quote.

Extension: Perform your soundtrack to a family member by reading the story and creating the sound effects

Coding

- Scratch
- Code.org

Wellbeing

- Acts of kindness - Write a letter to a friend
- Bake/cook something
- Gratitude
- Go noodles

Create

- Cards
- Pictures
- Arts & crafts
- Board game

Science

- Website
- YouTube tutorial

Board Games

Minecraft

- Watch the video: <https://online.clickview.com.au/libraries/videos/33072030/minecraft-school-tours-28-07-2020>
- Create your own tour of our school