

Years 3 and 4: Wednesday, April 29

TASK 1: LITERACY

Approx: 40 mins

Making Connections

Note to Parents/Guardians:

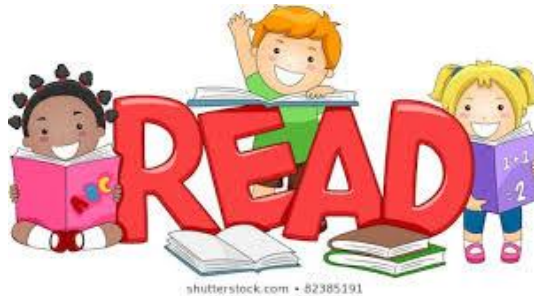
Your child may like to tell you about their current reading and what they like or don't like about it. If they are struggling to find something to enjoy maybe you look at some magazines online or your local library should have lots of e-books or audio books that might take their fancy.

Activity:

Find a comfortable place in the house to sit quietly and read without interruption for at least 20 minutes. Are you enjoying your reading? What do you like or not like about it?

Think about your current text and see what connections you can make from the below 3 questions:

1. **Text to text** – Is there anything in your current book that reminds you of something else you've read?
2. **Text to self** – Is there anything happening in your current book or characters or settings that remind you of something you've seen or heard before or something that reminds you of something you've done?
3. **Text to world** – Is there something or someone in the book that you can relate to something happening in the world at the moment?



Curriculum Links:

English – Literature – Responding to Literature

Year 3: Draw connections between personal experiences and the worlds of texts, and share responses with others.

Year 4: Discuss literary experiences with others, sharing responses and expressing a point of view.

TASK 2: LITERACY

Approx: 30 mins

Spelling – Plurals

Note to Parents/Guardians:

Give your child some real life examples of plurals in your everyday discussions.

Activity:

A plural is what we call a word when there is more than one.

Use the plurals rule chart on the next page to turn these singular words into plurals by following these spelling rules. You need to apply these every time you are making a word plural so they are good to memorise.

Plurals rule chart

- Add more examples for each rule.

Rules	Singular	Plural
Most nouns just add s .	cat	cats
Many nouns ending with a consonant + y change the y to i and add es .	baby	babies
Nouns ending with a vowel + y just add s .	toy	toys
Nouns ending with ch , sh , ss or x add es .	church	churches
Many nouns ending with f or fe change this to a v and add es .	loaf	loaves
Nouns ending with a vowel + o add s .	radio	radios
Nouns ending with a consonant + o add es .	volcano	volcanoes

Plural words:

Scarf	
Fox	
Berry	
Shelf	
Box	
Bunny	
Pouch	
wish	
peach	
Book	
class	
City	
Girl	
Day	
match	



*See if you can add 5 more to the list

*Write a sentence using 3 of these words.

Curriculum Links:

English – Language – Phonics and word knowledge

Year 3: Know how to use common prefixes and suffixes, and generalisations for adding a suffix to a base word.

Year 4: Understand how to use knowledge of letter patterns including double letters, spelling generalisations, morphemic word families, common prefixes and suffixes and word origins to spell more complex words.

BREAK: 30 minutes

TASK 3: MATHEMATICS

Approx: 45 mins

Word Problems – Mixed operations

Note to Parents/Guardians:

Problem solving skills are one of the best skills for your child to learn for all subject areas. These problems will challenge your child to read the problem and decipher what the sum is in order to solve it (answers provided in the Appendix).

Activity:

Problem solving in maths is a critical skill to learn and practise. Look at the 'Steps for solving word problems' chart and read through the process.

Complete the worksheet in the Appendix of worded problems to solve.

They are a mix of the 4 operations, multiplication, division, addition and subtraction.

Work through the steps on the chart to try and solve.

Once you've had a go at all of them, you can check the answers and see how you went. If you got some wrong, see if you can work out where you went wrong.

Extension:

Times tables: Students to listen, read or write out times tables for 10 minutes.

STEPS for Solving Word Problems

- 1. Read the problem carefully.** Illustration: A magnifying glass over a problem. Example: "Maggie picks 2 flowers. Her mom gives her 2 more. How many flowers does Maggie have now?"
- 2. Underline the facts you will need to solve the problem.** Illustration: A pencil underlining text. Example: "Maggie picks 2 flowers. Her mom gives her 2 more. How many flowers does Maggie have now?"
- 3. Draw a picture, if needed, to help you solve the problem.** Illustration: A drawing of flowers. Example: "Maggie picks 2 flowers. Her mom gives her 2 more. How many flowers does Maggie have now?"
- 4. Write a number sentence for the problem.** Illustration: A pencil writing a number sentence. Example: $2 + 2 =$
- 5. Solve the problem. Show your work.** Illustration: A pencil writing the answer. Example: $2 + 2 = 4$
- 6. Check your answer.** Illustration: A checkmark and a notebook. Example: "2 flowers + 2 flowers = 4 flowers"

Curriculum Links:

Mathematics – Number and Algebra – Number and place value

Years 3 and 4: Represent and solve problems involving multiplication using efficient mental and written strategies and appropriate digital technologies.

TASK 4: WELLBEING/HEALTH

Approx: 30 mins

The Resilience Project – Post Isolation Bucket List

Note to Parents/Guardians:

The Resilience Project is an amazing resource for parents and carers and educators to use with children. They have launched a free new program called 'TRP @ Home' for students to do some activities whilst learning remotely. They have an information page for parents and carers to use the resources to try and get the full benefit from them with your child. Visit http://theresilienceproject.com.au/at-home/?mc_cid=7ef1b4b69b&mc_eid=99bad4d9ce to read more about it.

Activity:

Have you heard of The Resilience Project? You are going to learn about what this project is all about to help you improve your overall happiness.

Complete Activity 4:

**Activity 4: Post Isolation Bucket List**

Get a jar, shoebox or other container and decorate it. This will be your post isolation bucket list. Every time you think of something you would like to do or someone you would like to see but you can't at the moment, write it and put it in your jar. Over the weeks you can watch the jar fill with all the wonderful experiences you have to look forward to. After isolation you can have fun working your way through your list and will be so grateful that you can experience all the things you have been waiting for.

GEM CHAT

These daily questions have been developed to help families practise the GEM principles. They are a great way to facilitate positive conversations as your family shares a meal either in the morning, afternoon or evening or at a time that works best. Check out the GEM CHAT questions for this week below.

Gratitude GEM CHAT Questions

- What were three things that went well for you today?
- Who is someone you feel really grateful for today? Tell us why.
- What is it about our home that makes it our home/special family place?
- What is something you are looking forward to tomorrow?

Source: <https://theresilienceproject.com.au/at-home/>

Curriculum Links:

Health and Physical Education – Personal, Social and Community Health – Communicating and interacting for health and wellbeing

Years 3 and 4: Describe how respect, empathy and valuing diversity can positively influence relationships.

LUNCH: 60 minutes

TASK 5: DIGITAL TECHNOLOGIES

Approx: 30 mins

DT @ Home – Unplugged – Pirate Treasure Hunt**Note to Parents/Guardians:**

These activities are digital activities to do unplugged and you don't need to do online. Great to focus on other skills and not use a device. The activity is contained in appendix 2 and would be ideal if can be printed.

Activity:

This Pirate Treasure Hunt activity is a digital technology coding type exercise that you can do to practise these skills but it's 'unplugged' meaning you don't do it on a device.

We use algorithms to solve all sorts of problems around us. Algorithms are sequences of steps, or procedures that lead us from a starting position to a goal. The data in the map represents instructions that students need to understand and interpret correctly in order to move to the correct next field.

The activity is contained in the Appendix and should take you around half hour to complete on the worksheet.

Source: <https://aca.edu.au/resources/treasure-hunt/treasure-hunt.pdf>



Curriculum Links:

Digital Technologies – Digital Technologies Processes and Production skills

Years 3 and 4: Define simple problems, and describe and follow a sequence of steps and decisions (algorithms) needed to solve them.

BREAK: 30 minutes

TASK 6: HEALTH AND PHYSICAL EDUCATION

Approx: 45 mins

Town map highlighting places in the natural and man-made environment available for physical activity

Note to Parents/Guardians:

This activity is a practical and useful example for children to be fully aware of physical and participation activities in their town, either natural or man-made.

Activity:

Draw a map of your town where you can highlight all the places, both natural and man-made, where there is an opportunity for physical activity and/or participation. Any sort of physical activity or participation in a physical activity will greatly increase your overall health and wellbeing and your mental health.

Your map should include the following;

- Title
- Names of places roughly in the area of the town that they occur
- Sketches of places you're mentioning
- Sketch of major landmarks in your town

Some of the places you may like to mention could include, but is not limited to, the following:

Natural:

- Mountains or hills
- Bike tracks
- Gardens

Man-made:

- Golf courses
- Football/soccer ovals
- Playgrounds
- Stadiums
- Gymnasiums



Which activities do you participate in?

Which activities would you like to try?

What are the enjoyable things about participating in these activities?

Curriculum Links:

Health and Physical Education – Personal, Social and Community Health – Contributing to healthy and active communities

Years 3 and 4: participating in physical activities in natural environments in the local area and reflecting on the enjoyable components of participation.

SUGGESTED LUNCHTIME ACTIVITIES

- Cook a batch of cookies
- Make a healthy snack for the family
- Go for a bike or scooter ride
- Play an imaginary game

ADVICE FOR PARENTS/GUARDIANS REGARDING YOUTUBE LINKS

While YouTube offers some excellent learning resources and we offer suggested links in this material, Kids News cannot guarantee the type of advertisements that will pop up while you are watching these clips.

Please only allow your child to watch the suggested clips with supervision so that you can prevent them seeing the advertisements that are not age appropriate.

NOTE FOR PARENTS/GUARDIANS

These free activities are written by qualified, practising teachers in accordance with/with reference to the Australian National Curriculum 2020 and are intended to be used as a guide for parents.



TODAY'S STORIES

- 1. 40 million-year-old fossil proves frogs once lived in Antarctica**
- 2. Chinese students back at school with special hats for social distancing**

APPENDIX

Mathematics

<https://www.k5learning.com/worksheets/math/grade-3-mixed-word-problems-a.pdf>

Digital Technologies

<https://aca.edu.au/resources/treasure-hunt/treasure-hunt.pdf>