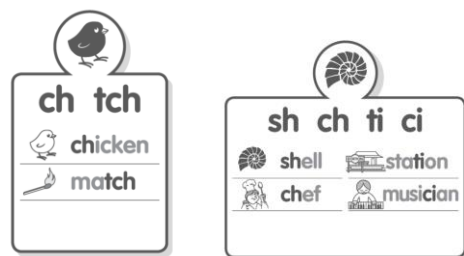


Wilton Public School

K- 6 Amber At Home Learning Term 4 – Week 3



Phoneme of the week:
school hours)

Reading resource: www.getepic.com/students **Classcode:** gaj6409 (Available during

Spelling words: much, patch, bunch, reach, March, sandwich, chicken, chase, chance, picture, fresh, smash, short, shining, shoe, shown, friendship, chalet, action, station

Extension words: achieve, attachment, chainsaw, challenge, champion, charity, cheeseburger, chihuahua, culture, departure, brochure, chauffeur, commercial, conscious, discussion, evaporation, expression, invention, luxury, machinery


Additional resources: To support learning from home, there are additional resources for different activities. You will see these listed in the matrix in italics for your reference. As an example: *Year 4 - Week 3- Spelling*. These resources can be printed or used as a guide. They have been attached to the school website.

Tips to be safe when participating in sport or fitness activities:

- find a clear safe space
- wear your sport clothes and don't forget to check your laces are tied
- remember to be sun safe and stay hydrated
- ensure an adult is present and they have checked your area and you are safe and ready to start
- have fun

Created by Mrs Osgood, Mrs Cleary, Miss Sole, Miss Ford, Miss Bertolla, Mr Humphery, Miss Mayo & Mrs Hamson

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	<p>Welcome back to Week 3 https://www.youtube.com/embed/PyZ3q5lpG10</p> <p>English Journal Complete a journal entry using the following prompt:</p> <p>I remember feeling happiest when....</p> <p>Read - Access epic reader, and read the allocated text for 20 minutes. Complete the quiz, or answer the questions below if no quiz is set. If offline: read your own book or novel for 20 minutes and answer the following questions.</p> <p>Predicting Prior to reading, write a short description or draw a picture showing your prediction about what this story will be about. Once you have read, were your predictions correct?</p> <p>Writing- This week our writing focus is reviews. A review is</p>	<p>English Journal Complete a journal entry using the following prompt:</p> <p>The funniest thing I ever saw was</p> <p>Read - Access epic reader, and read the allocated text for 20 minutes. Complete the quiz, or answer the questions below if no quiz is set. If offline: read your own book or novel for 20 minutes and answer the following questions.</p> <p>Questioning Is the title of this book the best option? Rename the book and explain your new title.</p> <p>Writing- A fun video for Tuesday! https://www.youtube.com/embed/m5kGVV8AAOI No offline access.</p> <p>Watch: https://www.youtube.com/embed/yZAqrO2kNks If cannot view the clip</p>	<p>English Journal Complete a journal entry using the following prompt:</p> <p>One day I'd like to try....</p> <p>Read - Access epic reader, and read the allocated text for 20 minutes. Complete the quiz, or answer the questions below if no quiz is set. If offline: read your own book or novel for 20 minutes and answer the following questions.</p> <p>Visualising So far in this story you have been introduced to a few characters. Draw or write a description of your favourite character so far.</p> <p>Writing- Short Burst Writing: 'The Troll'</p>	<p>English Journal Complete a journal entry using the following prompt:</p> <p>The thing I dislike the most is</p> <p>Read - Access epic reader, and read the allocated text for 20 minutes. Complete the quiz, or answer the questions below if no quiz is set. If offline: read your own book or novel for 20 minutes and answer the following questions.</p> <p>Inferring What is the main message of this story? Are there any lessons the characters have learnt?</p> <p>Writing- A fun video to watch for Thursday! https://www.youtube.com/embed/H7I9iYDxYeM No offline access.</p> <p>In Monday's writing lesson we discussed and brainstormed various things which we can review. In today's lesson we will be</p>	<p>English Journal Complete a journal entry using the following prompt:</p> <p>Friends are important to me because....</p> <p>Read - Access epic reader, and read the allocated text for 20 minutes. Complete the quiz, or answer the questions below if no quiz is set. If offline: read your own book or novel for 20 minutes and answer the following questions.</p> <p>Summarising Summarise this story in three sections beginning, middle and end. What rating would you give it out of 5 Wiltonites?</p> <p>Writing- A fun video to watch for Friday! https://www.youtube.com/embed/d6XHuE32tq0 No offline access.</p> <p>Today's task is to write a review. Your job is to choose either a movie or</p>

	<p>used to assess the appeal of a text by providing a summary and an analysis of its features. Watch: https://www.youtube.com/embed/jP4VBNZYqv4 <i>If cannot view the clip above go to the - Offline writing instructions attachment and look under Monday.</i> After watching the video, in your own words write a definition of what a review is and where you might review things in your everyday life. Watch: https://www.youtube.com/embed/g_yr6wa6Ne4 <i>If cannot view the clip above go to the - Offline writing instructions attachment and look under Monday.</i></p> <p><u>Optional</u> Review your breakfast or a meal you have had today.</p> <p>Spelling Watch the video of Miss Sole introducing the sound of the week. Use this video to complete the activities. https://www.youtube.com/embed/gWGDfjydzPE</p>	<p><i>above go to the - Offline writing instructions attachment and look under Tuesday.</i></p> <p>For an example of what a book review watch: https://www.youtube.com/embed/aXBizNePHlo</p> <p>After watching the video, log onto Epic Reader and review a book of your choice, fiction or nonfiction. If working offline, review a book you have access to at home. Access resource Book Review- Template and complete a review. Post your reviews to the google classroom.</p> <p><u>Optional</u> Access resource Chatterbox Book Review. Create a chatterbox and complete the activity.</p> <p>Spelling 1. Complete the look-cover-write check. 2. Rewrite the words using the correct 'ch' graphemes (see <i>Spelling Tuesday Week 3 Year 4</i>).</p> <p>Fast finisher: Complete</p>	 <p>Sentence Starter (You can use this sentence starter or one of your own) 'Thump!' He slammed his enormous, grass covered foot into the middle of the road, sending shockwaves of dust in all directions. Some thinking points before you start writing:- What was the troll thinking? Do you think he is a mean or kind troll? Why? What are the people doing when they have seen the troll? Where do you think the troll has come from?</p> <p>Spelling 1. Complete the look-cover-write check. 2. Use the clues to record the correct list words in the crossword (see <i>Spelling Wednesday Week 3 Year 4</i>).</p>	<p>looking at reviewing an attraction. Access resource <i>Attraction Review</i> and complete the activity. Share your reviews on the google classroom.</p> <p><u>Optional</u> Without using a template, write a review of another attraction. Make sure to follow the correct structure of reviews and include all essential components. Post your review to the google classroom.</p> <p>Spelling 1. Complete the look-cover-write check. 2. Rewrite the following words using the suffix 'ship' (see <i>Spelling Thursday Week 3 Year 4</i>).</p> <p>Fast finisher: Complete the online games. Access Code: toss701 www.soundwaveskids.com.au</p>	<p>book which you are very familiar with. Using all of the information you have learnt from this week, you are to write a review using correct structure. Access resource <i>Review Checklist</i> to ensure you have included all of the relevant information in your review. If you would like to use a template access resources <i>Book Review Template/Movie Review Template</i>. You may wish to use these resources as a guide or to write your information on. Share your reviews on the google classroom.</p> <p>Spelling 1. Complete a spelling test. Have someone read your list to you and record your words.</p> <p><i>Optional:</i> Colour-in the plurals on the word search (see <i>Spelling Friday Week 3 Year 4</i>)</p> <p>Fast finisher: Complete the online games. Access Code: toss701 www.soundwaveskids.com.a <u>u</u></p>
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	<p>1. Complete the look-cover-write check.</p> <p>2. Draw a stroke for each sound in your list words to segment your words e.g:</p> <p>3. Brainstorm other words with the 'ch' and 'sh' sound. (see <i>Spelling Monday Week 3 Year 4</i>)</p> <p>Fast finisher: Complete the online games. Access Code: toss701 www.soundwaveskids.com.au</p> <p>Grammar Watch the instructional video by Miss Sole and complete the questions about audience https://www.youtube.com/embed/XZJZkTQZ4xU (see <i>Grammar Activities Week 3 Year 4</i>)</p>	<p><i>the online games.</i> Access Code: toss701 www.soundwaveskids.com.au</p>	<p>Fast finisher: Complete the online games. Access Code: toss701 www.soundwaveskids.com.au</p>		
Break	Break	Break	Break	Break	Break
Middle	<p>Mathematics Number of the Day: See worksheet in maths resources for Monday's number of the day.</p> <p>Multiplication: Multiplication Spirals</p> <ul style="list-style-type: none"> Choose <u>5</u> spirals and use a timer to time yourself. Write your time above 	<p>Mathematics Number of the Day: See worksheet in maths resources for Tuesday's number of the day.</p> <p>Multiplication: Multiplication Spirals</p> <ul style="list-style-type: none"> Choose <u>5</u> spirals and use a timer to time yourself. Write your time above 	<p>Mathematics Number of the Day: See worksheet in maths resources for Wednesday's number of the day.</p> <p>Multiplication: Multiplication Spirals</p> <ul style="list-style-type: none"> Choose <u>5</u> spirals and use a timer to time yourself. Write your time above 	<p>Mathematics Number of the Day: See worksheet in maths resources for Thursday's number of the day.</p> <p>Multiplication: Multiplication Spirals</p> <ul style="list-style-type: none"> Choose <u>5</u> spirals and use a timer to time yourself. Write your time above 	<p>Mathematics Number of the Day: See worksheet in maths resources for Friday's number of the day.</p> <p>Multiplication: Multiplication Spirals</p> <ul style="list-style-type: none"> Choose <u>5</u> spirals and use a timer to time yourself. Write your time

	<p>each spiral each day and try to beat that time the following day.</p> <ul style="list-style-type: none"> You should choose the times table you are the least confident with to improve. <p>Maths Mentals: Complete your math mentals on 'Monday's Maths' activity worksheet</p> <p>Activity 1: Watch the following video about addition involving trading.</p> <p>https://www.youtube.com/embed/txYIYPEOD3E</p> <p>Complete Activity 1 and 2 on <i>Monday's Maths</i> worksheet.</p> <p>Extension: Choose one of the following maths games.</p> <p><u>Prodigy Maths</u> With a supervising adult's permission, create a free account.</p> <p>https://www.prodigygame.com/main-en/</p> <p><u>Top Marks</u> Note: There are different</p>	<p>each spiral each day and try to beat that time the following day.</p> <ul style="list-style-type: none"> You should choose the times table you are the least confident with to improve. <p>Maths Mentals: Complete your math mentals on 'Tuesday's Maths' activity worksheet</p> <p>Activity: Watch the following video about addition involving trading.</p> <p>https://www.youtube.com/embed/txYIYPEOD3E</p> <p>Complete Activity 1 and 2 on <i>Tuesday's Maths</i> worksheet.</p> <p>Extension: Choose one of the following maths games.</p> <p><u>Prodigy Maths</u> With a supervising adult's permission, create a free account.</p> <p>https://www.prodigygame.com/main-en/</p> <p><u>Top Marks</u> Note: There are different</p>	<p>each spiral each day and try to beat that time the following day.</p> <ul style="list-style-type: none"> You should choose the times table you are the least confident with to improve. <p>Maths Mentals: Complete your math mentals on 'Wednesday's Maths' Activity worksheet.</p> <p>Activity: Watch the following video about the CUBES strategy.</p> <p>https://www.youtube.com/embed/CzpdUJf_6ro</p> <p>Complete Activity 1 and 2 on <i>Wednesday's Maths</i> worksheet.</p> <p>Extension: Choose one of the following maths games.</p> <p><u>Prodigy Maths</u> With a supervising adult's permission, create a free account.</p> <p>https://www.prodigygame.com/main-en/</p> <p><u>Top Marks</u> Note: There are different levels in each game,</p>	<p>each spiral each day and try to beat that time the following day.</p> <ul style="list-style-type: none"> You should choose the times table you are the least confident with to improve. <p>Maths Mentals: Complete your math mentals on 'Thursday's Maths' Activity worksheet.</p> <p>Activity: Watch the following video to 1 minute 30 seconds about temperature.</p> <p>https://www.youtube.com/embed/nNMoyXL3Ezo</p> <p>Complete Activity 1 and 2 on <i>Thursday's Maths</i> worksheet.</p> <p>Extension: Choose one of the following maths games.</p> <p><u>Prodigy Maths</u> With a supervising adult's permission, create a free account.</p> <p>https://www.prodigygame.com/main-en/</p> <p><u>Top Marks</u> Note: There are different</p>	<p>above each spiral each day and try to beat that time the following day.</p> <ul style="list-style-type: none"> You should choose the times table you are the least confident with to improve. <p>Maths Mentals: Complete your math mentals on 'Friday's Maths' Activity worksheet.</p> <p>Activity: Complete the activity on <i>Friday's Maths</i> worksheet.</p> <p>Extension: Choose one of the following maths games.</p> <p><u>Prodigy Maths</u> With a supervising adult's permission, create a free account.</p> <p>https://www.prodigygame.com/main-en/</p> <p><u>Top Marks</u> Note: There are different levels in each game, please choose the level that is appropriate for you.</p> <p>https://www.topmarks.co.uk/maths-games/7-11-</p>
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	<p>levels in each game, please choose the level that is appropriate for you.</p> <p>https://www.topmarks.co.uk/maths-games/7-11-years/times-tables</p>	<p>levels in each game, please choose the level that is appropriate for you.</p> <p>https://www.topmarks.co.uk/maths-games/7-11-years/addition-and-subtraction</p>	<p>please choose the level that is appropriate for you.</p> <p>https://www.topmarks.co.uk/maths-games/7-11-years/ordering-and-sequencing</p>	<p>levels in each game, please choose the level that is appropriate for you.</p> <p>https://www.topmarks.co.uk/maths-games/7-11-years/problem-solving</p>	<p>years/place-value</p>
Break	Break	Break	Break	Break	Break

<p>Afternoon</p>	<p>Theme Unit: Science Forces</p> <p>Lesson Objective: To understand how force can change the distances which objects move.</p> <p>Materials needed: Paper, pencil, laptop or tablet to research, marble or ball or bat/ball</p> <p>Lesson outline: Please watch the link below which runs through step-by-step tasks for the lesson today on forces. https://www.youtube.com/embed/zUO2nf_rvGA</p> <p>Tasks for the lesson include:</p> <ol style="list-style-type: none"> 1. Label the forces pictures 2. Explore the web link https://www.dkfindout.com/us/science/forces-and-motion/what-is-force/ and answer True/False Q's 3. Use the link https://www.inquisitive.com/guided-research/1422-balanced-forces to investigate 'balanced forces' and record some examples 4. Do an investigation on forces– Use a marble, ball, or bat/ball and observe how the strength of force affects the distance an object moves. 	<p>Fitness: Mr Humphrey Fitness challenge https://www.youtube.com/watch?v=l0rrYo0hsR0</p> <p><i>(Please find template attached as Fitness - Tuesday on the website)</i></p> <p>Dance:</p> <ol style="list-style-type: none"> 1. Create a dance that incorporates an object. What type of object will you use? It might be a ball or a long ribbon or pillow. Experiment types of ways of moving the object and creating dance moves. <p>Remember to use what we have learnt so far about timing, levels, beats, sounds, rhythm.</p> <ol style="list-style-type: none"> 2. Create a simple routine (8-16 counts) using the object as part of your dance moves. <p>You can count out loud and add in double beats and pauses if you like.</p> <ol style="list-style-type: none"> 3. Video yourself completing your dance and upload to google classroom if that is 	<p>Bounce Back: Believe in Yourself</p> <p>Please listen to the story below 'Edward the Emu' and then answer the questions on a google doc or in your workbook.</p> <p>https://www.youtube.com/embed/E96A0cEYtko</p> <p>What made Edward think he wasn't good enough as he was? Was he right?</p> <p>Why is it silly and not helpful to want to be someone else and to think that others are better than you are?</p> <p>Activity: Using the Edward the Emu <i>book review template attached</i> Complete a book review of Edward the Emu and explain how Edward 'had a go', 'took a risk' and 'believed in himself' within the book summary section of the template.</p> <p>Remember: You need to accept and believe that who you are is okay, even though we are all different in many ways.</p> <p>Optional Extra/Extension Internet Safety with Mrs</p>	<p>Music:</p> <p>Music Lesson Focus: Percussion, keeping the beat and following rhythm.</p> <p>Today we are going to use a cup and our hands as percussion instruments. Do your best to follow the steps in the video to keep the beat and rhythm.</p> <ol style="list-style-type: none"> 1. Get a PLASTIC cup and sit at a hard surface - put something down to protect your table if needed like a magazine. You are going to be making some noise so make sure you're not going to disturb anyone. 2. Access the link, https://drive.google.com/file/d/1DpTnK0Fy_JHvOpm6HTOpuHF0-uB-ZE74/view?usp=sharing <p>Follow the directions of the pictures on the beat. You can pause it as you need.</p> <ol style="list-style-type: none"> 3. Practice Makes Progress! Keep watching to get the beat and rhythm right. <p><u>Optional:</u></p> <ol style="list-style-type: none"> 4. Post a video onto the google classroom of you 	<p>PDHPE: throwing and catching. Use the task cards or video for your sport session. <i>(These sessions were completed in week 2 last term. Have your skills improved over the last 12 weeks?)</i></p> <p>Catching video: https://vimeo.com/413442823</p> <p>Throwing video: https://vimeo.com/420957952</p>
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Extension: 'How can forces make us feel'?



Draw and explain some examples of how different forces can make us feel. For example, the forces when riding a rollercoaster can make us feel terrified.

available to you!

Extension

Watch and perform "How to shuffle dance" by DJ Raphi

<https://drive.google.com/file/d/1xetdAaN9f3unqGdKEG2R9NY1tNVx9Mg4/view?usp=sharing>

Payne - Lesson 7

Watch the clip below and complete the activities in your workbook or on a google doc. *A copy of the powerpoint is in the paper copies for offline use.*

[://drive.google.com/file/d/15Yc40DDddXu0DNaIdqUB0-XkRfO0Vky2/view?usp=sharing](https://drive.google.com/file/d/15Yc40DDddXu0DNaIdqUB0-XkRfO0Vky2/view?usp=sharing)

performing the cup song along with the video.
5. Have fun! It's fast and challenging!

Please find attached on Monday's attachments as additional activities '*Fast Finishers*' you can complete if you wish.