

Grade 3 and 4: Wednesday, March 25

TASK 1: LITERACY

Approx: 60 mins

Visual Literacy

Note to Parents/Guardians:

You can watch the Round the Twist episode of 'Lighthouse Blues' at this YouTube link either on your smart TV at home or on computer or tablet. The episode is rated G.

<https://www.youtube.com/watch?v=gIA-d8uAZJ0>

To complete this activity you need a copy of the book *Unreal* by Paul Jennings – you might already have this, can borrow from the local library or online local library subscription, or you can buy from Penguin Books in different formats by clicking on the following link <https://www.penguin.com.au/books/unreal-9781742286860>

Activity:

Read aloud or together the short story by Paul Jennings titled 'Lighthouse Blues'. Ask your child to summarise the main characters, plot and twist in the story.

Then get comfy on the couch and watch together on your smart TV or tablet the Round the Twist episode of 'Lighthouse Blues' which has been adapted into a TV series that is very popular with young children. You can find this episode on YouTube <https://www.youtube.com/watch?v=gIA-d8uAZJ0>

Give students the following questions to answer in a workbook or on a piece of paper and discuss with them what they need to do:

- What is the conflict that this episode of Round the Twist is based on?
- What side do they invite you, the audience, to take?
- How do they persuade you into taking that side? (Character traits, film effects, appearance of characters, arguments for and against)
- What are some points FOR demolishing the lighthouse?
- Do you think lighthouses should be preserved and protected for future generations? Why or why not?
- What are some buildings in your local area that you would like to see protected so they can't ever be demolished? Outline your reasons why.

Curriculum Links:

English – Literature – Literature and context

Year 3: Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the author's reasons.

Year 4: Make connections between the ways different authors may represent similar storylines, ideas and relationships

TASK 2: LITERACY

Approx: 40 mins

Persuasive Writing

Note to Parents/Guardians:

Help your child choose a topic they are passionate about and brainstorm their arguments with them before they start creating their persuasive text.

Once completed, encourage them to edit and proof-read their work.

Activity:

Your child is to write a persuasive text on one of the topics listed below, or they can choose their own if they have an argument they'd like to convince you of!

The purpose of this text to persuade the reader into believing their point of view. They can follow the outline and structure below to compose their text.

Example topics to choose from;

- All children should have a pet
- All children should play a team sport
- Homework should be banned
- School should be from home all the time or online via computers
- Children shouldn't have to eat vegetables

Outline of a persuasive text:

Paragraph 1 – Introduction

- State point of view
- Tell the reader what the topic is and why

Paragraph 2 – First argument to support your point of view

- Write a strong first argument
- Back your argument up with examples and facts

Paragraph 3- Second argument

- State your second argument
- Back up your argument with examples and facts

Paragraph 4 – Third argument

- State your third argument
- Back up your argument with examples and facts

Paragraph 5 – Conclusion

- Sum up all the reasons and arguments
- End with a final statement on your point of view

Extension:

You should edit and proof-read your work, get an adult to check over it and then publish it using your best handwriting.

Curriculum Links:**English – Literacy – Creating texts**

Year 3: Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features

Year 4: Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features.

BREAK: 30 minutes**TASK 3: MATHEMATICS**

Approx: 40 mins

Money - Shopping**Note to Parents/Guardians:**

If you have play money (from board games or just around the house) it would be useful to help with this activity. You could even use real money for the children to play with if you get it back!

Activity:

Complete the following shopping with money activities to practise how to calculate money and how much change you need to get when buying something at a shop:

1. You got a \$100 from your Grandma for your birthday – look at some shopping catalogues (in the newspaper, magazine or online at <https://www.catalogueau.com/>) and decide how you are going to spend your money. Write down each item you will buy, what shop it is from and the cost. Add up all your purchases.
2. If you go to the supermarket and buy 3 things that total \$10.80, and you give the person a \$20 note, how much change will you get?
3. If you have a \$10 note, and your lunch costs \$6.55, how much change will you get?
4. Write and draw what coins and/or notes you will need to make \$23.65
5. Add the following money and give me the total - \$5, \$2, 50c, 20c, 10c, 5c
6. Add the following money and give me the total - \$20, \$10, 10c, \$2, \$2, 50c
7. If you want to buy a new game that costs \$45, and you get \$5 per week pocket money, how many weeks will it take you to save for it?
8. If you receive \$50 for your birthday, and you want to spend 50% (half) and save 50%, how much money will you put in the bank to save?
9. If you would like to donate to a charity to help someone less fortunate yourself, and you're willing to give them some of the money you earned while walking the dog for a neighbour for a week (you earned \$20), how much would you give the charity? Explain your reasons.
10. Write a list of chores or jobs you're willing to do around the house each week to help out the family. Think about what you think a fair amount of pocket money is each week for you to do those jobs and to help you save up for something you might like to buy. Outline your reasons and negotiate with Mum or Dad to come to a fair agreement.

Extension:

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

Curriculum Links:**Mathematics- Number & Algebra – Money and financial mathematics**

Year 3: Represent money values in multiple ways and count the change required for simple transactions to the nearest five cents.

Year 4: Solve problems involving purchases and the calculation of change to the nearest five cents with and without digital technologies.

TASK 4: HISTORY

Approx: 45 mins

Anzac Day Commemoration**Note to Parents/Guardians:**

You might like to have a general discussion about Anzac Day and what it means to your family, or speak to your children about any family members that have a connection to war.

If possible please print the wreath pro-forma out from

<https://res.cloudinary.com/da3oztzpf/image/upload/v1543212591/soenilw802h4b62kr2pf.pdf>, if don't have coloured paper, your child can colour in to decorate.

Activity:

Read the Information on Anzac Day from the Australian War Memorial website:

<https://www.awm.gov.au/commemoration/anzac-day/traditions>

This year is going to be hard to support the veterans and the people that went to war for us due to the COVID-19 virus, as we can't have large gatherings of people so the usual ceremonies and remembrance services are not going ahead.

We don't want these people to feel forgotten or not appreciated, so we need to be creative with how we commemorate Anzac day this year.

Brainstorm a list of ways we might be able to show our support for the men and women who were involved in Anzac day without going to a service or ceremony.

If your parents were able to print out the Anzac wreath, make a wreath using the pro-forma and decide what you can do with it, or where you can put it, to show your support for all the men and women that went to war for our country.

The wreath can be found at

<https://res.cloudinary.com/da3oztzpf/image/upload/v1543212591/soenilw802h4b62kr2pf.pdf>

Extension:

Read some picture story books online about Anzac Day such as Simpson and his Donkey or Anzac Ted.

Curriculum Links:

Humanities and Social Sciences – Knowledge and Understanding - History

Year 3: Days and weeks celebrated or commemorated in Australia (including Australia Day, Anzac Day, and National Sorry Day) and the importance of symbols and emblems.

LUNCH: 60 minutes

TASK 5: HEALTH AND PHYSICAL EDUCATION

Approx: 40 mins

Online Yoga

Note to Parents/Guardians:

This is a great activity for some stretching and exercise, especially if the weather isn't great outdoors. It's also a nice, calm activity. You might like to join your children for the sessions – the video goes for just under 25 minutes.

Activity:

Children are to warm up by doing 5 'shuttle runs'. They start on their tummies, jump up and sprint 20 metres and then walk back. Repeat x 5.

The next activity is an online yoga video – it makes yoga fun and interesting by linking it with the 'Pokemon' characters.

Set-up somewhere where you have some space by putting the YouTube video on your Smart TV or setting up the iPad on a table somewhere where you have some space.

Load video at <https://www.youtube.com/watch?v=tbCjkPlsaes>

Follow the yoga instructor and enjoy!

Curriculum Links:

Health and Physical Education – Movement and Physical Activity – Moving our body

Year 3 and 4: Practise and apply movement concepts and strategies with and without equipment.

BREAK: 30 minutes

TASK 6: WELLBEING (Health)

Approx: 30 mins

Gratitude Flower

Note to Parents/Guardians:

This activity is a great visual reminder for children of the things they have to be grateful for. It's a great idea to get children in a positive mindset, rather than negative, especially in these uncertain times.

Activity:

Gratitude is one of many positive emotions. It's about focusing on what's good in our lives and being thankful for the things we have.

Gratitude is pausing to notice and appreciate the things that we often take for granted, like having a place to live, food, clean water, friends, family, even computer access. (Source: kidshealth.org)

You are going to create your own 'gratitude flower'.

Start by cutting out a circle from coloured paper.

On the circle, write 'Things I'm Thankful For'.

Next you need to draw and then cut out the flower petals.

You can use all different colours for a bright and vibrant flower,

or the same if you prefer.

On the flower petals, write down things you are grateful for.

These can be things like good friends, toys to play with, a family

that loves you and so forth.

Glue or tape these petals to the centre to create a flower.

This is your gratitude flower!

Display the flower somewhere in your room or house to remind you of all the things you've got to be thankful for.

Share your flower at dinnertime with your family.

Maybe other members of the family can share what they are thankful for, too.



Curriculum Links:

Health and Physical education – Personal, Social and Community Health – Being healthy, safe and active

Year 3 and 4: Identify and practise strategies to promote health, safety and wellbeing.

SUGGESTED LUNCHTIME ACTIVITIES

- Have a game of balloon tennis
- Get a bucket of hot soapy water and wash your bike to make it shiny and new
- Read a newspaper or magazine and see if you can find out 5 new facts
- Pick a bunch of flowers from the garden
- Help Mum or Dad with dinner

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. Mars rover hits itself with a shovel**
- 2. Twin polar bear cubs' first outing**
- 3. COVID-19 explainer: every answer kids need and want to know**