

Years 3 and 4: Friday, April 3

TASK 1: LITERACY

Approx: 50 mins

Sustained Reading

Note to Parents/Guardians:

If your child hasn't currently got a book to read, you may have to help them choose one of interest from home or online from local library or download.

Activity:

Find somewhere comfortable to sit and do a sustained session of reading (solid reading for at least 20 minutes, more if you prefer). You might want to check the time when you start so you know you've done a good amount of time. Read your book for this time period and be immersed in the story. Once you've finished reading for at least 20 minutes, choose 2 activities from the Reading Journal activities grid below to complete about the book you've been reading.



Reading Journal Activities

List the characters in the book and draw a small picture of them	Make a facts chart or fact file about a character	Draw a timeline of the events of the story	Draw a story map illustrating the characters feelings
Make a cartoon strip showing the turning point in the story	Write a newspaper report of your story from the point of view of a character	Compare 2 characters in the book. How are similar? Different?	Design an eye-catching front cover for the story.
Make a poster to advertise your book using a clear layout and illustration.	Find similes and metaphors in your book, illustrate them.	Make a word bank of 'happy' and 'sad' words.	Think of a new title for the book and describe why you chose it.
Write a new 'blurb' for the back of your book.	Write your own opinion of an issue in the book.	Write a review of your story, what was your favourite part? Character? Description?	Find 15 adverbs the author uses in the book and illustrate 5 of them.

Curriculum Links:

English – Literacy – Interpreting, analysing and evaluating

Year 3: Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features.

Year 4: Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts.

TASK 2: LITERACY

Approx: 45 mins

Online Writing Recount Organisation

Note to Parents/Guardians:

*This activity helps children learn how to structure a recount and then look at conjunctions to join sentences, identifying adverbs and adjectives to make the recount more interesting.
Your child will need a device that can run Adobe Flash Player.*

Activity:

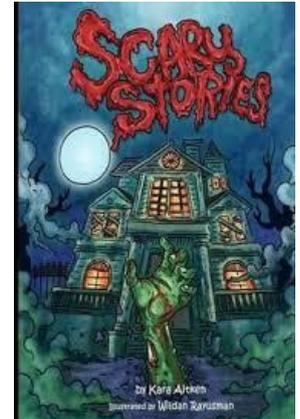
On a device, go to <https://education.abc.net.au/res/i/L1281/index.html> and play 'An Eerie encounter'.

This helps you identify parts of a recount by identifying facts from the story after watching a short video.

Complete the online video where you will restructure a recount, learn about conjunctions to join sentences, add adverbs and adjectives to make the story even scarier.

Read your story out aloud to an adult when you've completed the activity.

What did you learn from completing this writing activity?



Curriculum Links:

English – Language – Text structure and organisation

Year 3: Understand how different types of texts vary in use of language choices, depending on their purpose and context (for example, tense and types of sentences).

Year 4: Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives.

BREAK: 30 minutes

TASK 3: MATHEMATICS

Approx: 45 mins

Logic Puzzles

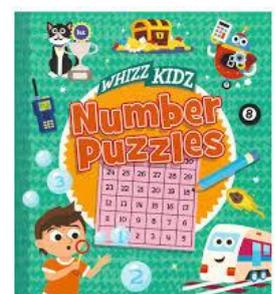
Note to Parents/Guardians:

These are some problem-solving puzzles to get the brain working. Let your child have a go independently but they may need some help with the reading of the puzzles or helping find the key information to solve the puzzles. They will need a device to go to the MathsFun website.

Activity:

Problem solving puzzles test your brain and really get you thinking. I want you to go to the following website <https://www.mathsisfun.com/puzzles/starter-puzzles-index.html> and start with the starter level puzzles. Write your working out on a piece of paper. Once you've got an answer you can check the solution and see if you got them correct. Try at least 10 of the puzzles to solve and keep going if you wish.

If you found these too easy, go to the next level of difficulty puzzles and try to solve them.



Extension:

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

Curriculum Links:

Mathematics- Number and Algebra – Number and place value & Patterns and algebra

Year 3:

Represent and solve problems involving multiplication using efficient mental and written strategies and appropriate digital technologies.

Year 4: Solve word problems by using number sentences involving multiplication or division where there is no remainder.

TASK 4: DESIGN TECHNOLOGIES

Approx: 60 mins – (Possible ongoing project)

Corona Virus Youth Design Challenge

Note to Parents/Guardians:

The outline of this competition can be found at <https://youngchangeagents.com/challenges/covid19>
It's up to you if your child officially enters the competition, or whether they just do the task as an ongoing project to work on. This could be used over the coming days or weeks if they are home from school. If they decide to enter officially, they will need to set up an account and agree to the terms and conditions.

Activity:

This is a design challenge competition open for children ages 10-21 to solve a problem created by the coronavirus and coming up with a way to solve it. You can do it on your own or team up with some friends over FaceTime or Zoom to work together on this project.

The outline of the challenge can be found here with lots of information and tips and tricks <https://youngchangeagents.com/challenges/covid19>

The challenge is based around the following framework;

1. Identify a problem (that coronavirus has caused, lots of problems listed on website)
2. Reframe it as an opportunity
3. Define your audience
4. Come up with some ideas
5. Test your solution
6. Share



You'll be competing in the 10-15-year-old age group and there will be 3 winners that will receive prizes.

Begin the project by working on your own, or with some friends, and brainstorming some problems, and how that could become an opportunity.

As you go through the process keep your notes and take some pictures you will need if you enter. If you want to enter the competition, you need to set-up an account and fill out official form and show some pictures of your work and solutions.

This could be a great project to work on and you could actually see it come to reality if you work really hard and come up with a good solution to a problem.

Curriculum Links:

Design Technologies – Design and Technologies Processes and Production Skills

Year 3 and 4: Evaluate design ideas, processes and solutions based on criteria for success developed with guidance and including care for the environment.

LUNCH: 60 minutes

TASK 5: DANCE

Approx: 20 mins

Guided Dance

Note to Parents/Guardians:

This website gonoodle.com has great activities including these guided dances, but also meditation exercises and a lot of other resources for children, parents and schools. You need to set-up a free account for gonoodle.com and if you sign up as an educator it blocks the ads.

Activity:

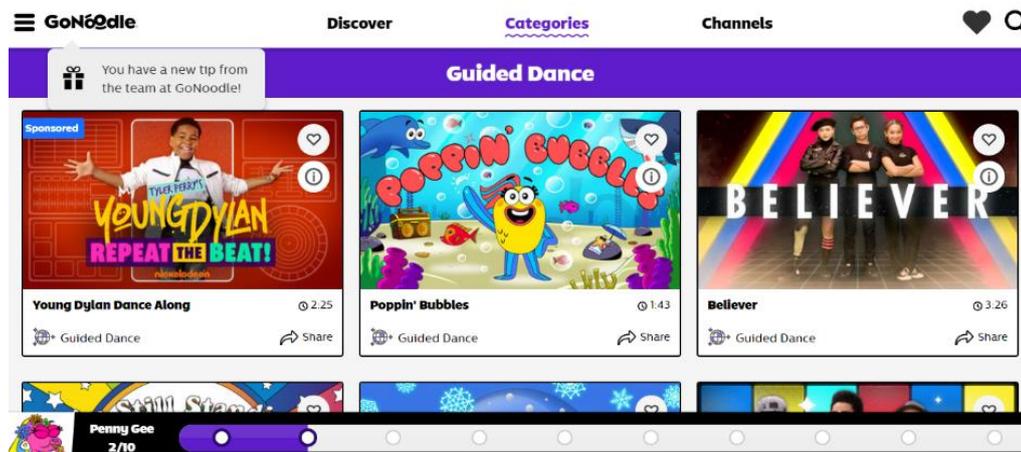
Go to <http://gonoodle.com>

and sign in with the account details your parent has set-up.

At the top of page click on 'Categories' and then click on 'Guided Dance'.

Choose a song you like to dance along to, get your brothers and sisters to join in too.

Choose a couple more of interest and follow the dance moves the best you can.



Curriculum Links:

The Arts - Dance

Year 3 and 4: Improve and structure movement ideas for dance sequences using the elements of dance and choreographic devices.

BREAK: 30 minutes

TASK 6: HEALTH AND PHYSICAL EDUCATION

Approx: 35 mins

Online Workout with Fitness Guru Joe Wicks

Note to Parents/Guardians:

This is an online workout by Joe Wicks otherwise known as "The Body Coach". Joe is a British fitness coach, TV presenter and author. His fitness method uses short intense High Intensity Interval Training workouts. This is a 30 minute workout aimed at kids.

Activity:

Find some space in the lounge room to a High Intensity Interval Training (HIIT) workout. You need to watch the YouTube video on a device or Smart TV, be wearing suitable clothes and have a drink bottle handy.

The website is <https://www.youtube.com/watch?v=Rz0go1pTda8&t=9s>

The person doing the video is a famous British fitness coach, TV presenter and author. He's doing these workouts live at 9am daily for all the children home from school during this Corona Virus outbreak.

This is something you might like to do other days to ensure you're getting some good physical activity in.



Curriculum Links:

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

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

SUGGESTED LUNCHTIME ACTIVITIES

- Listen to some music
- Listen to a funny book as an audiobook
- Sit outside in nature and just listen to the sounds and sights around you
- Help Mum or Dad with a job

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. Seven spectacular new spiders discovered**
- 2. Mark Knight: Breaking social distancing rules is lunacy**