

## Years 3 and 4: Friday, April 17

### TASK 1: LITERACY

Approx: 60 mins

#### Comprehension - Book Study – A Quiet Girl

##### Note to Parents/Guardians:

To do this very worthwhile activity, you need the juvenile picture book 'A Quiet Girl' by Peter Carnavas. It's not currently available in e-book format, but the hard back edition would be a beautiful addition to your child's reading library and can be purchased at <https://www.uqp.com.au/books/a-quiet-girl>. If it takes a few days to arrive, you can put this activity on hold until then, and could also share with some other parents of students in your child's class or friends. It would be lovely to read the book with your child to discuss the questions in the activity.

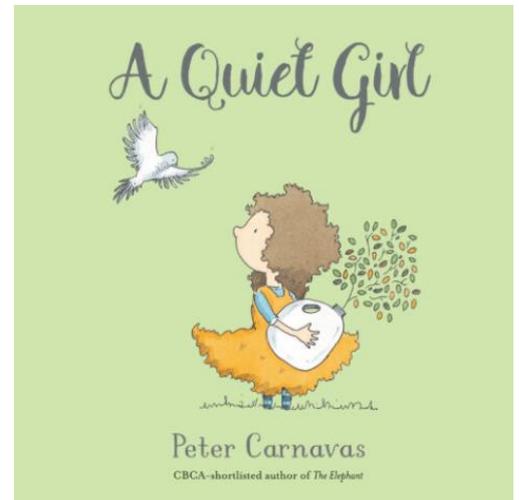
##### Activity:

Once you have a copy of 'The Quiet Girl', find somewhere comfortable to sit and read this beautiful picture book with lovely themes.

Before reading, use the front cover and title to predict what the story may be about.

Discuss the following prompts with your parent or another adult, write down any thoughts or key words that come up during your discussion;

- What connotations are generally associated with being quiet? In what way is being quiet a strength?
- We are told on the first page opening that Mary 'thought quiet thoughts'. What are quiet thoughts? Discuss what thoughts Mary may be having on this page. Why is it important to have internal thoughts, rather than always sharing them with others?
- Why does Mary hear things that nobody else hears? What sorts of things does she hear? Go outside and spend time listening. Write a list of everything you hear.
- What does it mean to be a good listener? Why is it important to be an effective and active listener?
- How are the illustrations of Mary's mother, brother and father, a metaphor for people who are not active listeners? How do the illustrations add meaning to the written text?
- Why do you think it is so difficult for Mary to be heard?
- Why does Mary decide 'to be quieter than she had ever been before'? Why does it take so long for her family to realise that she has disappeared?
- In what ways is 'A Quiet Girl' a book about appreciation and acceptance?
- What does Mary's family learn from her? What have you learnt from various members of your family?
- Carefully examine the illustrations on the page that reads 'Soon she became so quiet she felt like she just wasn't there'. How do the illustrations reflect the way Mary is feeling?
- What does Mary's family learn from her? Mary is a quiet girl. What adjective would best describe you?
- Why do some of the objects in the illustrations consist of a black outline devoid of colour?



(Source: these activities are from the University of Queensland Press teacher notes written by a practising teacher librarian [https://d3f44jafdqsrtdg.cloudfront.net/teacher-notes/A-Quiet-Girl\\_Teachers-notes\\_UQP.pdf](https://d3f44jafdqsrtdg.cloudfront.net/teacher-notes/A-Quiet-Girl_Teachers-notes_UQP.pdf))

**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: 60 mins**

**Personal Reflection and Character Strengths Survey****Note to Parents/Guardians:**

*The first activity below follows on from the reading activity in task 1 which requires a copy of the book 'A Quiet Girl' by Peter Carnavas.*

*The personal reflection can be done like a journal entry and might just be a private exercise that no one reads unless your child wants to share.*

*The character traits survey is recommended for children over 10, but could be an interesting activity for your child to do online to identify their character strengths and compare to Mary in the book. To complete this survey an adult must register for child to do survey under their account at <https://www.viacharacter.org/Account/Register#youth>*

*They can read about their strengths at <https://www.viacharacter.org/www/Character-Strengths>*

**Activity:**

In the book, 'A Quiet Girl', Mary has a voice, but often feels as though she is not heard. Have you ever felt like this? Write a reflection to share your thoughts. Include what happened to make you feel like this, and what you were thinking and feeling at the time.

One of Mary's character strengths is her appreciation of beauty. What are your main character strengths?

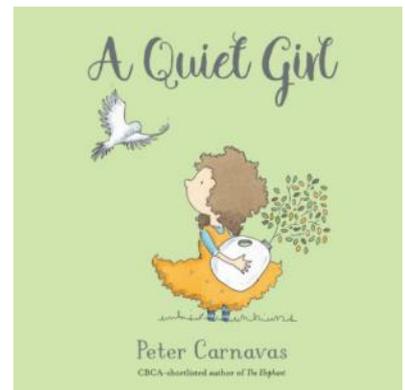
If your Mum or Dad allows and registers an account, students aged 10 and over can complete the Via Character Strengths Youth Survey -

<https://www.viacharacter.org/www/CharacterStrengths-Survey>

And then read Information about character strengths - <https://www.viacharacter.org/www/Character-Strengths>

Write what strengths you identified having and whether you think that is correct or not.

(Source: these activities are from the University of Queensland Press teacher notes written by a practising teacher librarian [https://d3f44jafdqsrtg.cloudfront.net/teacher-notes/A-Quiet-Girl\\_Teachers-notes\\_UQP.pdf](https://d3f44jafdqsrtg.cloudfront.net/teacher-notes/A-Quiet-Girl_Teachers-notes_UQP.pdf))

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

**Year 3:** Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose.

**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: 50 mins

### Number Puzzles

#### Note to Parents/Guardians:

This is a fun session encouraging children to use problem-solving, operation skills, perseverance and achievement once they complete a puzzle. The puzzles are contained in the Appendix and if you can print off that would be ideal.

#### Activity:

Complete the following number puzzles. If you are finding it difficult, try another puzzle and come back to it later or have a walk around then come back to it. It's good to try and persevere when you find something hard. After a little break your head might be a bit clearer.

There are answers below the puzzles in the Appendix if you want to check how you went. If you enjoyed you might want to try some more or give them to Mum or Dad to solve.

#### QUADRA'S OPERATION PUZZLE 4



In each box, choose a sign: +, -, x, ÷ or = to make the calculation correct. You can use the same operation more than once!

$$\boxed{10} \quad \boxed{\div} \quad \boxed{2} \quad \boxed{+} \quad \boxed{3} \quad \boxed{=} \quad \boxed{8}$$

$$\boxed{5} \quad \boxed{\circ} \quad \boxed{4} \quad \boxed{=} \quad \boxed{2} \quad \boxed{\circ} \quad \boxed{10}$$

$$\boxed{10} \quad \boxed{\circ} \quad \boxed{6} \quad \boxed{=} \quad \boxed{20} \quad \boxed{\circ} \quad \boxed{5}$$

$$\boxed{8} \quad \boxed{=} \quad \boxed{6} \quad \boxed{\circ} \quad \boxed{2} \quad \boxed{\circ} \quad \boxed{4}$$

#### Magic Square Puzzle – See Appendix

Magic Square Puzzle is a puzzle which involves placing digits in the correct places so that each row, column and diagonal adds up to the same number.

It is a good activity for practising adding, using negative numbers, and also to develop perseverance and reasoning.

<https://s3-us-west-1.amazonaws.com/math-salamanders/Fun-Worksheets/Math-Puzzles/4th-Grade/magic-square-4.pdf>

#### Sally's Hexagon Puzzles – See Appendix

Sally's hexagon number puzzle is a challenge which involve accurate adding of two numbers together, using both positive and negative numbers.

Each number in the hexagon pyramid is made by adding up the 2 numbers below it.

<https://s3-us-west-1.amazonaws.com/math-salamanders/Fun-Worksheets/Math-Puzzles/4th-Grade/sallys-hexagon-number-puzzle-4.pdf>

#### Arithmogon Triangle Puzzle – See Appendix

The Arithmogon triangle puzzle is a math puzzle to help develop adding and subtracting numbers and is also useful for developing logical thinking and pre-algebra skills at a higher level.

The numbers in the two circles are added together to give the number in the linking rectangle.

Puzzle 4b is a harder puzzle for more able mathematicians.

<https://s3-us-west-1.amazonaws.com/math-salamanders/Fun-Worksheets/Math-Puzzles/4th-Grade/arithmogon-triangle-puzzle-4a.pdf>

#### Quadra's Operation Puzzle – See Appendix

Quadra's operation puzzle involves choosing the correct operations to make the math fact correct.

It is a good activity for developing adding, subtracting, multiplication and division skills, and getting children to experiment with numbers and develop a number sense.

<https://s3-us-west-1.amazonaws.com/math-salamanders/Fun-Worksheets/Math-Puzzles/4th-Grade/quadrass-operation-puzzle-4.pdf>

(Source: <https://www.math-salamanders.com/free-math-puzzles.html>)

#### 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

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

**Year 4:** Develop efficient mental and written strategies and use appropriate digital technologies for multiplication and for division where there is no remainder.

## **TASK 4: SCIENCE/STEM**

**Approx: 60 mins**

### **Zoos Victoria STEM Design Challenge**

#### **Note to Parents/Guardians:**

*This is an ongoing project students can work on independently over time. It could be good to do with a friend online and work on it together over the coming days and weeks. Your child will need a device and headphones to participate in some webinars. Print the student workbook if possible at <https://cms-prod2019.zoo.org.au/media/3543/stem-design-challenge-student-workbook.docx>*

*More information about the project can be found at <https://www.zoo.org.au/education/zoo-education-online/stem-design-challenge-animals-at-home/>*

#### **Activity:**

Help solve real zoo problems with this STEM Design Challenge, Animals at Home.

Design solutions for animals featured in the [Animals at Home](#) live streams!

Prep to Year 10 students will use their STEM skills, knowledge and an engineering framework called Design Thinking. They are also invited to share a video of their design with their peers and Zoos Victoria.

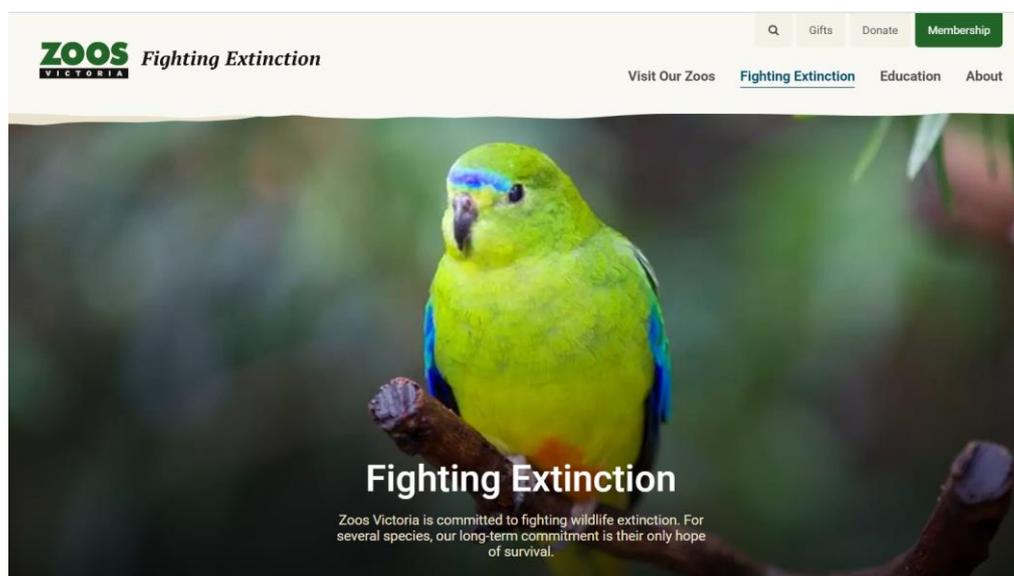
This program is part of Zoo Education Online.

See below website for the resources you need to take part in our Animals at Home STEM design challenge.

<https://www.zoo.org.au/education/zoo-education-online/stem-design-challenge-animals-at-home/>

You will also need to access or have printed the student workbook from <https://cms-prod2019.zoo.org.au/media/3543/stem-design-challenge-student-workbook.docx>

This might be a good project to do with a friend over phone or video chats. At the end of the project you can upload your design brief video to the Zoo education department to view.



#### **Curriculum Links:**

##### **Science -**

**Years 3 and 4:** Different living things have different life cycles and depend on each other and the environment to survive.

##### **Design and Technologies –**

**Years 3 and 4:** Generate, develop, and communicate design ideas and decisions using appropriate technical terms and graphical representation techniques.

##### **Critical and Creative Thinking –**

**Years 3 and 4:** Investigate a range of problem-solving strategies, including brainstorming, identifying, comparing and selecting options, and developing and testing hypotheses.

## LUNCH: 60 minutes

### TASK 5: WELLBEING

Approx: 30 mins

#### Growth Mindset and Staying Connected

##### Note to Parents/Guardians:

These activities are a free online resource provided by the Institute of Positive Education and can be found at <https://www.ggs.vic.edu.au/news-articles/covid-19-the-ipe-update>  
The activities for your child below are from the week 2 resources and can be viewed or printed at <https://teachpeec.com/wp-content/uploads/2020/04/Weekly-Wellbeing-Phase-3-Week-2.pdf>

##### Activity:

Watch the following clip: 'Growth Mindset for students - Episode 1/5' (2:35) at:

<https://safeyoutube.net/w/ehZ2>.

Look at the images to the right.

What do you think they each mean?

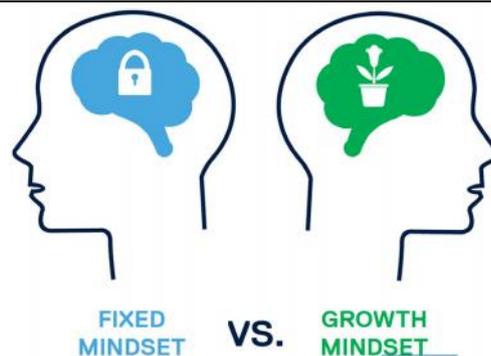
Sometimes our thinking stops us from achieving things. If we are using a fixed mindset, we have a tendency to be closed to developing new skills or experiencing new things.

However, adopting a growth mindset means we can take safe risks, try new things, accept challenges, achieve goals and grow our brains. What kind of statements are these?

- I can't play that song yet.
- I don't understand multiplication because I'm not good at Maths.
- I can't paint pictures.
- I believe mistakes help me learn.
- If I make a mistake, I'm going to give up.

See the Stay Connected activity below and choose one to do.

(Source: <https://teachpeec.com/curriculum/primary/remote-learning-resources/remote-learning-resources/>)



**Stay Connected!**

It's important to stay connected socially, even though we're separated physically. Try the ideas below:

- Skype/Zoom someone while eating lunch
- Video call a friend to teach them a new skill, e.g. a recipe or a TikTok dance
- Use the Netflix party function to watch a favourite movie with friends
- Play a boardgame with family at home

INSTITUTE OF POSITIVE EDUCATION

##### Curriculum Links:

**Health and Physical Education – Personal, Social and Community Health - Years 3 and 4:** Explore how success, challenge and failure strengthen identities.

## BREAK: 30 minutes

### TASK 6: HEALTH AND PHYSICAL EDUCATION

Approx: 30 mins

#### Melbourne City FC Online Football Clinic – Session 2

##### Note to Parents/Guardians:

To access this free online football clinic you need to register (if you haven't before) at

<https://xd.wayin.com/display/container/dc/3af670b4-9547-44e9-9351-5690dbee341e/details> You will be emailed with new videos and the instructions for the clinic which are posted at activity below for session 2.

It's a 4 week online program (which began on April 6), where a new 30 minute skills session is uploaded daily at 11am to the Melbourne City Football Club YouTube page <https://www.youtube.com/channel/UCJz06mVPOY5k9jr95mW-LXw>

##### Activity:

You are going to participate in an online football (soccer) clinic by following the video and instructions from the Melbourne City Football Club. Even if soccer isn't your preferred sport, there are some great fundamental motor skills to be learnt and mastered whilst doing this clinic.



There is a new session uploaded each day, so although you should start at session 1 and go in order, this is session 2 <https://www.youtube.com/channel/UCJz06mVPOY5k9jr95mW-LXw> you might want to do extra sessions on other days to learn and practise soccer skills.

See the session2 instructions and activities below which will be emailed to your parents who registered.

## Play at Home Week 1: Overview



**FOOTBALL  
SCHOOL**

- Each Session lasts for 30 minutes. Please note these are just suggested times. You can increase or decrease the length of each exercise. Also, feel free to complete the session once, twice or three times a day.
- For week one the focus will be on Faced-Up Moves so you will notice this theme throughout the week. The sessions for the week are similar but each part does change slightly each day with the idea to try to increase the challenge for players from day to day and then week to week. You will also have a new skill to focus on each day, ensure you master this before moving on.
- The space and exercises are just a guide. You will need to work with what you have at home and can freely adjust each exercise as you see fit.
- Some exercises involve using a partner which can be a Mum, Dad, Brother, Sister or even a friend. If you do not have a partner you can replace them with either a wall (for the passing and receiving) or a home item (for the 1v1's). For any exercise where you can not replace your partner feel free to skip it.



For video demonstrations and further technical information visit our Youtube Channel: [Click Here](#)



**FOOTBALL  
SCHOOL**

# Play at Home Week 1: Session 2



**FOOTBALL SCHOOL**

## 1. Free Play

**Space:** 8x8M Square **Time:** 2 minutes

### Practice:

- Move freely around the square without the ball. Running, skipping, two feet jumps, hopping.
- Jog from corner to corner slowing down as you approach the corner before turning sharply and changing your speed as you exit the corner



### Challenges:

- Introduce the ball

## 2. Ball Manipulation

**Space:** 8x8M Square **Time:** 8 minutes

### Practice:

- Using different parts of the foot (inside, outside, sole, laces), dribble freely around the square for 30 seconds each and then progress to moving from corner to corner adding in a turn
- On the spot inside taps for 30 sec
- On the spot sole taps for 30 sec



### Challenges:

- Finish with free dribble, be creative and ensure to use both feet

## 3. Skill Zone Move

**Space:** 8x8M Square **Time:** 7 minutes

### Practice:

- Skill is the Scissor
- With leading foot pretend to take the ball away by moving your foot around the front of the ball.
- Bring opposite foot behind the ball and push ball in opposite direction.
- Change of speed to get away from defender



### Challenges:

- Practice on the spot
- Practice on the move

## 3. Passing & Receiving

**Space:** 8x8M Square **Time:** 7 minutes

### Practice:

- Begin by passing the ball with a partner using the inside of your foot (if you do not have a partner use a wall)
- Progress to practicing aerial control by kicking or throwing the ball just above head height and then taking with inside and then outside of the foot



### Challenges:

- Perfect the technique
- See how many successful attempts you can get in a row

## 5. 1v1 Challenge

**Space:** 8x8M Square **Time:** 7 minutes

### Practice:

- On defenders clap attacker looks to get outside of the square. Get out left or right is 1 point, if you get out through the opposite side it is worth 2 points.
- If you don't have a partner use a home item as a defender and ensure you use a skill to beat it before exiting the square.



### Challenges:

- Use the Scissor for a bonus point
- Progress to defender passing the ball to the attacker
- First to 3 wins

## 6. 20 Second Challenge

**Space:** 2x2M Square **Time:** 1 minute

### Practice:

- In 20 seconds count how many times you can tap the ball using the Sole of your foot.
- 3 Attempts
- Ensure to maintain balance and control of the ball



### Challenges:

- Improve score each time
- Note down best score



For video demonstrations and further technical information visit our Youtube Channel: [Click Here](#)



**FOOTBALL SCHOOL**

## Curriculum Links:

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

Years 3 and 4: Practise and refine fundamental movement skills in a variety of movement sequences and situations

## SUGGESTED LUNCHTIME ACTIVITIES

- Go find some pretty autumn leaves
- Do a puzzle
- Listen to some music

## 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. Painting clouds and creating fog could save the Great Barrier Reef.

2. 7m-long caterpillar chain spotted near Alice Springs.

3. Mark Knight's cartoon on the pressures of learning at home.

Appendix 1 – Mathematics (with answers)

<https://s3-us-west-1.amazonaws.com/math-salamanders/Fun-Worksheets/Math-Puzzles/4th-Grade/magic-square-4.pdf>

Appendix 2 – Mathematics (with answers)

<https://s3-us-west-1.amazonaws.com/math-salamanders/Fun-Worksheets/Math-Puzzles/4th-Grade/sallys-hexagon-number-puzzle-4.pdf>

Appendix 3 – Mathematics (with answers)

<https://s3-us-west-1.amazonaws.com/math-salamanders/Fun-Worksheets/Math-Puzzles/4th-Grade/arithmogon-triangle-puzzle-4a.pdf>

Appendix 4 – Mathematics (with answers)

<https://s3-us-west-1.amazonaws.com/math-salamanders/Fun-Worksheets/Math-Puzzles/4th-Grade/quadr-operation-puzzle-4.pdf>