

Years 3 and 4: Thursday, April 16

TASK 1: LITERACY

Approx: 60 mins

Comprehension - Book Study – Wombat Warriors

Note to Parents/Guardians:

If you don't have a copy of this picture book, you can purchase it in e-book format from a website such as https://www.ebooks.com/en-au/95729909/wombat-warriors/samantha-wheeler/?_c=1 or purchase in hard copy and do this learning activity when the book arrives. There are great themes in this story to discuss with your child.

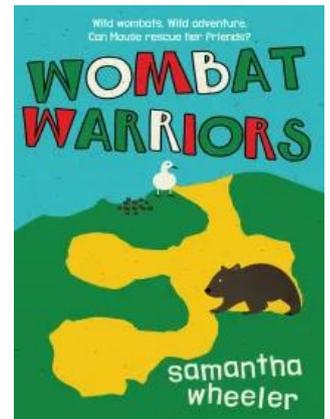
Activity:

Find a comfortable place to read the book 'Wombat Warriors'. Before you start look at the front cover and predict what the story is about. Read the blurb.

After you've read the story, read it again and take note of the illustrations.

Complete the following activities in your workbook analysing the story;

- Why is Mouse unaccustomed to being told to 'speak up' (p6)?
Why is this problematic?
- How have Mouse's parents unintentionally contributed to her lack of confidence?
- In what ways does Mouse show courage and perseverance in Wombat Warriors?
Give examples from the text to help illustrate your ideas.
- What prompts Mouse to start feeling proud of herself?
- How has Mouse developed and grown from the beginning to the end of the text? What has allowed this growth to occur?
- In what ways are you similar to and different from Mouse? What can you learn about yourself from reading Wombat Warriors?
- Faced with the likely extermination of wombats, Mouse says, 'I had to find my voice' (p139). Share a time when you found your voice.
Alternatively, discuss the importance of Mouse finding her voice, and why this is such an important lesson to learn.
- Discuss the sentiment 'If life deals you lemons, make lemonade' (p175). Why does Aunt Evie remind Mouse of this saying? Share experiences from your own life in which you have followed this mantra.



(Source: these activities are from the University of Queensland Press teacher notes written by a practising teacher librarian <https://d3f44jafdqstg.cloudfront.net/teacher-notes/wombat-warriors/4102.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: 45 mins

Information Report

Note to Parents/Guardians:

Your child will need some reference books or access to a device to research some information about Wombat's for their information report.

Activity:

This activity follows on from the first reading activity.

After reading 'Wombat Warriors,' research the life cycle, habitat, behaviours and diet of wombats.

The structure of an information report is shown below. Present your information in a report format of your choice such as a poster, written report, slideshow etc.

You can find a larger version of this Information Report in the Appendix.



Source: ricgroup.com.au

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: 40 mins

Times tables and Mental Maths

Note to Parents/Guardians:

Download the Apple educational app '10 minutes a day times tables' onto your phone or iPad. Get your child to practise on it for 10 minutes each day.

Activity:

Your parents are going to download an app for you to practise your times tables on for 10 minutes each day. Find some time for this each day and see if you can see your times tables knowledge increasing.

Mental Maths Challenge:

Complete the following mental maths worksheets (see Appendix), but time yourself to see how quick you can do them. Check the answers that you can with a calculator to give yourself a score.

Appendix 1

<https://math-salamanders.s3-us-west-1.amazonaws.com/Mental-Math/3rd-Grade-Mental-Math/mental-math-quiz-3rd-2.pdf>

Appendix 2

<https://math-salamanders.s3-us-west-1.amazonaws.com/Mental-Math/3rd-Grade-Mental-Math/mental-math-quiz-3rd-4.pdf>

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: Recall addition facts for single-digit numbers and related subtraction facts to develop increasingly efficient mental strategies for computation.

Year 4: Apply place value to partition, rearrange and regroup numbers to at least tens of thousands to assist calculations and solve problems.

TASK 4: WELLBEING

Approx: 30 mins

Weekly Wellbeing exercises

Note to Parents/Guardians:

These wellbeing exercises are a free curriculum resource being provided by the Institute of Positive Education

<https://teachpeec.com/wp-content/uploads/2020/03/Weekly-Wellbeing-Phase-3.pdf>

You can print the full worksheets off for your child or just doing the activities written below. Your child will need a device to watch the 3 minute YouTube clip.

Print the mindful colouring page at

<https://static1.squarespace.com/static/5511fc7ce4b0a3782aa9418b/t/5e8280b29cbeab2911ed7983/1585610931033/we-are-all-in-this-together-coloring-page-by-Thaneeya-McArdle.jpg>

Activity:

Learn It! Emotional Intelligence

Ask your parents or guardians if you can watch: 'Sesame Street: Me Want It (But Me Wait)'

<https://www.youtube.com/watch?v=9PnbKL3wuH4> (3:10).



Reflect: When have you had to wait for something? What strategies can you use when you need to wait for something? For example, in the clip, Cookie Monster tried talking to himself and breathing mindfully.

Get a piece of paper and draw a big circle. Inside the circle, draw the things that you can control, e.g. you can control how clean your hands are by washing them carefully.

Mindful Colouring:

Complete a mindful colouring page found in appendix 3. Let your mind rest why you just concentrate on colouring and empty your thoughts.

Appendix 3:

<https://static1.squarespace.com/static/5511fc7ce4b0a3782aa9418b/t/5e8280b29cbeab2911ed7983/1585610931033/we-are-all-in-this-together-coloring-page-by-Thaneeya-McArdle.jpg>



Curriculum Links:

Health and Physical education – Personal, Social and Community Health – Being healthy, safe and active
Years 3 and 4: Identify and practise strategies to promote health, safety and wellbeing.

LUNCH: 60 minutes

TASK 5: HISTORY

Approx: 40 mins

Anzac Day wreath

Note to Parents/Guardians:

Make sure your child checks with you about the materials and trees/flowers they are allowed to cut for this activity.

Activity:

Create an Anzac day wreath with materials found around your house and in garden and bushes.

Look up some images of 'commemorative wreaths'.

Look for some materials that could help you put your wreath together around the house;

- String
- Cardboard to make a round circular ring for wreath
- Glue

Go outside and gather some materials for your wreath;

- Gum leaves
- Branches of trees
- Greenery
- Leaves
- Flowers

Create a wreath that you could drop at a local RSL or war memorial site in preparation for Anzac Day on April 25. You might like to write a card to attach to it.



Curriculum Links:

Humanities and Social Sciences – History

Years 3 and 4: Days and weeks celebrated or commemorated in Australia (including Australia Day, Anzac Day, and National Sorry Day) and the importance of symbols and emblems.

BREAK: 30 minutes

TASK 6: HEALTH AND PHYSICAL EDUCATION

Approx: 30 mins

Melbourne City FC Online Football Clinic

Note to Parents/Guardians:

To access this free online football clinic you need to register 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 1.

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 video 1 <https://www.youtube.com/watch?v=WD-czfrZjfk> you might want to do extra sessions on other days to learn and practise soccer skills.

See the session 1 instructions and activities below which will be emailed to your parents who registered.

Play at Home Week 1: Overview



- 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](#)



Play at Home Week 1: Session 1



1. Free Play

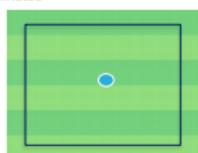
Space: 8x8M Square Time: 2 minutes

Practice:

- Move freely around the square without the ball. Running, skipping, two feet jumps, hopping.

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



3. Skill Zone Move

Space: 8x8M Square Time: 7 minutes

Practice:

- Skill is the Side Step
- With leading foot side step behind the ball and shift weight to that side
- Bring opposite foot behind the ball and push ball in opposite direction.
- Use acceleration to get away

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



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 Side Step for a bonus point
- Progress to defender passing the ball to the attacker



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 inside 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](#)



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 for a walk
- Ring a friend and tell them a joke
- Build a cubby house outside
- Water the garden

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. Mysterious rocks that move by themselves in Death Valley**
- 2. Rice ATM feeds the hungry in Vietnam during COVID-19 shutdown**

Information Report

When do I use it?

To present information about an object, animal, person or place

Classification

Introduce your topic.

Tell what the object or animal is, who the person is, or where the place is.

Description

Use paragraphs with topic sentences to organise the different bundles of information.

Object—size, shape and features, dynamics, where it is used or found

Person—characteristics, where he/she lives, what he/she does, achievements

Animal—appearance, behaviour, habitat, breeding

Place—size, facts, features

Conclusion

(Optional) You may want to make a personal comment about the subject of the report.

Use:

Timeless

Present Tense

- Vultures circle their prey ...
- ... is a popular holiday destination

General Nouns

- ski resort
- rock musician
- mountain goat

Technical Terms

- Dolphins are mammals ...
- ... is an orthopaedic surgeon
- ... is situated on the San Andreas fault line

Relational Processes

- Jupiter is the largest planet in our solar system
- Unlike rabbits, the young foxes are born fully haired