

Years 3 and 4: Thursday, May 7

TASK 1: LITERACY

Approx: 45 mins

Reading analysis – The Book of Hopes

Note to Parents/Guardians:

This online book titled 'The Book of Hopes' is a collection of more than 100 short stories, essays and poems by an array of children's writers. It is a free resource published in the UK for children and their families and dedicated to health care staff during this Covid-19 Crisis. There's some great messages to be read and understood by children in this uncertain time. Your child can read the short stories over the coming weeks or at bedtime at

<https://literacytrust.org.uk/family-zone/9-12/book-hopes/>

Activity:

"The Book of Hopes" is a publication of words and pictures to Comfort, Inspire and Entertain Children during this period of restriction due to the Covid-19 crisis.

It is completely free for all children and families; the extraordinary collection of short stories, poems, essays and pictures has contributions from more than 110 children's writers and illustrators.

The collection, published by Bloomsbury, is dedicated to the doctors, nurses, carers, porters, cleaners and everyone currently working in hospitals.

You can read some of these stories online at <https://literacytrust.org.uk/family-zone/9-12/book-hopes/>

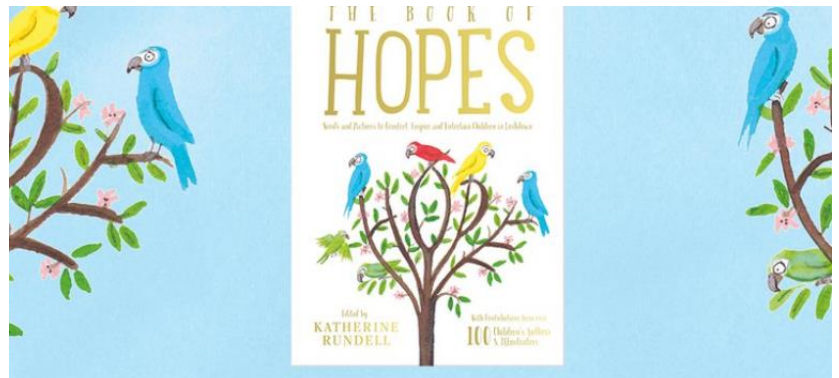
Find a comfortable place to sit down in your house and read for a sustained period of 20 minutes, choosing the stories, poems or essays that interest you or maybe it is by an author you know.

Reflect and answer the following discussions on one of the writings in this book:

- Why did you choose this writing?
- Who is the author?
- Summarise what it is about
- What is the key message?
- What did you like or dislike about this writing?
- Share your reading with the family over dinner tonight

You may like to read and enjoy these stories at other times over the coming weeks....

Source: <https://literacytrust.org.uk/family-zone/9-12/book-hopes/>



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: 30 mins

Writing for 'The Book of Hopes'

Note to Parents/Guardians:

Complete or view the above literacy activity about "The Book of Hopes" for your child to complete this writing activity. They are going to write a piece that could be included in this book to entertain children during lockdown.

Activity:

After reading some of the stories in "The Book of Hopes" choose a category from the contents that you like best. Your task is to create a piece that could be included in this book. It could be a picture, short story, essay or poem on the topic you chose. The purpose of your writing is to entertain children during this period of lockdown. Complete the first draft, then proof-read and edit. Share with your class online or with your family.

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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: 45 mins

Skip Counting

Note to Parents/Guardians:

Good practise for skip counting and recognising properties in numbers such as odd and even and patterns.

Activity:

In this activity, you are going to use four Hundred Charts (see the Appendix) to find the answers to the skip counting questions.

Hundred Chart 1:

1. Colour in blue each number as you count by 5s – tell me two things you can see;
2. Count by 4s and colour each counting number yellow. What did you find out?
3. Count by 8s and colour each counting number red. What did you find out?
4. List the numbers that are the same for both the 4s and 8s skip counting patterns.
Why do they share some of the same numbers?

Hundred Chart 2:

5. Count by 3s. Colour each counting number orange. Write about what you found out.
6. Count by 6s. Colour each counting number green. Write about what you found out.
7. List the numbers that are the same for both the 3s and 6s skip counting patterns.
Why do they share some of the same number?

Hundred Chart 3:

8. Colour the counting by 3s pattern one colour. Colour the counting by 9s pattern a different colour.
Write about what you found out.
9. List the numbers that are the same for both the 3s and 9s skip counting patterns.
Why do they share some of the same numbers?
10. Look at the skip counting patterns for 3s, 6s and 9s. List the numbers that are the same.

Hundred Chart 4:

11. Count by 7s. Colour each counting number red. Write about what you found out
12. Look at the skip counting patterns for 3s, 4s, 6s, 8s and 9s. List the numbers that are the same.
13. Look at the skip counting patterns for 3s, 4s, 6s, 7s, 8s and 9s.
Are there any numbers that are the same in all these skip counting patterns?
Write about what you found out.

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: Investigate the conditions required for a number to be odd or even and identify odd and even numbers.

Year 4: Investigate and use the properties of odd and even numbers.

TASK 4: WELLBEING/HEALTH

Approx: 30 mins

Make a Worry Monster**Note to Parents/Guardians:**

In this activity your child is going to use the pro-forma in appendix 2 to create their own worry monster. The idea behind this is that when a worry creeps into their head, they can visualise this character and tell it to go away.

Activity:

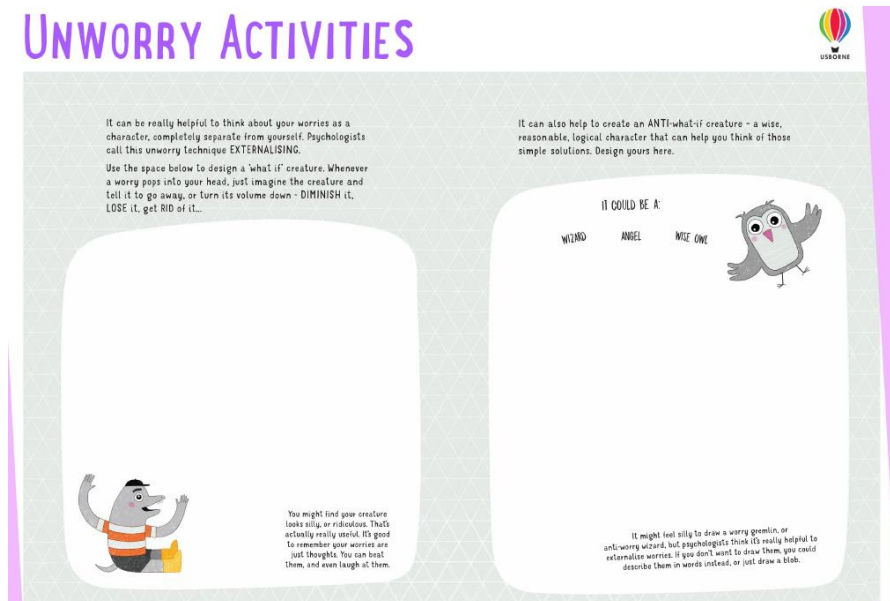
In this activity you are going to create your own Worry Monster to visualise when a worry creeps into your head, so you can tell it to go away or get rid of it.

The 'Worry Monster' form is attached in a larger format in the Appendix.

Read the prompts on the page to create your own worry character and give it a name so you can refer to it when you want to get rid of your worries.

Source: Usborne Publishing – Play and Learn at Home

<https://usborne.com/play-and-learn-at-home/unworry-and-wellbeing/unworry-activities/>



Curriculum Links:

Health and Physical Education – Personal, Social and Community Health – Communicating and interacting for health and wellbeing

Years 3 and 4: Investigate how emotional responses vary in depth and strength.

LUNCH: 60 minutes

TASK 5: VISUAL ARTS

Approx: 45 mins

Learn to Draw Mickey

Note to Parents/Guardians:

Your child will need a device to watch and follow a Disney Parks tutorial on how to draw Mickey Mouse. At the bottom of the page there is more Disney character tutorials if they would prefer to draw another Disney character instead.

Activity:

This drawing tutorial is from the Disney Parks website at <https://disneyparks.disney.go.com/blog/2020/03/draw-mickey-mouse-at-home-with-a-disney-parks-artist/>

The website states 'If you're looking for a fun, creative way to add some Disney magic to your day, we're sharing something special – a complete series of how-to tutorials on drawing Mickey Mouse through the years.

Disney cast member Stephen Ketchum has been drawing Mickey at Disney Parks for years and has expert tips for artists of all skill levels. While the parks remain temporarily closed, Disney has combined Stephen's best Mickey tutorials and the collection includes learning to draw a vintage 1920s Mickey as well as lessons on creating more contemporary and whimsical "pied-eyed" versions you'll want to show your friends and family'.



At the bottom of this page there is a whole list of other Disney characters you may like to draw too like Anna and Elsa from Frozen, Tinkerbell and Winnie the Pooh to name a few.

How great to learn to draw these well-known characters!

Source: <https://disneyparks.disney.go.com/blog/2020/03/draw-mickey-mouse-at-home-with-a-disney-parks-artist/>

Curriculum Links:

The Arts – Visual Arts

Year 3 and 4: Present artworks and describe how they have used visual conventions to represent their ideas.

BREAK: 30 minutes

TASK 6: PHYSICAL EDUCATION

Approx: 30 mins

Fundamental Motor Skills (FMS) Skills Challenge

Note to Parents/Guardians:

This activity can be done by children from Prep to Year 6 to check how far along they are with their fundamental motor skills development. By the end of Grade 4, they should be able to tick off all the items on this checklist.

Activity:

FMS Skills Challenge

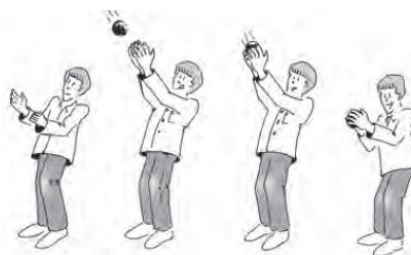
Try the challenges below and tick the “I can” statements when you achieve them:

Overarm Throw



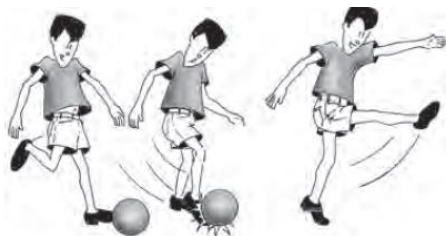
- I can throw to a target 5 steps away
- I can throw to a target 10 steps away
- I can throw to a big target 5 times in a row
- I can throw to a small target on a wall
- I can throw to a small target on a wall 5 times in a row

Catch



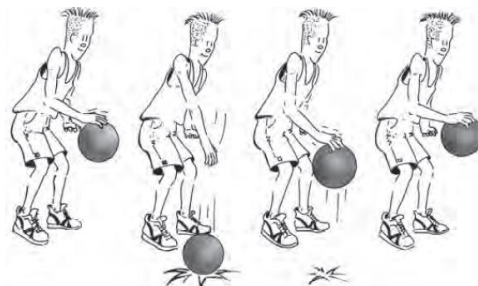
- I can throw a ball up in the air and catch it 5 times
- I can throw a ball at a wall and catch it with 2 hands
- I can throw a ball at a wall and catch it with 1 hand
- I can catch a high ball above my head
- I can jump and catch a ball in the air

Kick



- I can kick a ball into a big goal
- I can kick a ball into a small goal
- I can kick a ball into a small goal 5 times in a row
- I can kick a ball into a goal with a run up
- I can kick a ball around an obstacle into a goal (bend the ball around a defender!)

Bounce



- I can bounce a ball 10 times in a row with my fingertips
- I can bounce a ball 10 times in a row without looking at the ball
- I can bounce a ball 10 times in a row alternating hands (left-right-left...)
- I can bounce a ball at below knee height to hip height
- I can bounce a ball through my legs

Curriculum Links:

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

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

SUGGESTED LUNCHTIME ACTIVITIES

- Do a mindful drawing
- Listen to a mindful meditation app
- Read a book or magazine
- Draw a funny picture

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.



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TODAY'S STORIES

1. How Mother's Day was born
2. Tassie mayor orders residents to take silly walks

APPENDIX

Mathematics – Hundreds Charts

Hundreds Chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Hundreds Chart

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41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

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UNWORRY ACTIVITIES



It can be really helpful to think about your worries as a character, completely separate from yourself. Psychologists call this unworry technique **EXTERNALISING**.

Use the space below to design a 'what if' creature. Whenever a worry pops into your head, just imagine the creature and tell it to go away, or turn its volume down - **DIMINISH** it. **LOSE** it, get **RID** of it...



You might find your creature looks silly, or ridiculous. That's actually really useful. It's good to remember your worries are just thoughts. You can beat them, and even laugh at them.

It can also help to create an **ANTI-what-if** creature - a wise, reasonable, logical character that can help you think of those simple solutions. Design yours here.

IT COULD BE A:

WIZARD

ANGEL

WISE OWL



It might feel silly to draw a warty gremlin, or anti-worry wizard, but psychologists think it's really helpful to externalise worries. If you don't want to draw them, you could describe them in words instead, or just draw a blob.