

Years 3 and 4: Tuesday, May 5

TASK 1: LITERACY

Approx: 50 mins

Kids News – Reading Comprehension

Note to Parents/Guardians:

The Kids News website is an up-to-date news resource written in child-friendly language. It contains new articles each weekday, you can hear the story read aloud, consult a glossary for bigger words as well as a daily quiz and classroom activities. Your child will need a device to read the article and time to outline their invention.

Activity:

Go to the Kids News website to read about how the children in China are keeping their distance as they return to their classrooms.

You will find the story at this link:

<https://www.kidsnews.com.au/health/kids-in-china-get-creative-to-keep-covid19-at-bay-in-reopened-classrooms/news-story/8375624a69d9cebfc13db5f9cd26e8c>

Australia is doing well to stop the spread of the coronavirus due to the strict restrictions we've had in place. Governments are talking about letting schools re-open in the near future, although different states may reopen schools at different times.

When you go back to school, it won't be completely back to normal, as we need to ensure the virus doesn't start spreading again. So you will have to maintain a safe distance (1.5m) and keep up the strict hygiene practices such as hand washing. There will also probably be restrictions on how many people are in a room or outside together.



Invent an item that will help kids respect and adhere to these rules when you return to school.

It could be a hat like these children in China, or it could be something else to remind them of any of the rules they have to follow.

Outline your invention with a sketch of your design and present to the class over video. Give each other positive and negative feedback.

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

Prefixes

Note to Parents/Guardians:

When using everyday conversation, pick up on any prefixes and discuss how they change the meaning of the word.

Activity:

A prefix is put at the start of another word to change its meaning. Common prefixes are un, dis or mis.

Complete the Prefix activity at this link:

<https://usborne-media.azureedge.net/media/414619/play-and-learn-key-skills-spelling-8-9-prefix-puzzles.pdf>

It will look like the image below.

Now, looking at the current book you are reading, see if you can find 5 prefixes and list them:

- 1.
- 2.
- 3.
- 4.
- 5.

When you add the prefix **un-, dis- or mis-**, you give the root word an opposite meaning. Can you help Brenda answer these clues? Choose from the prefixes below.

dis un mis dis mis ~~un~~

When you have used a prefix, draw a line through it.

The opposite of **comfortable** *uncomfortable*

The opposite of **appear**

The opposite of **understand**

The opposite of **usual**

The opposite of **advantage**

The opposite of **behave**

Curriculum Links:

English – Language – Phonics and word knowledge

Year 3: Know how to use common prefixes and suffixes, and generalisations for adding a suffix to a base word.

Year 4: Understand how to use knowledge of letter patterns including double letters, spelling generalisations, morphemic word families, common prefixes and suffixes and word origins to spell more complex words.

BREAK: 30 minutes

TASK 3: MATHEMATICS

Approx: 45 mins

Reading a Timetable

Note to Parents/Guardians:

This maths activity is something you can practise in real life situations. Get out your local train or bus timetable and ask your child to plan a journey somewhere, or when you're relying on a timetable, ask your child to read it for understanding.

Activity:

Being able to understand a essential life help in many need this you're old public plan holidays.

Complete this link – timetable.

Reading a timetable

Cody and Harley are planning journeys using their local bus timetable below.

Route 65 – Free Forest to Hopping Common								
	Monday-Friday				Saturdays		Sundays	
Free Forest	0730	1120	1545	1905	1003	1749	1228	1455
Pine Avenue	0805	1155	1620	1940	1038	1824	1357	1525
Windmill Way	0825	1215		2000		1844	1423	1545
Cedarwood School	0850		1708	2025		1909	1448	1610
Hopping Common	0855	1242	1713	2030	1115	1914	1453	1615

How to read a timetable

Find the name of the place you are leaving from e.g. Pine Avenue. Read along the row to see all the times the bus will stop there in the day. Find the time you want to get on the bus, e.g. 1155.

Pine Avenue	0730	1155
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Now read down the times in that column until you get to the row of your destination, e.g. Windmill Way. This is the time the bus will arrive there: 1215.

Windmill Way	0825	1215
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A line instead of a time means the bus will pass through this place without stopping.

Cedarwood School	0850	
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What time is the last bus from Free Forest to Windmill Way on Saturdays? Write the time on the dotted line, using a colon.

Write the time the first bus arrives at Hopping Common on Sundays.

Cody and Harley want to get the bus at 12:15 from Windmill Way to Hopping Common on Wednesday.

What time will they arrive at Hopping Common? Write the time on the dotted line.

Dilly wants to meet them at half past five. She will be travelling from Free Forest. When should she get the bus to make sure she arrives in time?

Duration is the length of time something lasts, takes, or carries on for.

Write the duration of Cody and Harley's journey below.

Write the duration of Dilly's journey below.

read and timetable is an skill that will ways. You will skill when enough to catch transport and to journeys and

the activity at Reading a

<https://usborne-media.azureedge.net/media/414608/play-and-learn-key-skills-time-8-9-reading-a-timetable.pdf>

This activity requires you to read and understand a timetable by answering the questions based on the timetable.

Extension:

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

Curriculum Links:

Learning continuum of Numeracy – Using Measurement

Years 3 and 4: Operate with clocks calendars and timetables.

TASK 4: WELLBEING/HEALTH

Approx: 45 mins

The Resilience Project – Mindfulness

Note to Parents/Guardians:

The Resilience Project is an amazing resource for parents and carers and educators to use with children. They have launched a free new program called 'TRP @ Home' for students to do some activities whilst learning remotely. They have an information page for parents and carers to use the resources to try and get the full benefit from them with your child. Visit http://theresilienceproject.com.au/at-home/?mc_cid=7ef1b4b69b&mc_eid=99bad4d9ce to read more about it. Your child will need a device to watch the 'mindfulness' video at <https://theresilienceproject.com.au/at-home/mindfulness/>

Activity:

Have you heard of The Resilience Project?

You are going to learn about what this project is all about to help you improve your overall happiness.

Today you are focusing on 'mindfulness'. Mindfulness can be described as our ability to be calm and present at any given moment. We practice this through slowing down and concentrating on one thing at a time. This could be our breathing, completing a colouring sheet or noticing the noises we can hear.

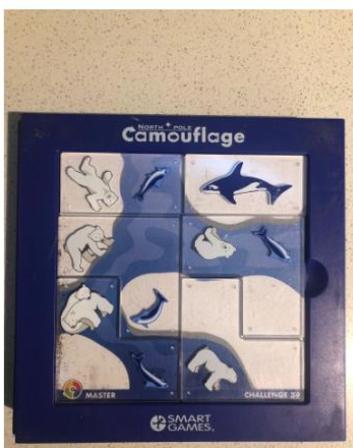
Watch the video on 'Mindfulness' and what it means at <https://theresilienceproject.com.au/at-home/mindfulness/>



Complete the activity below;

Activity 4: Complete a Puzzle and/or Make Your Own!

Choose your favourite puzzle and complete it today! If you can, choose one you've not finished before. Alternatives to this could include building your favourite Lego set or building the highest card stack you can!!



GEM CHAT

These daily questions have been developed to help families practise the GEM principles. They are a great way to facilitate positive conversations as your family shares a meal either in the morning, afternoon or evening or at a time that works best. Check out the GEM CHAT questions for this week below.

Gratitude GEM CHAT Questions

- How did you practice mindfulness today? These are things like meditation, puzzles, spot the difference, colouring.
- What mindfulness activity are you going to do tomorrow?
- What is your favourite mindfulness activity?
- How do you feel after you do a mindfulness activity?

Source: <https://theresilienceproject.com.au/at-home/>

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: 40 mins

Pop Art

Note to Parents/Guardians:

Your child may need some access to old magazines or newspapers for this art activity. They will also need to watch the tuning in YouTube video on a device.

Activity:

Watch the YouTube video on Roy Lichtenstein and his style of Pop Art at

<https://safeYouTube.net/w/wkg6>

Cut out or trace images from magazines and create a Lichtenstein style pop artwork. Use primary colours, bold black outlines and benday dots.



Curriculum Links:

The Arts – Visual Arts

Year 3 and 4: Explore ideas and artworks from different cultures and times, including artwork by Aboriginal and Torres Strait Islander artists, to use as inspiration for their own representations.

BREAK: 30 minutes

TASK 6: PHYSICAL EDUCATION

Approx: 30 mins

Sweat Inc – circuit workout

Note to Parents/Guardians:

This fitness card can be printed out to be used any time. There are also a whole lot of targeted fitness workouts that can be downloaded and printed at darebee.com. Workout card can be found in the Appendix.

Activity:

Wear some comfortable exercise clothes, find a space to setup inside or outside with access to this work out on a device or printed off. Aim to do at least 5 sets of the exercises on the Sweat Inc. workout card.

You can find them at this link:

<https://darebee.com/pdf/workouts/sweat-inc-workout.pdf>



Do each exercise as hard and fast as you can for 20 seconds and have 2 minutes rest at the end of one whole set of all the exercises. Use a timer to time yourself.

Did you raise a sweat? If you would like to view more of these types of workouts go to darebee.com.

Curriculum Links:

Health and Physical Education – Movement and Physical activity – Understanding movement

Year 3 and 4: Combine elements of effort, space, time, objects and people when performing movement sequences.

SUGGESTED LUNCHTIME ACTIVITIES

- Complete a puzzle
- Create a healthy snack
- Tell a funny joke
- Do some tricks on the trampoline

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. Sky to light up as Earth passes through dust trail of Halley's comet.
2. World's strongest man sets new world record.