



ASPIRE - LEARN - ACHIEVE

Continuity of Learning

School 2 You

Term 3, Week 5

Year 4

Name: _____ Class: _____

Dear parent,

The Continuity of Learning booklet provides your child with a range of learning activities that can be completed at your own pace. They can be spread out over the day and completed in a way that best suits you and your child. There is also a wellbeing challenge and some other great ideas to support learning through an activity matrix.

We encourage students, where possible, to continue learning online. This learning will be the same content as the paper-based learning. Students can access these learning resources through the Bentley Park College Website, student email, and online programs.

How to Access Online Learning:

1. Go to webmail.eq.edu.au
2. Log in to your child's email with the username and password
3. Read the instructions on the email from your child's teacher

Online programs and other resources include:

- Math Seeds / Mathletics
- Reading Eggs
- Soundwaves
- Education Queensland learning@home

If you require any assistance or would like to contact your child's teacher, please call 4040 8104.

Kind Regards,

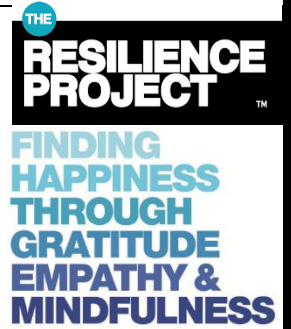
Primary Leadership Team

Well-being for BPC

'Tricky times' mean we need to be resilient.

We can be resilient this week by focusing on:

1. Our RULE = BE SAFE ✓
2. Our GEM = BE AWARE (Emotional Literacy) ✓
3. Our CHALLENGE = What can you do to help someone in your home be safe? ✓
 How do your feelings keep you safe? ✓
 How can you help others with their feelings? ✓



Day 1: English

Grammar: Read the extract and answer the questions.

Lesson Intention: Today you will use evidence from Rowan of Rin to explain Rowan's character.

Edit a paragraph by identifying grammar and punctuation errors.

(p.13) *At an early age every village child learned to run, climb, jump, swim – and fight. Rowan had trained with the others, but he had never been good at anything. He had always been small for his age. He had always been shy. And since the night of the fire he had been even quieter and more nervous than before. Val was right, he thought. He would never be the man his father was. And neither would he have the strength of his mother [...]*

Circle the verbs / verb groups above that tell you what the village children learn at an early age.

4. Write the adjectives used above that tell you about Rowan.

P.E.E.L: Use the above extract to plan a P.E.E.L paragraph.

Point – Emily Rodda portrays Rowan as _____.

Evidence from the text-

‘ _____ ,

Explanation – This shows he _____.

Link – The author has successfully _____.

Editing: Edit the paragraph below. Look for grammar and punctuation mistakes.

emily rodde portrays Rowan as a misfit. when we learn about the other children of Rin, we discover that rowan, 'had never been good at anything'.. This shows that Rowan had not fit in with the other children who were strong and brave from a young age. the author has successfully made the reader feel nervous about his ability to be a hero

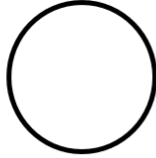
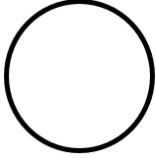
Day 1: Maths

Lesson Intention: In preparation for your fractions assessment, today you will be revising your fractional knowledge learnt in the last 4 weeks.

Q1) Represent these fractions using the circles:

$$\frac{1}{4}$$

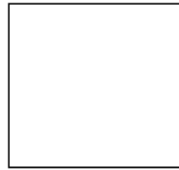
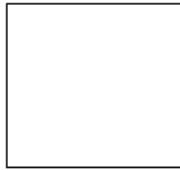
$$\frac{2}{8}$$



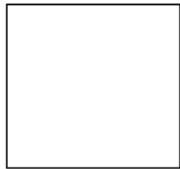
Which circle shows a larger fraction? _____

How do you know? _____

Q2) Show these mixed fractions?



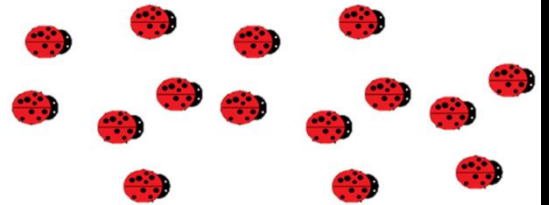
$$2\frac{1}{4}$$



$$1\frac{2}{6}$$

Q3) There were 15 lady beetles in the garden and $\frac{1}{3}$ of them flew away. How many lady beetles flew away? _____

Split the beetles into the number of equal groups needed (denominator), and then shade the number of groups shown (numerator).



Q4) Kate picked $\frac{3}{4}$ of the flowers from the garden for her mum. How many flowers did she pick all together? _____



Q5) Convert these improper fractions to mixed number.
Draw a picture to help work out the answer.

a. $\frac{8}{3}$

b. $\frac{9}{2}$

Day 2: English

Lesson Intention: Today you will read the text, 'Chicken Life Cycle' and complete the comprehension task.

Chicken Life Cycle

Chickens are the most common bird on earth. There are around 175 different varieties and about 60 different breeds of chicken. One popular breed is the Rhode Island Red. Chickens are very social animals and like to live as part of a group. Their groups are called flocks. Each flock has some chicks, hens and a rooster. Chickens have their own language of over 30 chicken sounds. Chickens have full colour vision and have dreams when they sleep, just like us! Chickens eat worms, insects, seeds, grains, fruits, vegetables and lots more. Chickens don't have teeth; they swallow their food whole into a part of their stomach called the gizzard that has tiny stones in it, which help to grind up their food.



1 What happens during the first stage of the chicken life cycle?

Egg

The hen lays an egg; they can do this without cockerels. The unfertilized eggs are what humans bake cakes and other foods with and eat cooked as boiled, fried, poached or scrambled eggs. Only if the egg is fertilized by a cockerel, can it become a chick. Chickens lay more eggs when it's warmer. Chicken eggs can be brown, white, blue, bluish green and pink. The hen incubates the eggs by sitting on them to keep them warm. The incubation period for a chicken egg is about 21 days. The yellow part inside the egg is the yolk, which gives the chick the food it needs to grow.



2 What happens during the second stage of the chicken life cycle?

Chick

Baby chickens are called chicks. The chick starts its life by hatching from an egg when it is ready. You may see cracks appear on the egg before the chick emerges. This can take a few days. It pecks a hole in the shell with a bump on its beak called an egg tooth. When the chicks first hatch, they are covered with tiny, soft, fluffy feathers called down, but they are wet at first. Down feathers keep them warm.



3 What happens during the third stage of the chicken life cycle?

Hen or Cockerel

The chick grows up and changes over time into a chicken. They grow bigger feathers called contour feathers to keep them warm, and flight feathers on their wings and tail. Female chickens are called hens and male chickens are called cockerels but are also known as roosters. Young hens are called pullets. Chickens can live between 10 and 15 years and are raised for their meat and eggs. Cockerels are bigger and more colourful than the hens. They do a little dance to impress the hens. Cockerels protect the hens and the hens protect their chicks. Cockerels have a comb on their head and two wattles under their neck. Hens are ready to lay their first eggs when they are around 6 months old. When the hen lays and incubates an egg, the chicken life cycle starts all over again! Hens can lay around 300 eggs every year.

Answer the questions below in full sentences.

1. How many different varieties and breeds of chickens are there? Name a breed of chicken.

2. How do chickens eat and grind their food?

3. What can humans make with eggs?

4. Why do only some eggs become chicks?

5. How long is the incubation period? How does the hen incubate the egg?

6. How do chicks begin life? How do they get out of the egg?

7. What is different about the chicken's feathers compared to the chick's?

8. How do cockerels look and behave?

9. What are hens ready to do at 6 months old? How does the life cycle start again?

Day 2: Maths

Lesson Intention: In preparation for your fractions assessment, today you will be revising your fractional knowledge learnt in the last 4 weeks.

Q1) Joseph ran $2\frac{2}{4}$ laps of the oval before stopping and Cooper ran $4\frac{1}{4}$ laps. How many laps did they run altogether? *Draw a picture to help work out the answer.*

Joseph's laps:

Cooper's laps:

Q2) For my birthday party we ordered 4 pizzas. Each Pizza was cut into eighths. My Dad ate $\frac{1}{2}$ of a pizza, my brother Nate ate $\frac{3}{8}$ of a pizza, my best friend Bec ate a quarter of a pizza and my next door neighbour ate $\frac{2}{8}$ of a pizza. How many eighths of pizza was left?

Draw a picture to help work out the answer.

Q3) Match the fractions to its equivalent. *Show your working out.*

Which fraction is equivalent to $\frac{1}{3}$.

$\frac{1}{8}$
$\frac{2}{6}$
$\frac{4}{8}$
$\frac{2}{2}$

Which fraction is equivalent to $\frac{2}{4}$.

$\frac{3}{9}$
$\frac{1}{6}$
$\frac{2}{3}$
$\frac{1}{2}$

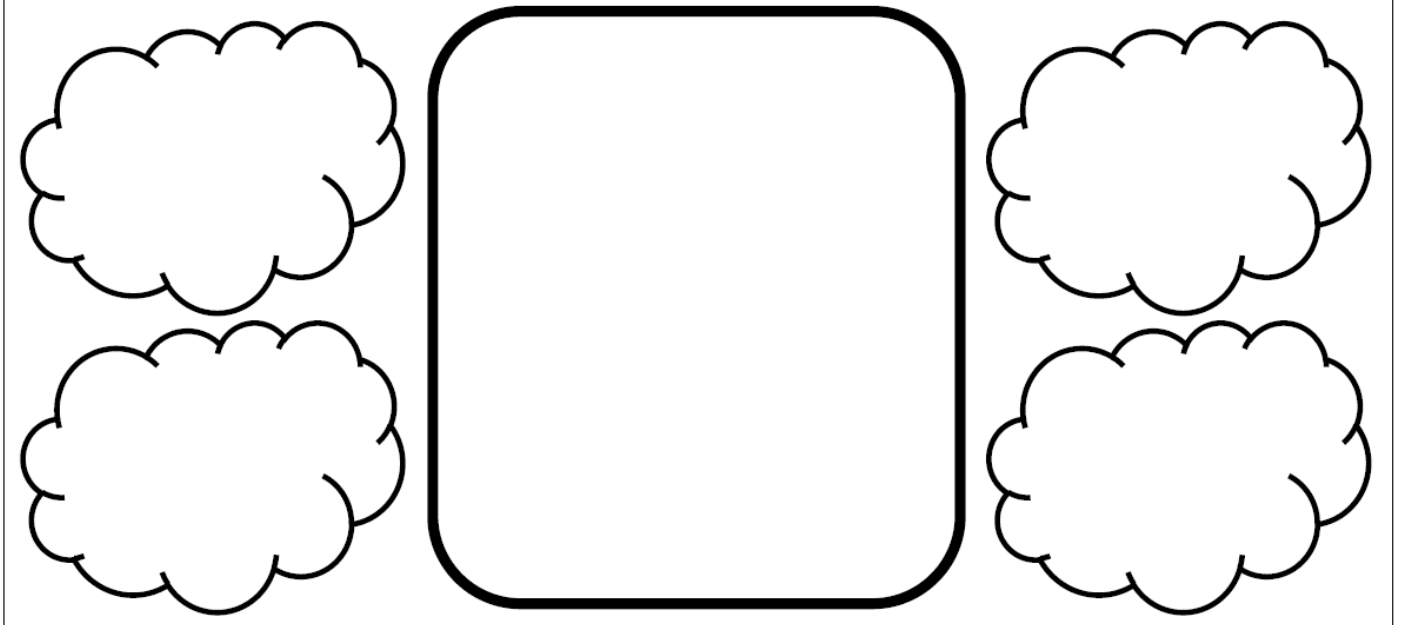
Day 3: English

Lesson Intention: Today you will read the text, draw a picture of Sheba and write noun groups to describe Sheba. You will match the vocab words to their correct definition and use the vocab to fill in the blanks to complete the sentences.

Read the following extract from Chapter 2 (p.16).

She hunched her shoulders and stared at Rowan. In the firelight her eyes looked red. Her forehead was bound with a purple rag, and her hair hung like thin grey tails around her face. She smelt of ash and dust, old cloth and bitter herbs.

Use this quote from Chapter 2 to help you draw Sheba in the box below. Then, write four noun groups in the bubbles that describe Sheba.



Vocabulary: Match interesting vocabulary to their meaning (use www.wordhippo.com if you need help).

Word	Definition
timid	to handle something clumsily
hesitate	lacking in courage
fumble	a large cave
burden	stop or pause
cavern	a heavy load

Fill in the blanks with the words above:

1. Rowan was portrayed as a _____ character who would always _____ when he was scared.
2. The other characters thought Rowan was a _____ but he proved them wrong when he reached the _____.
3. Rowan was so scared that he would _____ while holding the map.

Day 3: Maths

Lesson Intention: Today you will investigate and identify the place value of numbers up to hundreds place.

Q1) Skip count in 4s: _____, _____, _____, _____, _____, _____, _____, _____, _____, _____, _____, _____, _____,

Q2) Circle the number in the tens place:

32.10

Q3) Circle the number in the hundredths place:

65.70

Q4) Circle the number in the ones place:

317.94

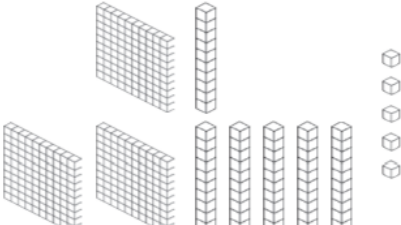
Q5) Circle the number in the hundreds place:

3201.3

Q6) Circle the number in the tenths place:

201.41

Thousands	Hundreds	Tens	Ones	Decimal Point	Tenths	Hundredths	Thousandths
				●			

Number	Words	Expanded Form	Picture
_____	____ hundreds ____ tens ____ ones	500 + 40 + 1 = _____	
_____	2 hundreds 6 tens 1 ones	_____ + _____ + _____ = _____	
824	____ hundreds ____ tens ____ ones	_____ + _____ + _____ = _____	
_____	____ hundreds ____ tens ____ ones	_____ + _____ + _____ = _____	

Day 4: English

Lesson Intention: Today you will read the text 'How Weeds Get Everywhere!' and answer the comprehension task

All about...

How Weeds Get Everywhere!

Ever wondered how weeds seem to get everywhere in our gardens? One minute your lawn can be lovely and green and the next it's covered - and I mean covered - in dandelions! Well, it's all to do with the clever way that plants reproduce, and spread their seeds far and wide to keep their species alive.

Making the Seeds

So, how do the plants make so many seeds?

Many plants have female parts (including the ovule and stigma) and male parts (including the stamen). Bees and other insects are attracted to the flowers because of their lovely aromas and colours. While they're at the flower, they help move pollen from the male parts to the female parts in order to fertilise the plant. This process is called pollination. Sometimes the wind can also help with this.

Once the plant is fertilised, the seeds can grow. When this happens in a dandelion, the yellow flower turns into what we call a dandelion 'clock'. If you look closely at a dandelion clock, or 'seed head', it is full of dark coloured seeds with light, feathery, white tops that look like umbrellas.



Fact File

- A weed is only a plant that someone does not want in their garden. They can be very pretty!
- Nettles can be used for making tea and medicines, so they are actually very useful.
- The world's largest weed is giant hogweed. It can grow up to 3.65m in height and have leaves that measure 91cm long.
- Some people think that if you hold a buttercup under your chin and the yellow reflects on your skin, it means that you like butter.

Spreading the Seeds

So, how do the seeds get everywhere?

This is the clever bit...

As we said before, dandelions make lots and lots of seeds. They all have feathery, white tops that look like umbrellas. This makes the seeds perfect for floating and flying through the air. So, all they need is the wind, which carries them off landing near and far - some up to 500m away from the parent plant. Before you know it, there are hundreds of seeds all over your lawn, which are all ready to germinate and make yet more dandelions. Other flowers and plants also have other clever ways of spreading their seeds, including putting them inside tasty fruit so that animals eat them. Eventually, the seeds come out of the other end in their poo and start to germinate!

1. Name one of the female parts of the flower.

2. Name something mentioned in this text, other than bees and other insects, that can move pollen around in the flower to help with pollination.

3. What is another name for a dandelion 'clock'?

4. What is a good thing that nettles can be used for?

5. What makes dandelion seeds good at floating in the air?

6. Name another way mentioned in this text, apart from the wind, that seeds can be dispersed.

7. What is the furthest distance a seed can float away from the parent dandelion?

8. What does 'germinate' mean in the final paragraph?

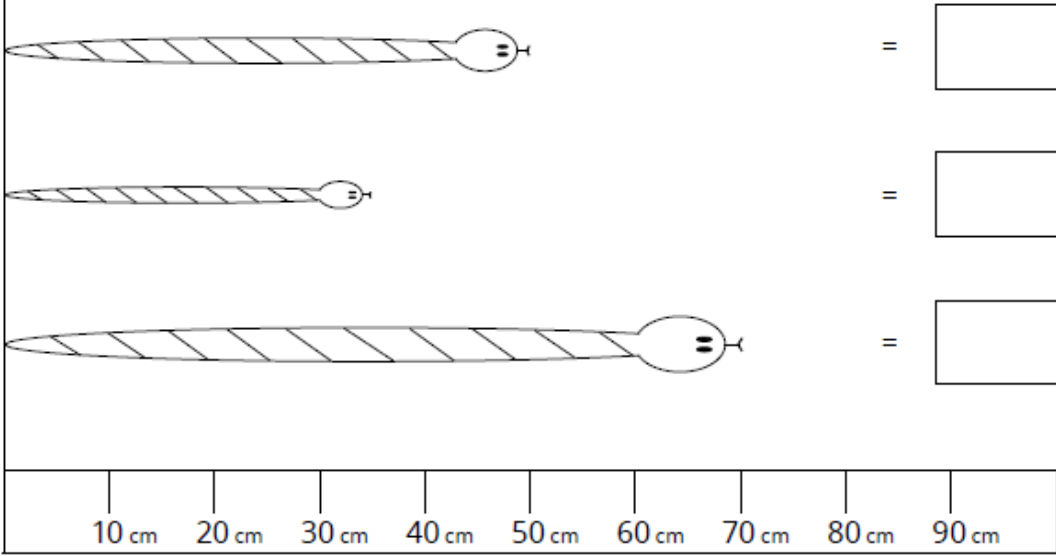
9. In paragraph two the author has written the contracted word they're. Write the full words without the apostrophe.

10. In the first paragraph, what does the word 'reproduce' mean?

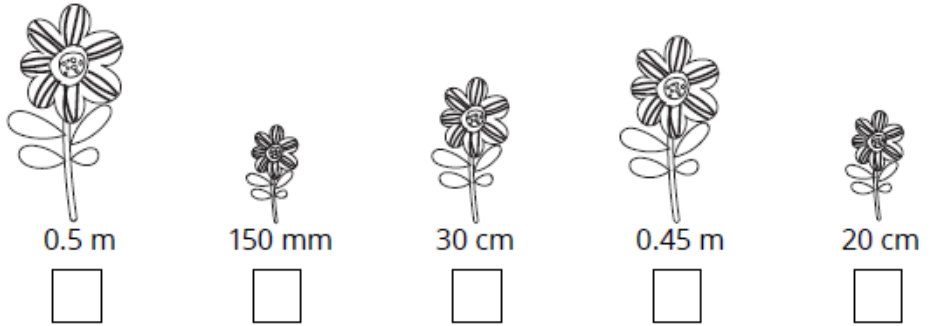
Day 4: Maths

Lesson Intention: Today you will use scaled instruments to measure mass, capacity and length of different objects.

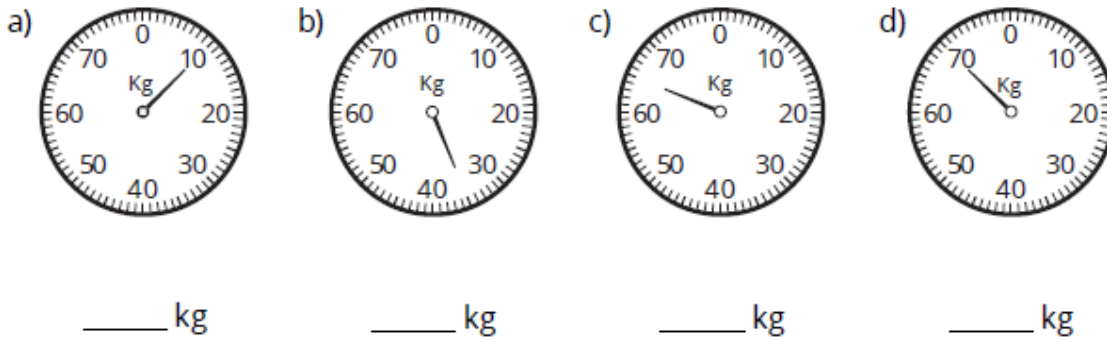
Q1) Use the ruler to measure in centimetres the length of the following snakes:



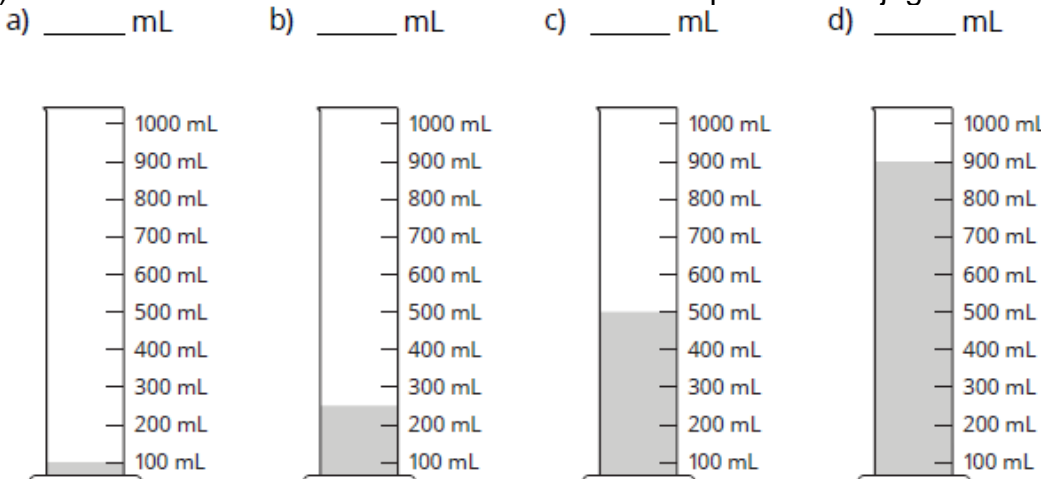
Q2) Number these flowers 1 to 5 according to height, from shortest to tallest.



Q3) Record the masses shown below in kilograms:



Q4) Record to the nearest millimetre the amount of liquid in each jug.



Day 5: English

Lesson Intention: Today you will respond to a question related to Rowan of Rin and justify your response by using evidence from the book. You will read the text and answer the language feature questions.

Discussion Board: Write your response to the following question. Remember to justify your thoughts/opinions.

Which G.E.M. do you think Rowan displays the most? Gratitude? Empathy? Mindfulness? Emotional Literacy? Why do you think that?

Grammar: Read the extract and answer the questions below.

(pg121 – 122) He faced ahead and squinted into the cloud, trying to see. Jonn was struggling beside him, his breathing coming hard and fast. Now he was leaning more heavily on Rowan's shoulder, but still he moved without complaint. Rowan was filled with pity for his suffering and wonder at his courage.

1. Write an adverbial phrase that describes how Strong Jonn was breathing.

2. What does this tell us?

3. What made Rowan fill with wonder?



4. Why do you think his own courage amazed him?

5. How does this paragraph make you feel about Rowan? Why?

Day 5: Maths


Lesson Intention: Today you will using addition and subtraction to find the unknown value of the symbols and to balance the equations to make them equal.

Q1)


 = 2 and  = 5

Solve each equation.

 +  =  + 

 represents _____

 -  = 

 represents _____

a  = 15


 +  = 40

 +  = 65


 = _____

 = _____


 +  = 14


 =


 -  = 

 =


 - 23 = 



 =


 +  +  = 21

 =

 +  = 

 =

 + 2 = 

 =

Q2) Balance these equations by making them equal the same on both sides.

$3 + 2 = 4 + \underline{\quad}$	$5 + 4 = 8 + \underline{\quad}$
$9 + 2 = 7 + \underline{\quad}$	$1 + 2 = \underline{\quad} + 3$
$28 - 8 = 18 + \underline{\quad}$	$12 + \underline{\quad} = 22 - 5$
$6 + \underline{\quad} = 19 + 20$	$11 + \underline{\quad} = 17 + 4$
$10 - 2 = 5 + \underline{\quad}$	$20 + 1000 = 1003 + \underline{\quad}$
Challenge questions	
$124 + 12 = 78 + \underline{\quad}$	$82 + \underline{\quad} = 40 + 55$
$32 + 69 = \underline{\quad} - 46$	$44 - 18 = 70 - \underline{\quad}$

HASS:

Lesson Intention: You will use the information in the text and the Venn diagram to compare the extreme environments of tundras and deserts. You may also use the internet for more information.



WHAT IS A TUNDRA?

A tundra is a vast, frozen plain in the coldest regions of the world. Tundras are commonly located north of the Arctic Circle, or above the timberline on high mountains. Tundras can be found across Russia, Canada, Antarctica, Scandinavia and the United States of America.

WHAT IS THE CLIMATE LIKE IN A TUNDRA?

A tundra is usually very cold. Depending on the time of year, tundras can be covered with varying amounts of snow. The annual rainfall, fog and melted snow in a tundra is between approximately 150 and 250 millilitres per year. The temperature in a tundra can change dramatically between summer and winter. During summer, the average temperature is 12°C. In winter, the temperature can dip below -30°C!

WHAT FLORA AND FAUNA SURVIVE IN A TUNDRA?

In a tundra environment, the ground is consistently alternating between freezing and thawing. This cycle affects the types of plants that can grow and survive there. The range of vegetation includes mosses, lichens, heath, herbs and small shrubs.

Although the climate is very cold, a tundra can provide a habitat for many animals. These animals have special adaptations that allow them to survive the extreme temperatures and conditions. Some animals that live in a tundra include Arctic foxes, lemmings, snowy owls, caribous, bears and harlequin ducks.

WHAT IS A DESERT?

Deserts are large, extremely dry areas of land with sparse vegetation. Deserts are commonly located near the Tropic of Cancer or the Tropic of Capricorn. Some countries around the world with expansive desert environments include Australia, Libya, Mexico and China.

WHAT IS THE CLIMATE LIKE IN A DESERT?

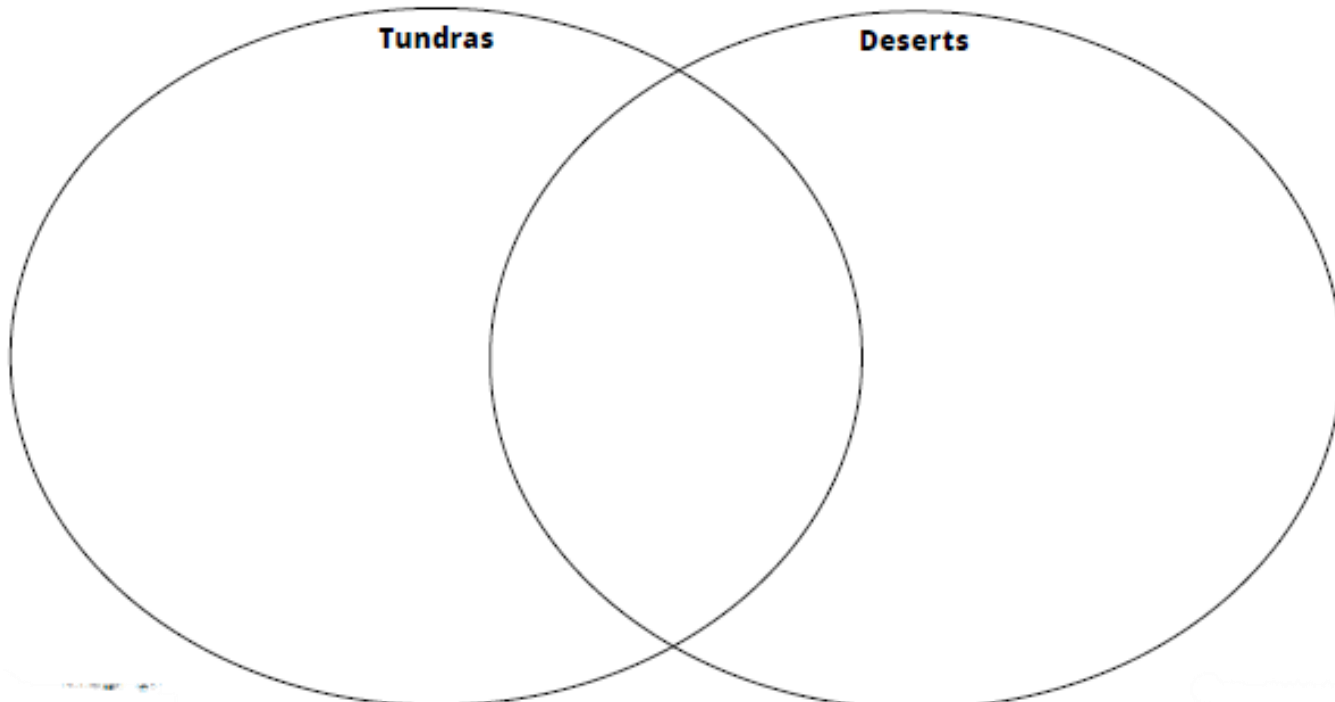
The climate of a desert is usually dry, hot and sunny all year round. The annual rainfall in a desert is less than 250 millilitres per year. The temperature can change dramatically between day and night. During the day, the average temperature is 40°C. The night temperature can reach as low as 0°C.

WHAT FLORA AND FAUNA SURVIVE IN A DESERT?

Due to the hot, dry climate conditions, deserts have very little to no vegetation. The soils in a desert are usually coarse-textured, shallow, rocky or sandy with no subsurface water. This makes it very hard for vegetation to grow and survive. Some of the plant life that has adapted to survive in a desert includes cacti, succulents, bushes and cholla.

Deserts provide a habitat for many insects, reptiles, birds and mammals. The range of animals will change, depending on the region in which the desert is located. Some animals found in a desert may include spiders, snakes, vultures, mice and camels.

Extreme Environments: Lands of Ice and Sand



Science:

Lesson Intention: You will identify producers, consumers and decomposers and place them in the correct column.

Producers, consumers & decomposers









► They help to **keep the balance** in a habitat.

<p>Producers Are living things that use non-living materials from the environment, such as water, air, sunlight and nutrients for growth, nutrition and energy. Plants are producers.</p> 	<p>Consumers Cannot make their own food so must consume plants and/or animals. Typically consumers are animals.</p> 	<p>Decomposers Compose decaying matter such as dead plants and animals. In doing so they break them down and decompose them, returning nutrients back into the soil. Bacteria and fungi are examples of decomposers.</p> 
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Mangrove habitat

<p>Mangrove</p>  <p><small>Image courtesy of Joe Samboni. Used with permission.</small></p>	<p>Ibis</p>  <p><small>Image courtesy of Joe Samboni. Used with permission.</small></p>
<p>Algae</p>  <p><small>Courtesy of Blue Marble. Used with permission.</small></p>	<p>Crab</p>  <p><small>Image courtesy of Joe Samboni. Used with permission.</small></p>
<p>Mangrove jack</p>  <p><small>Tara Taylor. Mangrove Jack http://commons.wikimedia.org/wiki/File:MangroveJack.jpg CC BY 2.0 http://www.fishbase.org/species/mbj</small></p>	<p>Mussels</p>  <p><small>http://en.wikipedia.org/wiki/File:CommonMussels.JPG</small></p>
<p>Mangrove robin</p>  <p><small>Herman, J. P. http://www.fishbase.org/species/mbj http://commons.wikimedia.org/wiki/File:Phalaenoptilus_mangrove.jpg CC BY 3.0 http://www.fishbase.org/species/mbj</small></p>	<p>Prawn</p> 

Farmland habitat










<p>Cattle farm</p>  <p><small>Courtesy of Blue Marble. Used with permission.</small></p>	<p>Mouse</p>  <p><small>http://commons.wikimedia.org/wiki/File:Mouse_white_background.jpg</small></p>
<p>Corn field</p>  <p><small>http://www.in.gov/files/documents/0409170507/</small></p>	<p>Fox</p>  <p><small>http://commons.wikimedia.org/wiki/File:Red_fox.jpg</small></p>
<p>Cow</p>  <p><small>Courtesy of Blue Marble. Used with permission.</small></p>	<p>Wedge-tailed eagle</p>  <p><small>http://commons.wikimedia.org/wiki/File:EagleWedge.jpg</small></p>
<p>Rabbit</p>  <p><small>http://commons.wikimedia.org/wiki/File:Rabbit_in_hay.jpg</small></p>	<p>Grass</p>  <p><small>Courtesy of Kaitlyn Egert. Used with permission.</small></p>

Habitat:		
Producer	Consumer	Decomposer
		Bacteria Fungi

Habitat:		
Producer	Consumer	Decomposer
		Bacteria Fungi


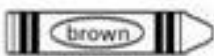




Matrix Madness

Choose an activity and colour in the star once completed.

 <p>Handball/Volleyball – can you challenge someone to a game of handball in your house? If you don't have a ball, what could you use? A balloon?</p> <p><i>(Target = 30mins)</i></p>	 <p>Make an item to play with out of reusable items.</p>	 <p>Research on the internet/books/magazines a holiday destination that your family would love to explore.</p>
 <p>Create a dance to a song you love. Teach it to someone in your house.</p>	 <p>Think of the name of a person with every letter of the alphabet.</p>	 <p>Write a letter to someone you care about and tell them why you care for them.</p>
 <p>Organise - your own mini Olympics with your family: 'Marathon' – who can sit quietly the longest? 'Javelin' – who can throw a straw or a twig the furthest? 'Wrestling' – who can (safely) knock another person over when only allowed to stand on 1 leg? What are your ideas/events?</p>	 <p>Design – a Cross Country course in your yard or home for ants! Make a map. Is it safe? How long would it take them? Try it out.</p> <p><i>(Target = 30mins)</i></p>	 <p>Do a random act of kindness for someone else in your house.</p>

Additional fun maths activity:

PLACE Value

- | | | | |
|--|---------------------|---|---------------------|
|  blue | 2 in hundreds place |  brown | 1 in hundreds place |
|  green | 3 in tens place |  silver | 2 in tens place |
|  yellow | 4 in ones place |  red | 0 in ones place |

200+70+2

421

300+20+6

243

700+50

700+60+4

640

291

800+20+1

700+20+3

200+80+5

960

421

two hundred sixteen

five hundred twenty-six

629

804

627

326

644

954

six hundred forty

218

200+60+3

500+80

two hundred fifteen

200+6

570

800+10

two hundred forty-one

400+30+7

335

292

267

536

400+30+2

six hundred thirty-one

200+60+5

540

900+30+5

one hundred twelve

one hundred seventy-six

156

149