GRADE 4: Friday 5th June

Notes for today: It's the last day of remote learning. YAAAYYY!! We are so looking forward to seeing you on Tuesday. Please complete the LAST CHECK-IN using this link: https://forms.gle/jsSCRYgAwjfiwPFQA

READING

Learning intention

We are learning about sharks and their place in the food chain.

Success Criteria

I can research and illustrate a marine food chain which includes sharks.

Task

EXPLANATION:
Yesterday we watched the BTN episode 'Shark Safety'. Today we are going to explore more about sharks and their place in the food chain. If you wish to re-watch the episode from yesterday, here is the link: https://www.abc.net.au/btn/classroom/shark-safety/10526166

What is a food chain?
A food chain shows how each living thing gets energy through its food. Plants get energy from the sun. Some animals eat plants (herbivores), some eat both plants and animals (omnivores) and some animals eat other animals (carnivores). In a food chain, each link in the chain (or food source) becomes food for the next link in the chain. Top level predators sit at the top of the food chain. The interconnecting food chains in a particular ecosystem are known as a food web. Food webs are complex systems. Removing or increasing a species in a food web has a flow on effect and can put things out of balance.

ACTIVITY:
Today you are going to explore the difference between predators and prey. You will need to find out what sharks eat and where they fit in the marine food chain. **Research and illustrate a marine food chain. Include 4-6**

WRITING

Learning intention

We are learning to reflect on what has been happening during the COVD-19 restrictions.

Success Criteria

I can create a time capsule about the events, my feelings and how I have changed.

Task

EXPLANATION:
Today is the last day of remote learning!

To mark this day, we will be completing a '***Time Capsule'*** activity page (or make your own on paper or using your netbook).

See the template here >>
https://drive.google.com/file/d/10w9iA-BWiMmI0-b6lE-WNQ-1uDOyG8ak/view?usp=sharing

You may simply keep it in a safe place, such as an envelope for you and your family to reflect upon at a later date.
Or…
You may want to include your reflection in a time capsule shoe box!

MATHS

Learning intention

We are learning about probability.

Success Criteria

I can make predictions about the outcomes of the game Ninny Ninny.

Task

EXPLANATION:
Probability is how **likely** something is to happen.

ACTIVITY:
You will need:
- blocks or Lego or pegs
- A bag or container

Collect **3 red** objects.
Place these in your bag or container.
Collect **3 blue** objects.
Place these in the bag or container.
Collect **3 yellow** objects.
Place these in a bag or container.
If you don't have these colours use any other colours, just make sure you have 3 different colours.

Use the sheet below (scroll down for a bigger version) or draw this grid up in your book. Predict what colour you think will be picked out of the bag and write this next to number 1. Now shake all of your objects in the bag and pick out 1 counter. Write down what the actual colour is.


Ninny Ninny

	Predictions	actual colour
1	RED	BLUE
2		
3		
4		
5		
6		
7		
8		
9		

Total number of correct predictions _____

INQUIRY/OTHER

Learning intention

We are learning to plan for an ecosystem diorama.

Success Criteria

I can plan what to include in my ecosystem diorama.

Task

ACTIVITY:
Use the template or use a piece of paper to **draw and plan your diorama** scene >>
https://drive.google.com/file/d/1IAOYqi_EjTSOM_zEeB6RKZp7Q4CosEjG/view?usp=sharing
Follow the instructions on the template to guide your diorama plan.

See the rubric to show you what teachers are looking for when you present your finished diorama >>
https://drive.google.com/file/d/11ELTPfT3t5Abv-NGRbZAGQIzN049IOwS/view?usp=sharing

SAVE TO **FILES**

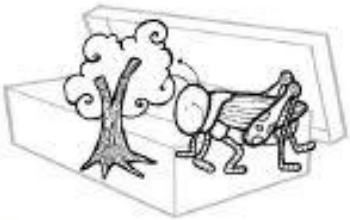
links in the food chain with sharks at the top. Do this in PowerPoint and UPLOAD TO **FILES** Then create a poster to persuade people to help protect sharks and their environment. You will need to think about/research the following questions and include this information on your poster: • Why are sharks an important part of the marine ecosystem? • Why are sharks important predators? • Predict what might happen if sharks are removed from the food chain? • What threats exist to shark populations? • Why do we need to look after sharks? **You can create your poster on PowerPoint/Word or on paper. Upload it or take a photo of it and UPLOAD IT TO FILES**		Make a prediction again and write it at the number 2. Pick out a new object and write down the actual colour. Continue until all objects have been taken out. Work out how many you got correct. Play again. What was the result this time? Did you do better or worse? Why was this? SAVE TO **FILES.**	
Too hard?	***Too hard?***	***Too hard?***	***Too hard?***
Just do **one** of the activities – the Marine Food chain **OR** the protecting sharks poster.	N/A	N/A	N/A
Too easy?	***Too easy?***	***Too easy?***	***Too easy?***
N/A	Make the time capsule shoe box and include pictures or items that represent the time that you have spent at home.	N/A	N/A
Don't have _____?	***Don't have a printer?***	***Don't have _____?***	***Don't have _____?***
N/A	Use the subheadings on the template to create your own reflection page for the time capsule.	N/A	N/A

INQUIRY: ‘Box Plan’

NAME _____

ECOSYSTEM

DIORAMA



In the box below plan the inside of your diorama.

You must plan a scene that reflects all of the features within the ecosystem that you have researched.

Think about:

- ☑ The features of the land.
- ☑ Living and non-living things that are there. (Producers, Consumers, Decomposers)
- ☑ Are you including a threat to the ecosystem? E.g. a natural Disaster, logging, overfishing.

Ninny Ninny

	Prediction	Actual Colour
1		
2		
3		
4		
5		
6		
7		
8		
9		

Total number of correct predictions _____