

Learning Snapshots @ KPS

Year 4 Learning Snapshot

Reading


In reading, year 4s have been working on the comprehension strategy prediction. They focussed on making predictions about non-fiction texts by skimming and scanning. They used fast reading skills to skim read the headings, subheadings and captions. They used fast looking skills to scan images, tables, maps and bold or italicised words. They then made predictions based on this and their prior knowledge. After they read the text and reflected on the accuracy of their predictions.

This week we have continued to look at predicting non-fiction texts using two different strategies; compare and contrast and cause and effect. Students read about one animal, E.g maggots and used this information to predict about another similar animal, grubs. While examining cause and effect for prediction students considered non-fiction information about the joys of skateboarding or jet boat riding and had to predict what the effect might be. What might be some problems or consequences of these activities.

Grubs

Grubs are another kind of insect larvae. They are the larvae of beetles. Some moth larvae are also called grubs. A grub looks like a large maggot, but it has a head and legs.


You can find grubs in rotting logs or under soil. Adult beetles dig into soil or rotten wood to lay eggs. After the grubs hatch, they munch on dead wood or plant roots. Grubs may spend months or even years as larvae. Once they reach full size, the grubs become pupae. After metamorphosis, the adult beetles crawl to the surface to find mates.




This June bug grub is eating a dead log.

Like maggots, some grubs are helpful decomposers. But other grubs can cause harm. They eat the roots of crops such as lettuce and apples.

Still other grubs are the cropst. Some people eat grubs. Sago grubs are raised as food in parts of Asia. In Australia, some people eat witchetty grubs—large moth larvae.



sago grubs




witchetty grub

When a larva hatches, it weighs 0.05 grams. It grows into a pupa and becomes 1000 times its original weight. How much does the pupa weigh?

Do an Ollie!

Skaters can make a skateboard fly! One trick is called an ollie.

First, a skater pushes the back of the board down. Then he jumps up. The energy from pushing the board makes the skater and the board leave the ground. Then the skater pushes the front of the board down with his foot.




It takes a lot of practice to learn to do an ollie.

NO SKATEBOARDING ALLOWED

Watch out! Some skateboarders practice tricks where people walk, children play, or cars drive. Skateboarding in these places can be dangerous. Skaters might run into people. They could be hit by cars.

Skateparks are a better place to practice. Riders wear helmets and pads. These parks are made for fun!



Riders do tricks in skateparks. The parks may be shaped like a bowl, half-pipe, or obstacle course.

With Moment!

It takes Arnold 27 minutes to walk to school. It only takes him 13 minutes on his skateboard. How much time does he save by riding his skateboard?

Salamanders and other ~~amphibians~~
I predict that it will mention
frogs, toads and salamanders
because they are amphibians.
I also think it will be about
how amphibians can live in
water and on land because
it talked about how they eat
frogs live on land and water.
My first prediction was the
same as the rest because
it talked about axolots, toads
and salamanders. My second
prediction was also correct
because it mentioned where
they live but I was incorrect
about how they always
come back to water.

Predictions
I predict that grubs will have a life
cycle because in the maggots text
it has a life cycle and I also think
that they will have a ^{short} life cycle
because it's a ~~text~~ ^{about} a short
life cycle and why the grub turns
into something because in the maggot
text the maggot turns into a fly. ✓
I thought that they would be a larva
for a long time but that wasn't and
I thought that they would have a
short life cycle but they didn't show
in fact they had a longer
a life cycle and I was wrong. ^{life cycle}

PREDICTION—GRUB
I think that Grubs will eat
dead things because in the text
it said maggots eat dead things.
do help ~~them~~ to not get noticed. ✓
I also think that grubs may
have a short life cycle because
in the text it said maggots ✓
can go through there life cycle
in days.
I thought that
Grubs can take ^{about} months or years
or longer to become an adult
and for maggots it takes
days. ✓
I thought that
they can eat dead/rotting things
but some eat ~~living~~ ^{like} plants.

Writing

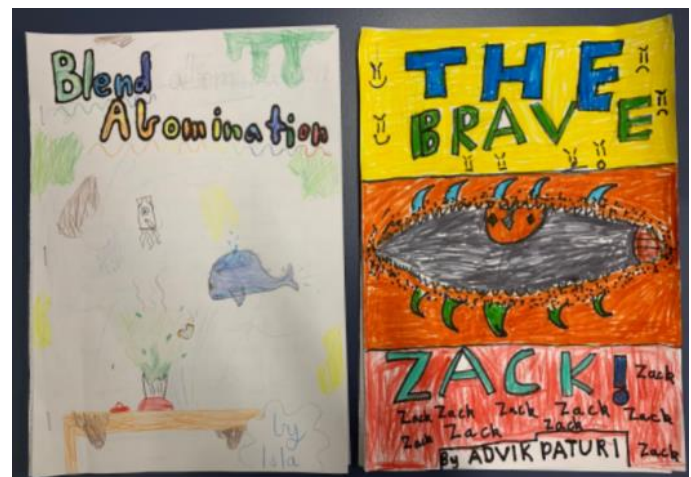
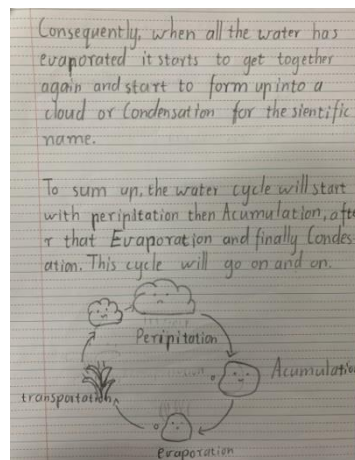
In Writing, students revised and edited their water cycle explanation texts using a checklist to ensure they included the structure and language features needed. Once they finished this, students then published their pieces.

Students then brought in their story salad writing pieces from home learning. They also finished revising and editing these pieces. Students focused on including paragraphs to show the structure of a narrative and using connective to sequence their text. They then published these pieces to add to the classroom library for others to read.

How the water cycle works
The water cycle is a cycle on what happens with water on Earth. You might have seen it when it's raining and that's the start of the cycle.

To begin, with the liquids will start off as a gas so when the cloud can't hold on any more water peripitation happens.

At this stage, when the rain has stopped, the water will start Accumulating into puddles at parks or at school. When the puddles form together and evaporation and transpiration will start, you can not see evaporation and transpiration because it turns into a gas.



Numeracy

In Numeracy, students explored the area of regular and irregular shapes. They learnt to measure the area of regular and irregular shapes in cm², as well as compare the area of regular and irregular shapes. Students discussed and described the properties of 2D and 3D shapes. They also created nets of 3D objects.

Students used scaled instruments, such as thermometers to read and record temperature. They represented the minimum and maximum temperatures over the course of multiple days.

Temperature

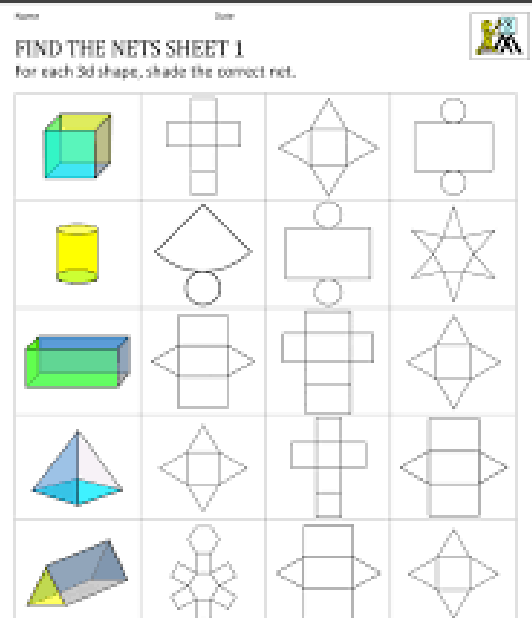


Temperature is often measured in Celsius (°C) or Fahrenheit (°F).

The freezing point of water is 0°C or 32°F.

The boiling point of water is 100°C or 212°F.

Is there a temperature at which the Celsius and Fahrenheit readings are the same?



Big Question

Students presented their States of Matter Science Experiment. This consisted of a procedural text that included the aim, hypothesis, materials needed, method and diagrams. Students explained how their experiment explored a state of matter (solid, liquid or gas). Students reflected on their experiment and answered questions from their peers.



Students also shared their first thinking about “What is worth saving?” They answered the following questions; What makes something a living thing? What makes something non-living? How do living things survive? How do non living things survive? How do living things adapt to change? How do non living things adapt to change? Next term’s Big Question topic will be an engaging unit that will challenge students as they think critically about the world around them.