

Muswellbrook South Public School

Year 4



At Home Learning Plan:

Term 2 Week 3 and 4

Year 4

You will not need access to a digital device to complete the following activities. You will need help from a parent/carer and possibly resources from your teacher. All activities are to be completed in the exercise book provided.

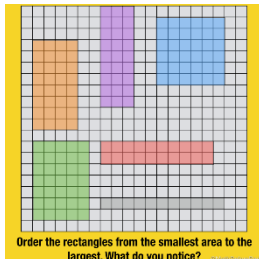
Some families are finding that there is too much work for students to get through, while others are looking for additional learning activities for their children. Both of these situations are addressed below.

If there is too much work for your needs, just complete whatever activities you can. The activities on the timetable are a guide to help assist with learning from home. The English and Maths activities are the most important. However, it is OK if they don't all get completed everyday. The added optional technology activities were included to give the students some added variety in their learning. If you don't have access to the internet to do this, that is OK they are optional only.


If you would like some additional materials for home learning, please see the Department of Education's website dedicated to supporting parents and carers with learning from home. <https://education.nsw.gov.au/teaching-and-learning/curriculum/learning-from-home/advice-to-parents-and-carers>

Parents, this is a guide only. Remember to break the day up with breaks to allow your child to get outside and get active. Children need at least 60 minutes of physical activity daily. Get them to use their imaginations to play and build and get crafty. Get your student to complete as much of the work as they can and remember to “try your best but do not stress”.



Term 2 Week 3 Monday 11 May 2020

Time	Activities	Optional												
Morning	<p>Daily Wellbeing Activity Gratitude Photos- Find 10 things that make you happy and take a photo of them</p> <p>English <u>Writing-</u> Practise your Kung Fu Punctuation moves and then edit the Editing Task Cards at the end of the learning pack. You might also like to edit a previous piece of writing to include more punctuation.</p> <p>Brain break: Go Noodle on YouTube Fruit break</p>	<p>Daily Kindness Challenge Share a joke with the class or a family member</p>												
Morning	<p><u>Reading-</u> Choose a book from home and answer the following questions:</p> <ol style="list-style-type: none">1. What is the title and author of your text?2. How is this text similar to your life? How is it different?3. How is this text similar to another text you have read?4. How is this text the same or different to the real world? <p><u>Spelling-</u> Rule: /augh/ and /au/ making the /or/ sound</p> <table><tr><td>sauce</td><td>caught</td><td>fraud</td><td>naughty</td><td>launch</td><td>taught</td></tr><tr><td>caution</td><td>audio</td><td>pause</td><td>applaud</td><td>daughter</td><td>August</td></tr></table> <ul style="list-style-type: none">• LSCWC of weekly spelling words.• 5 Sentences	sauce	caught	fraud	naughty	launch	taught	caution	audio	pause	applaud	daughter	August	<p>Optional Technology Activity: Epic Books 4Blue Class Code: wdq3324 4Red Class Code: tsv4558</p>
sauce	caught	fraud	naughty	launch	taught									
caution	audio	pause	applaud	daughter	August									
Lunch Break														
Middle	<p>Math <u>Number:</u> Order the rectangles from the smallest area to the largest area.</p> <p><u>Data:</u> What is data? Write down your own definition. Compare it to online definitions of what data is. How is data shown or displayed? What sort of graphs do you already know? Make a list.</p> 	<p>Optional Technology Activity: Khan academy- Data Lesson https://www.khanacademy.org/math/pre-algebra/pre-algebra-math-reasoning#pre-algebra-representing-data</p>												
Break														
Afternoon	<p>Science and Technology Focus question: What is weathering of the Earth's surface? What is Weathering of the Earth's surface? Weathering is the breaking down of rocks, soil, and minerals. Weathering is the process where rock is dissolved, worn away or broken down into smaller and smaller pieces.</p> <ul style="list-style-type: none">• Physical weathering, e.g. water collecting in cracks in rocks and breaking them when it expands on freezing.• Chemical weathering, e.g. reaction (dissolution) of rock such as limestone in slightly acidic rainwater.• Biological weathering, e.g. the roots of plants creating cracks in rocks. <p>Daily Activity: Draw a picture, labelling the different parts of Biological weathering – the root of a plant creating cracks in a rock.</p>	<p>Optional Technology Activity Science Kids- Weather Section https://www.sciencekids.co.nz/weather.html</p>												

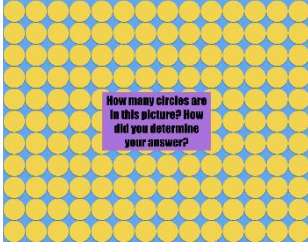
Term 2 Week 3 Tuesday 12 May 2020

Time	Activities	Optional
Morning	<p>Daily Wellbeing Activity Play a board game or other game with a family member.</p> <p>English <u>Writing-</u> Create an imaginative piece of text in the form of a narrative, on a topic of your choosing. You need to think about the characters who will be involved, the storyline, and where it will take place. It is best to make a plan so that you can stay on track. Remember that a narrative needs to include an orientation or introduction, a series of events that include a complication, a resolution, and a conclusion.</p> <p>Brain break: 5x star jumps; 10x squats; Run on the spot for 20 seconds. Repeat twice Fruit break</p>	<p>Daily Kindness Challenge Leave happy messages around the house for family members.</p>
Morning	<p><u>Reading-</u> Read <i>The Midnight Thunderstorm</i> at the end of the learning pack. Answer these questions about the text:</p> <ol style="list-style-type: none"> 1. Before you read have a look at the picture and the title of the story. What do you think the story will be about? 2. What do you already know about thunderstorms? 3. Does this remind you of a text you have read? How? 4. Is this story like real life? Why? <p><u>Spelling-</u></p> <ul style="list-style-type: none"> • LSCWC of weekly spelling words • Highlight spelling rule in your spelling words • Rainbow words 	<p>Optional Technology Activity: Typing Club</p>
Lunch Break		
Middle	<p>Math <u>Number:</u> Which colour covers more area? How different is the area of each colour?</p> <p><u>Data:</u> Using your understanding of what data is and how it is presented from the previous lesson. You need to transfer a collection of information into a graph. Remember a graph is created as it is an easy way of looking at a collection of information. Use the car colour data collection information to create your graphs. Further information is on the sheet at the end of the learning plan.</p> 	<p>Optional Technology Activity: Mathletics</p>
Break		
Afternoon	<p>History Focus question: How has my community changed over time? Europeans discovered the Muswellbrook area in 1819. Prior to this, the Hunter and Goulburn Rivers was the meeting place for the ancestors of our Indigenous Community and today we continue to recognise these elders, past and present, as the traditional owners of this area. Agriculture and dairying were a feature of early life in the district. Muswellbrook boasted a flourmill, brewery, cattle saleyards, milk and butter factory in its early years. Wine making has become a more important industry in recent years. https://www.muswellbrook.nsw.gov.au/index.php/history/muswellbrook-history</p> <p>Activity: Go outside and draw what you can see in your street roads, houses, cars, buildings, etc. Then draw what you think Muswellbrook looked like 100 years ago.</p>	<p>Optional Technology Activity: NatGeo Kids History https://www.natgeokids.com/au/category/discover/history/</p>


Term 2 Week 3 Wednesday 13 May 2020

Time	Activities	Optional
Morning	<p>Daily Wellbeing Activity Eat a healthy snack today</p> <p><u>Writing-</u> Your writing task for today is to write a narrative text using the elements you revised yesterday. Today you need to focus on ensuring your sentences are written correctly. You need to include a mixture of simple and compound sentences in your writing.</p> <ul style="list-style-type: none"> • A simple sentence includes a subject and a verb e.g. The dog ran. • A compound sentence is two simple sentences joined together with a connective e.g. The dog ran because he was being chased by his owner. <p>Brain break: Cosmic Kids Yoga on YouTube Fruit break</p>	<p>Daily Kindness Challenge Write a letter to a friend or family member</p>
Morning	<p><u>Reading-</u> Choose a book from home and answer the following questions: 1. Does this text remind you of something you have read or viewed before? How? 2. How does this text make you feel? Explain.</p> <p><u>Spelling-</u></p> <ul style="list-style-type: none"> • LSCWC of weekly spelling words • 5 Dictionary Meanings • Coloured Consonants and Vowels 	<p>Optional Technology Activity: Pobble365 https://www.pobble365.com/</p>
Lunch Break		
Middle	<p>Mathematics <u>Number:</u> How many triangles are in this picture?</p> <p><u>Data:</u> Think about how data is collected? Data is collected by completing surveys. Surveys are questionnaires or investigations on different topics or items. Write a list of different topics you could survey and the types of questions you would ask to get the answers you are looking for. An example could be the eye colour of people in your family or around you.</p>	 <p>Optional Technology – Ed Ted- videos https://ed.ted.com/lessons?category=data-analysis-probability&direction=desc&sort=featured-position</p>
Break		
Afternoon	<p>STEM</p> <p>Your STEM task today is to try and make a paperclip float in a glass of water. You can bend it, reshape it and even use more than one! Good luck!</p> 	<p>Optional Activity: Scratch Coding https://scratch.mit.edu/</p>

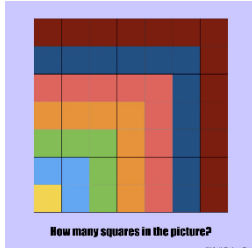
Term 2 Week 3 Thursday 14 May 2020

Time	Activities	Optional
Morning	<p>Daily Wellbeing Activity Do some exercise inside or outside</p> <p>English <u>Writing-</u> Today you need to write 5 sentences based on your five senses. You will need to develop a common idea based on what you can see, hear, feel, smell and feel. Remember your sentences need to be structured correctly and they need to make sense.</p> <p>Brain break: 5x star jumps; 10x squats; Run on the spot for 20 seconds. Repeat twice Fruit break</p>	<p>Daily Kindness Challenge Pull some weeds out of the garden- be careful to check they aren't plants!</p>
Morning	<p><u>Reading-</u> Choose a new book, or continue the text you have been reading at home and answer the following questions:</p> <ol style="list-style-type: none"> 1. This week your spelling focus is 'au' or 'augh' as in sauce and daughter. Find any words in your text with this letter/sound combination and write them down. 2. In writing lessons this week we are learning about descriptive vocabulary or words that describe objects, people or places, eg hot, yellow, silly. Find as many descriptive words in your texts as you can and write them down. 3. Choose two of these descriptive words and write them into a sentence. <p><u>Spelling-</u></p> <ul style="list-style-type: none"> • LSCWC Weekly Spelling words • Separate your spelling words into syllables e.g. naugh/ty, au/di/o etc. 	<p>Optional Technology Activity: Story Jumper- Create your own book https://www.storyjumper.com/#</p>
Lunch Break		
Middle	<p>Mathematics <u>Number:</u> How many circles are in this picture? Don't forget the ones underneath the purple square. How did you work it out?</p> <p><u>Data:</u> Using the brainstormed list of survey topics and questions from previous lesson. Select one topic and create your own survey. Write down the answers people give. Remember the questions you ask need to have a definite answer that you can graph.</p> 	<p>Optional Technology Activity: Online Prodigy game</p>
Break		
Afternoon	<p>PDHPE <u>PE:</u> Complete 5 laps of your backyard using your gross motor skills. These include running, jumping, skipping, side-stepping or just walking.</p> <p><u>PDH:</u> SMART Goals: SMART goals are goals that are Specific, Measurable, Achievable, Relevant and Timed. These goals need to be something you would like to achieve. Your job today is to make a SMART Goal for the next week. It could be school related or something you would like to achieve at home. Remember it needs to be measurable, so you need to be specific with your goal e.g. I want to run faster is not measurable, but I want to run 100m in 20 seconds is measurable. You also need to think about what obstacles might stop you from reaching your goal.</p>	<p>Optional Technology Activity: PE with Jo</p>

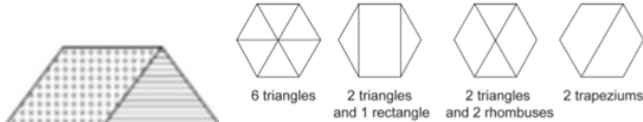
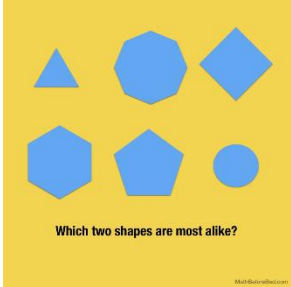
Term 2 Week 3 Friday 15 May 2020

Time	Activities	Optional
Morning	<p>Daily Wellbeing Activity Do some Yoga or stretching to get you ready for the day.</p> <p>English <u>Writing-</u> Today you need to write a list of as many adjectives as you can think of to describe a door. After you have created your list, you need to write one paragraph describing the door. Don't forget to think about words that describe what you would see, feel, hear, smell or taste if the door was in front of you.</p> <p>Brain break: GoNoodle on YouTube Fruit break</p>	<p>Daily Kindness Challenge Read a book to a family member or pet.</p>
Morning	<p><u>Reading-</u> Read <i>All About Thunderstorms</i> at the end of this learning pack. Answer the following questions:</p> <ol style="list-style-type: none"> 1. Before you read write down everything you know about thunderstorms on one side of the page. Read the text. On the other side of the page now write what the text taught you. 2. You have read two texts about thunderstorms this week. How were they the same? How were they different? <p><u>Spelling-</u></p> <ul style="list-style-type: none"> • Write your spelling words out in fancy writing • Have someone in your house test you on your spelling words 	<p>Optional Technology Activity: PBS Kids Reading Games https://pbskids.org/games/reading/</p>
Lunch Break		
Middle	<p>Mathematics <u>Number:</u> How many energy bites (balls) do you think this mixture will make? Go to this link and watch the video at the bottom of the page and see if your answer is correct? https://mathbeforebed.com/2017/10/02/energy-bites/</p> <p><u>Data:</u> Using the data and information collected from your survey that you created. Turn the information into a graph of your choice.</p> 	<p>Optional Technology Activity: Cool Maths Games</p>
Break		
Afternoon	<p>Creative arts Think about what you would be doing if you were watching a dance performance and answer the following questions:</p> <ol style="list-style-type: none"> 1. How do you think an audience should be sitting during a performance? 2. What is a good way to show your appreciation for a dance performance? 3. Why do you believe this is a good way to show your appreciation to the performers? 	<p>Optional Technology Activity: PBS Learning Media https://www.pbslearningmedia.org/subjects/the-arts/dance/appreciation-and-analysis-of-dance-works/dance-appreciation/</p>

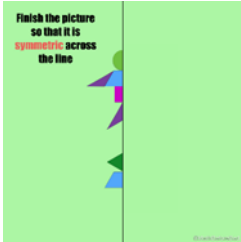

Term 2 Week 4 Monday 18 May 2020

Time	Activities	Optional												
Morning	<p>Daily Wellbeing Activity Eat 2 pieces of fruit today</p> <p>English <u>Writing-</u> Today you will begin working on your Big Write, which is in the form of a narrative. Your task today is to plan your writing and begin writing your opening paragraph. Please do not forget to structure your sentences correctly and use a variety of sentence lengths. The topic of your Big Write is: The Mystery Door...</p> <p>Brain break: Just Dance on YouTube Fruit break</p>	<p>Daily Kindness Challenge Make a healthy snack for someone else in your home.</p>												
Morning	<p><u>Reading-</u> Read <i>What are Bushfires?</i> And answer the following questions:</p> <ol style="list-style-type: none">1. What is a bushfire?2. What can cause a bushfire?3. What materials are considered as <i>fuel</i> for bushfires? <p><u>Spelling-</u> Rule: /t/ making the “ch” sound</p> <table><tr><td>nature</td><td>adventure</td><td>picture</td><td>fracture</td><td>feature</td><td>furniture</td></tr><tr><td>creature</td><td>lecture</td><td>capture</td><td>puncture</td><td>scripture</td><td>gesture</td></tr></table> <ul style="list-style-type: none">• LSCWC of weekly spelling words.• 5 Sentences	nature	adventure	picture	fracture	feature	furniture	creature	lecture	capture	puncture	scripture	gesture	<p>Optional Technology Activity: Education World-Reading Machine https://www.educationworld.com/tech/archives/readingmachine.shtml</p>
nature	adventure	picture	fracture	feature	furniture									
creature	lecture	capture	puncture	scripture	gesture									
Lunch Break														
Middle	<p>Maths <u>Number:</u> How many squares are in this picture?</p> <p><u>2D Shapes:</u> What is a 2D shape? Write a definition of what a 2D shape is. Write a list of as many 2D shapes as you can think of. Go on a shape hunt around your home and find as many shapes as you can.</p>	 <p>How many squares are in the picture?</p> <p>Optional Technology Activity: Khan Academy 2D shapes lessons- https://www.khanacademy.org/math/basic-geo/basic-geometry-shapes/basic-geo-properties-shapes/v/sides-corners</p>												
Break														
Afternoon	<p>Science and Technology Focus question: What is weathering of the Earth's surface? What is Weathering of the Earth's surface? Weathering is the breaking down of rocks, soil, and minerals. Weathering is the process where rock is dissolved, worn away or broken down into smaller and smaller pieces.</p> <ul style="list-style-type: none">• Physical weathering, e.g. water collecting in cracks in rocks and breaking them when it expands on freezing.• Chemical weathering, e.g. reaction (dissolution) of rock such as limestone in slightly acidic rainwater.• Biological weathering, e.g. the roots of plants creating cracks in rocks. <p>Activity: Your task today is to draw a picture that represents physical weathering. The picture needs to be labelled correctly.</p>	<p>Optional Technology Activity: Nat Geo Kids Science https://www.natgeokids.com/au/category/discover/science/</p>												

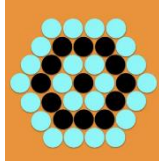
Term 2 Week 4 Tuesday 19 May 2020

Time	Activities	Optional
Morning	<p>Daily Wellbeing Activity Calming colouring or drawing</p> <p>English <u>Writing-</u> Today you need to start developing the body of your narrative. This is where you will include most of the storyline, the problem and the resolution. Your writing should be separated into paragraphs and contain a mixture of simple and compound sentences.</p> <p>Brain break: Cosmic Kids Yoga Fruit break</p>	<p>Daily Kindness Challenge Clean up an area of the house or backyard.</p>
Morning	<p><u>Reading-</u> Read <i>What are Bushfires?</i> And answer the following questions:</p> <ol style="list-style-type: none"> 1. What problems might a bushfire cause for animals and humans (other than injury)? 2. Why does leaf litter increase during drought? 3. What do you think <i>controlled burning</i> means? <p><u>Spelling-</u></p> <ul style="list-style-type: none"> • LSCWC of weekly spelling words • Highlight spelling rule in your spelling words • Rainbow words 	<p>Optional Technology Activity: Turtle Diary Spelling https://www.turtlediary.com/games/spelling.html</p>
Lunch Break		
Middle	<p>Mathematics <u>Number:</u> Which shapes are most alike in the picture?</p> <p><u>2D Shapes:</u> Look at how 2D shapes can be split into other smaller 2D shapes or added together to make larger different 2D shapes.</p>  <p>6 triangles 2 triangles and 1 rectangle 2 triangles and 2 rhombuses 2 trapeziums</p> <p>Draw a circle, square, rectangle, triangle, pentagon, hexagon and octagon on paper. Using a ruler, find other shapes within the shapes drawn. Similar to the above example picture.</p>	 <p>Which two shapes are most alike?</p> <p>Optional Technology Activity: Mathletics Youtube clip- https://www.youtube.com/watch?v=3IKTEBQkpR4</p>
Break		
Afternoon	<p>History Focus question: <i>What different cultural groups live and work in our local community?</i></p> <p>The different cultural groups that live and work in our local community are Aborigines, Scottish, Irish, German, Italian, Filipino, Chinese, Indian, Dutch, Maori, New Zealander, African, Welsh, etc. Can you think of anymore?</p> <p>Activity: Write a letter to a cultural group in our local community of your choice that you think they do a great job and you appreciate their efforts.</p>	<p>Optional Technology Activity: ABC Education https://education.abc.net.au/home#!/search/Australian%20history</p>

Term 2 Week 4 Wednesday 20 May 2020

Time	Activities	Optional
Morning	<p>Daily Wellbeing Activity Do some meditation using Smiling Mind or a song from YouTube.</p> <p>English <u>Writing-</u> Today you will finish writing the body of your story and your conclusion. Try to think outside of the box when concluding your story. Remember to separate your writing into paragraphs and include a range of sentences.</p> <p>Brain break: 5x star jumps; 10x squats; Run on the spot for 20 seconds. Repeat twice Fruit break</p>	<p>Daily Kindness Challenge Give a family member a compliment</p>
Morning	<p><u>Reading-</u> Read <i>The Forest Path</i> and complete the following activities:</p> <ol style="list-style-type: none"> 1. Why were the characters confused about which path they should take? 2. Draw a picture that illustrates what the story is about. 3. Write the next paragraph of the story based on what you think might happen. <p><u>Spelling-</u></p> <ul style="list-style-type: none"> • LSCWC of weekly spelling words • 5 Dictionary Meanings • Coloured Consonants and Vowels 	<p>Optional Technology Activity: PBS Kids Spelling https://pbskids.org/games/spelling/</p>
Lunch Break		
Middle	<p>Mathematics <u>Number:</u> Draw this picture in your book and finish the other side of the line.</p> <p><u>2D Shapes:</u> What is symmetry? Write a definition. A shape/picture can have more than one line of symmetry, but it must be exactly the same on both sides. Complete the Owl Symmetry page at the end of the Learning Pack</p> 	<p>Optional Technology Activity: Oxford Owl Activities https://home.oxfordowl.co.uk/kids-activities/fun-maths-games-and-activities/</p>
Break		
Afternoon	<p>STEM</p> <p>Today's activity is to see how many drops of water you can put on a 5c piece before the water overflows.</p> 	<p>Optional Activity: Surf Scientist https://www.abc.net.au/science/surfingscientist/video/</p>

Term 2 Week 4 Thursday 21 May 2020

Time	Activities	Optional
Morning	<p>Daily Wellbeing Activity Do some exercise indoors or outdoors.</p> <p>English <u>Writing-</u> Today's task is to edit and up-level the narrative text you have been writing this week. Make sure you are using a range of sentences, use adjectives to create interest in your writing, check your spelling and experiment with different pieces of punctuation.</p> <p>Brain break: GoNoodle on YouTube Fruit break</p>	<p>Daily Kindness Challenge Make someone a nice card.</p>
Morning	<p><u>Reading-</u> Read <i>Tia's Tantrum</i> and answer the following questions:</p> <ol style="list-style-type: none"> 1. Why was Tia angry? How do you know that she was angry? 2. How do you think Tessa felt after Tia's tantrum? 3. Explain why Tessa goes in and plays with Tia's things in her bedroom. <p><u>Spelling-</u></p> <ul style="list-style-type: none"> • LSCWC Weekly Spelling words • Separate your spelling words into syllables e.g. na/ture, ad/ven/ture etc. 	<p>Optional Technology Activity: Room Recess https://www.roomrecess.com/pages/ReadingGames.html</p>
Lunch Break		
Middle	<p>Mathematics <u>Number:</u> How many circles would be in the next black pattern?</p> <p><u>2D Shapes:</u> What is tessellation? Write a definition. What shapes are best for tessellating and why? Draw the shape that are best for tessellating.</p>	 <p>Optional Technology Activity: PBS Kids https://pbskids.org/</p>
Break		
Afternoon	<p>PDHPE <u>PE:</u> Create an obstacle course in your backyard. You might like to include obstacles you can jump or leap over or items you need to run around. Challenge someone in your family to have a go once you've completed it.</p> <p><u>PDH:</u> Revise your goal from last week. Did you achieve it? Why/Why not? Write a short diary entry explaining to your teacher what your goal was, and whether you achieved it. You might also like to include the steps you took to achieve this goal.</p>	<p>Optional Technology Activity: PE with Joe</p>

Term 2 Week 4 Friday 22 May 2020

Time	Activities	Optional
Morning	<p>Daily Wellbeing Activity List 10 things you are grateful for.</p> <p>English <u>Writing-</u> Today you need to publish your Big Write onto the publishing page at the back on this learning pack. Make sure you have included all of your up-levelled words! Once you have finished publishing your writing, you may choose to highlight the punctuation and vocabulary words that you have used in your writing.</p> <p>Brain break: GoNoodle on YouTube Fruit break</p>	<p>Daily Kindness Challenge Read your favourite book to a family member</p>
Morning	<p><u>Reading-</u> Read <i>Tia's Tantrum</i> and answer the following questions:</p> <ol style="list-style-type: none"> 1. Explain why the author has used the term <i>natural disaster zone</i>. 2. Predict what you think will happen when Tessa comes back into Tia's bedroom. 3. Why was Tia surprised? <p><u>Spelling-</u></p> <ul style="list-style-type: none"> • Write your spelling words out in fancy writing • Have someone in your house test you on your spelling words 	<p>Optional Technology Activity: Typing Club</p>
Lunch Break		
Middle	<p>Mathematics <u>Number:</u> Compare the 2 pictures. What is the same and what is different?</p> <p><u>2D Shapes:</u> Using your knowledge of tessellating shapes. Create a picture using the shapes that tessellate. Examples-</p> <div style="display: flex; align-items: center;"> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> </div>	<p>Optional Technology Activity: Math Playground https://www.mathplayground.com/grade_4_games.html</p>
Break		
Afternoon	<p>Creative Arts Whilst watching a dance performance, you might see dancers wearing specific costumes or using props. Why do you think the performers use these? Do you think it makes the performance more exciting and interesting? What other ways could a dance performance be made exciting and interesting?</p>	<p>Optional Technology Activity: Songs for Teaching Music Appreciation https://www.songsforteaching.com/diversitymulticulturalism.htm</p>

Editing Task Cards

1 Lunchtime

"i hate cheese sandwiches!" Nate cried as he opened his lunch box

"What do you have today" he asked taylor desprately.

"Peanut butter," Taylor replied.

"want to go halves?" he asked Nate forcefully



Find 3 spelling mistakes.
Add 3 capital letters, 2 full stops and 1 question mark.



2 Ben's Sick Cat

ben went rushhing into the vet with his black and wite cat

"i think Twinkles is sick" he creid as he swang open the front door.

The vet walked up to ben and took Twinkles

"Let me have a look at him," she said.



Find 3 spelling mistakes.
Add 3 capital letters, 2 full stops and 1 exclamation mark.



Car Colour Data

Ten students from Year 4 conducted a data collection out the front of our school. They counted how many cars drove past in a thirty minute period. Here are their results.

White - 50 cars
Black - 45 cars
Red - 30 cars
Blue - 30 cars
Grey - 25 cars
Yellow - 5 cars



A total of 185 cars were surveyed.

Your job is to now create three different representations of this data. One of them must include a scale that demonstrates multiple answers.

The Forest Path

David and I stopped abruptly, staring at the forest path that forked in two directions in front of us.

"What now?" David asked, looking from one path to the other. He was clearly as confused as I was about our next move.

"I'm not sure," I replied, carefully examining the map in my hands. "The map only shows one path at this point. But there's no way of knowing if it's the left path we should follow, or the right one."

David sighed. He looked tired. "Perhaps we should stop for a while," he said wearily, sitting down on the cold forest floor. "Who knows? Maybe someone will send us a sign about which path is the right one to take."

At that exact moment, a beautiful, majestic eagle burst forth from the branches of a tree. I gasped in shock. I had thought that David and I were alone in this strange, lonely place. For what seemed like several minutes, we stared at the soaring eagle. It was circling around in the sky, directly above the left path. It almost seemed to be waiting for us.

"Maybe that's your sign?" I asked David, nervously. He nodded in silent agreement and stood up again. Hand in hand, we nervously walked towards the left path. The eagle finished its graceful circling and lead us onward.

The Midnight Thunderstorm

CRASH!

"What was that?" Chrissy cried, waking suddenly from a deep sleep. She sat upright in her bed, clutched tightly to her teddy and stared anxiously around the bedroom. It was completely black. Rain pounded heavily on the bedroom window, making Chrissy wonder how she had even been able to sleep in the first place. Nervously, she threw back the covers and tiptoed over to her big sister's bed. She often complained about sharing a room with Julia, but tonight she was secretly thankful for her presence. Chrissy hated thunderstorms.

"Julia? Are you awake? Julia?" Chrissy gently shook her big sister's shoulders.

"No, I'm not," Julia mumbled sleepily. "Go back to bed, Chrissy."

"I can't sleep," Chrissy replied. "Please, can I lie with you for a while? Thunderstorms are so scary."

Julia opened one eye and smiled. "They're not scary," she said. "Just noisy. Noise can't hurt you, Chrissy. Now go back to bed."

CRASH!

Chrissy shrieked and jumped into her sister's arms. She laughed. "You really aren't very brave, are you?"

Chrissy shook her head. "So can I stay?"

Julia nodded gently. "But no snoring. And no stealing all the blankets. Deal?"

"Deal," Chrissy replied. She dove under the covers and closed her eyes. Julia's hair smelled like apples. Finally feeling safe, Chrissy sighed contentedly. She listened to the melodious music of rain on her rooftop and gradually drifted back to sleep.



All about Thunderstorms

A thunderstorm is a storm with thunder and lightning. There is often heavy rain during a thunderstorm. Thunderstorms are electrical storms that usually happen in the spring and summer months. They can occur singularly, in clusters, or in lines.

What causes thunderstorms?

Thunderstorms happen when warm, moist air quickly moves upwards. This causes clouds to form and creates gusty winds, heavy rain and sometimes hail. During a thunderstorm, there is usually very heavy rain. This can last for a few minutes, or for much longer.

Thunder and Lightning

The loud sound that thunder makes is caused by the heat of the lightning that happens before you hear the thunder. Sometimes the sound of thunder can last for several seconds. This is because the thunder echoes around the ground, mountains, hills and buildings.

Some of the worst thunderstorms happen when a single thunderstorm stays in one area for a long time.



WHAT ARE BUSHFIRES?

Bushfires are fires that usually start in areas of bushland or wilderness. They can quickly become out of control.

Lightning strikes, unattended campfires and dropped cigarettes can cause bushfires. Some bushfires are lit on purpose.

Once alight, bushfires can spread very quickly because sparks can be blown a great distance. In this way, the fires may jump over gaps in their path, such as rivers and roads.

All fires need some type of fuel to burn. Fuel for a bushfire comes from ANYTHING that burns. This includes grass, sticks, twigs, leaf litter and trees. Sheds, stables, homes and other buildings also become fuel for a bushfire.

Bushfires are very destructive. Not only do they burn bushland and structures, but they can cause enormous pain and suffering for animals and people.

While every continent (except Antarctica) has bushfires, Australia has experienced a number of disastrous bushfires over the years. In particular, the widespread fires during the summer of 2019-2020 resulted in catastrophic loss.

When bushfires are not too severe, they can have a positive effect on the environment. As old or diseased plants and trees are destroyed, they make way for new plants and trees to grow in their place.

When an area has been in drought, the amount of leaf litter and undergrowth increases. Traditionally, indigenous people understood their country's fire regimes, following a pattern of controlled burning in order to manage the land.

Bushfires, while dangerous and destructive, play an important role in maintaining sustainable ecosystems.



TIA'S TANTRUM

"Get out!" Tia screamed at her little sister, Tessa. "I'm sick of you always coming into my room and going through my things. I wish you'd never been born! Go away and just leave me alone, will you!"

Tessa's lower lip trembled. Her eyes glassed over. Her mouth drooped. A few seconds later, tears were flowing uncontrollably down her four-year old face. She rushed from the room, leaving Tia standing in the midst of the mess she had created.

Tia was fuming. She looked around the natural disaster zone that was once her bedroom. Dresses laid strewn across the floor in all directions. Her make-up, lids removed and discarded, lay in a mess on her bedside table. Her necklaces and bracelets had been flung into all corners of the room. Her special art pencils, now blunt from his sister's careless usage, lay blunt on her desk. What had she done to deserve such treatment? Didn't Tessa understand that this stuff was important? Didn't she care?

At that moment, Tia's mother came into the bedroom. "Before you say a single thing," Tia said, "Look. Just look. This is what she did. And this. And this! I'm sick of her using my things. She wrecks them and breaks them. It's not fair. I just need her to leave my stuff alone!"

Tia's mother smiled gently. She took her daughter by the hand and sat her down on the bed. "Tia, my darling, you do understand why Tessa likes to come into your room and use your things, don't you?"

"Of course I do!" cried Tia. "She loves annoying me!"

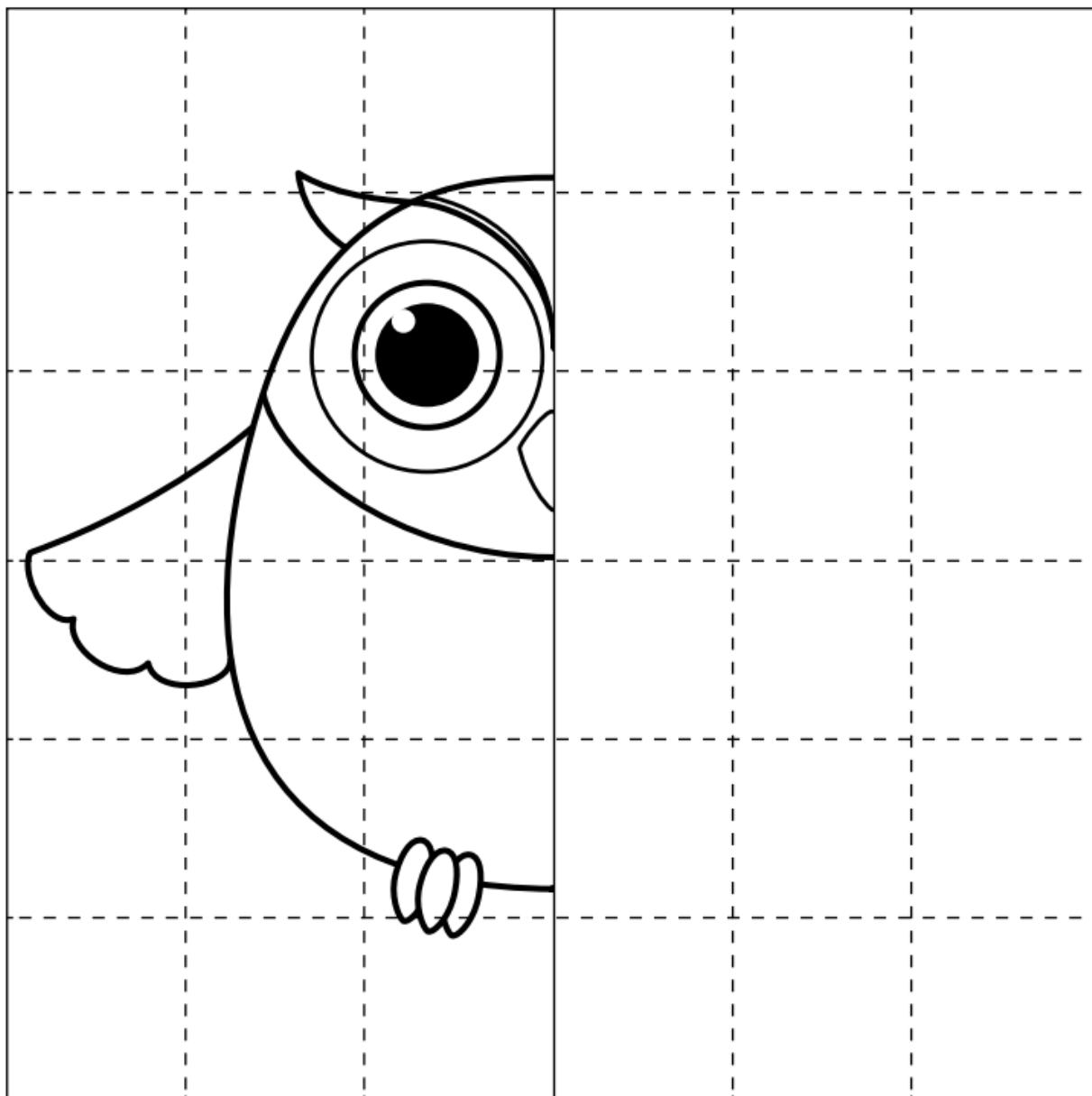
Tia's mother chuckled. "No, my darling. She doesn't love annoying you. She just loves you. She adores you. That's why she comes into your room and uses your things. She wants to be like her big sister."

"She does? Really?" Tia was surprised. She'd never thought of anyone wanting to be like her before. Suddenly, she felt terrible for being so angry. "Mum? Can you ask Tessa to come back? Maybe she'd like to listen to some music with me. I think I need to give her a hug, too."

Tia's mother smiled. "Of course I'll ask her," she said. "And I'm sure she'll be happy to come."

Symmetry Drawing – Owl

Use the grid to draw the other side of the owl. Colour it in when you have finished.





Where does it lead to? What is on the other side? What could come out of the door?

Don't forget to include all of the elements you have learnt this fortnight:

- Your text should be structured correctly with an introduction, complication, resolution and a conclusion.
- You need to include simple and compound sentences.
- Use a variety of adjectives to describe what the character may see, hear, feel, smell or taste.
- Create a setting for your story
- Your work should be organised into paragraphs.

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