
Muswellbrook South
Public School

Year

4



At Home Learning Plan:

Term 3 Week 10

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.





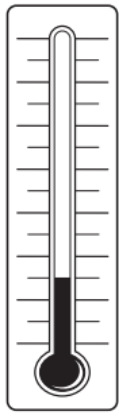
Some families are finding that there is too much work for students to get through, while others are looking for additional learning activities for their children. Both of these situations are addressed below.

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 every day. 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.

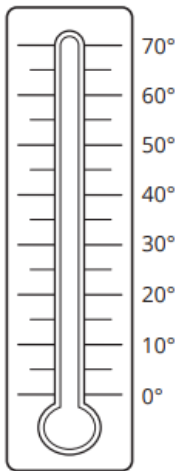
If you would like some additional materials for home learning, please see the Department of Education's website dedicated to supporting parents and carers with learning from home. <https://education.nsw.gov.au/teaching-and-learning/curriculum/learning-from-home/advice-to-parents-and-carers>

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”.

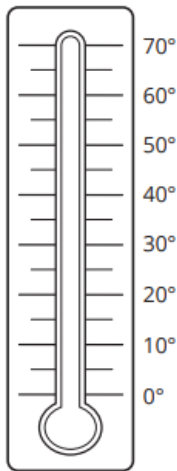
Term 3 Week 10 Monday 13 September 2021

Time	Activities	Optional
Morning	<p>Daily Wellbeing Activity Begin the day with some deep breathing exercises.</p> <p>English <u>Writing-</u> Complete an activity from the Writing Grid found at the end of your learning pack.</p> <p>Brain break: <i>Go Noodle/Just Dance on YouTube Fruit break</i></p>	<p>Daily Kindness Challenge Make a cake or some sweet treats to share with your family.</p>
Morning	<p><u>Reading-</u> <u>Read</u> the story 'You Can Have Mine' found at the end of your learning pack (Activity Sheet 2). If you read aloud to someone or record yourself, you will be able to self-assess your fluency and expression. When you have read the story, your task is to write a short paragraph explaining your first impressions of it. You might include information about the characters, the author's purpose or message, and even whether or not you enjoyed the story including an explanation of why or why not.</p> <p><u>Spelling-</u> Year 3 Focus: Trigraph /our/ making the 'eh' sound as in flavour. Year 4 Focus: 'y' making the 'y' sound as in yawn and 'i' making the 'y' sound as on onion. Complete LSCWC spelling activity for Monday. See attached Week 10 LSCWC sheet. Smart Spelling grid.</p>	<p>Optional Technology Activity: Spelling Training https://www.spellingtraining.com/</p>
Lunch Break		
Middle	<p>Mathematics <u>Warm Up-</u> Write a description of the images below using temperature words such 'hot', 'cold', 'warm'.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>ice cube</p> </div> <div style="text-align: center;">  <p>milk</p> </div> <div style="text-align: center;">  <p>boiling water</p> </div> <div style="text-align: center;">  <p>cup tea</p> </div> </div> <p><u>Learning Intention:</u> We are learning to measure temperature using a thermometer.</p> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>Temperature in Australia is measured in degrees Celsius (°C).</p> <p>We record temperature using a thermometer. Most thermometers have a liquid that rises up to a line to show the temperature.</p> <p>Sometimes not all the lines are marked with numbers. You will need to calculate what the increments are to read the temperature.</p> <p>This thermometer is showing a temperature of 15°C.</p> <p>Each mark on this thermometer represents an increment of 5°C.</p> </div> </div> </div> <p><u>Task-</u> 1. Colour the thermometers below to show the temperature in degrees Celsius:</p>	<p>Optional Technology Activity:</p> <p>Mathletics</p> <p>Practise times tables while running, hopping, or doing star jumps</p> <p>Race to 100 with a family member – dice required</p>

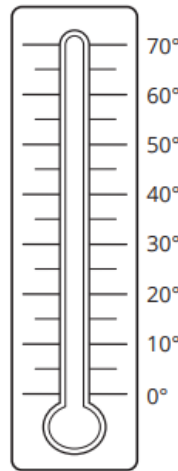
a) 5 °C



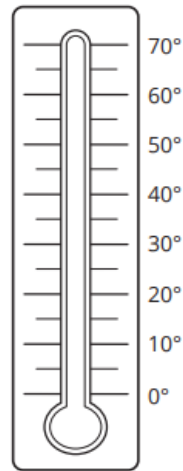
b) 20 °C



c) 35 °C



d) 40 °C



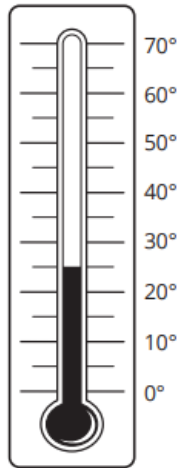
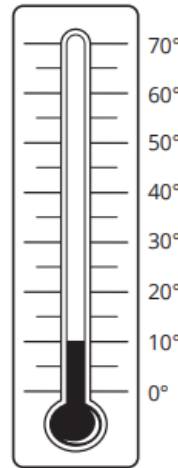
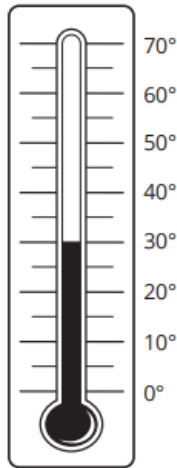
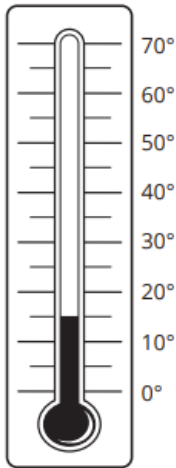
2. Record in degrees Celsius the temperature shown in the thermometers:

a) ____ °C

b) ____ °C

c) ____ °C

d) ____ °C



Break

Afternoon

Science and Technology

Look at the picture of the lion. Draw a person at the same age as the lion.

EG:

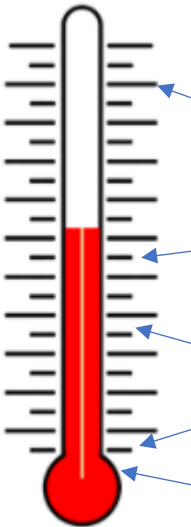


Age	Lion	Person
10 Days old	Draw a picture of a lion at 10 days old	Draw a picture of a person at 10 days old
4-6 Weeks		
6 -12 Months		
11 Months		
3-4 Years		
5-6 years		

Optional Technology Activity:

<https://www.inquisitive.com/video/1481-lion-life-cycles>

Term 3 Week 10 Tuesday 14 September 2021

Time	Activities	Optional
Morning	<p>Daily Wellbeing Activity Call or facetime a friend for a chat!</p> <p>English <u>Writing-</u> Complete an activity from the Writing Grid found at the end of your learning pack.</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 Write a letter to someone special, include a picture or drawing and send it in the mail</p>
Morning	<p><u>Reading-</u> Read the story 'You Can Have Mine' again. Read aloud to someone or record yourself reading it. Have someone listen to your recording or you reading aloud and complete the self- assessment checklist found in your learning pack (Activity Sheet 3).</p> <p><u>Spelling-</u></p> <ul style="list-style-type: none"> • LSCWC for Tuesday • Highlight the spelling rule in your spelling words • Rainbow Words 	<p>Optional Technology Activity: Turtle Diary https://www.turtlediary.com/online-games-for-kids.html</p>
Lunch Break		
Middle	<p>Mathematics <u>Warm Up-</u> Rank these temperatures in order from smallest to largest. Convince your teacher your order is correct:</p> <ol style="list-style-type: none"> 1.A boiling kettle 2.The centre of the sun 3.Your body temperature when you are well 4.The water in a swimming pool <p><u>Learning Intention:</u> We are learning to record temperature using degrees Celsius (°C).</p> <div data-bbox="331 1272 1225 1908" style="border: 1px solid black; padding: 10px;"> <p>In many countries, including Australia, temperature is measured in degrees Celsius. Degrees Celsius is written like this: °C</p> <p style="text-align: center;"><u>Common temperatures</u></p>  </div>	<p>Optional Technology Activity:</p> <p>Mathletics</p> <p>Practise times tables while running, hopping, or doing star jumps</p> <p>Race to 100 with a family member – dice required</p>

Task-

1. Use a weather app on a device, website or watch the TV weather report and record the temperature today in these places:

Muswellbrook	Newcastle	Sydney	Melbourne	Brisbane	Canberra

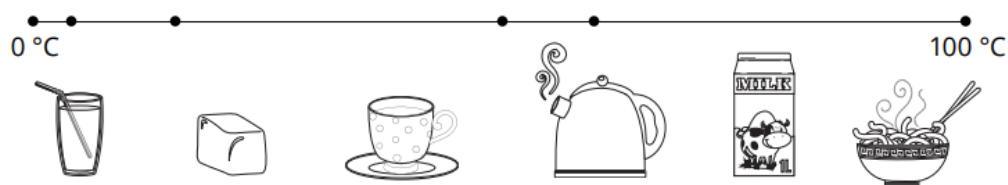
Which was the warmest city? _____

Which was the coolest city? _____

2. Draw a line to match the temperatures to their correct position on the temperature line. Match the liquids below to their correct temperatures.

60 °C 15 °C freezing point of water 4 °C boiling point of water 50 °C

0 °C 100 °C



3. Optional: Research who was Celsius?

Break

Afternoon

Geography

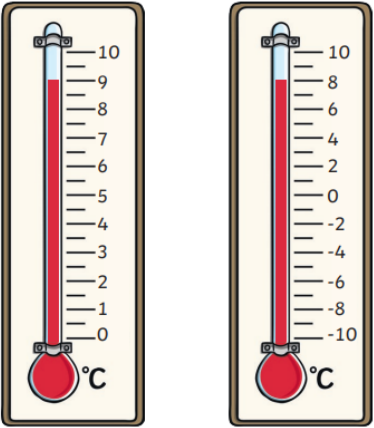
Think about your local area, for example Muswellbrook, and answer the following questions:

1. What is the climate?
2. What natural native plants are there?
3. What native animals can be found there?

Go for a walk around your local area or look in your backyard and draw things that are part of the natural environment.

Optional Technology Activity:
National Geographic Games-
<https://kids.nationalgeographic.com/games>

Term 3 Week 10 Wednesday 15 September 2021

Time	Activities	Optional
Morning	<p>Daily Wellbeing Activity Do 30 minutes of some yoga or exercise.</p> <p>English <u>Writing-</u> Complete an activity from the Writing Grid found at the end of your learning pack.</p> <p>Brain break: Cosmic Kids Yoga on YouTube Fruit break</p>	<p>Daily Kindness Challenge Make the person helping you with your learning a nice drink of coffee or something.</p>
Morning	<p><u>Reading-</u> Read the excerpts in Activity Sheet 4 from the story 'You Can Have Mine' and then you are going to complete an activity on proper nouns, nouns and pro nouns. Remember nouns are people, places or things. A proper noun is a specific name for someone or a place. For example, Muswellbrook. A proper noun always begins with a capital letter. A pro noun is a word that substitutes a noun. For example, he, she, they. Your task today is to highlight the references to each character using different coloured highlighters (1 colour per character). Highlight the nouns, proper nouns and pro nouns that relate to each.</p> <p><u>Spelling-</u></p> <ul style="list-style-type: none"> • LSCWC for Wednesday • 5 Dictionary Meanings 	<p>Optional Technology Activity: FunBrain online books https://www.funbrain.com/books</p>
Lunch Break		
Middle	<p>Mathematics</p> <p><u>Warm Up-</u></p> <div style="display: flex; align-items: center; justify-content: space-around;">  <div style="text-align: center;"> <p>These thermometers are recording the same temperature – true or false? Explain what you can see.</p> </div> </div> <p><u>Learning Intention:</u> We are learning to read temperature data from a table.</p> <p><u>Task-</u> The table shows the average temperatures over a year in Hawaii and Japan. Use the table to answer the questions.'</p>	<p>Optional Technology –</p> <p>Mathletics</p> <p>Practise times tables while running, hopping or doing star jumps</p> <p>Race to 100 with a family member – dice required</p>

Average Temperatures		
Month	Hawaii	Japan
January	23 °C	9 °C
February	23 °C	10 °C
March	24 °C	12 °C
April	24 °C	18 °C
May	25 °C	22 °C
June	26 °C	25 °C
July	26 °C	27 °C
August	27 °C	30 °C
September	27 °C	24 °C
October	27 °C	21 °C
November	25 °C	15 °C
December	24 °C	11 °C

1. What is the average temperature of Hawaii in September?
2. Which country has the coldest temperatures? Which month does this happen?
3. What is the difference in temperature between Hawaii and Japan in February?
4. Which month has the greatest difference in temperatures between Hawaii and Japan?
5. Which months are most likely the summer months in Japan? Why?
6. List two items of clothing you would pack if you went to Japan for a holiday in January. Would you pack the same for Hawaii?

Break

Afternoon

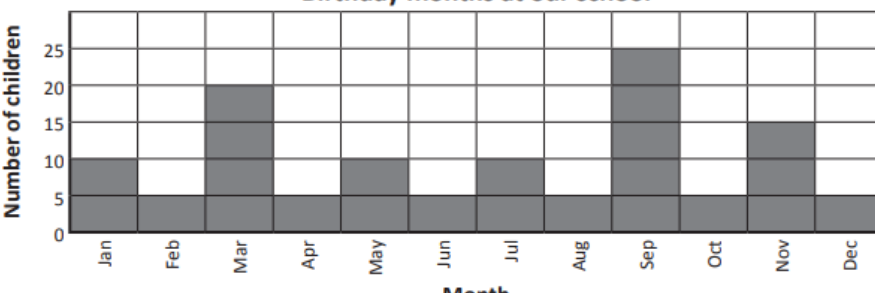
Health

1. What is Growth Mindset? Write down your understanding of what this is and discuss with someone at home.
2. Have a look at the Growth Mindset vs Fixed Mindset image in the Week 10 resources and decide which side you sit.
3. Using positive self-talk, change the negative thought sentences into positive thoughts- see page with sentences in Week 10 resources.
4. Create your own Growth Mindset poster. Think about positive words and images you could use.

Optional Technology Activity:

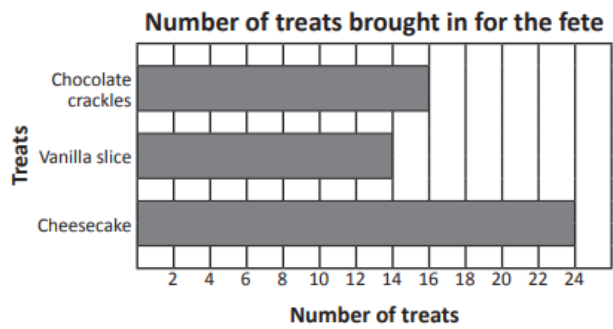
Growth Mindset YouTube clip- <https://www.youtube.com/watch?v=rUJkbWNNy4>

Term 3 Week 10 Thursday 16 September 2021

Time	Activities	Optional																										
Morning	<p>Daily Wellbeing Activity Plan and create a healthy meal for your family</p> <p>English <u>Writing-</u> Complete an activity from the Writing Grid found at the end of your learning pack.</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 Read your siblings a story</p>																										
Morning	<p><u>Reading-</u> Re-read the Activity Sheet 4 exerts about the Cockroach and the Crow. Today's activity is about analysing feelings and wants. Summarise the main points about each character and highlight the information about the character's feelings and wants.</p> <p><u>Spelling-</u></p> <ul style="list-style-type: none"> • LSCWC for Thursday • Write 5 of your words into interesting sentences 	<p>Optional Technology Activity: Free Children's Stories- https://www.freechildrenstories.com/age-8-10-1</p>																										
Lunch Break																												
Middle	<p>Mathematics</p> <p><u>Warm Up-</u> The temperature inside is 22°C and outside it is 37°C. What is the difference between the two temperatures? Draw a picture to explain.</p> <p><u>Learning Intention:</u> We are learning to read data from a column graph using a scale.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Column graphs are a clear way of showing and comparing data. There is a horizontal line that has the different categories and a vertical line that has the numbers, also known as the scale. There should always be a heading at the top so it is easy to see what the data is about.</p> </div> <p><u>Task-</u></p> <p>1 Answer the questions about the data in the column graph. The scale goes up in 5s.</p> <div style="text-align: center;"> <p>Birthday months at our school</p>  <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <caption>Birthday months at our school</caption> <thead> <tr> <th>Month</th> <th>Number of children</th> </tr> </thead> <tbody> <tr><td>Jan</td><td>10</td></tr> <tr><td>Feb</td><td>5</td></tr> <tr><td>Mar</td><td>20</td></tr> <tr><td>Apr</td><td>5</td></tr> <tr><td>May</td><td>10</td></tr> <tr><td>Jun</td><td>5</td></tr> <tr><td>Jul</td><td>10</td></tr> <tr><td>Aug</td><td>5</td></tr> <tr><td>Sep</td><td>25</td></tr> <tr><td>Oct</td><td>5</td></tr> <tr><td>Nov</td><td>15</td></tr> <tr><td>Dec</td><td>5</td></tr> </tbody> </table> </div> <p>a How many birthdays are there in the first 3 months of the year? <input style="width: 60px; height: 20px;" type="text"/></p> <p>b How many kids are born in May, June or July? <input style="width: 60px; height: 20px;" type="text"/></p> <p>c September has 10 more birthdays than which month? <input style="width: 120px; height: 20px;" type="text"/></p>	Month	Number of children	Jan	10	Feb	5	Mar	20	Apr	5	May	10	Jun	5	Jul	10	Aug	5	Sep	25	Oct	5	Nov	15	Dec	5	<p>Optional Technology Activity:</p> <p>Mathletics</p> <p>Practise times tables while running, hopping or doing star jumps</p> <p>Race to 100 with a family member – dice required</p>
Month	Number of children																											
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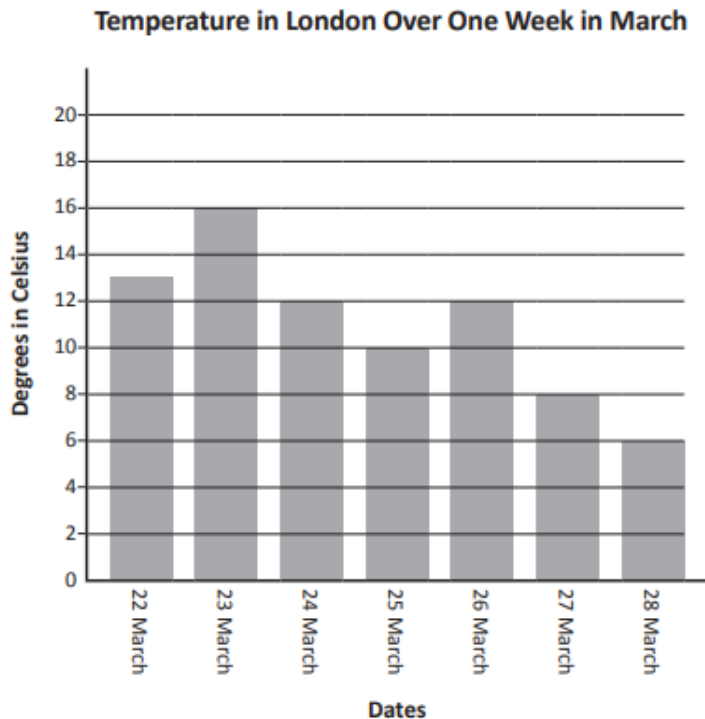
2 Sometimes column graphs go vertically. This time the horizontal line has the scale and the vertical line has the different categories. This graph shows how many of each sweet treat was brought in for the school fete.

Notice how the scale goes up in 2s.



Write something that this graph shows you:

3. Look at the column graph below.



Write three facts you can see in this column graph:

Break

Afternoon

PE

Animal Walks

Think about different ways animals move and have a go. Examples include walking like a bear, slithering like a snake, walking like a crab or turtle, imagine how a flamingo might walk.

OR

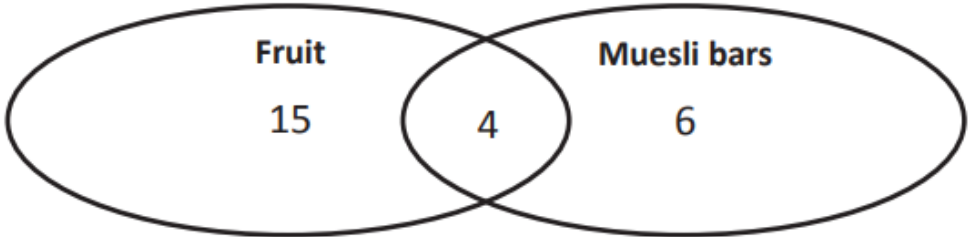
If you have access to a device...

Learning the 5, 6, 7, 8 Dance.

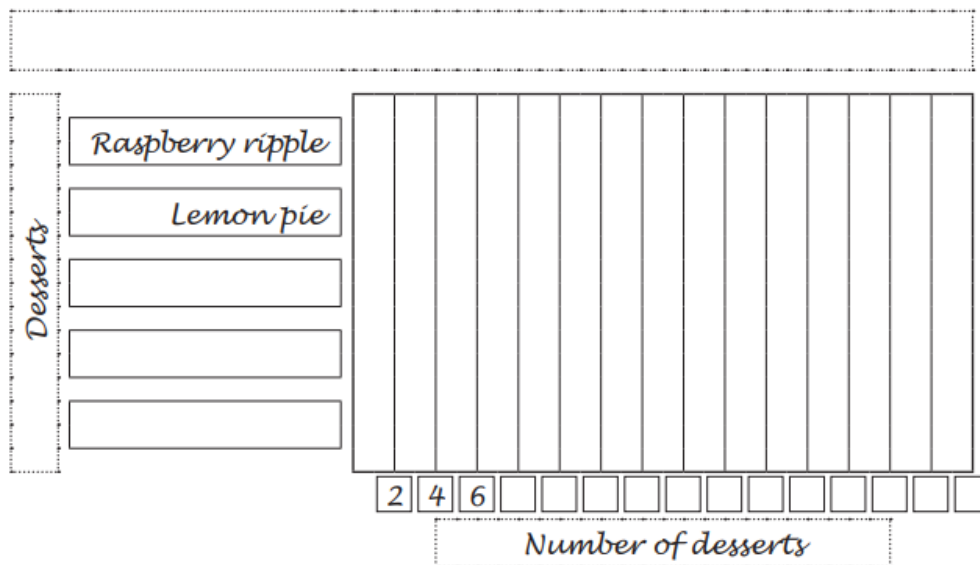
Follow the YouTube clip to learn the dance.

<https://www.youtube.com/watch?v=dT00IVTDNTY>

Optional Technology Activity:
PE with Jo

Time	Activities	Optional																		
Morning	<p>Daily Wellbeing Activity Listen to your favourite music and have a dance, it's almost the holidays!</p> <p>English <u>Writing-</u> Complete an activity from the Writing Grid found at the end of your learning pack.</p> <p>Brain break: Go Noodle on YouTube Fruit break</p>	<p>Daily Kindness Challenge Set up a fun treasure hunt for your family to do.</p>																		
Morning	<p><u>Reading-</u> Your task today is to read aloud/record yourself reading 'You Can Have Mine' for a third time. Have someone help you complete the self-assessment checklist again. Discuss any differences between your first analysis and this one. Hopefully you see progress with fluency, expression, and automatic word recognition. Your final task is to complete the matching adjectives and adverbs activity found at the end of your learning pack (Activity Sheet 10).</p> <p><u>Spelling-</u></p> <ul style="list-style-type: none"> • Quiz: Have your parent/carer quiz you on your spelling words • Write out any words you spelt wrong 3 times correctly. 	<p>Optional Technology Activity: Online Literacy Games- https://www.primarygames.com/puzzles/</p>																		
Lunch Break																				
Middle	<p>Mathematics</p> <p><u>Warm Up-</u></p> <div style="text-align: center;">  <p>The Venn diagram consists of two overlapping ovals. The left oval is labeled 'Fruit' and contains the number '15'. The right oval is labeled 'Muesli bars' and contains the number '6'. The overlapping area in the center contains the number '4'.</p> </div> <p>This Venn diagram shows the results of a survey, where children were asked what they ate for recess. How many students had both fruit and a muesli bar? What other data does this display tell you?</p> <p><u>Learning Intention:</u> We are learning to construct a column graph with given information.</p> <p><u>Task-</u></p> <p>3 Jo from Jo-Jo's Cafe recorded the desserts that customers ordered over the weekend.</p> <p>a Show the total of each dessert that was ordered in this table:</p> <table border="1" data-bbox="395 1668 1209 2004"> <thead> <tr> <th>Dessert</th> <th>Tally</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Raspberry ripple</td> <td> </td> <td></td> </tr> <tr> <td>Lemon pie</td> <td> </td> <td></td> </tr> <tr> <td>Banana split</td> <td> </td> <td></td> </tr> <tr> <td>Caramel swirl</td> <td> </td> <td></td> </tr> <tr> <td>Cookie crunch</td> <td> </td> <td></td> </tr> </tbody> </table>	Dessert	Tally	Total	Raspberry ripple			Lemon pie			Banana split			Caramel swirl			Cookie crunch			<p>Optional Technology Activity:</p> <p>Mathletics</p> <p>Practise times tables while running, hopping or doing star jumps</p> <p>Race to 100 with a family member – dice required</p>
Dessert	Tally	Total																		
Raspberry ripple																				
Lemon pie																				
Banana split																				
Caramel swirl																				
Cookie crunch																				

- b Show this data on the column graph below. Complete the scale and all the labels. Give the graph a heading.



- c The most popular dessert was _____.
- d Cookie crunch was twice as popular as _____.
- e Jo wants to remove a dessert from the menu. Which one should she remove and why?

Break

Afternoon

Creative Arts

Before music was available online or places like Spotify (like when I was young!) the only place we could hear new music was on the radio or going to the 'Record Shop' and hearing new music there. We used to get our music on vinyl to play on a record player. Records were easy to scratch and took up more space than a phone or iPod, but one awesome thing about them is that they had amazing cover art.

Design your own album art

You need to imagine that you have written an album of songs all about yourself. Use the square provided to draw your own album cover, one that is all about you. Think about things that make you special, things you love to do, things you like or are good at and use those ideas to design a cover for your album. Name it after yourself, or maybe use your nickname if you have one.



Optional Technology Activity:

Online music games- <https://lagged.com/en/music>

Week 10

Resources

Weekly Spelling Sheet

Focus: Wk 10 The graph /y/ making the "y" sound in yawn and the graph /i/ making the "y" sound in onion.

Name: _____

	Monday	Tuesday	Wednesday	Thursday
Red Spelling Words				
young				
yellow				
yolk				
yacht				
yard				
backyard				
Orange Spelling Words				
frontyard				
yoga				
youngster				
onion				
million				
billion				
Green Spelling Words				
millionaire				
billionaire				
senior				
opinion				
view				
review				
preview				
union				

Monday 13/09/2021 - Friday 17/09/2021 Writing Grid - Complete an activity from the Writing Grid each day.

You are a reporter for a television show. You are going to interview the Prime Minister. Write the questions that you would ask him.	"Run faster!" I shouted, just as the...	Make a list of all the ways that you are helpful to your friends and family.	I stepped outside and a monkey...	Describe someone who is a hero to you. Why are they a hero?	The scream echoed around the room...
The wind howled through the trees as...	Explain the rules of your favourite sport or game.	Which character from a book would you most like to meet and why?	Go onto http://www.pobble365.com/ Using the picture of the day write a story.	I wish I never...	Make a list of all the things you would take with you on a trip to the Moon.
FREE CHOICE	Should junk food be sold at school? Why/why not?	Her heart was pounding as...	The world's largest theme park just opened. Be a reporter and describe the theme park in a report.	Convince someone to give money to charity.	The birds were chirping and the sun was shining...
Make a list of all the things that you are grateful for in your life.	It was midnight and I was...	Choose any animal that you would like to have as a pet. Write a letter to your parents or carers convincing them to allow you to get it.	The massive bolder raced down the hill, directly toward...	If you had \$100,000, how would you spend it?	FREE CHOICE

Activity sheet 2: You Can Have Mine

Instructions

Record yourself reading the story, or a section of the story, *You Can Have Mine*.



You Can Have Mine

Story by Alison McLennan, illustrated by Cheryl Orsini

When Hazel was born, the universe gave her a rainbow coat.

Most caterpillars wriggled into the world in shades of beige, green or black. Some were white or had one or two colours. But Hazel was every colour of the rainbow.

Because she was different, the other caterpillars stayed away. Perhaps they were jealous of her, or a little in awe. Either way, this meant Hazel was lonely. She would have given anything to have friends.

She wriggled the world alone until one day she crossed paths with a toad. The toad was crying softly on a lily pad when Hazel asked him what was wrong.

'Oh, hello,' said the toad. 'I'm just sad because I'm so ugly and disgusting.'

Hazel felt confused. She thought the toad was beautiful.

'Well that's silly,' said Hazel. 'I don't think you're ugly at all.'

The toad blinked. 'Oh, but I am,' he said. 'All my cousins are green and shiny like emeralds, but I'm grey and dull like a piece of coal. I'd give anything to be green.'

Hazel wriggled closer to the toad and said, 'Don't be sad. You can have mine.' And she gave the toad all her green. The toad was so gleeful and grateful! He leapt high in the air, called out 'Thank you caterpillar!' and landed in the pond with an almighty SPLASH.

Hazel was happy she'd been able to help the toad. She wriggled the world alone once more until she crossed paths with a cockroach. The cockroach was staring forlornly at the ground, rubbing its legs together, when Hazel asked him what was wrong.

'Oh, hi,' said the cockroach. 'I'm just feeling low because I'm so plain and ordinary.'

Hazel felt confused. She thought the cockroach looked really interesting.

'Well that's silly,' said Hazel. 'I don't think you're plain at all!'

Activity sheet 2: You Can Have Mine (continued)

The cockroach looked up. 'Oh but I am,' he said. 'All my cousins are bright shiny beetles who glisten in the sun, but I'm just brown. I'd give anything to be red.'

Hazel wriggled closer to the cockroach and said, 'Don't be sad. You can have mine.' And she gave the cockroach all her red. The cockroach was so thrilled and thankful! He cried, 'Thank you, caterpillar!' as he scuttled away.

Hazel was happy she'd been able to help the cockroach. She wriggled the world alone once more until she crossed paths with a crow. The crow was covering her eyes with her wings and singing a sad little song, when Hazel asked her what was wrong.

'Oh no,' said the crow. 'I didn't want anyone to see me because I'm so dull and drab.'

Hazel felt confused. She thought the crow looked sleek and elegant.

'Well that's silly,' said Hazel. 'I don't think you're dull at all.'

The crow uncovered her face. 'Oh but I am,' she said. 'All my cousins are covered in fluorescent feathers that look like the sunset, but I'm invisible. I'd give anything to be covered in colours.'

Hazel wriggled closer to the crow and said, 'Don't be sad. You can have mine.' And she gave the crow all the colours she had left. The crow was so excited and ecstatic! She swooped up into the air, singing 'Thank you, caterpillar!' as she flew away on the wind.

Hazel was happy she'd been able to help the crow, but with all her colours gone, she felt so cold and exposed. She wriggled onto a low hanging branch and started to cry. The toad, who had hopped back to find her, felt the plop plop plop of her tears on his head. The cockroach, who had scurried back to find her, saw her clinging sadly to her branch.

The crow, who had flown back to find her, could feel Hazel shivering as she landed next to her. Before they could even ask her what was wrong, Hazel curled and swirled suddenly, wrapping herself in a thick silken blanket of snowy white, where she stayed in silence and stillness.

'It's my fault,' said the toad. 'She gave all her green to me.'

'No, I think it's my fault,' said the cockroach. 'She gave all her red to me.'

'No. It's my fault,' said the crow. 'She gave all her colours to me, and now she has no colour at all.'

One by one they took their colours and laid them over Hazel like a patchwork quilt. Then they waited and hoped she would wake up.

While she slept, the universe gave Hazel a brand- new coat. When she emerged from under her blankets, her caterpillar-self had disappeared and in its place was the most magnificent butterfly her new friends had ever seen. Hazel's wings were every colour of the rainbow and she was more beautiful than before. She thanked her friends for staying with her. She felt sure she would never be lonely again.

Image and text acknowledgement: [The School Magazine](#)

Activity sheet 3: Fluency self-assessment

Instructions

Use the categories below to complete your final fluency self-assessment.



1. Expression – think about your volume and tone.

- I didn't read with expression.
- I read with a little bit of expression.
- I read with too much expression.
- I read with just the right amount of expression that showed I understood what was happening in the story.



2. Automatic word recognition – read effortlessly and at a good pace.

- My pace was too slow and I wasn't reading the words automatically.
- My pace was too fast and my reading didn't sound conversational.
- I read the words automatically and at the right pace so that others could follow the story easily.



3. Rhythm and phrasing – pay attention to the punctuation and use a natural rhythm.

- My reading was too choppy.
- My reading was in awkward word chunks.
- I read with no breaks so it sounded unnatural.
- I read with rhythm and paid attention to the punctuation and the natural phrases.



4. Smoothness – sound smooth and fix any mistakes.

- I struggled with a lot of words so my reading didn't sound smooth.
- I knew most of the words but not all.
- I knew most of the words and fixed any mistakes so my reading sounded smooth.

Adapted from The Megabook of Fluency by Tim Rasinski and Melissa Cheesman Smith.

Activity sheet 4: Tracking characters

Instructions

1. Read the next sections of the story.
2. Highlight the references to each character using a different colour.
3. Remember that you are looking for proper nouns, nouns and pronouns.

The cockroach

Hazel was happy she'd been able to help the toad. She wriggled the world alone once more until she crossed paths with a cockroach. The cockroach was staring forlornly at the ground, rubbing its legs together, when Hazel asked him what was wrong.

'Oh, hi,' said the cockroach. 'I'm just feeling low because I'm so plain and ordinary.' Hazel felt confused. She thought the cockroach looked really interesting.

'Well that's silly,' said Hazel. 'I don't think you're plain at all.'

The cockroach looked up. 'Oh but I am,' he said. 'All my cousins are bright shiny beetles who glisten in the sun, but I'm just brown. I'd give anything to be red.'

Hazel wriggled closer to the cockroach and said, 'Don't be sad. You can have mine.' And she gave the cockroach all her red. The cockroach was so thrilled and thankful! He cried, 'Thank you, caterpillar!' as he scuttled away.

The crow

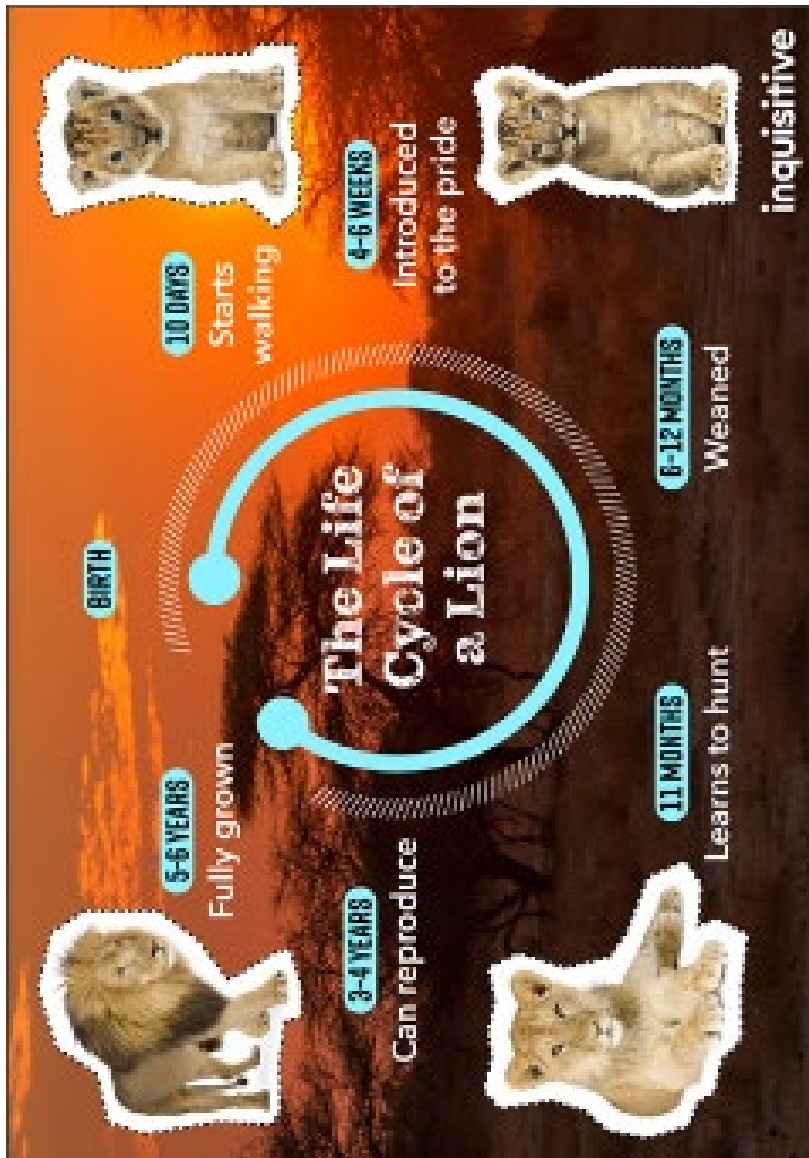
Hazel was happy she'd been able to help the cockroach. She wriggled the world alone once more until she crossed paths with a crow. The crow was covering her eyes with her wings and singing a sad little song, when Hazel asked her what was wrong.

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'Well that's silly,' said Hazel. 'I don't think you're dull at all.'

The crow uncovered her face. 'Oh but I am,' she said. 'All my cousins are covered in fluorescent feathers that look like the sunset, but I'm invisible. I'd give anything to be covered in colours.'

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Growth Mindset vs Fixed Mindset

A person with a growth mindset believes they can improve their knowledge, skills and talents if they work hard and try new things.



A person with a fixed mindset lacks confidence in their learning and believes they can not improve on their current knowledge, skills and talents.



Positive Thinking



In pairs, turn these negative comments into positive thinking:

Negative Comment	Positive Thinking
I'm not good at this.	
This is too hard, I give up!	
I made another mistake.	
They're smarter than me.	
I can't do this.	
I can't make this any better.	



Friday 17/9/2021 Music

My Album Cover

