

Week 10

Year 4

Resources

Reading Choice Menu

Week 10

STORY BOARD:

Create an ENTERTAINING story board about a scene from a book you are reading. See if you can recreate a scene from the story. Take a photo of your story board on your computer.

<https://www.storyboardthat.com/storyboards/s09563/firstfleet-storyboardtimeline-png/copy> (you do not need a log in for this activity)

Bookmarks.

Create your own bookmark using the template provided. Design your bookmark about the text you are reading. Include the title, author and illustrations. [Resources](#)

BTN Episode Summary:

Using the summarising template below.

Watch this week's episode of Behind The News.

Summarising and tell us about the most Entertaining story in this week's episode into a summary format.

[BTN Current events summary.pdf](#)

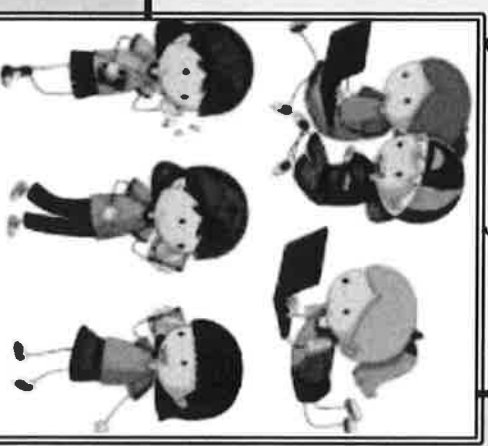
Your task this week is to ENTERTAIN your audience.

Your audience is Year 4 students.

This week choose two tasks to complete.

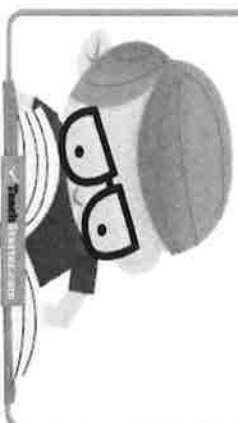
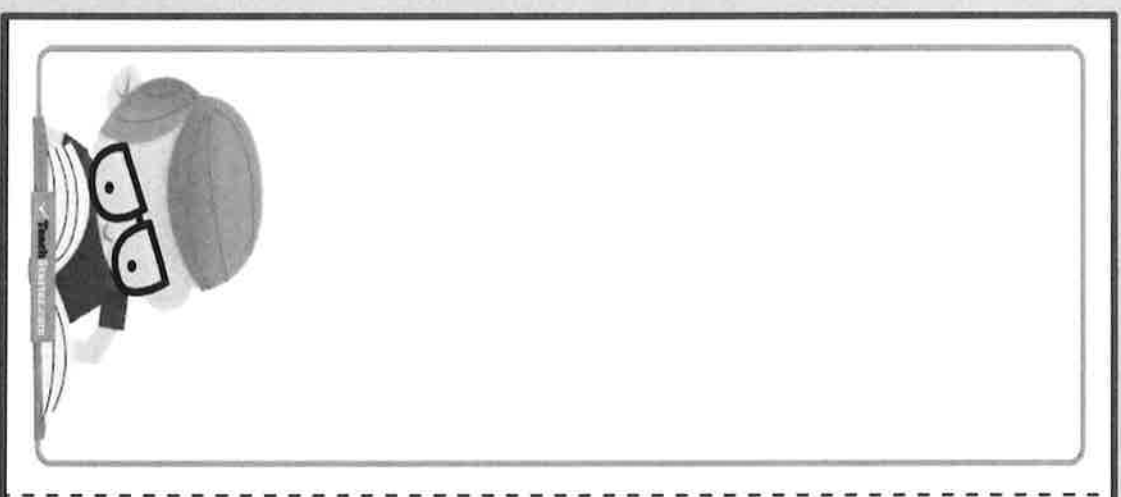
Optional Extra-

Complete all 3 Reading activities for this week.



BOOKMARKS

Don't forget to include
title, author and
illustrations.
Can you make it
entertaining?????



Resources





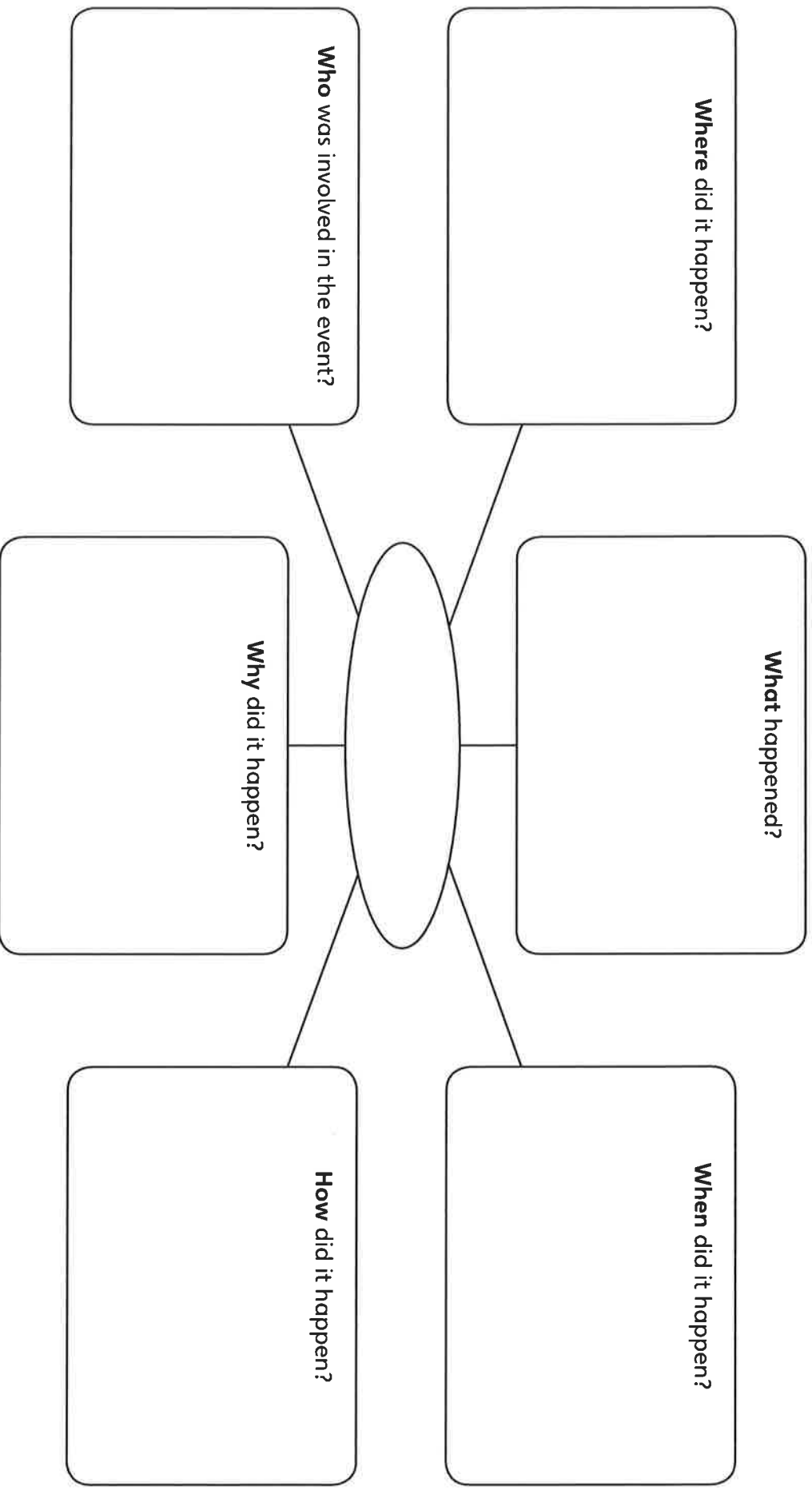
Current events summary

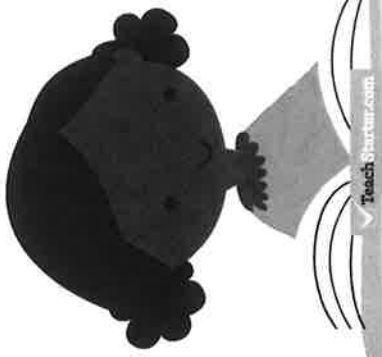
PM25

Topic

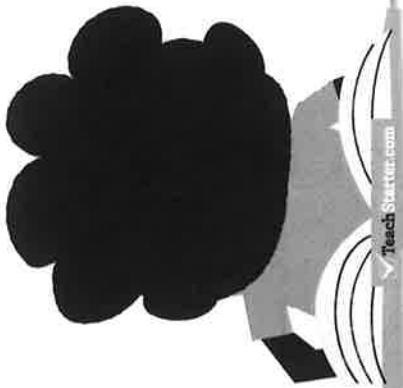
Your name/s

Date

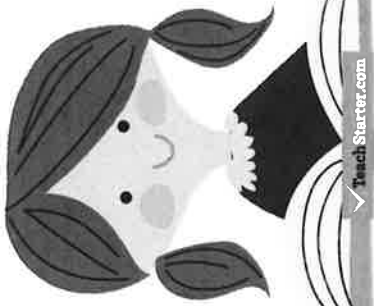




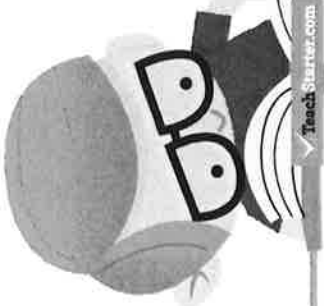
Teach Starter.com



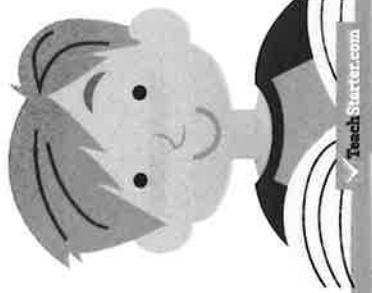
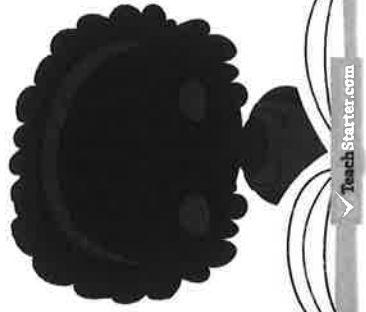
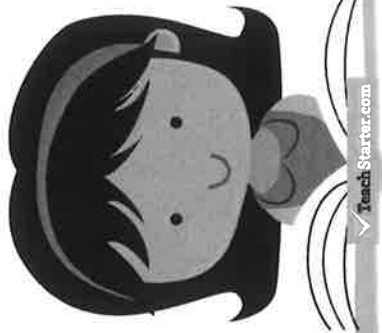
Teach Starter.com



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[png/copy](#)

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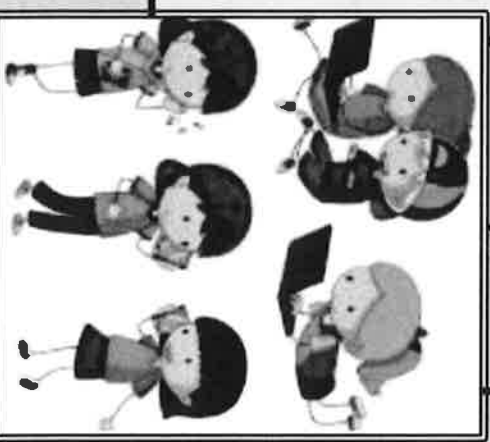
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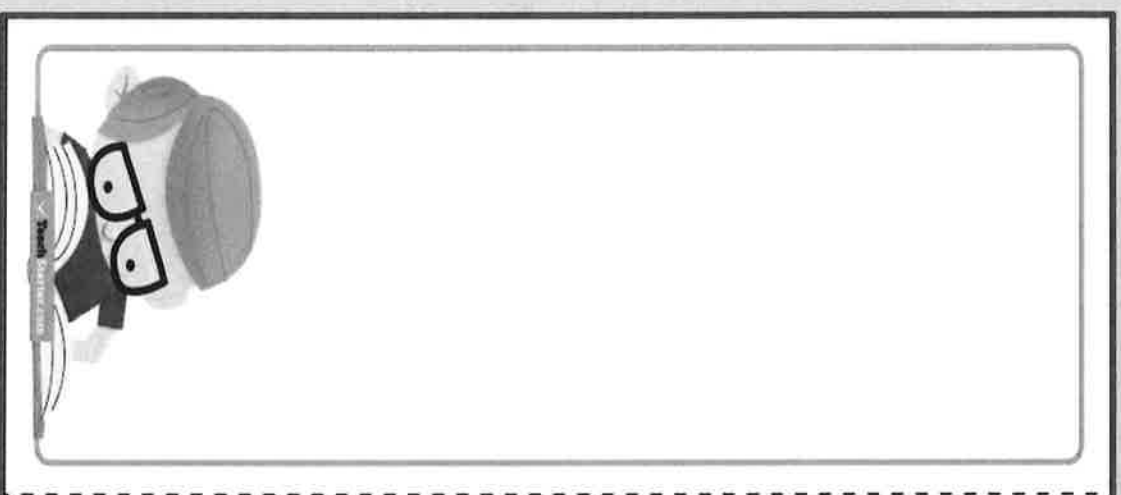
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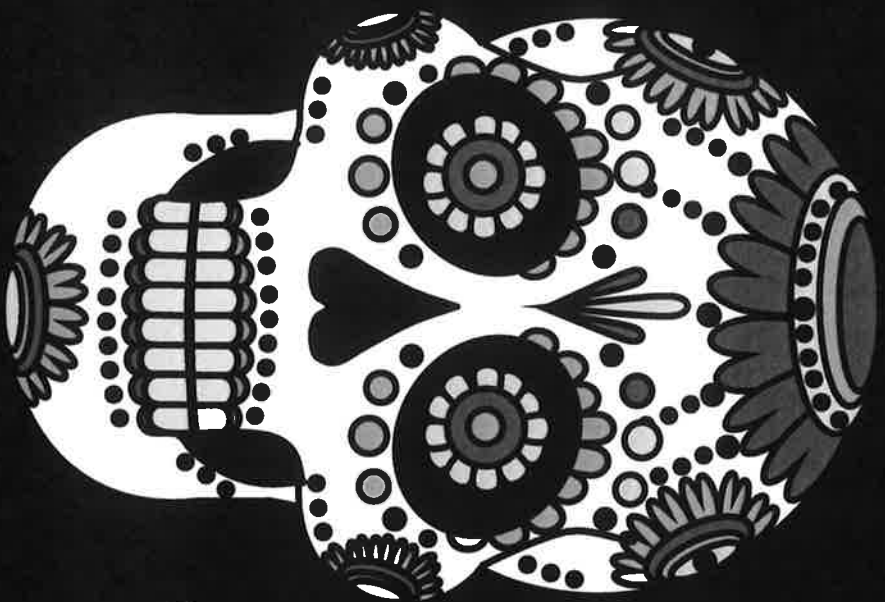
BOOKMARKS

Don't forget to include
title, author and
illustrations.
Can you make it
entertaining?????



Resources





PARTY TIME!!
See ya COVID!

*The video will guide you through
this*

Post Iso Party!

Close your eyes and turn your imaginations onto 'vivid' for a moment.

Visualise this... Covid has come ... and gone!

Now it's time to plan a POST Iso Party for your class! What will your theme be?

Your task is to plan what food, drinks and decorations you want to include and make sure you have enough for your entire class to have a spectacular time. Then organise a music playlist to get your class moving and shaking.

This will require using your Maths skills in:

- Addition
- Subtraction
- Multiplication
- Division
- Creating tables or lists
- Problem Solving
- Converting time



online shops. Some links have been provided but there are some great local shops selling fresh produce - feel free to use **Metaphor** this activity.

<https://vfd03.victorianfarmersdirect.com.au/>

<https://shop.coles.com.au/a/national/home>

<https://igashop.com.au/>

<https://www.aldi.com.au/en/>

- ★ Break your shopping into categories so you can calculate the cost in small groups, not one large list.

Example: Sweet, Savoury, Fruit & Veggies, Meat, Dairy, Drinks and of course... Decorations!!

- ★ Draw up a table for each category and write down all the prices - look at spacing and set your work out so you can add it up efficiently (one number per box)

- ★ Add each category up (sub-totals)

- ★ Challenges - Use your adding skills (not a calculator) to add everything.

Use your multiplication skills when you buy more than one of the same item and use division when working out if you have enough of something for your classmates.

We need to talk about:

- Please don't actually 'buy' any products. Just use the catalogues to get the prices to put in your book
- You are too young to buy alcohol, so please don't bother looking at it
- Buying for your whole class is going to be expensive – look at buying things in bulk, which can often be a lot cheaper
- Please make sure you have food for your teachers... Redskins and Sour Starburst are always a favourite... or is that just me?
- This will take the week so work in small sections – don't try and do it all at once – it will send you crazy!

Music please DJ!

You can't have a party without music. What music would you like to play?

- 1.) Find 5 songs that are suitable to play at school and put them in a table.
- 2.) Write down how long each song goes for

Example: 3 minutes and 37 seconds

- 3.) Can you convert this into seconds

Example:

1 minute = 60 seconds,

so 3 minutes = 180 seconds,

so 3 minutes and 18 seconds = $180 + 37 = 217$ seconds

Song Title	Artist	Length (minutes and seconds)	Length (seconds)
Choir	Guy Sebastian	2:52	172 seconds
Runaway	Ziggy Alberts	4:33	273 seconds
Break my Heart	Dua Lipa	3:37	217 seconds
No Plans	The Dune Rats	3:21	201 seconds
Hot Potato	The Wiggles	1:20	80 seconds



Please upload your work to Google Classroom

Please put in how much money your party costs in the comments



Make it the party of the year!



QUICK WRITES

TERM 3 WEEK 10, 2020


Year 4

DIRECTIONS - THIS IS A DAILY TASK - TIME: 22 MINUTES ONLY

This is your opportunity to show us how you can use the skills you have been learning in writing.

Topic: Use just the picture or video provided for each day.....
you decide what to write....

1. Look at the picture or watch the video
2. 30 secs / 2 min thinking and deciding
3. 15 minutes writing
4. 5 minutes editing (MAKE IT BETTER. DOES IT MAKE SENSE?)
5. **Challenge** try different text types for each write
6. **Stuck for ideas?** describe in detail what you see in the picture or watched on the video
7. Click on the timer each day to start- up to 22 minutes only



REMEMBER TO CHECK YOUR
SPELLING IN YOUR WRITING.

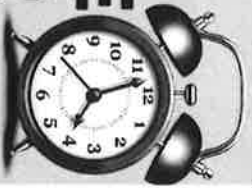
"Write! Write! Write!"

Let's go-do 1 a day.

QUICK WRITE 1 - MONDAY.

Magical Sidewalk Chalk

|| 22 ||
MINUTE
TIMER

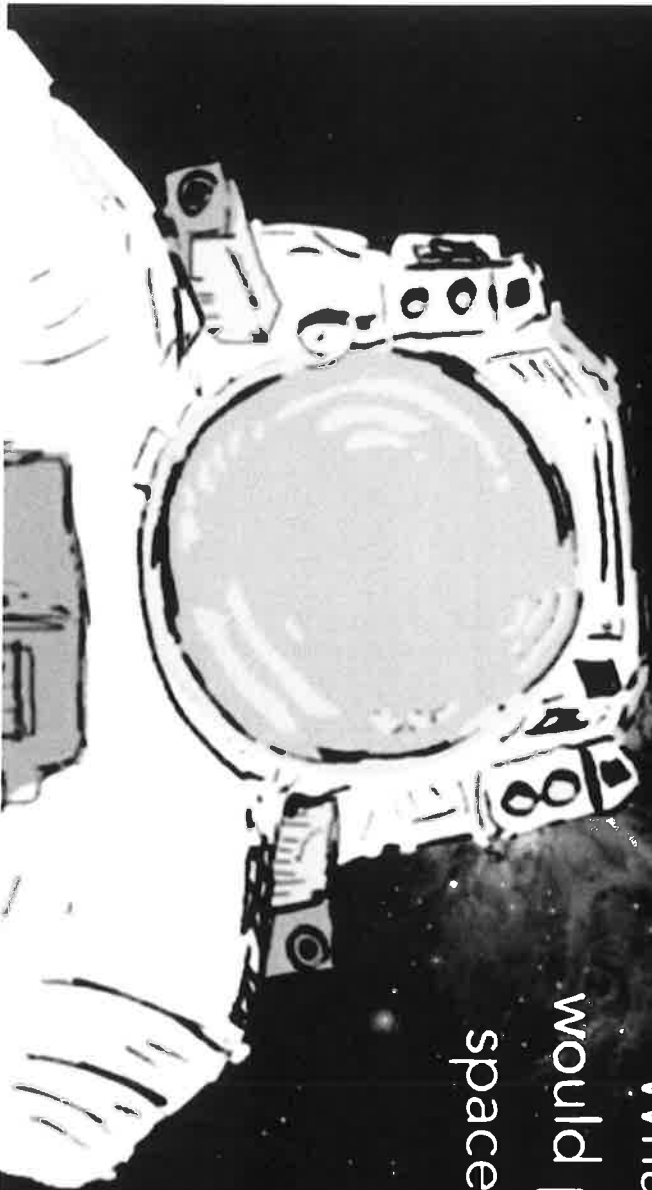


You get a set of magical sidewalk chalk. Anything you draw comes to life. Either describe what you will do with the chalk or create a list of rules for using the magical chalk.

QUICK WRITE 2 - TUESDAY.

SPACE VOYAGE

What are five items you would pack on a trip to outer space? Give a rationale for each item.



QUICK WRITE 3 - WEDNESDAY.

THE STRANGEST THING I EVER SAW ...



QUICK WRITE 2 - THURSDAY.

TIME-TRAVELING BALLOON

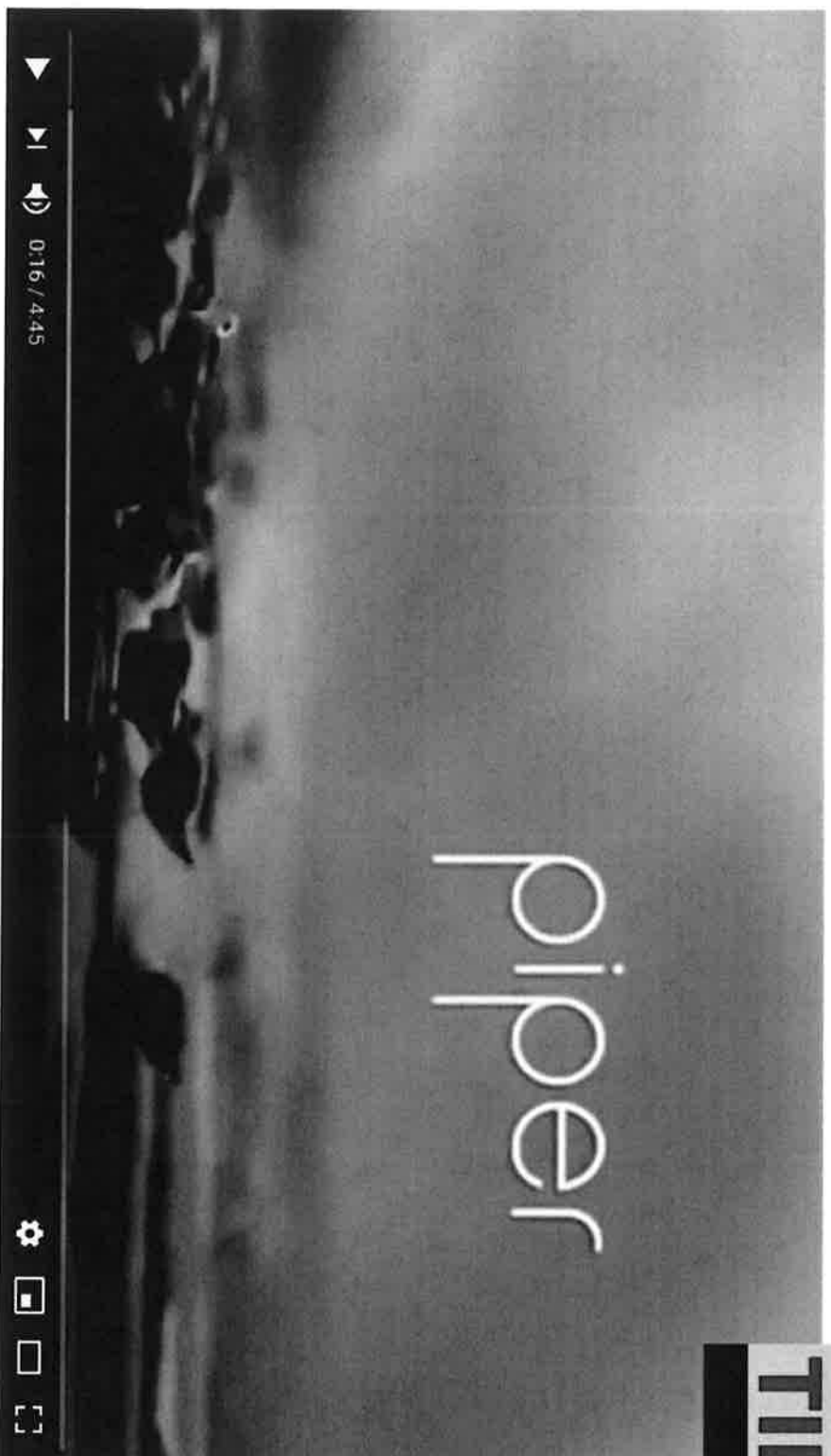
This hot air balloon lets you visit any time and any place in history. Where do you go first and why?



QUICK WRITE 5 - FRIDAY.

[piper pixar short film 2016 full](https://safeYouTube.net/w/Wv0U)

<https://safeYouTube.net/w/Wv0U>



piper pixar short film 2016 full





Year 4 Week 10

Spelling 2020

*****If you have a paper copy of this work, to do the spelling and dictation sections you will have to get someone to read you the words and sentences.
If you don't have a helper just read these sections and copy the words and sentences in your book

This weeks Video Link - <https://drive.google.com/file/d/115cs66hcs1wz9Z8qJzFjFRvV3UWKWq/view?usp=sharing>

ONE OF THE KEY AREAS THAT STUDENTS NEED TO BECOME INDEPENDENT SPELLERS HAS TO DO WITH SOUNDS
THIS INCLUDES BREAKING WORDS INTO - INDIVIDUAL SOUNDS (PHONEMES) AND BREAKING WORDS INTO SYLLABLES



New Skill -
Phoneme
Decode
Encode



'Other Syllable
types, all, oi and
oy'

Reminder -

The short vowel mark (˘),
is called the breve

ī = short vowel

ī̄ = long vowel;

The long vowel mark (̄)
is called the macron



Session 1 Sound Deck/Pack Symbols to sound

Read the sounds and say the key word

a	e	i	wh	ang	ing	ck	dge	tch
o	u	S..	ung	ong	onk	all	ed..	a-e
sh	ch...	th..	ink	unk	ank	i-e	o-e	u-e

e-e	igh	eigh
-----	-----	------

Session 1 Other Syllable types



You have already learned how to read little words with these patterns.

- R-Controlled: fur, stir, corn
- Vowel-Consonant-e: kite, lake, vote

R-Controlled Syllables

- Has one vowel followed by an r.
- The vowel is not long or short.
- The vowel is controlled by the r.

fur horn starter

If you see one of these patterns as a syllable in a big word, the same rules usually apply.

- R-Controlled: marker, fortune, burden
- Vowel-Consonant-e: reptile, mistake

Vowel-Consonant-e Syllables

- Has a vowel, a consonant, then an e.
- The first vowel has a long sound.
- The e is silent.

ride cape mistake
note Pete reptile



Review Open, Closed and V-c-e Syllables

Closed, Open, and V-c-e Syllables

A closed syllable ends with a consonant and the vowel sound is short. It is marked with a breve.

c a p

The open syllable ends with a vowel and the vowel sound is long.

b r o

The vowel-consonant-e syllable is at the end of a word and the silent "e" makes the vowel before it long.

s a t e

Directions: Place the following syllables in the right column, mark it, and pronounce.

brum hob na vake plo pote
stu trine tad gri vad tote

Closed Syllables	Open Syllables	V-c-e Syllables
br ũ m		

Ask some
one at home
to check your
work.

Session 1 New phonogram 'all'



'all' as in ball

Almost always at the
end of a short word

hall

fall

wall

call

tall

ball

mall

small

“run in the halls”

“in the fall”

“hit the wall”

“call the man”

“shop at the mall”

“a small lake”

Paper copy = helper needed

Check your spelling here



tall hall ball small





Session 1 Reading Review

Read these words out aloud

fall	tall	wall	hall
mall	call	mall	stall
dune	dashed	fetch	quench
small	clinch	shake	grime
called	pinched	grudge	glare
spine	wise	drilled	close

Vocabulary Check – are there any words you don't know the meaning of look them up or ask someone what they mean
Extension – Find these words

Row 1 – a season

Row 3 – got someone

Row 2 – where an animal can live

Row 4 – antonym of big

Row 5 – to look at someone angrily





Session 1

Auditory sounds and spelling

Sounds Auditory Use this Sound bank to help you spell the words	tch short vowel sounds ë ä long vowel sounds ā ī ō ū ē all consonant sounds
---------------------------------------------------------------------------------	-----------------------------------------------------------------------------------

Paper copy = helper needed



Check your spelling



those eve plume mute
nine stretch trade damp



Session 1



Learned words

Review Learned word	canoe
New Learned word	because
Different one each day	

Review the word canoe

**Write the new word because
3 times in your book.**

**As you write the word say the
letters not the sounds**





Session 1

Dictation Handwriting

Objective – To support the consolidation of spelling patterns, rules and irregular words already taught and to improve accuracy, fluency and automaticity in application.

**Write what the teacher
says in your book**

Paper copy = helper needed

Dictation: Answers

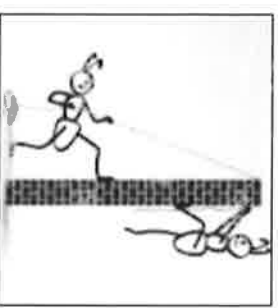


Check *your work here* - If incorrect – fix it, then tick



The Duke will buy a pane of glass.

The small animal jumped over the wall.





Session 1 Sound Deck/Pack Symbols to sound

Read the sounds and say the key word

a	e	i	wh	ang	ing	ck	dge	tch
o	u	S..	ung	ong	onk	all	ed..	a-e
sh	ch..	th..	ink	unk	ank	i-e	o-e	u-e

e-e	igh	eigh
-----	-----	------



Session 2 Reading Review

Read these words out aloud

call malt bath tall small stall wall fall hall

these those eve mere here breve plume mute

nine smock stretch throng grove ant hush

damp side glare blast trade

Vocabulary Check – are there any words you don't know the meaning of look them up or ask someone what they mean

Extension – Find these words

Seven, eight, _____

Not short but _____

To swap _____

To be wet _____



Session 2 New Phonogram 'oi'



'oi' as in coin

At the beginning or
middle of a word

foil

booi

cooi

jooi

sooi

toioi

oil

vooid

grooin

poioit

brooil

jooint

“boil the egg”

“join the club”

“toil in the yard”

“sore joint”

“dig up the soil”

“do not point at anyone”



Session 2 New Phonogram 'oy'



'oy' as in boy
At the end of a word

soy

toy

boy

joy

coy

play

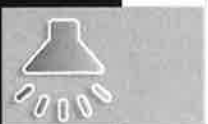
Troy

“boy with the black and white ball” “coy girl”

“pick up the toy whale” “a joy to work with”

“the boy on the swing” “a play to trick him”





Session 2

Auditory sounds and spelling

Sounds Auditory Use this Sound bank to help you spell the words	Short vowel sounds <i>ĭ ä ö</i> <i>tch oi oy floss igh</i> long vowel sounds <i>ō</i> all consonant sounds
------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------



Paper copy = helper needed

Check your spelling



play pointed blinded scoff
fright store latch whiff





'oi' in the beginning or middle of a word 'oy' at the end of a word

Fill in the gaps to
make words and
write them in your
book

b _ _ _

c _ _ _ n

j _ _ _ n

t _ _ _

p _ _ _ n t

s _ _ _ l

c _ _ _

br _ _ _ l

b _ _ _ l

j _ _ _ n t

Ask some
one at home
to check your
work.

Session 2

Learned words



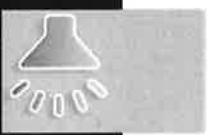
Review Learned word	because
New Learned word	minute
Different one each day	

Review the word *because*

Write the new word *minute* 3 times in your book.

As you write the word say the letters not the sounds

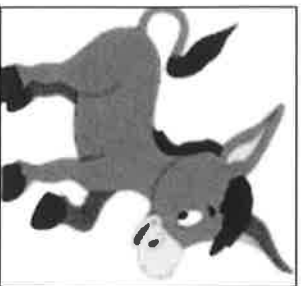




Session 2

Dictation & Handwriting

Objective – To support the consolidation of spelling patterns, rules and irregular words already taught and to improve accuracy, fluency and automaticity in application.



**Write what the teacher
says in your book**



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Dictation: Answers



Check your work here - If incorrect – fix it, then tick







Which mule made a noise in the grove?

The soil in the cave is moist and damp.

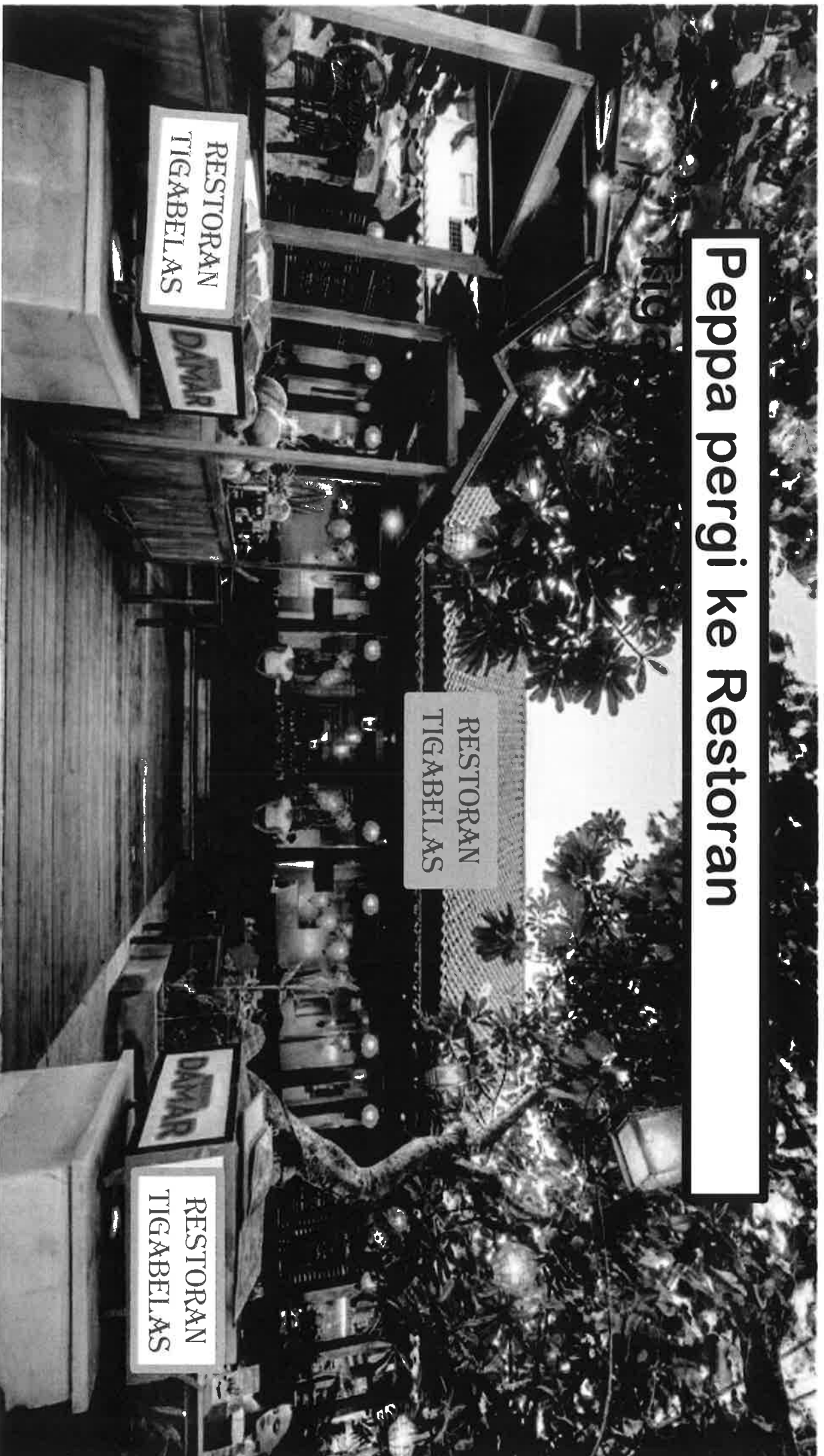


Optional task

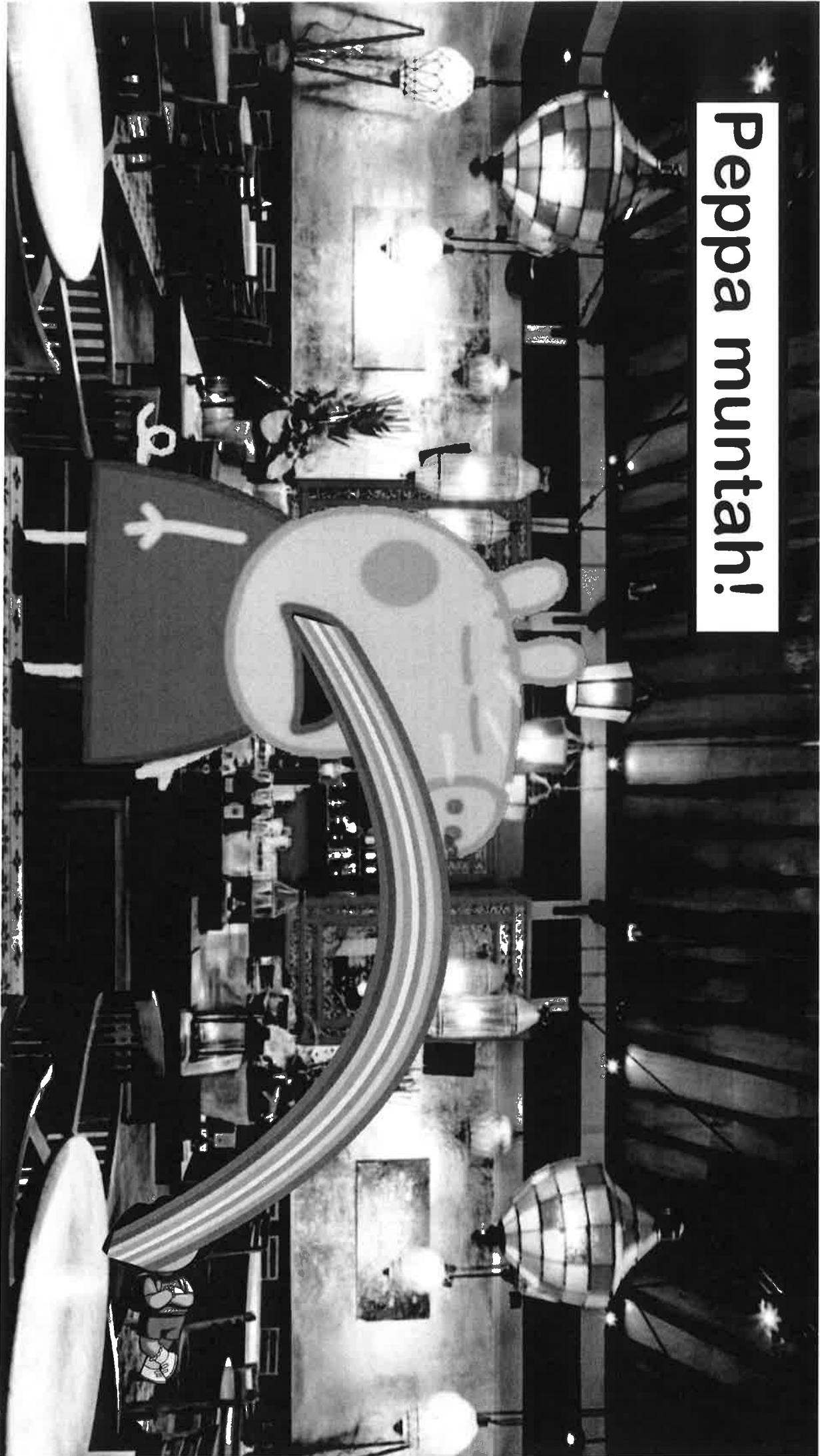
Come up with your own list of 10-15 words that have the spelling focus of oi, oy & all
Challenge yourself - find some harder words to learn
Choose options from this spelling menu to learn your words

<p>17. Write a Story, Poem or Song with Words</p> <p>Write a story using all your spelling words. Underline the words you used.</p>	<p>18. Bubble Letters</p> <p>Write your spelling words out in bubble writing.</p> 	<p>19. Words Within Words</p> <p>Write each spelling word and then write at least 2 words made from that word. e.g. catch - cat, hat</p>	<p>20. Picture words</p> <p>Draw a picture and hide your spelling words in the picture.</p>
<p>21. Question/Answers</p> <p>Write questions with half of your spelling words. Then use the other half to answer the questions. Underline the words you used.</p> 	<p>22. Riddles</p> <p>Write a riddle for each of your words. Don't forget to answer them. e.g. I am grey. I have a trunk and big ears. Answer: elephant.</p> 	<p>23. Crossword Puzzle</p> <p>Make a crossword puzzle with your spelling. Show the answers to your puzzle.</p> 	<p>24. Rhyming Words</p> <p>Write your spelling words out with a rhyming word next to them. Remember that words do not need to have the same spelling pattern to rhyme. e.g. men and again</p>

Peppa pergi ke Restoran



Peppa muntahi!

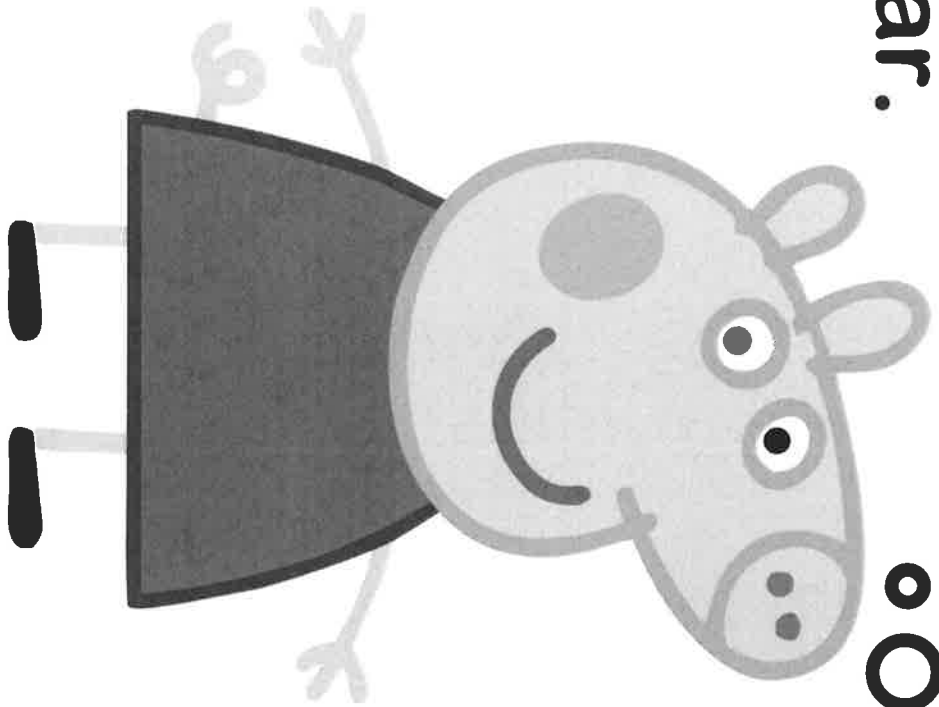


Peppa makan mangga dan

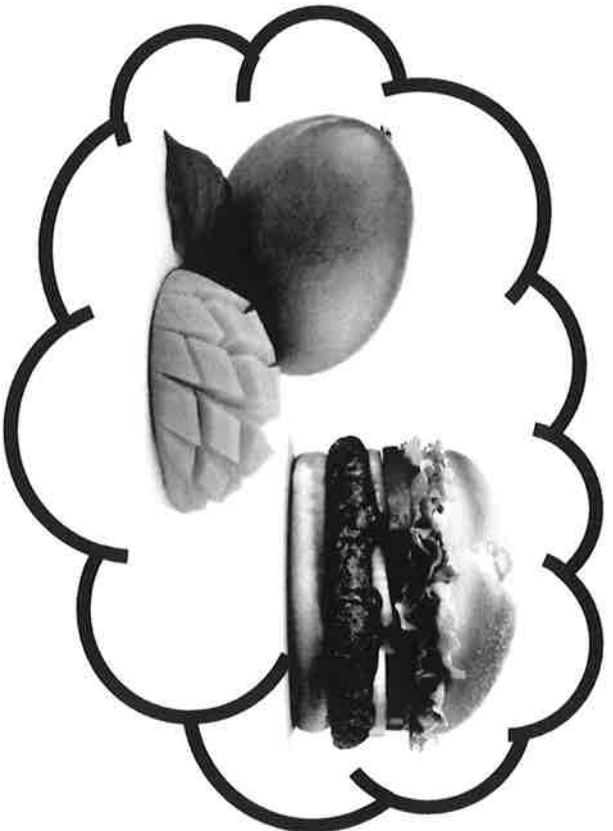


Peppa

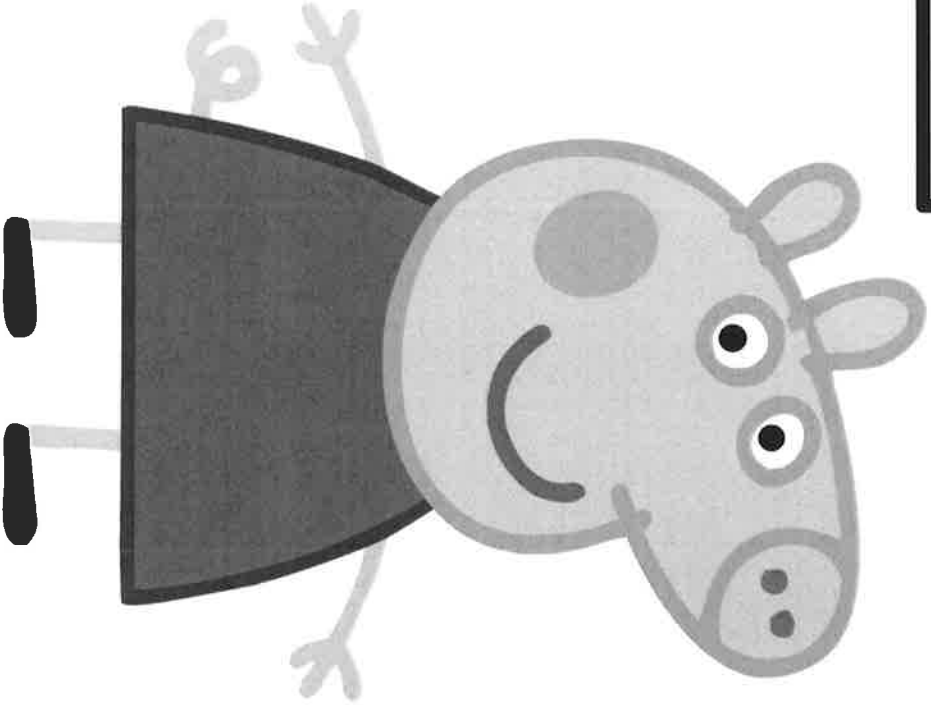
lappar.



ooo



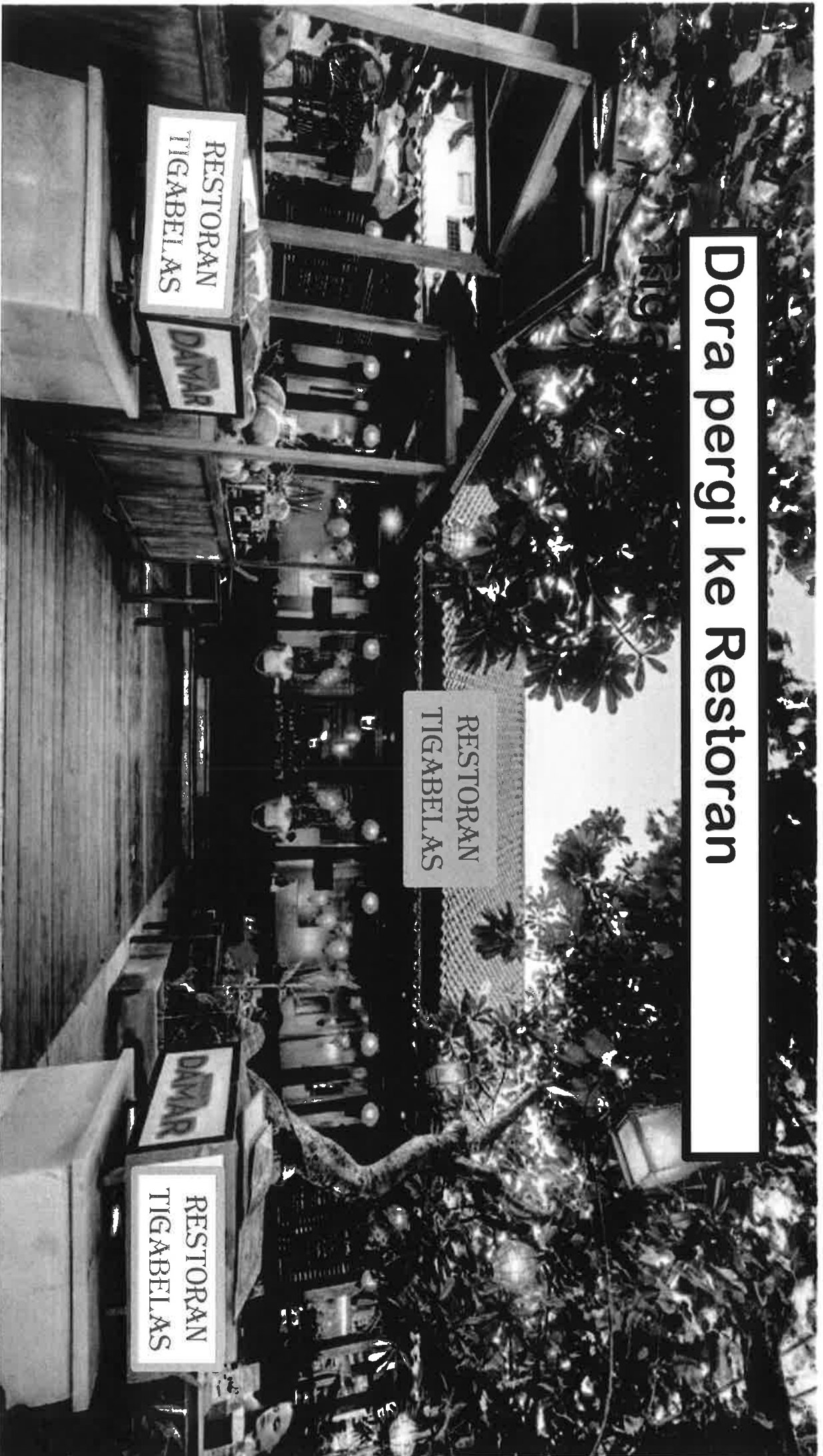
Ini Peppa.



Dora makan durian dan nasi

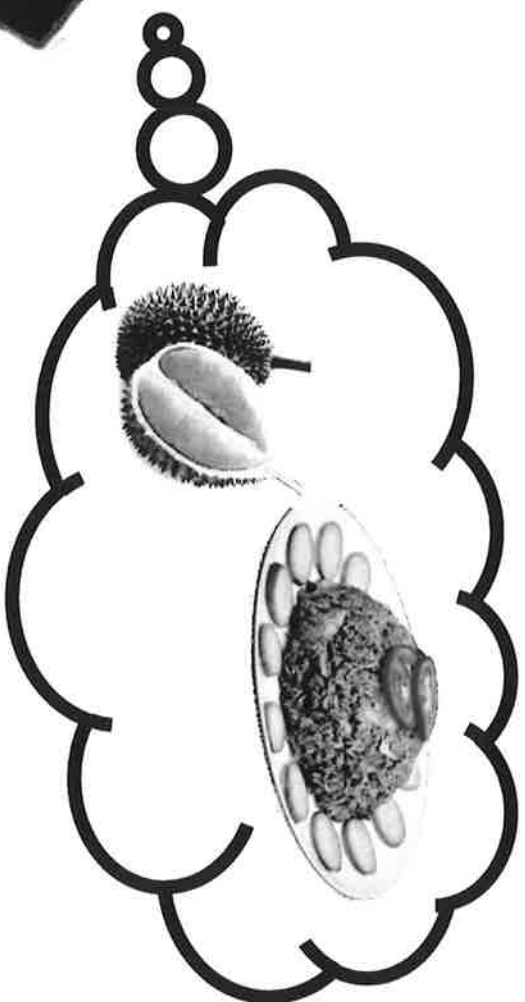
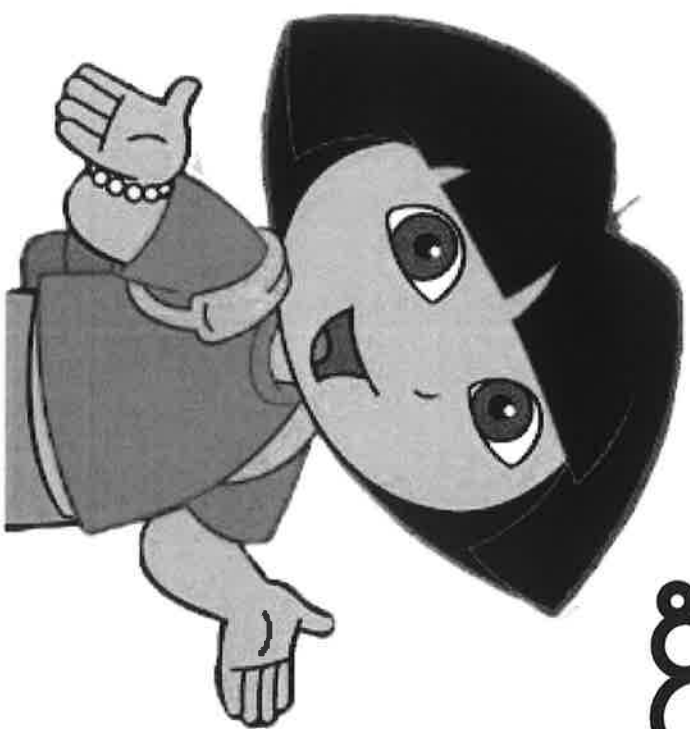


Dora pergi ke Restoran



Dora

lapar.



Sakit di

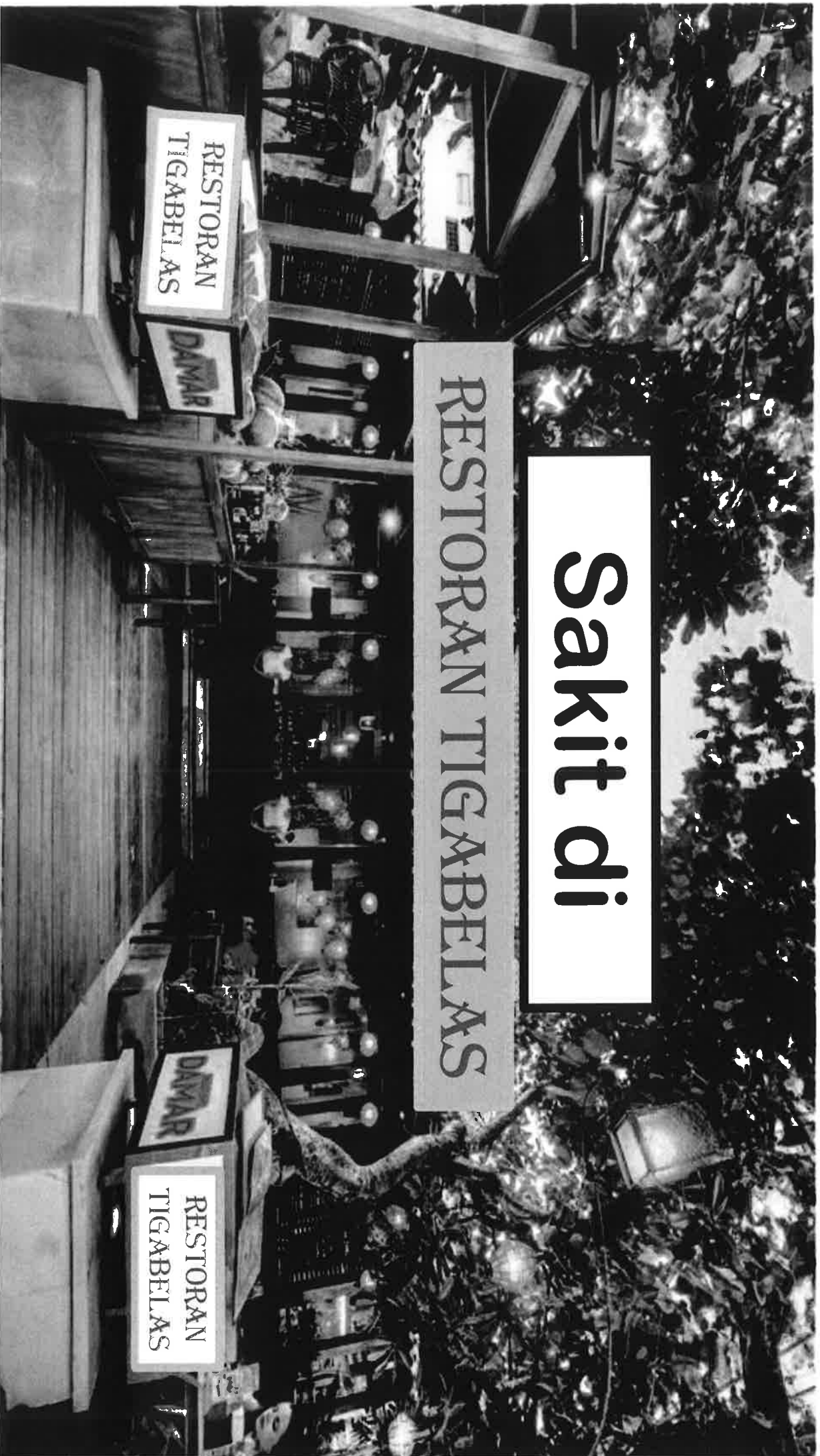
RESTORAN TIGABELAS

RESTORAN
TIGABELAS

DAMAR

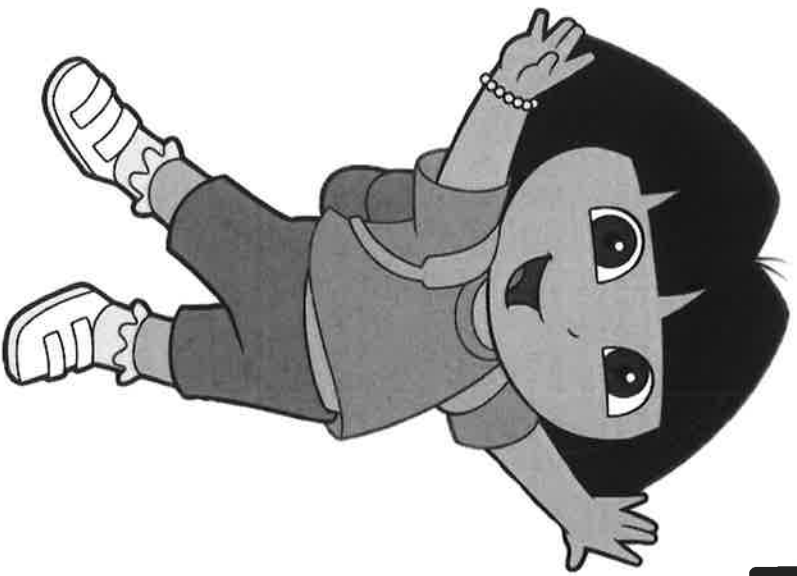
DAMAR

RESTORAN
TIGABELAS

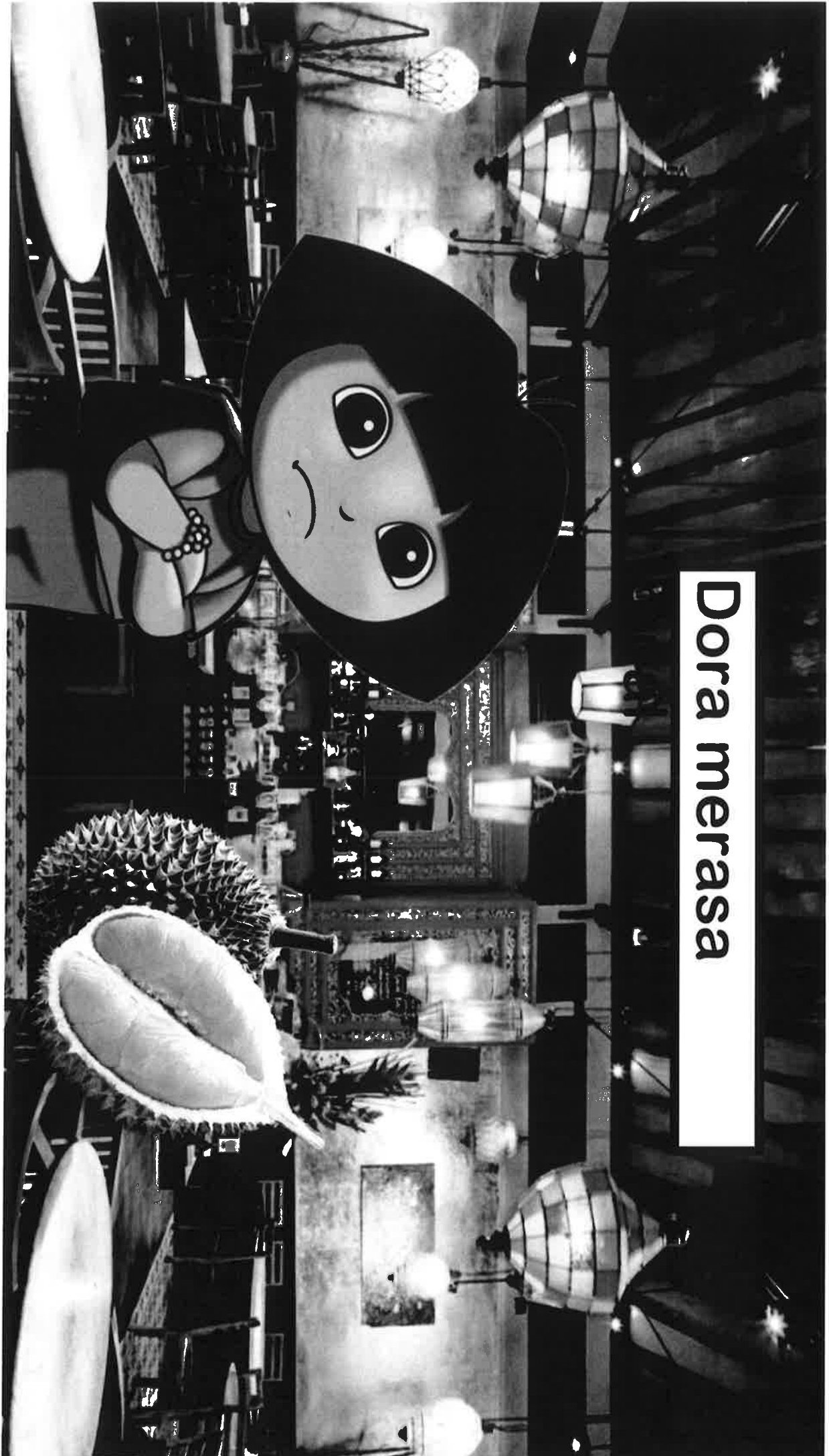


Ini

Dora.

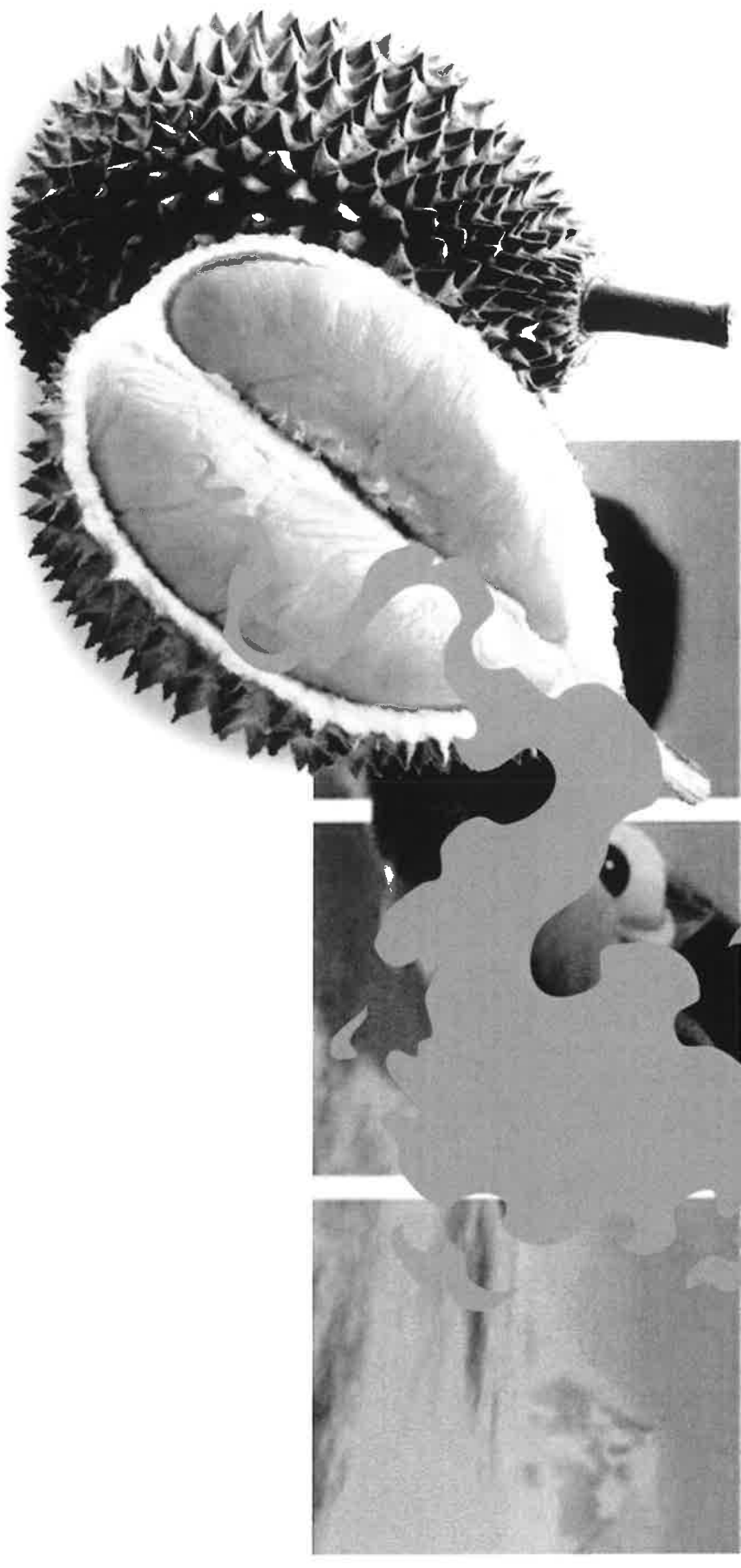


Dora merasa



Ada durian yang

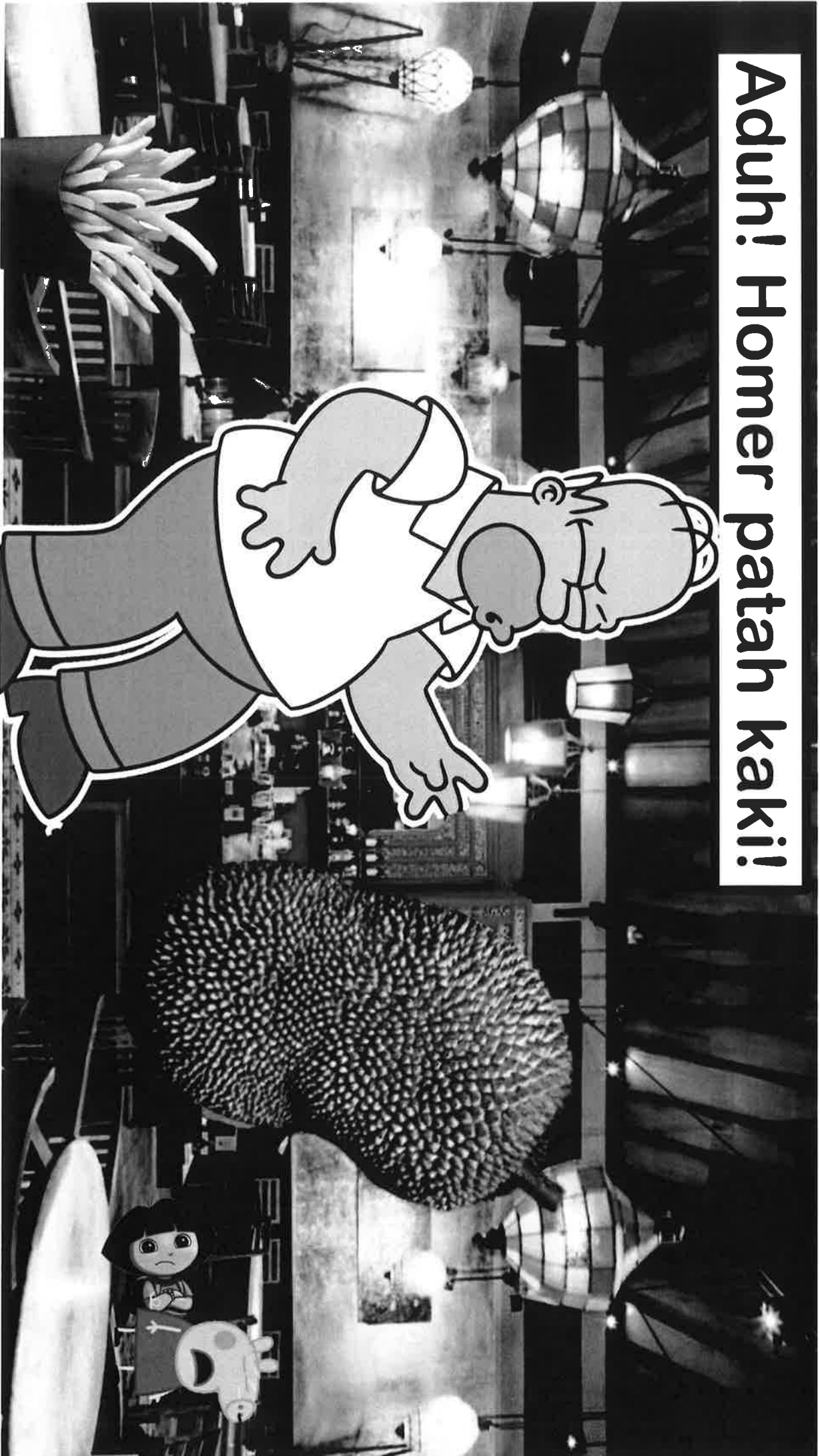
bau!



Dora pingsan.



Aduh! Homer patah kaki!

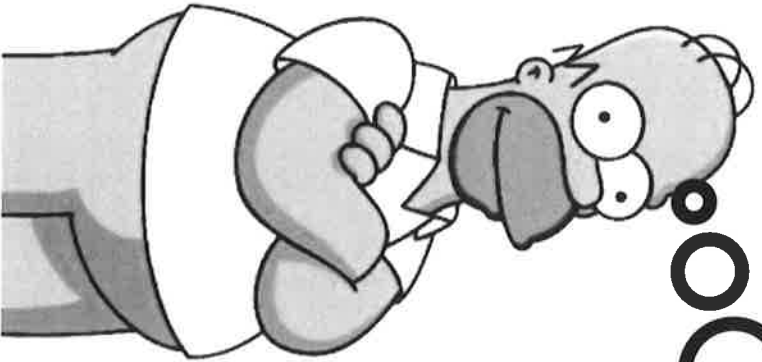


Ini

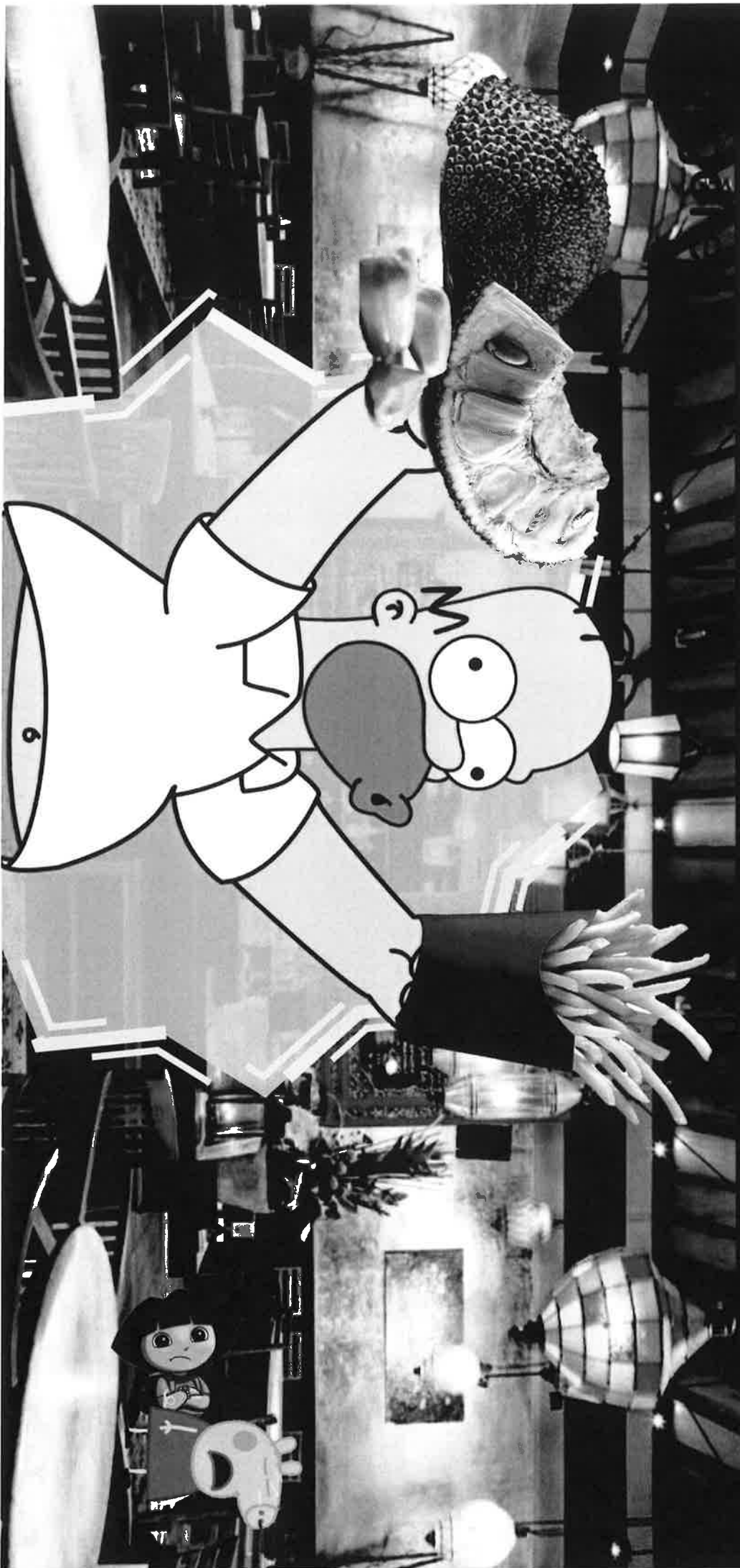
Homer

Homer

lapar.

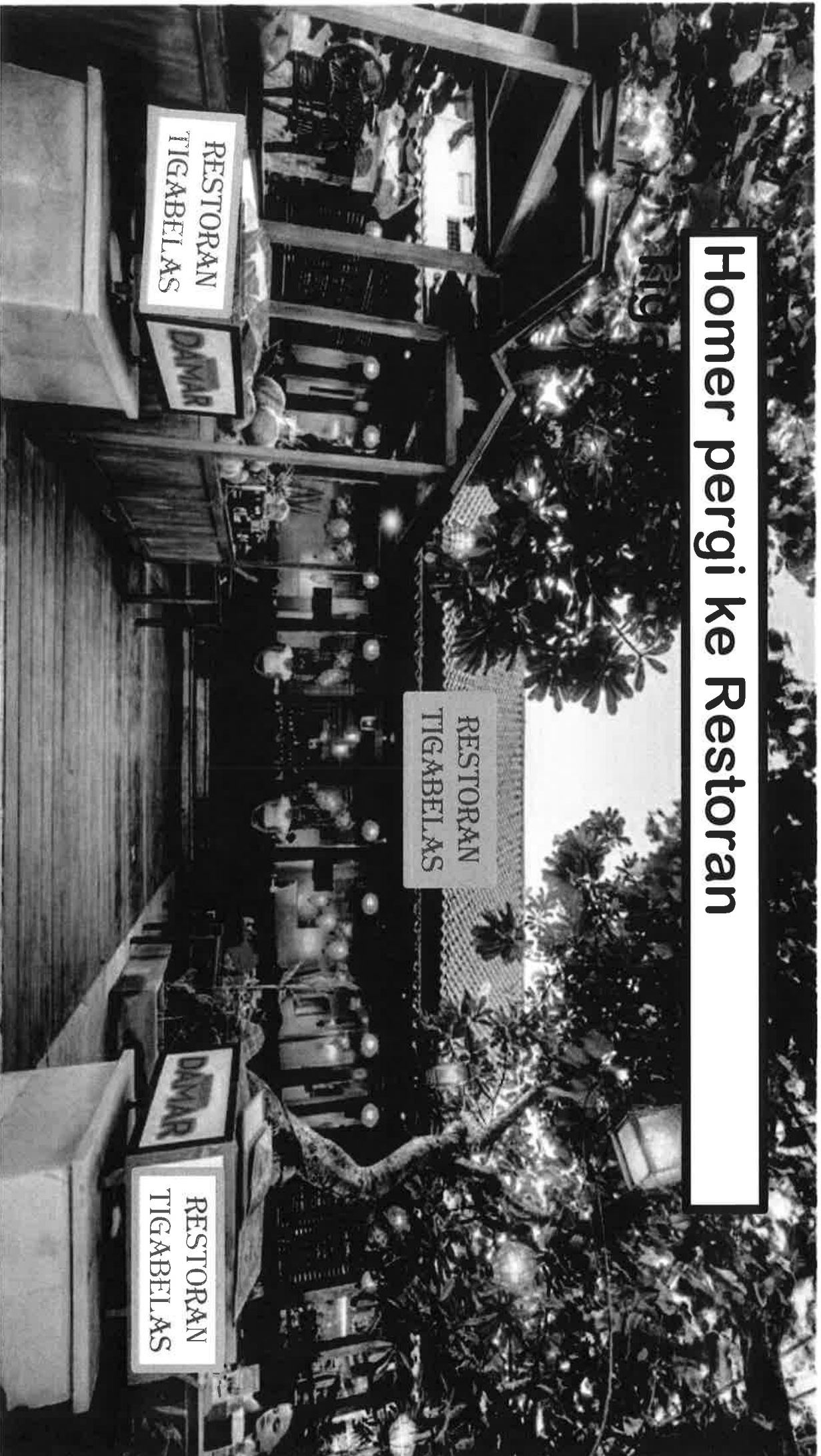


Homer makan nangka dan kentang



Homer pergi ke Restoran

Fig

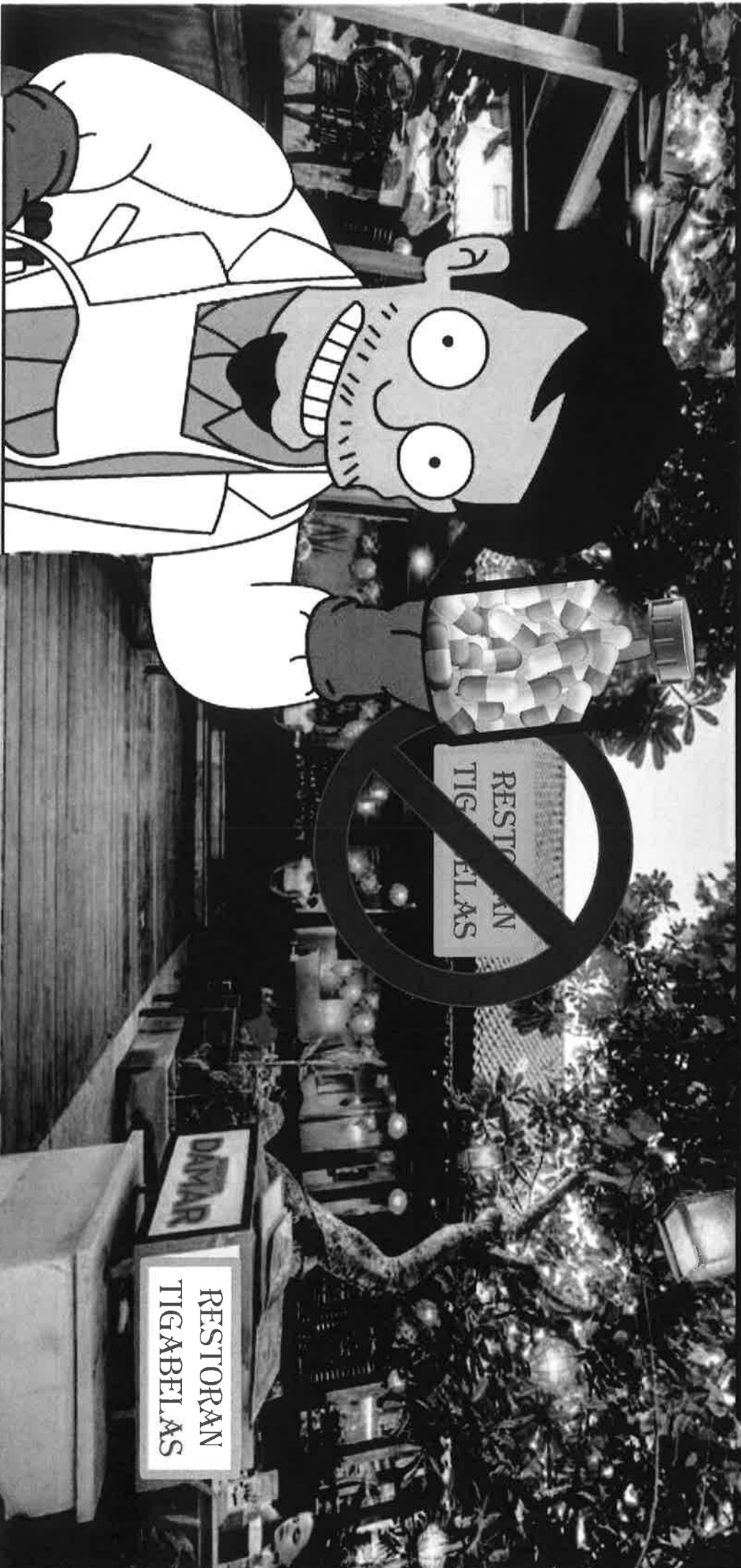




**Dokter berkata, “minum obat ini.
Istirahat selama 3 hari, dan...**



Jangan makan di Restoran Tigabelas!”



The End

AKHIRNY