

**Year 4**

**Resources**

**Week 9**

# Reading Choice Menu

## Week 9

### **SUMMARISING:**

Using the text you are reading at home, create a summary of your book for a friend. They will not have read your book, so explain to them in a summary format what is happening so far. (see details next slide)

2. In your Remote Learning book complete the 4 summary questions after reading the text *Australia Day*. (on the second slide)

You may use a summary template to help you summarise the main ideas. [BTN Current events summary.pdf](#)

### **Summarising:**

Select a short text from Epic Books and complete the summarising attached. Explain what the key points of your book were.

[Summarising-A-Story.pdf](#)

**epic!**

This week choose two tasks to complete.

Present them in your Remote Learning Book.

Remote Learning Books will be submitted when we return to school.

### **Optional Extra-**

Complete all 3 Reading activities for this week. Extension activity also in lesson 2.

# Summarize

to tell in your own words what has happened in the



What's the big idea?

## Writing Summaries

"Summarize means make it shorter; include just the facts, like a reporter!"

Who?

What?

Where?

When?

Why?

How?

### Use Your Knowledge.

Using the text you are reading at home, create a summary for someone who has never read the same book. In your remote learning book summarise into the headings shown here.

**Learning intention:** I can summarise a longer text into short sentences.

Summarising: In your Remote Learning book complete the summary questions after reading text below.

## Australia Day

On January 26 each year, we come together as a nation to celebrate how good it is to be Australian. We also identify some of the great things about our country.

We also remember Indigenous Australians and acknowledge them as the original owners of the land, before British settlement in 1788.

On Australia Day, some people from other countries who currently enjoy living in Australia, become Australian citizens. This takes place at special citizenship ceremonies.

Most people in Australia celebrate Australia Day by attending one of the many public events in their local community. These include concerts, fireworks, awards ceremonies and fundraising events.

On Australia Day, people like to display Australian flags outside their houses, or on their cars. It is a wonderful day to spend time with family and friends. Many people enjoy a traditional Australian barbeque on Australia Day.

Mind Map  
Resources

## Australia Day

1. Using a mind map, identify some key words that summarise the main ideas from the Australia Day text.
2. If you were to explain to another person what Australia Day is, what would you tell them?
3. Why is Australia Day an important day to celebrate as a nation every year?
4. What are some of the ways people celebrate on Australia Day?

**Learning intention:** I can summarise a longer text into short sentences.

### Extension activity.

## CRAZY CREATIVE CHALLENGE

Design and create your own Australia Day menu for a barbeque lunch.

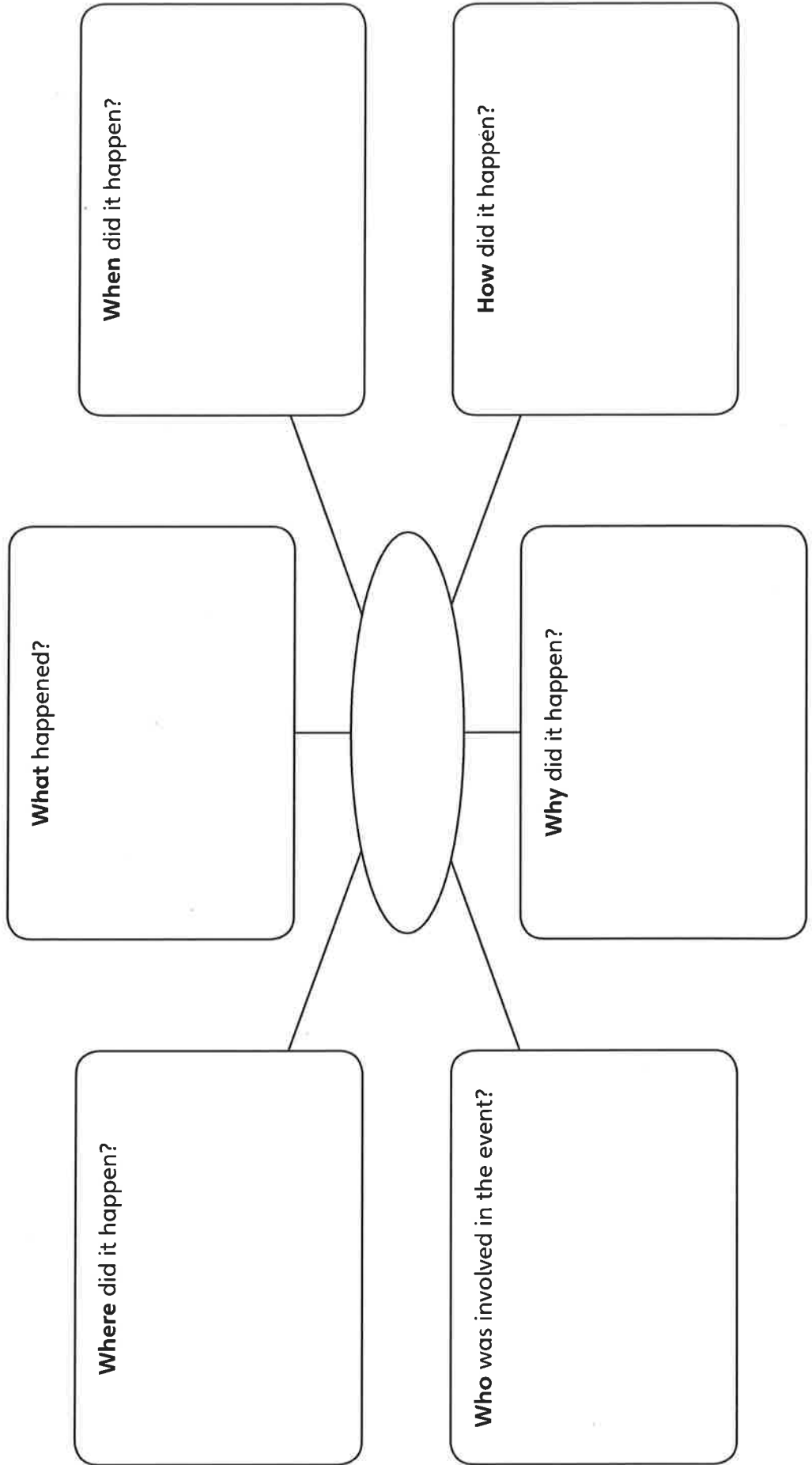
- ① What food will you have?
- ② What will be the theme?
- ③ How will you make sure it is 'Australian'?



# Current events summary

PM25

Topic ..... Your name/s ..... Date .....



# MATHS - CHANCE SESSION 1

## Learning Intention:

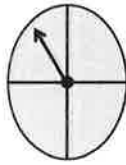
I can describe possible everyday events and order their chances of occurring.

I can identify everyday events where one cannot happen if the other happens

Watch Mrs McLeod's mini lesson first!

### Certain

If an event is **CERTAIN**, then it will **DEFINITELY** happen.



When I spin, I am **CERTAIN** that I will land on yellow.

### Impossible

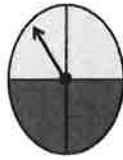
If an event is **IMPOSSIBLE**, then it will **DEFINITELY NOT** happen.



When I spin, it is **IMPOSSIBLE** for me to land on yellow.

### Equally Likely

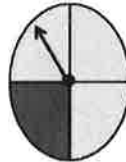
The outcomes of events are **EQUALLY LIKELY** if they all have the **SAME CHANCE** of occurring



Each time I spin, the chances of landing on red or yellow are **EQUALLY LIKELY**.

### Likely

If an event is **LIKELY**, then it will **PROBABLY** happen.



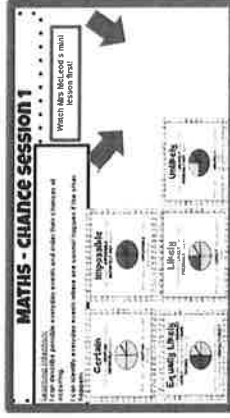
When I spin, it is **LIKELY** that I will land on yellow.

### Unlikely

If an event is **UNLIKELY**, then it will **PROBABLY NOT** happen.



When I spin, it is **UNLIKELY** that I will land on yellow.



**Learning Intention:**

I can describe possible everyday events and order their chances of occurring.

I can identify everyday events where one cannot happen if the other happens

# YOUR TASK - PART 1

Draw the probability line in your Maths book. Using the vocab listed below, place the words on the probability line from 0% chance (impossible) to 100% chance (certain).

0%  
Chance

50%  
Chance

100%  
Chance



Unlikely	Certain	Equal Chance	Impossible	Likely
----------	---------	-----------------	------------	--------

**Learning Intention:**

I can describe possible everyday events and order their chances of occurring.

I can identify everyday events where one cannot happen if the other happens

# YOUR TASK - PART 1 CONT...

Draw the probability line in your Maths book. Using the scenarios listed below, place them on the probability line from 0% chance (impossible) to 100% chance (certain).

0%  
Chance

50%  
Chance

100%  
Chance



It will be dark tonight.

It will rain tomorrow.

My hair will turn blue.

I will do school work tomorrow.

I will go for a bike ride today.

It will be cloudy tomorrow.



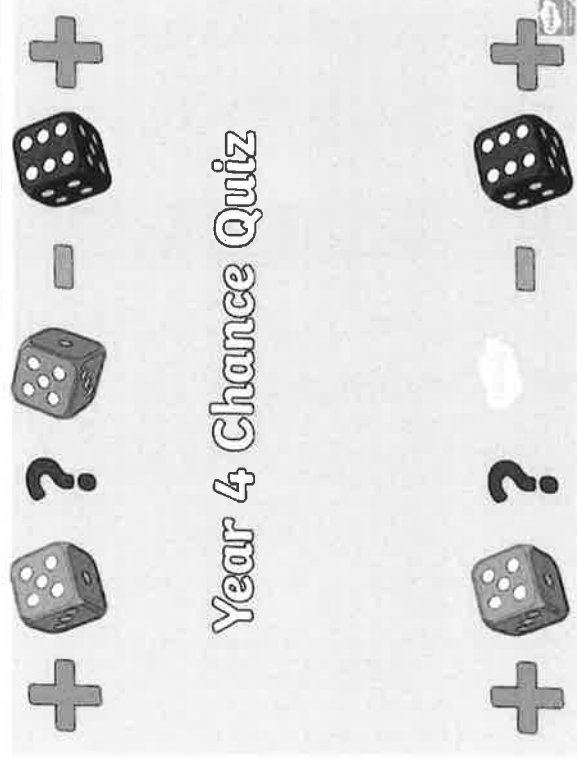
Learning Intention:

I can describe possible everyday events and order their chances of occurring.

I can identify everyday events where one cannot happen if the other happens

# YOUR TASK - PART 2

Download the PowerPoint below by clicking on the link. You will need to save it to your computer for it to work and use it in slide show/presentation mode. Go through the slides and click on your selected answers.



# MATHS - CHANCE session 2

Learning Intention:

I can identify events where the chance of one will not be affected by the occurrence of the other. I can represent possible outcomes in a fraction format.

**Watch the Basic Probability Video first.**

After you have watched the video, you are going to conduct a coin toss trial. (see the next slide) Make sure you answer the questions and record your results. This can be completed in your Maths Book.

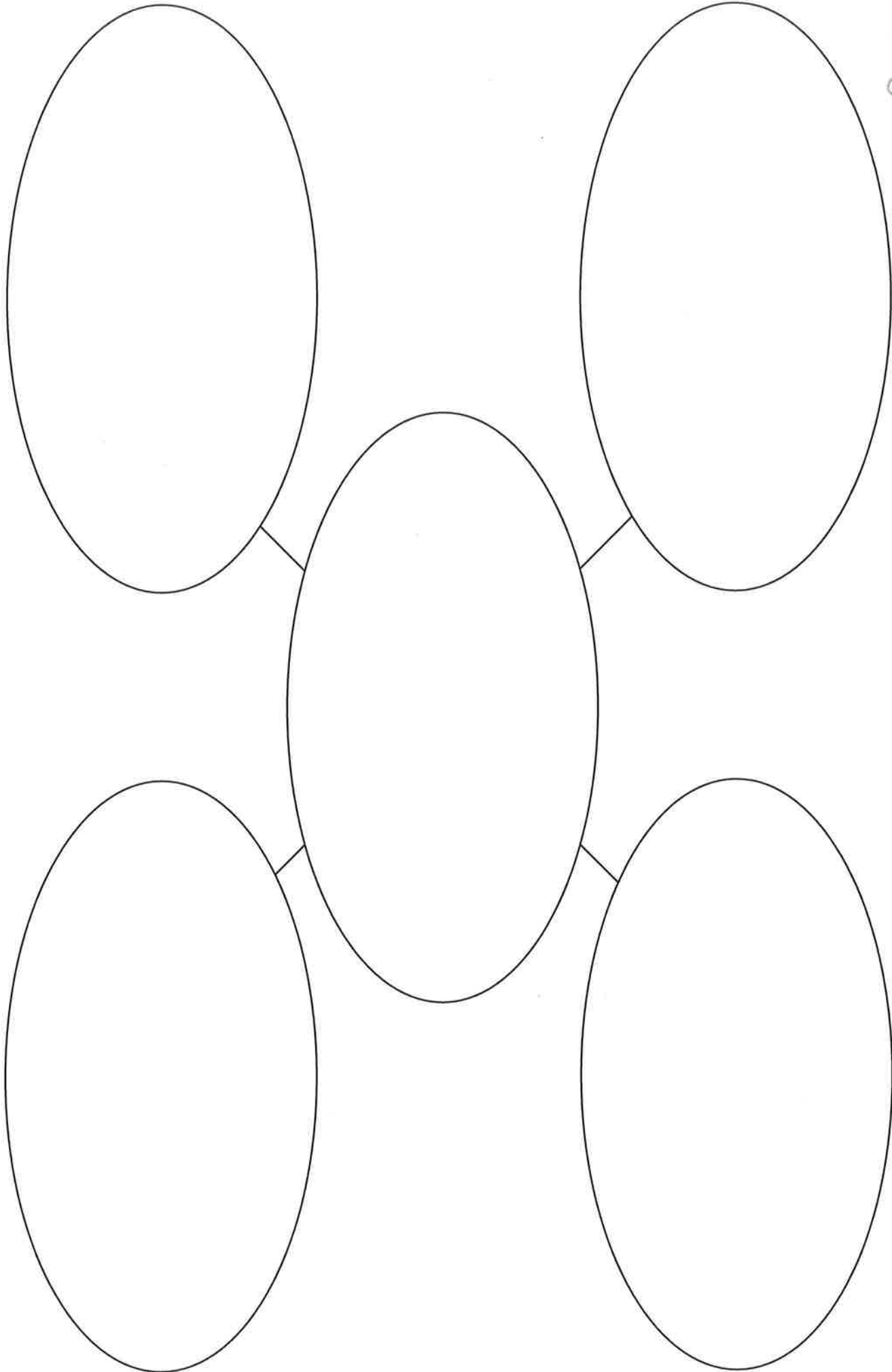
Want more? Do the trial a few times and see what happens.



## Basic Probability

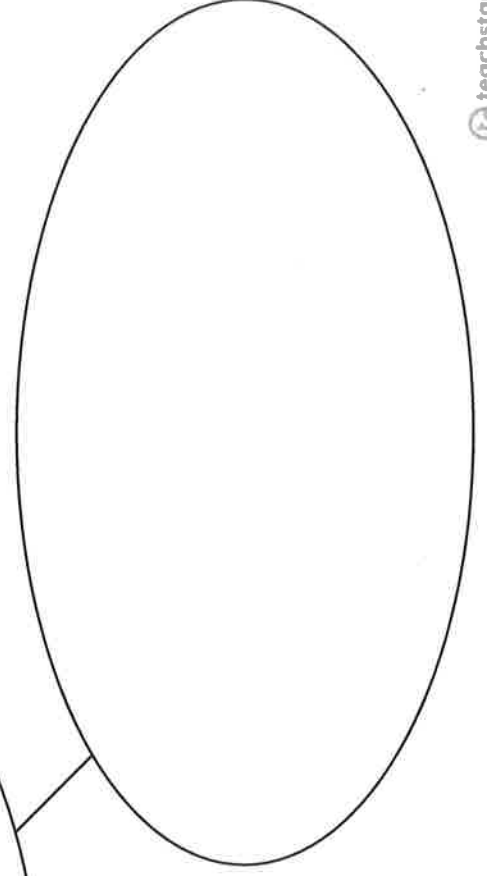
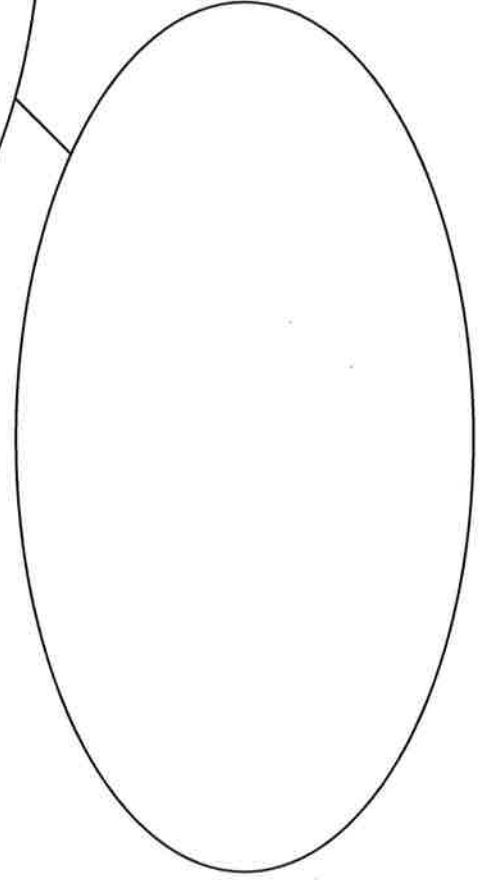
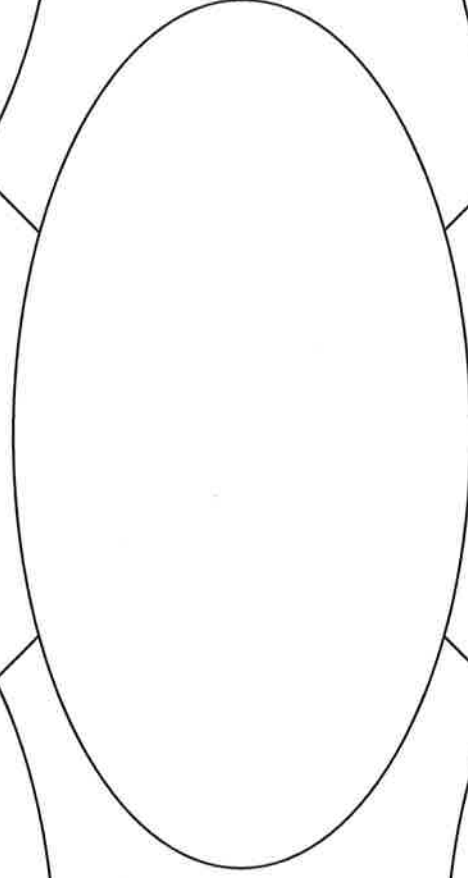
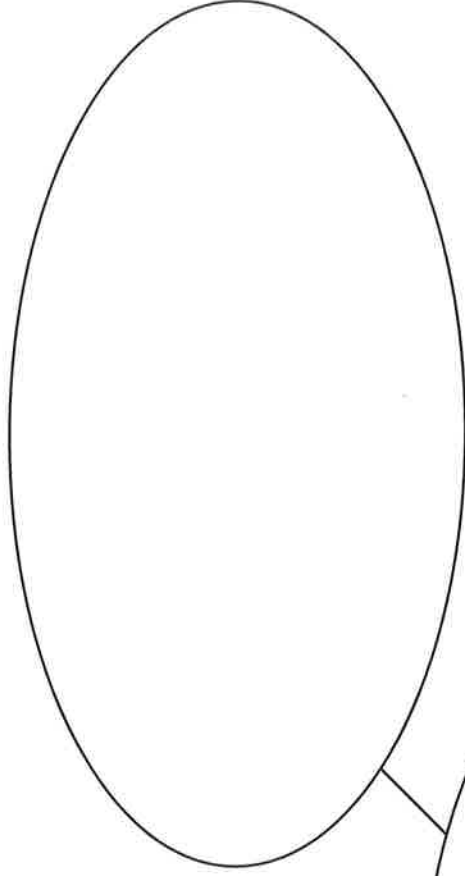
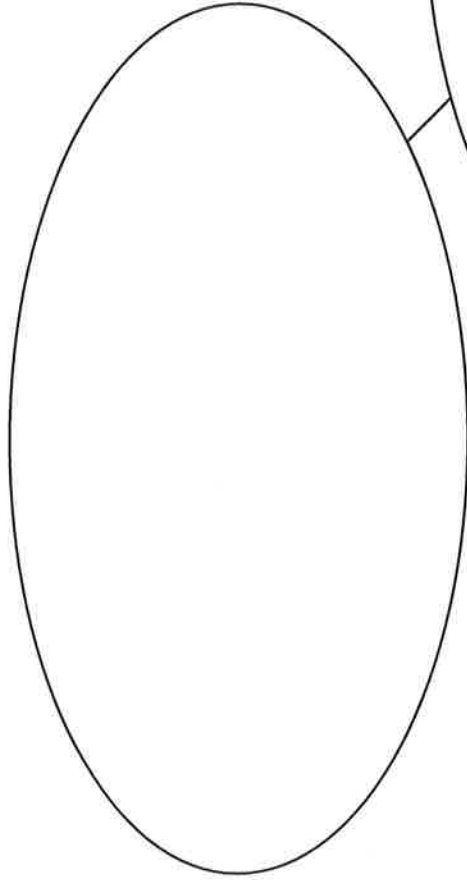


Name: \_\_\_\_\_ Date: \_\_\_\_\_



Name: \_\_\_\_\_

Date: \_\_\_\_\_



# Probability Challenge

Which number will race down to the bottom of the mountain the quickest?

# First Down the Mountain

## Learning Intention:

I can work out the probability of each number occurring

I can use the probability of an event to make predictions.

For this task you need to finish 3 parts:

**STEP 1** - Read the instructions and play the game 'First down the Mountain'

**STEP 2** - Answer the reflection section in your Maths book

**STEP 3** - Create your own game!

## You will need:

- Two dice
- 11 'climbers' - objects such as counters, coins, blu tak etc.
- Playing board







## Playing Board

**Reflection:** (Do in your Maths book after playing)

1. Which number won the most out of your 10 games?
2. Is this a fair game?
3. What did you notice – write a **paragraph** about it.

**Challenge:**

What is the probability of each number being rolled?

## Create your own game

- Make your own game in your maths book, changing the number of spaces on the playing board that you leave for each number. Using the probability table pictured may help you
- Why did you make it like that? Write a paragraph
- Is your new game a fair game? Why/why not?
- Predict which number will win – play and see what happens!
- Get someone from your family to play.
- Why did they predict that number to win?

Total	Number of combinations	Probability
2	1	2.78%
3	2	5.56%
4	3	8.33%
5	4	11.11%
6	5	13.89%
7	6	16.67%
8	5	13.89%
9	4	11.11%
10	3	8.33%
11	2	5.56%
12	1	2.78%
Total	36	100%

Name .....

Date .....

# Summarising a Story



Who is in the story?

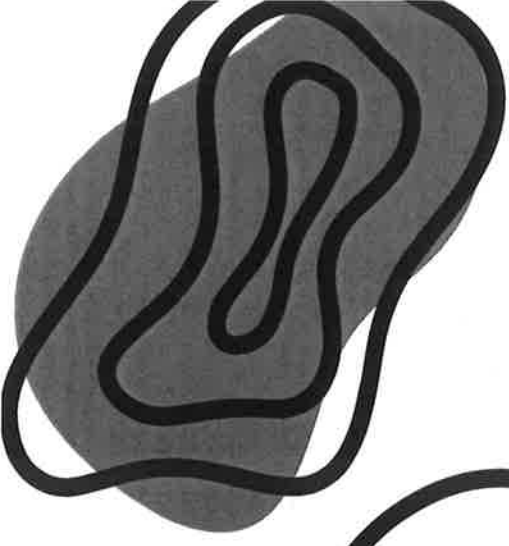
Where does the story take place?

Title

Problem

Solution

Moral



Year 4

# Week 9 Writing:

## Biographies



Learning Intention: we are learning how to write a biography.



# Your task:

## Writing Step 1

**STEP 1 - Using the Writer's Workshop cycle:** This week you are going to start a new seed in your Writer's Notebook. *Your SEED is going to be a biography of a person from the 1700s-1800's.* They could be someone on the First Fleet, convict, maritime navigator, explorer, you decide! You should use a new Seed/Mind Map. When you have finished take a photo and share your seed on the GC stream.

## Writing Step 2

**STEP 2- Using the Writer's Workshop cycle:** Today you are going to turn your Seed into a DRAFT Biography. You can do this in your Writer's Notebook OR your Big Learning Book. It must be handwritten. Do not worry about editing- we will do this next week. Get all your ideas down and write, write, write. Minimum ½ to 1 full page but you can do more!

## Writing Step 3

**STEP 3- PUBLISH** your Biography and post it in the Writing Folder on Google Classroom. Cant wait to see it!

# What is a Biography?

- A biography is a text written about someone else's life
- (usually someone famous).



Autobiography	Biography
<ul style="list-style-type: none"><li>• informational text</li><li>• about a real person</li><li>• Story <u>IS</u> written by the author</li><li>• Story <u>IS</u> about the author</li></ul>	<ul style="list-style-type: none"><li>• informational text</li><li>• about a real person</li><li>• Story is <u>NOT</u> written by the author</li><li>• Story is <u>NOT</u> about the author</li></ul>
<p><b>Text Example</b> <u>Through My Eyes</u> written by Ruby Bridges</p>	<p><b>Text Example</b> <u>The Story of Ruby Bridges</u> written by Robert Coles</p>

Learning intention: I can identify characteristics and features used in a biographical text to meet the purpose.



# Biography

## What is a Biography?

A biography is a text that is written to inform the reader about a real person's life. The person the biography is written about can be alive or deceased.

## Characteristics of Biography

- The author is someone other than the person featured in the biography.
- Includes important events from the person's life.
- The author can use narration to share snippets from the person's life.

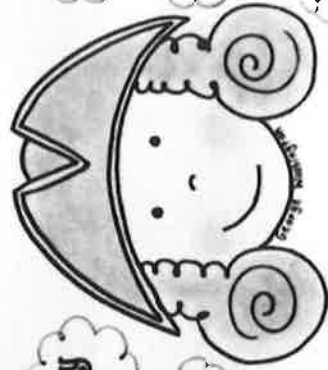


## Why do authors write biographies?

Authors write biographies to inform their readers. Authors believe the person they wrote the biography about is important or made a contribution that other people need to know about.

## Examples of Biographies

Tatkin' About Bessie: The Story of Aviator Elizabeth Coleman  
By Nikki Ormas  
Anne Frank: Young diarist  
By Ruth Ashby  
Hellen Keller's Teacher  
By Margaret Davidson  
Ben Franklin  
By Augusta Stenson



Where did they live?

Facts

True

Why they're important

Usually famous

When were they born?

What did they do?

A Biography tells about a real person's life.

# SEED ideas for your biography.

## Achievements

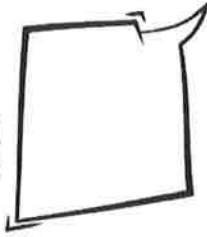
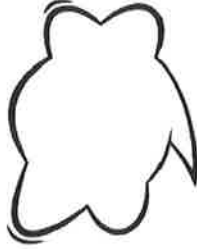
Most known for:

\_\_\_\_\_

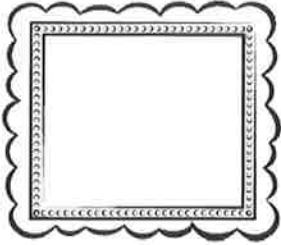
Other major accomplishments:

\_\_\_\_\_

## Famous Quotes



Life of



Birth: \_\_\_\_\_

### Who Was \_\_\_\_\_?

Let me tell you!

Full Name: \_\_\_\_\_  
Famous For: \_\_\_\_\_

Childhood

Place of Birth: \_\_\_\_\_  
Birth Date: \_\_\_\_\_

Key Life Events

( ) . ( )

Lessons We Can Learn

Major Accomplishments

What will make your letter sound authentic from the 1700-1800's?

What language would we be using in this era?

### Biography Research

Name: \_\_\_\_\_

Persons Name: \_\_\_\_\_

Picture: \_\_\_\_\_

Early Life: \_\_\_\_\_

Family Life: \_\_\_\_\_

Major Accomplishments: \_\_\_\_\_

3 Interesting Facts: \_\_\_\_\_

# Examples of biographies

## Biography James Cook

### Captain James Cook

James Cook was a British navigator and explorer who sailed and mapped much of the

James Cook was born on October 27, 1728 in Marton, Lincolnshire, England. His father was a farmer, but as James grew older he began to feel the lure of the sea. At around the age of 16 he took an apprenticeship as a merchant sailor on the coast of the North Sea. In 1755 he joined the crew of the *Endeavour* on the Seven Years War. For the next three years Cook sailed the Pacific Ocean, and during this time he became a master at map making, his ability at surveying, navigating, and creating large accurate maps was noticed by those high up in the Navy.

Cook was given command of the *Endeavour* by England's Royal Society. The ship was a schooner that was used to transport mail and supplies to the Pacific. Cook's mission was to explore the Pacific and to find a route to the South Pole. Cook introduced many food and navigational tools to make his crew healthy and safe. He required his men to eat fresh food to keep the men from getting scurvy. These rules and planning helped the men to stay healthy throughout the long voyage.

Cook sailed to the Pacific and discovered the Hawaiian Islands. He was the first European to see the Hawaiian Islands and to name them. He also discovered the Sandwich Islands, which are now called the Cook Islands. Cook was the first European to see the Great Barrier Reef. He also discovered the South Sea Islands. Cook was the first European to see the Great Barrier Reef. He also discovered the South Sea Islands.

Unfortunately, the ship was damaged on some coral and they had to stop for a while to do repairs. Finally they returned home in July of 1771, nearly three years after their departure.

Occupation: Explorer

Born: October 27, 1728 in Marton, England

Died: Killed by natives at the Hawaiian Islands on February 14, 1779

Best known for: Exploring the South Pacific



Captain James Cook

Writing your biography  
You need a topic sentence and a topic paragraph



-This will introduce the person and explain why you think this person is worth knowing

1:36

4:59

Suggested clip: 119 seconds

www.youtube.com > Watch

How to write a Biography - YouTube

<https://www.youtube.com/watch?v=q7abluGwup8>

Watch Mrs. Long's Mini Lessons



Beth (Digital Book Version)

<https://www.youtube.com/watch?v=P4qgyNDUivI>



# WANT MORE? Use these websites and the 6+ traits to make your biography even better



[Convicts Transported to Australia: A Guide to Researching Your Convict Ancestors](http://members.iinet.net.au/~perthdps/convicts/index.html)

<http://members.iinet.net.au/~perthdps/convicts/index.html>

Use this website to create your own convict character and convict story to write your biography.

**Writing PROMPT: Watch this clip:**

<https://education.abc.net.au/home#!/media/2443747/the-convict-voyages>

What do you think it was like for convicts on their voyage from England to Australia?

**VOICE:** *Voice gives the writing personality. Put feelings into your writing to show how you or your characters feel, do this by choosing words carefully.*

**Writing PROMPT: Watch this clip:**

<https://online.clickview.com.au/libraries/videos/32043476/convict-health>

Think about convict health from the perspective of a doctor on the first fleet.

**IDEAS & CONTENT TRAIT:** *This is about the*

*central theme or idea. It is something referred to as the 'heart of the message', this is what the writer most wants someone to know.*

**Writing PROMPT: Watch this clip:**

<https://online.clickview.com.au/libraries/videos/32204796/reform-and-freedom>

What was life like for a convict child?

Watch this clip to give you ideas.

<https://education.abc.net.au/home#!/media/1957482/first-fleet>





# Year 4 Week 9

## Spelling 2020

This weeks Video Link

[https://drive.google.com/file/d/1n3bqpl0BTH4QhsYcBBa1wqqI17n\\_d2nG/view?usp=sharing](https://drive.google.com/file/d/1n3bqpl0BTH4QhsYcBBa1wqqI17n_d2nG/view?usp=sharing)

\*\*\*\*\*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

**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 SYLLAB**



# New Skill- Phoneme Decode Encode



## “Closed & Open Syllables Review vowel sounds, igh eigh”

The short vowel mark (  $\text{˘}$  ),  
is called the breve

$\text{ĭ}$  =short vowel

The long vowel mark (  $\text{ˉ}$  )  
is called the macron

$\text{ī}$  =long vowel;

# Session 1 Sound Deck/Pack Symbols to sound

Read the sounds and say the key word



a	t	b	l	d	j	e	x
f	h	i	n	o	k	p	s
r	c	u	m	w	g	y	v
z	qu	sh	th	ch	wh	-ck	-dge

-tch	a-e

i-e	o-e

u-e	u-e

# Session 1 Spelling Rule/ Syllabication



Syllables are beats in words. Every syllable has a vowel sound

Use **karate hands** to work out how many syllable

A syllable can be pushed out in one breath. Your chin will usually drop slightly as you say each syllable in a word.

When working out syllables **don't break up a digraph** (a digraph is when 2 letters make 1 sound)

If you break a digraph in the middle you are adding another sound for example - you can break the word kitten in 2 ways

Ki. tten. or kitt. en.

but not kit . ten.

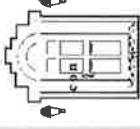
As this adds an extra 't' sound

When you are trying to spell longer words – you need to break the word up into Syllables first then sounds examples -  
assistant = ass / is / tant (3 syllables)  
organisation = or/ gan / i / sa/ tion (5 syllables)

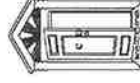


# Types of SYLLABLES

Closed



Open



Syllable



## Closed Syllables

- A closed syllable can only have one vowel.
- The vowel is followed by one or more consonants.
- The vowel sound is short.

hop kick fast

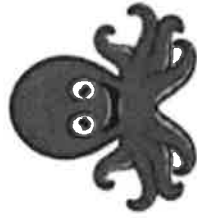
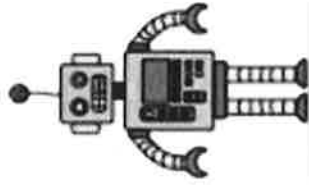
## Open Syllables

- An open syllable has only one vowel.
- The vowel is the last letter in the syllable.
- The vowel sound is long.

hi go she



**How many Syllables does each of  
these words have ?**





# Answers

**Robot = 2**

**Octopus = 3**

**Macaroni = 4**

**Shoe = 1**

**Umbrella = 3**

**Watermelon = 4**

**Zebra = 2**

**Helicopter = 4**

# Session 1 New phonogram vowel team 'igh'



“A vowel team is a team of letters working together to make one vowel sound.”

‘igh’ says /ɪ/  
as in light  
Almost always at the end of  
a syllable followed  
by a ‘t’

might    light    fight    tight    right    night

sight    flight    fright    slight    plight    bright

“might not sing”    “the tight pants”    “right of way”

“the bright light”    “no fighting in class”    “light the match”

“late flight”    “a slight pain in my arm”    “he sighted land”

Check your spelling here



light right high tonight





# Session 1

## Auditory sounds and spelling

**Sounds Auditory**  
Use this Sound bank to help you spell the words

er igh short vowel sounds ĭ ŭ  
long vowel sounds ī ō  
all consonant sounds



Paper copy = helper needed

# Check your spelling



stern sight grime vote pinched  
nightshift bright crushed



# Session 1

## Learned words



<i>Review Learned word</i>	very
<i>New Learned word Different one each day</i>	beauty

Review the word *very*

Write the new word *beauty*  
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*



Anyone can light the torch.

They will serve chips tonight on the flight.



# Year 4 Week 9 Session 2

\*\*\*\*\*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

# Session 2 Sound Deck/Pack Symbols to sound

Read the sounds



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



**might**   **light**   **fight**   **tight**   **right**   **night**   **sight**  
**bright**   **flight**   **slight**   **fright**  
**stern**   **terse**   **pray**   **hail**   **scorn**   **sheer**   **marsh**   **soy**

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

Not left but \_\_\_\_\_

Not day but \_\_\_\_\_

To give off much light \_\_\_\_\_

Great fear \_\_\_\_\_





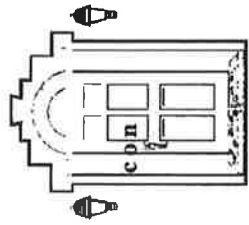
# Session 2 Review Open and Closed Syllables

The type of syllable tells us how to pronounce the vowel

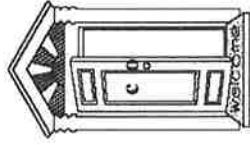
Closed- has 1 vowel

- ends with a consonant
- vowel says its sound (short sound)
- Consonant(s) closes the door and the vowel says its sound
- examples got, help, shed, it, bam

Closed



Open



Open - has 1 vowel

- ends with a vowel
- vowel (opens its big fat mouth and) says its name (long vowel sound)
- examples - go, he, she, I, ba

Syllable

## Sort the following words into 2 categories – OPEN or CLOSED Syllables

pet dog be go crab gray cry she  
 be prop we fly split spy glass  
 scan trunk shell last

Answers – remember ‘y’ can be classed as  
the long vowel /i:/ sound



Closed

pet \_\_\_\_\_ dog \_\_\_\_\_  
glass \_\_\_\_\_ split \_\_\_\_\_  
scan \_\_\_\_\_ trunk \_\_\_\_\_  
crob \_\_\_\_\_ last \_\_\_\_\_  
shell \_\_\_\_\_ prop \_\_\_\_\_

Open

cry \_\_\_\_\_ gray \_\_\_\_\_  
spy \_\_\_\_\_ go \_\_\_\_\_  
fly \_\_\_\_\_ we \_\_\_\_\_  
she \_\_\_\_\_ \_\_\_\_\_  
be \_\_\_\_\_ \_\_\_\_\_

# Session 2 New phonogram vowel team 'eigh'



“A vowel team is a team of letters working together to make one vowel sound.”

‘eigh’ says /ā/  
as in eight  
usually followed by ‘t’

weigh      freight      neigh      weight

eighteen      neighbor      freighter      eighty

“eight straws”      “eighteen brown cows”      “weigh the cat”  
“rode the sleigh”      “weight is ten pounds”      “good neighbor”  
“the horsed neighed”      “The ship carried the freight.”

Paper copy = helper needed







Check your spelling here

sleigh weight eight freight



## Session 2

# Auditory sounds and spelling



### Sounds Auditory

Use this Sound  
bank to help you  
spell the words

Short vowel sounds **ĕ ĭ ä ŭ ö**      **tch ed**

**igh**

long vowel sounds **ī ō ē**

all consonant sounds

Paper copy = helper needed





# Check your spelling

delight highway witch shone  
chose thigh wiped glided



# Session 2

## Learned words



<i>Review Learned word</i>	beauty
<i>New Learned word Different one each day</i>	canoe

Review the word *beauty*

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

As you write the word say the  
letters not the sounds





# Session 2

## Dictations: 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 number eight train will take the freight across the bridge.





Where will the new neighbours weigh their boxes?

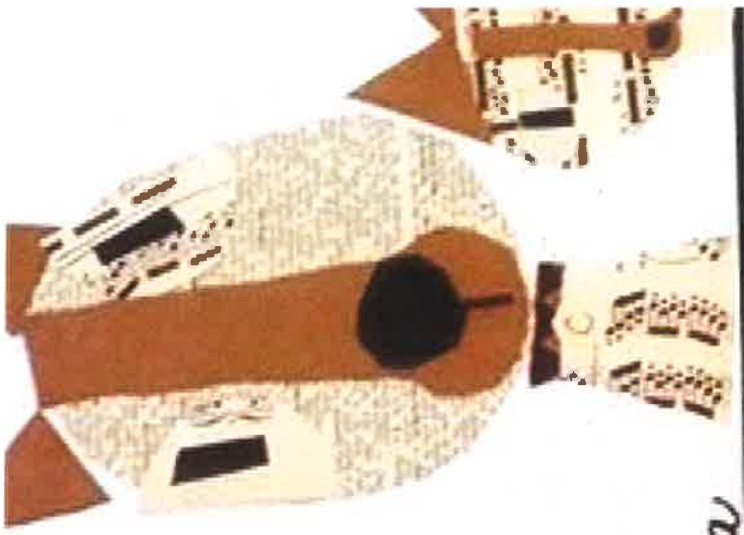


## Optional task

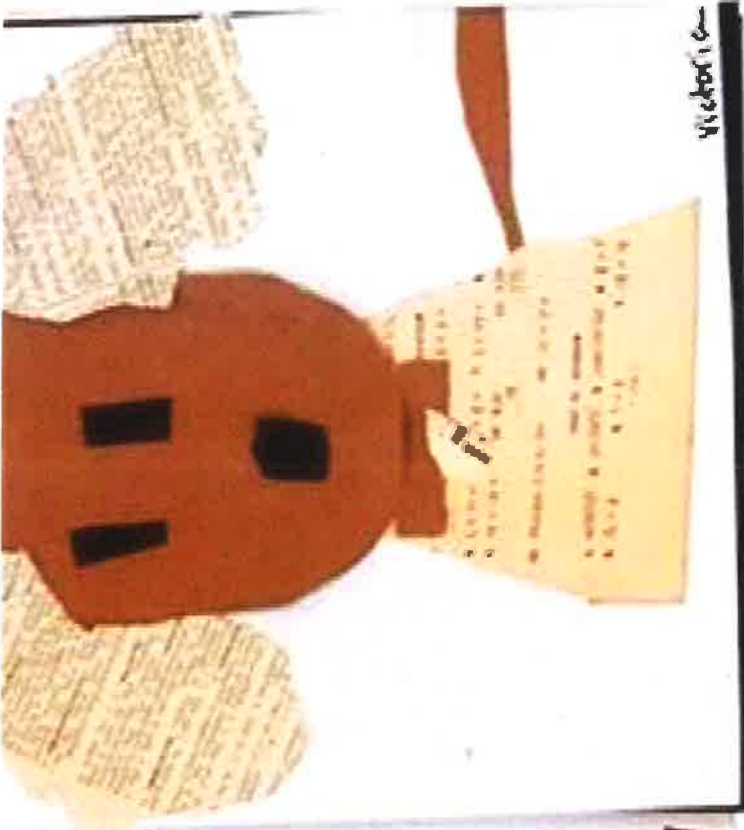
Come up with your own list of 10-15 words that have the spelling focus of igh & eigh

Challenge yourself - find some harder words to learn  
Choose options from this spelling menu to learn your words

<p><b>25. Homophones</b></p> <p>Can you find any homophones which go with your spelling words? What do they mean? e.g. wear and where, to, too and two their, there and they're</p>	<p><b>26. Writing Race</b></p> <p>Set a timer for 2 minutes. See how many times you can write each word perfectly during that time.</p> 	<p><b>27. Code Words</b></p> <p>Come up with a code for each letter of the alphabet and then write each word in code. e.g. a = □ b = ◆ c = ♣</p>	<p><b>28 Word Classes</b></p> <p>Sort your spelling words into word classes - nouns, verbs, adjectives etc. Be careful - some words can be used in more than one category e.g. swimming.</p>
<p><b>29. Synonyms</b></p> <p>Find at least 2 synonyms for each of your spelling words.</p> 	<p><b>30. Antonyms</b></p> <p>Find an antonym (opposite) for each of your spelling words.</p> 	<p><b>31. Joker</b></p> <p>Write jokes containing each of your spelling words.</p> 	<p><b>32. Backwards Words</b></p> <p>Write your spelling words forwards and then backwards. Remember to write neatly!</p> <p><b>BACKWARDS</b></p>



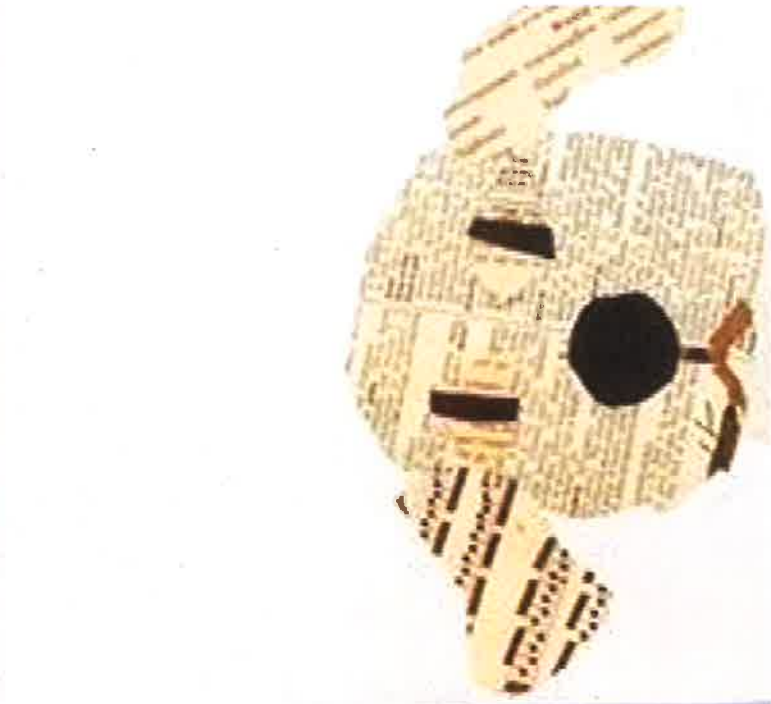
Ciana



Victoria



Avery



Anna



