

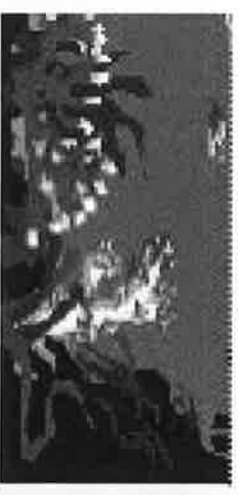
# Resources

## Year 4



## Week 5 - Inquiry - Lesson 3

# STAGE 4 - QUEENSLAND - EASY



1. What is the Capital City of Queensland?
2. True or False: Australia Zoo is located in Queensland.
3. Name one surf break found on the Gold Coast.
4. Name the tallest rollercoaster found at Movie World.
5. Which of these landmarks is found in Queensland?
  - a. Big Murray Cod
  - b. Big Merino
  - c. Big Banana
  - d. Big Pineapple



# STAGE 4 - QUEENSLAND - Medium



6. On which waterway is Brisbane situated?
7. Just down the coast, south of Brisbane is an area well known for its theme parks, what is its name?
8. What is the name of the famous rainforest located in far north Queensland?
9. What is the world famous natural attraction found off the Queensland coast?
10. Which body of water would we find on the western side of Cape York Peninsula?

# **STAGE 4 - QUEENSLAND - HARD**



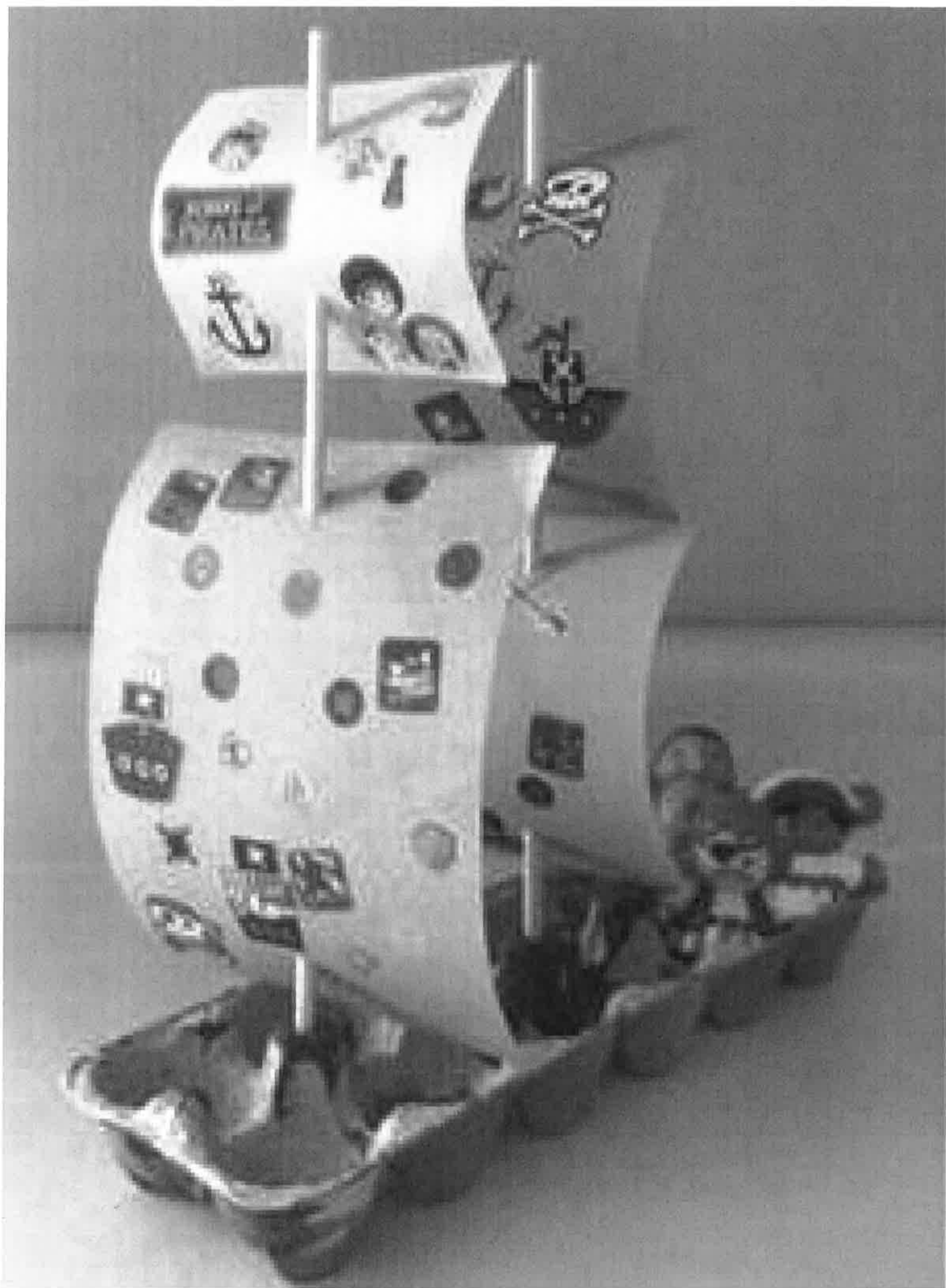
11. What is Queensland's state fauna emblem?
12. What is the name of the town beginning with T, located in the Darling Downs region of Queensland?
13. What is the name of Queensland's highest mountain?
14. What is the name of the Queensland Island that is also known as the Great Sandy Island?
15. Which Queensland City is located closest to the Tropic of Capricorn?

**Bonus-** What is Mount Isa famous for producing?

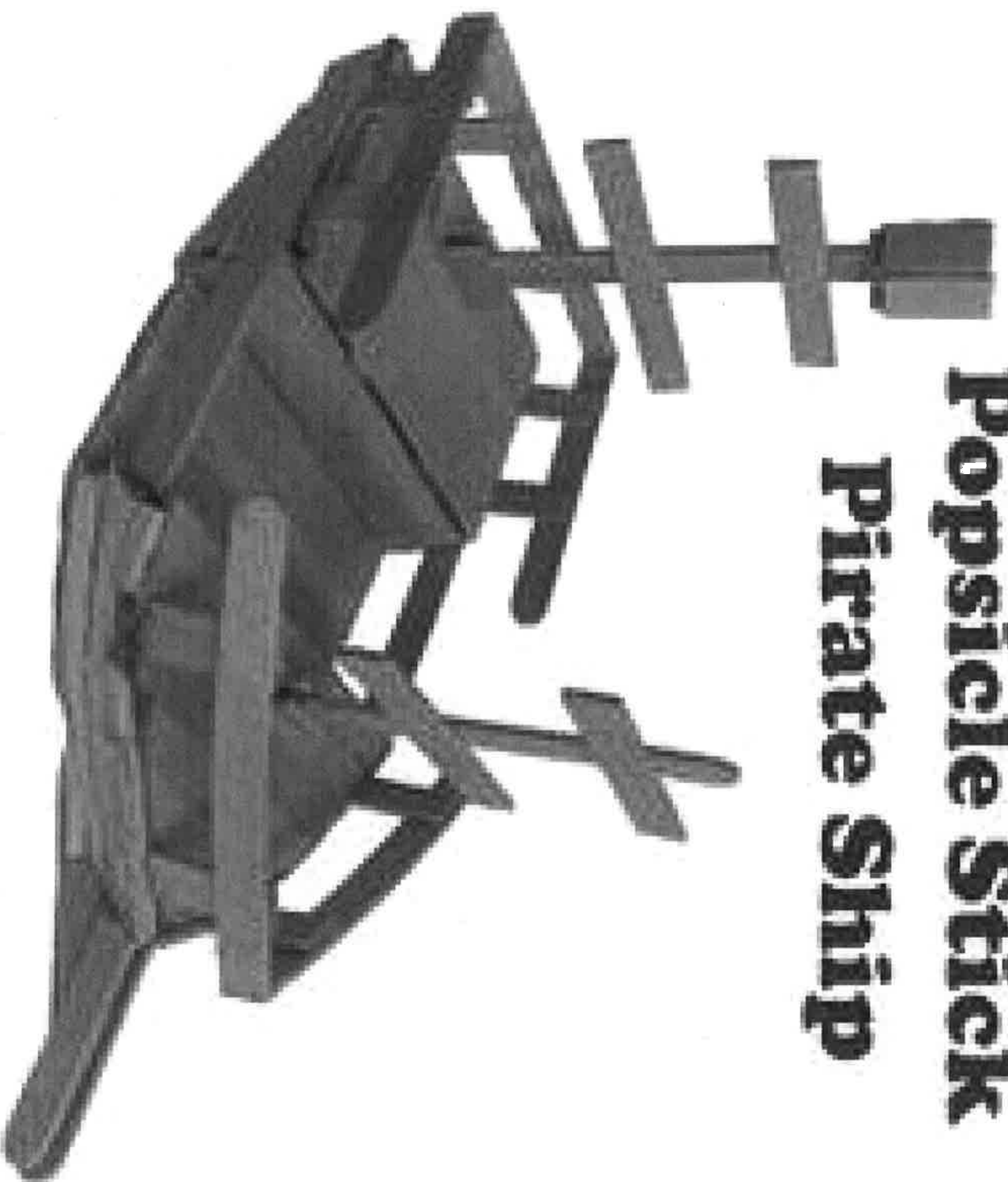
# **ANSWER SHEET**

Name:

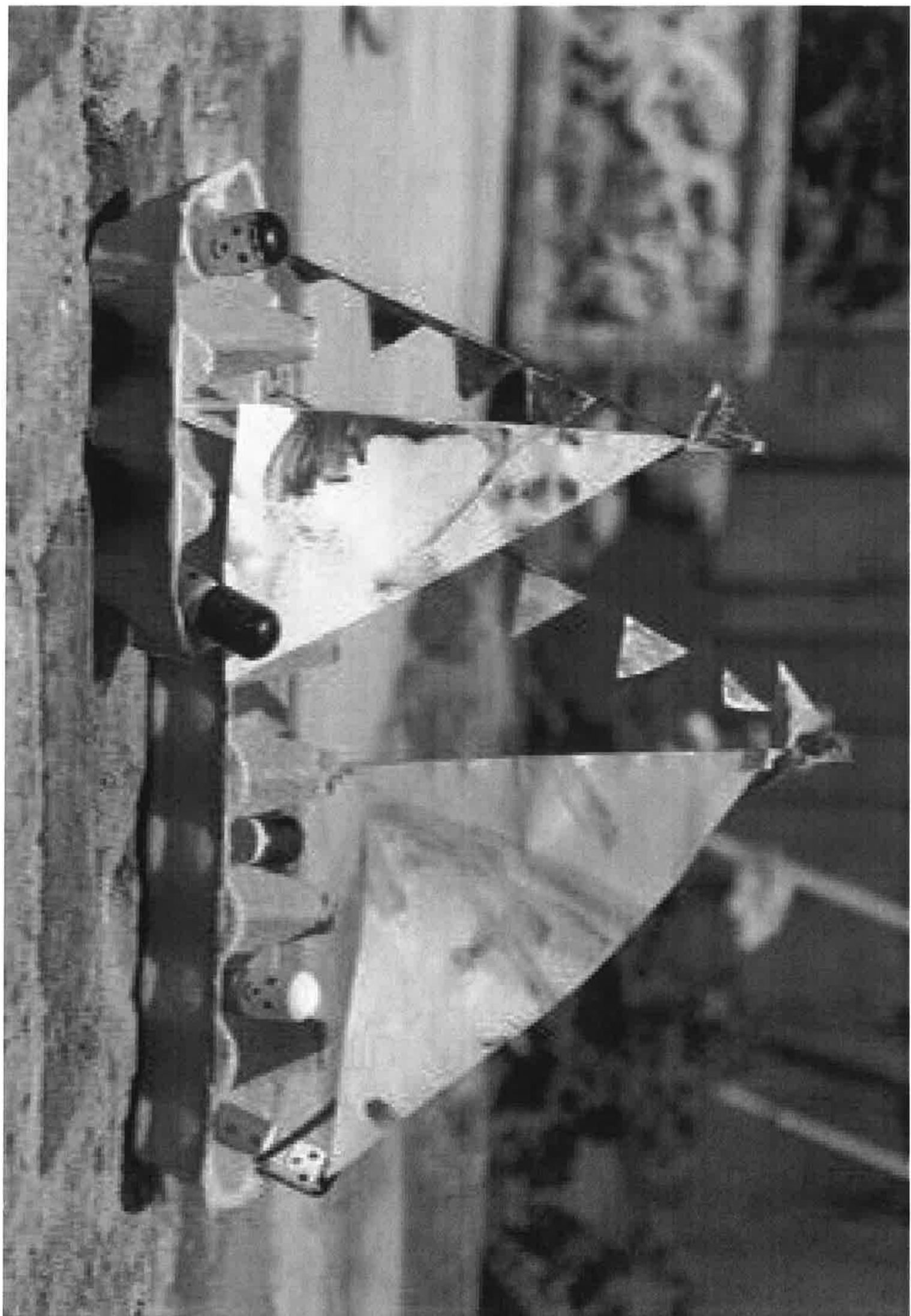
		<i>Type your Answers here</i>	
<b>Level 1 EASY</b>	1		
	2		
	3		
	4		
	5		
	6		
<b>Level 2 MEDIUM</b>	7		
	8		
	9		
	10		
<b>LEVEL 3 HARD</b>	11		
	12		
	13		
	14		
	15		
<b>BONUS QUESTIONS</b>			

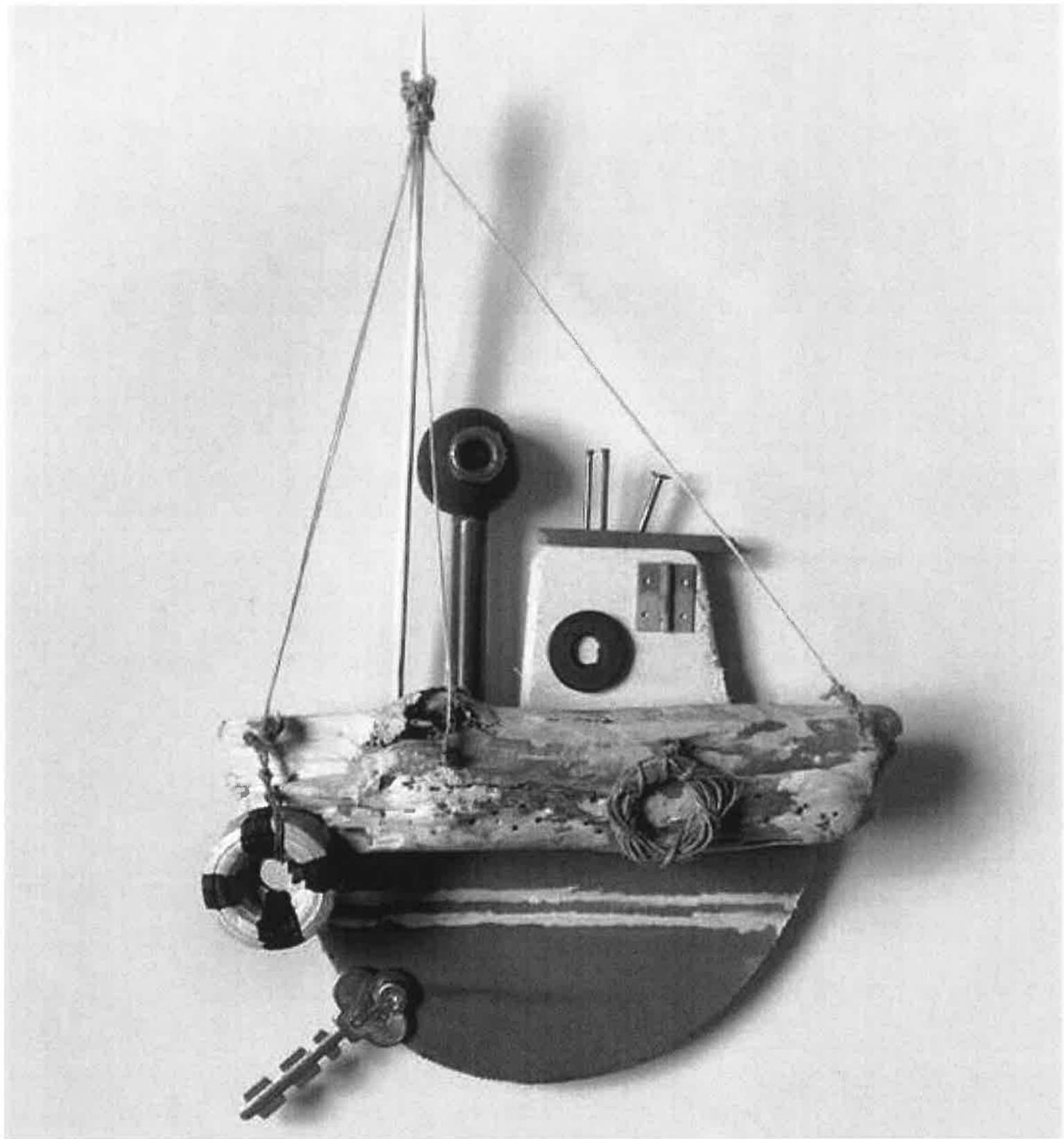


# **Popsicle Stick Pirate Ship**











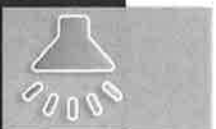
# Year 4 Week 5

# 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

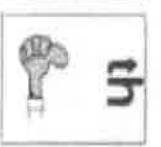
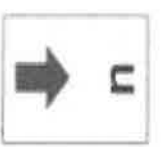
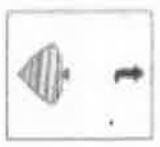
**ONE OF THE KEY AREAS THAT STUDENTS NEED TO BECOME INDEPENDENT SPELLERS HAS TO DO WITH SOUNDS**  
**THIS INCLUDES BREAKING WORDS INTO - INDIVIDUAL SOUNDS (PHONEMES) AND BREAKING WORDS INTO SYLLAB**





# Session 1 Sound Deck/Pack Symbols to sound

Read the sounds and say the key word



# New Skill- Phoneme Decode Encode



'ED' 3 SOUNDS PAST  
TENSE

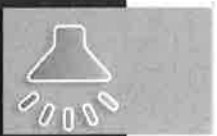
ED = /əD/ LAST LETTER D OR  
T

ED = /D/

ED = /T/

the writing in the  
slash // is the  
sound the letters  
make





# Session 1 Reading Review

Read these words out aloud

**think**    **brink**    **blank**    **brunch**    **blanch**    **posh**

**shred**    **froth**    **thresh**    **sprang**    **bluff**    **thrust**

**gloss**    **bridge**    **pluck**    **crotch**    **smack**    **pelt**

**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 2 a long narrow strip cut or torn off

Column 2 on the edge of something

Row 3 heavy rain might do this

Column 2 I have this on top of my cappuccino





## Session 1

# 3 sounds of Past tense

Suffix - a letter or group of letters added at the end of a word to make a new word

We add suffixes after the base or stem of a word.

The main purpose of a suffix is to show what class of word it is (e.g. noun or adjective).

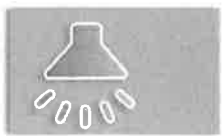
The suffix —ed is added to verbs to tell you that an action has taken place

ed = /ɛd/ if the base word ends in a t or d “ed” will say /ed/ e.g. landed

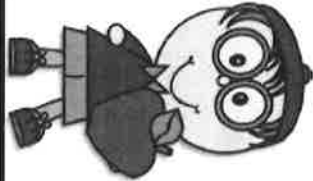
ed = /d/ e.g. sailed

ed = /t/ e.g. Jumped



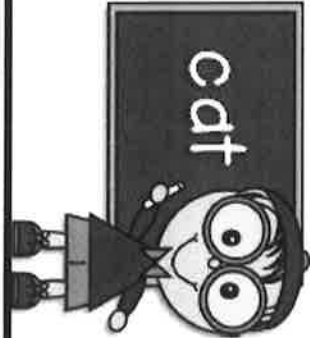


# Sounds for -ed: t, d, ed



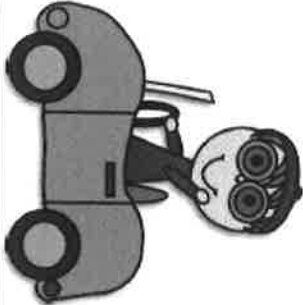
**t** sound

I walked to school.



**d** sound

I spelled my words.



**ed** sound

My day ended well.



# Read these words

Auditory sounds  
and spelling  
Practice the  
Phonogram - spell  
the words that the  
teacher asks you to  
write down

## Words with -ed

"ed"

ended  
wanted  
needed  
waited  
planted  
rested  
melted  
darted  
printed  
excited  
added  
landed

## Words with -ed

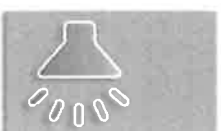
"d"

played  
loved  
sailed  
cleaned  
turned  
called  
mailed  
smelled  
filled  
opened  
covered  
failed

## Words with -ed

"t"

talked  
helped  
kicked  
washed  
jumped  
rocked  
picked  
barked  
missed  
looked  
pushed  
locked



**Check your spelling for the spelling here**

**kicked**

**jumped**

**spilled**

**melted**

# Session 1

## Learned words



<i>Review Learned word</i>	<b>bear</b>
<i>New Learned word</i> <i>Different one each day</i>	<b>yellow</b>

**Review the word *bear***

**Write the new word *yellow* 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

# Session 1

## Dictation: Answers



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



They were tested in class.

I mended the dress.

# Year 4 Weeks

## Session 2

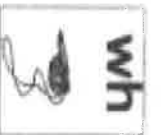
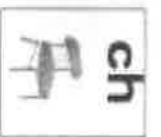
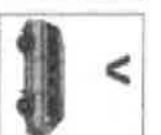
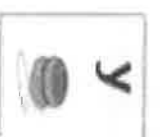
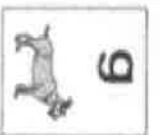
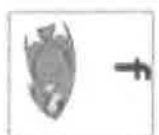
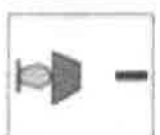
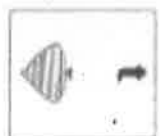
\*\*\*\*\*If you have a paper copy of this work, to do the spelling and dictation sections you will have to get someone to read you the words and sentences.

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 and say the key word



# Session 2 Review

Read this slide

**-ed**

(a suffix = past tense)

/ d/ as in rented

/d/ as in sailed

/t/ as in jumped



hunted    lasted    planted    landed    mended

spelled    spilled    killed    smelled    trailed

helped    passed    picked    splashed    flossed





# Session 2 Reading Review

Read these words out aloud

filled	yelled	killed	filmed
milled	spilled	spelled	drilled
sketch	budge	pluck	plank
kick	witch	hedge	clock
clutch	bridge	spring	slang
deck	match	pledge	strong

**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 - shouted

Row 3 - to draw

Row 2 - to overflow

Row 6 - the opposite of weak

Something you would find in a garden





## Session 2

# Auditory sounds and spelling

<p><b>Sounds Auditory</b></p> <p>Use this Sound bank to help you spell the words</p>	<p>dge ë ï ä ü ö tch ck ed floss</p> <p>all consonant sounds</p>
--	--

Paper copy = helper needed



# Check your spelling



pass hiss scratched licked wedged  
sketched fetch stack

Paper copy = helper needed



# Session 2

## Learned words



<i>Review Learned word</i>	yellow
<i>New Learned word</i>	blue
<i>Different one each day</i>	

**Review the word *yellow***

**Write the new word *blue*  
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**

Paper copy = helper needed

# Dictation: Answers



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







Who spilled the milk?

She yelled at the Judge.



## Optional task

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

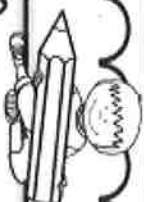
<p>1. ABC Order</p>  <p>Write all of your spelling words in alphabetical (ABC) order.</p>	<p>2. Word Parts</p> <p>Write your words. Then use a coloured pencil to divide the words into syllables. e.g. jumping caterpillar:</p>	<p>3. Other Handed</p> <p>Write each word 5 times, switching the hand you write it with each time. Say the word as you spell it.</p>	<p>4. Vowel Spotlight</p> <p>Write your words using one colour for the vowels and another colour for the consonants. (vowels: a, e, i, o, u)</p>
<p>5. Use Technology</p> <p>Type out your spelling words on the computer. Try to use at least 4 different fonts.</p> 	<p>6. Pyramid Words</p> <p>s sp spe spel spell spelli spelling spelling (or make them boat shaped, star, smiley face, etc.)</p>	<p>7. 'Ransom' Words</p> <p>"Write" your words by cutting letters out of a newspaper or magazine and gluing the letters on a piece of paper to spell your words.</p> 	<p>8. Rainbow Words</p> <p>Write your spelling words with coloured pencils. Make each letter a different colour.</p> 





# Journal Writing

Journal writing is a great way for you to practice your literary skills. Whether you like the idea of creating a gratitude journal, recording your plans for a day or how you are feeling or simply using a journal to inspire creativity, these fun prompts are an easy way to get started. Please write a journal entry each day in your Remote Learning Book or on your netbook.



Imagine

Monday

Imagine a world with no school...

Tell a Tale

Tuesday

Write a story inspired by your summer events.

Write about it

Wednesday

Write about your goals for this school year.

Think About it

Thursday

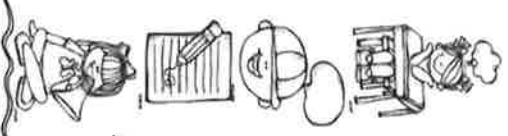
Describe your favorite place.

**Free Write Friday**

Pick your own topic to write about or expand on a previous topic.

# Want more? Optional Extra

## Journal Writing



1. Think about what you are going to write.
2. Say your sentences to yourself.
3. Write down your sentences. Use details.
4. Use a speaker voice when sharing.

## You can write a... Journal



**Purpose:**  
to express personal feelings and experiences



**Note:**  
A journal entry follows a letter format as writing a letter.

**A Journal includes:**

- a collection of letters
- Dear Journal or Dear Diary
- a record of personal feelings
- a record of personal life experiences
- important dates you want to remember

# MATHS GOALS - WORKING ON INDIVIDUAL GOALS

Learning Intention:

I can work on my fractions area of need.

I can explain and justify the goal I was

working on today.

**Daily Warm Up:** You can choose to do 10 minutes of Mental Maths, Mathematics or Nessy Numbers! **GO!!!**

## \*THIS IS THE SAME PROCESS YOU HAVE BEEN COMPLETING IN CLASS\*

STEP 1 - Check your goal sheet to determine what goal you are up to.

STEP 2 - Watch the video for that goal to learn the skill

← GOALS CAN BE FOUND BY CLICKING ON THIS LINK →

STEP 3 - Complete the activity for the goal in your maths book. Complete

ALL activities within the goal folder

STEP 4 - Correct your activity. Answers are in the same goal folders

STEP 5 - Complete the evidence sheet for your goal.

STEP 6 - Correct your evidence sheet. Answers are in the same goal folders

STEP 7 - Explain what you have learnt to someone in your house.

STEP 8 - If you are confident with this goal, move on to your next goal.

Please clearly label your goal with a red pen and write the date

Goal 4 - Adding 24/2/20

562 = 500 + 60 + 2

318 = 300 + 10 + 8

402 = 400 + 2


718 = 700 + 10 + 8

Goal 5 - Evidence 27/2/20

317 = 300 + 10 + 7

292 = 200 + 90 + 2

Now explain each step for what it represents!

Teacher: 



# Reading Choice Menu

Week 5

This week choose two tasks to do. Complete them in your Remote Learning Book. Remote Learning Books will be submitted when we return to school.

*Optional Extra- do all three set tasks.*

Write a letter to your teacher and tell him/her about the novel you read!  
Make sure you tell him/her the main characters, problem, solution, and if you enjoyed the book!

Inferring means using clues from a text to form a theory or come to a conclusion about characters, events or information. Look closely at the comic strip and the detail in it Using the clues provided in the images, infer what is happening.

Inferencing comic strip

Create a WORDLE online. Type in words that help describe the following:

1. title and author
2. Setting
3. Problem
4. Solution
5. Characters

<http://www.wordle.net/create>





# Writing Choice Menu

## Week 5

Colonial children did the same things as children of today and some things that were different. Write an Information Report.

**Colonial Fashion:** Clothing was very different in colonial times. Draw a picture of a man, woman and child wearing colonial clothes, label and explain the clothes they are wearing and why.

**Write about a time where you felt proud of yourself. Explain why you were proud of yourself with three details.**

Choose two writing prompts to do this week from the Writing Menu and write your responses in a minimum of 2 paragraphs in your Remote Learning Book. Remote Learning Books will be submitted when we return to school.

