

Year 4

Resources

Week 7

Week 7: The Arrival of Convicts.

Learning intention: I can understand the challenges of convict life.

Research:

The Life of a Convict in Australia

WORK

Arthur Phillip created a labour system which assigned employment according to skills. Some of these included brick maker, carpenter, nurse, servant, cattleman, shepherd or farmer. Well educated convicts were used for record keeping and administration work. The colony's infrastructure, such as roads, courthouses and hospitals, was built by convict labour.

CONDITIONS

Convicts worked up to 18 hours a day attached to leg-irons. At night, they were either locked up behind stockades or lived in barracks.

PUNISHMENT

Discipline was harsh, if punished, convicts were either whipped with a cat o' nine tails, given lashes or sent to a more distant penal colony.

FOOD

Each week, convicts were given 3 kg of beef, 1.3 kg of maize and 0.9 kg of sugar.

CLOTHING

The government handed out clothes to the convicts which they called 'slops'. When more free settlers arrived, a convict uniform was created. They wore a woollen jacket, a yellow and grey waistcoat, a pair of trousers with long socks, a linen shirt, a neckerchief and a leather hat.

TICKET OF LEAVE

If they showed good behaviour, convicts were able to apply for a Ticket of Leave or a Certificate of Freedom. This gave them the opportunity to live independently and earn their own money.



Watch clip: <https://www.youtube.com/watch?v=50WGbZJCnIk> about a day in the life of a child convict.

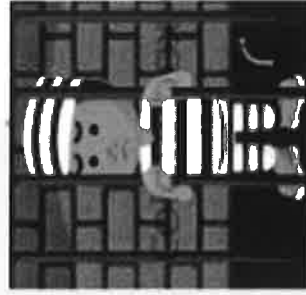
Session 1: Create a convict card of Robert Bails.

Robert Bails: Convict

Profile of a Convict

, use the information from the excerpt below about the convict, Robert Bails. Create a profile identification card for him on the following page.

He was tried at Reading, Berkshire on 28 February 1785 for assault and highway robbery with a value of 2 shillings. He was sentenced to transportation for 14 years having been originally sentenced to death, and left England on the *Alexander* aged about 21 at that time (May 1787). His occupation was listed as labourer and former soldier. Described as "near six feet high, wears his own lank hair, pitted with the smallpox, thick lips and stout made", he had been a soldier. In October 1788 he received 25 lashes for insolence. In 1806 he was listed as a schoolmaster.



Use this information to complete a convict card. Click this link for your copy:
[Robert Bails - Convict ID Card](#)

Robert Bails Identification Card



Name:

Year of Birth:

Date and Place of Conviction:

Sentence:

Ship:

Crime:

Other Interesting Facts:

Session 2: Access the First Fleet database and select your own convict to research. Use the Identification card template to show your research.

Profile of a Convict - Independent Activity

Use the First Fleet Data Base from the University of Wollongong to research your own convict, then create a Convict Identification Card.

Remember to include:

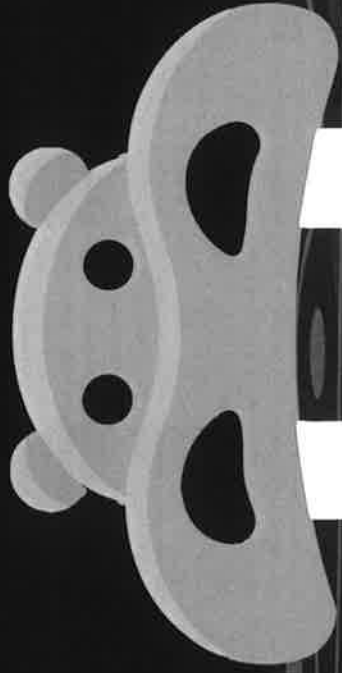
- an illustration of what you think your convict might have looked like
- name and date of birth
- date and place of conviction
- sentence
- ship
- crime
- other interesting facts.



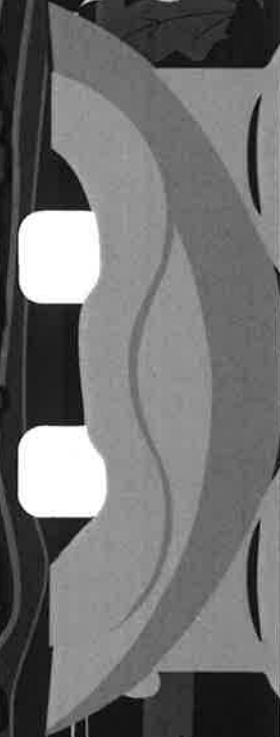
Website: First Fleet - Searching

WELCOME TO THE

Use problem solving strategies to solve these problems (the answers will take time to think about and then do... there's no quick answers here.) Please do what you can, if it's too hard then move on to the next one.



JUNGLE



Problem Solving Strategies

Try some of these when you are stuck on a problem

Write an equation

$$8 - 2 = 5 + 1$$

$$5 + 3 = 8$$

$$9 \times 2 = 12$$

$$9 = 6 + 2 + 1$$

$$9 - 2 = 7$$

Work backwards



Act It Out



Make a model



Break problem into smaller parts



Draw a picture or diagram



Make a table or list



Look for a pattern



Estimate, check and improve



Solve a simpler problem



Jungle fever

The total number of legs in the jungle equals 62. Design what the jungle looks like (draw a picture) What animals will you choose? How many of each?

Answers can vary (can be different)

Some examples are that you could have 31 x 2 legged animals, OR 10 x 4 legged animals and 11 x 2 legged animals, As long as it adds up to 62 legs.

Challenge:

What if there were 202 legs in the jungle?

What animals will you have? How many of each?

Answers will vary

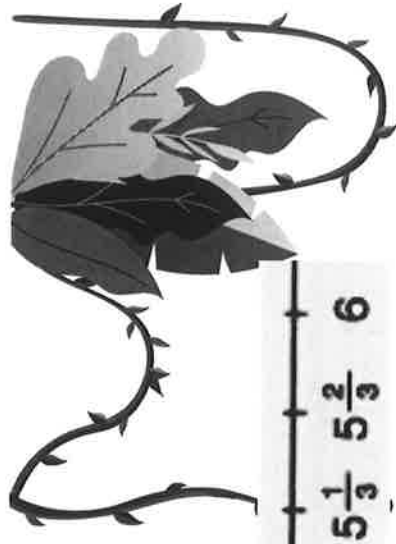
101 x 2 legged animals, 50 x 4 legged animals, OR

50 x 4 legged animal and 1 x 2 legged animal

As long as it adds up to 202 legs.



Solve the following fraction patterns:



Use the number line to work out the next number in the pattern.

Write your answers in your Maths book.

1	0	$\frac{1}{3}$	$\frac{2}{3}$	1	$1\frac{1}{3}$
2	0	$\frac{2}{3}$	$1\frac{1}{3}$	2	$2\frac{1}{3}$
3	$1\frac{2}{3}$	$2\frac{1}{3}$	3	$3\frac{2}{3}$	$4\frac{1}{3}$
4	$\frac{1}{3}$	$1\frac{1}{3}$	$2\frac{1}{3}$	$3\frac{1}{3}$	4
5	$2\frac{1}{3}$	3	$3\frac{2}{3}$	$4\frac{1}{3}$	$5\frac{1}{3}$
6	$2\frac{2}{3}$	$3\frac{2}{3}$	$4\frac{2}{3}$	$5\frac{2}{3}$	5



Solve the following decimal patterns:



Use the number line to work out the next numbers in the pattern.

Write your answers in your Maths book.

1	0.1	0.2	0.3	0.4	0.5
2	0.2	0.4	0.6	0.8	1.0
3	0.3	0.6	0.9	1.2	1.5
4	0.4	0.8	1.2	1.6	2.0
5	0.7	1.4	2.1	2.8	3.5
6	1.1	1.4	1.7	2.0	2.3
7	1.4	1.8	2.2	2.6	3.0
8	1.6	2.0	2.4	2.8	3.2

Harvey the Hippo loves to swim everyday!
Harvey always swims an number
of laps each morning.

The swamp is metres long.

How far could Harvey swim each day?

Show all the options you can work out.

$$1 \text{ lap} \times 25\text{m} = 25\text{m}$$

$$3 \text{ laps} \times 25\text{m} = 75\text{m}$$

$$5 \text{ laps} \times 25\text{m} = 125\text{m}$$

$$7 \text{ laps} = 175\text{m}$$

$$9 \text{ laps} = 225\text{m}$$

$$11 \text{ laps} = 275\text{m}$$

Add 50m for each next odd number in the

CUBES

Problem-Solving Strategy

C

Circle the numbers

U

Underline the question

B

Box the key words

E

Eliminate extra information

Evaluate: What steps do I take?

S

Solve and check





Work out the missing boxes

37 547	=	30 000	+	7,000	+	500	+	40	+	7
67 329	=	60,000	+	7000	+	300	+	20	+	9
36 906	=	30 000	+	6,000	+	900	+	0	+	6
42 640	=	40,000	+	2000	+	600	+	40	+	0
190 949	=	100 000	+	90,000	+	0	+	900	+	40 + 9
426 280	=	400 000	+	20,000	+	6000	+	200	+	80 + 0

Challenge Alert!



Solve the six-digit number problem.

? ? ? ? ? ?

I am a number with a 9 in the hundreds place.

In the thousands place I have a number that is equal to $48 \div 8$.

My last 2 digits are a multiple of 7 that lies between 40 and 45.

In the ten thousands place I have a number that is equal to $(29 + 16) \div 9$.

In the hundred thousands place I have a number that is equal to $\frac{3}{8}$ of 24.



Coin Toss

Heads and Tails



When you toss three coins into the air there are 8 ways that they can land, if you record the three coins from left to right on the ground. The three coins above would be recorded as **THH**.

List the 7 remaining results possible from tossing three coins.
Write all answers on your response sheet.



5

H

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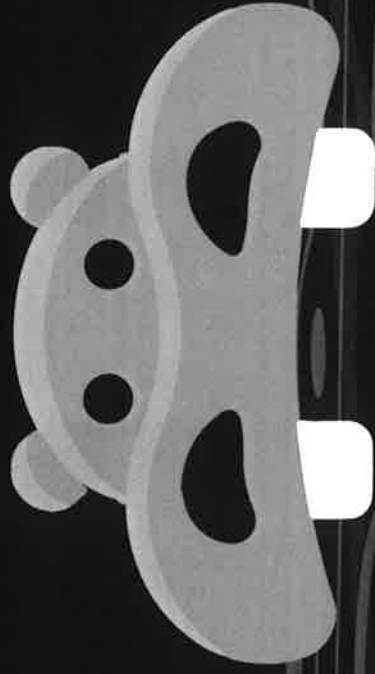


How did you go? Let your
teacher know

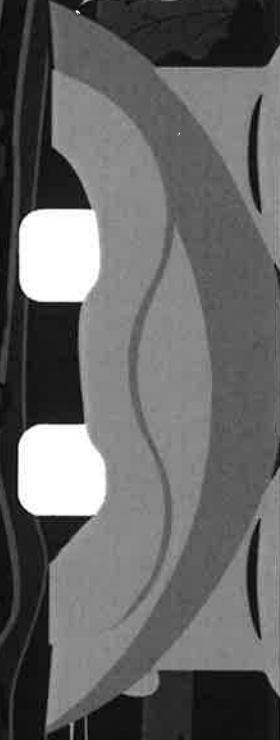


WELCOME TO THE

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JUNGLE











Problem Solving Strategies

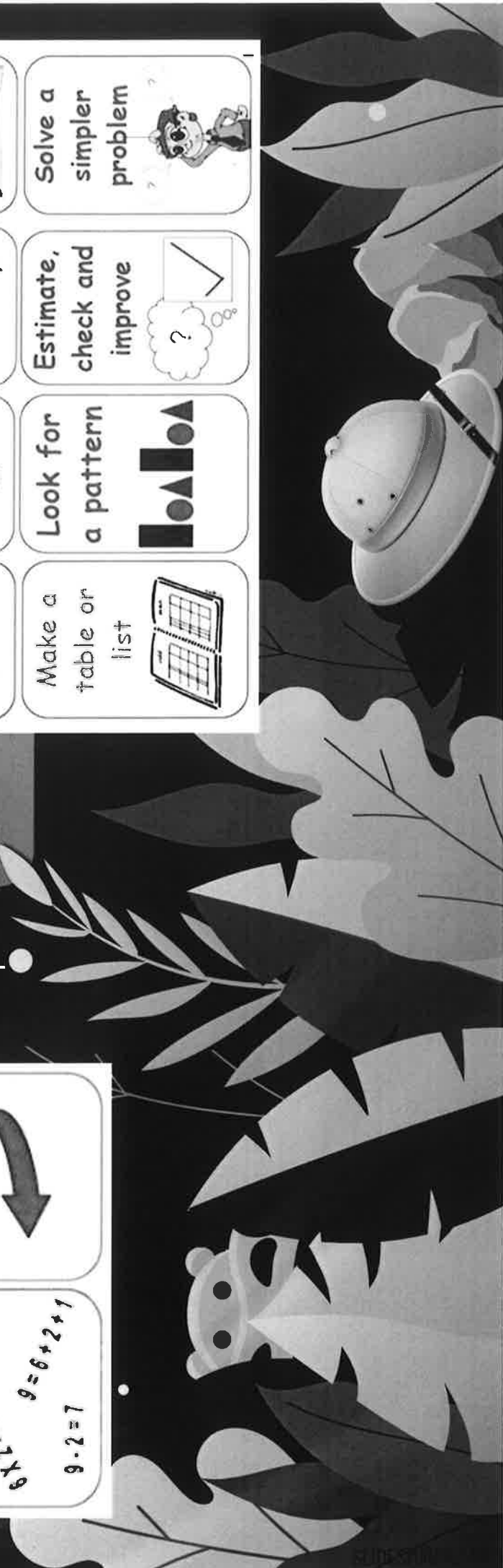
Write an equation
 $8 - 2 = 5 + 1$
 $5 + 3 = 8$
 $9 \times 2 = 18$
 $9 = 6 + 2 + 1$
 $9 - 2 = 7$

Work backwards



Try some of these when you are stuck on a problem

<p>Act It Out</p> 	<p>Make a model</p> 	<p>Break problem into smaller parts</p> 	<p>Draw a picture or diagram</p> 
<p>Make a table or list</p> 	<p>Look for a pattern</p> 	<p>Estimate, check and improve</p> 	<p>Solve a simpler problem</p> 



Jungle fever

**The total number of legs in the jungle equals 62.
Design what the jungle looks like (draw a picture)
What animals will you choose? How many of each?
Create a cool jungle theme.**

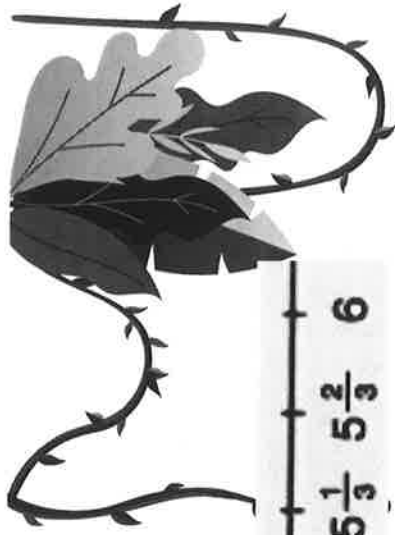
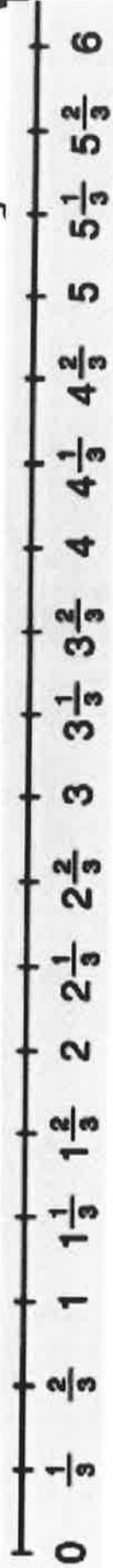
Challenge:

**What if there were 202 legs
in the jungle?**

**What animals will you have?
How many of each?**



Solve the following fraction patterns:



Use the number line to work out the next number in the pattern.

Write your answers in your Maths book.

1	0	$\frac{1}{3}$	$\frac{2}{3}$	1
---	---	---------------	---------------	---

2	0	$\frac{2}{3}$	$1\frac{1}{3}$	2
---	---	---------------	----------------	---

3	$1\frac{2}{3}$	$2\frac{1}{3}$	3	$3\frac{2}{3}$
---	----------------	----------------	---	----------------

4	$\frac{1}{3}$	$1\frac{1}{3}$	$2\frac{1}{3}$	$3\frac{1}{3}$
---	---------------	----------------	----------------	----------------

5	$2\frac{1}{3}$	3	$3\frac{2}{3}$	$4\frac{1}{3}$
---	----------------	---	----------------	----------------

6	$2\frac{2}{3}$	$3\frac{1}{3}$	$4\frac{2}{3}$	$5\frac{2}{3}$
---	----------------	----------------	----------------	----------------



Solve the following decimal patterns:



1	0.1	0.2	0.3		
2	0.2	0.4	0.6		
3	0.3	0.6	0.9		
4	0.4	0.8	1.2		
5	0.7	1.4	2.1		
6	1.1	1.4	1.7		
7	1.4	1.8	2.2		
8	1.6	2.0	2.4		

Use the number line to work out the next numbers in the pattern.

Write your answers in your Maths book.

**Harvey the Hippo loves to swim everyday!
Harvey always swims an odd number
of laps each morning.
The swamp is 25 metres long.
How far could Harvey swim each day?
Show all the options you can work out.**

(use CUBES to help you)

CUBES
Problem-Solving Strategy

C Circle the numbers

U Underline the question

B Box the key words

E Eliminate extra information.
Evaluate: What steps do I take?

S Solve and check ✓





Work out the missing boxes

37 547	=	30 000	+	<input type="text"/>	+	500	+	40	+	<input type="text"/>		
67 329	=	<input type="text"/>	+	7000	+	300	+	<input type="text"/>	+	9		
36 906	=	30 000	+	<input type="text"/>	+	<input type="text"/>	+	0	+	6		
42 640	=	<input type="text"/>	+	2000	+	<input type="text"/>	+	40	+	0		
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List the 7 remaining results possible from tossing three coins.
Write all answers on your response sheet.



5

6

7

1

2

3

4



Well done - please correct

your work :)



Lesson 1 - Week 7 - Maths

ANSWERS

Equivalent

eg $\frac{2}{4} = \frac{1}{2} = \frac{3}{6} = \frac{4}{8}$

$$\frac{1}{2}$$

$$\frac{1}{3} \quad \frac{2}{3}$$

$$\frac{1}{4} \quad \frac{2}{4} \quad \frac{3}{4}$$

$$\frac{1}{5} \quad \frac{2}{5} \quad \frac{3}{5} \quad \frac{4}{5}$$

$$\frac{1}{6} \quad \frac{2}{6} \quad \frac{3}{6} \quad \frac{4}{6} \quad \frac{5}{6}$$

$$\frac{1}{7} \quad \frac{2}{7} \quad \frac{3}{7} \quad \frac{4}{7} \quad \frac{5}{7} \quad \frac{6}{7}$$

$$\frac{1}{8} \quad \frac{2}{8} \quad \frac{3}{8} \quad \frac{4}{8} \quad \frac{5}{8} \quad \frac{6}{8} \quad \frac{7}{8}$$

$$\frac{1}{9} \quad \frac{2}{9} \quad \frac{3}{9} \quad \frac{4}{9} \quad \frac{5}{9} \quad \frac{6}{9} \quad \frac{7}{9} \quad \frac{8}{9}$$

Distinguish Between Fact and Opinion

Facts are what actually happened and can be proven as true. You cannot change a fact.

Opinions tell us a personal attitude or judgement about something.

Fact signals:

- numbers
- photographs
- statistics
- verification
- records
- eyewitnesses.

Opinion signals:

- I think
- I believe
- probably
- should
- good/bad
- subjectivity.

FACT: Penguins are flightless birds that are highly adapted to life in the water.

OPINION: Penguins are the cutest animals.



OPINION: Penguins look funny when they walk.

FACT: Penguins can spend up to 75% of their lives in the water.



Comprehension

Practice Passage

Write and Share

Name _____

Chocolate

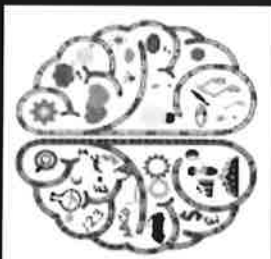
Chocolate came to Europe from Mexico and Central America. Columbus found it on his voyage to that region and brought it back to Europe. By that time, people in the Americas had been drinking chocolate for hundreds of years. They drew pictures of chocolate on their temple walls. Bits of chocolate have been found in their ancient pots. Experts guess that these people started drinking chocolate as early as 400 AD.

At first, people crushed chocolate beans and made it into a drink. It had a strong and very bitter taste. The taste is like cocoa that is used for baking. When Europeans added sugar to chocolate, they had a good idea. Then chocolate had a sweet taste. Today's chocolate is even better.

Chocolate is delicious. This dark brown treat is sweet and creamy and can melt in your mouth. It can be made into cookies, candy, cake, and drinks. Chocolate is the best sweet in the whole world. Everyone likes it!

Instructions: Think about what *healthful eating* means. Write at least three facts and three opinions about healthful eating. Then use this information to write a fact-and-opinion essay on the back of this paper. Support your opinions with facts to make your writing stronger and use clue words in your opinion sentences.

Fact	Opinion



Year 4 Week 7 Spelling 2020

*****If you have a paper copy of this work, to do the spelling and dictation sections you will need 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 notebook.

Spelling Video - Week 7 Spelling Magic e

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**



MAGIC

'E'

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

ĭ = short vowel

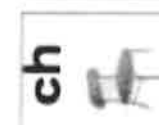
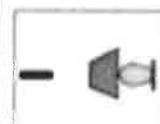
The long vowel mark (¯)
is called the macron

ī = long vowel;



Session 1 Sound Deck/Pack Symbols to sound

Read the sounds and say the key word



Session 1 Reading Review

Read these words out aloud



planted branded drafted sanded rested blended
spelled grilled thrilled drilled filmed yelled
punched blocked flocked missed smashed dashed

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 – after my run I

Row 3 – the birds

Row 2 – I was to win the race

Row 3 – Luke Skywalker Darth Vader's lightsaber





**If you have a paper copy of
spelling get someone to test
you on the words on the next
page**



Check your spelling here
vowel consonant e –

maze, smile, grade, time



Session 1

Auditory sounds and spelling



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

Floss dge tch short vowel sounds ě ĭ ä ö
long vowel sounds ā ī ō
all consonant sounds



Paper copy = helper needed



Check your spelling

slime snatch drove toss lodge
spine red fade



Session 1

Learned words



<i>Review Learned word</i>	<i>pour</i>
<i>New Learned word Different one each day</i>	<i>pretty</i>

Review the word *pour*

Write the new word *pretty*
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 plane landed on the lake.

Put the cake back in the fridge!

Extension - Word Analogy

Test your English language skills, can you compares two things that are mostly different from each other but have some traits in common.

Sound Analogy: V-C-E

big	small	::	hate
well	ill	::	scared
fix	mend	::	grin
shut	close	::	less
small	pond	::	big
hot	cold	::	sink
bee	sting	::	dog

Word Bank

bite smile like more lake rise brave



Answers - Word Analogy

Test your English language skills, can you compares two things that are mostly different from each other but have some traits in common.

Sound Analogy: V-C-E

big	:	small	:	hate
well	:	ill	:	scared
fix	:	mend	:	grin
shut	:	close	:	less
small	:	pond	:	big
hot	:	cold	:	sink
bee	:	sting	:	dog

Word Bank

bite smile like more lake rise brave



Vowel-consonant-e: Analogy Chain

mare	cave	hive	tribe	grape
take	hate	hare	whale	pine

Fill in the blanks.

1. fish : swims :: runs : jumps
2. up : down :: give : love
3. fox : den :: bee : bat
4. school : fish :: pod : man
5. flower : rose :: fruit : tree

Vowel-consonant-e: Analogy Chain

mare	cave	hive	tribe	grape
take	hate	hare	whale	pine

Fill in the blanks.

1. fish : swims :: mare : runs :: hare : jumps
2. up : down :: give : take :: love : hate
3. fox : den :: bee : hive :: bat : cave
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5. flower : rose :: fruit : grape :: tree : pine

Year 4 Week 6 Session 2

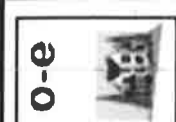
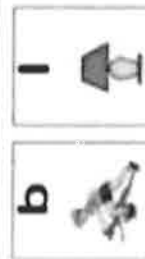
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If you don't have a helper just read these sections and copy the words and sentences in your book

Session 2 Sound Deck/Pack Symbols to sound

Read the sounds and say the key word

New key words a-e cake, i-e bike, o-e home, o-e home, u-e mule, u-e rule



Session 2 Reading Review

Read these words out aloud



1

cut	cute
slop	slope
strip	stripe
prim	prime
rot	rote
fin	fine
dam	dame
grim	grime

2

tune	mule	dune	duke	pure	cure	lute	cute
froze	stove	slope	probe	shone	choke	quote	snore
swipe	chime	prime	tripe	stripe	dire	tile	smite
crate	skate	chase	shave	glaze	graze	stave	spade

Vocabulary Check – are there any words you don't know the meaning of look them up or ask someone what they mean e.g. smite = strike with a firm blow

Extension – Find these words

Row 2 – a loud noise someone makes when they are sleeping

Row 1 – to stop disease is to find a

Row 4 – something you might take to the beach

The sun down on the earth.

I skied down the

The cows in the field.



Session 2

Auditory sounds and spelling



Sounds Auditory

Use this Sound bank to help you spell the words

Short vowel sounds ě ĭ ä ũ ö dge

ed

long vowel sounds ā ī ō ū ē

all consonant sounds

Paper copy = helper needed





Check your spelling

tribe prime close branded
dusted nudge tile pure



Session 2

Learned words



<i>Review Learned word</i>	pretty
<i>New Learned word Different one each day</i>	during

Review the word *pretty*

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

As you write the word say the
letters not the sounds





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**Write what the teacher
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Dictation: Answers

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



He will trade with the tribe, who live in the cave.

Did you watch out for the big white whale?


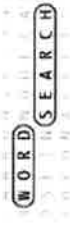



Optional task

Come up with your own list of 10-15 words that have *the spelling focus of magic 'e' - vowel-consonant-e*

Challenge yourself - find some harder words to learn

Choose options from this spelling menu to learn your words

<p>9. Scrambled Words</p> <p>Write your words. Then write them again with the letters mixed up. Can you unscramble them again the next day? e.g. watch - cwhita</p>	<p>10. Silly Sentences</p> <p>Write 3 or more sentences that use all your spelling words.</p> 	<p>11. Prefixes and Suffixes</p> <p>Underline the prefixes and suffixes in the words you are learning. Make sure you know what they mean. e.g. <u>important</u> <u>happiness</u></p>	<p>12. Word Search</p> <p>Create your own word search with your spellings. Show the answers to your puzzle in a different colour.</p> 
<p>13. Flashcards</p> <p>Make and practice with flashcards. Put the word on one side and definition (meaning) on the other.</p> 	<p>14. Picture & a Story</p> <p>Draw a picture defining each word. Write a sentence about your picture using the word.</p>	<p>15. Words without Vowels</p> <p>Write all of your words replacing vowels with a line. Go back and see if you can fill in the vowels. e.g. q--st--n = question</p>	<p>16. Train Words</p> <p>Write the entire list end-to-end as one long word. Write each new word in a different colour. e.g. trainbackstop</p>

MATHS - SESSION 1

Learning Intention:

I can solve problems using efficient strategies

I can explain and justify my thinking

Watch Me First



Fraction Problem Lesson ...

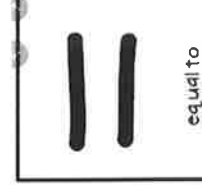
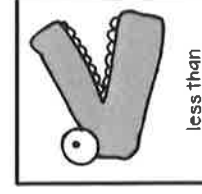
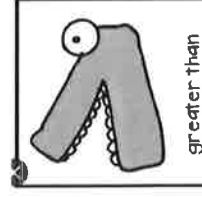
Instructions:

1. Using scrap paper, make 9 paper number tiles and label them 1-9.
2. Copy this problem into your Maths books.
3. Make fractions using your paper tiles to make the problem true.
4. Record each fraction you make in your book

There are 36 possible answers - can you get them all?

Challenge – for each fraction you write down, explain to someone in your house what the denominator and numerator do.

Example: “ $\frac{3}{4}$ is a whole divided into 4 equal parts and I want 3 of those parts.” If you do this 36 times you will be fluent in your knowledge of what a fraction is. Have some fun with it – use different voices (monster, lion, posh, Yoda etc.)



Tip: All of your fractions are less than 1 whole



Peer Conferencing



Likes

1. I loved how...	2. I was pleasantly surprised by...
3. I liked when...	4. This worked because well...

Questions

1. Why did...	2. What happened when...
3. How did...	4. Are you planning to...
5. Who did...	6. What/ when did...
7. Why didn't...	8. How come you...
9. What kind of...	



Suggestions

1. Instead of...how about...	2. You could...
3. Could you...	4. Maybe next time...
5. Maybe you could try...	6. Maybe adding...would help...

Robert Bails Identification Card

Name: *Type here*

Year of Birth: *Type here*

Date and Place of Conviction: *Type here*

Sentence: *Type here*

Ship: *Type here*

Crime: *Type here*

Other Interesting Facts: ● *Type here*



Reading Choice Menu

Week 7

FACT & OPINION:

Using text on the next slide about Zebras underline if the text is fact or opinion. Reminder about what facts & opinions are: [Distinguish-Between-Fact.pdf](#)

Fact & Opinion - CHOCOLATE

Read the text on delicious chocolate. Create a chart in your Remote Learning book divided in 2 columns. Fact and Opinion. Write the text facts into either the fact or opinion columns, then add 3 facts and opinions of your own. [Fact and Opinion Chocolate Sample page.pdf](#)

STORY BOARD:

Create a story board using your knowledge (and inferencing) of the First Fleet and what you know to be fact and opinion to create a scene of the convicts arriving. Take a photo of your story board on your computer.

<https://www.storyboardthat.com/storyboards/09563/firstfleet-storyboardtime-line-png/copy> (you do not need a log in for this activity)

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-

Use Storyboard That: [Storyboard Creator](#)
[Comic Strip Maker](#) | [Storyboard Maker](#)

Storyboard That

Series

Character

13 May 1787



Learning Intention: I can differentiate between fact and opinion.

Distinguishing Between Fact and Opinion

A fact is what actually happened. It can be proven to be true.

An opinion is a personal attitude or judgement about something.

Zebras

Lance Lawrence, a world-famous animal researcher, was recently interviewed about his studies on zebras. Mr. Lawrence has been studying zebras in Africa for over fifteen years. He believes that zebras are the most fascinating animals in the world.

"There are three different species of zebra: the plains zebra, the Grevy's zebras and the mountain zebras," Mr. Lawrence explained.

"Plains zebras are the most common type. They live in the grasslands of eastern and southern Africa."

Mr. Lawrence feels that the zebra is a truly beautiful animal. "Zebras are famous for their black and white stripes," he explained during his interview. "Although the patterns can be very similar, no two zebras have exactly the same stripe. Their stripe patterns make them attractive to look at. The designs are enchanting!"

Read the text about zebras.

Using pencils and a ruler:

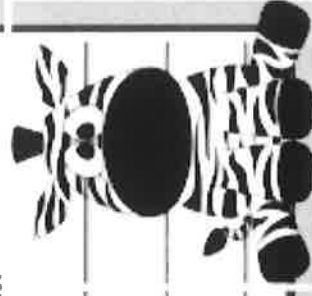
- Underline the FACTS about zebras in green pencil.
- Underline the OPINIONS about zebras in red pencil.

Write three of your own opinions about zebras.

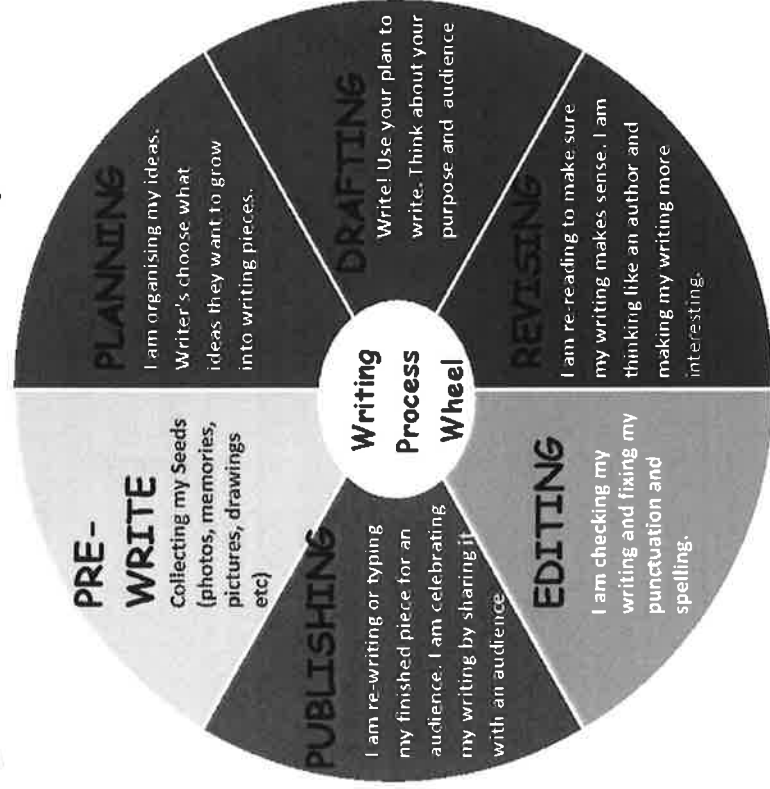
a) _____

b) _____

c) _____



Mini Lesson- Editing & revising, conferencing and publishing a piece of writing.



**Click here
for mini
lesson video!**

[Week 7 Writing
Video.mp4](#)

Learning Intention: I can develop and strengthen my writing by planning, revising, editing, and conferencing.
Learning Intention: I understand how to share a published piece of work with an audience.

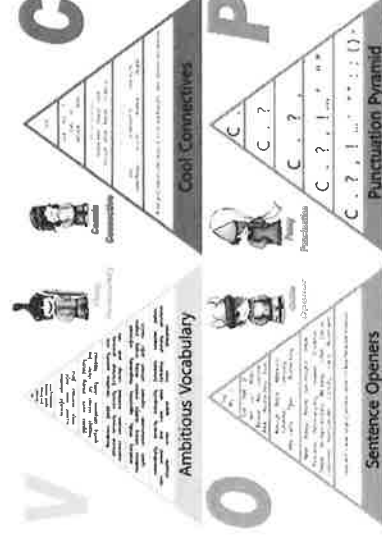
Learning Intention: I can develop and strengthen my writing by planning, revising, editing, and conferencing.

Whenever you do a piece of writing – ALWAYS Revise and Edit your work

Begin by using a **RED** pen to circle any words you think might be spelt wrong.



Then use your VCOP chart to look for changes you can make to improve your writing.



[Australian VCOP Pyramid Mat.pdf](#)

Using VCOP Chart to edit/revise your Draft

Dreams

Patty Taylor
Jan 13, 1997
Dreams

I have a dream for the world, I dream that one day soon, the environment will be cleaner. Breathing clean air must feel good. Unfortunately we don't have very clean air. If the air and ground were cleaner we could have a healthier body. There wouldn't be any sick animals or people because of pollution or garbage. A cleaner environment can come, if everyone helps clean up.

I have a dream for my country. I dream that one day, soon, everyone who is hungry can get a decent meal. The hungry people must be ill. If they had a meal they wouldn't be so thin. They must be weak from hunger. Everyone can have a few decent meals if people care.

Dreams

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First Proofreading

EDIT & REVISE USING - VCOP

V

Vocabulary

Whisky

Connective

Comie

A range of sophisticated ways of connecting thoughts, ideas, phrases and sentences

also
nevertheless
so as to
in addition to
however
contrary to
despite

and
but
if
than
so
when
because
As the saying is...
before even though after
although while besides as well as

beneficial admittance
accident earnest useful
magic enormous force
significant word bravely freezing fear
hospitals sadness joy shaker four
quietly completion identity happiness
thunderous fearful marvellous patients echo
conscience enormous unworldly furniture generally
reputation consider uninvited damage peak role

sensitively studiously oppressively imaginatively unfortunate
measured echoing desirable emotion anxiety longing progress
system communication ingredient abrasion prefer scotch
astonishingly tenderly bidagonally formidable
even animal die create where prebuilding growing speculation
altogether opponent

W

W

O

Opener

Olite

Opener

Open with a wide range of sentence openers to keep the reader interested.

Never Always Besides Even though! Before
Meanwhile Before very long However In addition
Despite An important thing We always When I felt as
I discovered Having decided I actually Due to As time went

The My I
First Then If
Next Last When
Because Also Last time
After Another thing Soon
Although Before Afterwards
Sometimes Eventually
After a while Often Another thing

C

Cool Connectives

Comie

Connective

A range of sophisticated ways of connecting thoughts, ideas, phrases and sentences

also
nevertheless
so as to
in addition to
however
contrary to
despite

and
but
if
than
so
when
because
As the saying is...
before even though after
although while besides as well as

P

Punctuation

Penny

Punctuation

C . ?
C . ? ,
C . ? , ! ... ' " "
C . ? , ! ... ' " ; ; () -

Please make the changes to your work using these colours:

Yellow x 2

Pink x 2

Blue x 2

Green x 2

Conferencing

Learning Intention: I can develop and strengthen my writing by planning, revising, editing, and conferencing.

Peer Conferences

-How do I do a conference?

You could ask your family members to conference with you or you could read your writing to your pet and listen for things that don't make sense or sound wrong and correct as you go. This is a great way to correct your own work.

I Need a Writing Conference!

Peer Conferencing



1. I need help...

2. I liked what...

3. I was securely surprised by...

4. The worked because...

Questions

1. Why did I...?

2. How did I...?

3. Who did I...?

4. What/when did I...?

5. Why did I...?

6. How did I...?

7. What kind of...?

Suggestions

1. I need help about...

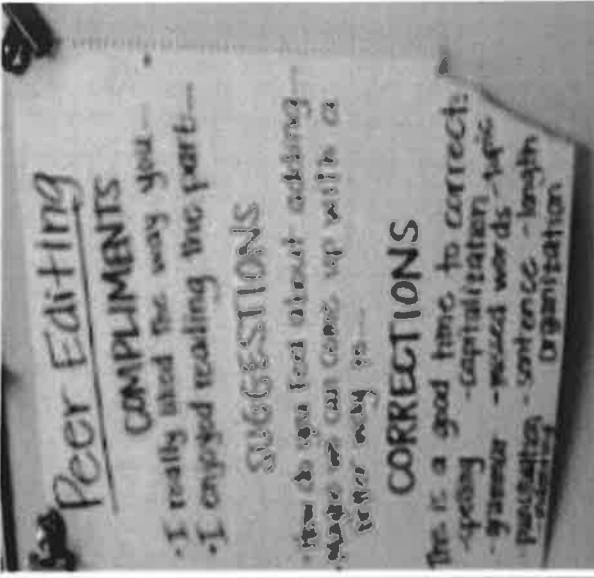
2. You could...

3. Could you...?

4. Maybe next time...

5. Maybe you could try...

6. Maybe adding would help...





Now you are ready to PUBLISH your work!

Presentation and expectations around published pieces of work:

- ✓ do your best presentation
- ✓ "less is more", don't over decorate
- ✓ Typed V's handwritten – you decide how you will present it
- ✓ Neat, legible handwriting- use lines if needed or
- ✓ Typed using size 12 Font Arial, heading and title, with paragraphs and border
- ✓ titles and headings- need to stand out

Dreams by Patty Taylor

I have a great dream for the world. I dream that one day soon, the environment will be cleaner. Breathing, fresh, clean air must feel so good. Disappointingly, we don't have very clean air. If the air and ground were cleaner, we could have a healthier body. There would be any sick or dying animals or people because of pollution or garbage. A cleaner environment can come, if everyone helps clean up.

I have a dream for my country. I dream that one day soon, everyone who is very hungry, can get a decent meal. The hungry people must be ill! If they had a meal, they wouldn't be so thin. They must be weak from hunger. Everyone can have a few decent meals if people care.

Learning Intention: I understand how to share a published piece of work with an audience.

It's okay to not know but it's not okay to not try.

Year 4 Listening Library



It's best for students listen to books at their current level or above.
Click on these books and enjoy listening to some of my favourites.

Students can read these by themselves



level 2



level 3



level 4



level 5-6



If you like these books check out

- <https://pilikey.com/> or
- <https://safeYouTube.net/w/G14P> or
- <https://aekko.comics.com/issue-list-home>

C



Vinny
Vocabulary

so because first lonely afraid exciting interesting next

beautiful adventure accident worst awful magic enormous fierce

gigantic weird bravely freezing baggage sadness joy shelter fear quietly companion silently happiness

thunderous fearful marvellous patiently echo attractive nervously worriedly furnishings generously experience container wasteland courage peak robe

sensitively timidly aggressively imaginatively unfortunate murderous echoing doubtful emotion anxiety longing progress system communication ingredient vibration prefer nourish

outstandingly tenderly biological/ly formidable outspoken pathetic stern comical dine create adore forbidding yearning speculation silhouette terrain apparel vision atmosphere

Ambitious Vocabulary

O



Ollie
Opener

The... My... I...

First... Then... If... Next... Last... When... Because... Also... Last time... After... Another thing... Soon...

Although... Before... Afterwards... Sometimes... Eventually... After a while... Often ... Another thing ...

Never... Always... Besides... Even though/if... Before... Meanwhile... Before very long... However... In addition... Despite... An important thing... We always... If/then... I felt as... I discovered... Having decided... I actually... Due to... As time went...

Open with a wide range of sentence openers to keep the reader interested.

Sentence Openers



Connie
Connective

and

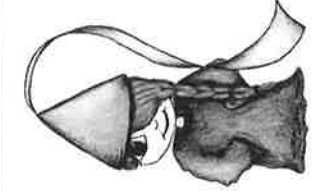
and but if then so when because

All the above plus: before even though after although while besides as well as

All the above plus: also in addition to contrary to nevertheless so as to however despite

A range of sophisticated ways of connecting thoughts, ideas, phrases and sentences

Cool Connectives



Penny
Punctuation

C .

C . ?

C . ? ,

C . ? , ! ...

C . ? , ! ... ' " " ; ; () -

Punctuation Pyramid



