

Resources

Year 4



Year 4 Week 6

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**



**Where is Mrs Miller
this week ?**



This week's Spelling Video

<https://drive.google.com/file/d/1Fvorkpwa1h13jms2z4C0hXnUjYKlAas5t/view?usp=sharing>

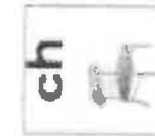
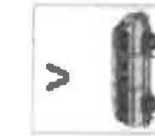
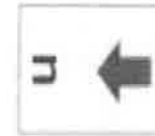
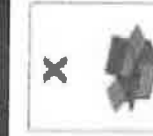
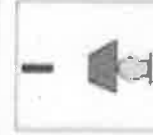
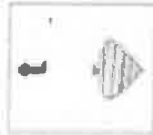
From the Spelling Video this week the clip at the end did not work that well - so try watching this one ☺ Copy this link into your browser and watch

<https://safeYouTube.net/w-8b1Q>



Session 1 Sound Deck/Pack Symbols to sound

Read the sounds and say the key word



Review 3 sounds of 'ed' read these words



ed	t	d
<ul style="list-style-type: none"> • visited • started • painted • assisted • needed • attended • mended 	<ul style="list-style-type: none"> • worked • watched • finished • pushed • passed • kissed • dropped • danced • fixed 	<ul style="list-style-type: none"> • closed • rubbed • hugged • called • charmed • planned • tired • loved • played
<p>Last letter T or D</p>	<p>Last letters: k / ss / sh / p / f / c / ch / x</p>	<p>Last letters: s / b / g / ll / m / n / r / v / w / y / z / j</p>

When a base word ends in t
or d
you say /ed/

Whisper Strategy – when a base
words ends in a whisper sound the
ed makes a quiet /t/ sound

Noisy Strategy – if a base word ends
in a noisy letter then the ed makes a
noisy /d/ sound

Session 1 Reading Review

Read these words out aloud



rented	dented	hunted	rested
tested	nested	dusted	mended
fetch	rock	wing	slang
badge	fudge	landed	swing
sock	ridge	ditch	stink
duck	pick	king	bunch

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

Something that rhymes with ring

Words that have the ed = /Əd/ sound like landed

Row 2 – meaning fixed

Row 5 – smells bad

Row 1 – search to kill

Circle the words are verbs





Session 1

Auditory sounds and spelling

Sounds Auditory

Use this Sound bank to help you spell the words

ck nk floss ë ï ä ü ö

all consonant sounds



Paper copy = helper needed

Check your spelling



depth flunked fussed slush swell
squelch missed plucked



Session 1

Learned words



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

Review the word *blue*

Write the new word *again*
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



They were tested in class.

I mended the dress.



Year 4 Week 6 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.


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Session 2 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 

Session 2 Reading Review

Read these words out aloud



jumped	helped	rushed	smashed
tossed	punched	picked	pinched
switch	sick	long	thanked
dodge	string	twitch	neck
ledge	blocked	blotch	trunk
flocked	sledge	crock	blank

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

Words that rhyme with wedge

Column 2 – a synonym for unwell

Row 4 – a noun

How many words have /ch/ in them

Words that have the short /o/ sound

Antonym of short



Session 2

Auditory sounds and spelling



Sounds Auditory

Use this Sound
bank to help you
spell the words

ě ĭ ä ũ ö th ch dge s=/z/ ed

all consonant sounds



Paper copy = helper needed

Check your spelling



visit filmed pinched
grudge planted crack helped
dislodge

Amazon – this word needed a
capital letter because it is the
name of a place.



Session 2

Learned words



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

Review the word *again*

Write the new word *pour*
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



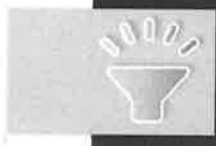
The witch ditched her broom and ran!

The gulls flocked to sit on the red floor.

Optional task




Come up with your own list of 10-15 words
that are *irregular verbs for past tense*

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



To refresh your memory **irregular verbs** are **verbs** in which the past tense is not formed by adding the usual -ed ending, they are a different word. E.g.

Base	Present	Past
be	is/are/am	was/were
become	becomes	became
begin	begins	began
break	breaks	broke
bring	brings	brought
build	builds	built
buy	buys	bought
catch	catches	caught

<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 - cwhta</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>im</u>portant <u>happi</u>ness</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>



Name _____

Date _____

The Elegant Express

Read the following questions and statements. Using inference or prediction, answer the questions below. Remember to write your answer in full sentences. When you have checked your answer, circle 'inference' or 'prediction' to show which comprehension skill you have used.

1. Where is this picture taking place? How do you know?

_____ **inference / prediction**

2. Why are there so many medals on the general's chest?

_____ **inference / prediction**

3. What is the old lady knitting?

_____ **inference / prediction**

4. Why is the man selling pocket watches? What makes you think that?

_____ **inference / prediction**

5. What is the man sitting behind the general doing? Why do you think that?

_____ **inference / prediction**

6. What does the old man sitting in the front want? Why do you think he wants that?

_____ **inference / prediction**

7. What are the two men who are wearing hats discussing? What makes you think this?

_____ **inference / prediction**

8. What is the woman who is holding an apple doing?

_____ **inference / prediction**

Inquiry Week 6 - Lesson 1

The Impact of European Settlement on Indigenous Australians

Learning intention: For students to develop a better understanding of the issues which confronted both Indigenous peoples and colonists when first contact was made.

How were their lives changed?
What challenges did they face?



Mini Lesson:

Watch these 'My Place' episodes:

First Contact

Governor's orders

Read the information in this Powerpoint:

The Impact of European Settlement on Indigenous

Australians.pptx

Independent

Task:

Complete the worksheet shown on this slide (click this link for the MS Word document:

[Week 6 - Inquiry - Lesson 1 Worksheet.docx](#)

Example:

Possible course of action	Advantages	Disadvantages
Take an adult member of your family to visit the colony and ask for your dog back.	Adult help, not going alone. Peaceful	Not able to speak their language Don't know if they are safe to deal with Won't get pet back if they don't understand or agree.



Name:

Week 6 – Inquiry Lesson 1 – Resistance

- 1 Imagine you are Wally. Suggest three different ways to get your pet back and evaluate the advantages and the disadvantages of your actions.

Possible course of action	Advantages	Disadvantages

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 meeting a character from your favorite book.

Tell a Tale

Tuesday

Write a story about going on a hike.

Write about it

Wednesday

Write about what you did this summer.

Think About it

Thursday

Describe the character traits you look for in a friend.

Free Write Friday

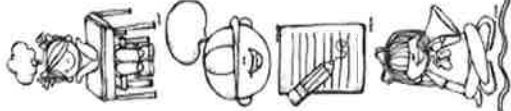
Pick your own topic and write about it or expand on a previous topic.

Learning Intention: I can practice my literacy skills through journal writing. (Daily Task)

Learning Intention: I can practice my literacy skills through journal writing. (Daily Task)

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



Note
A journal entry follows a writer's format as writing a letter.

Purpose:
to express personal feelings and experiences

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, Mathletics 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

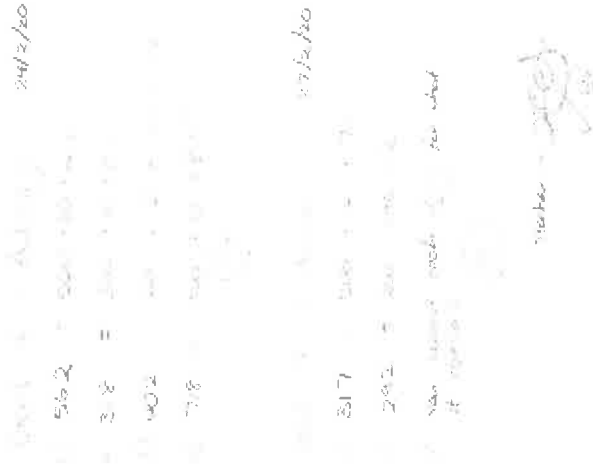
- STEP 5 - Complete the evidence sheet for your goal.

- 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



How to do a Seed & a Draft

Video Mini Lesson Year 4 Week 6

Week 6 Writing task



Learning Intention: I can select tasks independently to demonstrate my writing skills.

Writing Menu Task 1: This

week you are going to start a new seed in your Writer's Notebook. You can choose from these writing prompts to or you can come up with your own idea. You should use a new Seed/Mind Map. You can use this powerpoint to help you. When you have finished take a photo and share your seed on the GC stream.

Writing Prompts

Research the reasons people left England to come to the colonies. Create a newspaper article called, "Why they left!"

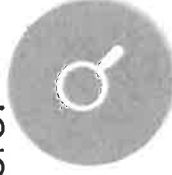
Make a Menu:

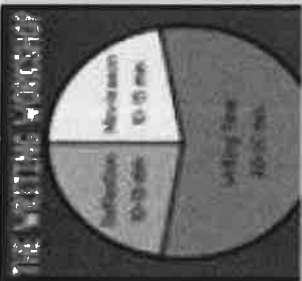
Food was very different during colonial times. Create a menu showing the food you would have eaten during colonial times. Include Breakfast, lunch and dinner.

Write about a time when you overcame a hard time. Explain the hard time and how you overcame it.

Writing Menu Task 2: Today

you are going to turn your Seed into a DRAFT piece of writing. 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!





Publishing

The author has written a...

FLAHS

1. I have written a...

2. I have written a...

3. I have written a...

4. I have written a...

5. I have written a...

6. I have written a...

7. I have written a...

8. I have written a...

9. I have written a...

10. I have written a...

PEER EDITING FORM

Name: _____

Class: _____

1. All peer editors should be prepared to help the author.

2. All peer editors should be prepared to help the author.

3. All peer editors should be prepared to help the author.

4. All peer editors should be prepared to help the author.

5. All peer editors should be prepared to help the author.

6. All peer editors should be prepared to help the author.

7. All peer editors should be prepared to help the author.

8. All peer editors should be prepared to help the author.

9. All peer editors should be prepared to help the author.

10. All peer editors should be prepared to help the author.



DRAFT



2

1 WRITER'S WORKSHOP

look like?

- Lights off
- Music on
- Students at desks
- Teachers with students
- Voices off
- Feet in front
- Sitting up straight
- Breaths working
- Neatrest handwriting
- Colorful illustrations

3 REVISE & EDIT

3

ARMS

Revise Edit

1. All peer editors should be prepared to help the author.

2. All peer editors should be prepared to help the author.

3. All peer editors should be prepared to help the author.

4. All peer editors should be prepared to help the author.

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8. All peer editors should be prepared to help the author.

9. All peer editors should be prepared to help the author.

10. All peer editors should be prepared to help the author.

5 TEACHER CONFERENCE - GOAL SETTING

5

Publish

6

4 PEER CONFERENCE

4

WRITER'S WORKSHOP CYCLE



STEP 1 - SEED

- No more than planting two seeds in a row, then **MUST** write.
- Must select a different text type each time.
- Must organise your thinking at the bottom of the page.

Learning intention:
I can plant a seed in
my Remote Learning
Book.



To start a seed-

1. Stick/draw the seed in the centre of the page.
2. Rule a line $\frac{2}{3}$ of the way down the page.
3. Write the date at the top of the page.
4. Select a template that you will use to plant your seed.
5. Sort or colour code your seed into categories.
6. Record your thinking (plant your ideas).
7. 'Organise your thinking' in the bottom third of the page.

Sequencing

Write a sentence and draw a picture sequencing the events of a story.

First	Next	Then	Last
<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>

A vertical sequence of four empty rounded rectangular boxes. Each box is connected to the one above it by a thick black arrow pointing upwards, indicating a chronological sequence of events.

The Impact of European Settlement on Indigenous Australians



Forced Change

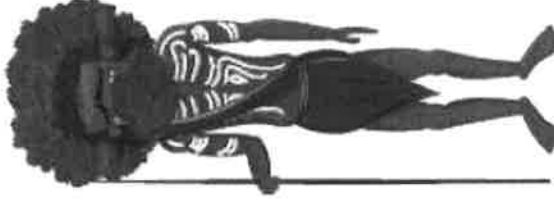
Before the British arrived in Australia, Indigenous Australians had a well established and stable economic, social and spiritual lifestyle. With the introduction of a new colony, the Indigenous Australians' way of life was forced to change as it had come under threat.

The invaders began claiming the land and clearing it for farms, towns and roads. Not understanding each others' way of life, clashes soon occurred between the two cultures. Some Indigenous Australians began taking tools and cattle from the farms for their own use. In response, the colonialists tried to stop them with the use of weapons.

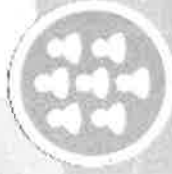


An Expanding Colony - Independent Activity

Many struggles in the new colony came about due to the Europeans not having an understanding and connection with the land. As they expanded the colony, the new settlers adopted similar cultures to those in England. At times, these did not work in Australia.



Write a paragraph suggesting how the colonists could have worked with the first inhabitants to eliminate's struggles and live together harmoniously.



Lifestyle Changes

Often Indigenous Australians began working in the new settlements and on the farms. They were usually paid in flour, tea, sugar and tobacco. Newly introduced to these unhealthy foods, and without a balanced and natural diet, along with diseases brought to Australia by the colonialists, many Indigenous Australians became very sick.

Prior to the invasion of Europeans, alcohol consumption amongst Indigenous Australians was strictly controlled amongst elders. The opening of pubs and introduction of storage vessels for alcohol led to trading of alcohol amongst Indigenous Australians which led to disastrous results.



The Impact on Indigenous Australians

As a result of colonisation, the Aboriginal and Torres Strait Islander people of Australia were faced with the following issues:

- disease
- dispossession
- conflict
- loss of native resources
- loss of cultural identity.





Week 6 – Inquiry Lesson 1 - Resistance

1 Imagine you are Waruwi. Suggest three different ways to get your pet back and evaluate the advantages and the disadvantages of your actions.

Possible course of action	Advantages	Disadvantages

Reading Choice Menu

Week 6

Making Predictions and Inferring:

Using the attached Scenario picture answer the questions by either inferring or predicting.

[Inference-Scenario--Ducks-in-Space.pdf](#)

Interpreting Paintings: Look carefully at the paintings and sketches of life in England. Group the paintings under the headings **Poverty**, **Child Crime**, **Living Conditions** and **Prisons**:

[Interpreting paintings](#)

SEQUENCING: Think about the most important events in the text you are reading. Outline the events in your Remote Learning Book in order using transitions words such as **first**, **then**, **next** and **finally**. Write a one paragraph description using sequencing language. Use template attached if you would like: [Sequencing--Template.pdf](#)

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-

[Understanding Sequence](#)

Use time sequence words to explain how to brush your teeth.

Steps to Brush your Teeth.

Week 6 Writing task



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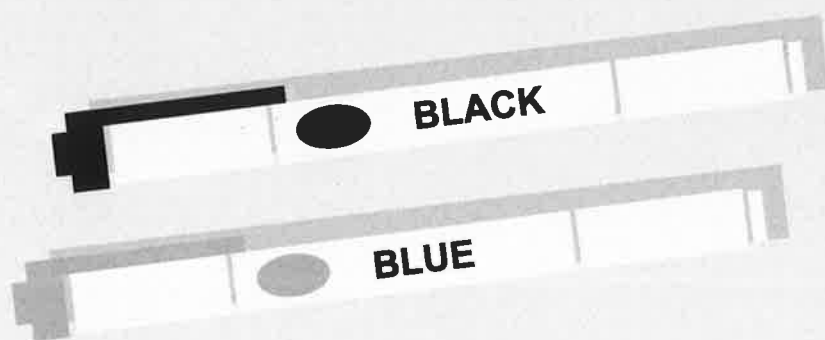
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Writing Menu Task 2: Today

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Writer's Workshop & Planting seeds

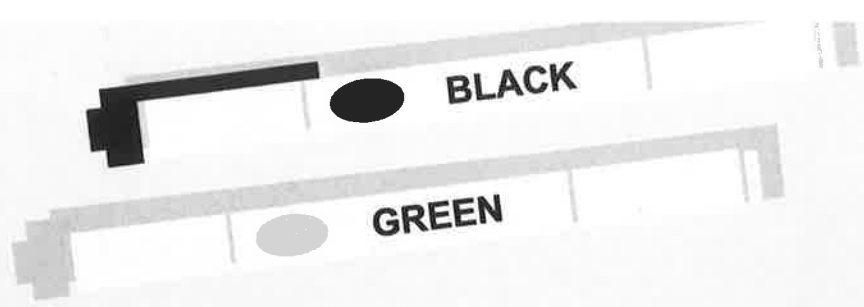


Learning intention:
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Book.



To start a seed-

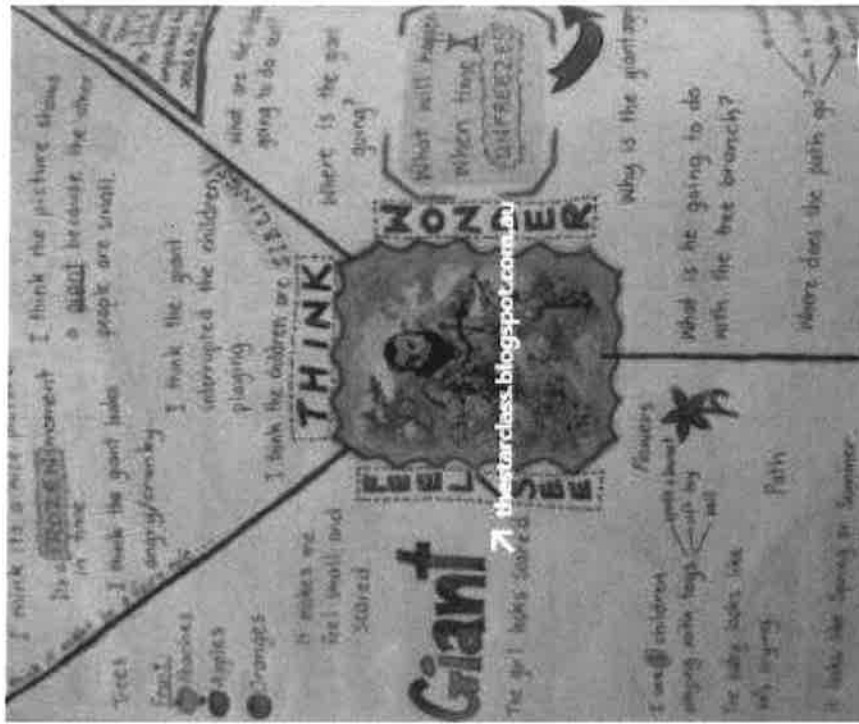
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6. Record your thinking (plant your ideas).
7. 'Organise your thinking' in the bottom third of the page.



Ideas for Planting Seeds

Examine this of Thinking Guide in our [Writing Workspace](#)

<p>My feelings...</p>	<p>Adjectives... describing the seed</p>
<p>Questions...</p>	<p>Information...</p>



the-star-class.blogspot.com.au



BLACK



PINK

Great Idea!

MY UNIQUE SUPERHERO

A TOMIC EYES (an electrical accident changed him)	B IONIC KNEES	C AT-LIKE HEARING	D OG-LIKE LOYALTY	E LECTRIC FINNERS	F AST FEET	G REEN HAIR	H OT BREATH	I GUANA TONGUE	J AGUAR REFLEXES	K EVLAR HELMET	L OW PAIN THRESHOLD	M EDUSA HAIR
N ECK GIRP (CATERPILLAR)	O SCILLATING EYE BROWS!	P OWERFUL FORCE-FIELD	Q UICKEST BEAM POWER	R OTATING FISTS	S IVER PERSONALITY	T IME TRAVELLER	U NDERWATER JUGG SEELLS	V ACUUMING MOUTH	W INTER CRICK RAY	X RAY LASERS	Y ETI-LIKE SURVIVAL TACTICS	Z IPPER SPEED

What stories about the electrically-charged time traveller can I tell a reader

Shelly?

Hi, I'm Shelly, in a. I like to move
 around, I have a brother and his name is
 Cole. I like to move around, I have a
 brother and his name is Cole. I like to
 move around, I have a brother and his
 name is Cole. I like to move around,
 I have a brother and his name is Cole.

My Hand

- Index: Helping w/ Pain (Em)
- Middle: Holding a pen
- Ring: Holding a pen
- Pinky: Helping w/ Pain (Em)
- Thumb: Helping w/ Pain (Em)

Handwritten notes: "I like to write", "I like to read", "I like to draw", "I like to play".

[Handwritten notes and sketches]

World...
 ...
 ...
 ...



Great Idea!

A Day In The Life of Mrs. Rogers

No breakfast
Woke up
Late, missed out of job
Card!

Quiet-screen
Drove coffee
too work
breasting
hair over
the counter
grind
Rhys was
out of sort
"You don't understand."

Ships
Shipley's
Do-Nuts
"They are
abandoning
me!"

Jason's
salut leor
Deli
clean
order
forgot
forgot

Jason's
salut leor
Deli
clean
order
forgot
forgot

Rhys
Hardwood
Guitar
Lesson
Gisland!

Blaming
the country

Staff cutting
letting
waste
salvors
fasting
H

press!
dirty...
Chinese
rice - Buffer
Kush
reasons
for
can
begin
Berg
cost

36 x 2592

RESTLENT

Subtag

The Park, from the French word
"to be rapidly submerged"

The 1990s, period of the
United States, showing the
success of the industry the
rooms had
to depart
how

Brojods

1439 x 1996

MR. STICKS
HOMOPHONE COMICS

Homophones. Two words that sound alike but
have different meanings. For example, sea and see.

Essay Topic: What
I did over summer
Vacation.

Not another 1000
summaries of
my summer!

In September, my teacher
made me write a
SUMMARY SUMMARY
of my summer.

SHIRT SALE
It's the fair trade
cause

The more I tried to pay
for his KID'S poem
with a bucket of coals.

Someone stole
my summer!

Europe not
Europe! At
least not in
my country.

You're up on your
Europe! my teacher
said when I read
the geography test.

Where Have My
Flops Been

BAZZ
BZZ
BZZ

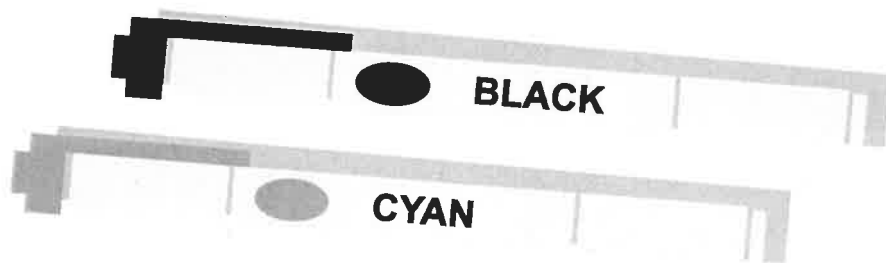
Waterpark
Hotel/Hotels
Walling
the
Hotel/Hotels
Order
In the
Mall
Starbucks
Store
gone
Order
In the
Mall
Starbucks

Waterpark
Hotel/Hotels
Walling
the
Hotel/Hotels
Order
In the
Mall
Starbucks
Store
gone
Order
In the
Mall
Starbucks

12280

Great Idea!

Each time you do a new seed you use a different Mind Map. A Mind Map is another name for Seed- it is simply a way to plan/draw a new idea, a new seed, a new mind map.



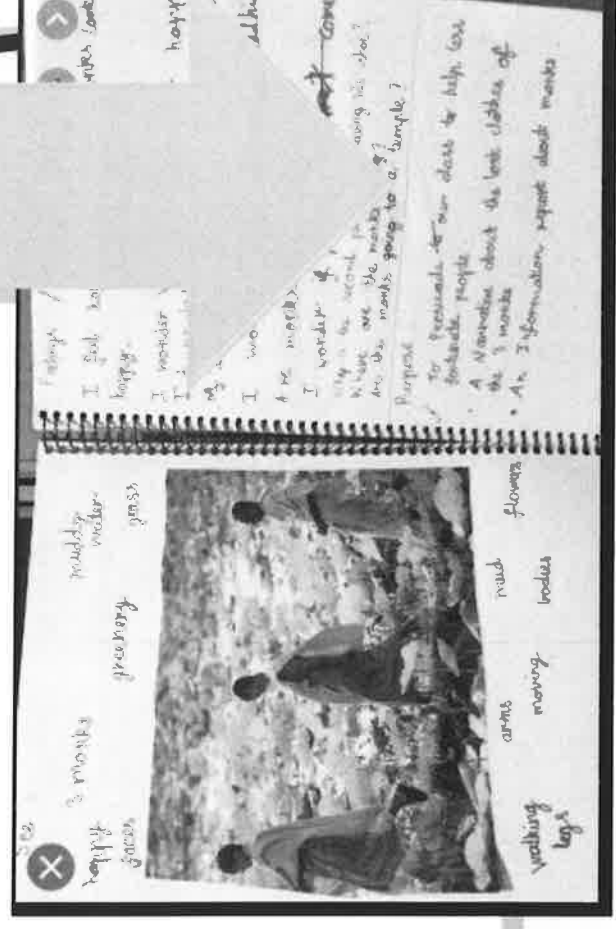
Always organise your thinking at the bottom of the page



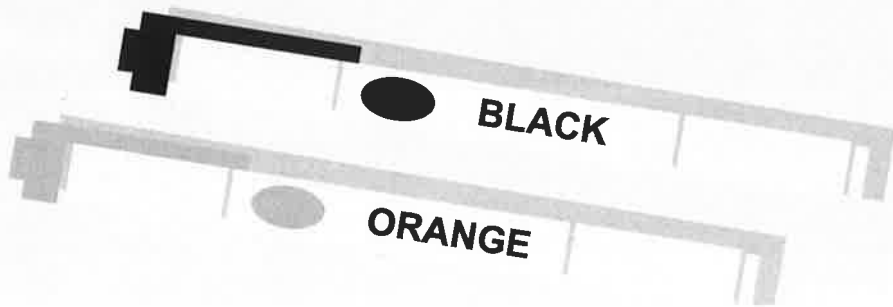
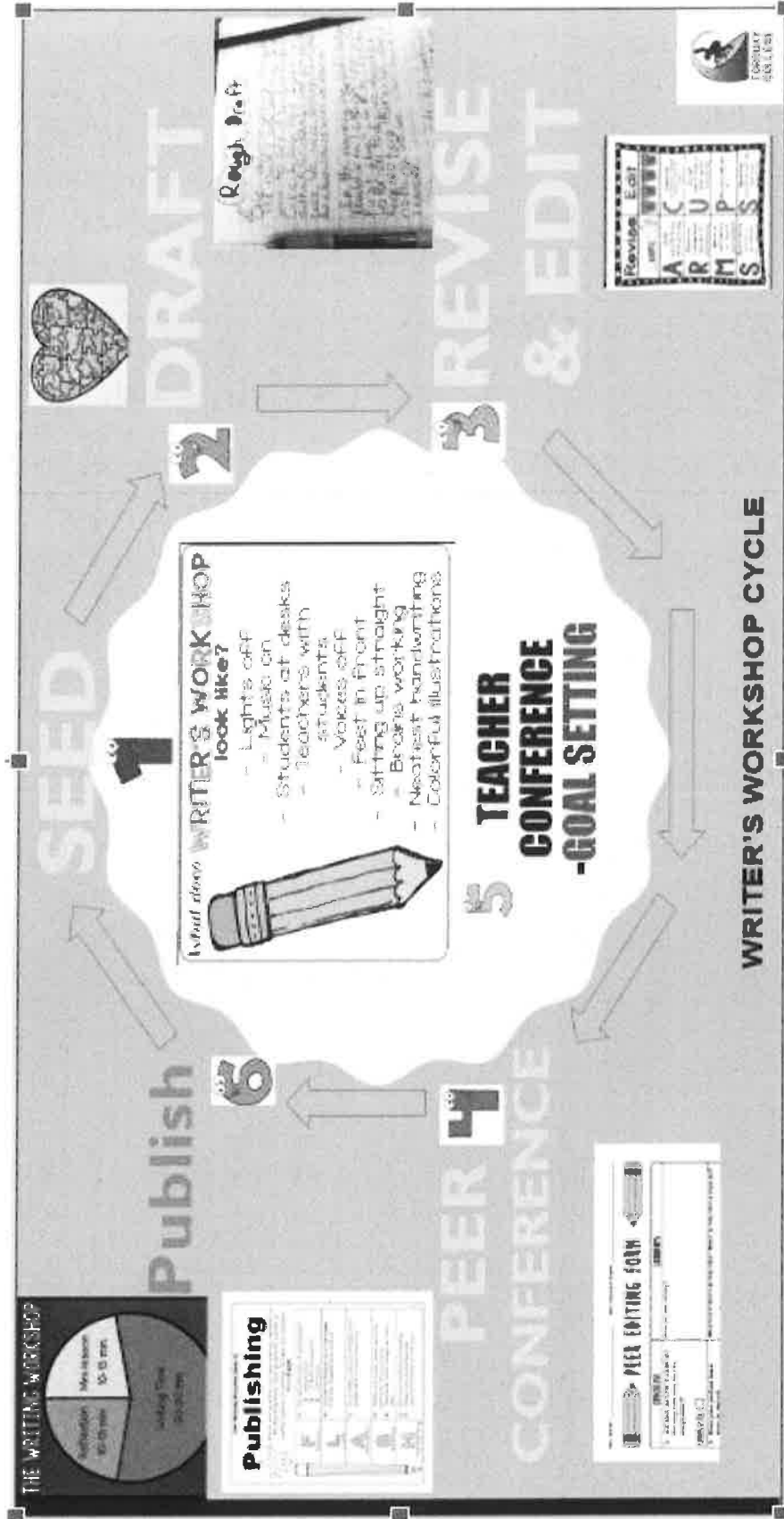
Rule a line $\frac{2}{3}$ of the way down the page.

What could your seed become – poem?

Recount? Procedure? Narrative?

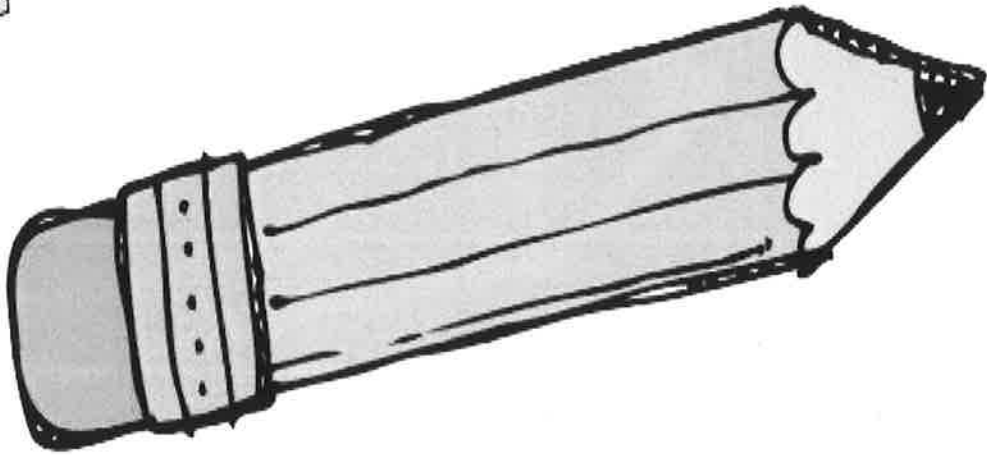


Writer's Workshop Cycle



What does **WRITER'S WORKSHOP** look like?

- Lights off
- Music on
- Students at desks
- Teachers with students
- Voices off
- Feet in front
- Sitting up straight
- Brains working
- Neatest handwriting
- Colorful illustrations



Always organise your thinking at the bottom of the page



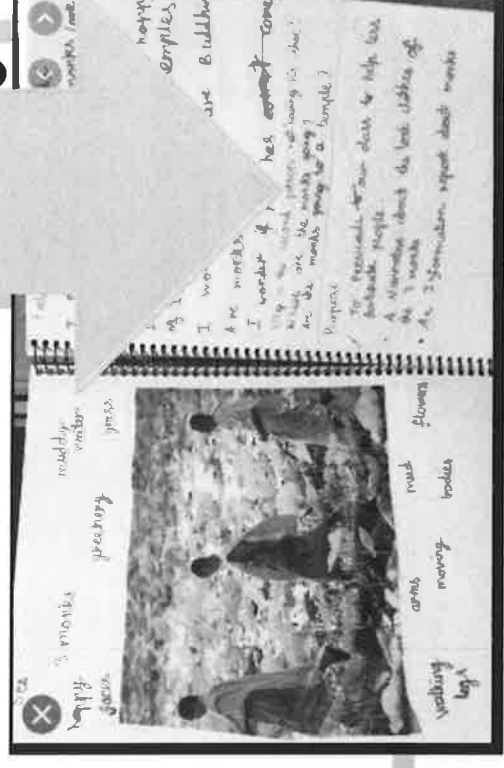
Rule a line $\frac{2}{3}$ of the way down the page.



What could your seed become- poem?

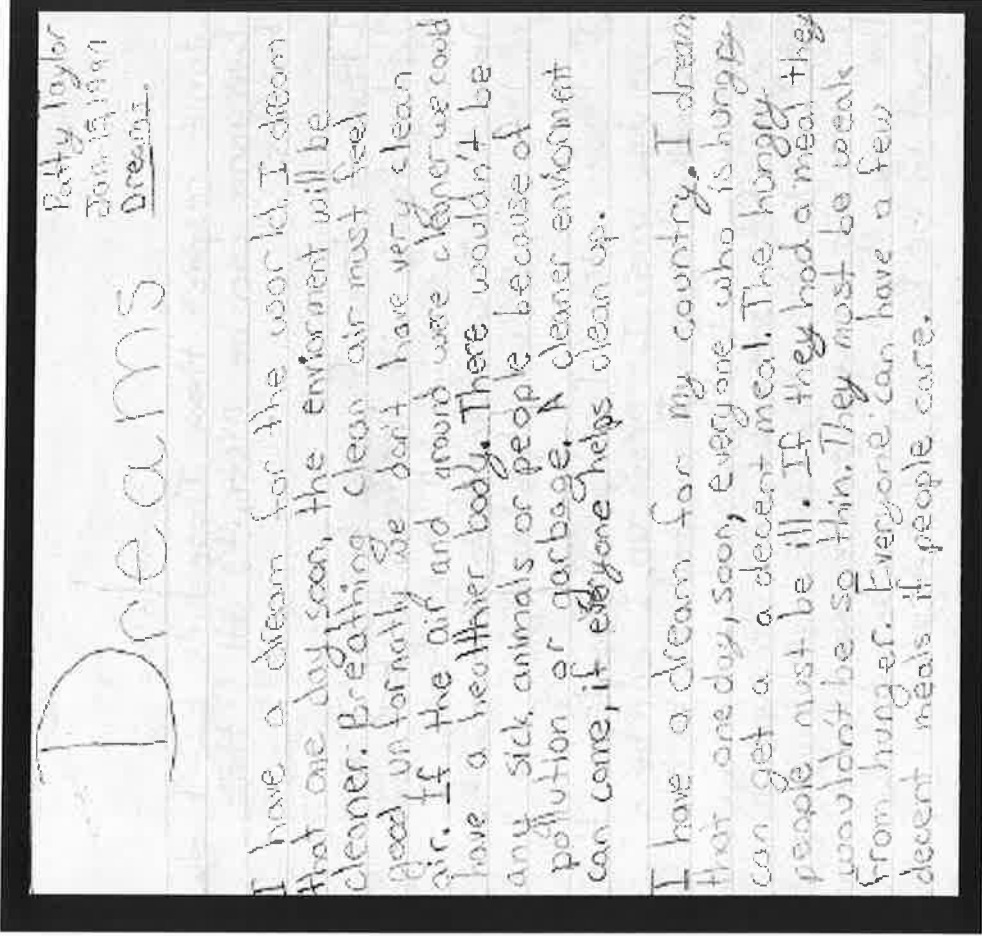


Recount? Procedure? Narrative?



STEP 2 - DRAFT

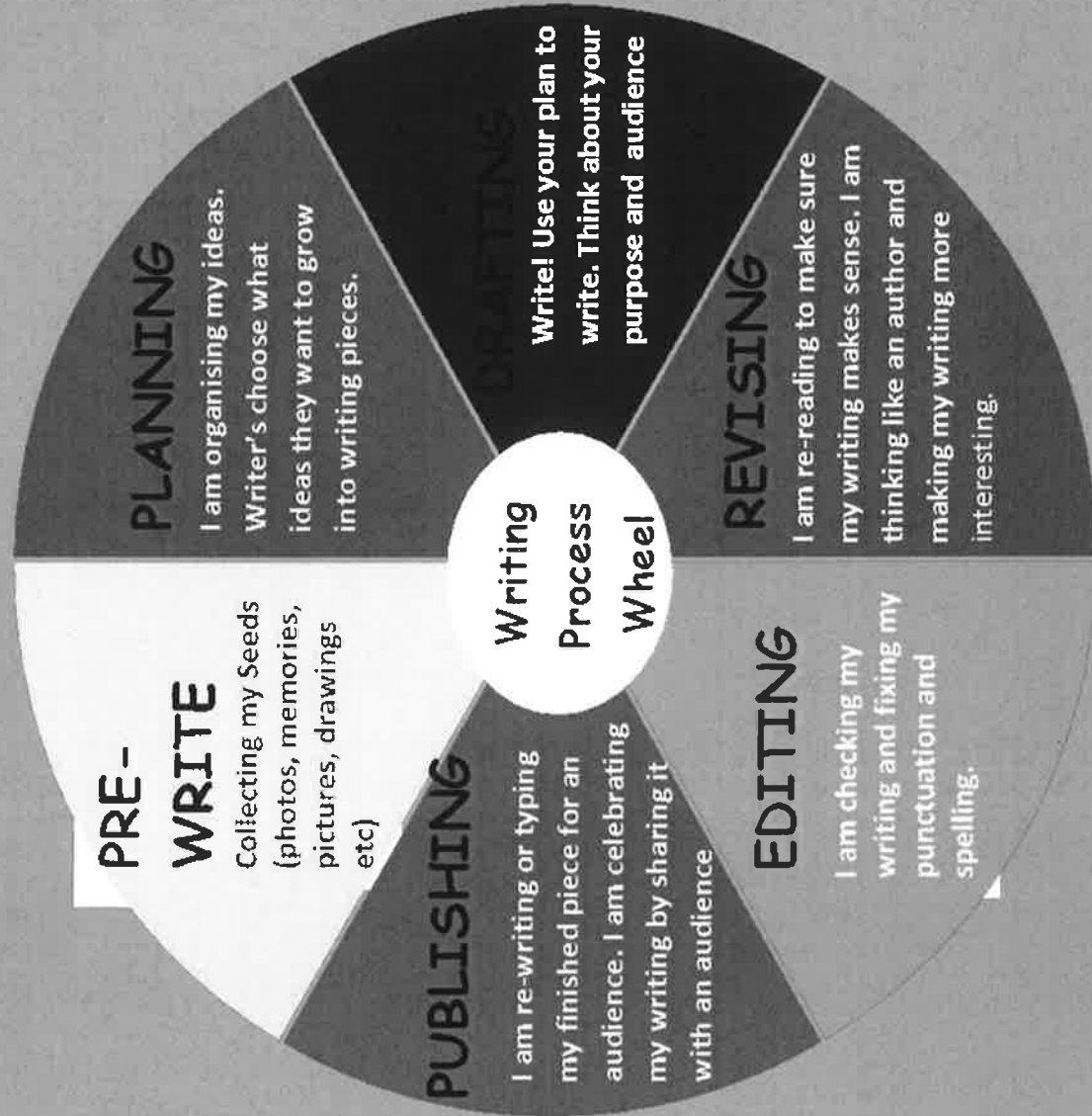
- Put the date on it and the title at the top of the page
- Get all your ideas down on paper
- Use your Writer's Notebook or Big Learning Book
- Make mistakes
- Cross out/self correct/make changes
- Use paragraphs
- Write, write, write

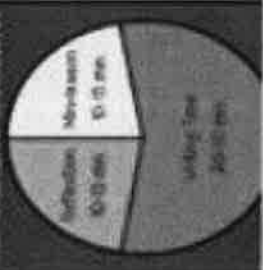


WRITING YEAR 4

WRITING WHEEL

Make sure you always follow the Writing Process Wheel – starting at the pre-writing section





Publishing

The student who wrote this:

Name: _____

Title: _____

Genre: _____

Setting: _____

Character: _____

Plot: _____

Style: _____

Language: _____

Structure: _____

Other: _____

PEER EDITING FORM

Name: _____

Title: _____

Genre: _____

Setting: _____

Character: _____

Plot: _____

Style: _____

Language: _____

Structure: _____

Other: _____

SEED

1

WRITER'S WORKSHOP
look like?

- Lights off
- Music on
- Students at desks
- Teachers with students
- Voices off
- Feet in front
- Sitting up straight
- Brains working
- Neatest handwriting
- Colorful illustrations

5

**TEACHER
CONFERENCE
-GOAL SETTING**

4

**PEER
CONFERENCE**

6

Publish



DRAFT

2



3

**REVISE
& EDIT**

REVISE EDIT

NAME: _____

DATE: _____

REVISIONS:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____



WRITER'S WORKSHOP CYCLE

STEP 1 - SEED

- No more than planting two seeds in a row, then **MUST** write.
- Must select a different text type each time.
- Must organise your thinking at the bottom of the page.

Learning intention:
I can plant a seed in
my Remote Learning
Book.



To start a seed-

1. Stick/draw the seed in the centre of the page.
2. Rule a line $\frac{2}{3}$ of the way down the page.
3. Write the date at the top of the page.
4. Select a template that you will use to plant your seed.
5. Sort or colour code your seed into categories.
6. Record your thinking (plant your ideas).
7. 'Organise your thinking' in the bottom third of the page.

STEP 2 - DRAFT

- Put your name on it and the title at the top of the page
- Get all your ideas down on paper
- Use loose leaf, draft paper
- Make mistakes
- Cross out
- Use paragraphs
- Write, write, write

Patty Taylor
Jan. 12, 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 around 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.

STEP 3 - REVISING AND EDITING

Learning Intention: I can say what Revising and editing are.

The Writing Process

revise

Reread your writing and make it better.

Think: ARMS

- Add sentences and/or words
- Remove unneeded sentences/words
- Move a sentence or word placement
- Substitute words or sentences for more descriptive ones

MS. P. 3. 2008

The Writing Process

edit

Check your grammar by proofreading your writing.

Think: CUPS

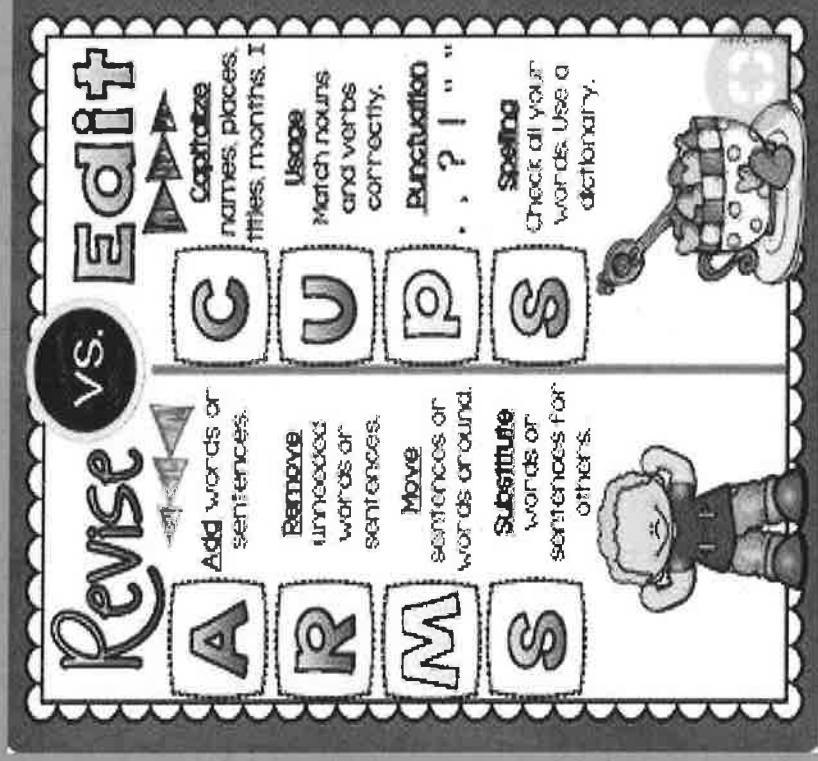
- Capitalization (proper nouns & the start of a sentence)
- Usage (subject-verb agreement)
- Punctuation (. ? ! , " " ")
- Spelling (use your resources, like a dictionary, to check words)

MS. P. 3. 2008

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

Use the chart to help with revising and editing.

Editing and Revising should be completed using a **RED** pen so we can see where your changes are.



STEP 4 - REVISING AND EDITING - VCOP



W
Vocabulary

to become
to look
to be
to be
to be

beautiful adventure
accident want cowls
magic enormous fierce

gigantic weird bravely freezing
scaggle isolates pig shelter fear
quietly compassion slantly happiness

dunaceous joyful marvellous pitaminy eero
attractive nervously worriedly turnstony generally
expressive container waterland source pack robe

serenely amily aggressively imaginatively informative
murderous cunning doubtful emotion awfully songing progress
spurn communication aggressive abatement prefer flourish

substantially senseless biologically formidably outstoken pathetic
stern amical stir create above forming specializing
silhouette terrain appear

Ambitious Vocabulary



C
Connective

and

and but if
then so
because

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

All the above plus
is added to
however

also
nevertheless
so as to

is added to
is added to
is added to

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

Cool Connectives



O
Opener

The...
My I...

First... Then...
Next... Last... When...
Because... Also... Last time...
After... Another thing... Soon...
Although... Before... Afterwards...
Sometimes... Eventually...
After... while... Often... Another thing...

Never... Always... Besides... Even though... Before...
Meanwhile... Before very long... However... In addition...
Despite... An important thing... We always... I think... 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



P
Punctuation

C .

C . ?

C . ? ,

C . ? , ! ... ' " "

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

Punctuation Pyramid

Please make the changes to your work using these colours: Please make three changes for each colour.

Yellow x 3

Pink x 3

Blue x 3

Green x 3

STEP 4 - 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.



Peer Conferencing



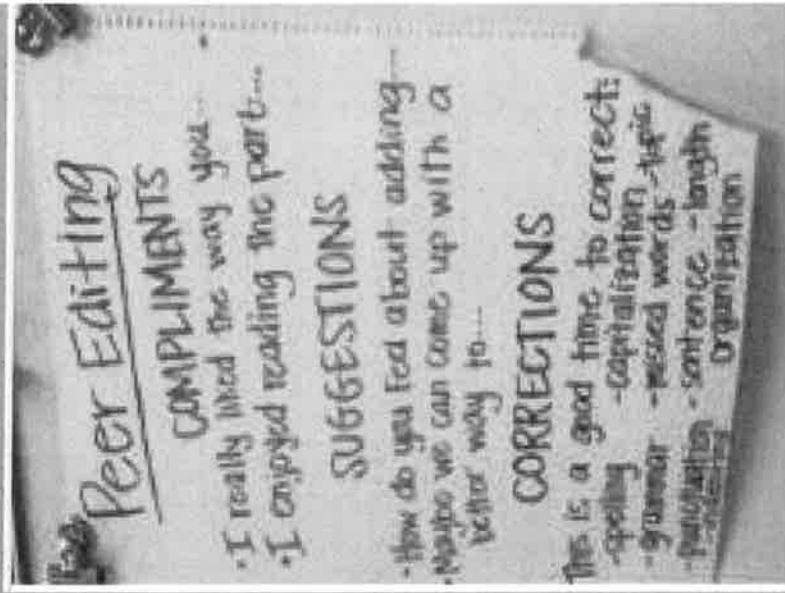
1. I loved how...	2. I was pleasantly surprised by...
3. I liked when...	4. This worked because well...

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...



STEP 5 - PUBLISH

