

Plattsburg Public School


Learning from Home

Year 4

Group 1

LITERACY

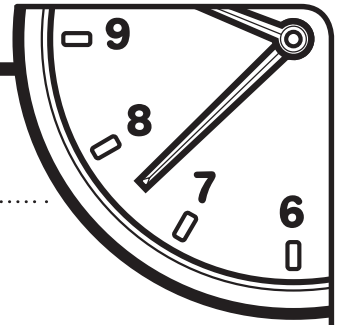




Friday

Minute 18

Common nouns



Name: Date:

Circle the 10 nouns in the box. Write each noun in the table under the correct heading.

veterinarian stir meadow smooth paper bag
 brave souvenir gallop draw courier
 computer brought volcano theatre creep
 tennis court gentle dashing runner pleasant

Person	Place	Thing
1.	4.	7.
2.	5.	8.
3.	6.	9.
		10.

My score:

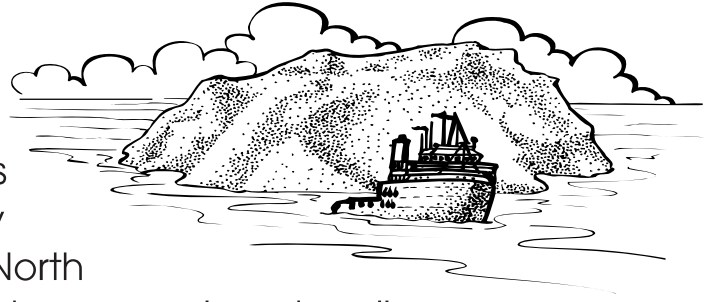
10

My time:

..... minutes seconds

Icebergs

Icebergs are huge masses of ice made from fresh water that have broken off the areas of ice near the North or South Pole. Icebergs from the South Pole can be many times larger than those near the North Pole. When we see pictures of icebergs we do not really see their true size. Only about one-seventh of any iceberg is above the water. This is the only part we see.



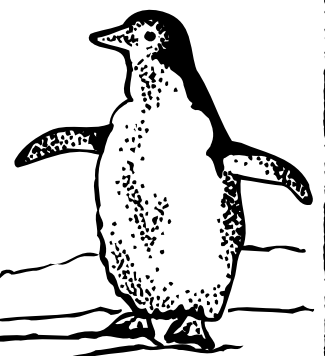
Icebergs can be very dangerous to ships. At night or during a heavy fog, ships can easily run into them and be sunk. One of the greatest sea disasters was caused by an iceberg. The largest ship of the time, the *Titanic*, ran into an iceberg on her first voyage on 14 April 1912. More than 1 500 people died.

People can do little to control icebergs because of their size. They are hard to destroy by blasting and, because the ice beneath the surface of the water can easily tear the bottom of a boat open, attempting to tow them away is very dangerous.

Write key notes below about icebergs. Use these questions to help you with your notetaking.

1. What are icebergs?
2. How much of an iceberg can we see?
3. Why can icebergs be dangerous to ships?

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____



Icebergs

Icebergs are huge masses of ice made from fresh

_____ ¹ that have broken off the areas of ice near

_____ ² North or South Pole. Icebergs from the South

Pole _____ ³ be many times larger than those near the

North _____ ⁴. When we see pictures of icebergs we do

not _____ ⁵

see their true size. Only about



one-seventh of any _____ ⁶ is above the water. This is the

only part _____ ⁷ see.

Icebergs can be very dangerous to ships. At _____ ⁸ or

during a heavy fog, ships can easily run _____ ⁹ them

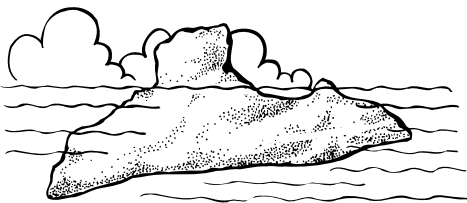
and be sunk. One of the greatest sea _____ ¹⁰ was

caused by an iceberg. The largest ship of _____ ¹¹ time,

the *Titanic*, ran into an iceberg on her _____ ¹² voyage

on 14 April 1912. More than 1 500 people _____ ¹³.

People can do little to control icebergs because of



_____ ¹⁴ size. They are hard to

destroy by blasting and, _____ ¹⁵

the ice beneath the surface of the water can

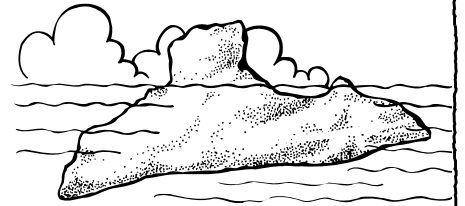
_____ ¹⁶ tear the bottom of a boat open, attempting to

_____ ¹⁷ them away is very dangerous.

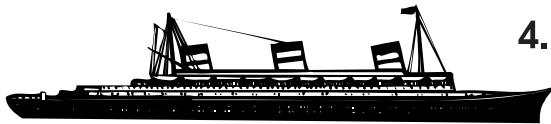
Icebergs

1. From what are icebergs made? _____

2. Where do icebergs come from?



3. How much of an iceberg is below the water?



4. When can icebergs be dangerous to ships?

5. What was the name of the ship that was sunk by an iceberg in 1912?

6. Why do you think icebergs can be bigger near the South Pole?

7. Find these words in the word search.

iceberg

April

fresh

first

water

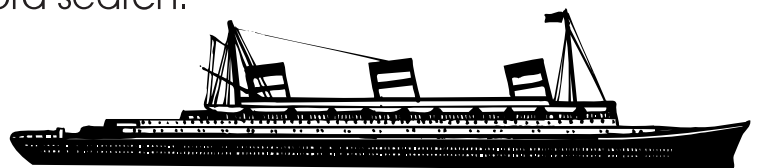
ships

Titanic


sunk

voyage

fog



W	A	T	E	R	F	E	V	F
T	I	T	A	N	I	C	O	R
S	U	N	K	A	R	F	Y	E
O	S	H	I	P	S	O	A	S
A	P	R	I	L	T	G	G	H
I	C	E	B	E	R	G	E	U



Monday

Week 2 Spelling List

Spelling Pattern or Rule:

The words in this list represent words that have an ending pattern of -ought or -ound. Rule #1: The -ought pattern says -aw as in saw. Rule #2: The -ound pattern says -ow as in cow.



hound

bought

mound

fought

ground

brought

surround

thought

astound

sought

Practise Your Words!



Look



Say



Cover



Write



Check

Words	Monday	Tuesday	Wednesday	Thursday	Friday

Spelling Selection

Practise your spelling words by selecting two spelling activities to do each day.



Monday

1 Upper and Lower

Write each of your words out two times. Write in uppercase the first time and lowercase the second time.

2 Curly Words

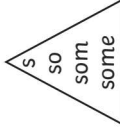
Write out your words in your neatest handwriting. Then, write them again in curly letters.

3 Rainbow Words

Write out your words with a pencil. Next, draw around each letter five more times using different coloured pencils.

4 Pyramid Writing

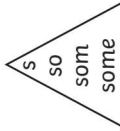
Write each of your words inside a pyramid.



Tuesday

1 Pyramid Writing

Write each of your words inside a pyramid.



2 Fancy Letters

Write each of your words in fancy writing. Your letters could be curly, dotted, or whatever you decide!

3 Join the Dots

Write each of your words using dots. Then, join the dots with a coloured pencil to make your word.

4 Curly Words

Write out your words in your neatest handwriting. Then, write them again in curly letters.



Wednesday

1 Upper and Lower

Write each of your words out two times. Write in uppercase the first time and lowercase the second time.

2 Rainbow Words

Write out your words with a pencil. Next, draw around each letter five more times using different coloured pencils.

3 Fancy Letters

Write each of your words in fancy writing. Your letters could be curly, dotted, or whatever you decide!

4 Join the Dots

Write each of your words using dots. Then, join the dots with a coloured pencil to make your word.



Thursday

1 Air Writing

Write each of your words in the air with your finger. Ask someone to read your words as you write.

2 Blue Vowels

Write out each of your words. Then, go over the vowels in each word using a blue pencil.

3 Spelling Flowers

Draw a big flower. Write one of your spelling words on each petal.

4 Backwards Words

Write each of your words out forwards. Then, write them all backwards.



Friday

1 Blue Vowels

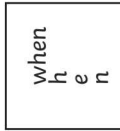
Write out each of your words. Then, go over the vowels in each word using a blue pencil.

2 Tell a Story

Use all of your words to tell a short story. Underline each spelling word with a ruler and pencil.

3 Across and Down

Write your words across and down, sharing the same first letter.



4 ABC Order

Write your words in alphabetical order.

Minute 19

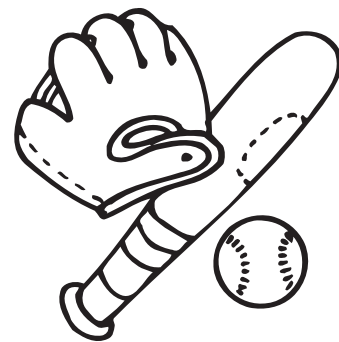
Proper nouns



Name: Date:

Circle the proper nouns in each sentence.

1. Harrison and George play baseball.
2. The name of their team is North Side Bears.
3. The boys really admire Coach Wesley.
4. He is from Bowral, New South Wales.
5. Coach Wesley is a baseball coach for Moss Vale High School.
6. Each Saturday he coaches the baseball team.
7. The games are on Sundays in October and November.
8. Mrs Wesley brings water and healthy snacks for the team.
9. If they win today's game, they will play against the Penrose Tigers.
10. The grand final will be held at Welby Playing Fields.



My score:

10

My time:

.....
minutes

.....
seconds

Synonyms and Antonyms

Find one synonym and one antonym from the word bank for each word listed below and write it in the space provided.

Review


Synonym: a word that has the **same** or similar meaning as another word.

Antonym: a word that has the **opposite** meaning of another word.

Word Bank

sad	tough	alert	easy
spooky	delicate	huge	end
soft	slow	first	calming
small	bumpy	joyful	
drowsy	difficult	fast	

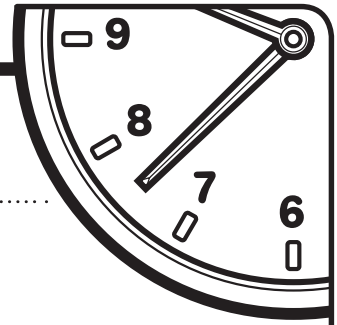
Word	Synonym	Antonym
big		
beginning		
happy		
quick		
simple		
rough		
sleepy		
strong		
scary		



Tuesday

Minute 20

Common and proper nouns



Name: Date:

Write each noun in the box under its correct category.

building Timor Sea airport Tasmania restaurant
Eucla Nullarbor Plain Japan actor lampshade

Common Nouns

Proper Nouns

1.

6.

2.

7.

3.

8.

4.

9.

5.

10.

My score:

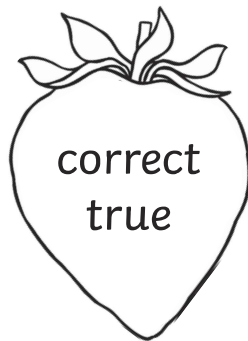
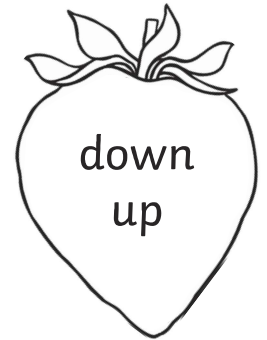
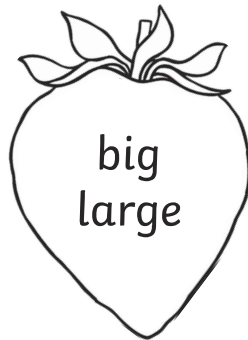
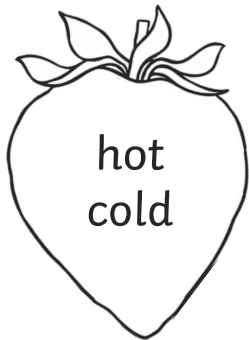
10

My time:

..... minutes seconds

Strawberry Synonyms and Antonyms

Colour the synonyms 'ripe' red. Colour the antonyms 'unripe' green.



Animal Research Report

Animal Name: _____

Here is a picture of my animal.



This animal is a/an:

- amphibian
- bird
- fish
- insect
- mammal
- reptile

Animal Information

Weight: _____
Diet: _____
Predators: _____
Lifespan: _____

Three interesting facts about my animal:

1. _____

2. _____

3. _____

Habitat

Describe the unique conditions of this habitat.

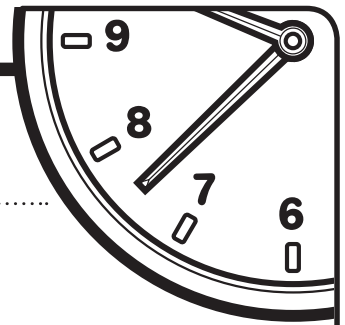
How has the animal adapted to survive this habitat?



Wednesday

Minute 21

Plural nouns

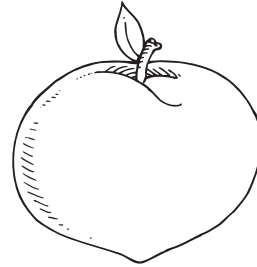


Name: Date:

For Questions 1–10, write the plural form for each noun.

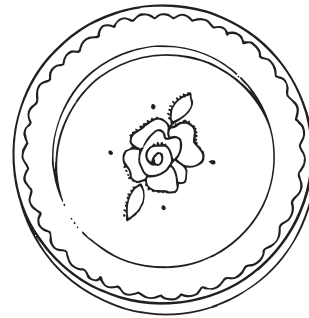
(Hint: When a noun means more than one, it is **plural**.
Plural nouns end in **-s**, **-es** or **-ies**.)

1. peach



2. fox

3. dress



4. guppy

5. dish

6. glass

7. pineapple



8. branch

9. toy

10. country

My score:

10

My time:

.....
minutes

.....
seconds

Application Activity

I can identify and suggest synonyms or antonyms for given words.



1. Read the text and replace the underlined words with either a suitable synonym or antonym.

“Excuse me waiter but this soup is excellent” Harvey snorted. The waiter re-arranged his face into a smile and turned to regard the delightful Harvey, who was smirking cockily at his friends.

“I can assure you, young man, that the soup is quite stale,” he said calmly.

“Perhaps,” Harvey grinned. “But it still tastes divine!” With a smile the waiter scooped up the bowl of soup and placed it on his silver tray.

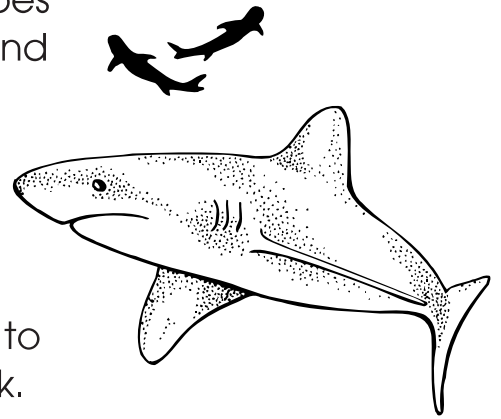
“I shall replace it at once,” he said through clenched teeth. When he had gone Harvey leant back in his chair feeling smug.

“Told you I’d get another bowl,” he laughed. “This is possibly the worst soup I’ve ever tasted.”

Harvey’s friends shifted around happily in their seats feeling very embarrassed about Harvey’s behaviour.

Sharks

Sharks are fish. There are over 370 different types of sharks. Sharks are meat-eaters and are found in all oceans, but they are more common in warm seas. People around the world fear sharks because humans have been bitten or killed by them. However, fewer than 100 shark attacks happen each year around the world. This means that people are more likely to drown in the sea than be attacked by a shark.



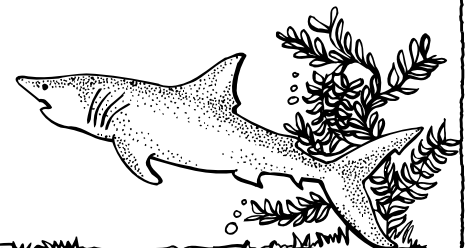
Sharks normally eat fish, including other sharks, while their main enemies are other, larger sharks. Most sharks eat their prey whole or, if it is too large, they will tear off large slabs of meat instead. To do this they need good teeth. Sharks have several rows of teeth and new teeth regularly replace those that are old or damaged. Some sharks replace teeth every week.

Many people eat the flesh of sharks. Their fins are sometimes used to make soup. The skin of a shark can also be used to make leather.

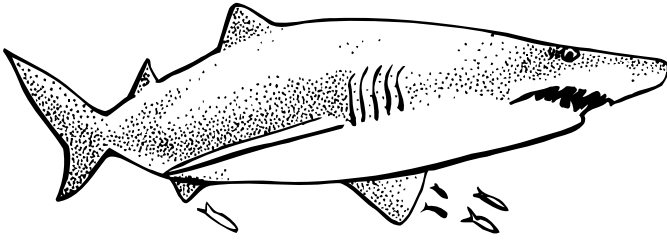
Write key notes below about sharks. Use these questions to help you with your notetaking.

1. What do sharks eat?
2. Why do people fear sharks?
3. How do people use sharks?

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____



Sharks



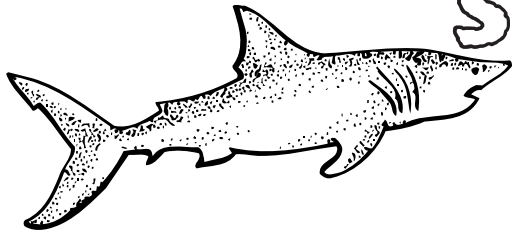
Sharks are fish. There are over 370 different types

_____ ¹ sharks. Sharks are meat-eaters and are found in all _____ ², but they are more common in warm seas. People _____ ³ the world fear sharks because humans have been bitten _____ ⁴ killed by them. However, fewer than 100 shark attacks _____ ⁵ each year around the world. This means that people _____ ⁶ more likely to drown in the sea than be _____ ⁷ by a shark.

Sharks normally eat fish, including other _____ ⁸, while their main enemies are other, larger sharks. Most _____ ⁹ eat their prey whole or, if it is too _____ ¹⁰, they will tear off large slabs of meat instead. _____ ¹¹ do this they need good teeth. Sharks have several _____ ¹² of teeth and new teeth regularly replace those that _____ ¹³ old or damaged. Some sharks replace teeth every week.

_____ ¹⁴ people eat the flesh of sharks. Their fins are _____ ¹⁵ used to make soup. The skin of a shark _____ ¹⁶ also be used to make leather.

Sharks



1. What do sharks eat? _____

2. About _____ shark attacks happen around the world each year.

3. Why do people around the world fear sharks? _____

4. Describe one way sharks can be useful to people.



5. What do you think should happen if sharks couldn't replace old or damaged teeth?

6. Write the words below in the correct shape.

attacks

--	--	--	--	--	--	--	--	--	--	--	--

people

sharks

--	--	--	--	--	--	--	--	--	--	--	--

flesh

meat

--	--	--	--	--	--	--	--	--	--	--	--

teeth

In the Middle of the Night

Today you are going to write a narrative or story. The idea for your story is 'In the Middle of the Night'.

What could happen in the middle of the night? You could choose to write about an exciting night-time adventure or something scary that happens in the dark.

Think about the following:

- Who are your characters?
- Where is your story set?
- What is the problem or complication and how will it be solved?
- How will your story end?

Remember to:

- Plan your story with a beginning, middle and end.
- Organise your ideas into paragraphs.
- Choose your words carefully to entertain the reader.
- Write in sentences.
- Pay attention to your spelling and punctuation.
- Check and edit your work carefully.



Thursday

Minute 22

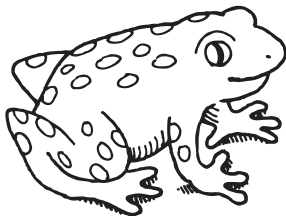
Singular and plural nouns



Name: Date:

Circle the noun that best completes each sentence.

1. Did you know that certain (animal, animals) sleep during the day?
2. An (animal, animals) that sleeps during the day and is awake at night is nocturnal.
3. My (teacher, teachers), Ms Parker, did a lesson on nocturnal animals.
4. Kimberly and I were surprised that (skunk, skunks) are nocturnal.
5. Skunks eat insects and an occasional (rodent, rodents).
6. Skunks have long (claw, claws) that help them hunt.
7. Another nocturnal animal is a (toad, toads).
8. Toads have shorter (leg, legs) than frogs.
9. Toads hunt at night for food such as (insect, insects).
10. Next week our lesson will focus on (bat, bats).



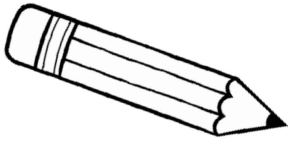
My score:

10

My time:

.....
minutes

.....
seconds



4th Grade

Spelling List #8

Name: _____

Date: _____

Circle the correctly spelled word and cross out the incorrectly spelled words.

hownd

soght

astound

fought

mounde

fought

thought

bought

bout

ground

sot

astound

brought

hound

mound

brought

thout

surround

surround

grownd

Finding Alternatives to 'Said'

Find interesting alternatives for these sentences:

1. "I love ice cream!" _____ Hannah.
2. "Where are you going?" _____ Mohammed.
3. "Bring a coat," _____ mum.
4. "Don't forget the bandages," _____ the paramedic.
5. "Stop that!" _____ the headmaster.
6. "Oh no!" _____ Kennith.
7. "Don't make a sound," _____ Sarah.
8. "I've lost my doll," _____ Susie.
9. "Where are the car keys?" _____ dad.
10. "There's nothing like a good hot bath," _____ Jimmy.
11. "What's in this?" _____ Ahmed.



Teacher Information:

This report writing template can be used by students individually, or in small groups.

Students can record information as they conduct research on the blank template.

Information collected on the template can be used for students to create their own written report.

Twinkl Australian Animal posters can be used as a stimulus and a starting point for students to select their own animal to research.

Australian National Curriculum Links:

SCIENCE/SCIENCE UNDERSTANDING/BIOLOGICAL SCIENCES

Foundation:

Living things have basic needs, including food and water. *ACSSU002*.

Year 1:

Living things have a variety of external features. *ACSSU017*.

ENGLISH/LITERACY/INTERPRETING, ANALYSING, EVALUATING

Foundation:

Use comprehension strategies to understand and discuss texts listened to, viewed or read independently. *ACELY1650*.

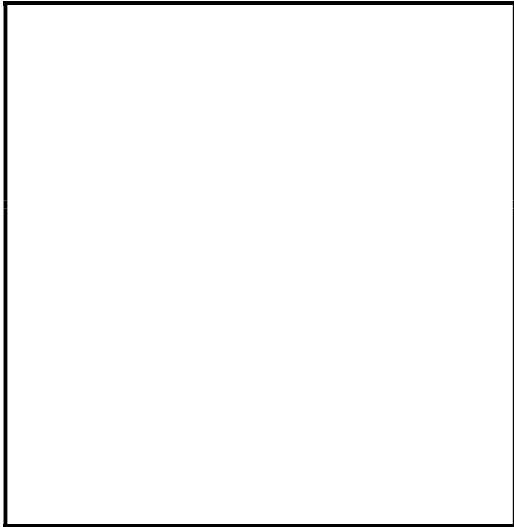
Year 1:

Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of content, text structures and language features. *ACELY1660*.

Year 2:

Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures. *ACELY1670*.

Fact File



Type of Animal:


- Mammal
- Bird
- Fish
- Reptile
- Amphibian
- Insect
- Spider

Where does this animal live?

How big is this animal and what does it look like?

What does this animal eat?

Interesting facts about this animal:



Friday

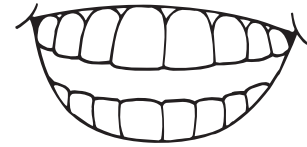
Minute 23



Name: Date:

For Questions 1–10, write the plural form for each noun.

(Hint: Some nouns have unusual, or **irregular**, plurals. For example, if a noun ends with **-fe**, it is often necessary to change **f** to **v** and then add **-s** to make it plural.)



1. life

2. tooth

3. goose

4. leaf

5. child

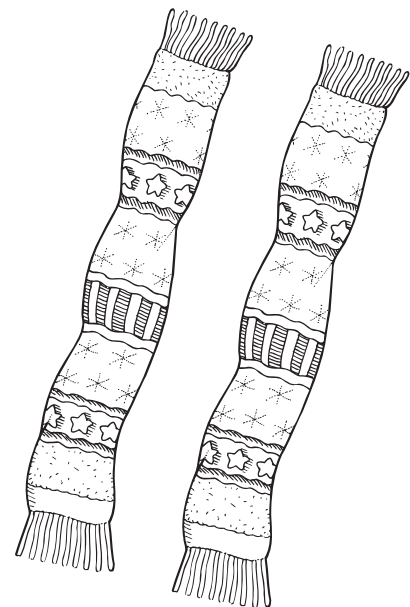
6. hero

7. person

8. ox

9. mouse

10. scarf



My score:

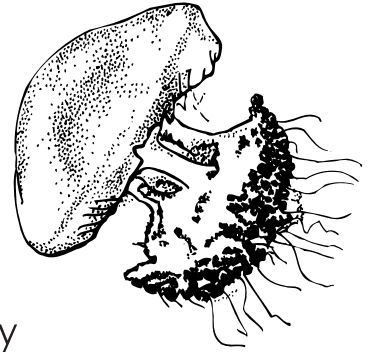
10

My time:

..... minutes

..... seconds

Jellyfish

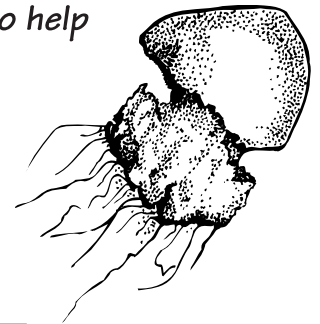


Jellyfish get their name from the jelly-like material that makes up their bodies. This jelly-like material helps jellyfish float in the water. The bodies of jellyfish look like umbrellas. Short tubes that come from the middle of their bodies are their mouths. They have arms like frills and tentacles which hang down from the edge of their bodies. The number and length of the tentacles is different for each type of jellyfish. Jellyfish can be as small as a marble or as large as a car.

Jellyfish move by opening and closing their umbrella-like bodies. Water is squeezed out from underneath their bodies which makes the jellyfish move upwards. When this action stops, the jellyfish sink. As they sink, the tentacles and 'arms' touch tiny animals. These arms and tentacles have parts that explode poison when they are touched. This stuns the victim so it can be eaten.

Write key notes below about jellyfish. Use these questions to help you with your notetaking.

1. What do jellyfish look like?
2. How do jellyfish move?
3. How do jellyfish catch their food?



- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____



Jellyfish



Jellyfish get their name from the jelly-like

material that _____¹ up their

bodies. This jelly-like material helps jellyfish

float _____² the water. The

bodies of jellyfish look like umbrellas.

_____³ tubes that come from the

middle of their bodies _____⁴ their mouths.

They have arms like frills and tentacles _____⁵ hang

down from the edge of their bodies. The _____⁶ and

length of the tentacles is different for each _____⁷ of

jellyfish. Jellyfish can be as small as a _____⁸ or as large

as a car.

Jellyfish move by _____⁹ and closing their umbrella-like

bodies. Water is squeezed out _____¹⁰ underneath their

bodies which makes the jellyfish move upwards. _____¹¹

this action stops, the jellyfish sink. As they sink, _____¹²

tentacles and 'arms' touch tiny animals. These arms and

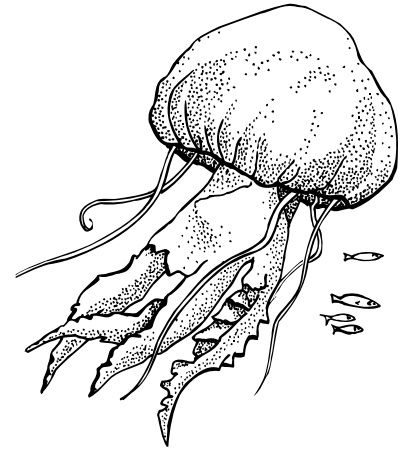
_____¹³ have parts that explode poison when they are

touched. _____¹⁴ stuns the victim so it can be eaten.

Jellyfish

1. How does the jellyfish get its name? _____

2. Explain how jellyfish move.



3. A jellyfish does not have a mouth? True or false? _____

4. How does a jellyfish stun its victims? _____

5. Do you think a jellyfish has bones? Give a reason for your answer.

6. Find these words in the word search.

jellyfish

umbrella

marble

small

tubes

water

poison

arms

tentacles

sink

T	E	N	T	A	C	L	E	S
U	M	B	R	E	L	L	A	M
W	A	T	E	R	A	B	E	A
A	R	M	S	S	I	N	K	L
C	B	P	O	I	S	O	N	L
F	L	T	U	B	E	S	D	G
J	E	L	L	Y	F	I	S	H

Story Settings Description



Key Words

spooky haunted gloomy
scary frightening
terrifying dark cold
dangerous mysterious
eerie lonely creepy foggy
misty

Can you write a paragraph about this setting?
