

Plattsburg Public School
Learning from Home

Year 4
Group 1
LITERACY




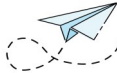






YEAR 4 PE @ HOME



Choose 2 tasks to complete each day!

<p>Do star jumps while spelling out your words for the week!</p> 	 <p>Play outside for 30mins</p>	<p>Do Push ups while spelling out your name.</p> 	<p>Go for a walk with an adult from your household (if you can)</p>	<p>Choose a song or part of a song and create a dance</p>	<p>Do a squat from every letter of the alphabet!</p> 
<p><u>FITNESS CHALLENGE</u></p> <p>20 jumping jacks 10 sit ups 20 Mountain climbers 10 side-to-side jumps</p>	<p>Complete a just dance of your choice!</p> 	<p>FREE CHOICE</p>	<p><u>TRASHKETBALL!</u> Take old newspaper/scrap paper and roll it into a ball. Make 10 shots into a trash bin/laundry basket!</p>	<p>Flip a coin! <u>Heads:</u> jog in place for 1min. <u>Tails:</u> Invisible jump rope for 30 seconds. Repeat 3 times!</p>	<p>Do squats while reciting your ABCs.</p> 
<p>Do 10 sit ups Do 10 curl ups Do 10 jumping jacks <u>Repeat 3 times!</u></p>	<p>Make some paper planes with different designs and test them out. RUN after them as you test them.</p> 	<p>Have someone call out a colour and SAFELY move through the house touching items that match that colour.</p>	<p><u>Handball</u> Teach someone in your family to play handball with YOUR rules. Have a family hand ball game.</p>	<p><u>Broomball!</u> Find a broom, use a ball/sock ball. Choose something to be a goal. Make 10 goals and increase the distance.</p>	<p>Sing/Listen to your favourite song while you practice your push ups or hold a push up position.</p> 
<p><u>FITNESS CHALLENGE</u></p> <p>20 High knees 40 second plank Jog in place for 30sec 10 sit ups</p>	<p>Do as many sit ups as your can in 30 seconds. Repeat 3-5 times. <u>You are allowed to take a break</u></p>	<p><u>Basketball Day</u> Do: 10 fake Shots 5 fake dunks 5 fake passes <u>Repeat 2-5 times</u></p>	<p><u>Sock Toss!</u> Roll a sock or 2 into a ball! Toss/catch using 2 hands, 1 hand, under the leg, catching with elbows, catching with knees! Do each 10X!</p>	<p>Do jumping jacks while you skip count. Challenge Yourself! Count by 1's, 2's, 5's or 10's.</p>	<p>Do a warm up stretching routine or yoga pose every time you watch TV. Hold each stretch for 10-15 seconds.</p>
<p>Do humping jacks during each commercial while watching your favourite TV show! Count them!</p>	<p>Count how long you can hold a plank. Take a short break and then try again.</p>	<p>Do jump rope while reciting the alphabet (or pretend jump)!</p> 	<p>Draw a hopscotch and play with your family</p> 	<p>Make you own fitness course to do at home in the backyard. Do the fitness course and see if you can improve it.</p>	<p>See how long you can juggle 2 or 3 balls. Get a family member to time you.</p>



Spelling List

The words in this list represent words that have an eks sound at the start of the word and begin with the letters **exc**.

Rule #1: If the exc- is followed by e or i, the sound is a soft /ekss/.

Rule #2: If the exc- is followed by any other letter, the c part of the exc- is a harder /k/ sound.

Excel

Excuse

Excellent

Exclusive

Exceptional

Excavator

Exciting

Exclaim

Exceed

Excruciating

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

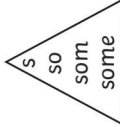
Write out your words in your neatest handwriting. Then, write them again in curly letters.

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

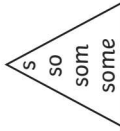
Write each of your words inside a pyramid.



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

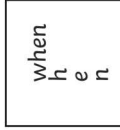
Write out each of your words. Then, go over the vowels in each word using a blue pencil.

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

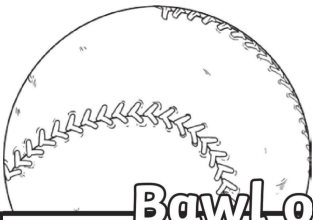
Write your words in alphabetical order.



Monday

Homophones 1

Fill each gap with the correct homophone.



~~Bawl or Ball?~~

He threw the _____ a great distance.

The baby would _____ all through the night.

My purple _____ burst!

I could hear a _____ coming from the cage.

My, how you've _____!

The entire class would _____ when it was time for a test.

~~Grown or Groan?~~

~~Great or Grate?~~

Please _____ the cheese for the pizza.

I had a _____ time at the party!

It was Millie's turn to clean the fire _____.

I could _____ the sound of waves crashing.

Come over _____, right now!

Can you _____ that spooky sound?

~~Hear or Here?~~



~~Break or Brake?~~

Be careful not to _____ your new toy.

The driver had to _____ suddenly.

The burglar was excited to _____ into the huge house.



Shameemah had a blister on her _____.

A doctor's job is to _____ people.

The cast will _____ your broken arm.

~~Heel or Heal?~~

Commonly Confused Words

Where, Wear, Were, We're

Complete these sentences using the correct words. The first **four** have been done for you.

1. **Where** are you going?
2. Do you know what **we're** doing today?
3. Please can I **wear** your coat?
4. We **were** going to go swimming but it was closed.
5. That is _____ I used to live.
6. The children _____ very tired after their day out.
7. I like to _____ red.
8. Hurry up, _____ going to be late.
9. We _____ freezing cold.
10. She will always _____ her hair in pigtails.
11. _____ very excited.
12. Do you know _____ I can find the dinner hall?
13. I am going to _____ my new shoes.
14. The children _____ very well behaved on the school trip.
15. I wonder _____ this path will take us.
16. _____ leaving in ten minutes.



Definite/Indefinite Article

Grammar Homework

Week Nine

The is called a definite article because it refers to a specific noun

- e.g. I live in **the** house beside the post office.

A and **an** are indefinite articles as they don't refer to a specific noun.

- e.g. I lost **a** game of Fortnite.

Task 1: Complete the following sentences using either definite or indefinite articles.

1. Conor went to _____ shop to buy a new coat.
2. I received _____ email from my pen pal in New Zealand.
3. Have you read _____ book yet?
4. Raymond asked his mam for _____ ice cream.
5. Eimear visited her granny in _____ hospital.
6. I want to be _____ teacher when I finish school.
7. Did you get _____ new game for your computer?
8. Oscar saw _____ film at the cinema with Maria.

Task 2: Write the correct indefinite article, either **a/an**, in front of these words.


boy	table
igloo	armchair
dog	goat
elephant	octopus
hour	interview

Definite/Indefinite Article

house	shoe
address	parachute
umbrella	icicle
ambulance	television
university	exit
tiger	apple
heir	mountain

Task 3: Circle the definite and indefinite articles in the following newsletter.

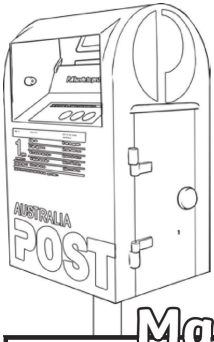
This week, at Hazel Lawn Educate Together, we held the annual Christmas Fair. It was an exciting event with many of the local parents and children attending. The fair took place after school with doors opening at 4.00pm. It was a wet and windy evening but we had a big turnout. The event took place in the P.E. hall where we had food stalls, a café, an exciting bouncy castle and a cake stall. In the corner, there was even an old, traditional grotto with the big man himself sat inside... Santa Claus! All the people who attended said that they had an amazing time and they enjoyed the great atmosphere. It was a fantastic and successful event and, above all, we raised a staggering €670 towards building the new computer room.



Tuesday

Homophones 2

Fill each gap with the correct homophone.



Mail or Male?

The _____ tabby cat had a long tail.

Mr Phillips, our postman, delivers our _____.

The _____ toilet block was out of order.



Fair or Fare?

My family enjoyed a day at the _____.

Dad's daily train _____ is \$8.

Ling always plays _____ during soccer.

Scene or Seen?

Please do not make a _____!

Thomas didn't want to be _____ sneaking out of bed.

The final _____ of the movie was terrifying!

The lion had a long, golden _____.

Mum drove us down the _____ street of town.

The horse's _____ was silky and soft.

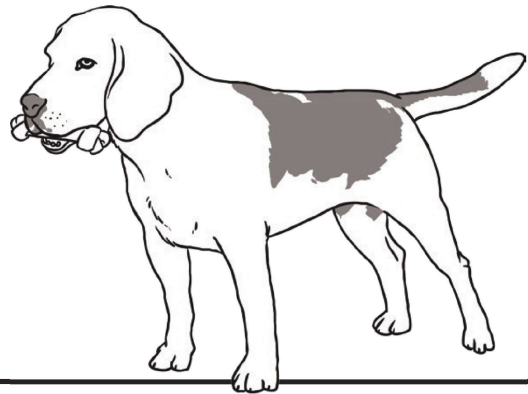
Main or Mane?

The _____ landed smoothly.

Samir likes to eat _____ tasting food.

Can you see those horses running on the _____?

Plane or Plain?



Lucy was digging to _____ her bone.

Harry baked a _____ cheesecake.

The new puppy liked to _____ toys and dig them up later.

Berry or Bury?

Homonyms

Homonyms are words that are spelt the same, pronounced the same but have different meanings.

Task: Write sentences for both meanings of the homonyms below.

E.g. Mum asked me to **ring** her after the party.

Her **ring** sparkled brightly.

drink	change	date	palm	fence
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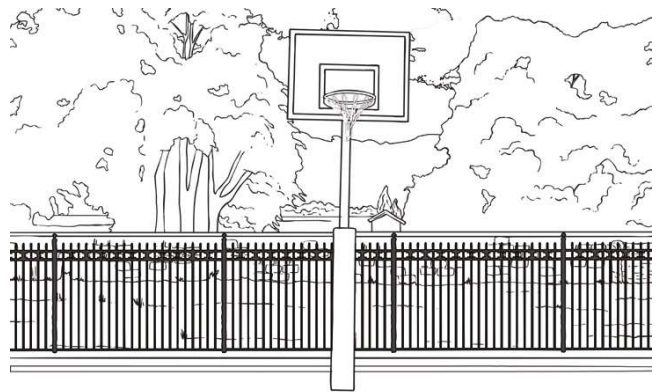
1. _____

2. _____

3. _____

4. _____

5. _____





What are the 5 food groups?

In the space below, write down the 5 food groups. **Add an example for each one.** Once you think you have all 5, check your answers on the next slide of the PowerPoint

1.

2.

3.

4.

5.



My Food Diary

In the table below, write down all of the foods that you consumed yesterday.

Breakfast	
Lunch	
Dinner	
Snacks	
Drinks	

Sorting My Food

In the pie-chart below, sort the foods that you consumed yesterday. Make sure you place your 'sometimes foods' in the space at the bottom. You may use the chart in the PowerPoint to help you.

Enjoy a wide variety of nutritious foods from these five food groups every day. Drink plenty of water.

Grain (cereal) foods, mostly wholegrain and/or high cereal fibre varieties

Vegetables and legumes/beans

Lean meats and poultry, fish, eggs, tofu, nuts and seeds and legumes/beans

Fruit

Milk, yoghurt, cheese and/or alternatives, mostly reduced fat

Use small amounts

Only sometimes and in small amounts



People and Places: Australian Landmark Fact File

Choose a famous Australian landmark and research some interesting facts about it.

Name of landmark:

Name of city/town:

Put a cross where it can be found on the map.



What is it? (beach, statue, mountain, religious site, etc.)

Other interesting facts:

Why is it an important part of Australian history?



Wednesday

Minute 65

Homophones



Name: Date:

Circle the correct homophones to complete each sentence.

(Hint: **Homophones** are words that sound the same but are spelt differently and have different meanings.)

1. Please (meat, meet) me at the (meat, meet) counter in the supermarket.
2. The (principal, principle) at my school believes in the (principal, principle) of hard work.
3. Can you (buy, by) me some ice-cream at the shop (buy, by) the bookstore?
4. On (sundae, Sunday), the little girl had an ice-cream (sundae, Sunday).
5. I (knew, new) that my (knew, new) dress would be the prettiest at the ball.
6. The (rain, rein) on her horse snapped during the heavy (rain, rein).
7. The storm winds (blew, blue) the (blew, blue) letterboxes over and smashed them.
8. The (made, maid) did her job around the house and also (made, maid) dinner.
9. My jersey ripped, (so, sew) my mum had to (so, sew) it for me before the game.
10. I checked the (whether, weather) to help me decide (whether, weather) or not to bring a jacket with me.

My score: _____

10

My time: _____

minutes

seconds

Commonly Confused Words

Your, You're

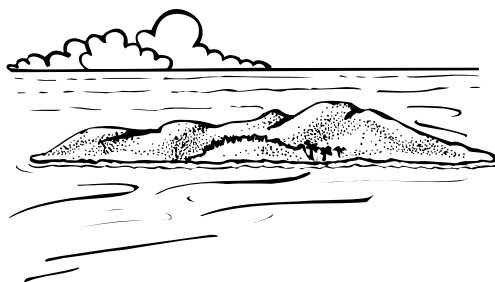
Complete these sentences using the correct words. The first **two** have been done for you.

1. Where did you get **your** shoes from?
2. **You're** trying really hard.
3. When is _____ birthday?
4. Is that _____ coat?
5. _____ welcome to share my colouring pencils.
6. Eat an apple if _____ hungry.
7. I saw _____ mum yesterday.
8. Do you know where _____ going on holiday?
9. Don't forget _____ manners.
10. _____ a lovely young girl.
11. On _____ marks, get set, go!
12. When _____ feeling better, we will go to the beach.



Islands

An island is an area of land which is smaller than a continent and completely surrounded by water. Islands come in many different sizes—some are as small as a football field! A small island is called an *islet*. Australia is the largest island in the world but it is called a continent because of its great size. Greenland is known as the largest island even though it is one-third the size of Australia.



Islands are formed in five different ways. They can be made from coral, volcanoes or a build up of sand and soil. They may also be formed when parts of a continent break away, or when the tectonic plates that make up the Earth's crust rub together.

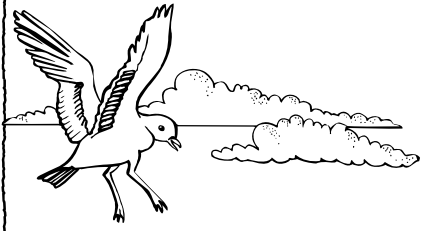
Islands can contain many interesting plants and animals. Some have been left alone on islands for thousands of years and are now different from their relatives on the mainland. Australian mammals such as kangaroos and koalas are prime examples of these. They can not be found in the wild anywhere else in the world.

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

1. What is an island?
2. How are islands formed?
3. What can be special about plants and animals that live on islands?

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





Islands

An island is an area of land which is

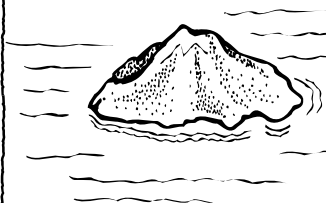
_____ ¹ than a continent and completely surrounded by water. Islands _____ ² in many different sizes—some are as small as _____ ³ football field!

A small island is called an *islet*. _____ ⁴ is the largest island in the world but it _____ ⁵ called a continent because of its great size. Greenland _____ ⁶ known as the largest island even though it is _____ ⁷ the size of Australia.

Islands are formed in five _____ ⁸ ways. They can be made from coral, volcanoes or _____ ⁹ build up of sand and soil. They may also _____ ¹⁰ formed when parts of a continent break away, or _____ ¹¹ the tectonic plates that make up the Earth's crust _____ ¹² together.

Islands can contain many interesting plants and animals.

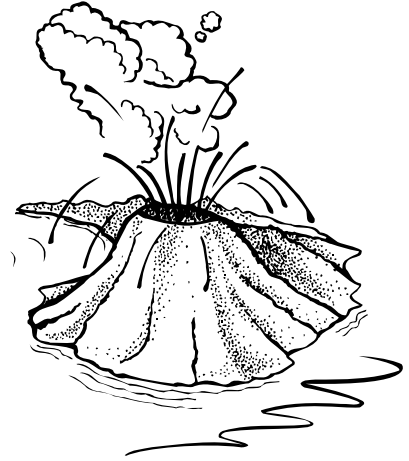
_____ ¹³ have been left alone on islands for thousands of _____ ¹⁴ and are now different from their relatives on the



_____ ¹⁵. Australian mammals such as kangaroos and koalas are prime

_____ ¹⁶ of these. They can not be found in the _____ ¹⁷ anywhere else in the world.

Islands



1. What is an island?

2. What is the largest island in the world?

3. Why isn't Australia called the largest island? _____

4. How can plants and animals on islands be different than plants and animals in other parts of the world?

5. Would you rather live on a coral island or a volcanic island?

Give a reason for your answer.

6. What are tectonic plates? _____

7. Complete these words from the passage.

i _ _ _ n _ _

_ _ n _ _ m _ _ _ s

p _ _ a _ _ _ s

_ _ o _ _ _ l

Indefinite Article

Which indefinite article should be written in front of the following words - 'a' or 'an'?

1 _____ table

16 _____ igloo

2 _____ boy

17 _____ armchair

3 _____ dog

18 _____ goat

4 _____ elephant

19 _____ chocolate bar

5 _____ minute

20 _____ octopus

6 _____ hour

21 _____ interview

7 _____ house

22 _____ shoe

8 _____ address

23 _____ parachute

9 _____ umbrella

24 _____ icicle

10 _____ university

25 _____ exit

11 _____ ambulance

26 _____ television

12 _____ tiger

27 _____ apple

13 _____ heir

28 _____ mountain

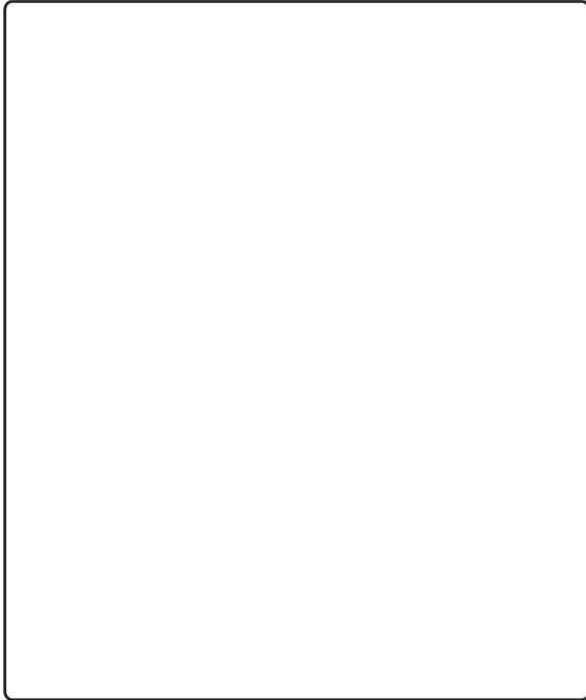
14 _____ fox

29 _____ ice lolly

15 _____ lesson

30 _____ freezer

Draw a picture of your character:




My character's name is:

Circle the words that describe your character:

caring likeable happy
beautiful friendly rude
angry ugly sly evil
clever handsome kind
honest nasty gentle
pretty wicked cross
grumpy horrible brave
shy mean noble
polite wise calm bold
helpful scary smart
furious cunning generous
unkind cruel charming

Can you write a paragraph about your character?



Thursday

Minute 66

Word usage: to, too, two



Name: Date:

For each sentence, write yes if the underlined word is used correctly or no if it is not. If the answer is no, write the correct word on the second line.

1. Samuel is writing an essay too give to his teacher.
2. We may encounter the two hikers in the bush.
3. I love to go shopping with my mother and nanna.
4. It is too hot for the children to play at the beach.
5. Tim is the taller of the to boys.
6. I can use the library to practise my speech for the talk.
7. Will the rain ever reach to the top of the hill?
8. Aren't you using two much salt on the meat?
9. Ramsey will tell us where to go.
10. The light is too dim for the big ballroom.

My score:

10

My time:

..... minutes

..... seconds

Homophones and Near Homophones Match-Up Activity

Match-up words from the grid that sound the same or similar, then write them down below.

Tip: Not all homophones come in pairs.

bawl	whose
grate	he'll
groan	bury
here	meet
break	whether
heel	great
male	plane
main	brake
heal	reign
fair	grown
plain	not
scene	mail
berry	seen
knot	ball
weather	fare
who's	accept
effect	hear
rain	mane
meat	affect
except	rein

Alfie Ant's Story

Grammar: 'a' or 'an'

Here is a story about Alfie Ant and a very long journey that he went on. However, there are many mistakes when using the articles 'a' or 'an'. See if you can spot the mistakes in the story and change them.

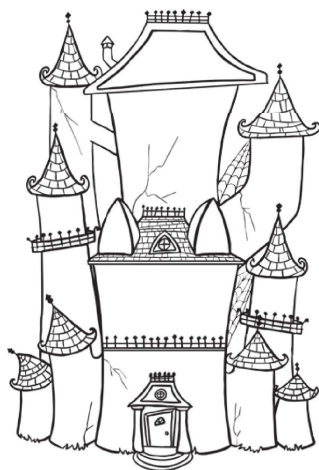
Circle the mistakes and write the correct article above.

There once was a ant called Alfie, who liked to eat food. One day, whilst looking for food, he went through a open door and entered an supermarket. What an lucky ant he was! Quickly, he began to have an taste of everything he could find. He ate a orange, a apple, an lettuce, an egg and a avocado. He had an small nibble of each item but he didn't feel satisfied. Next, he went along a aisle with sweets and chocolate. On one shelf, he saw an unique chocolate bear which he had to try, but as he began to climb onto the shelf something caught his eye. Further along, he saw a enormous doughnut with sweet, sticky icing. He licked his lips and headed in an new direction. He climbed onto an sweet bed of blue icing with an coating of sugary sprinkles on top. He nibbled, licked, pecked, gnawed, chewed, and slurped up all the icing until there wasn't an sprinkle of it left. Finally, with an bulging tummy, he went to sleep right there on the supermarket shelf.



Narrative: Escape Plan!

Bang! The door slammed shut behind me. I was in a strange building that had a weird smell. It was dark, cold and I was trapped! My imagination began to wander. Is this building haunted? How was I going to escape? I thought to myself, 'how would anybody find me?' I saw a light shining under a door and I suddenly had an idea...



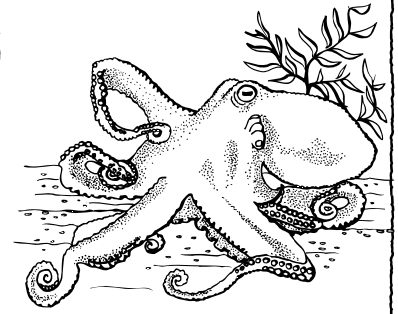
Think about:

- Heading/title
- Orientation or introduction
- The types of characters and setting
- The complication or problem
- The sequence or series of events
- Resolution or conclusion - how the story will end

Remember to:

- plan your story;
- write in sentences;
- focus on your spelling, punctuation, grammar and paragraphs;
- check your spelling and edit your writing when you have finished.

Octopuses



Octopuses have eight arms, or tentacles, two large eyes and round, soft, boneless bodies. Octopuses vary greatly in size. The largest octopuses weigh up to 50 kilograms and measure six metres from arm to arm. The smallest are only three centimetres across and weigh about 30 grams.

Octopuses eat mainly crabs, crayfish, sea snails and clams, but some also eat other octopuses. They catch their food with their tentacles. Animals such as seals eat octopuses. To protect themselves from attack, some octopuses squirt out a large cloud of ink. This ink can confuse their enemy and may allow the octopus to escape. Some octopuses can change the colour of their skin. This can either frighten their enemies away or make the octopuses blend in with their surroundings. If octopuses are attacked and lose one of their arms in the struggle, they will regrow the arm. Even with all this protection, octopuses only live for one to three years.

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

1. What does an octopus look like?
2. What does an octopus eat?
3. How does an octopus protect itself?

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



Octopuses

Octopuses have eight arms, or tentacles, two large eyes

_____ ¹ round, soft, boneless bodies. Octopuses vary greatly in size. _____ ² largest octopuses weigh up to 50 kilograms and measure _____ ³ metres from arm to arm. The smallest are only three _____ ⁴ across and weigh about 30 grams.

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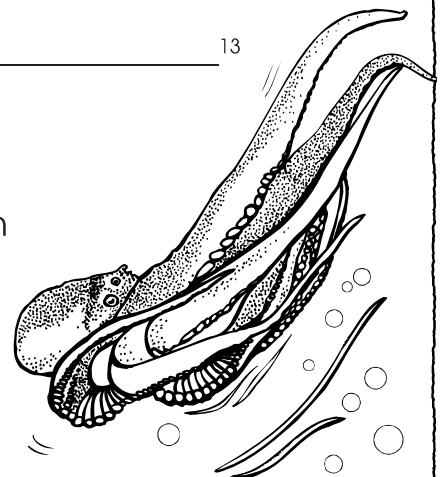
_____ ⁸ octopuses squirt out a large cloud of ink. This _____ ⁹ can confuse their enemy and may allow the octopus _____ ¹⁰ escape. Some octopuses can change

the colour of their _____ ¹¹. This can either frighten their enemies away or make _____ ¹² octopuses blend in with their surroundings. If octopuses are _____ ¹³

and lose one of their arms in the struggle, _____ ¹⁴ will regrow the arm. Even

with all this protection, _____ ¹⁵

only live for one to three years.



Octopuses

1. What is the weight of the smallest octopus? _____

2. What is the length of the largest octopus? _____

3. Circle the food of the octopus.

fish

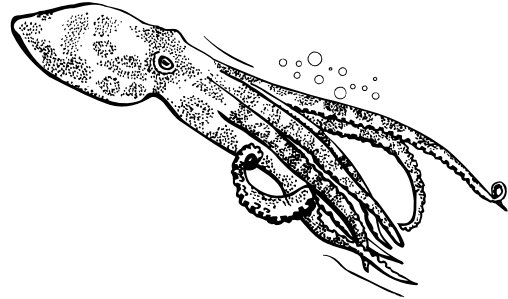
sea snails

crabs

jellyfish

octopuses

clams



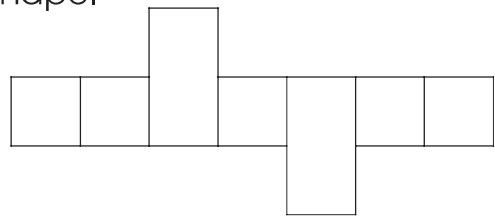
4. Describe one way an octopus protects itself from being attacked.

5. An octopus can live for _____

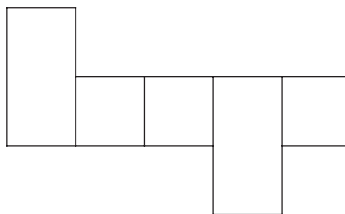
6. What do think would happen if an octopus could not regrow its legs?

7. Write the words below in the correct shape.

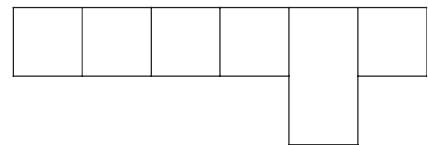
octopus



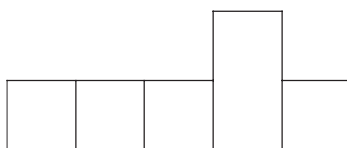
escape




large



seals





Friday



Spelling List

Circle the word that is spelled correctly, and write it in the blank provided:

1. "You have an _____ (excellent/excelent) memory," she said.
2. The _____ (excavater/excavator) was surprised to find not one, but two treasures hidden within the tomb.
3. It was such an _____ (exciting/exciteing) discovery, he couldn't wait to tell the newspapers!
4. "You are the worst cat ever!" you _____ (exclame/exclaim) angrily. Your cat ignores you and continues to play with her toy mouse.
5. During a hurricane, wind speeds can _____ (exsceed/exceed) 100 km/h.
6. This _____ (exclusive/excluesive) offer has been made only to a select few people. Buy now while stocks last!
7. "If you will _____ (excuse/excuze) me," he said, and pushed his way through the crowd.
8. She is an _____ (exceptional/exceptionel) hockey player.
9. The silence was so awkward and _____ (excruciating/excrushiating), they could not wait to leave.
10. She put in a lot of time and effort to _____ (excsel/excel) at her school work.

Minute 83

Articles: a, an, the



Name: Date:

For Questions 1–5, write yes if the article is used correctly. Write no if it is not. If the answer is no, write the correct word on the second line.

1. Can we read a book The wizard of Rondo?
.....
2. An echidna walks in front of us on our hike through the forest.
.....
3. The purpose of this meeting is to decide on the topic of our project.
.....
4. The Thai salad would taste even better if you add a onion.
.....
5. Kevin found a lost dog that everyone was looking for.
.....

For Questions 6–10, circle the correct article to complete each sentence.

6. After (an, the) game on Friday, we went for ice-cream.
7. We had ice-cream at (a, an) ice-cream shop by the market.
8. I ordered vanilla ice-cream with peanuts, caramel and (the, a) cherry.
9. My sister had (a, the) banana split with lots of whipped cream.
10. I saw some of my friends at (an, the) ice-cream shop as well.

My score: _____

10

My time: _____

minutes

seconds

Daffodil Day

Missy's Story

At nine years old, Missy was an energetic little girl. She loved school, reading and cooking. However, it wasn't long before Missy began to feel tired all the time. There were bruises on her skin, as well as a strange rash. Something wasn't right, so her mum and dad took Missy to their GP.



"As soon as our doctor saw the rash, I realise now what she knew, what she was thinking," says Missy's mum, Anj. "She sent us immediately for blood tests."

It wasn't long before they heard the news – Missy had acute lymphoblastic leukaemia (ALL) – a common childhood cancer.

"It was really hard," says Anj. "We live in rural Queensland and we had to get on a plane that day to get to Lady Cilento Children's Hospital so Missy could start treatment. We have two other daughters, so my husband had to stay behind at home with them."

From the moment she began treatment, Missy was unwell.

"She didn't leave her hospital room for three months solid," explained Anj. "We almost lost her twice due to complications. At one point her immunity was compromised and she was put in isolation."

"I was really scared," says Missy, "It was painful and I really wanted to be with my family and friends. I felt sick all the time and I couldn't walk for a few weeks. I needed help just to do basic things like go to the toilet."

Thankfully Missy's treatment was successful. On the 13th of December she was able to ring the final chemotherapy bell in hospital, marking the end of her treatment.

Anj knows that it is research that saved Missy's life.



“It’s an absolute miracle that she’s on nothing now. She still has to have regular checks of her heart and liver and we have to be really careful, but she is much better.”

That’s why, when she grows up, Missy wants to be a researcher ‘to find a cure for cancer’.

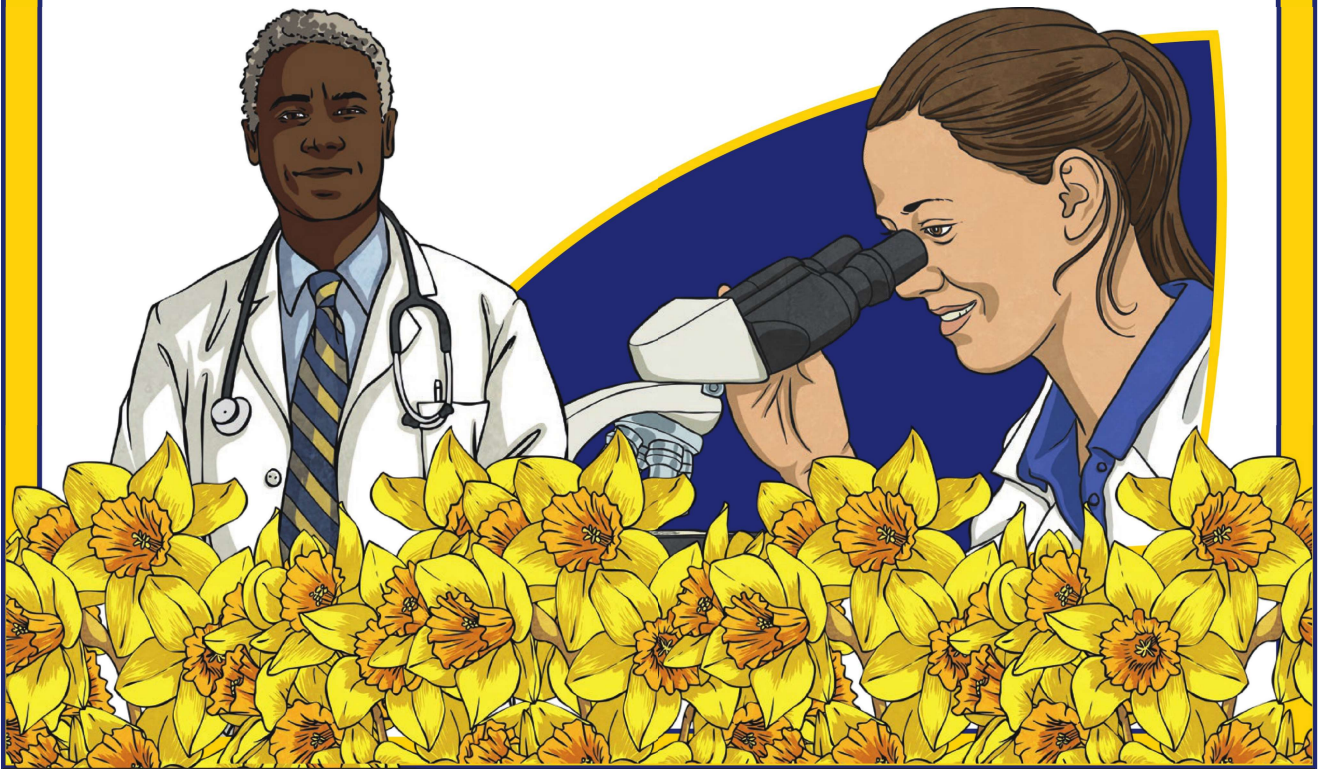
It’s also why Anj and Missy wanted to share their story with you today. They hope that doing so will inspire all Australians to support Cancer Council’s Daffodil Day Appeal.

“To all who donate, from the bottom of my heart, thank you,” says Anj. “Research is paramount if we want to give patients all the help that they need while they’ve got cancer.”

“Collectively, your donation is going to make a huge impact in helping everyone with cancer, not just kids, everyone.”

Acute Lymphoblastic Leukaemia is a cancer of the blood that starts in the bone marrow and spreads to the bloodstream.

Thanks to research, the five-year survival rate for children diagnosed with acute lymphoblastic leukaemia has greatly improved. It’s now at 91%, up from 73% in the 1980s.



Questions

1. Number the events below to show the order that they happened.

- Missy's treatment was successful.
- Missy's parents took her to the doctor.
- Missy felt unwell, couldn't walk and missed her family and friends.
- Missy had bruises on her skin and a rash.

2. Missy lives in _____ .

- a. rural NSW b. rural Victoria c. rural South Australia d. rural Queensland

3. "It was really _____," says Anj. "We live in _____ and we had to get on a _____ that day to get to Lady Cilento Children's Hospital so Missy could start _____. We have two other _____, so my _____ had to stay behind at _____ with them."

4. Find and copy one word that means 'investigate', 'experiment' or 'test'.

5. Missy had Acute Lymphoblastic Leukaemia. What is it?

6. What is the current percentage of five-year survival rate for children diagnosed with acute lymphoblastic leukaemia?

- a. 73% b. 85% c. 91% d. 99%

7. Missy's story is special. Why?

8. Why is Daffodil Day so important?

Endangered Animal Research Report

Animal: _____

Type:

Amphibian Mammal Bird Fish Insect Reptile

Animal Profile

- Height: _____
- Weight: _____
- Colour: _____
- Food: _____
- Habitat: _____
- Lifespan: _____

This animal is endangered because _____

Three interesting facts:

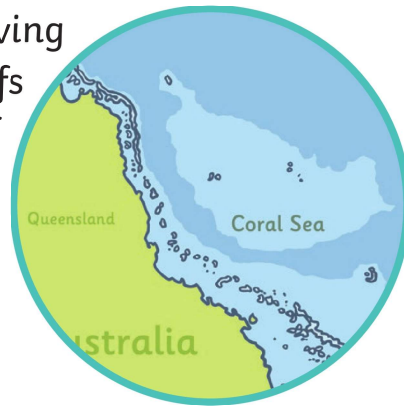
1. _____
2. _____
3. _____

Picture:

The Great Barrier Reef

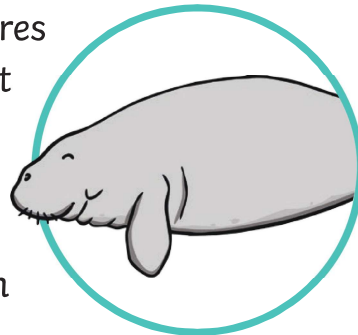
Where Is the Great Barrier Reef?

The Great Barrier Reef is a huge living formation in Australia. It has 2900 reefs and 900 islands. The Great Barrier Reef is in the Coral Sea, off the coast of Queensland, Australia. It runs along the Queensland coast, from near the southern town of Bundaberg to up past Cape York.



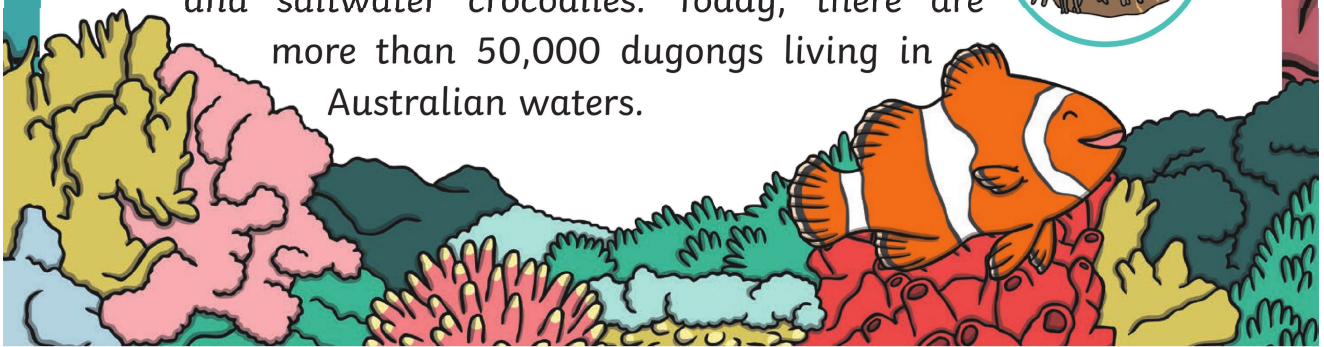
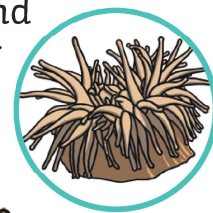
How Big Is the Great Barrier Reef?

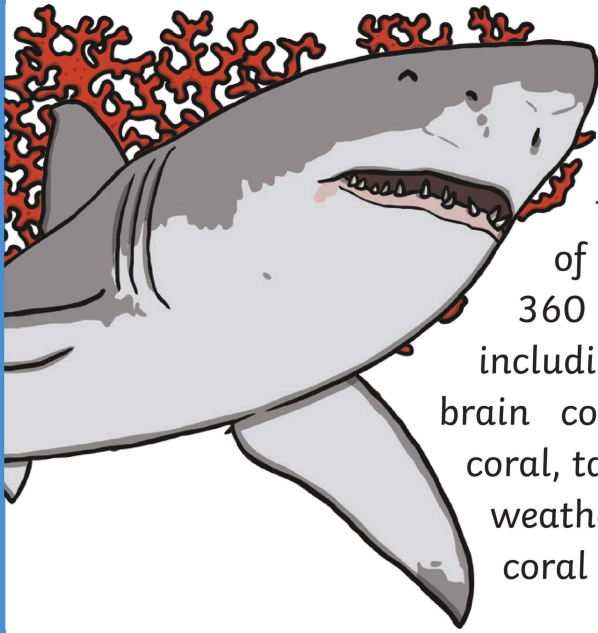
The Great Barrier Reef is 2600 kilometres long. It is not only the world's largest reef but also the world's largest living structure. The Great Barrier Reef is bigger than Tasmania and Victoria put together. Astronauts can even see it from outer space!



Which Animals Live in the Great Barrier Reef?

The Great Barrier Reef is home to many animals, such as fish, sea turtles, giant clam, seahorses, sea snakes, sea turtles, stingrays, sharks and more. One of the most interesting is the dugong. These unusual animals are closely related to dolphins and whales. They are large mammals and are herbivores. Dugongs feed on the many plants of the Great Barrier Reef. They are hunted by sharks and saltwater crocodiles. Today, there are more than 50,000 dugongs living in Australian waters.



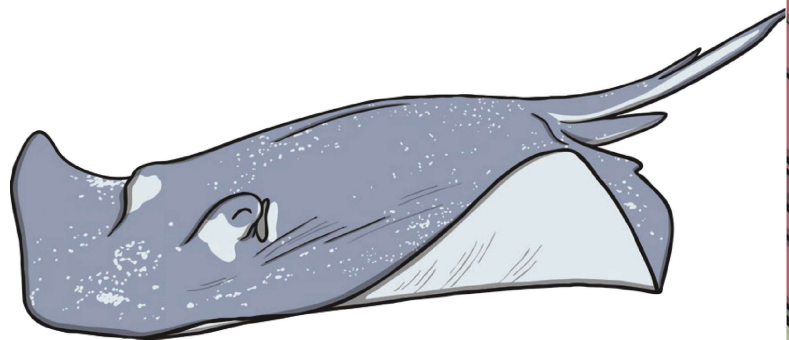


Which Plants Grow in the Great Barrier Reef?

Many species of plants grow in the Great Barrier Reef; the majority of which are coral and sponges. 360 species of hard coral grow there, including bottlebrush coral, bubble coral, brain coral, mushroom coral, staghorn coral, tabletop coral and needle coral. Hot weather and warm water are bad for coral and causes 'coral bleaching'.

How Do Aboriginal People Use the Great Barrier Reef?

Aboriginal and Torres Strait Islander people are the traditional owners of the Great Barrier Reef. Aboriginal and Torres Strait Islander people have used the sea to give them food for thousands of years. Today, food from the sea is important to Aboriginal and Torres Strait Islander people, who still collect food and prepare meals using their traditional foods.



My Informative Prewriting Template



Topic

Topic Sentence

Fact

Fact

Fact

Fact

Fact

Closing Sentence