


Plattsburg Public School  
Learning from Home

Year 4  
Group 1  
LITERACY





Monday



# Spelling List

The words in this list represent words that have an akw sound at the start of the word or partway through. This sound is represented with the letters **acqu**.

**Rule #1:** The order of **acqu** within a word never changes, no matter if it is at the start or in the middle of a word.

**Rule #2:** The sound **acqu** is always followed by **another vowel**.

Acquire

Acquisition

Acquaint

Acquaintance

Acquitted

Acquisitive

Acquiesce

Racquet

Lacquer

Reacquire

# 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

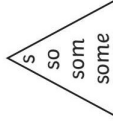
Write out your words in your neatest handwriting. Then, write them again in curly letters.

### 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

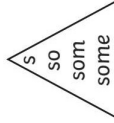
Write each of your words inside a pyramid.



## 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, dotty, 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, dotty, 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.

when
h
e
n

### 4 ABC Order

Write your words in alphabetical order.



# Minute 26



Name: ..... Date: .....

Use a subject pronoun from the box to replace the underlined words in each sentence. Write the pronoun on the line. (Some pronouns will be used more than once.)

(Hint: A **subject pronoun** takes the place of one or more nouns in the subject part of a sentence.)

you            he            she            it            we            they

1. My family and I will have a fantastic time on the camping trip. ....
2. My parents packed tents and sleeping bags into the van. ....
3. My father is looking forward to catching fish. ....
4. My mother brought pans and seasoning for cooking the fish. ....
5. My brother and I are putting up the tents. ....
6. Shelby and Marisa helped my mother clean the fish my dad caught. ....
7. My piece of fish was really tasty and fresh. ....
8. On Saturday my family went hiking in the forest. ....
9. Frank almost slipped off of a rock. ....
10. I know that my friends will enjoy a message about the trip. ....

My score: 10                      My time: ..... minutes ..... seconds

# Pronouns

I can choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.

Put a circle around all of the **pronouns** in this box, underline all of the nouns and draw a box around the **possessive pronouns**.

hers	anxiously	Hassan	singing
stage	Ash	it	they
yours	them	classroom	mine

For each sentence, underline the noun and circle the pronoun that it has been replaced with.

1. Hassan dislikes anything to do with music and drama almost as much as he dislikes running in PE.
2. He fished my cap from underneath the art trolley and plonked it back on my head.
3. I tried to balance my feathered cap on my head, but somehow it fell off and rolled under the art trolley.
4. I put my hands over my face to stop it twitching.
5. "Just a minor Velcro mishap. I'll sort you out, don't worry," said Hassan. He tugged at my costume for a while and patted my back reassuringly.



Choose a colour for each character in this extract. Colour in the nouns and pronouns to show which person they are referring to.

*I saw Miss Underbridge give the thumbs up to Mr Rivers, who stood beside the sound system. He gave me a warm smile and suddenly, I just knew that I was going to let him down. The opening music started. The Merry Men leapt onto the stage and started to jig about. Janelle bounced from side to side with a huge grin on her face. At least she was enjoying herself.*

# Match the Clause

The sentences below all contain a main clause and a relative clause. A relative clause comes after the noun to which they add more information. They usually start with a relative pronoun (e.g. which, who, whose, when, where).


The sentences below have been mixed up! Please match the main clause to the relative clause that suits it best. For example:

My favourite food is pizza,	which originates from Italy.		This makes sense
My favourite food is pizza,	which is made from snow.		This doesn't make sense

Main Clauses
I go swimming at 7am,
Robert is a very hardworking boy,
I can't eat the sandwich because it has peanut butter inside it,
My sister looks like my mum,
We moved house in 2014,
Jaguars live in the rainforest,
The Egyptians were great architects,
I have to play inside the house,
The flying boy is called Peter Pan,

Relative Clauses
whose hair curls in the same way.
which I am allergic to.
when I was 8 years old.
who always does his homework.
when the weather is terrible outside.
who built many pyramids.
where it is hot and humid.
which means I don't have breakfast until 8.30 am.
whose home is in Neverland.

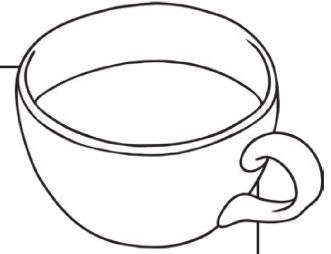




Tuesday

# Using Personal Pronouns

## I or Me



1. Give that back to \_\_\_\_\_ !
2. \_\_\_\_\_ don't like going out in cold weather.
3. Don't wait for \_\_\_\_\_ , I'm going to be a long time.
4. Jade and \_\_\_\_\_ are going to go swimming today.
5. \_\_\_\_\_ need to buy some shopping for my mum.
6. \_\_\_\_\_ need to finish my tea first before dessert.
7. That was the day my sister and \_\_\_\_\_ went to Paris.
8. If you buy \_\_\_\_\_ some sweets I will be very happy.
9. \_\_\_\_\_ am going to visit the zoo with my little brother.
10. \_\_\_\_\_ love going to my art lessons!
11. My dad says he's going to take \_\_\_\_\_ to the seaside.
12. I don't think that girl likes \_\_\_\_\_ very much.
13. Sam told \_\_\_\_\_ that you have a new puppy.
14. \_\_\_\_\_ am getting very angry!
15. \_\_\_\_\_ am baking a cake later on.



# Two Become One

Emma likes to write songs and has written some sentences for her new song. However, she thinks the sentences are too short for the music and would like to combine them to make longer, complex sentences. Help her to make two sentences become one by changing the pronoun in the second sentence into a **relative pronoun** and joining the two together (remember to add a comma before the relative pronoun). For example:



Mrs Smith was my teacher. She taught me in Year 2.  
Mrs Smith was my teacher, who taught me in Year 2.

Use these relative pronouns to help you:

<b>who</b>	<b>which</b>	<b>when</b>	<b>where</b>	<b>whose</b>
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1. I like to eat pizza. It's my favourite food.

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2. My alarm broke this morning. This meant I was late for school.

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3. My best friends are Mel and Victoria. They walk with me to school.

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4. I started school in reception class. I was four years old.

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5. I have a friend called Geri. Her house is next door to mine.

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6. I eat in the hall. It's always very noisy.

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7. My principal is Mr Johnson. He has a friendly smile.

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# The Daintree Rainforest

The Daintree rainforest is a tropical forest located on the north east coast of Queensland, Australia. It is the largest continuous area of tropical rainforest in Australia and measures 1200 square kilometres. The Daintree rainforest is where the largest number of different animals and plants grow in the world.

## History

Millions of years ago, Australia was continually warm and humid and it rained regularly. During this period of heat, humidity and rainfall, rainforests flourished



in areas such as Uluru. Gradually, Australia became dry and desolate. Because of this, there were fewer places in which rainforests were able to grow and survive. In the Daintree region however, the climate remained ideal. Therefore, the region became one of the last remaining refuges for rainforest wildlife. Within this sanctuary, many species of animals and plant life were able to live and thrive.

## Wildlife

The Daintree rainforest is the home to countless Australian flora and fauna. It's where the largest number of plants and animals grow in the entire world.

It is where 30% of the frog, reptile and marsupial species, and 90% of Australia's bat and butterfly species can be found. More than 12,000 species of insects reside in the Daintree rainforest.

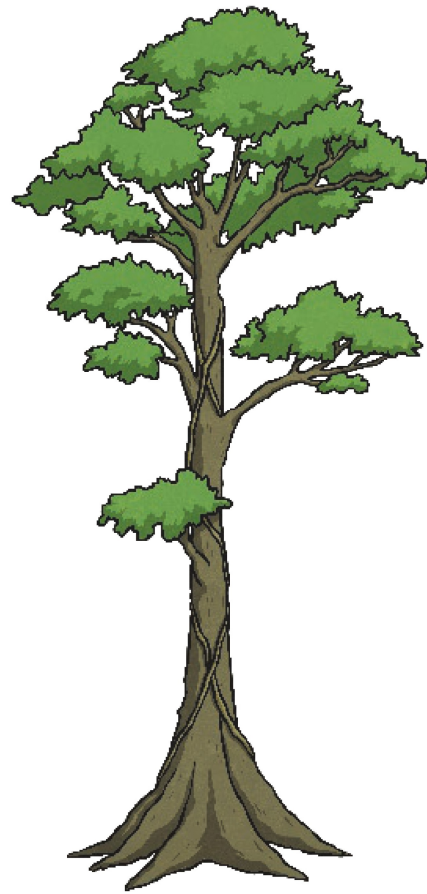
Some of the world's most unique and bizarre looking animals live in the Daintree rainforest. Some of these are the tree kangaroo, Boyd's forest dragons and the southern cassowary.



Tree kangaroos have adapted to spend their lives in the trees of the Daintree rainforest. Tree kangaroos are cathemeral, meaning they are active for short amounts of time both in the day or at night. After too much activity, they will tire out and have a nap! Boyd's forest dragons are active during the day, even remaining active when it rains. They have a body temperature lower than any other rainforest lizard in this area so that they are not seen by pythons (pythons can see warm-blooded prey more easily). They are sit-and-wait predators, meaning they catch prey that they spy from their perches. Boyd's rainforest dragons eat mainly invertebrates, with earthworms making up most of their diet. Small fruits and vertebrates are also sometimes consumed. The southern cassowary eats fallen fruits, including many types which are poisonous to humans. The bottom claw on each foot is very long and sharp. The birds will strike out with these when they are defending their home, or if they are defending themselves from other animals or humans.

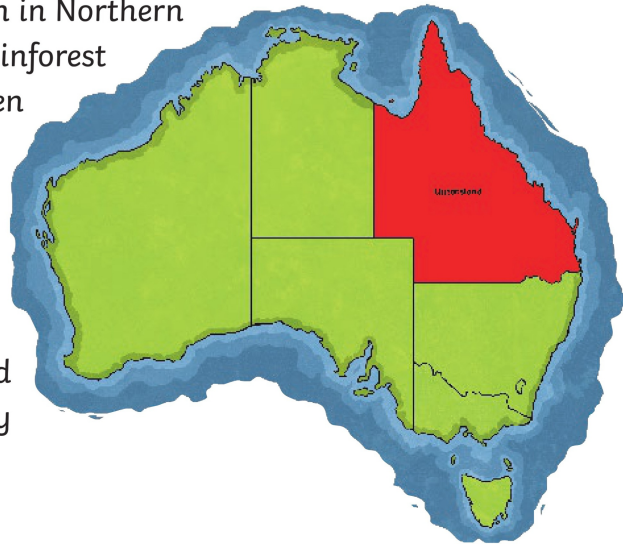
### Layers of the Daintree Rainforest

The ecosystem of the Daintree rainforest is one of the most complex on Earth. Its plant diversity and structural complexity is unique and unlike any other in Australia. The canopy layer is where 90% of the insects and animals of the entire forest live. The canopy provides protection from predators and allows them to be closer to the warmth of the sunlight. The understorey of the rainforest is dark and cool because only between 2% and 15% of sunlight reaches this layer. Plants and animals which require little sunlight and a damp environment to survive thrive here. Wildlife such as ferns, palm trees, birds, geckos and lizards can be found in the understorey. The shrub layer consists primarily of shrubs, bushes and other small trees. The shrub layer is the greenest layer of the rainforest. The herb layer is under the shrub layer. Plants which grow here include ferns, grass and soft moss.



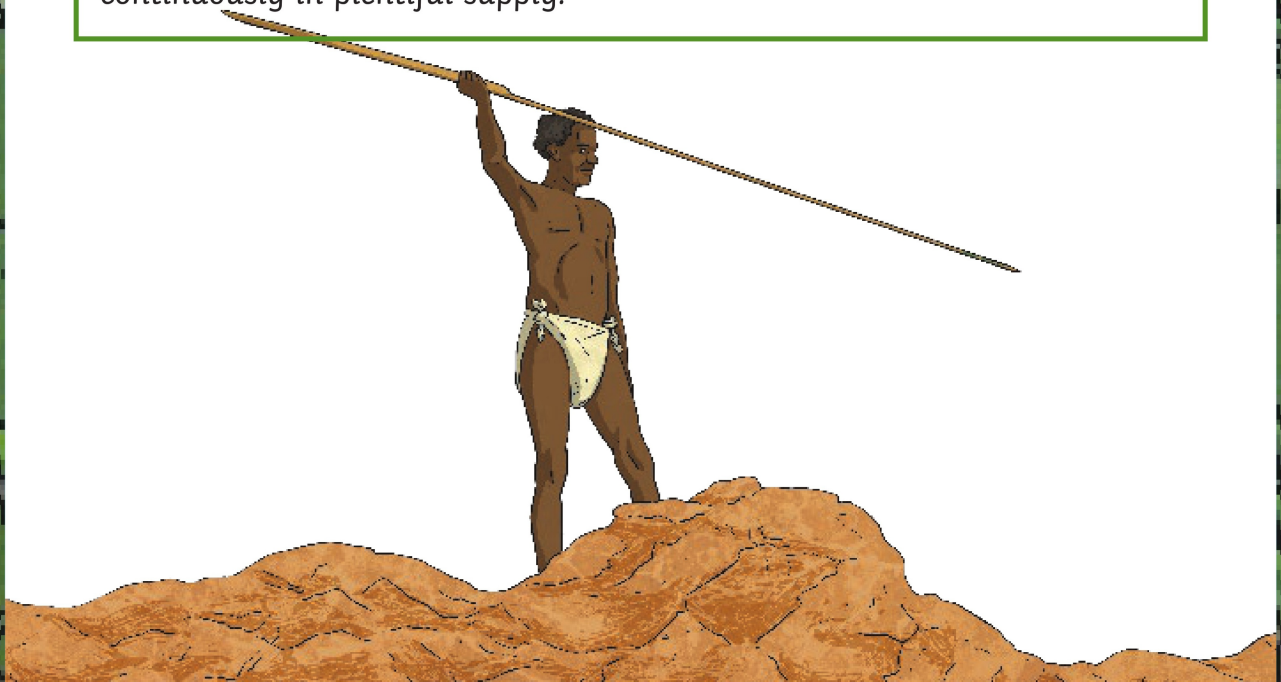
## Climate

Due to its tropical regional location in Northern Queensland, the Daintree rainforest is hit with torrential rain when the monsoon trough arrives in the summer months. During April to October, the weather is increasingly mild when the mountains, which sit close to the coast, trap in warm, humid air which has been pushed in by south-easterly breezes.



## Indigenous Australians and the Daintree Rainforest

The land that the Daintree rainforest occupies belongs to the eastern Kuku Yalanji Aboriginal tribe. Countless different plants and animals provide food for the eastern Kuku Yalanji people. They have an extensive understanding of the weather cycle and how it affects plants and animals. They utilise this knowledge to hunt and gather a variety of food throughout the year. They hunt and gather food in a way that means that the animals and plants are continuously in plentiful supply.



# The Daintree Rainforest Questions

1. Where is the Daintree rainforest located?

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2. Why were there fewer places in which rainforests were able to grow and survive in Australia?

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3. Describe the diet of the Boyd's forest dragon.

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4. Why is the climate mild during April to October?

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5. Write a synonym for the words below.

continuous \_\_\_\_\_

thrive \_\_\_\_\_

desolate \_\_\_\_\_

predator \_\_\_\_\_

6. Describe two benefits of living in the canopy layer of the rainforest.

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7. What did the eastern Kuku Yalanji people use to help them hunt and gather food?

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# The Daintree Rainforest Questions

8. Using information from the text, draw a detailed and labelled diagram of the layers of the Daintree rainforest, including examples of plants and animals.









Wednesday

# Minute 27



Name: ..... Date: .....

**For Questions 1–5, circle the correct object pronoun to complete each sentence.**

(Hint: An **object pronoun** takes the place of one or more nouns in the action part of a sentence.)

1. We enjoy making ice-cream sundaes and eating (it, them).
2. He sits near (I, me) in class.
3. She goes with (we, us) to the movies a lot.
4. Nancy liked (she, her) very much.
5. I know (he, him) and his sister very well.



**For Questions 6–10, write an object pronoun to complete each sentence.**

6. Mark liked that watch and asked me to buy ..... for his birthday.
7. I often go with both of ..... to the city to shop and do errands.
8. The puppy at the pet store had a white spot on .....
9. Please make sure to give Robbie a hug when you see .....
10. The water was so cool and refreshing as I drank .....

My score:

10

My time:

.....  
minutes

.....  
seconds

## Using Personal Pronouns- They or Them

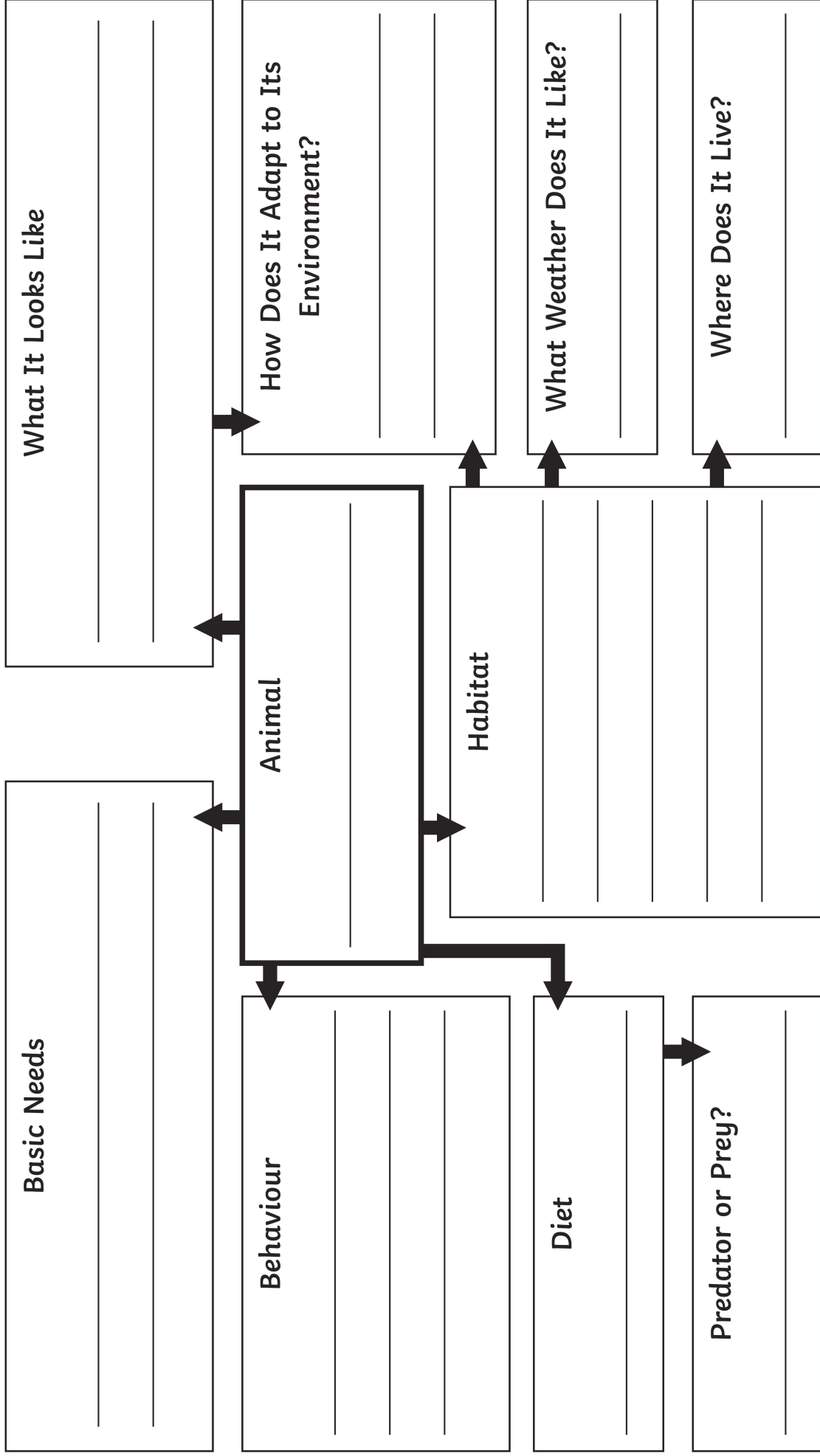
Fill in the gaps using 'they' or 'them':

- 1 I don't really know \_\_\_\_\_ that well.
- 2 \_\_\_\_\_ are always dressed in pink.
- 3 I invited \_\_\_\_\_ to my birthday party.
- 4 What kind of house are \_\_\_\_\_ looking for?
- 5 My children are bored so I'm taking \_\_\_\_\_ to see a film.
- 6 I've just been ice skating with \_\_\_\_\_.
- 7 What do \_\_\_\_\_ want for tea?
- 8 I'm taking \_\_\_\_\_ to the beach tomorrow.
- 9 \_\_\_\_\_ are always playing their guitars.
- 10 Why do we have to go with \_\_\_\_\_?
- 11 Shall we invite \_\_\_\_\_ to the Christmas party?
- 12 They are always frowning, I don't like \_\_\_\_\_.
- 13 Should we tell \_\_\_\_\_ or not?
- 14 \_\_\_\_\_ both like horse riding.
- 15 My sister does ballet lessons with \_\_\_\_\_.





# Animal Research Writing



# Word Search

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

Acquaintance

Acquisitive

Acquiesce

Acquaint

Acquisition

Reacquire

Acquire

Acquit

Lacquer

Racquet



Thursday



## Using Personal Pronouns- We or Us

Fill in the gaps using 'we' or 'us':

- 1 \_\_\_\_\_ are going to go bowling after school.
- 2 She doesn't like \_\_\_\_\_ anymore.
- 3 Will \_\_\_\_\_ still be able to go?
- 4 \_\_\_\_\_ are going to have to run for this bus.
- 5 This film really scared \_\_\_\_\_.
- 6 Have you heard \_\_\_\_\_ sing together before?
- 7 \_\_\_\_\_ are both interested in geography.
- 8 \_\_\_\_\_ both like to have strawberry ice cream after tea.
- 9 He is going to wait for \_\_\_\_\_.
- 10 Why is it always \_\_\_\_\_ that have to do P.E in the rain?
- 11 What shall \_\_\_\_\_ do later on?
- 12 \_\_\_\_\_ are always arguing with each other.
- 13 I think she's trying to tell \_\_\_\_\_.
- 14 \_\_\_\_\_ girls are always chatting.
- 15 \_\_\_\_\_ love drawing and painting.



# Add a Relative Clause

Relative clauses usually add more information about a noun in a sentence. They help make your work more interesting for the reader. Below is a list of simple sentences with a relative pronoun at the end. Please rewrite each sentence again and add a sensible relative clause. Remember to add a comma before the relative pronoun. For example:

I can't swim. **which**

I can't swim, **which means that I don't like going near water.**

1. Spain is a very hot country. **where**

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2. J. K. Rowling is a famous author. **who**

---

3. Hamid is having a party next year. **when**

---

4. The girl in the dress is Cinderella. **whose**

---

5. A cat has sharp claws. **which**

---

6. Sarah looks just like her mum. **whose**

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7. Usain Bolt is a sprinter. **who**

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8. Children don't always go to school. **where**

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9. People like to watch fireworks. **when**

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10. A bike has brakes. **which**

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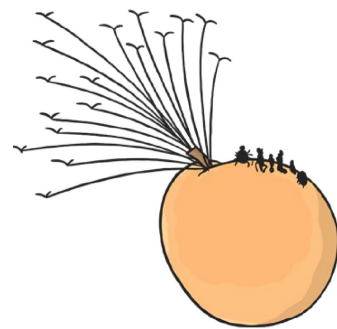
# ROALD DAHL

Roald Dahl was born on 13th September 1916 in Llandaff, Wales. His parents were from Norway. He had an older sister called Astri, but in 1920, she sadly died when she was only 7 years old. Roald's father was so distraught that he fell ill from pneumonia and a few weeks later, he also died. At this time, Roald's mother was pregnant with her third child, who was born in the autumn. She was called Asta. His mother was a great story teller and had a fabulous memory. Roald remembered many tales that she told about trolls and other mythical Norwegian characters. His father had been a wonderful woodcarver despite only having one arm. He had an interest in "lovely paintings and fine furniture". He was very intelligent and knew a lot about many different things.



Despite having a happy home life, Roald had an unhappy time at his school in Wales and was often 'caned' for bad behaviour. As a result, his mother sent him to boarding school in Weston-Super-Mare. He was just nine years old when he arrived at St. Peters School and met the 'twitching' Latin teacher Captain Hardcastle, the all-powerful Matron – certainly inspiration for Miss Trunchball in 'Matilda', who "disliked small boys very much indeed" - and the cane-wielding Headmaster.

At the age of 13, Roald attended Repton Public School in Derbyshire. He was happier here. He was brilliant at sports. However, his English master said Roald was "quite incapable of marshalling his thoughts on paper". The boys at the school were sometimes asked to be chocolate testers for a famous chocolate company, and this experience later inspired the book 'Charlie and the Chocolate Factory'.



After he left school, he wanted adventure so he got a job with Shell Oil Company. He was sent to Africa for



three years, but after only one year, the Second World War broke out, so he enlisted with the Royal Air Force (RAF) and became a pilot. In 1940, Roald Dahl was posted to Libya where he flew a Gloster Gladiator plane. He crashed in the Western Desert in North Africa and suffered such severe injuries to his head and back that he had to stay in hospital in Egypt for six months. He returned to the RAF, but after a while, he began suffering terrible headaches from his accident. This meant that he had to return to the UK and could not fly planes anymore.

In 1942, Roald was posted to Washington in the USA to work as an assistant air attaché. He met the author C.S. Forester, who suggested that Roald should write about his experiences flying planes in the desert. This led to Roald being paid for the first time for writing, which was in the Sunday Evening Post newspaper.

In 1951, Roald had a collection of stories published in a book called *Someone Like You*. During this year, he also married the actress Patricia Neal. They lived in Great Missenden in Buckinghamshire, England. He wrote many of his famous stories there.

Roald Dahl and Patricia Neal had five children: Olivia, Tessa, Theo, Ophelia and Lucy. Olivia tragically died at the age of 7 from measles encephalitis. A year before that, Theo was involved in an accident. His pram was hit by a New York cab and he suffered a brain injury. Roald became very involved with the care that Theo now needed, and he even helped invent a piece of equipment that people with Theo's injury would need. During this time, *'James and the Giant Peach'* was published, which was Dahl's first book for children. Roald Dahl started telling his fantastical stories to his children at bedtime. He realised how much his own children enjoyed his stories and decided to write them down for all children to enjoy.

Roald Dahl had a great talent for seeing the world through children's eyes. He said, "If you want to remember what it's like to live in a child's world, you've got to get down on your hands and knees and live like that for a week. You'll find you have to look up at all these giants around you who are always telling you what to do and what not to do."

He had a passion for encouraging children to read. He believed that children should be "comfortable with a book, not daunted. Books shouldn't be daunting, they should be funny, exciting and wonderful; and learning to be a reader gives a terrific advantage."



# Questions About Roald Dahl

1. What was the name of Roald's younger sister? Tick one.

- Astri
- Asta
- Olivia
- Ophelia

2. Number the events below to show the order in which they happen in the story.

- Roald attended Repton Public School in Derbyshire.
- Roald married Patricia Neal.
- James and the Giant peach was published.
- Roald worked in Africa for three years.
- Roald's sister Astri sadly died.

3. What disability did Roald's father have?

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4. His mother was a great story teller. Roald remembered many tales that she told about trolls and other mythical Norwegian characters. What does **mythical** mean?

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5. What inspired Roald to write the book 'Charlie and the Chocolate Factory'?

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6. What does 'all-powerful Matron' mean? What characteristics might she have had?

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# Questions About Roald Dahl

7. Explain the effect that the plane crash in North Africa had on Roald's career with the RAF.

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8. In your own words, explain what Roald thought a writer should do if they were going to write books for children.

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9. Suggest as many reasons as you can to explain why Roald Dahl started to write children stories?

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10. Do you think that Roald Dahl's book have encouraged you to read? Explain your answer.

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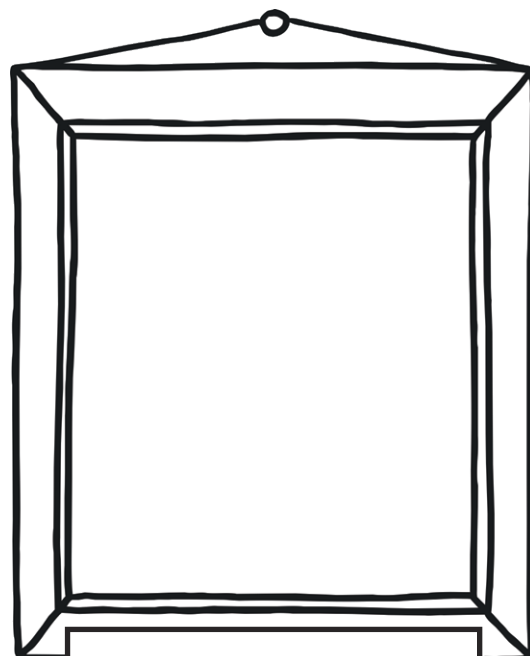
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# Mini Biography: Fact File!

**Person's Name:** Choose your favourite actor, author, athlete or even a family member!

Lived from: \_\_\_\_\_ to \_\_\_\_\_  
year year/Present day

**Most Known for:**



Person's Portrait

## Five Facts

1

2

3

4

5



Friday





# Spelling List

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

1. "I must \_\_\_\_\_ (reacquire/reacqyre) it," she said, determinedly.
2. After a fair trial, the man was found not guilty and \_\_\_\_\_ (acquitted/acquitted) of all charges.
3. "I wouldn't call them a friend, so much as an \_\_\_\_\_ (acquaintance/acquaintence)," George told his mother.
4. She held the book aloft, triumphant. All these years of trying to \_\_\_\_\_ (acqure/acquire) this treasure... it was worth every second!
5. The tennis match grew more heated. The ball slammed into the \_\_\_\_\_ (racquet/racket) almost faster than the eye could see.
6. The company became increasingly \_\_\_\_\_ (acquistive/acquisitive) and ambitious, resulting in a large amount of debt.
7. After watching the newest Star Wars movie, I felt the need to \_\_\_\_\_ (acquaint/acquante) myself with other science fiction movies.
8. We added another layer of \_\_\_\_\_ (laquer/lacquer) to the desk, to make it extra shiny.
9. The library celebrated the \_\_\_\_\_ (acquisition/acquision) of a collection of books by many famous authors.
10. "I am disinclined to \_\_\_\_\_ (acquiece/acquiesce) to your request," the lady huffed, snapping her fan shut indignantly.

# Using Personal Pronouns

Subject pronouns	I	you	he	she	we	they	it
Object pronouns	me	you	him	her	us	them	it

1. \_\_\_\_\_ are not coming to our party anymore.
2. Would \_\_\_\_\_ like some cheesecake for dessert?
3. I love my sister. \_\_\_\_\_ 's really kind to \_\_\_\_\_.
4. \_\_\_\_\_ need to put \_\_\_\_\_ back on the shelf.
5. \_\_\_\_\_ love going on holiday to Spain.
6. I'm going shopping, do \_\_\_\_\_ want to come with \_\_\_\_\_?
7. Jack saw \_\_\_\_\_ in the park. \_\_\_\_\_ were on the swings.
8. \_\_\_\_\_ 's broken. Can you take a look at \_\_\_\_\_?
9. \_\_\_\_\_ were happy that our train had finally arrived.
10. That's \_\_\_\_\_ over there! \_\_\_\_\_ did it!
11. I love that sofa! \_\_\_\_\_ 's not too expensive for us, is \_\_\_\_\_?
12. I showed \_\_\_\_\_ a photograph. \_\_\_\_\_ was suspicious.
13. \_\_\_\_\_ is a brilliant dancer. We're proud of \_\_\_\_\_.
14. Are \_\_\_\_\_ going to finish that painting?
15. I went to see my Aunt in hospital. \_\_\_\_\_ 's recovering well.

# The Emu in the Sky



Use some of the following words to fill in the missing information. Not all of the words in the word bank will need to be used, choose carefully!

below	generations	stars	emu	composed	behind	passing	defined
galaxy	land	night	hunting	darkness	people	collecting	collected
Milky	months	many	constellation	storytelling	pause	constellation	

If you go out into the \_\_\_\_\_ and gaze up at the \_\_\_\_\_ you can find the Emu in the Sky. The Emu in the Sky isn't a constellation in the traditional sense, as it is not really \_\_\_\_\_ of stars. Instead, it is a part of the Milky Way and is made up of the dark shapes in the sky that are \_\_\_\_\_ by light.

To find the emu, look towards the Southern Cross. The space between those stars, that make up our most famous \_\_\_\_\_, is also the space where we can find the emu's head. From there, you can see its neck, body and legs stretching across our \_\_\_\_\_ and taking shape between the swirling brightness of the \_\_\_\_\_ Way.

The Emu in the Sky has featured in Indigenous Australian \_\_\_\_\_ for thousands of years, passed down through \_\_\_\_\_. Many different Dreaming stories speak of the emu too. According to Indigenous Australian legend and Dreaming Stories, emus are more than just birds. They are creator spirits, soaring through the skies above and looking down over the \_\_\_\_\_ below.

In addition to Dreaming stories, the Emu in the Sky also served as a way for Indigenous Australians to mark the \_\_\_\_\_ of time and to determine whether they should go out \_\_\_\_\_ for emus or if they would be better off \_\_\_\_\_ their eggs. Depending on the time of year, the Emu in the Sky will appear differently. For some \_\_\_\_\_ of the year, the emu seems to be running, at other times it is seen as sitting and then there are the times when it becomes almost unrecognisable as the emu shape dips \_\_\_\_\_ the horizon and out of sight.

# Message in a Bottle

**Today you are going to write a narrative or story. The idea for your story is 'Message in a Bottle'.**

Your story could be about a person who write a message in a bottle or a person who finds one. Think about your story setting from Tuesday; can you combine your ideas from that with this narrative?

**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.





