


Plattsburg Public School  
Learning from Home

Year 4  
Group 1  
LITERACY





Monday



# Spelling List

The words in this list have the prefix **mis-** at the start of the word. This can mean many things: bad or badly, lack of, mistakenly or incorrectly. The mis- prefix sound is pronounced the same as miss.

It is important to note that **not all words** that begin with **mis-** include the prefix **mis-**. If you take **mis-** away from the start of misty, for example, you are left with ty – which is not a word at all.

Mismatch

Misfortune

Misjudge

Miscalculate

Misled

Misunderstand

Mistreat

Misbehave

Mistrust

Misconception

# 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

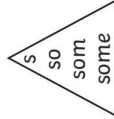
Write out your words in your neatest handwriting. Then, write them again in curly letters.

### 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

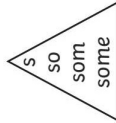
Write each of your words inside a pyramid.



## 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.



### 4 ABC Order

Write your words in alphabetical order.



# Minute 40

Linking verbs



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

Use a linking verb from the box to complete each sentence. The words can be used more than once.

are    seemed    is    were    am    was    feel    become    be

1. Today will ..... my first day in Year Four.
2. I ..... very nervous about meeting my new teacher each year.
3. Her name ..... Mrs Robinson.
4. Mrs Robinson ..... a Year Two teacher last year.
5. Kate and Mei ..... excited about the first day of school.
6. They ..... up all night talking on the phone about their upcoming day.
7. When I met Mrs Robinson today, she ..... pleasant.
8. Now I ..... better knowing that she is a nice teacher.
9. Even though she assigned homework on the first day, I ..... still excited.
10. My friends and I ..... looking forward to the rest of the school year.

My score:

      
**10**

My time:

.....  
minutes

.....  
seconds

# Creating Verb Groups

A verb group contains a combination of verbs. It includes a **main verb**, with one or more verbs used before it. Verb groups help to show modality, build tense and create passive voice in your writing.

**Look at the examples below.  
The verb group is underlined:**

The monkey has eaten a banana.

Mickey was being poked in the arm.

Valerie must catch the bus .

Diego has gone to the library.



**Underline the verb group in the sentences below.**

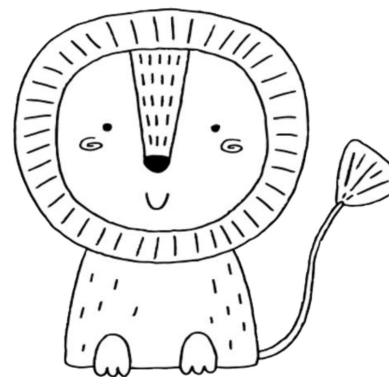
Lucas must go to the zoo.

Freya is playing a game of chess.

The cyclone has damaged the buildings.

Mum has baked chocolate chip cookies.

Raymond has received his gold medal.



**Write a sentence which includes each  
of the following verb groups.**

1. has gone

---

2. will make

---

3. have rode

---

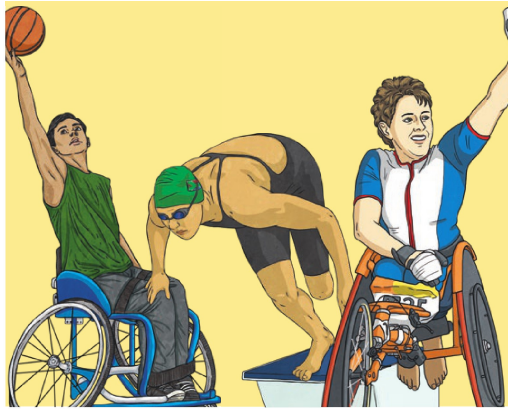


# The Olympic and Paralympic Values

The Olympic Games and Paralympic Games are a quadrennial event, meaning that they take place once every four years. Only the very best athletes from each country have the opportunity to compete in the Olympic and Paralympic Games. People from all over the world tune in to follow their country's athletes, to cheer them on, celebrate their achievements and be inspired. The Games are an opportunity for these athletes to demonstrate their athletic and sporting abilities, but are also an important time to showcase the values of the Games to inspire others.



The Olympic Games run for 16 days in late July and early August. Featuring 339 medalled events across 33 different sports, the Games are the largest and most complex sporting event in the world.



The International Olympic Committee (IOC) are the leaders of the Olympic Movement. They make sure that the Olympic Games are run correctly and that the rules of the Olympic Charter are respected. The IOC also defines the core values of the Olympics. These values are excellence, friendship and respect.

All athletes that compete at the Olympic Games have demonstrated excellence in their chosen sport. However, excellence does not just mean being the best, finishing first or winning a medal. Excellence is also about beating your own personal best and performing to the very best of your abilities.

Friendship is a cornerstone of the Olympic Games. For the two weeks of the Olympic Games, athletes live in the Olympic Village and meet other athletes from all over the world. The IOC believes that the Olympics serve to unite all people and that friendship is an important part of this. Developing friendships allows people to develop tolerance and understanding of others, creating a more harmonious world.

The value of respect is central to participants in the Olympic Games, including athletes, coaches, officials and spectators. The Olympic Vision is 'Building a



Better World Through Sport' and, to achieve this vision, respect is crucial. Respect for competitors, respect for judges and officials, respect for the rules and fair play, respect for the environment and respect for oneself are all key factors of this value.

The Paralympic Games run for 13 days in late July and early September. The Games feature 539 events across 22 different sports. The Paralympic Games are held in the same host city as the Olympic games, using the same venues and facilities. The Paralympic Games is interpreted to mean 'parallel Olympic Games' or 'the other Olympic Games' and is open to athletes that represent a diverse spectrum of impairments.

The International Paralympic Committee (IPC) operates as the governing body for the Paralympics, similar to how the IOC operates for the Olympic Games. The Paralympic Values determined by the IPC are determination, inspiration, courage and equality.

Determination is a value that all athletes need to demonstrate to be able to be their best. Determination means making the decision to achieve something, then continuing to persevere until you reach that goal, despite the challenges that you may face. Many Paralympic athletes have overcome great obstacles to reach their goals and they would not have been able to do so without determination. It is determination that drives people to do more than society expects of them, especially when they know in themselves that they are capable of more.



Sportspeople and sporting achievements have always inspired others to push themselves further. The Paralympic value of inspiration means to be a good role model and use their achievements to inspire others to be their best. Paralympians prove that people with impairments are able to compete at an elite level.

Courage is a core value of the Paralympics because every step of a Paralympian's journey requires courage. These athletes show just how great achievements can

be when a person pushes themselves to their limits. From taking the first steps to learn a new sport to performing in front of the whole world, the journey requires courage at every turn.

Equality means that all people are recognised as having equal worth. The Vision of the IPC is to 'make for an inclusive world through Para sport', and the Paralympic Games provide an opportunity for athletes with impairments to showcase their skills and compete on a world stage. This helps to break down existing attitudes of discrimination and prejudice, leading to greater respect and inclusivity for people with impairments.

# The Olympic and Paralympic Values Questions

1. The Paralympic Games are only open to people who:

- use a wheelchair
- have impaired vision
- represent a diverse spectrum of impairments
- can't drive a car

2. The Olympic Vision is:

- Faster, Higher, Stronger
- Building a Better World Through Sport
- Go For Gold
- Excellence, Friendship and Respect

3. What are the seven Olympic and Paralympic values?

---

---

---

4. Describe the value of equality.

---

---

---

5. Why do you think that friendship is one of the Olympic values?

---

---

---

6. What are the roles of the IOC and the IPC?

---

---

---

---

7. Why are the Paralympic Games important?

---

---

---

---

8. Write about a time when you or someone you know has shown one of the Olympic or Paralympic values.


---

---

---

---



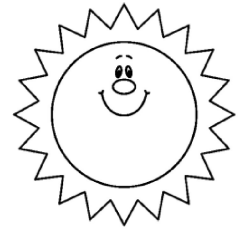


Tuesday

# Verb Group Hunt

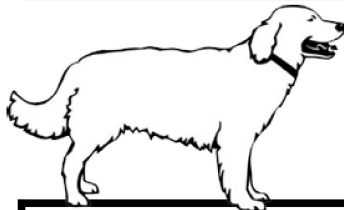
Underline the verb group in each sentence below:

1. The bright, yellow sun was shining in our eyes.
2. The grizzly bear must hunt for food before winter.
3. Daniel has made his own healthy lunch today.
4. Mum might yell at us if we are late for dinner.
5. A wooden cottage was destroyed in the storm.
6. The raging fire might burn through the whole town.
7. Diesel will bark loudly when the postman rides past.
8. The tall skyscraper was towering above us.



Teach 

Choose **three main verbs** from the box below. Write three sentences that contain a verb group, using your chosen main verb.



build	write	capture	sing
cook	scream	drive	read

Main verb	Write a sentence that uses a modal verb, combined with the main verb shown. E.g Jack <u>might play</u> tennis.



# Was or Were Subject-Verb Agreement

I can use the standard English forms of verb inflections.



The basic rule is that a singular subject takes a singular verb, while a plural subject takes a plural verb.

- Read the sentence.
- Decide whether the subject is singular or plural.
- Circle the correct verb.

was = singular      were = plural

- a) He (was/were) prepared for school.
- b) We (was/were) scared of thunder.
- c) I (was/were) excited about my new book.
- d) We (was/were) playing together as a team.
- e) She (was/were) my best friend.
- f) We (was/were) excited about the championship game.
- g) They (was/were) walking around the lake.
- h) He (was/were) a very sensible member of the class.
- i) Can you tell if they (was/were) prepared?
- j) Who (was/were) with us at the birthday party?

Write four of your own sentences, like the examples above, which use the verbs *was* and *were* correctly.

- 1.
- 2.
- 3.
- 4.

# Uplevelling Sentences: The Royal Gardens

Use this box to generate adjectives and modifying nouns to describe the garden and its contents.



Use your amazing adjectives or modifying nouns to create expanded noun phrases:

The \_\_\_\_\_ garden had lots of \_\_\_\_\_ plants.

Next, use a fronted adverbial to give information about **where** the garden is:

\_\_\_\_\_, the \_\_\_\_\_ garden held lots of \_\_\_\_\_ plants.

Finally, choose one of the following subordinating conjunctions:

after	although	as	because	before
if	since	until	when	while

Complete your sentence by adding a subordinate clause beginning with a subordinating conjunction, which gives extra information about the garden.

\_\_\_\_\_, the \_\_\_\_\_ garden held lots of \_\_\_\_\_ plants \_\_\_\_\_.







Wednesday

# Minute 41

Helping verbs



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

Use a helping verb from the box to best complete each sentence. The words can be used more than once.

am    is    are    was    were    has    have    had    will

1. The dog ..... resting his head comfortably in his owner's lap.
2. Pam ..... going to help us with the presentation yesterday before she became sick.
3. Tom and Louie ..... solving the puzzle together when their mother called them.
4. I ..... introducing the mayor at the banquet.
5. The man ..... wandered for far too long.
6. Today we ..... travel to Sydney for my sister's university graduation.
7. My grandfather and his friends ..... sharing old war stories at the reunion.
8. Jane and Eve ..... memorised their lines for the play.
9. We ..... correcting the errors we made with the experiment.
10. She ..... been sitting here in the waiting room for the doctor's appointment.

My score:

10

My time:

.....  
minutes

.....  
seconds

# Modality In Verb Groups

A **verb group** contains a combination of verbs. It includes a **main verb**, with one or more verbs used before it. In your writing, verb groups can be used to express modality by using modal verbs such as: can, may, must, will and shall. Combined with a main verb, this creates a verb group. Example: Robyn must clean her room.



can

could

may

should

must

have to

might

will

Main verb	Write a sentence that uses a modal verb, combined with the main verb shown. E.g Jack <u>might play</u> tennis.
catch	
play	
stop	
be	
see	
eat	



# Country Fact File Research

Choose a country, then find and mark your country on the map:



Traditional Food:



Popular Sports:

Draw the Flag:



Five Fabulous Facts:

Leader:

Capital:

Population:

Currency:

Draw a Landmark:

Some Vocabulary:

Famous Person:





Thursday

# Correct the Sentence Punctuation

Write the correct sentence underneath by adding in capital letters, full stops, question marks and inverted commas.

1. one warm, sunny day jessica and lilly went to the zoo when they arrived, they visited the monkeys

---

---

2. i like the zoo, said jessica lilly looked up and saw a monkey had stolen her lunchbox

---

---

3. do we have any money to buy more food asked jessica

---

---

4. lilly replied no now we dont have anything for lunch

---

---

5. dont worry girls, a voice called from behind them it was the zookeeper, who was holding their lunchbox, with a big smile on his face

---

---

# Complete the Sentences with Modal Verbs

In some sentences, there are multiple modal verbs which could be used. In the right hand column of the table below, write down all of the modal verbs which could fit each sentence. Cover the word list to provide an extra challenge!

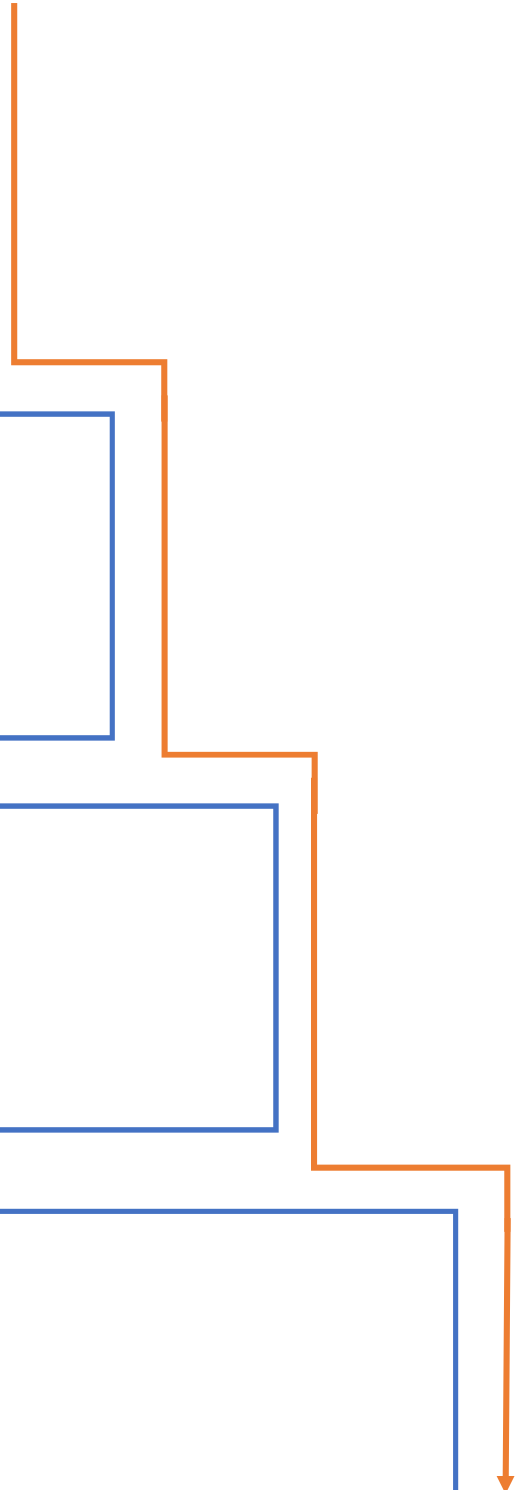
<b>can</b>	<b>might</b>	<b>will</b>	<b>should</b>	<b>would</b>
<b>can't</b>	<b>may</b>	<b>must</b>	<b>shouldn't</b>	<b>couldn't</b>

1. Pasha _____ do her homework.	
2. He was so tired he _____ keep his eyes open.	
3. Tom is a great soccer player. He _____ even play in goal!	
4. If she keeps trying hard, she _____ just have a chance.	
5. He is still learning. He _____ do his shoe laces up just yet.	
6. You _____ hurt people or steal things.	
7. When you have finished, you _____ leave the table.	
8. It has been ordered, so when they get there, they _____ find it waiting for them.	
9. The bitter cold makes is certain there _____ be icy roads tomorrow.	
10. I _____ happily swap places with a millionaire.	



# Complication Brainstorming Template

In the space below, take the last sentence from your *Creating Atmosphere* and build on it! Did it end on a cliff-hanger? Did it end at all? Take a single problem from your writing and build on it. Make as many things go wrong as you can! How could this problem be made bigger, harder or more difficult to solve with every step?

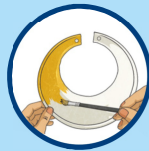


# Fact or Opinion?

## Activity 1

Are these sentences facts or opinions? Tick the appropriate box to show what you think.

1. That man has a beard.
2. Red is the best colour.
3. Apples taste better than pears.
4. Peter can run faster than Paul.
5. There's a frog in the pond.
6. I don't want sausages for dinner.
7. Chelsea will definitely win.
8. I am the smartest kid in my class.
9. He's better at art than maths.
10. You shouldn't go swimming in the sea.



Number	Fact	Opinion
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

## Activity 2



These passages contain facts and opinions. Underline the parts you think are facts in one colour and the parts you think are opinions in another colour. Fill in the key below to indicate which colour is which.

1. Hate housework? You'll love the SuperSweep vacuum cleaner! With five interchangeable nozzles and three times the usual suction power there's nothing quite like it. Buy it today and recieve a 1% discount! Miss out and you'll regret!
2. Thomas is the best runner in the class. James has won more races, but that's just because he's a fast runner. Thomas can run almost 15 kilometers! That's a really long way. I think the most exciting race was the one where Thomas overtook James right near the end.
3. The jungle is a very dangerous place to visit. There a lots of poisonous bugs in the jungle, not to mention tigers, snakes and more. You should never visit the jungle unless you have all the proper safety equipment. Mosquito nets can help keep you safe from mosquito bites. Rope is a helpful thing to take, too.

Key	
fact	
opinion	



## Activity 3

1. Write one fact and one opinion about a band or musician:

Fact: \_\_\_\_\_

Opinion: \_\_\_\_\_

2. Write one fact and one opinion about food:

Fact: \_\_\_\_\_

Opinion: \_\_\_\_\_

3. Write one fact and one opinion about your classroom:

Fact: \_\_\_\_\_

Opinion: \_\_\_\_\_

4. Write one fact and one opinion about school:

Fact: \_\_\_\_\_

Opinion: \_\_\_\_\_

5. Write one fact and one opinion about a rabbit:


Fact: \_\_\_\_\_

Opinion: \_\_\_\_\_

6. Write one fact and one opinion about a pencil:

Fact: \_\_\_\_\_

Opinion: \_\_\_\_\_



Friday



# Spelling List

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

1. "What an ugly \_\_\_\_\_ (mismatch/mismach) of colours," the woman sighed, looking sadly at the bouquet of flowers.
2. When doing math problems, you must be careful to not \_\_\_\_\_ (miscaculate/miscalculate).
3. You should not be \_\_\_\_\_ (misled/mislead) by a person's appearance.
4. "This program causes my computer to \_\_\_\_\_ (missbehave/misbehave)," Nana exclaimed.
5. She is very charming, but I still \_\_\_\_\_ (mistrust/misstrust) her.
6. There is a popular \_\_\_\_\_ (misconcretion/ misconception) that fortune cookies are Chinese; they actually originated in the United States.
7. "You absolutely cannot \_\_\_\_\_ (mistreat/mistreet) animals," he said firmly.
8. "Don't \_\_\_\_\_ (misundarstand/misunderstand) what I'm trying to say!" she shouted, and stamped her foot.
9. It is easy to \_\_\_\_\_ (misjudge/misjuge) the speed of a car when you are sitting in the passenger seat.
10. It was my \_\_\_\_\_ (missfortune/misfortune) to have misplaced my winning ticket.





# Using Modal Verbs to Assess Situations

1. Consider the situations below and see if you can create a sentence using **one of the modal verbs** supplied with the situation. Be as creative as you can in your thinking.

**Example:** An elephant jumps into a swimming pool.

might

must not

should

*Everyone should get out in case all of the water splashes out!*

---

a) A bull gets loose in a supermarket.

may

shouldn't

could

b) A teddy bear plays up front for Manchester United.

will

can

would

c) It rains non-stop for a month.

wouldn't (would not)

ought to

might not

d) A shark has a wrestling match with a bear.

can

might not (mightn't)

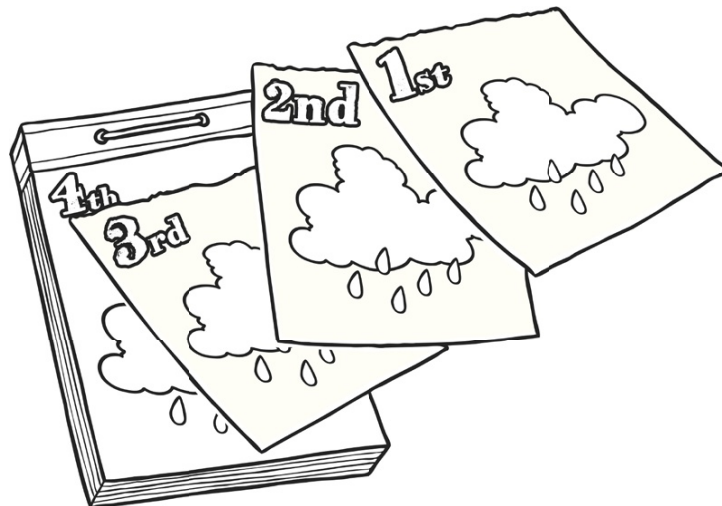
could

e) A chocolate river is found in South America.

must

may not (mayn't)

could



# Father's Day

Father's Day is a day that is celebrated around the world. We celebrate all father figures, including fathers, step-fathers, uncles, grandfathers, godfathers, and carers.

In 1908, a church in America held a ceremony for 362 men who died. The men died in an explosion at a mining company the previous December. Many of these men were fathers and grandfathers.



A year later, a young woman named Sonora Smart Dodd wanted to make an official day to honour all the fathers. This was after she heard an American woman giving a Mother's Day sermon at church. She thought that all the fathers should also have a special day dedicated to them too.

She was successful, and the first father's day was celebrated on the 19th June 1910. Today, Father's Day is celebrated on different days of the year by different countries.



Every year, Australia celebrates Father's Day on the first Sunday of September. On this day, we celebrate by showing our love and care for our father figures.

We give thanks for our fathers, uncles, grandfathers, godfathers, stepfathers, carers, friends and even our teachers.

There are no set traditions on how people celebrate Father's Day, but it is a great time to show our appreciation to our father figures.



You may like to:

- have a day out in the park;
- go on a fishing trip;
- give presents like chocolates, clothes, ties, handkerchiefs, toiletries, socks, or even a gift voucher;
- make breakfast in bed;
- go out to dinner;
- spend some quality time together as a family.

Roses are the traditional Father's Day flowers. Red roses and white roses are the two coloured flowers that can be seen during this celebration. A red rose symbolises those father figures who are with us today. A white rose however is shown, and worn to represent those father figures who have passed away.

# Father's Day Questions

1. Where is Father's Day thought to have originated?

---

2. What was the name of the young woman who made the official day of Father's Day?

---

3. What was the date of the first official Father's Day?

---

4. What is the purpose of Father's Day?

---

---

5. In Australia, when is Father's Day celebrated?

---

6. Explain the concept of Father's Day flowers.

---

---

7. Circle which event occurred first.

a. A young woman named Sonora Smart Dodd wanted to make an official day to honour all the fathers.

b. The first father's day was celebrated on the 19th June 1910.

8. Circle which event occurred first.

a. Sonora Smart Dodd heard an American woman giving a Mother's Day sermon at church.

b. A church in America held a ceremony for 362 men who died in 1908.

9. Describe different ways children can make their fathers feel special on Father's Day.

---

---

10. Fill in the blanks.

In \_\_\_\_\_, a church in \_\_\_\_\_ held a ceremony for 362 men who died. The men died in an explosion at a mining company the previous December. Many of these men were \_\_\_\_\_ and grandfathers.

A year later, a young woman named \_\_\_\_\_ wanted to make an official day to \_\_\_\_\_ all the fathers. This was after she heard an American woman giving a Mother's Day sermon at church. She thought that all the fathers should also have a special day \_\_\_\_\_ to them too

She was successful, and the first father's day was celebrated on the 19th \_\_\_\_\_ 1910. Today, Father's Day is celebrated on \_\_\_\_\_ days of the year by different \_\_\_\_\_.

Draw a picture of your favourite thing that you do with your father. Then, write a short paragraph explaining what you have drawn, and the importance of your father to you.



# Narrative: Now Put It All Together!

You've set the scene, and made an almighty mess of a complication for your characters to work through. It's time to put it all together!

Think about:

- A heading or title
- An orientation
- The character/s you're using
- The sequence of events leading up to your complication
- The complication – you don't have to use every step of your complication brainstorm!
- Your resolution and ending

You've done part of the planning with your setting and complication. Use the space below to plan the rest! Then use the following two pages for writing your story!

Don't forget to read it through and edit when you're finished!



