


Plattsburg Public School
Learning from Home

Year 4
Group 1
LITERACY





Monday



Spelling List

The words in this list have the prefix **co-** at the start of the word. This can mean many things: joint, jointly or together. The co- prefix sound is pronounced the same as koh.

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

Costar

Coincidence

Cohabitation

Coworker

Coexist

Coconspirator

Cooperate

Coauthor

Copilot

Coordination

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

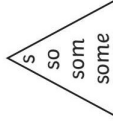
Write out your words in your neatest handwriting. Then, write them again in curly letters.

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

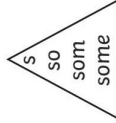
Write each of your words inside a pyramid.



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 38

Irregular verb tense



Name: Date:

Complete the chart below by writing the correct verb form under each column.

Irregular verb	Past tense	Past participle <i>Hint: Past tense with a helping verb (have, has, had)</i>
1. drive
2. fly
3. begin
4. ride
5. ring
6. throw
7. write
8. tell
9. take
10. shake

My score: 10 My time: minutes seconds

Informative Texts: Using A Research Map and Organiser to Plan A Report

This week we're going to try something a little different in exploring and practicing writing informative texts. Sections of the informative text you will be working on this week are spread out over Monday to Friday. Use the following as a checklist!

Day 1 – Monday:

- Choose your research topic.
- Research and fill in the Research Map.
- Decide on three subtopics or subheadings to be used for your informative text.

Day 2 – Tuesday:

- Finish up your research map.
- Write your introduction.

Day 3 – Wednesday:

- Subtopic 1: use your Research Map to introduce your chosen subtopic.
- Write a paragraph about your chosen subtopic.

Day 4 – Thursday:

- Subtopic 2: use your Research Map to introduce your chosen subtopic.
- Write a paragraph about your chosen subtopic.

Day 5 – Friday:

- Subtopic 3: use your Research Map to introduce your chosen subtopic.
- Write a paragraph about your chosen subtopic.
- Write your conclusion. Don't forget to tie everything together!

Pick any topic you'd like for your informative text. If you can't think of anything, choose from one of the following:

The Solar System

Dinosaurs

The Awabakal and
Worimi peoples

Music

Pick an author
Ancient
Civilisations
Programming
Minecraft

Pick an actor
Inventors

Animals
Technology

Bugs/Insects
Pollution

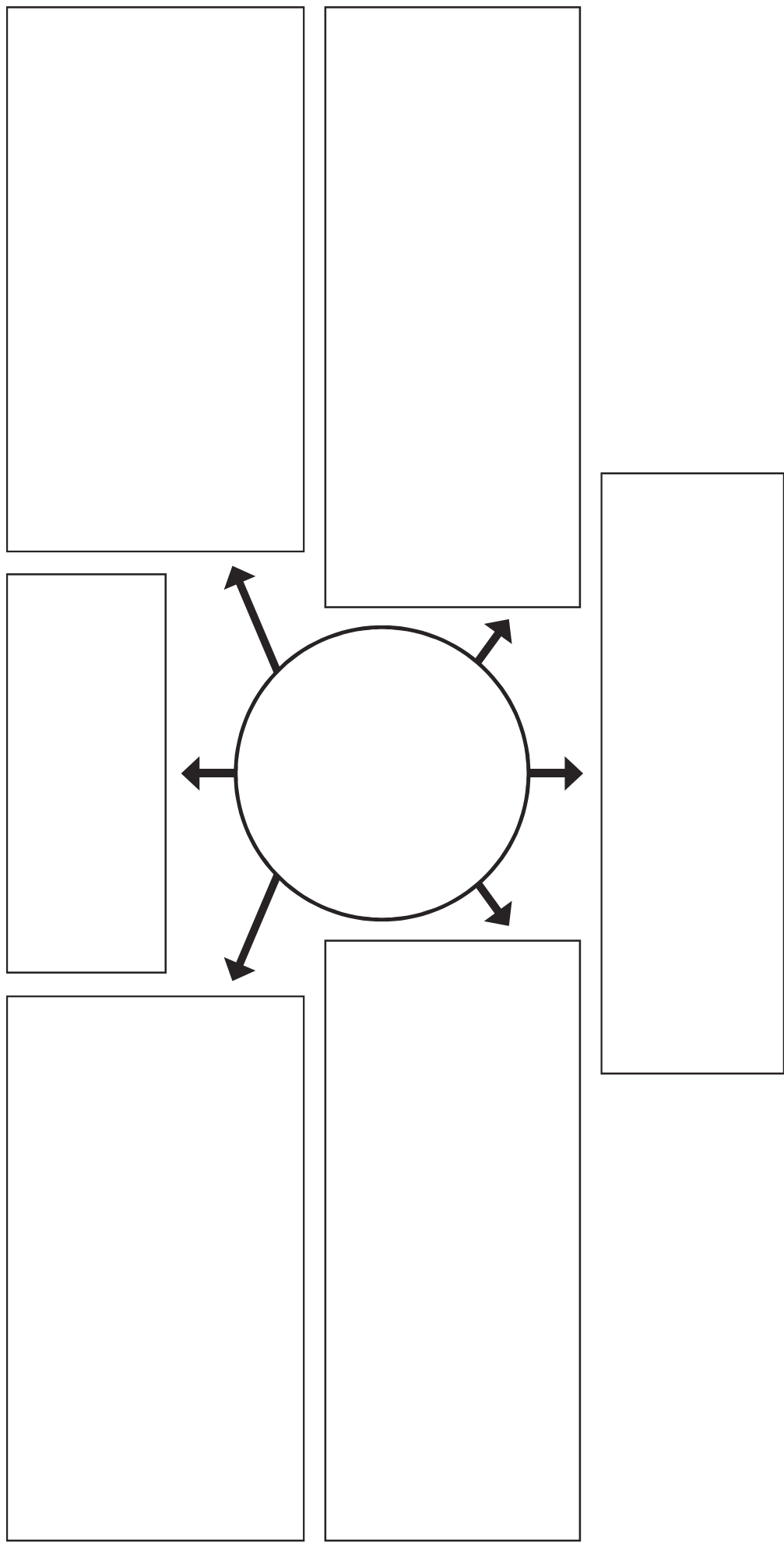
Plants
Food


Weather
Natural Disasters

The Space Race
Fungi

My Research Map

Fill the map with facts or pictures from your research and make links between any that have a connection. You could include questions you might research another day.





Tuesday

Finite Verbs

Finite verbs have a subject. A sentence must have a finite verb for it to make sense.

Finite verbs can be simple or accompanied by an auxiliary verb.

A finite verb is a form of a verb that depends on the subject and the tense.

Examples:

They **watched** the match.

Ask: who watched? 'They' did, so 'they' is the subject of the verb watched. Therefore, **watched** is a finite verb.

Graham **is going** to the Blue Mountains.

Ask: who is going? Graham is. Graham is the subject of the verb **is going**. Therefore **is going** is finite. (In this case, **is** is the auxiliary verb used to make **is going** finite).

The tree **crashed** to the ground.

Ask: who or what crashed? The tree crashed. The tree is the subject of the verb **crashed**. Therefore, **crashed is finite**.

Non-Finite Verbs

Non-finite verbs do not have a subject. They are the same in all tenses and with all subjects. A non-finite verb cannot stand alone as the main verb in an independent clause. If you ask who or what did the action in the sentence, you will get no answer.

There are two types of non-finite verbs:

1. **The Infinitive:** these types of verbs do not have any connection to a subject. They usually have 'to' in front of them: to run, to go, to have, to jump.

Example:

It is not the right time to go to the shops.

Ask: who to go? What to go? There is no answer as there is no subject, and so the infinitive 'to go' is non-finite.

2. **The Participle:** these types of verbs have two more subtypes. Unless participles are accompanied by an auxiliary verb, they have no subject and are thus non-finite.

- a. **Present Participles:** these end in 'ing'

- b. **Past Participles:** these end in 'en' or 'ed' or have irregular forms.

Examples:

Crashing to the ground, the tree fell.

Ask: who crashing? What crashing? This doesn't make sense. In this case, **crashing** is a present participle and non-finite verb.

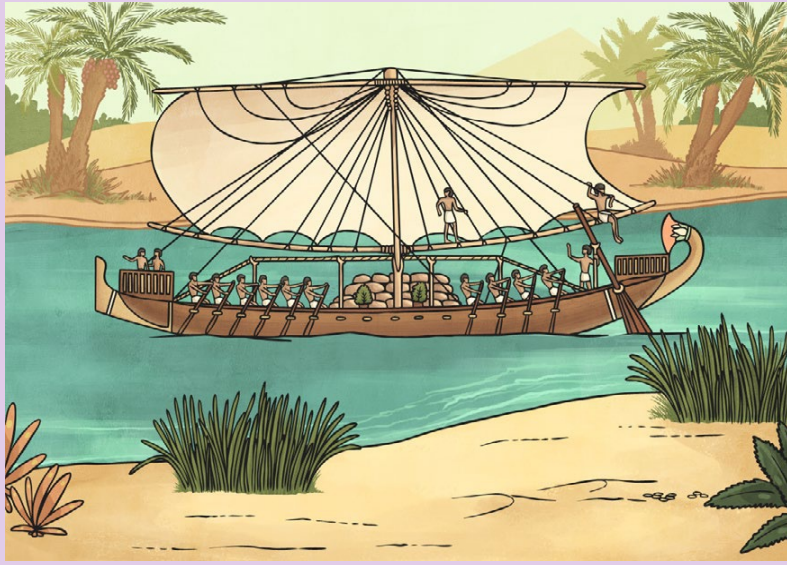
Finite and Non-Finite Verbs

Work through the table below and tick whether the **bolded verb** is finite or non-finite.

Sentence	Finite	Non-Finite
Nancy does her homework every day.		
Cheryl is doing her paperwork at the moment.		
They are writing a letter.		
She speaks Italian very well.		
He has a fat cat.		
The proposal has been examined today.		
He tried to help her.		
It is healthy to laugh at problems sometimes.		
Finding the front door wide open, the thief sneaked in.		
She had her house cleaned .		

Circle all the finite verbs in the following sentences, and underline all the non-finite verbs. If they are non-finite, write whether they are infinitive, or a present or past participle below the word.

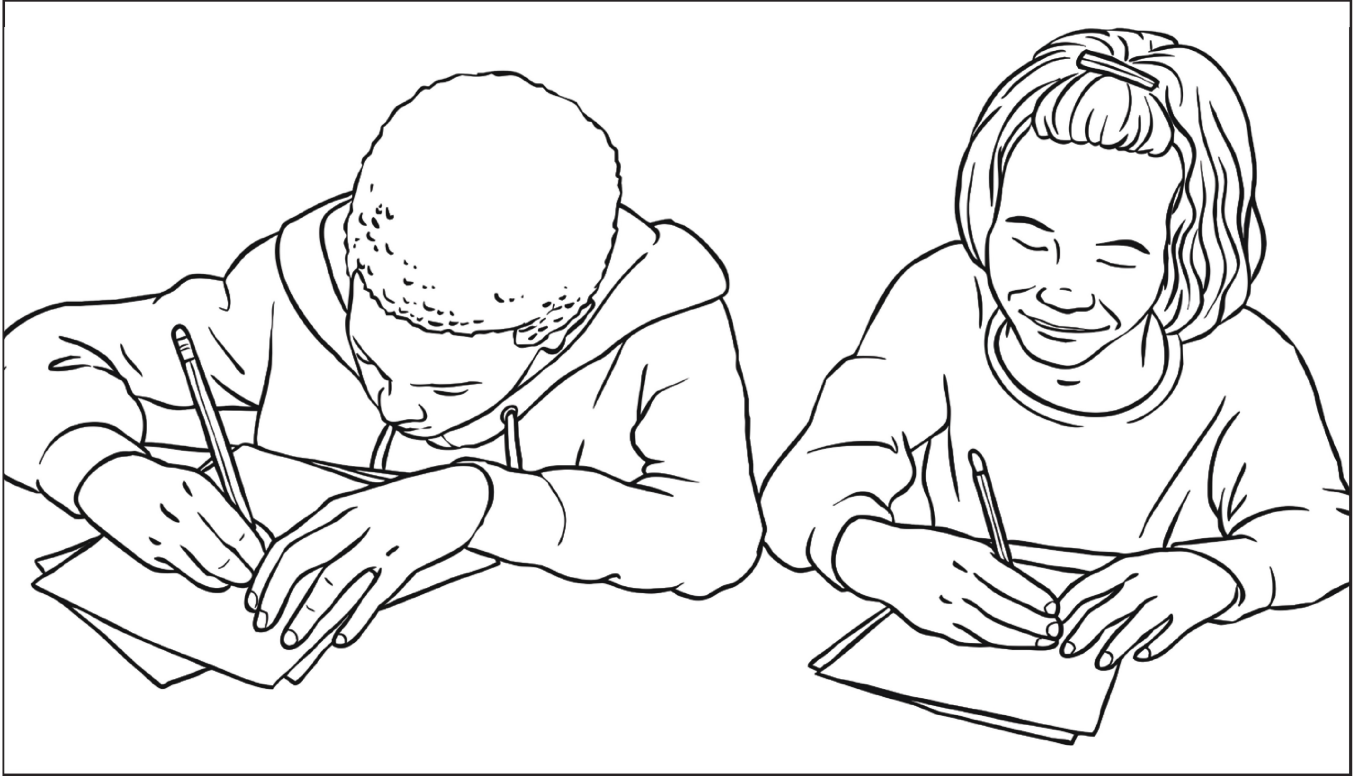
1. The mother told the naughty child to go to their room.
2. Clapping their hands loudly, the people rose to their feet.
3. Chained to the wall, the convict could barely move.
4. Ken was playing his Nintendo Switch for four hours.
5. Anne had ridden her bike to the shops, without telling her father.



Imagine you are on this boat travelling the Nile in ancient Egypt. Write a letter to your family telling them about life on the boat and the places you have visited.

Informational Writing Organizer

Topic: _____



Paragraph 1

Attention-Grabbing Sentence:

Introduce Topic:



Strengths and Weaknesses

A strength is...

A weakness is...

My strengths and weaknesses

Strengths

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

Weaknesses

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

**Have you ever been told you are good at something?
How did this make you feel?**

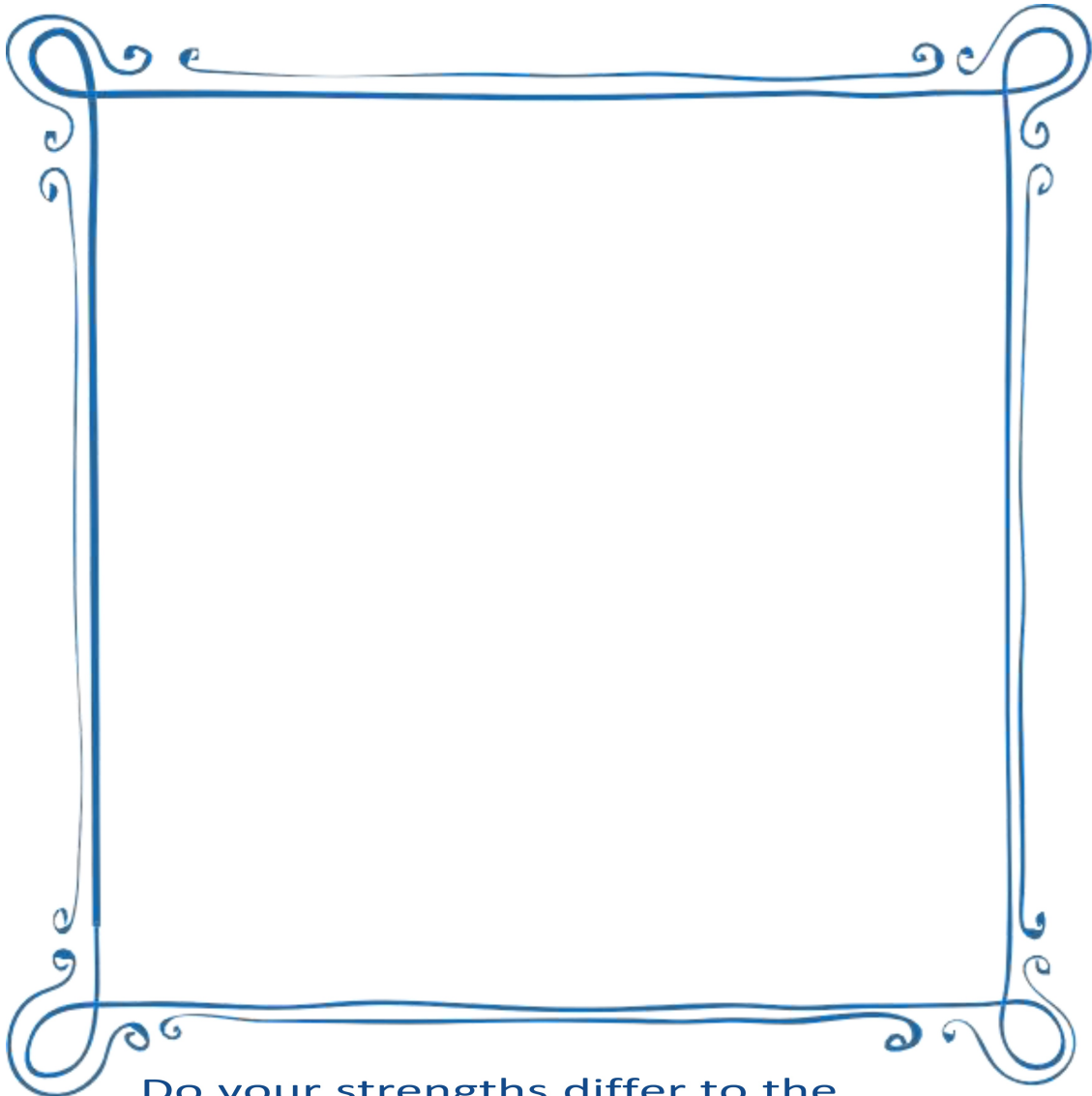
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.....



Strengths and Weaknesses of Others

Draw a picture of your friend or family member below. Write their strengths around your picture.



Do your strengths differ to the chosen? Why do you think this is?

.....

.....

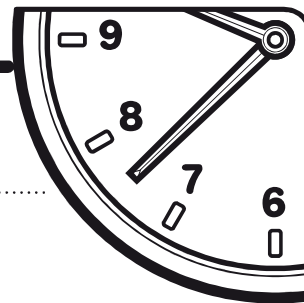
.....



Wednesday

Minute 42

Verb – review



Name: Date:

For Questions 1–10, write your own verb that best completes each sentence.

1. The chef is a gourmet pasta dish.
2. He is fish to go with the pasta.
3. We will to the shops today to buy a gift for my aunt's birthday.
4. The man is a place to rest after his long journey.
5. Can you the key that I lost?
6. Edward will be in the race tomorrow.
7. Are you to the party after the cricket game?
8. I will my bike to the park with you.
9. The sun is brighter today than it was yesterday.
10. The students are clay pots in art class.

My score:

10

My time:

.....
minutes

.....
seconds

Fossils

Fossils are preserved remains of animals and plants that lived millions of years ago made in sedimentary rock. Usually when something dies it is eaten or decays and therefore disappears. However, when an animal or plant dies it can get covered over with mud or sand, it can stay there and over a long time, become a fossil.

Dinosaurs

Fossils are essential to understanding about life a long time ago. Without them we would not even know that dinosaurs existed! People who study fossils are called palaeontologists and these are the people who have found out what we now know about dinosaurs. However, this only started 200 years ago, so we've only known about dinosaurs for 200 years!



Did you know?

- 'Sue' is the nickname given to most complete and best preserved Tyrannosaurus Rex specimen ever found.
- The word 'fossil' comes from an old word 'fossilis', meaning 'dug up'.
- Fossils are only found in sedimentary rock.
- The fossils in the pictures are called ammonites. It is the town symbol for Whitby in North Yorkshire. Whitby is good for fossil hunting and long ago, people thought that the ammonites were snakes turned to stone by St. Hilda!

How a Fossil is Made

When a plant or animal dies, their body sinks into mud or is buried by sand. This usually happens on the sea bed. Being buried preserves it from rotting or being eaten by other animals. Whilst it is underground, water and minerals seep into the bones and where the bones and body used to be and make a hard shape. This is squashed under more layers of sand, mud and eventually rock over many, many millions of years. Much later, palaeontologists or fossil hunters may find it as the rock in which it is encased becomes unearthed.

Photo courtesy of (Arenamontanus, sk8geek@flickr.com) - granted under creative commons licence - attribution

Questions About Fossils

1. What does a palaeontologist study?

2. What is the nickname of the best preserved Tyrannosaurus Rex skeleton?

3. Why do you think fossils are never found in igneous rock?

4. Why do you think that the people of Whitby thought that the ammonites were snakes turned to stone by St. Hilda?

5. Why have we only got fossils to find out about dinosaurs?

6. What does the Latin word 'fossilis' mean?

7. How come the fossilised animals or plants haven't been eaten by other animals?

8. Why did the author use an exclamation mark at the end of the Fossil Facts section?

9. Why aren't there any fossils of cats that lived twenty years ago?

10. In the 'How a Fossil is Made' section, what does the word 'seep' mean?

Finite and Non-Finite Verbs

Circle all the finite verbs in the following sentences, and underline all the non-finite verbs. If they are non-finite, write whether they are infinitive, or a present or past participle below the word.

1. Singing is his pastime.
2. I like to read.
3. He went to work in Brisbane.
4. She doesn't like to do anything.
5. We all enjoy eating ice cream in summer.
6. I enjoy reading.
7. The boys are decorating their rooms.
8. I am doing my homework.
9. She tried to dance like the famous singer.
10. He has studied for hours.

Paragraph 2

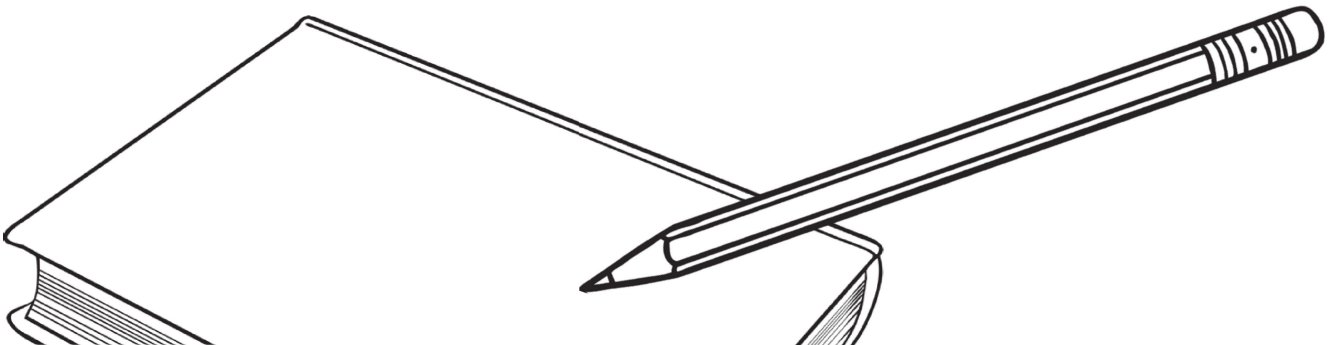
Subtopic Introduction:

Details:

1.

2.

3.





Thursday

Minute 43

Verb tense – review



Name: Date:

Complete the table below by writing the correct verb form under each column.

Verb	Present participle <i>(Hint: Continuous action of a verb usually ending in -ing)</i>	Past participle <i>(Hint: Completed action described by a verb usually ending with -ed)</i>
1. receive
2. destroy
3. plan
4. marry
5. sniff
6. sing
7. swim
8. carry
9. climb
10. taste

My score:

10

My time:

..... minutes

..... seconds

Influential Aboriginal and Torres Strait Islander Peoples

Truganini



Truganini (1812-1876)

Truganini is probably one of the best known female Indigenous Australians of Australia's colonial era. She was one of the best known Tasmanian Aboriginal and Torres Strait Islanders People leaders of the 1800s and was the leader of her people, the Nuenonne group. She was a daughter of Mangana, Chief of the Bruny Island people in Tasmania. Her name was the word her tribe used to describe the grey salt. By the time Truganini was 17, she had witnessed violent crimes against her people and immediate family by the British settlers, including the deaths of her mother, sister, uncle and would-be partner.

Aboriginal and Torres Strait Islander Peoples reading this information report are respectfully advised the following report contains images and information about people who have died.

Conflict and Relocation

Between 1828 and 1832, there were many conflicts (disagreements and fights) between Aboriginal and Torres Strait Islander Peoples and European settlers - these were known as the 'Black Wars'. In an effort to end these conflicts, the government put laws into place to move Indigenous Australian tribes and they employed the preacher George Augustus Robinson to lead this 'friendly mission'. It was Robinson's job to try to convince the tribes to move to an island in order to save them from further battles and conflicts.

Firstly, bounties were given to people to capture Indigenous Australian men, women and children and take them to Christian mission camps. Robinson convinced Truganini that moving to Flinders Island would protect her people from certain death and he promised to give them shelter, food and blankets. Robinson also believed he could 'civilise' them through the Christian religion. Truganini believed this was the only way to save her people so she decided to trust Robinson and to help him relocate other Aboriginal and Torres Strait Islander Peoples.

Between 1830 and 1834, Truganini alongside her partner Wooraddy, accompanied Robinson on many journeys across Tasmania to find the remaining Indigenous Australians to be moved to Flinders

Did you know?

- A bounty is an amount of money or a reward given for capturing something or someone.
- To civilise means to change or educate a group of people to become more like another race in terms of social development.
- Truganini is considered to be the last known speaker of the traditional language of the Indigenous Australians of Tasmania.

Island. They travelled for nearly five years, during which time Truganini translated for Robinson and negotiated the move of whole tribal groups to the island. Truganini even saved Robinson's life more than once, talking hostile tribes (tribes who were not friendly to Robinson and did not trust him) out of killing him and saving him from drowning.

The Aboriginal and Torres Strait Islander Peoples were told that they were free people and that the island would only be a temporary home to keep them sheltered and fed until it was safe to return to their homelands. By the end of 1835, nearly all of the Aboriginal and Torres Strait Islander Peoples of Tasmania had moved to Flinders Island.



Flinders Island

Flinders Island was not all that it had been promised to be and became a 'death trap'. Many Indigenous Australians became ill from influenza and other diseases and died. After seeing so much suffering and death, Truganini began warning other Aboriginal and Torres Strait Islander Peoples to stay away from the island.

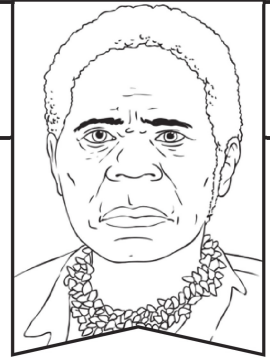
On the move once more

In 1847, Truganini and the 45 remaining Aboriginal and Torres Strait Islander Peoples moved to an abandoned settlement at Oyster Cove. She found some peace here as she was again close to her traditional territory and she was able to hunt, find shells and visit sacred places nearby. Unfortunately, conditions here became worse than before, and soon Truganini was the last remaining survivor.

The Final Years

Truganini lived out her final years close to Hobart in the care of a friend. She was a well-known member of the community and was known to wear a bright red cap, a tradition of her people who would wear red gum tips or ochre in their hair. As death approached, one of Truganini's biggest fears was that her body would be used for scientific research. At the age of 64, Truganini died and was buried at the old Female Convict Gaol. However, two years later, her body was exhumed against her dying wishes and placed on display at the local museum. One hundred years later, the Palawa people (the modern name for the Indigenous Australians of Tasmania) recovered Truganini's body. They cremated her and her ashes were spread nearby to her homeland on Bruny Island.

Truganini Questions



1. Where did Truganini's Peoples come from, and when was she born?

2. What was difficult about Truganini's teenage years?

3. Why did Truganini decide to help Robinson locate and move Aboriginal Peoples to Flinders Island?

4. How did Truganini help Robinson relocate Aboriginal and Torres Strait Islander Peoples to Flinders Island?

5. Why did Truganini move to Oyster Cove?

6. What was Truganini afraid of as her death approached? Was she right to be afraid, do you think?

7. Do you think Truganini was a resilient person? Use reasons to support your answer.

8. Do you think it was right of the government and Robinson to want to 'civilise' the Aboriginal and Torres Strait Islander Peoples?

9. Why do you think Truganini was seen as a leader of her people? Explain your answer.

Why is it important to learn about and acknowledge important historical figures like Truganini?

Paragraph 3

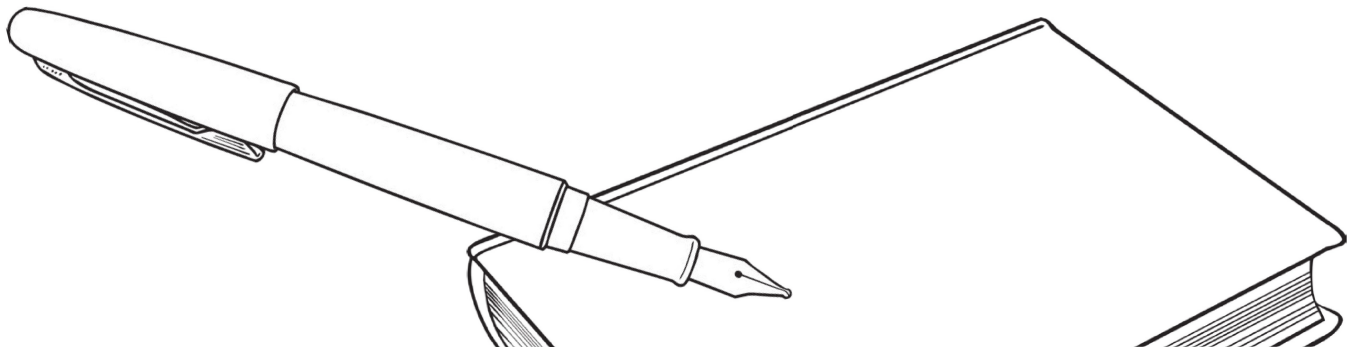
Subtopic Introduction:

Details:

1.

2.

3.



Story starter!



- ▶ The books had minds of their own.
- ▶ This was no ordinary library.
- ▶ Books about knights and castles would gallop all over the library, bravely and boldly ordering the other books around. The books about thieves would sneak around, lurking behind bookshelves in the shadows. Books about wild animals would occasionally roar and bite other books. The ones containing stories set in the winter would often shiver, covering their neighbours with snow and frost.
- ▶ Lucy loved this place like no other. Reading was the most exciting thing in the world here: everything she read seemed to come alive out of the pages...
- ▶ Can you continue this story about The Greatest Library?

A series of horizontal lines for writing, consisting of 30 evenly spaced lines across the page.



Friday



Spelling List

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

1. _____ (cohabitation/cohabitasion) is another way of saying "living together".
2. She struggled to understand the app, but her phone froze and wouldn't _____ (coperate/cooperate) with her.
3. "Oh, what a _____ (coincidence/coincidance) you're here!" Danielle exclaimed, surprised but not unhappy to see her sister while shopping.
4. Lily did, however, find a _____ (coconspirater/coconspirator) in her cousin Cecil, who was similarly bored but liked video games nearly as much as she did.
5. My _____ (cowoker/coworker) is a really interesting person; he is always getting my name wrong!
6. It took the _____ (coordinasion/coordination) of all year groups for the sports carnival to run smoothly.
7. He referred to his _____ (costar/costare) as "his best friend in the world".
8. In most movies involving aliens, humans and the aliens can't _____ (coexest/coexist) peacefully.
9. "You have to help me _____ (copilot/copillot) this thing," George begged as they climbed into the cockpit of the flight simulator.
10. "It was my pleasure to _____ (coauthor/coauther) this book!"

Finite and Non-Finite Verbs

Using your knowledge of finite and non-finite verbs, construct six sentences below. Circle your finite verbs, and underline your non-finite verbs. Write underneath the word whether your non-finite verb is an infinitive, past-participle or present-participle.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Paragraph 4

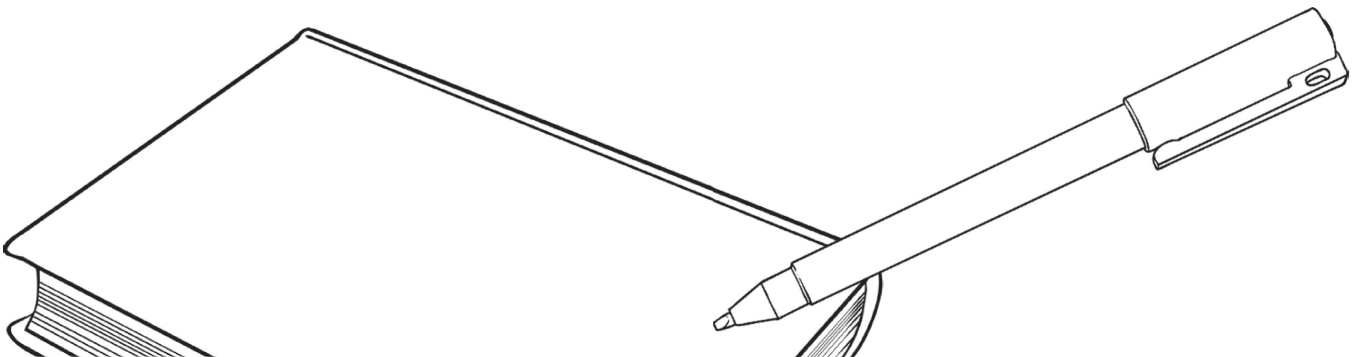
Subtopic Introduction:

Details:

1.

2.

3.



Concluding Paragraph

Closing sentences:

Remember to use transitional words
and phrases in your writing!

