

Bees - Editing

Add editing marks to text. There are 20 errors.

there are about 20 000 species of Bees in the world
Bees live together in groups called colonys. There
three types of bees in each colony! There is The
queen bee the worker bee and the "drone".

The queen is, the largest bee in the colony she is
the only won that lays eggs. Drones are mail bees,
Their only job is to mate with the queen-bee so
that she can lay eggs. Worker bees are Female and
they do all the work. They clean and protect the
hive. collect the pollen and necta to feed the
colony and take care of the offspring.

Editing Marks:

Capital letter	≡
End punctuation	◦ ! ?
Insert a word	^
Change to lower case	/l.c.
Take something out	9
Check spelling	^{SP} O
New paragraph	¶

Re-write the text correctly:

Blank lined paper for writing.

The Tortoise and the Hare

Once upon a time, there lived a tortoise and a hare. The hare was always making fun of the tortoise for being *too slow*. He would always yell out, "Hurry up you slow coach!" to the tortoise and complain that he took such a long time to get anywhere.

The tortoise began to feel annoyed with the hare. Eventually, he challenged the hare to a race through the woods. The hare and the other animals laughed for hours at the tortoise for the silly suggestion. Finally, the hare agreed to the race and the course was set.

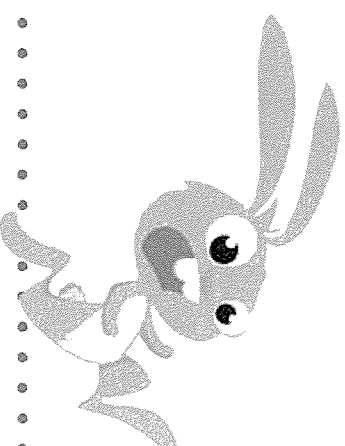
Later that day, the tortoise and the hare lined up and set off on their race. Almost immediately, the hare was out of sight. He was so far ahead that he decided to have a nap in the warm sun while he waited for the tortoise to catch up.

The tortoise slowly kept walking towards the finish line. Eventually, he passed the sleeping hare. When the hare woke up, he could not see the tortoise and thought he was still in the lead. To his surprise, when he reached the finish line, the other animals were cheering. The tortoise had already won the race!

Moral: *Slow and steady wins the race.*

The Tortoise and the Hare

1. Who do you think the author wrote this story for? Explain why you think it was written for that audience.
2. Why do you think the author has written *too slow* in italics?
3. Explain in your own words the moral of this story.
4. Write some questions that you would like to ask the author about *The Tortoise and the Hare*.



CRAZY CREATIVE CHALLENGE

Design and make a bookmark about the text.
Make sure you include:

- ① the title
- ① illustrations of the characters
- ① a summary, or the moral of the story.



The Tortoise and the Hare

1. Who do you think the author wrote this story for?
Explain why you think it was written for that audience.

2. Why do you think the author has written *too slow* in italics?

3. Explain in your own words the moral of this story.

4. Write some questions that you would like to ask the author about *The Tortoise and the Hare*.

Name _____

Date _____

Mr. and Mrs. Jones

Mr. and Mrs. Jones were moving house. They wanted a change of scenery. Mr. Jones wanted to move into the city, but Mrs. Jones wanted to move to the country.

Mr. Jones argued that the city would be a better place for them to live. He said that, in the city, they would make friends with lots of different people. There would be more technology available and lots of different restaurants to try something new to eat.

Mrs. Jones argued that the country would be better. She said that the city would be too noisy and the country would be nice and quiet. They would be able to live in a big house instead of a tiny apartment. They would be able to grow their own vegetables and eat fresh food.

Both the city and the country had their positives and negatives. In the end, Mr. and Mrs. Jones decided to buy a camper van. That way, they were able to move from one place to the other and enjoy the best of both worlds.



Mr. and Mrs. Jones

1. What arguments did Mr. Jones have to support his opinion that living in the city would be better?
2. What arguments did Mrs. Jones have to support her opinion that living in the country would be better?
3. What could be two positives and two negatives for Mr. and Mrs. Jones living in a camper van?
4. Write a list of all the positive and negative characteristics of where you live.

CRAZY CREATIVE CHALLENGE

Make a list of activities that you could do in both the city and the country.

Choose one of the activities and draw yourself doing your chosen activity.

Name _____

Date _____

Mr. and Mrs. Jones

1. What arguments did Mr. Jones have to support his opinion that living in the city would be better?


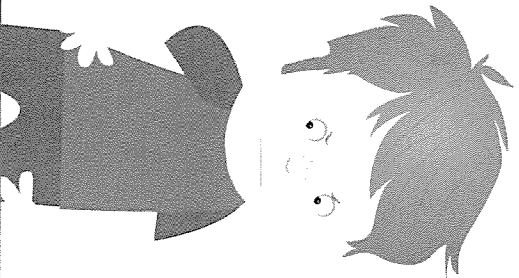

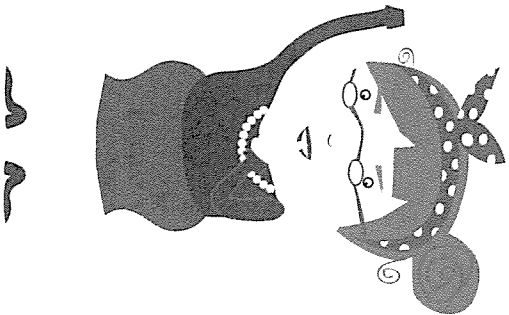
2. What arguments did Mrs. Jones have to support her opinion that living in the country would be better?

3. What could be two positives and two negatives for Mr. and Mrs. Jones living in a camper van?

4. Write a list of all the positive and negative characteristics of where you live.



Inferences in Everyday Life

<p>1</p> 	<p>2</p> 
<p>3</p> 	<p>4</p> 

Inferences in Everyday Life

1. How do you know when it is almost time for lunch?
2. How do you know if your friend is angry with you?
3. How do you know it is hot outside?
4. How do you know your teacher wants the class to be quiet?

CRAZY CREATIVE CHALLENGE

- Draw a picture to illustrate someone being happy.
- Include what is making them happy. Try and draw as many clues as possible.
- Give your drawing to a friend and see if they can guess the emotion of the character in your drawing and why they are feeling that way.

Name _____ Date _____

Inferences in Everyday Life

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The History of Pizza

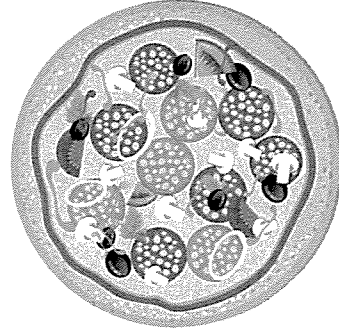
Pizza has been around for thousands of years. Ancient Babylonians first made plain flat bread in mud ovens. The Ancient Greeks then improved the plain flat bread. They added a range of toppings, such as olive oil and herbs.

In the 17th century, mozzarella cheese was developed and added as a topping to the flat bread. Soon after, it was discovered that tomatoes were not poisonous and they too were added as a staple topping.

Eventually Greek and Italian peasants developed the pizza dough we know today.

By the 1800s, pizza became a popular fast food. It was mostly sold as street food by young boys wearing small tin stoves.

In 1830, Antica Pizzeria Port'Alba was the world's first pizzeria to open and is still in business today. In 1889, Queen Margherita went to Antica Pizzeria. The chef, Raffaele Esposito, made her a pizza using the Italian flag as inspiration – red tomato sauce, white mozzarella cheese and green basil leaves. Queen Margherita loved the pizza so much, they named it after her. Pizza is now one of the most popular meals in the world.



The History of Pizza

1. What was used to make the first pizza?
Who made it?
2. In the 17th century, what two ingredients were added as staple pizza toppings?
3. What was the name of the first pizzeria?
When did it open?
Who was the chef?
4. When and how was the Margherita pizza invented?

CRAZY CREATIVE CHALLENGE

Make a list of the ingredients you would use to make your ultimate pizza!

Give your pizza a name, explain how to make it and illustrate what it would look like.

Name _____

Date _____

The History of Pizza

1. What was used to make the first pizza?

Who made it?

2. In the 17th century, what two ingredients were added as staple pizza toppings?

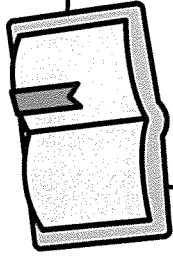
3. What was the name of the first pizzeria?

When did it open?

Who was the chef?

4. When and how was the Margherita pizza invented?

BOOK REVIEW



Book summary:

TITLE: _____
AUTHOR: _____
GENRE: _____
TIME ERA: _____
LOCATION: _____
MAIN CHARACTERS: _____

Favourite Character:

Gender: _____

Age: _____

Close Relationships: _____

Explain why this character is your favourite: _____

Favourite part:

_____ ***L***

Name: _____

Date: _____

Crossword

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

The Shoe



Today you are going to write a narrative (a story).

The topic you have been given for your narrative is 'The Shoe'.

Think:

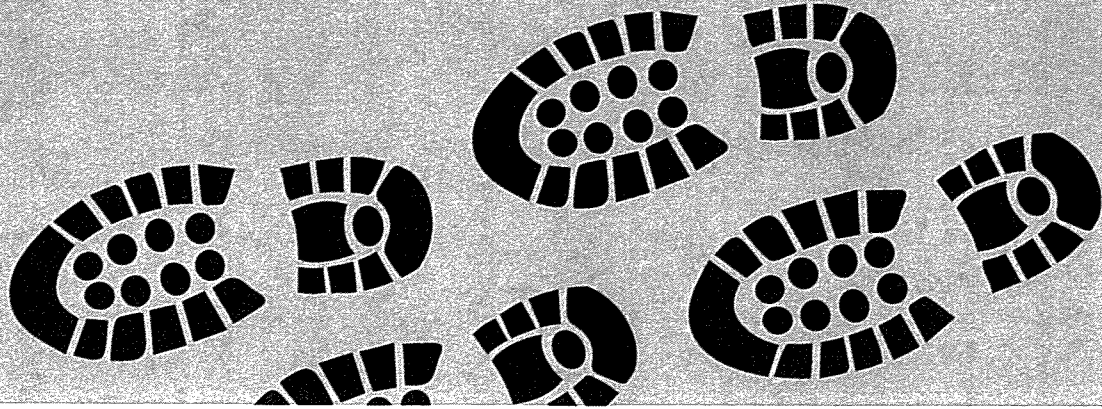
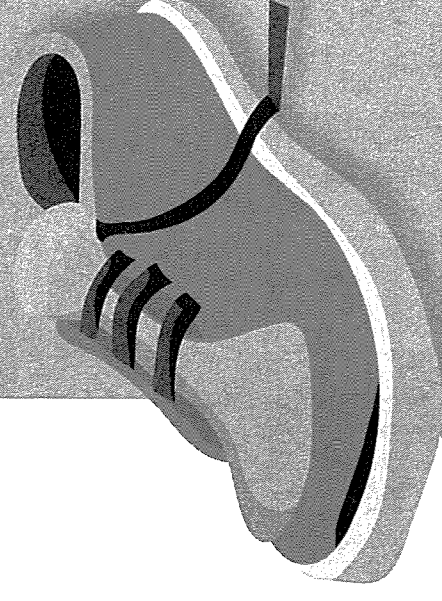
What do you want your story to be about? What kind of shoe is it? Why is there only one shoe? Who does the shoe belong to? What, if anything, is special about the shoe?

Plan:

Plan your writing before you begin and decide who your characters are, the setting of your story, the complication or problem and how it is solved and how the story will end.


Checklist for check:

- your spelling and punctuation is all correct
- that you have used sentences
- that you have stayed on topic
- that you have edited your writing.



Narrative Planning Template

Title _____

Orientation		
Setting	Characters	Mood
		



Complication

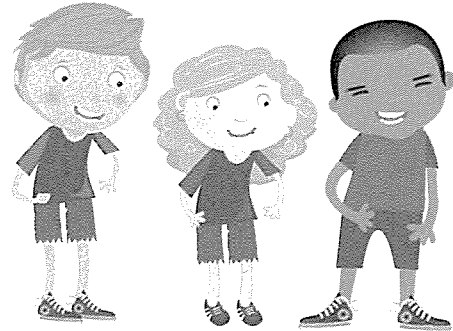


Events and Climax

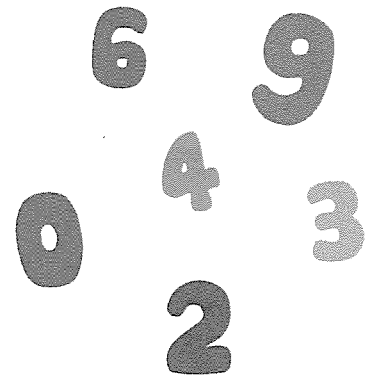


Resolution

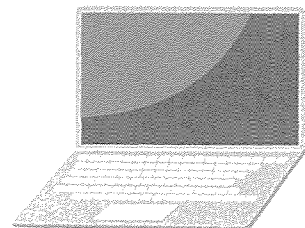
1. Shinji is 182 cm tall. Jane is 169 cm tall. If Brian is 15 cm taller than Jane, what is the combined height of all three people?



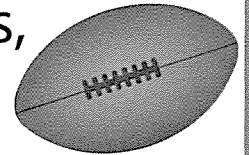
2. What is the difference between the largest and smallest number that can be made with the digits 6, 4, 9, 3, 0, 2?



3. Janine wanted to buy a new laptop. The laptop costs \$1299, but has been reduced by \$249. If Janine has \$3423 in savings, how much money will she have left after she purchases the discounted laptop?



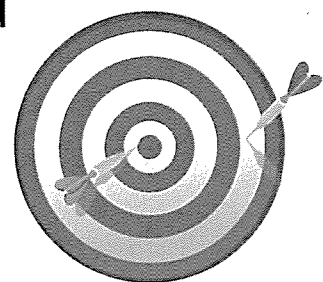
4. The red team played five games of football. They lost the first game 1-3. They won the second and third games 2-1 and 4-0 respectively. The fourth game was a 2-2 draw. If they scored 12 goals and conceded 7 over the five games, what was the score of the last game?



5. Mohammad has forgotten his password! He knows the first number and had written down sums to calculate the other three numbers. The third number equals the second number plus the first. The fourth number equals the third number minus 2. The second number equals the first number plus 4. If the first number is 2, what is the password?

2	•	•	•
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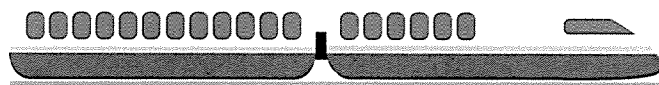
6. In a game of darts, my opponent had scored 321 points. I was 126 points behind my opponent and then scored the following points: 60, 6, 5, 3, 18, 5, 14, 22. Am I winning or losing?



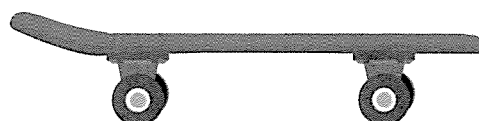
7. Neil decided to train for cross-country. On the first day of training he ran 3.2 km. On the second day he ran 5.4 km. On the 3rd and 4th day he ran a total of 8.9 km. If he ran 22 km in total after five days of training, how far did he run on the fifth day?



8. There were 93 people on the high-speed train. 23 got off at the first station and 48 got off at the third station. If there are 5 people left on the train at the fourth station, how many got off at the second station?



9. A shop buys skateboards for \$83 and sells them for \$159.95. If they have a sale and sell them for \$20 less, what is the profit on each skateboard sold?



Name _____

Date _____

Year 4 Daily Maths Problems

- | | |
|---|---|
| <p>① Steven read 9 books each month. He read the same number of books each month for six months. How many books did Steven read in total?</p> | <p>② Noah and his dad are visiting an amusement park. The entry fee for Noah is \$34.95. The entry fee for his dad is \$41.95. How much change would they receive from \$100?</p> |
| <p>③ Sue chose a box of chocolates that had 6 rows of 3. Ben chose a box of chocolates that had 8 rows of 2. Who had more chocolates?</p> | <p>④ There are 12 koi fish swimming in a pond. These fish make up $\frac{1}{4}$ of all the fish in the pond. How many fish are in the pond altogether?</p> |





The Scenario

Your school is holding a mini-Games, where each class will compete against the others in a range of sports. The mini-Games will begin with an opening ceremony, where each class will walk around the school oval together. A class representative will walk at the front of each group, holding and waving the class flag. Your teacher has asked each student in your class to submit a design for the class flag. The class will then vote on the best design. The most popular design will be used for the opening ceremony of the school mini-Games.

The Task

Design a class flag to be displayed during the opening ceremony of the school mini-Games. Include all design elements and follow all spacing guidelines, set out below.

Design Elements

Your teacher has decided that the class flag **must** include the following elements:

- the name of your class
- a picture or symbol to represent your class
- a colourful pattern, consisting of lines or shapes
- the school colours of red, blue and yellow.

Your teacher does not like the colours white or black. These **must not** be included on the flag.

Spacing Guidelines

Your teacher is also very particular about how much space each element can occupy on the flag. You must follow the following guidelines when designing your flag:

- the class name must take **up at least** $\frac{1}{5}$ of the space on the flag
- the picture or symbol must take up **at least** $\frac{1}{8}$ of the space on the flag
- the colourful pattern must take up **no more than** $\frac{1}{4}$ of the space on the flag
- the school colours must appear on **no more than** $\frac{1}{2}$ of the flag.



The Procedure

1. Check your understanding of the task

Carefully read through the task, the list of design elements and the spacing guidelines. If there are any instructions that you do not understand, ask your teacher to explain them to you.

2. Plan and sketch your design

Use your knowledge and understanding of unit fractions to plan and sketch a design for your class flag. A blank flag template is provided for you.

3. Check your design

Reread the list of design elements and spacing guidelines for the flag design. Carefully check that your design includes all of the design elements and meets each of the spacing guidelines.

4. Record and explain your choices

Use the table provided to explain how much space you used for each design element. Use words and numbers to prove how these choices meet the spacing requirements set out by the teacher.

5. Create your flag

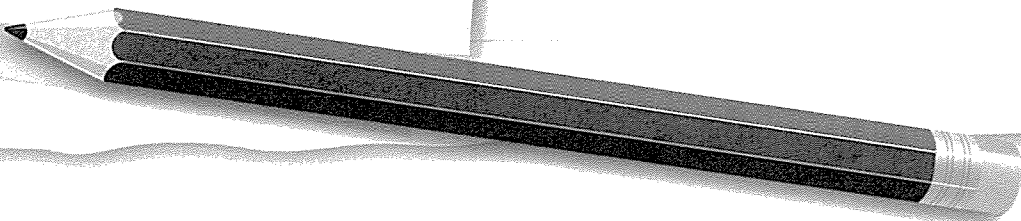
Draw and colour your flag design using the second blank flag template.

6. Present your design

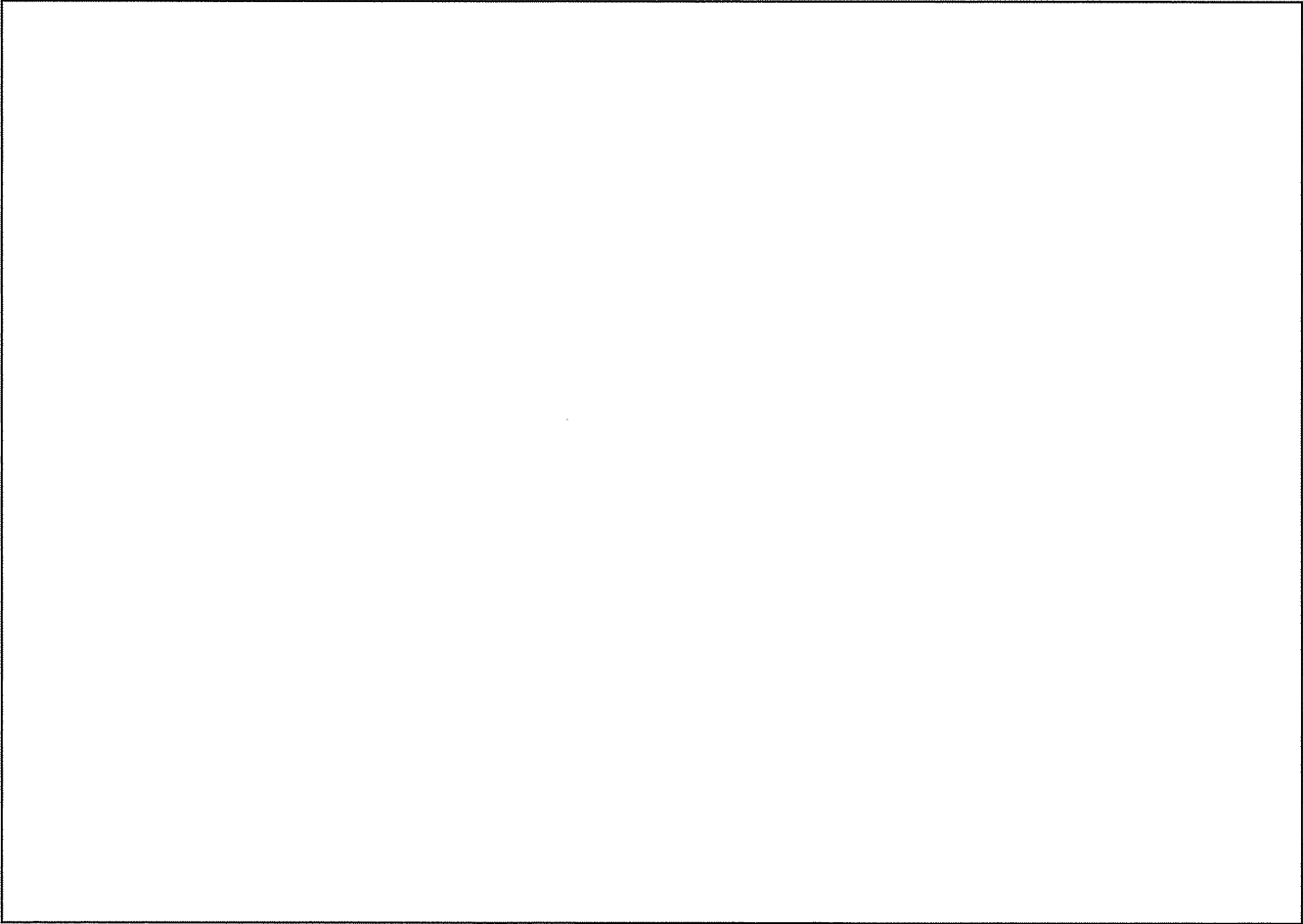
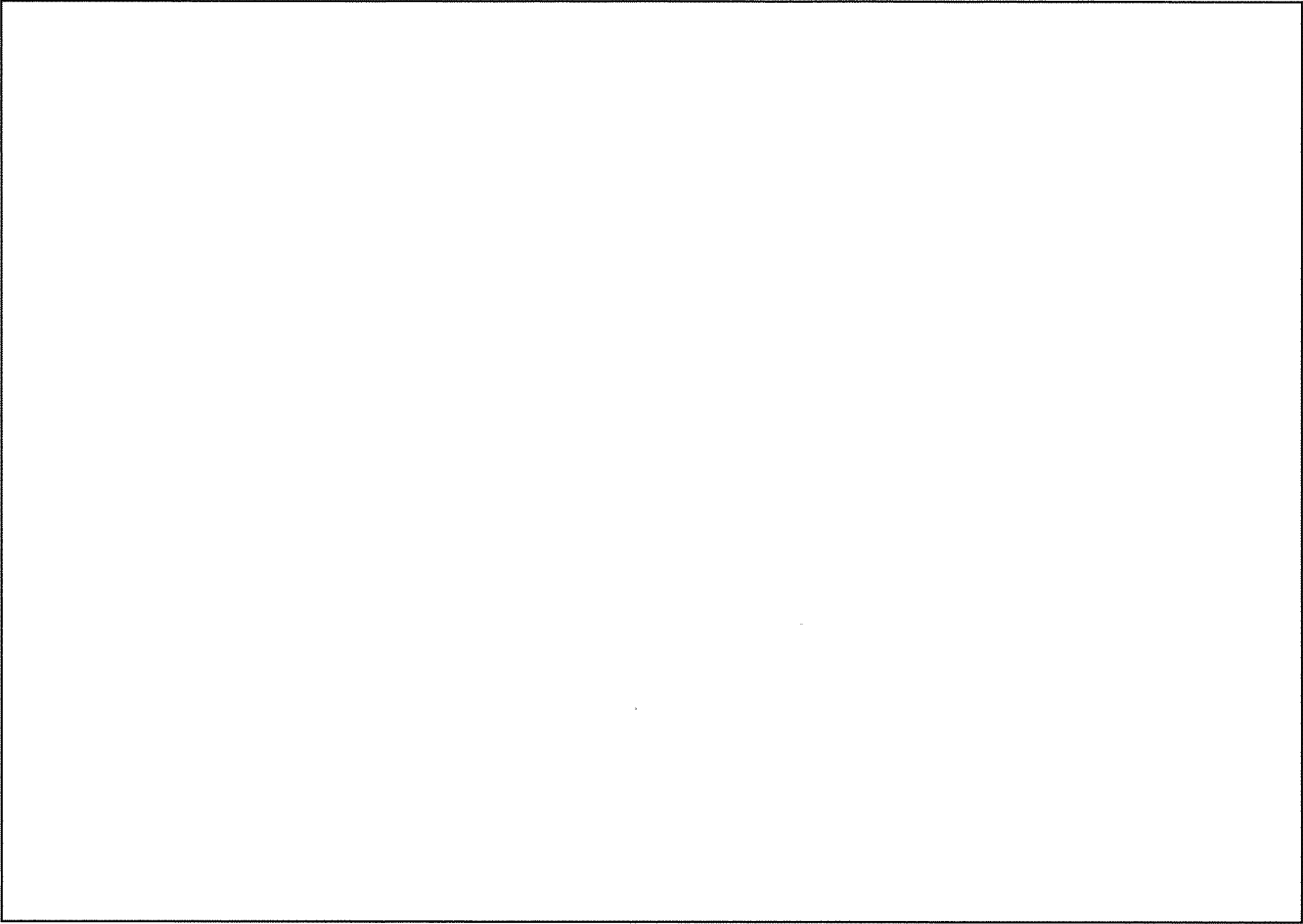
Present your design to the class. Explain how you met all of the requirements of the task. As a class, vote on each flag to determine the most popular design.

The Materials

- Two blank flag templates
- A lead pencil
- Coloured pencils or markers
- A ruler



FLAG TEMPLATES



Name _____

Date _____

Recording and Explaining

- The design elements for the class flag have been listed in the first column of the table below.
- In the second column, explain how much space you used for each element on your own flag.
- In the third column, use words and numbers to prove how these choices meet the spacing requirements set out by the teacher.

Design Elements	My Spacing Choices	My choices meet the spacing guidelines set out by the teacher because...
• the name of your class		
• a picture or symbol		
• a colourful pattern		
• the school colours		



Name _____

Date _____

Reflection

1. Did you enjoy working on this investigation? Give reasons to explain your answer.

2. Did you face any challenges during the investigation? If so, how did you overcome them?

3. How do you feel about your flag design? Is there anything you would change if you repeated the task?

4. What new knowledge and skills did you learn by completing this investigation?

5. Circle the statement that best suits how you feel about fractions after completing this investigation.

- a) I feel very confident working with fractions.
- b) My understanding of fractions is improving.
- c) I still need some help when working with fractions.



Personal Coat of Arms

Aim

Students draw a personal coat of arms which represents their individual skills, interests and goals.

Materials

Personal coat of arms template (one per student)

Pencils, crayons or markers

Instructions

- Explain to the students that they are going to design a personal coat of arms which reflects who they are. If possible, show the students a sample coat of arms that you have designed.
- As a class, brainstorm some categories that each section of the coat of arms might represent e.g. personal strengths, passions and interests, goals for the future.
- Allow the students to choose a personal coat of arms template (you may wish to enlarge these to A3 size). Some students may choose not to use a template and may wish to create their own, individual design.
- Once completed, encourage the students to share their personal coats of arms with the class. These could remain on display in the classroom throughout the school year.

