Scone Public School

Year 4

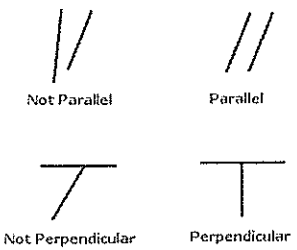
Week 10

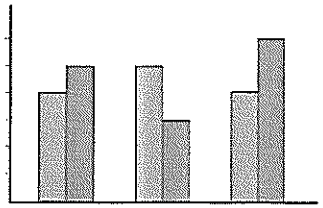
Mon 13/9/21- Fri 17/9/21

Stage 2 – Week 10

	Monday	Tuesday	Wednesday	Thursday	Friday
	English **Spelling** Work for 15 mins on Sound Waves Unit 27. Copy your words, neatly, in your best handwriting **Reading** Choose an activity from "What's Buzzing? – Reading Strategy Task Cards" to complete using your "What's Buzzing?" Magazine. If an activity asks you to discuss with a partner, you may talk to	**English** **Spelling** Work for 15 mins on Sound Waves Unit 27. Write out your favourite ten words in a way that connects them together like a scrabble board or crossword. **Reading** Choose an activity from "What's Buzzing? – Reading Strategy Task Cards" to complete using your "What's Buzzing?" Magazine. If an activity asks you to discuss with a partner, you may talk to	**English** **Spelling** Work for 15 mins on Sound Waves Unit 27. Copy your words, neatly, in your best handwriting. **Reading** Choose an activity from "What's Buzzing? – Reading Strategy Task Cards" to complete using your "What's Buzzing?" Magazine. If an activity asks you to discuss with a partner, you may talk to	**English** **Spelling** Work for 15 mins on Sound Waves Unit 27. Using your finger, write your words in the air. **Reading** Choose an activity from "What's Buzzing? – Reading Strategy Task Cards" to complete using your "What's Buzzing?" Magazine. If an activity asks you to discuss with a partner, you may talk to	**English** **Spelling** Work for 15 mins on Sound Waves Unit 27. Ask an adult or older sibling to test you on your words. **Reading** Choose an activity from "What's Buzzing? – Reading Strategy Task Cards" to complete using your "What's Buzzing?" Magazine. If an activity asks you to discuss with a partner, you may talk to

	Monday	Tuesday	Wednesday	Thursday	Friday
	someone at home or choose to write your thoughts down in your red workbook. **Writing** Look carefully at both of the pictures listed for Monday in your Week 10 Pobble Writing Prompts. If you were in the pictures, what would you see? What would you taste? What would you hear? What would you smell? How or what would you feel? Write any text type (eg information report, narrative, persuasion) using one of the pictures as a prompt.	someone at home or choose to write your thoughts down in your red workbook. **Writing** Look carefully at both of the pictures listed for Tuesday in your Week 10 Pobble Writing Prompts. If you were in the pictures, what would you see? What would you taste? What would you hear? What would you smell? How or what would you feel? Write any text type (eg information report, narrative, persuasion) using one of the pictures as a prompt.	someone at home or choose to write your thoughts down in your red workbook. **Writing** Look carefully at both of the pictures listed for Wednesday in your Week 10 Pobble Writing Prompts. If you were in the pictures, what would you see? What would you taste? What would you hear? What would you smell? How or what would you feel? Write any text type (eg information report, narrative, persuasion) using one of the pictures as a prompt.	someone at home or choose to write your thoughts down in your red workbook. **Writing** Look carefully at both of the pictures listed for Thursday in your Week 10 Pobble Writing Prompts. If you were in the pictures, what would you see? What would you taste? What would you hear? What would you smell? How or what would you feel? Write any text type (eg information report, narrative, persuasion) using one of the pictures as a prompt.	someone at home or choose to write your thoughts down in your red workbook. **Writing** Use the Friday picture prompts from your Week 10 Pobble Writing Prompts to write any text type you'd like OR publish your favourite text from your writing this week in any form you'd like. If you choose to publish your work, please make sure you carefully edit it before publishing.
Break	Break	Break	Break	Break	Break

	Monday	Tuesday	Wednesday	Thursday	Friday
	Mathematics Number busting Our number for today is 697. Draw and write everything you know about 697 and how to make it (you can use addition, subtraction, multiplication or division). You might like to also think about factors and multiples of the number. Volume measuring Look at all the products in your bathroom, e.g. shampoo, hand soap, etc. Record the number of millilitres in each one.	**Mathematics** Times tables practice Choose an app or use paper to practice your times tables. Lines search Search your home for parallel and perpendicular lines.  Is there a room that has more of one than the other? Make a double bar graph showing the number of parallel and	**Mathematics** Word problems If the answer is $11.50, what could the question be? Write at least three different word problems that have an answer of $11.50. The counting game Click the link to see the game - https://sites.google.com/education.nsw.gov.au/get-mathematical-stage-2/contexts-for-practise/the-counting-game-multiples Find a partner to play 'The Counting Game'.	**Mathematics** Maths stack Find a pack of cards and remove the picture cards (J, Q and K). With the rest of the cards, make two piles. Flip over the top card in each pile and multiply the numbers together. You could also play against a partner Maths test Roll a die 4 times and add the numbers together. Repeat this 10 times. Create a maths test where the 10 sums are the answers. Make sure to include	**Mathematics** Play a board game with a family member, or another game from this week. Order! Order! Click the link to see the game being played - https://sites.google.com/education.nsw.gov.au/get-mathematical-stage-2/contexts-for-practise/order-order-2 You can play on your own or with a partner. You will need sticky notes (or blank paper), textas, four 0-9 dice (you could also use playing cards, a spinner or numeral cards). How to play: Roll the dice and create and record a 4-digit number.

	Monday	Tuesday	Wednesday	Thursday	Friday
	How many total millilitres do you have? How many cups? How many litres? **Remember that there are 1000ml in 1 litre and 250ml in 1 cup.**	perpendicular lines you found in each room. List the rooms along the bottom of the graph. Use different colours to show the parallel and perpendicular lines. 	You need a piece of paper and a pen. Choose a different target number and number to count by than you used last time.	number sentences as well as one- and two-step word problems.	Repeat until you have 4 numbers. Place the cards in the order you made them. Then, order them from smallest to largest, and largest to smallest in the fewest moves possible, moving only adjacent cards (cards that are next to each other). How many moves did it take? Play again and see if you can beat your score!
Break	Break	Break	Break	Break	Break
	Creative Arts **Dance** Warm up with your favourite dances or a session of Cosmic yoga. Practise your concert item. (It is very important you remember your part in your concert item for	**Science and Technology** Using Red e learn, investigate the *Wurdi Youang* site in Victoria. Historians believe it may be one of the oldest astronomical sites in the world. Explain what is special about	**Geography** Complete Ms Mateer's Geography activity.	**STEM** Choose one or more activities from the STEM ED Bingo grid.	**PDHPE** Complete Ms Mateer's Safety activity.

	Monday	Tuesday	Wednesday	Thursday	Friday
	when we come back!)	this site. How did / do Aboriginal people use the sky to guide them?			

Other Activities

AR – if you have read an AR book don't forget to log on and take the quiz in your portal

Year 4 – don't forget to keep practising your musical instrument

STEM Grid – complete more of the fun STEM challenges

Mathletics – log on and complete some of your Mathletics activities

BTN – Watch Behind The News online

Week 10

Year 3 oo as in book
look
good
took
book
put
pull
full
foot
could
would
should
push
bush
putting
goodbye
woman
wood
hook
shook
stood
couldn't
wouldn't
shouldn't
unhook
wooden
butcher
cushion

Year 4 Extension
oo as in book
ambush
bulldozer
bulletin
bullion
bullocky
bushel
butcher
courier
cuckoo
cushion
footloose
fulfilment
kookaburra
likelihood
rookery

neighbourhood
understood
pulley

Unit 27

oo u book bush

List Words

pull _____
pulling _____
push _____
pushing _____
bush _____
could _____
would _____
should _____
stood _____
hood _____
crook _____
woman _____
couldn't _____
wouldn't _____
shouldn't _____
wooden _____
goodbye _____
cookbook _____
footpath _____
bookcase _____
bushfire _____
babyhood _____
childhood _____
manhood _____
womanhood _____

1 **Circle** the letters that represent oo u in the List Words.

2 **Write** any other letters that can represent oo u on the Grapheme Chart.
Write one word example for each.

Grapheme Chart

letters	words

3 **Write** one stroke for every sound in each List Word.

4 **Complete** the words with the given letters. **Colour** the oo u words.

Add **ull**.	Add **ush**.	Add **ood**.
f____ d____	p____ r____	h____ w____
g____ h____	g____ b____	f____ g____
p____ b____	h____ cr____	st____ bl____

5 **Finish** the words with **oo**, **u**, **o** or **oul** to represent oo u. **Finish** the sentences with some of your words.

c____d cr____k h____d w____den sh____dn't w____man
p____sh sh____d sh____k p____lling f____tpath w____dn't

The shoe _____ fit on my foot.

_____ you put that on the _____ bookcase, please?

We had to _____ the car when it broke down.

You _____ drive a car along the _____.

6 **Write** the past tense of the verbs in brackets to complete the sentences:
Turn to 10 page 79.

The enormous, black bull _____ beside the brook. (stand)

The page fell out when I _____ the book. (shake)

I _____ the lost woman to the wooden bridge. (take)

The child enjoyed being _____ on the swing. (push)

We easily _____ the go cart along the footpath. (pull)

The bushfire _____ very close. (look)

 ISBN 978 1 74135 159 0

7 **Finish** the sentences with words from the book.

We _____ like to see the _____ box that you made from recycled _____.

We _____ like it if a crook took our _____ toys.

wood
wooden
would
wouldn't

8 **Complete** each sentence with a contraction built from the underlined word.

Turn to 8 page 79.

I could read this chapter tonight but I _____ read the whole book tonight.

I would like to read this book but I _____ like to read that book.

I should read every day but I _____ read until midnight each night.

9 **Make** three compound words from each row by joining pairs of words. **Use** each word once only.

foot	book	good	cook	bye	ball	_____	_____	_____
path	book	foot	bush	mark	fire	_____	_____	_____
drift	foot	case	wood	book	print	_____	_____	_____

10 **Choose** a word from the box to describe the stage of life of each person.

The suffix **hood** can mean *state of being*. For example, **childhood** means *the state of being a child*.

childhood babyhood womanhood manhood fatherhood motherhood

Tom is six months old. _____

Ryan owns a bookstore. _____

Sarah has two sons. _____

Julie is a chemist. _____

Sam is in Year 3 at school. _____

David has a daughter. _____

Challenge

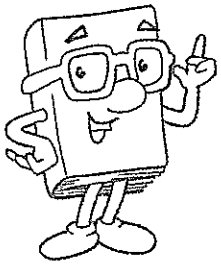
Write the missing letter in each oo u word. **Read** down the shapes to find the name of my book.

s[ ]ould
h[ ]od
[ ]oman

couldn'[ ]
manho[ ]d

[ ]ookbook
wom[ ]nhood
foo[ ]path
book[ ]ase
bus[ ]

[ ]hildhood
bushfi[ ]e
w[ ]uldn't
sh[ ]uldn't
croo[ ]
pu[ ]hed



My book is _____ _____ _____ _____.

For the Extra Challenge turn to page 83.

Week 10 – POBBLE WRITING PROMPTS

Monday

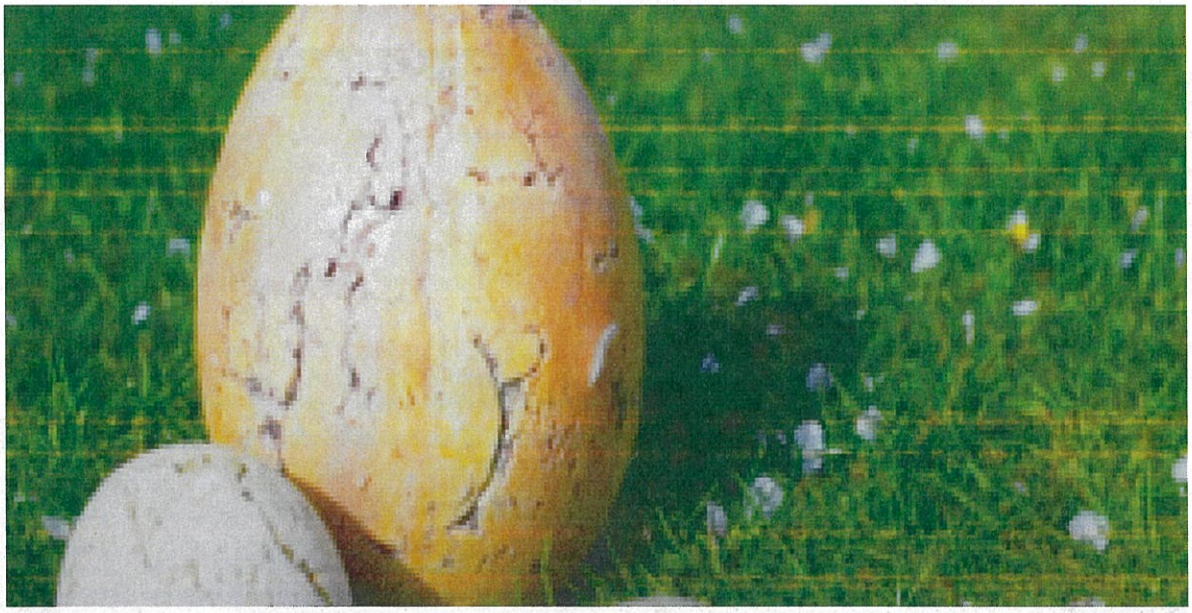
World of Ice

The Race

Tuesday

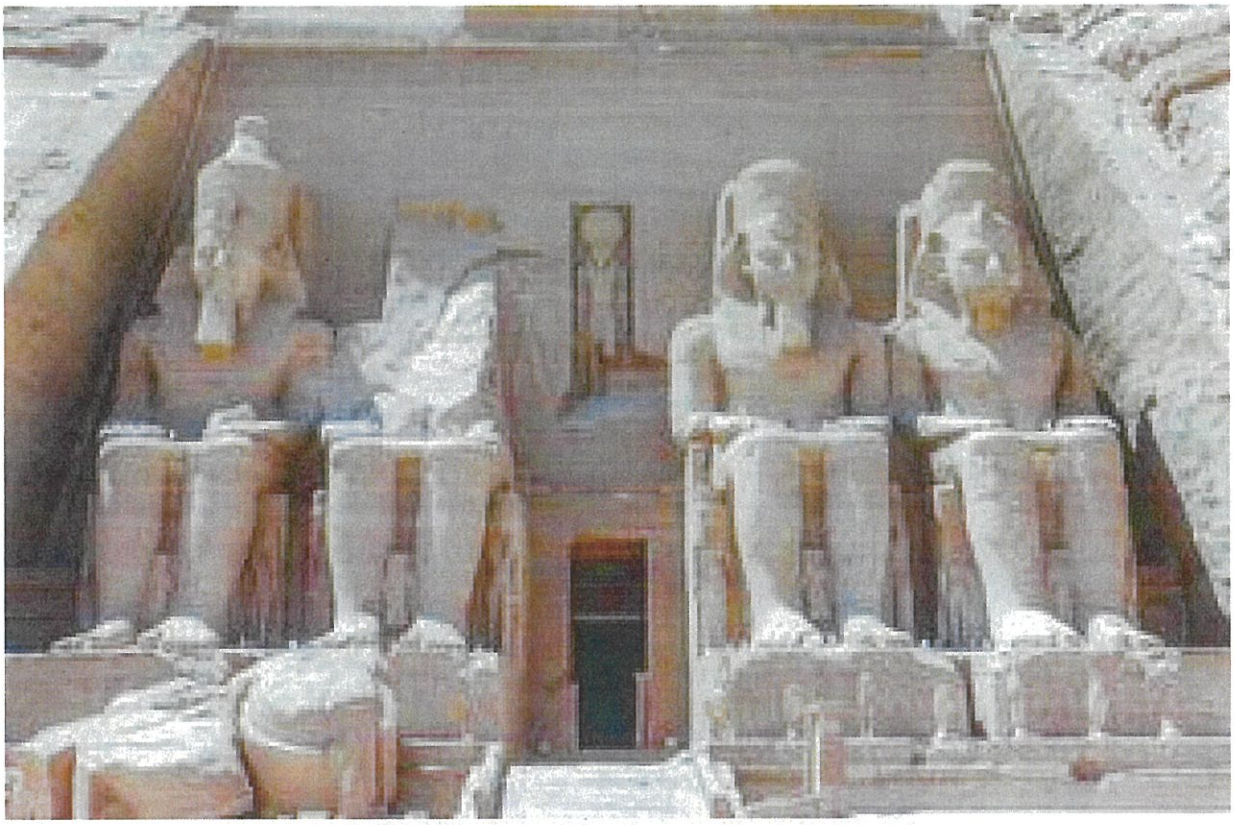
Beasts of the Past

The Dragon

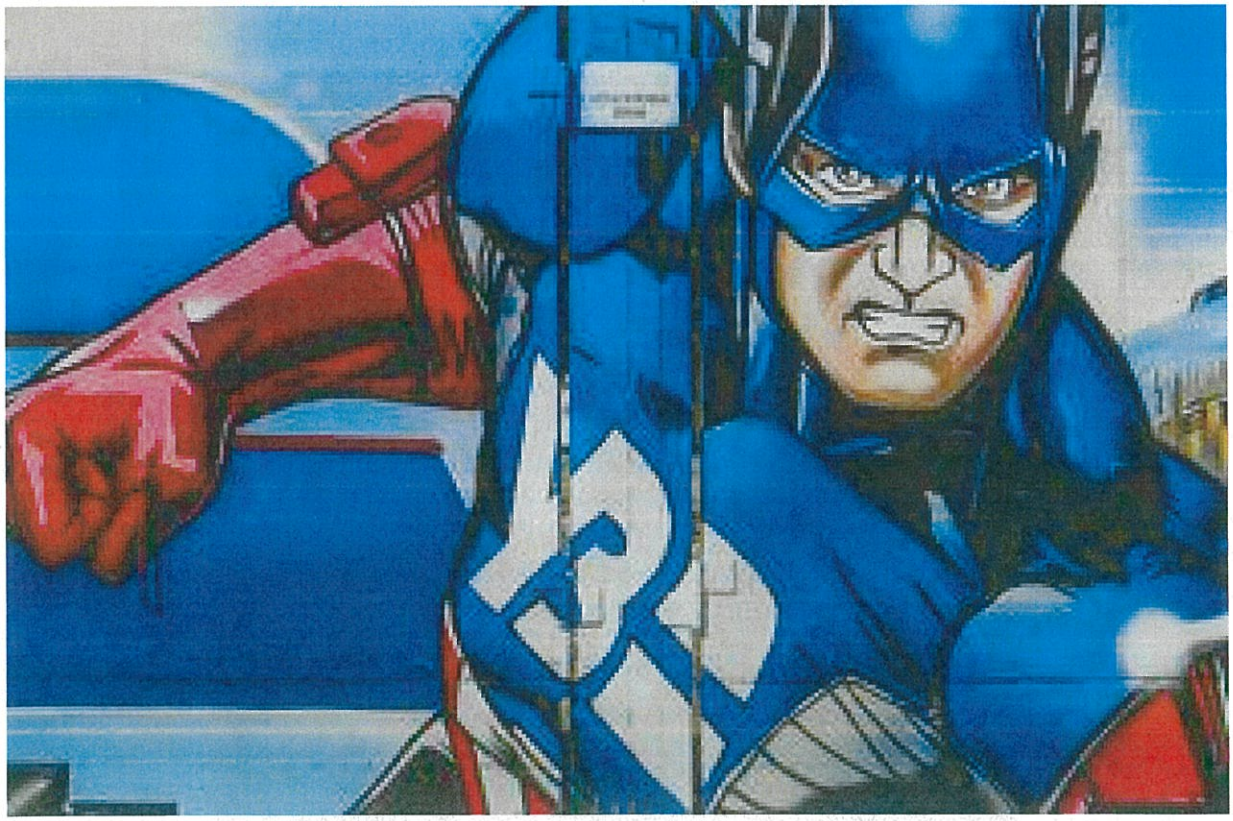


Wednesday

Ancient Egypt



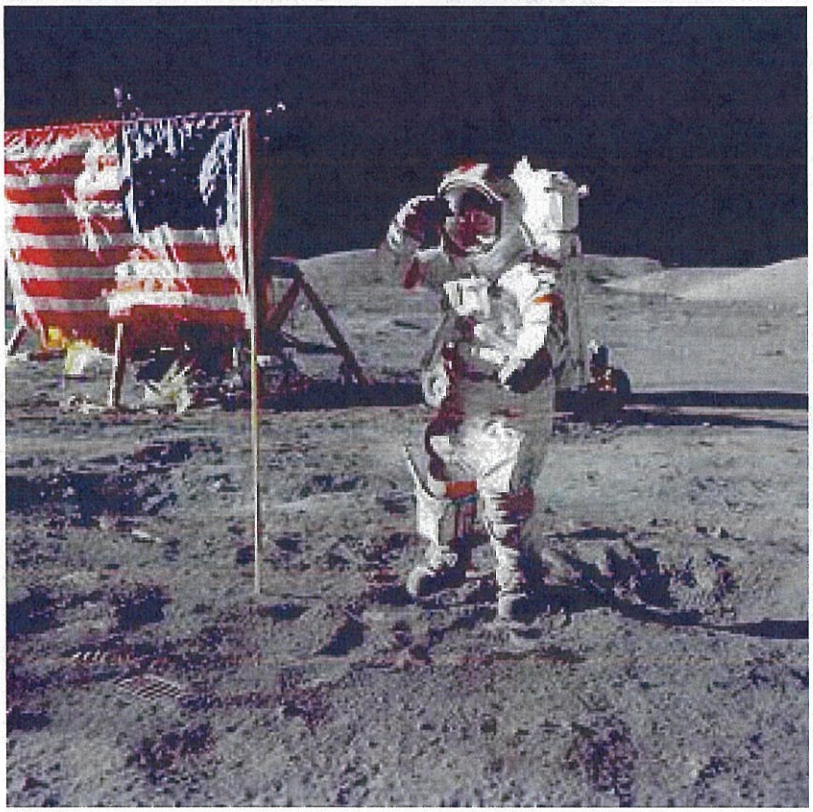
Superheroes



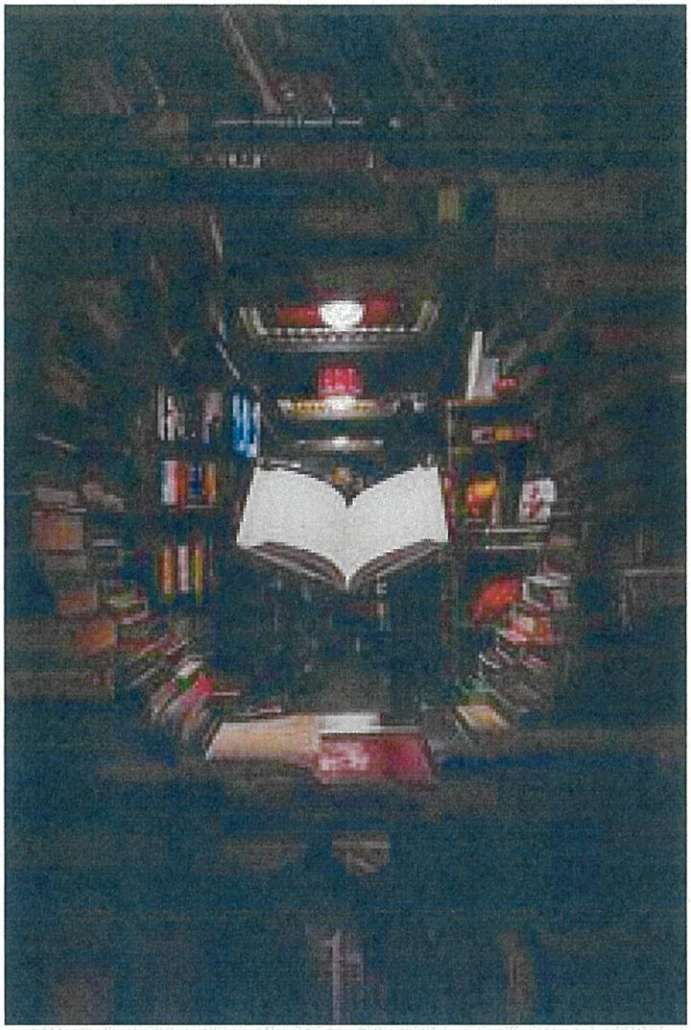
Thursday

Tree of Life

Explorers



Friday



FOOD BANK

FIGHTING HUNGER IN AUSTRALIA

Healthy Food Search

Find the healthy foods in the puzzle below.

T	A	E	M	N	A	E	L	S	E	G	G
U	P	W	A	T	E	R	M	E	L	O	N
H	P	Y	O	G	H	U	R	T	T	R	Y
C	L	B	A	N	A	N	A	A	C	A	R
A	E	C	A	R	R	O	T	P	H	N	R
E	T	O	M	A	T	O	E	R	E	G	E
P	I	N	E	A	P	P	L	E	E	E	B
P	H	W	A	T	E	R	E	R	S	E	W
E	O	F	E	O	N	I	O	N	E	C	A
A	S	E	L	D	O	O	N	O	O	I	R
R	W	I	L	O	C	C	O	R	B	R	T
S	D	E	G	G	P	L	A	N	T	S	S

Apple, Banana, Broccoli, Carrot, Cheese, Egg, Eggplant, Lean Meat, Noodles, Onion, Orange, Peach, Pear, Pineapple, Rice, Strawberry, Sweet Potato, Tomato, Water, Watermelon, Yoghurt

Discover the secret words by using the leftover letters.

superherofoodshq.org.au

Health with Ms Mateer

Design a poster to encourage younger students to eat healthy foods and exercise

Yr 4 Geography Environments

e	a	g	e	s	c	l	i	m	a	t	e
s	q	w	r	p	c	e	k	r	a	p	v
d	j	h	o	i	o	n	r	a	j	l	e
n	s	g	s	r	n	v	e	i	a	a	g
a	a	u	i	i	n	i	t	n	e	n	e
l	v	t	o	t	e	r	l	f	s	o	t
s	a	a	n	u	c	o	e	o	t	i	a
s	n	t	r	a	t	n	h	r	h	t	t
a	n	i	l	l	i	m	s	e	e	o	i
r	a	b	s	d	o	e	r	s	t	m	o
g	h	a	o	m	n	n	n	t	i	e	n
g	p	h	r	k	g	t	v	e	c	b	c

grasslands	climate	connection
rainforest	environment	aesthetic
savannah	erosion	emotional
vegetation	habitat	spiritual

Geography with Ms Mateer

Draw a natural place found in Scone or near where you live

(for example, Lake Glenbawn, Scone Mountain, Burning Mountain or the Washpools)

Research and write down 5 facts about **your chosen place**:

(If you do not have access to the internet please use the information attached on Lake Glenbawn)

The building of Lake Glenbawn commenced in late 1947 and was completed in late 1957. Glenbawn Dam is a major dam on the Hunter River and is the fourth largest earth-filled embankment dam in Australia by volume. The dam is located approximately 14 kilometres east of Scone. The dam was built by the New South Wales Water Conservation & Irrigation Commission to supply water for irrigation and flood mitigation. Glenbawn Dam is a popular inland sport and recreation destination offering year-round attractions like water sports, fishing, bird watching, bushwalking, camping and picnics. The dam has one of the largest rock-fill embankment walls in Australia. It is 100 metres high and 1.1 kilometres long.

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____