

Grade 4 Learning from Home Timetable- Term 2 Week 8

Once students are finished with their activities, please **take a photo** and **submit** it onto your own Google Classroom page between **3-3:15PM each day. We will be checking who is submitting their work.**

	Monday	Tuesday	Wednesday	Thursday	Friday
8:50- 9:00	Good Morning Google Meet with your class at 9.00am We are having a quick check in with you all to say hi, see how your holidays were and to explain the Home Learning Grid for the week. Please leave your mic on mute and listen to your teacher. Google Meet Classroom Expectations 4JK 4BB 4KB	Good Morning Google Meet with your class at 9.00am We are having a quick check in with you all to say hi, see how your holidays were and to explain the Home Learning Grid for the week. Please leave your mic on mute and listen to your teacher. Google Meet Classroom Expectations 4JK 4BB 4KB	Good Morning Google Meet with your class at 9.00am We are having a quick check in with you all to say hi, see how your holidays were and to explain the Home Learning Grid for the week. Please leave your mic on mute and listen to your teacher. Google Meet Classroom Expectations 4JK 4BB 4KB	Good Morning Google Meet with your class at 9.00am for the roll. We will explain the Home Learning Grid for the week. Please leave your mic on mute and listen to your teacher. Google Meet Classroom Expectations 4JK 4BB 4KB	Good Morning Google Meet with your class at 9.00am for the roll. We will explain the Home Learning Grid for the week. Please leave your mic on mute and listen to your teacher. Google Meet Classroom Expectations 4JK 4BB 4KB
9:00-10:00	Reading WALT: to read a text and answer questions WILF: Identifying adjectives Independent task: Read the information report "The Fairy Penguin" and answer the questions.	Writing WALT: to identify verbs and decide whether they are powerful or not WILF: keywords, note taking Warm up: Powerful Verbs Modelled writing: What is an Ecosystem? Students can use the Independent writing: Access the information report research document and complete the first page choosing your own ecosystem. (TEACHER WILL UPLOAD ON GOOGLE CLASSROOM)	Maths Session 5 L.I: We are solving 5 X _ equations and exploring our strategies. WILF: strategies, skip counting, Kahoot! Factors and Multiples Begin recording strategies for multiplication on a class chart- 'Multiplication Facts – Our Strategy List' <ul style="list-style-type: none"> • You can skip count • 2 X _ you can double it • 4 X _ you can double it twice View - '5 x _ Strategy' Video	Mass Please join the Zoom link for the whole school mass. Your teacher will post the link on Google Classroom.	Reading Rotations Join your teacher in the Google Meets at the time that your teacher has specified on Google Classroom. On Google Classroom, your teacher will upload the activities.

			<p>Create the following arrays - 10 x6, 10x9. Using the array, what is 6x5? What is 5x9? Create one of your own using the 5x strategy.</p> <p>Growth Mindset Reflection:</p> <p>Growing Your Maths Brain, reflection sheet</p> <p>Keep the worksheet safe and add to it later as students continue to work on the multiplication.</p>		
10:20-11:00	<p>Maths Rotations</p> <p>Please join your teacher during the Google Meet for your Maths Rotation.</p> <p>4JK 4BB 4KB</p>	<p>Reading</p> <p>WALT: To read a text and answer questions WILF: Identify verbs and adjectives Warm Up: Powerful Adjectives</p> <p>Independent Task: Read "Shark Fact File" and answer the questions.</p>	<p>Writing</p> <p>WALT: We are learning to include powerful adverbs in our writing. WILF: organising information, adverbs, note taking Warm Up: Adverbs Modelled writing: Ecosystems Episode 2 Students continue taking notes on the relevant ecosystem they have chosen.</p> <p>Independent writing: Access the information report research document and complete the second page choosing your own ecosystem. (TEACHER WILL UPLOAD ON GOOGLE CLASSROOM)</p>	<p>LOTE Miss Sun</p> <p>Check Google Classroom stream for activity.</p>	<p>Maths Rotations</p> <p>Please join your teacher during the Google Meet for your Maths Rotation.</p> <p>4JK 4BB 4KB</p>
11:00-12:00	<p>LUNCH/QUESTIONS WITH TEACHER</p> <p>If you have any IMPORTANT questions about your tasks today please email me or request a google meet video with your teacher.</p> <p>4JK 4BB 4KB</p>	<p>LUNCH/QUESTIONS WITH TEACHER</p> <p>If you have any IMPORTANT questions about your tasks today please email me or request a google meet video with your teacher.</p> <p>4JK 4BB 4KB</p>	<p>LUNCH/QUESTIONS WITH TEACHER</p> <p>If you have any IMPORTANT questions about your tasks today please email me or request a google meet video with your teacher.</p> <p>4JK 4BB 4KB</p>	<p>LUNCH/QUESTIONS</p> <p>If you have any IMPORTANT questions about your tasks today please email me or request a google meet video with your teacher.</p> <p>4JK 4BB 4KB</p>	<p>LUNCH/QUESTIONS</p> <p>If you have any IMPORTANT questions about your tasks today please email me or request a google meet video with your teacher.</p> <p>4JK 4BB 4KB</p>

12-12:20	Independent Reading Read a book from home for 20 minutes with a parent. Think of 3-6 questions you would like to ask one of the characters or the author of the text in the book and share these with the adult you have been reading with.	Independent Reading Read a book from home for 20 minutes with a parent. Think of 3-6 questions you would like to ask one of the characters or the author of the text in the book and share these with the adult you have been reading with.	Independent Reading Read a book from home for 20 minutes with a parent. Think of 3-6 questions you would like to ask one of the characters or the author of the text in the book and share these with the adult you have been reading with.	Independent Reading Read a book from home for 20 minutes with a parent. Think of 3-6 questions you would like to ask one of the characters or the author of the text in the book and share these with the adult you have been reading with.	Independent Reading Read a book from home for 20 minutes with a parent. Make a prediction of what you think will happen next, using the clues from the pages read and share with an adult you have been reading with.
12:20-1:00	PE Mr Herrera Check Google Classroom stream for activity.	Art Mrs Hickey Check Google Classroom stream for activity.	Inquiry Session 7 - Biodiversity Biodiversity 1. Write the definition of what 'biodiversity' is. Watch Understanding Ecosystems - Producers, Consumers, Decomposers Look at the powerpoint slide for 'Biodiversity'. 2. Write down the definition in your books for: <ul style="list-style-type: none"> - Abiotic - Biotic - Threats - Conservation strategies 3. Choose one of the ecosystems below: <ul style="list-style-type: none"> - Tundra - Ocean - Desert - Grassland - Rainforest - Alpine (Mountains) - Forest - Urban - River 4. In your books, identify within their ecosystem, its:	Writing WALT: We are learning to brainstorm our information into categories. WILF: organising information, subheadings, spelling, punctuation, paragraphs, diagrams and captions. Warm Up: Modelled writing: Ecosystems Ep 3 Watch the Ecosystems video and then draw a mind map in your book to show the different information to do with ecosystems. Independent Writing: Access the same 'Information Report Research template' from yesterday and complete the 3rd page on the doc.	Reading Rotations Join your teacher in the Google Meets at the time that your teacher has specified on Google Classroom. On Google Classroom, your teacher will upload the activities.

			<ul style="list-style-type: none"> - Biotic Factors - Abiotic Factors - Threats - Conservation Strategies <p>Students may use books and the internet to research.</p>		
1:00-2:00	Religion Read KWL Year 4, p 60-61 When you finish reading the pages, answer the following questions in full sentences. i) What was the mission of the Apostles? ii) Why did the Apostles need the Holy Spirit in their work? iii) What does the church say about the Holy Spirit? iv) When would you need COURAGE in your life? v) How can we use the gift of COURAGE?	Music Mr O'Bree Check Google Classroom stream for activity.	Religion Find a quiet space, close your eyes and think about a person who you believe is filled with the Holy Spirit. Think about why this person is filled with the Holy Spirit. Read Acts 4: 1-22 (The teacher will upload the document in Classroom) Think of one situation in your life when you needed help from the Holy Spirit to act with COURAGE. Write a Prayer of Petition. (The teacher will upload the document in Classroom)	Highway Heroes Complete the Home Learning task for Highway Heroes. (Your teacher will upload onto Google Classroom).	Reading Rotations Join your teacher in the Google Meets at the time that your teacher has specified on Google Classroom. On Google Classroom, your teacher will upload the activities.
2:00-2:30	BREAK	BREAK	BREAK	BREAK	BREAK
2:30 -3:00	Spelling: With the spelling words that your teacher has given you: 1. Put the words in alphabetical order.	Spelling: With the spelling words that your teacher has given you: 2. Write the consonants in green and the vowels in red.	Spelling: With the spelling words that your teacher has given you: 3. Write down the definitions for all of your spelling words.	Spelling: With the spelling words that your teacher has given you: 4. Write down each individual sound that you can hear when saying the spelling words.	Finishing Off: Finish off any activities that you haven't completed this week.
3:00-3:15	PACK UP Check in with the teacher and Submit/take photos of work on google classroom page. If needed via google classroom	PACK UP Check in with the teacher and Submit/take photos of work on google classroom page. If needed via google classroom	PACK UP Check in with the teacher and Submit/take photos of work on google classroom page. If needed via google classroom	PACK UP Check in with the teacher and Submit/take photos of work on google classroom page. If needed via google classroom	PACK UP Check in with the teacher and Submit/take photos of work on google classroom page. If needed via google classroom

The Fairy Penguin

Fairy penguins are the smallest of all the penguins in the world. They live in the south of Australia and in New Zealand.

Fairy penguins weigh about 1 Kilogram. They stand 30 centimetres high. Their back feathers are dark blue and their front feathers are white. They have a beak, webbed feet and flippers.

Penguins live on land and in the sea. They are very good swimmers and divers but they cannot fly. They eat small fish and squid.

Fairy penguins breed on land. The female lays two white eggs in a burrow. The male and female share the job of sitting on the eggs.

When the babies hatch they are covered in white down. The mother and father bring the food from the sea. In eight weeks the baby penguins have grown feathers. They are soon ready to hunt for their own food.

Fairy penguins are often in danger. They are hunted by wild animals; they are caught in nets and on long lines; they drown when covered with oil. Many of their breeding grounds have been taken over by humans who have come to live there.

If their numbers become too small these little penguins might leave our shores forever.



Re-read this report or any part of it so you can answer the following questions:

- 1) What are the smallest types of penguins in the world?

- 2) Where do they live?
- 3) What is the colour of the back of a fairy penguin?
- 4) What do fairy penguins eat?
- 5) Why would webbed feet be important for a fairy penguin?
- 6) How do you think these penguins catch their food?
- 7) Why is oil a danger to fairy penguins?
- 8) What do you think we should do to protect fairy penguins?
- 9) Find the adjectives in the passage to fill in the blanks:
 - i) Fairy penguins have front feathers which are _____
 - ii) They eat _____ fish and squid.
 - iii) They have a beak, _____ feet and flippers.
 - iv) The female lays _____ eggs in a burrow.
 - v) They are hunted by _____ animals.
- 10) Draw a picture of a Fairy penguin and label the main features. Take a photo and return it to your teacher.

Powerful Verbs



What is a verb?

What do all these words have in common?

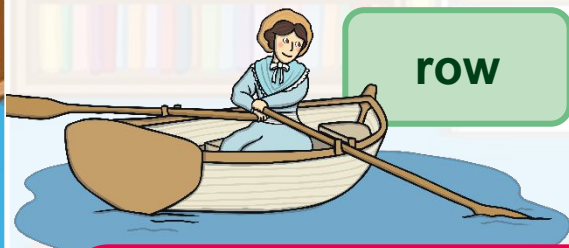


walk



sing

clap



row



laugh



jump

They are all **doing** words!

Verbs are words which give you an **action**.

Spot the Verbs

Can you spot the verbs in each of these sentences?

The fish **swam** in the river.

Alice **rode** her bike quickly down the hill.

Dan loved to **sing** and **dance** on stage.

Rashid **plays** football every Saturday.

The lion **roared** loudly when he **stretched**.



**Show
Answers**

Boring Verbs

Some verbs can be a little boring and don't give a lot of information.

The dog **ran** through the woods.

We can change this verb to a more powerful verb to make the sentence much more interesting.

The dog **sprinted** through the woods.

The dog **dashed** through the woods.



Improve the Verb

Can you think of a powerful verb we can use to improve this sentence?

I **walked** upstairs to my bedroom.

You could have replaced '**walked**' with...

plodde
d

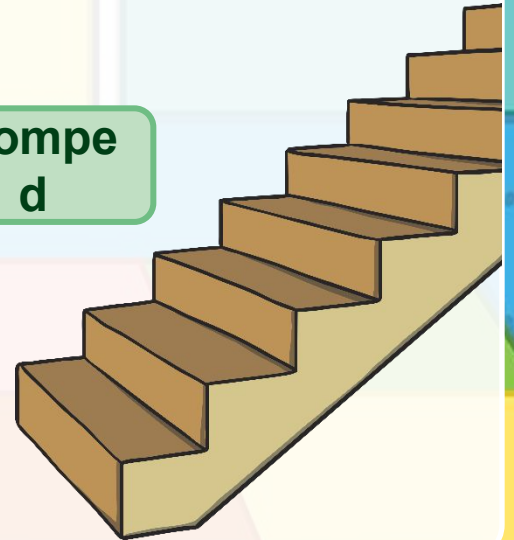
shuffle
d

crep
t

stompe
d

tip-toe
d

storne
d





Ecosystems



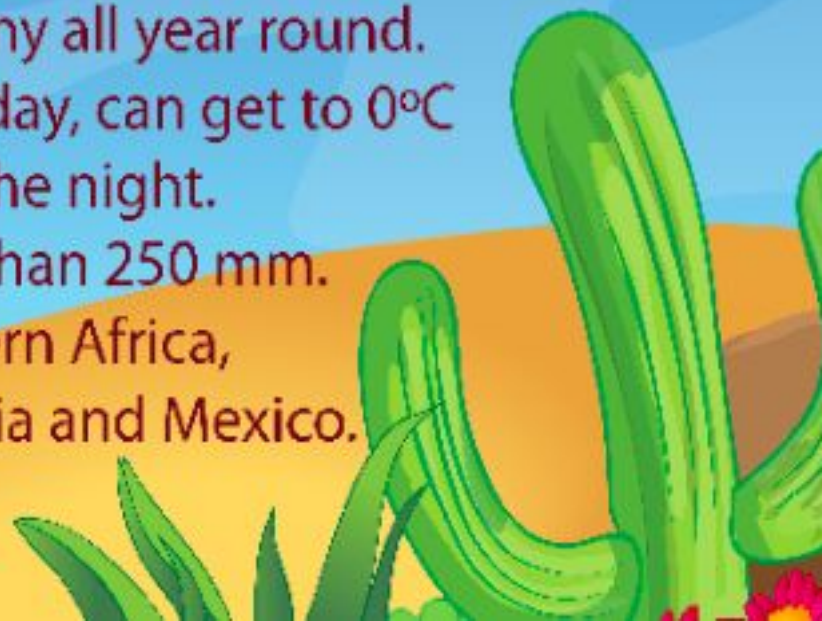
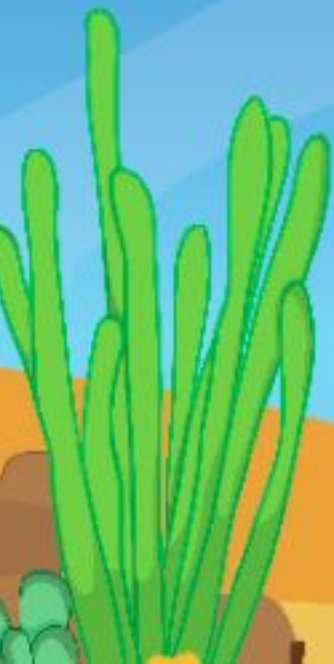
DESERT

Plant life: little vegetation can grow in the desert. Cactus, succulents, bush and cholla are common.

Climate: dry, hot and sunny all year round. 40°C common during the day, can get to 0°C or colder during the night.

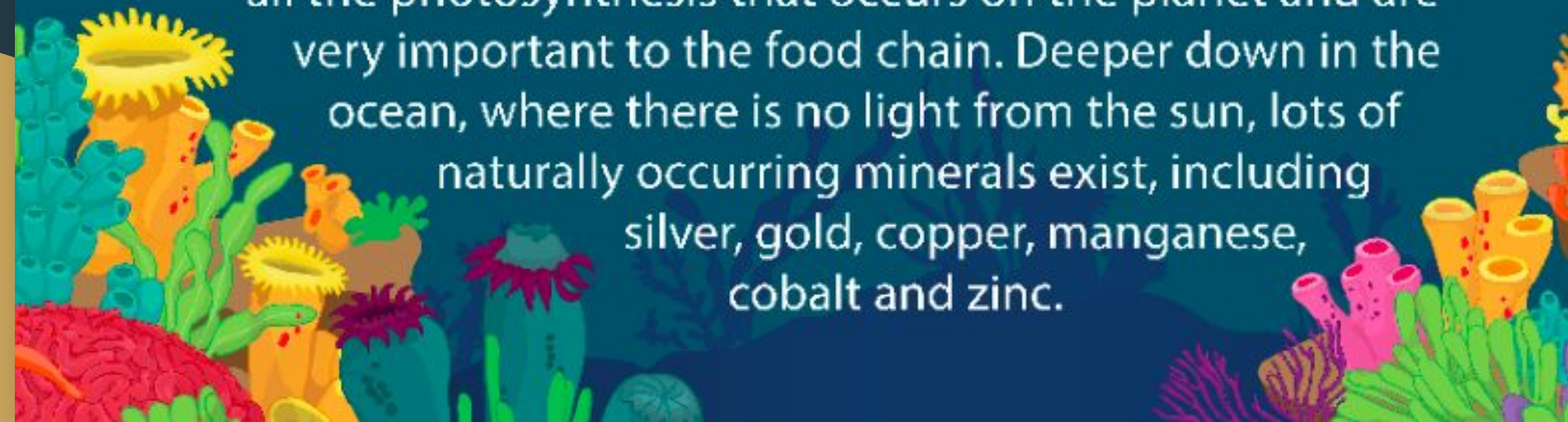
Annual rainfall: less than 250 mm.

Locations: Northern Africa, Eastern Europe, Australia and Mexico.



MARINE ECOSYSTEM


Marine waters cover two thirds of the Earth's surface, making them very important to the health of both aquatic and terrestrial environments. Phytoplankton perform about 40% of all the photosynthesis that occurs on the planet and are very important to the food chain. Deeper down in the ocean, where there is no light from the sun, lots of naturally occurring minerals exist, including silver, gold, copper, manganese, cobalt and zinc.





FRESHWATER ECOSYSTEM

Freshwater ecosystems, such as lakes, ponds, rivers, streams and wetlands, are small compared to marine (ocean) ecosystems. Unlike marine ecosystems, freshwater ecosystems contain little salt content. They are very fragile and can become unhealthy if there is an imbalance of bacteria or algae. They are also very susceptible to pesticide or chemical contamination.

TERRESTRIAL ECOSYSTEM



Terrestrial ecosystems exist on land and they include tropical rainforests, deserts, temperate grasslands, deciduous forests, tundras and coniferous forests. These terrestrial ecosystems are characterised by the average rainfall, average temperature and total land area. In total, terrestrial ecosystems occupy approximately 28% of the Earth's surface. Tropical rainforests produce 45% of the Earth's organic chemical energy, making them the largest primary producers.



What is a bushland?

Plant life: mostly grasses, sedge, rush, and some woody plants, shrubs and trees.

Climate: 20°C summer average, -5°C winter average, but there are some grasslands that can get as cold as -20°C.

Annual rainfall: 600 to 1,500 mm.



What is a wetland?

Plant life: aquatic plants (plants that can live under water), mangroves, seaweed, algae and water lilies.

Climate: Temperatures vary greatly depending on the location of the wetland. There are some wetlands near the equator that can get as hot as 50°C and some wetlands in Siberia that can get as cold as -50°C .

Annual rainfall: 180 to 10,000 mm.



What is a rainforest?

Plant life: Two-thirds of all flowering plants can be found in rainforests. Rainforest floors are covered in nutrient rich leaf litter, which decomposes into fertile soil for the plants.

Climate: humid, warm and wet, 18°C annual average.

Annual rainfall: more than 2,000 mm.

Shark Fact File

Sharks are a type of fish but instead of having bones, their skeleton is made of cartilage. This is what your ears and the tip of your nose are made from. There are more than 500 different species of shark, including the great white shark, grey reef shark, hammerhead shark and tiger shark. Scientists believe that sharks have been in our oceans for around 455 million years. Some species of sharks prefer to live alone while others live in groups called a school or shoal.

Where do they live?

Sharks can be found in all of the Earth's five oceans: the Atlantic, Pacific, Indian, Arctic and Southern. Some sharks can even be found in freshwater lakes and rivers. Different species of shark live in different oceans depending on the temperature of the water. Most prefer warmer temperatures though polar sharks prefer colder water.



What do they eat?

What a shark eats depends on its species and where it lives. Most sharks are carnivores because they like to eat fish and other sharks. Some larger sharks eat dolphins, sea lions and small whales. Smaller sharks eat smaller prey such as clams, crabs and squid.

Some types of shark can be deadly, but only about 12 species have ever attacked humans. In fact, shark attacks are not very common. More people die from bee stings and natural disasters such as earthquakes and volcanoes each year than from shark attacks.

Shark Senses

Sharks have all the senses that humans have; smell, sight, touch, taste and hearing. The strongest is their sense of smell. Sharks can smell a single drop of blood in the water from 400 metres away. They can also hear fish moving from around 500 metres away. Sharks have very good eyesight and they can see in low levels of light.

Amazing Fact!

Most shark species would die if they stopped moving. As long as they keep swimming, water keeps moving over their gills, which keeps them alive.

Did You Know...?

A baby shark is called a pup.



Sharks - Questions

1. What is a shark's skeleton made of? Tick **one**.

- ☐ bone
☐ muscle
☐ cartilage
☐ skin

2. How many species of shark are there? Tick **one**.

- ☐ more than 500
☐ less than 500
☐ less than 200
☐ more than 700

3. How long have sharks lived in our oceans?

4. Name **two** of the world's oceans.

5. Tick whether each statement is **true** or **false**.

	True	False
Sharks are a type of fish.		
Sharks only live in seawater.		
Shark attacks are very common.		
Sharks have a good sense of smell.		

6. What are Baby Sharks called? Tick **one**.

- ☐ pugs
☐ sharklets
☐ shells
☐ pups

7. Why are sharks such good hunters? Explain your answer.

Powerful Adjectives



What Is an Adjective?

Talk to your partner and see if you can define what an **adjective** is.

Start

Stop

An adjective is a **describing word** that can either:

come **before** a noun, e.g. The pupils did some **remarkable** work;

come **after** a form of the verb 'to be'
(is/am/are/was/were/be/been/being),
e.g. The pupils' work was **remarkable**.

Spot the Adjective

Can you spot the **powerful adjectives** in these sentences?



The **menacing** earthquake shook the ground.

Running past **collapsing** buildings, the people were **terrified**.

The **calm** charity worker tried to point the **anxious** villagers towards a place of safety.

Improve the Adjective

Which more powerful words could replace the adjective to improve this sentence?

Thousands of miles away, a **good** island lay in the middle of the Mediterranean Sea.

You could have replaced '**good**' with...

exquisite

splendid

marvellous

magnificent

glorious

breath-taking

superb



Improve the Adjective

Which more powerful words could replace the adjective to improve this sentence?

As the film reached its dramatic conclusion, the crowd were **shocked**.

You could have replaced '**shocked**' with...

stunned

shaken

taken aback

astonished

astounded

staggered

flabbergasted



Growth MindSet Reflection

The feeling of something being hard, is your brain growing.



How have you grown your maths brain?

Write about and label the picture above, with the new maths skills you have grown.

Reflect:

How did you do it?

What helped you grow?

Adverbs

Warm-Up



What is an Adverb?

An adverb is something that tells you where, why or how something is done. For example:

Camilla crossed the road **safely**.



Saffie's horse **bravely** jumped over the hurdle.



The Moroccan man rode his camel **everywhere**.



Many adverbs end in –ly but **not all of them**. Similarly, not all words which end in –ly are adverbs.

Sort the Adverbs

Keeping in mind that 'an adverb is something that tells you where, why or how something is done', sort the following words into the correct boxes:

Adverbs

angrily

cruelly

never

very

well

Not Adverbs

lonely

ugly

friendly

the

bully

angrily

lonely

ugly

cruelly

never

very

well

friendly

the

bully

Information Report Researching Template:

Tuesday 8th of June 2021:

Task: Choose an ecosystem of your choice and research information that relates to your ecosystem.

Remember to: Write the information in your own words

- Only include information that you understand

Ecosystem:	
-------------------	--

Research and rewrite in your own words the information that fits under the **first 2 subheadings**. Remember to **include 6-8 dot points** in each box (you may do more if you want).

What is your ecosystem?	
Where does your ecosystem belong?	

Include all of the website links that you have used to research for your information above.

Bibliography:

Wednesday 9th of June 2021:

Research information and reword in your own words that fit under the **2 subheadings** below.

Remember to include **6-8 dot points** and you're able to include more if you like.

What type of animals belong in your ecosystem?	
What sort of adaptations do animals/humans need to survive in that ecosystem?	

Include all of the website links that you have used to research for your information above.

Bibliography:

Thursday 10th of June 2021:

Research **3 different areas** that have this ecosystem and write down information to answer the headings. Remember to include **3 interesting facts** about the specific ecosystems and **copy and paste the link to the websites** you used into the bibliography.

E.g. Desert: The Sahara Desert

1st:

Name:	
Location:	
Approximately how big:	
Interesting information:	

2nd:

Name:	
Location:	
Approximately how big:	
Interesting information:	

3rd:

Name:	
Location:	
Approximately how big:	
Interesting information:	

Include all of the website links that you have used to research for your information above.

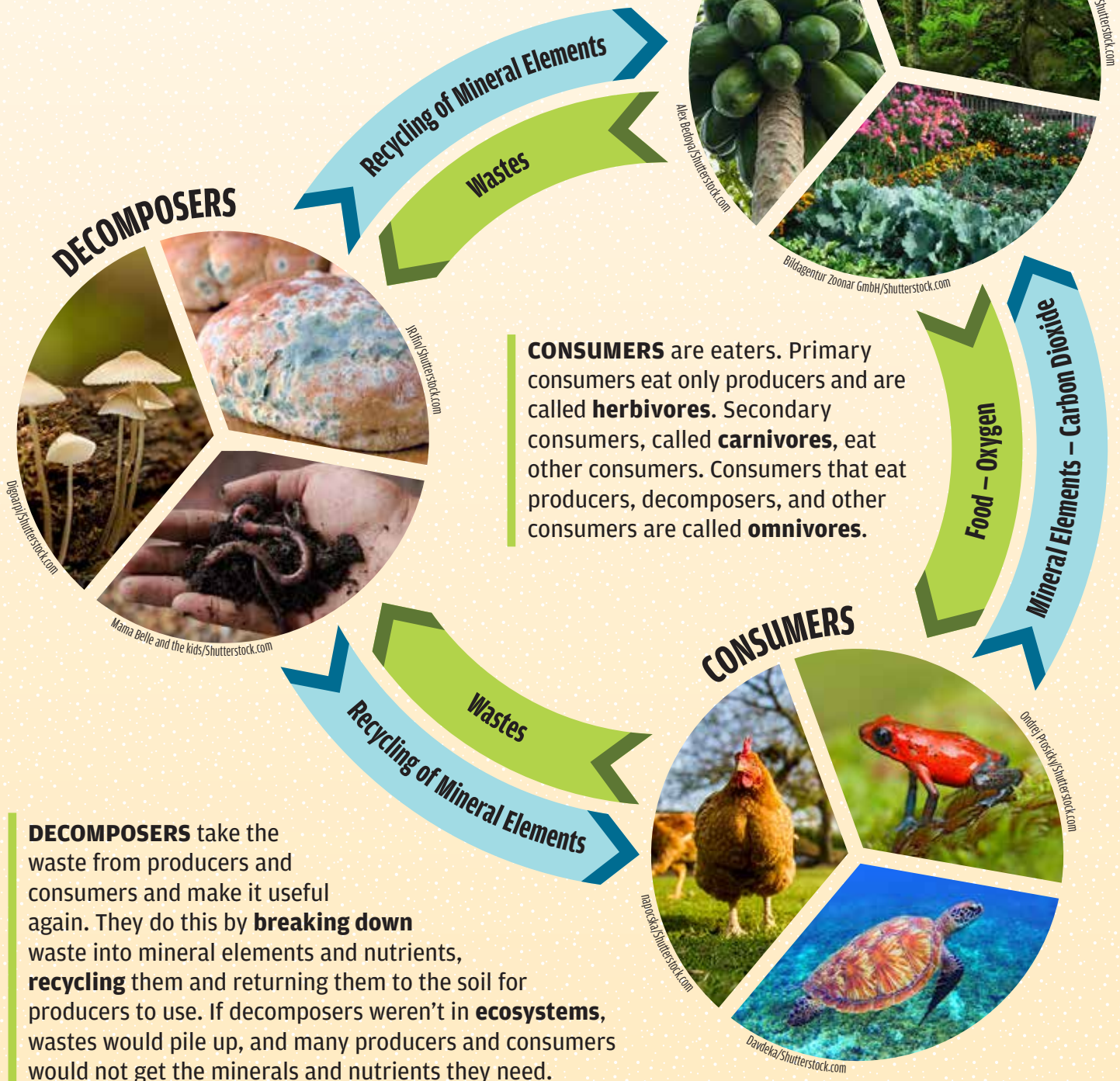
Bibliography:

SUN

PRODUCERS, CONSUMERS, AND DECOMPOSERS

- we find these three types of organism in all ecosystems.

PRODUCERS use energy from the Sun, carbon dioxide from the air, and water and mineral elements from the soil to **produce** their own food. This process is called **photosynthesis**, and it converts carbon dioxide into oxygen. The most common producers are plants.



Reading:
Acts 4:1-22

4 The priests and the captain of the temple guard and the Sadducees came up to Peter and John while they were speaking to the people. **2** They were greatly disturbed because the apostles were teaching the people, proclaiming in Jesus the resurrection of the dead. **3** They seized Peter and John and, because it was evening, they put them in jail until the next day. **4** But many who heard the message believed; so the number of men who believed grew to about five thousand.

5 The next day the rulers, the elders and the teachers of the law met in Jerusalem. **6** Annas the high priest was there, and so were Caiaphas, John, Alexander and others of the high priest's family. **7** They had Peter and John brought before them and began to question them: "By what power or what name did you do this?"

8 Then Peter, filled with the Holy Spirit, said to them: "Rulers and elders of the people! **9** If we are being called to account today for an act of kindness shown to a man who was lame and are being asked how he was healed, **10** then know this, you and all the people of Israel: It is by the name of Jesus Christ of Nazareth, whom you crucified but whom God raised from the dead, that this man stands before you healed. **11** Jesus is "the stone you builders rejected, which has become the cornerstone."^[a]

12 Salvation is found in no one else, for there is no other name under heaven given to mankind by which we must be saved."

13 When they saw the courage of Peter and John and realized that they were unschooled, ordinary men, they were astonished and they took note that these men had been with Jesus. **14** But since they could see the man who had been healed standing there with them, there was nothing they could say. **15** So they ordered them to withdraw from the Sanhedrin and then conferred together. **16** "What are we going to do with these men?" they asked. "Everyone living in Jerusalem knows they have performed a notable sign, and we cannot deny it. **17** But to stop this thing from spreading any further among the people, we must warn them to speak no longer to anyone in this name."

18 Then they called them in again and commanded them not to speak or teach at all in the name of Jesus. **19** But Peter and John replied, "Which is right in God's eyes: to listen to you, or to him? You be the judges! **20** As for us, we cannot help speaking about what we have seen and heard."

21 After further threats they let them go. They could not decide how to punish them, because all the people were praising God for what had happened. **22** For the man who was miraculously healed was over forty years old.

Prayer of Petition

Name:

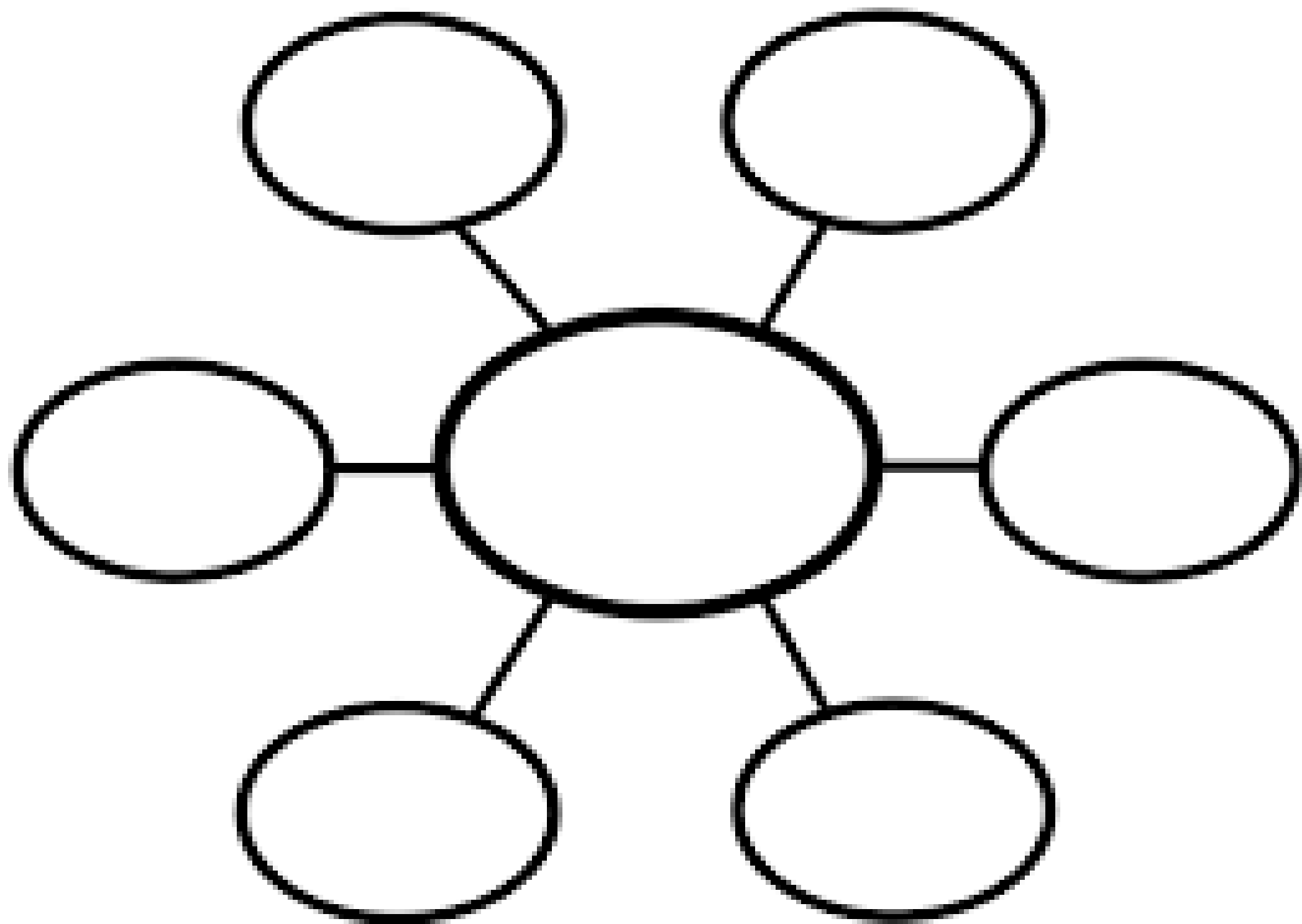
Title for the Holy Spirit

What the Holy Spirit has done...

What are you praying for?

Draw a picture





HOME ACTIVITY 5

Using On-track Thinking

Learners on The Learning Highway who are Highway HEROES know that sometimes Off-track Thinking happens. Put a tick in the box if you have had any of the Off-track Thinking that's listed:

☐

Worrying about making mistakes.

☐

Worrying that other people are doing or achieving more than you.

☐

Worrying about not doing things perfectly.

Making mistakes is a VERY important part of learning. Learners who make mistakes are doing their job – they're learning!

Finish this sentence using your Supa Thinking about mistakes:

When I make mistakes I _____

'I'm being the best me that I can be.

Being the best **YOU** that **YOU** can be means doing **YOUR** best...

*At school work – it might not be the best school work in the whole school -
but it's **YOUR** best.*

*It means being the best runner that **YOU** can be at the Sport Carnival.*

*Not the fastest runner in your year - but the fastest that **YOU** can run.*

Write down 3 ways that **YOU** can be the best **YOU** that **YOU** can be:

1. _____

2. _____

3. _____

Being perfect is hard work! Do you know anyone who is perfect? Rate yourself on the scale below by colouring in the box that describes you best.

I don't care if my work's messy.	I take care when I work – mistakes are OK.	My work HAS TO be perfect.
----------------------------------	--	----------------------------

What do you need to do this week?

Sort out your Thinking!



Off-track Thinking can be a BUMP or even a HAZARD. See if you can match up the HERO, BUMP or HAZARD picture with the On-track and Off-track Thinking and The Highway TOOLS.

Making mistakes.

Using The Triple A's 4 Getting Things Done.

Needing to be perfect – or else!

Using Stinking Thinking.

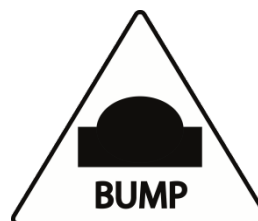
Using The HEN Strategy.

Giving up when it's hard.

Using The POP Strategy.

Using CPR Supa Thinking.

Disrupting other learners on The Highway.

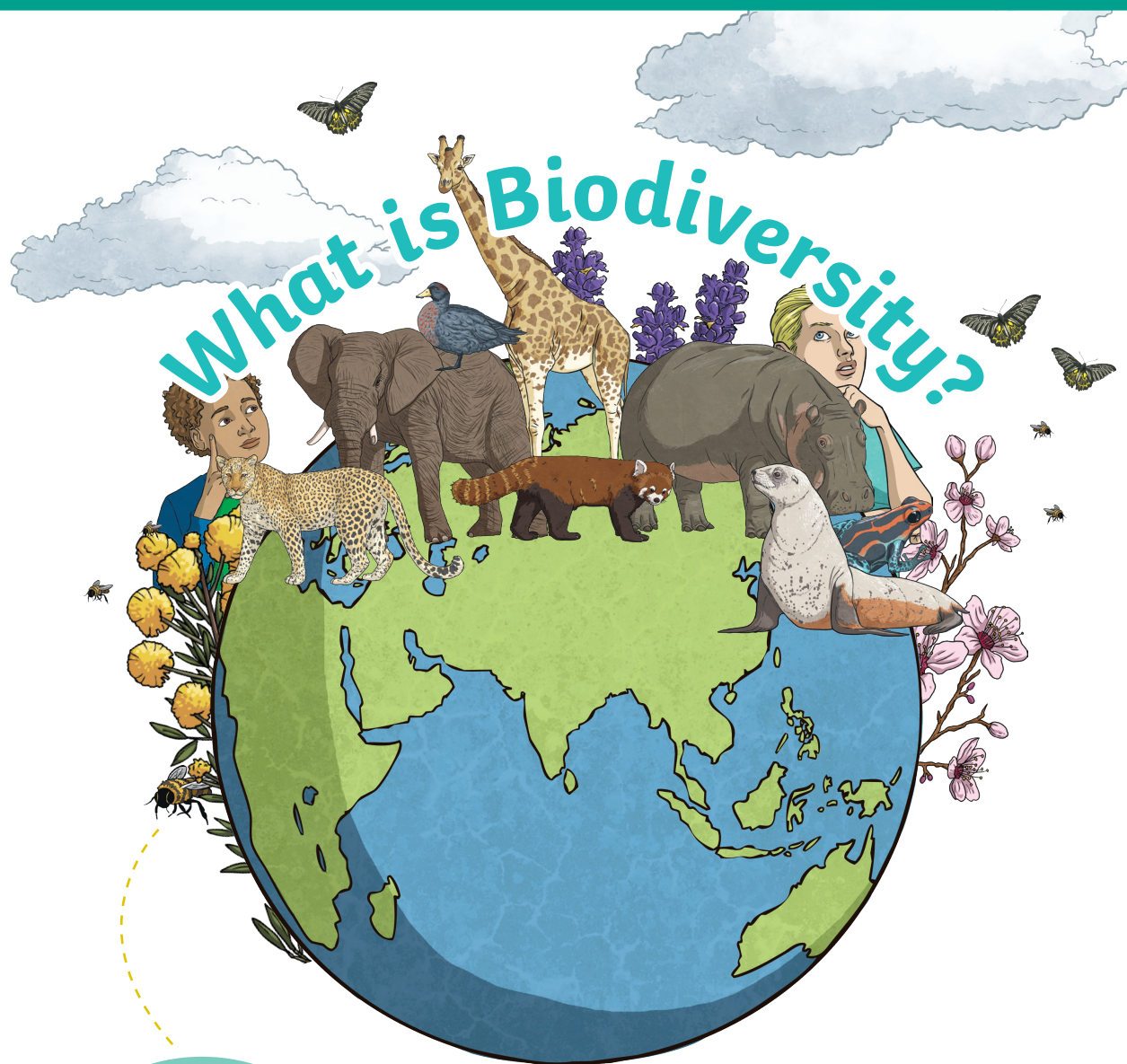


Your TOOLBOX has lots of TOOLS in it now. Here they are:

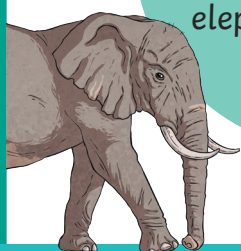
- Using CPR Supa Thinking.
- Keeping your CPR Tank full.
- The Triple A's 4 Getting Things Done.
- The HEN Strategies 4 Apply.
- The POP Strategies 4 Approach.
- WWW and the 3 R's 4 Goal Setting.



The secret to being happy and successful on your Learning Highway, is to choose a HIGHWAY TOOL when you hit a BUMP or a HAZARD. Good luck on the journey!



Biodiversity means ALL life on earth – from humans to huge elephants and tiny minibeasts.



Why Biodiversity is important:

Biodiversity is important because ALL life on earth is interconnected. Without Biodiversity there would be no balance across ecosystems, habitats and species.

Biodiversity includes:

- All types of habitats (places where plants and animals make their home) such as woodlands, rivers, hedge rows or rock pools.
- All types of ecosystems (environments where groups of plants and animals live together) such as rainforests, deserts, peat bogs or coral reefs.
- All types of species (families of plants and animals) such as oak trees, butterflies and moths, whales or humans.



Activity 1:	Activity 2:	Activity 3:	Activity 4:
<p>Visual Literacy: There's a dragon in your book</p>	<p><u>Compound Noun:</u> Students rewrite sentences 1-10 on the page into their books whilst creating compound nouns from the word selection in the boxes. Students then complete the extra 5 sentences by working out the compound nouns that are missing. The students can then brainstorm together any other compound nouns that they are familiar with. Students then select 5 of the compound nouns from the sheet and draw them.</p>	<p>Before Reading: Think about the following:</p> <ul style="list-style-type: none"> • Is it ever ok to steal? • Was the heat ever broken in your house? How did that feel? <p>During Reading: Watch and listen to the story: The Coal Thief Who is the main character? • What is he like? • What kind of a character is Harley? Do you like him? • What are the problems/dilemmas Georgie encounters? • How does Georgie react to Harley's requests? Do you think Georgie wants to do what Harley asks? • What does Georgie's father do to help? What does he have Georgie do with the coal? Why?</p> <p>After Reading: What lesson did Georgie learn?</p> <ul style="list-style-type: none"> • List evidence from the story that led them to their answer. 	<p><u>Consumers: Carnivore, Herbivore, Omnivore:</u> Students work independently to research on a device to:</p> <ul style="list-style-type: none"> - Write down the definition for all three - Write down a paragraph for each to explain what they are - Write down 3 examples of animals of each consumer <p>Discuss your findings with a parent. Could they add anything to your findings?</p>

Name: _____

Date: _____

Match the Compound Nouns

A. Instructions: Read the definitions of these compound words. Use the words in the bank to create the correct compound words that match the definitions. You may use words more than once.

cake	chair	chop	coffee	fruit	full
hand	lip	man	moon	mug	pan
shake	snow	spoon	stick	tea	wheel

- _____ A breakfast food made on the stovetop.
- _____ A wintery creation that looks like a person.
- _____ A common utensil in Asian cuisine.
- _____ A cup used to enjoy a hot beverage.
- _____ A tasty holiday treat.
- _____ A small measurement in a recipe.
- _____ A polite way to greet someone.
- _____ A type of makeup worn on the mouth.
- _____ The monthly time when the entire moon is visible.
- _____ A way for people to get around when they can't walk.



B. Instructions: See if you know which words match the following descriptions. They're not in the word bank!

- _____ A small tool to dislodge food from your teeth.
- _____ A predatory animal that shakes its tail to warn enemies.
- _____ It falls down your face when you are crying.
- _____ Where you go after middle school.
- _____ America's national sport.

Answer Key: Match the Compound Nouns

A. Instructions: Read the definitions of these compound words. Use the words in the bank to create the correct compound words that match the definitions. You may use words more than once.

cake	chair	chop	coffee	fruit	full
hand	lip	man	moon	mug	pan
shake	snow	spoon	stick	tea	wheel

1. pancake A breakfast food made on the stovetop.
2. snowman A wintery creation that looks like a person.
3. chopstick A common utensil in Asian cuisine.
4. coffee mug A cup used to enjoy a hot beverage.
5. fruitcake A tasty holiday treat.
6. teaspoon A small measurement in a recipe.
7. handshake A polite way to greet someone.
8. lipstick A type of makeup worn on the mouth.
9. full moon The monthly time when the entire moon is visible.
10. wheelchair A way for people to get around when they can't walk.

B. Instructions: See if you know which words match the following descriptions. They're not in the word bank!

1. toothpick A small tool to dislodge food from your teeth.
2. rattlesnake A predatory animal that shakes its tail to warn enemies.
3. teardrop It falls down your face when you are crying.
4. high school Where you go after middle school.
5. baseball America's national sport.

TOM FLETCHER

There's a
Dragon
IN YOUR BOOK



Illustrated by
GREG ABBOTT

OH, LOOK!

There's an egg in your book!



It looks ready to hatch.
Whatever you do, don't turn the page. . . .

I can't believe you did that!

The egg hatched, and now there's a
dragon in your book!

Don't be scared—it's a baby dragon!



Go ahead and **tickle** her little nose. . . .





ACHOO!



Oops!

The dragon accidentally sneezed
a fire in your book.

We need to
put it out quickly.



Help Dragon **blow** out the flame,
and turn the page.



OH NO,

your dragon didn't blow out the fire.

She blew MORE fire!



Carefully cover the flames
by turning the page, and tamp it down—
that should put them out!



It didn't work . . .
they're getting bigger!

Don't get
too close!



If only we could think of a way
to put out this fire . . .



THAT'S IT!

Let's use your *imagination*
to put out the fire!



IMAGINE

a great big water balloon
right in the middle of the next page.

Make sure it's full and ready to pop. . . .



PERFECT!



Now use your finger
to **Pop** the balloon,
and get ready for the ...



SPLASH!



Hooray! You put out the fire!

Give the dragon a
HIGH FIVE!



You have a great imagination—and Dragon
must be a little hungry now. . . .

Why don't you use your imagination again
and think up a **yummy treat** for her.

How about a triple scoop of yummy,
ice-cold
chocolate and strawberry . . .



Ice cream!

(With sprinkles!)



Wow, that looks delicious!



Yum!



Well, Dragon must be tired
after all that adventure.
I think it's time for her to fly home.

She's probably very full.
She's going to need some help taking off.



Flap the book up and down like giant
dragon wings. . . .

Almost there—
keep flapping!



Wave goodbye and turn the—

There she goes!
Goodbye, Dragon!



Hang on a second.
What's this?

Oh, look!
More eggs!



Whatever you do,
don't turn
the page. . . .



UH-OH!

I think it's time to close the book.
Carefully . . .



WALT: use comprehension strategies to build literal and inferred meaning

WALT: Make predictions as we read



1. **What words and phrases in the story help to create a sense of suspense or curiosity in for the reader?**

Example: “Hang on a second. What’s this?”

2. **An onomatopoeia is a word that sounds the way it is said and spelt. E.g. BANG and MOO!**

Identify at least 4 onomatopoeias that are in the story.

3. **Do you think that ice-cream was a good choice for the dragon? Why/Why not?**

4. Why do you think the author wrote this story? What do you think the message of this story was?

5. Look at the picture on the last page and predict what you think will happen next in the story and explain why.

6. Imagine you found an abandoned egg. What would the egg look like and what kind of creature might hatch out of it? Describe and then draw your animal.