




# Year 4 Homework – Term 1 – (Week 6-10)

Revised 2024

Remember to **READ EVERY NIGHT!** Practice your reading goal

Week	English	Spelling	Mathematics	Science															
<b>6</b>	<p><i>Adverbs, adverb groups, and prepositional phrases provide information about Where, Why, When, How and With Whom)</i></p> <p>Provide an example of these groups from a story you have read.</p>	<p><u>Alphabetical Order</u> Write your spelling words in alphabetical order.</p>	<p>Using a Strategy- either the jump strategy or a sum, to show how you worked out the following :</p> <p>a. <math>348 + 203</math> b. <math>545 + 319</math> c. <math>458 - 321</math></p>	Explain what erosion is.															
<b>7</b>	<p>Is your opinion on something always based on facts? What is the difference between language of opinion and language of fact?</p>	<p><u>Consonants and vowels</u> For each word, write the C or V above each letter</p>	<p>Record the following into Thousands, Hundreds, Tens and Ones:-</p> <p>a. 3576 b. 8672 c. 9956 d. 1045</p>	Explain how weathering is different to erosion.															
<b>8</b>	<p>Write 3 sentences about what Mr and Mrs Twit do in the story. Remember to include noun groups and verb groups to describe in detail.</p>	<p><u>Sounds in Words</u> Write a number under each sound (not letter) you hear in your words Eg: i n - s i n - c e r e 1 2 1 2 3 1 1</p>	<p>The following data was collected. 7 apples, 5 pear, 4 oranges, 2 strawberries</p> <p>What question do you think was asked? Record the data in a table and as a graph.</p>																
<b>9</b>	<p>Change these sentences to show the reader what is happening not tell. Remember to include noun groups and verb groups. Mr Twit was angry. Mrs Twit had a plan.</p>	<p>Place a dot between your syllable breaks of your spelling words</p> <p>Eg: was●n't</p>	<p>What are some different ways to collect data? What are some different ways to record data?</p>	Explain how erosion has changed our local river or parkland.															
<b>10</b>	<p>Edit the following sentences.</p> <p>Mr twit was one of these very hairy faced men the hole of his face except his forehead and eyes had thik hare</p> <p>Mr twit felt his hair made him look proud and grand</p>	<p>Write 3 sentences using your spelling words and then make your sentences more detailed</p> <table border="1" style="font-size: small; width: 100%;"> <tr><td>Word:</td><td>Trains</td></tr> <tr><td>Who</td><td>I</td></tr> <tr><td>What</td><td>build trains</td></tr> <tr><td>How</td><td>happily</td></tr> <tr><td>Where</td><td>in my room</td></tr> <tr><td>When</td><td>when my sister is at dance class</td></tr> <tr><td>Why</td><td>because then she won't knock them down.</td></tr> <tr><td colspan="2">Sentence: I build trains happily in my room when my sister is at dance class because then she won't knock them down.</td></tr> </table>	Word:		Trains	Who	I	What	build trains	How	happily	Where	in my room	When	when my sister is at dance class	Why	because then she won't knock them down.	Sentence: I build trains happily in my room when my sister is at dance class because then she won't knock them down.	
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## Year 4 Unit 1 Spelling overview

Lesson concepts	Week	Focus Spelling knowledge – Visual (V), Phonological (P), Morphemic (M), Etymological (E)	Suggested spelling words				Weekly overview	Resources
			CORE WORDS WORDS		OPTIONAL			
 <b>Spelling</b> — Morphemic word families, spelling generalisations, letter combinations including double letters	6	Unusual plurals and past tense  <b>M</b>	mice indices deer geese people	knives loaves thieves videos photos	shut took buried knitted said	heard felt found lost told	<ul style="list-style-type: none"> <li>• pre-test</li> <li>• word sort</li> <li>• singular and plural match</li> </ul> post-test	Website — <a href="#">C2C Spelling Curriculum into the classroom (C2C) — Spelling P-10</a>  Text — Bear, Donald. R; Invernizzi, Marcia; Templeton, Shane; Johnstone, Francine, 2012, <i>Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction</i> , 5th edn, Pearson, Boston  Text — Hornsby, D; Wilson, L, 2011, <i>Teaching phonics in context</i> , Pearson, Australia  Text — Hill, Susan, 2012, <i>Developing early literacy: Assessment and teaching</i> , 2 <sup>nd</sup> edn, Eleanor Curtin Publishing, Australia  SLR — <a href="#">Strategies to support the four spelling knowledges</a>
	7	Compound words  <b>M</b>	himself herself yourself something playground	without everyone anywhere background handwriting	everything highlight overlook classroom newspaper	breakfast lunchbox downstairs daylight fortnight	<ul style="list-style-type: none"> <li>• pre-test</li> <li>• concentration/memory match</li> <li>• compound word jigsaw</li> <li>• post-test</li> </ul>	
	8	Doubling final consonant  <b>M</b>	running skipping swimming wrapping shopping	quitting dragged patted stopped grinned	tripped rubbed trapped grabbed begged	hottest bigger spotty sunny knotty	<ul style="list-style-type: none"> <li>• pre-test</li> <li>• word sort</li> <li>• word bingo</li> <li>• post-test</li> </ul>	
	9	Word endings – ‘tch’ and ‘ch’  <b>VP</b>	latch sketch stitch pitch catch	hutch patch watch stretch which	approach attach bench bleach coach	lunch reach sandwich speech search	<ul style="list-style-type: none"> <li>• pre-test</li> <li>• word sort</li> <li>• word bingo</li> <li>• post-test</li> </ul>	
	10	Revision						