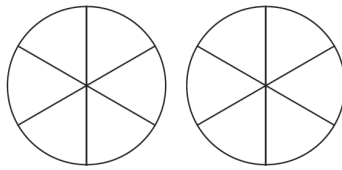
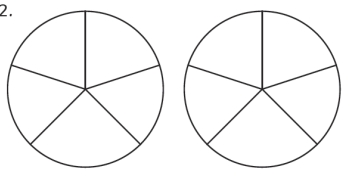





## Year 4 Homework – Term 3 – (Weeks 2-5)

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

Week	English	Spelling	Mathematics	Science
<b>2</b>	What is a Historical Factual Recount? Write a historical factual recount about a day in your life.	<u>Look Say Spelling</u> <u>Cover Write Check</u> Look at the word, say the word, spell the word out loud, cover the word up, write the word next to the word you were looking at.	Use vertical algorithms to solve:  638 + 275 835 – 692 1 456 + 1 852 398 - 276	Observe dinner being made. Find an ingredient that changes from what it looks like at the beginning to when it is on your plate. Describe how it was changed and the properties of this food item.
<b>3</b>	What is a Historical Literary Recount? Write historical literary recount about a day in your life.	<u>ABC Order</u> Write all of your words in alphabetical order.	Draw a number line and count in thirds up to 5. (eg. 1/3, 2/3, 1, 1 1/3, etc).	
<b>4</b>	From a book you are reading, choose a section of text, write 3 interesting noun groups and explain how these engage the audience.	<u>Colourful Words</u> Write each word a different colour using coloured pencils.	Solve the following fraction problems: 1. <div style="display: flex; justify-content: space-around; align-items: center;">  </div> $\frac{2}{6} + \frac{2}{6} = \quad \underline{\quad}$ 2. <div style="display: flex; justify-content: space-around; align-items: center;">  </div> $\frac{4}{5} - \frac{3}{5} = \quad \underline{\quad}$	Once again observe dinner being made. List down the potential risks that are linked to this activity and how safety measures are (or could be) put in place to reduce injury.
<b>5</b>	From a book you are reading, choose a section of text, write 3 interesting verb groups and explain how these provide supporting details.	<u>Rhyming Words</u> Write each of your spelling words. Next to each word, write a rhyming word (can be nonsense words)	Write out your 2s, 4s, 5s and 10 times tables.	

## Year 4 Unit 2 Spelling overview

Lesson concepts	Week	Focus Spelling knowledge — Visual (V), Phonological (P), Morphemic (M), Etymological (E)	Suggested spelling words	Weekly overview	Resources
 <b>Spelling</b> — Morphemic word families, spelling generalisations, letter combinations including double letters	1	Silent letters — 'gn', 'wr' and 'kn' in more complex words  <b>V</b>	<b>CORE WORDS</b> gnash gnashed gnashing gnarled gnocchi gnome wrist wring wreck wrench wrinkle wrapped knead kneel knoll known knotted knitting knuckle knowledge	<ul style="list-style-type: none"> <li>pre-test</li> <li>jigsaw words</li> <li>cloze activity</li> <li>post-test</li> </ul>	Website — C2C Spelling <a href="#">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
	2	Diphthongs— 'oi', 'oy', 'ow' and 'ou'  <b>V P</b>	voice avoid noise point choice moisture employ annoy destroy voyage enjoy allow prowl power towel amount doubt sound scout ground	<ul style="list-style-type: none"> <li>pre-test</li> <li>oral word sort</li> <li>syllabification/sound stretch</li> <li>post-test</li> </ul>	
	3	Long vowel patterns (ā, ī and ō) in accented syllables  <b>V</b>	bracelet escape baseball essay crayon player rainbow painter contain explain ninety higher frighten tonight remind lonely almost below owner toaster	<ul style="list-style-type: none"> <li>pre-test</li> <li>word frames</li> <li>bingo</li> <li>post-test</li> </ul>	
	4	Long vowel patterns (ū and ē) in accented syllables  <b>V</b>	knew tutor skewer amuse student useful perfume confuse avenue statue ideal season peanut disease compete supreme agree beetle needle succeed	<ul style="list-style-type: none"> <li>pre-test</li> <li>word frames</li> <li>bingo</li> <li>post-test</li> </ul>	
	5	Consolidation  <b>V P M</b>	Review, reinforce and extend student learning		

### Content descriptions

#### Language

#### Expressing and developing ideas

- Understand how to use strategies for spelling words, including spelling rules, knowledge of morphemic word families, spelling generalisations, and letter combinations including double letters (ACELA1779)

