

# Get Ready!

# English

# Year 4

**John Barwick & Jenny Barwick**

# SAMPLE PAGES



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PO Box 197, Albert Park 3206, Australia

Phone: +61 3 9636 0212

Fax: +61 3 9699 9242

Email: [teachsol@optusnet.com.au](mailto:teachsol@optusnet.com.au)

Website: [www.teachingsolutions.com.au](http://www.teachingsolutions.com.au)

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## *Get Ready* to engage!

Every teacher knows that engagement is the key to learning. The most critical time for engagement is at the start of each lesson.

**Get Ready English** and **Get Ready Maths** are designed to help teachers engage students at this key stage of learning.

The activities provided in **Get Ready English** and **Get Ready Maths** are 'grabs' of work to be completed in about five minutes, capturing students' attention in a positive way and preparing them for learning by focusing their attention on the act of learning and, if possible, on a particular aspect of the subject area of the lesson to follow.

The **Get Ready** activities have the following common features:

- They contain a mix of closed response activities which hone in on a particular skill and open response activities which provide scope for different levels of response.
- There is an appropriate balance of consistency and variety in the structure and style of activities. Consistency is important as it will mean activities are introduced with minimum instruction so valuable time is not lost from the main lesson. However, an element of variety is also important to stimulate thinking and prevent disengagement and disinterested responses.
- Importantly, the activities are based on appropriate syllabus content.

### How to use **Get Ready English** and **Get Ready Maths**

**Get Ready** activities do more than just engage. They also develop literacy skills, numeracy skills and reasoning skills. The work can be used in the following ways.

- Engage learners in a positive and meaningful way prior to the start of major learning exercises.
- Act as '5-minute time filler' resources, suitable also as lesson breaks and to fill periods of time at the end of other lessons.

- Provide 'basic skills' resources to support literacy and numeracy.
- Provide 'enrichment / brain food' resources to support an enriched curriculum.
- Act as 'teacher timesavers' providing practical classroom strategies.
- Act as a valuable resource for casual teachers and inexperienced teachers to help engage students.

The first 40 worksheets in each book comprise a set of five 'workouts' to be completed over a week as preliminaries to five lessons. While these activities could be completed in the order they are presented, teachers could also alter the order to suit their own program. Similarly teachers can choose the order in which the activities on each worksheet are completed to suit the order of lessons through the week.

Worksheets may be copied for and completed by each student each week (or one per group if the teacher wants to use the activities as a small group cooperative learning activity) or scanned for use on an electronic whiteboard and completed as a whole class activity. Activities may also be completed on the sheet or on separate paper. In some cases, activities such as brainstorming or word associations will not require a written response.

The final 10 worksheets in each book are 'generic' and could be used for a variety of purposes. For example teachers can use them to create their own preparatory activity or for supplementary activities for gifted students.

The accompanying CD includes all the worksheets to facilitate use on an electronic whiteboard, plus answers to the activities.

## Scope and sequence

1	Spelling – identify errors	Punctuation – identify errors	Vocabulary – synonyms	Creative thinking – Positive negative interesting (Penguins)	Cloze – The Aboriginal Flag
2	Spelling – word building from base word (happy)	Verbs – correctly formed	English usage (prepositions)	Creative thinking – All children should play a sport.	Cloze – Early Days of Sydney
3	Spelling – identify errors	Grammar – identify parts of speech	Vocabulary – antonyms	Creative thinking – why fish live in water.	Cloze – Perth
4	Spelling – alphabetical order	Grammar – Subject (noun) and verb agreement	Vocabulary – find small words in a long word	Creative thinking – use given words to create a 'Super' sentence	Cloze – Bendigo
5	Spelling – form new word by taking away a letter	Grammar – verb tense	Word puzzle	Spelling/Vocabulary Word Families – are	Cloze – Australia Felix
6	Spelling – identify errors	Punctuation – identify errors	Vocabulary – synonyms	Creative thinking – Positive negative interesting (Libraries)	Cloze – The Overland Telegraph
7	Spelling – word building from base word (tangle)	Verbs – correctly formed	English usage (prepositions)	Creative thinking – Entry into national parks should be free.	Cloze – Contact Between Aboriginal People and Other Cultures
8	Spelling – identify errors	Grammar – identify parts of speech	Vocabulary – antonyms	Creative thinking – why there are rules in schools.	Cloze – The box
9	Spelling – alphabetical order	Grammar – Subject (noun) and verb agreement	Vocabulary – find small words in a long word	Creative thinking – use given words to create a 'Super' sentence	Cloze – Australian Flora and Fauna
10	Spelling – form new word by taking away a letter	Grammar – verb tense	Word puzzle	Spelling/Vocabulary Word Families – ough	Cloze – The Overland Telegraph
11	Spelling – identify errors	Punctuation – identify errors	Vocabulary – synonyms	Creative thinking – Positive negative interesting (Holidays)	Cloze – The Birth of the Universe
12	Spelling – word building from base word (wrap)	Verbs – correctly formed	English usage (prepositions)	Creative thinking – Children should only be allowed to watch television on the weekend.	Cloze – Willem Jansz
13	Spelling – identify errors	Grammar – identify parts of speech	Vocabulary – antonyms	Creative thinking – why balloons pop.	Cloze – A wild rice
14	Spelling – alphabetical order	Grammar – Subject (noun) and verb agreement	Vocabulary – find small words in a long word	Creative thinking – use given words to create a 'Super' sentence	Cloze – The Wollemi Pine
15	Spelling – form new word by taking away a letter	Grammar – verb tense	Word puzzle	Spelling/Vocabulary Word Families – ear	Cloze – Wait for it!
16	Spelling – identify errors	Punctuation – identify errors	Vocabulary – synonyms	Creative thinking – Positive negative interesting (Swimming)	Cloze – The Birth of the Earth
17	Spelling – word building from base word (dust)	Verbs – correctly formed	English usage (prepositions)	Creative thinking – There should be fewer rules in schools.	Cloze – Tasmania
18	Spelling – identify errors	Grammar – identify parts of speech	Vocabulary – antonyms	Creative thinking – why we put our knives and spoons in our right hands.	Cloze – Queensland
19	Spelling – alphabetical order	Grammar – Subject (noun) and verb agreement	Vocabulary – find small words in a long word	Creative thinking – use given words to create a 'Super' sentence	Cloze – Adelaide
20	Spelling – form new word by taking away a letter	Grammar – verb tense	Word puzzle	Spelling/Vocabulary Word Families – ank	Cloze – Hiding

21	Spelling – identify errors	Punctuation – identify errors	Vocabulary – synonyms	Creative thinking – Positive negative interesting (Night time)	Cloze – What is Money?
22	Spelling – word building from base word (use)	Verbs – correctly formed	English usage (prepositions)	Creative thinking – Every road should have a bike track.	Cloze- Abel Tasman
23	Spelling – identify errors	Grammar – identify parts of speech	Vocabulary – antonyms	Creative thinking – why spiders have 8 legs.	Cloze – Brisbane
24	Spelling – alphabetical order	Grammar – Subject (noun) and verb agreement	Vocabulary – find small words in a long word	Creative thinking – use given words to create a ‘Super’ sentence	Cloze – Adelaide’s Industries
25	Spelling – form new word by taking away a letter (help)	Grammar – verb tense	Word puzzle	Spelling/Vocabulary Word Families – contain double letters and end in e	Cloze – The First Fleet
26	Spelling – identify errors	Punctuation – identify errors	Vocabulary – synonyms	Creative thinking – Positive negative interesting (Cars)	Cloze – Making Australia’s Coins
27	Spelling – word building from base word	Verbs – correctly formed	English usage (prepositions)	Creative thinking – Children should clean their own rooms.	Cloze – My dream
28	Spelling – identify errors	Grammar – identify parts of speech	Vocabulary – antonyms	Creative thinking – why lines are painted on roads.	Cloze – Immigration
29	Spelling – alphabetical order	Grammar – Subject (noun) and verb agreement	Vocabulary – find small words in a long word	Creative thinking – use given words to create a ‘Super’ sentence	Cloze – The First Fleet Departs
30	Spelling – form new word by taking away a letter	Grammar – verb tense	Word puzzle	Spelling/Vocabulary Word Families – begin with c and end with ing	Cloze – The Diary Writers
31	Spelling – identify errors	Punctuation – identify errors	Vocabulary – synonyms	Creative thinking – Positive negative interesting (Horses)	Cloze – Australia’s Parliament House
32	Spelling – word building from base word (tidy)	Verbs – correctly formed	English usage (prepositions)	Creative thinking – Every child should be allowed to have a pet.	Cloze – No-one home?
33	Spelling – identify errors	Grammar – identify parts of speech	Vocabulary – antonyms	Creative thinking – why kangaroos have long tails.	Cloze – Botany Bay
34	Spelling – alphabetical order	Grammar – Subject (noun) and verb agreement	Vocabulary – find small words in a long word	Creative thinking – use given words to create a ‘Super’ sentence	Cloze- The Rainbow Warrior
35	Spelling – form new word by taking away a letter	Grammar – verb tense	Word puzzle	Spelling/Vocabulary Word Families – er and are name for a person	Cloze – The Golden Wattle
36	Spelling – identify errors	Punctuation – identify errors	Vocabulary – synonyms	Creative thinking – Positive negative interesting (My town)	Cloze – State Borders
37	Spelling – word building from base word (appear)	Verbs – correctly formed	English usage (prepositions)	Creative thinking – Computer games are educational.	Cloze – Australia’s Hottest Town
38	Spelling – identify errors	Grammar – identify parts of speech	Vocabulary – antonyms	Creative thinking – why people love elephants.	Cloze – Early Settlement of Melbourne
39	Spelling – alphabetical order	Grammar – Subject (noun) and verb agreement	Vocabulary – find small words in a long word	Creative thinking – use given words to create a ‘Super’ sentence	Cloze – Hume and Hovell
40	Spelling – form new word by taking away a letter	Grammar – verb tense	Word puzzle	Spelling/Vocabulary Word Families – 2 syllables and begin with: ex.	Cloze – Rules for Flying the Australian Flag

## 1 Spot the incorrect spelling

Circle the plurals that have been formed incorrectly.

bayes      sandwichs      matchies      dresss      cousins

Write the incorrectly spelt plurals correctly on the line.

\_\_\_\_\_

How many were correct?

## 2 Punctuation puzzle

Highlight punctuation errors. Insert missing punctuation marks.

wow? that huge seal looks as if it is laughing at us.  
remarked Joey as he pointed into the enclosure,

How many of each of the following should there have been?

Full stop       Question mark       Exclamation mark

Speech marks       Capital letter

## 3 Matching meanings

Match each word in the first box to its synonym in the second box.

drowsy      noisy      fuzzy      shaky      shiny      speedy

hasty      blurry      glossy      loud      sleepy      unsteady

Think of antonyms (opposites) for 2 words in the first box. \_\_\_\_\_

## 4 Positive – negative – interesting

Penguins



One good thing \_\_\_\_\_

One interesting thing \_\_\_\_\_

One bad thing \_\_\_\_\_

## 5 Cloze

Complete this mini-cloze passage. Use words from the box.

### The Aboriginal flag

First flown in Adelaide in 1971, the Aboriginal \_\_\_\_\_ was designed by Harold Thomas of the Luritja people. The flag is red, \_\_\_\_\_ and yellow. The red symbolises the \_\_\_\_\_ of the earth. The black symbolises the \_\_\_\_\_ people, and the yellow represents the sun, the giver of all \_\_\_\_\_.

colour  
flag  
Aboriginal  
life  
black

## 1 Building words

Form new words from the base word: **happy**. Add prefixes (letters at the beginning) and/or suffixes (endings).

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How many words did you make?

## 2 Verbs - correctly formed?

Has the verb been formed correctly in these sentences? Tick the box if your answer is yes. Put a cross if it is no and write the correct answer on the line.

1. I soaked my dirty clothes in the tub.  \_\_\_\_\_
2. Jo grewed tomatoes in his garden.  \_\_\_\_\_
3. Who selled the most?  \_\_\_\_\_
4. We drewed some pictures in our books.  \_\_\_\_\_

## 3 Fill the gaps

Choose the best word from the box to fill the gap in the sentence.

1. The train raced \_\_\_\_\_ the track.
2. I took the last piece of cake \_\_\_\_\_ the plate.
3. The book is \_\_\_\_\_ the shelf.
4. Jo put her umbrella \_\_\_\_\_ .

from  
on  
along  
up

## 4 Do you agree?

Group activity (take turns). Provide 2 supporting and 2 opposing arguments for the statement:

*All children should play sport.*

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## 5 Cloze

Complete this mini-cloze passage. Use words from the box.

### Early days of Sydney

Europeans came to the shores of Sydney Harbour \_\_\_\_\_ January 1788 to begin the first European \_\_\_\_\_ in Australia. At first Sydney was like \_\_\_\_\_ prison town. All the Europeans were either convicts \_\_\_\_\_ soldiers sent to guard them. Later, free \_\_\_\_\_ arrived, and the town grew into a city.

or  
in  
settlers  
a  
settlement

## 1 Spelling correctly

Circle each incorrectly spelt word. Rewrite the words correctly.

The bilding over thare is the knew liberry. It is has meny bookes.

\_\_\_\_\_

\_\_\_\_\_

How many incorrect words did you find?

## 2 Nouns and verbs

Use the key to highlight the different parts of speech in this passage.

There was a bike race in Parkes today. Sixteen riders competed. One rider fell off his bike.

**Key**  
 noun – red  
 verb – blue  
 adjective – green

Can you find:

4 nouns \_\_\_\_\_

3 verbs \_\_\_\_\_ 4 adjectives \_\_\_\_\_

## 3 Opposites

Match each word in the first box to its opposite (antonym) in the second box.

drowsy    noisy    fuzzy    shaky    shiny    speedy

dull    steady    quiet    slow    clear    alert

Think of a synonym for each word in the first box. \_\_\_\_\_

## 4 Why ..?

Group activity (take turns)

In two sentences, explain why you think fish live in water.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## 5 Cloze

Complete this mini-cloze passage. Use words from the box.

**Perth**

Perth is about 20 kilometres \_\_\_\_\_ the mouth of the Swan River.

Fremantle, \_\_\_\_\_ was once a separate town at the \_\_\_\_\_ of the river, is now joined to Perth \_\_\_\_\_

its suburbs. More suburbs spread to the north, while industry

\_\_\_\_\_ centred on Kwinana to the south.

mouth  
 from  
 is  
 which  
 by

## 1 Ordering words

Write these words in alphabetical order. Include a word of your own choice that has the same first 2 letters as one of the words in the box .

shady shadowy smoggy squash snatch shiny scare smoke

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## 2 Subject (noun) and verb agreement

Has the verb been formed correctly in these sentences? Tick the box if your answer is yes. Put a cross if it is no and write the correct answer on the line.

1. Ben are the captain of the team.  \_\_\_\_\_
2. Some buildings was damaged in the storm.  \_\_\_\_\_
3. Who is your teacher?  \_\_\_\_\_
4. We was late.  \_\_\_\_\_

## 3 Searching for words

What smaller words can you find in **absolutely**? (You can change the order of letters but you can only use each letter as many times as it appears.)

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Target 4-letter word: the opposite of short \_\_\_\_\_

## 4 Super sentence

Group activity (take turns)

glue gloom grow green growl

Use all the words in the box, or words built from them, in one sentence that makes sense.

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## 5 Cloze

Complete this mini-cloze passage. Use words from the box.

### Bendigo

Bendigo (population about 57,000), in central Victoria, \_\_\_\_\_  
in 1840 as a small settlement for sheep \_\_\_\_\_, but when gold  
was discovered in 1851 it \_\_\_\_\_ became a bustling city. Today  
it is the \_\_\_\_\_ of a rich farming area. Many of the grand  
\_\_\_\_\_ built in the 1850s still stand today.

suddenly  
began  
buildings  
centre  
farming

