



Key Stage 2 Weekly Learning		
<b>Year 4</b> Ash and Yew	<b>Theme:</b> Around our Wonderful World	<b>Week beginning:</b> 15.06.20
Daily Activities		
Wake up & Shake up	Exercise with Joe Wicks, go for a walk, run or dance. For something different, why not try one of these: <a href="https://mighty-maths-video-channel.webflow.io/">https://mighty-maths-video-channel.webflow.io/</a>	
<b>Reading</b> - 20 - 30 mins	Continue to enjoy reading books from home, school or online. We have also added a new reading sheet for you to work on. This work is on the book Charlotte's Web by E B White. You do not need the book - all the tasks are within the sheets provided. This week focus on tasks 3 and 4.	
<b>Maths</b> - choose when you do this during the week	Revision worksheets: Units of time & Place value reasoning	
<b>BREAK</b>	Eat a snack, exercise or relax with some mindfulness. We have attached some mindfulness colouring if you would like to try that.	
<b>Free Children's EBooks</b>	A great range of stories by classic authors as well as poems and myth & world stories. Check out: <a href="https://www.storynory.com/">https://www.storynory.com/</a>	
<b>Times Tables</b> 15 - 20 mins	Use this link to do a <b>free times table check</b> like the one done at the end of Year 4. <a href="https://www.themathsfactor.com/times-tables-check/#/">https://www.themathsfactor.com/times-tables-check/#/</a>	
<b>Spelling</b> - 15-20 mins	Practise your Common Exception Words using the different strategies (attached below).	
<b>Writing</b> - 20-30 mins	Last week I received a lovely letter from a student. He told me all about what he has been doing whilst he's been at home. I really enjoyed reading his letter and hearing all his news. This week we would like you to write a letter to your teacher telling us all your news. What have you been doing at home? What are you missing about school? What are you most looking forward to when we get back to school? If you have already written to your teacher maybe you could write a letter to another teacher or member of staff. You could post it to school or e-mail it over. We look forward to reading your letters.	
<b>Our School Value</b>	This term our value is <b>Co-operation</b> . Teamwork is all about co-operating with others. 1) Can you name two jobs that involve teamwork? 2) Can you name three sports that require teamwork? 3) When is teamwork important in school? 4) Why is it important to listen to others in a team?	

These are the Key Skills that we are teaching in Year 4. They are the skills we work on across the school year. Please continue to help and support your child at home with their learning and include these key skills wherever possible and relevant.

Key Mathematical skills	Key Reading skills	Key Writing skills
<ul style="list-style-type: none"> <li>Times table facts to 12x12 and related division facts.</li> <li>Count in 6's, 7's, 9's, 25's and 1000's</li> <li>Recognise place value in a 4-digit number.</li> <li>Order numbers to 1000</li> <li>Round a number to the nearest 10, 100 or 1000</li> <li>Multiply multiples of 10 and 100. EG: 20 x 3, 400 x7, 20 x30,</li> <li>Use a written method for addition, subtraction and multiplication (up to 4 digits).</li> </ul>	<ul style="list-style-type: none"> <li>Apply phonics knowledge and skills to decode words.</li> <li>Explaining the meaning of key vocabulary within the context of the text.</li> <li>Predict what might happen next using clues from the text.</li> <li>Retrieve key facts from a text.</li> <li>Make inferences using evidence from the text. (E.g.: I think she is upset or angry because she slammed the door) <a href="https://www.onceuponapicture.co.uk/the-collections/the-inference-collection/">https://www.onceuponapicture.co.uk/the-collections/the-inference-collection/</a> is excellent for practising this tricky skill.</li> <li>Summarise main points and discuss what has been read.</li> </ul>	<ul style="list-style-type: none"> <li>Capital letters at the start of a sentence and for proper nouns.</li> <li>Accurate use of full stops ! or ? at the end of a sentence.</li> <li>Neat, joined handwriting</li> <li>Use speech marks to punctuate direct speech.</li> <li>Use the correct tense consistently throughout a piece of writing.</li> <li>Use 1<sup>st</sup> and 3<sup>rd</sup> person correctly.</li> <li>Use expanded noun phrases to add more detail. EG: The big, brown dog. A soft, fluffy pillow.</li> <li>Use fronted adverbials punctuated with a comma after them. E.g.: Later that day, I went to see my friend. Slowly, she crept into the deserted house.</li> </ul>

## Weekly Activities

### Geography

Our Theme this term is 'Around our wonderful world'.

This week we shall be visiting the African Savanna.

Can you research the following?

- Which continent is it in?
- Which sea or Ocean is located near it?
- Can you find it on a map?
- Can you find it on Google Earth?
- What is the weather like?
- Which animals live in the Savanna?
- Research one of the animals to see how they live and survive in the Savanna.

Have a look at the links below and the attached powerpoint:

<https://www.youtube.com/watch?v=9bQNRVvI4IO>

<https://interesting-africa-facts.com/Africa-Landforms/African-Savanna-Grasslands.html>

Create a mind map to record everything you have discovered.

Please share these with us via email or Twitter - we would love to see!



Marvellous Me badges will be awarded!



### PSHE

Our new puzzle piece this term is called **Changing Me**.



#### Environmental Change

Look at the attached images showing environmental change.



Discuss with your adults at home/family:

- Why do these changes happen?
- Do human beings have complete control over these changes?
- How easily do you 'accept' the changes in the planet which seem outside of your control?
- What would you like to do about it?

If you do record any of this, then please share with us via email or Twitter.



Marvellous Me badges will be awarded



### Science

Our new topic is Electricity.

#### Static Electricity



*Static electricity happens when there is a build-up of electrons (part of an atom) on something e.g. a balloon, giving it an electric charge. The electrons are then attracted to something with less electric charge so they 'jump' to an object that has fewer electrons e.g. the wall.*

1. Watch this video:  
<https://www.rigb.org/families/experimental/static-magic>
2. Read about the Science behind the activities using **the attached infosheet**.
3. Have fun trying them out. 😊
4. Find out some **fun facts about static electricity** & present them as you wish - maybe a PowerPoint!

Please share these with us via email or Twitter - we would love to see!



Marvellous Me badges will be awarded!



### Art

**Camouflage** is where an animal has a certain colour or pattern on their fur or skin that helps them to blend into their environment.

Many animals all over the world use **camouflage** to protect themselves from predators or to sneak up on their prey.

Can you create a camouflage picture? Choose an animal and try to camouflage it within your picture. Look at the images attached to help you.



Be as creative as you like. Let your imagination run wild like the animals of the Savanna!

Please share these with us via email or Twitter - we would love to see!



Marvellous Me badges will be awarded!




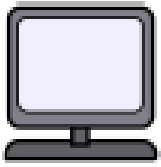






## Year 2 Common Exception Words

after	eye	only
again	fast	parents
any	father	pass
bath	find	past
beautiful	floor	path
because	gold	people
behind	grass	plant
both	great	pretty
break	half	prove
busy	hold	should
child	hour	steak
children	improve	sugar
Christmas	kind	sure
class	last	told
clothes	many	water
could	mind	whole
cold	most	who
door	move	wild
even	Mr	would
every	Mrs	
everybody	old	


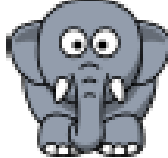

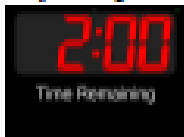


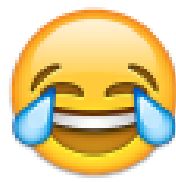
# Year 3 and 4 Common Exception Words

<b>Aa</b>	certain	<b>Ff</b>	<b>Kk</b>	<b>Pp</b>	<b>Ss</b>
accident	circle	famous	Knowledge	particular	sentence
accidentally	complete	favourite	<b>Ll</b>	peculiar	separate
actual	consider	February	learn	perhaps	special
actually	continue	forward	length	popular	straight
address	<b>Dd</b>	forwards	library	position	strange
although	decide	fruit	<b>Mm</b>	possess	strength
answer	describe	<b>Gg</b>	material	possession	suppose
appear	different	grammar	medicine	possible	surprise
arrive	difficult	group	mention	potatoes	<b>Tt</b>
<b>Bb</b>	disappear	guard	minute	pressure	therefore
believe	<b>Ee</b>	guide	<b>Nn</b>	probably	though
bicycle	early	<b>Hh</b>	natural	promise	thought
breath	earth	heard	naughty	purpose	through
build	eight	heart	notice	<b>Qq</b>	<b>Vv</b>
busy	eighth	height	<b>Oo</b>	quarter	various
business	enough	history	occasion	question	<b>Ww</b>
<b>Cc</b>	exercise	<b>Ii</b>	occasionally	<b>Rr</b>	weight
calendar	experience	imagine	often	recent	woman
caught	extreme	increase	opposite	regular	women
centre		important	ordinary	reign	
century		interest		remember	
		island			

# SPELLING MENU

<p><b>1. ABC Order</b></p>  <p>Write all of your spelling words in alphabetical (ABC) order.</p>	<p><b>2. Word Parts</b></p> <p>Write your words. Then use a coloured pencil to divide the words into syllables. e.g. <u>jump</u>ing caterpillar</p>	<p><b>3. Other Handed</b></p> <p>Write each word 5 times, switching the hand you write it with each time. Say the word as you spell it.</p>	<p><b>4. Vowel Spotlight</b></p> <p>Write your words using one colour for the vowels and another colour for the consonants. (vowels: a, e, i, o, u)</p>
<p><b>5. Use Technology</b></p> <p>Type out your spelling words on the computer. Try to use at least 4 different fonts.</p> 	<p><b>6. Pyramid Words</b></p> <p>s sp spe spel spell spelli spelling spelling (or make them boat shaped, star, smiley face, etc.)</p>	<p><b>7. "Ransom" Words</b></p> <p>"Write" your words by cutting letters out of a newspaper or magazine and gluing the letters on a piece of paper to spell your words.</p> 	<p><b>8. Rainbow Words</b></p> <p>Write your spelling words with coloured pencils. Make each letter a different colour.</p> 
<p><b>9. Scrambled Words</b></p> <p>Write your words. Then write them again with the letters mixed up. Can you unscramble them again the next day? e.g. watch - cwhta</p>	<p><b>10. Silly Sentences</b></p> <p>Write 3 or more sentences that use all your spelling words.</p> 	<p><b>11. Prefixes and Suffixes</b></p> <p>Underline the prefixes and suffixes in the words you are learning. Make sure you know what they mean. e.g. <u>important</u> <u>happiness</u></p>	<p><b>12. Word Search</b></p> <p>Create your own word search with your spellings. Show the answers to your puzzle in a different colour.</p> 
<p><b>13. Flashcards</b></p> <p>Make and practice with flashcards. Put the word on one side and definition (meaning) on the other.</p> 	<p><b>14. Picture &amp; a Story</b></p> <p>Draw a picture defining each word. Write a sentence about your picture using the word.</p>	<p><b>15. Words without Vowels</b></p> <p>Write all of your words replacing vowels with a line. Go back and see if you can fill in the vowels. e.g. q _ st _ n = question</p>	<p><b>16. Train Words</b></p> <p>Write the entire list end-to-end as one long word. Write each new word in a different colour. e.g. <u>train</u><u>back</u><u>stop</u></p>
<p><b>17. Write a Story, Poem or Song with Words</b></p> <p>Write a story using all your spelling words. Underline the words you used.</p>	<p><b>18. Bubble Letters</b></p> <p>Write your spelling words out in bubble writing.</p> 	<p><b>19. Words Within Words</b></p> <p>Write each spelling word and then write at least 2 words made from that word. e.g. catch - cat, hat</p>	<p><b>20. Picture words</b></p> <p>Draw a picture and hide your spelling words in the picture.</p>

# SPELLING MENU

<p><b>21. Question/Answers</b></p> <p>Write questions with half of your spelling words. Then use the other half to answer the questions. Underline the words you used.</p> 	<p><b>22. Riddles</b></p> <p>Write a riddle for each of your words. Don't forget to answer them. e.g. I am grey. I have a trunk and big ears. Answer: elephant.</p> 	<p><b>23. Crossword Puzzle</b></p> <p>Make a crossword puzzle with your spelling. Show the answers to your puzzle.</p> 	<p><b>24. Rhyming Words</b></p> <p>Write your spelling words out with a rhyming word next to them. Remember that words do not need to have the same spelling pattern to rhyme. e.g. men and again</p>
<p><b>25. Homophones</b></p> <p>Can you find any homophones which go with your spelling words? What do they mean? e.g. wear and where, to, too and two their, there and they're</p>	<p><b>26. Writing Race</b></p> <p>Set a timer for 2 minutes. See how many times you can write each word perfectly during that time.</p> 	<p><b>27. Code Words</b></p> <p>Come up with a code for each letter of the alphabet and then write each word in code. e.g. a = a b = b c = c</p>	<p><b>28 Word Classes</b></p> <p>Sort your spelling words into word classes - nouns, verbs, adjectives etc. Be careful - some words can be used in more than one category e.g. swimming.</p>
<p><b>29. Synonyms</b></p> <p>Find at least 2 synonyms for each of your spelling words.</p> 	<p><b>30. Antonyms</b></p> <p>Find an antonym (opposite) for each of your spelling words.</p> 	<p><b>31. Joker</b></p> <p>Write jokes containing each of your spelling words.</p> 	<p><b>32. Backwards Words</b></p> <p>Write your spelling words forwards and then backwards. Remember to write neatly!</p> <p><b>BACKWARDS</b></p>
<p><b>33. X Words</b></p> <p>Write 2 words with one letter in common so that they cross over each other. e.g. b r cheese a d</p>	<p><b>34. Acrostic Poem</b></p> <p>Write an acrostic poem for your spelling words. See if you can stick to a theme when writing. e.g. sun Sun shines brightly Up in the sky Nice and warm on my face</p>	<p><b>35. Scrabble</b></p> <p>In a game of Scrabble, each letter is worth a certain number of points. Write your words and then add the total of the letters. Which of your spelling words has the highest total value?</p> <div data-bbox="949 1612 1316 1881"> <p>A, B, C, D, E, F, G,</p> <p>H, I, J, K, L, M, N,</p> <p>O, P, Q, R, S, T, U,</p> <p>V, W, X, Y, Z,</p> </div>	

## Activity: The value of the place

1) Use these digits to create numbers for each of the properties



a) A number less than 100

b) A number greater than 300

c) An even number

d) A number that you can show  
with 7 Dienes blocks

e) An odd number

2) Generate at least two examples and non-examples for each

	Examples	Non-examples
A number with 4 tens that is greater than 500		
An even number with 3 hundreds		
A number with 6 ones that is greater than 100 but less than 200		

## Activity: Measuring time

1) Which unit of measure would you use to describe each of the following:

a) Age of an adult \_\_\_\_\_

b) Age of a baby \_\_\_\_\_

c) Length of a film \_\_\_\_\_

2) Choose something that you would measure with each of these units:

a) hours

b) weeks

c) seconds

3) Decide if each statement is true or false.

a) The half term break is longer than 4 days. True / False

b) 15 days is shorter than a fortnight. True / False

c) The summer holidays are longer than 3 weeks True / False

d) Half a year is shorter than a school term True / False

Write a true statement and a false statement:







# Static magic

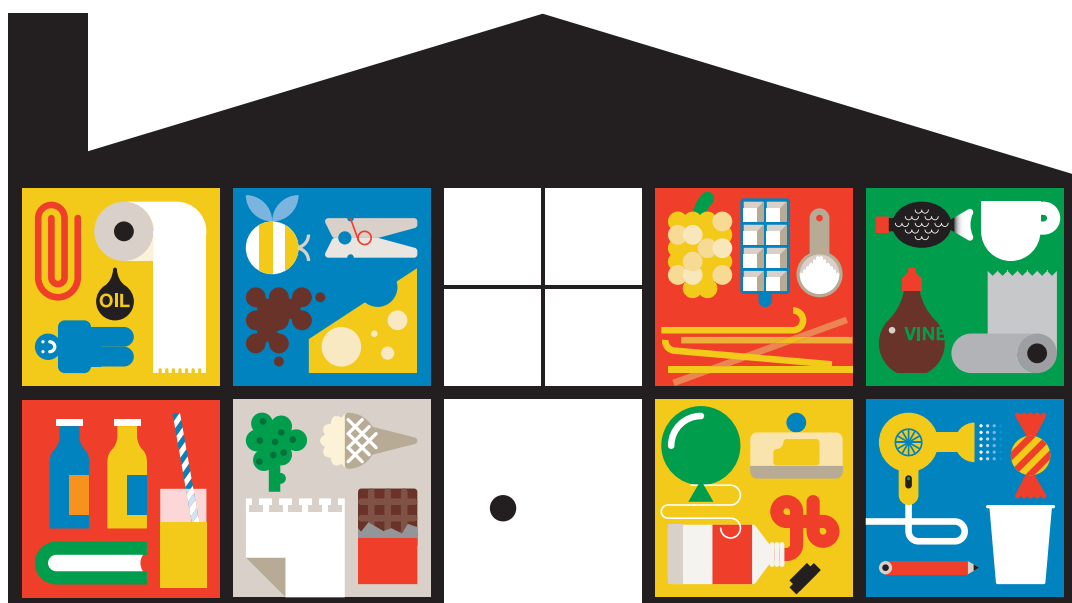



## The activity

Make objects move without touching them by charging them with static electricity.

ExpeRiment with different objects to see how static electricity affects them.

Learn about charged particles like electrons and how things gain or lose charge.





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### What you'll need

- A balloon
- A cotton towel or T-shirt or a woolly jumper
- Some scrap paper
- A plastic drinking straw (optional)
- An empty 500ml plastic drinks bottle (optional)
- A hard plastic comb or ruler (optional)
- Other household objects to test



### Special materials

*You can do this activity with all sorts of things you have in the house, but a balloon works really well and a plastic straw lets you do the 'magic' trick Sophie does at the start of the film.*

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### What to do

**Charge up a balloon** and try picking up scraps of paper with it.

**Investigate** whether the amount you rub the balloon affects how much paper it can pick up.

**Investigate** whether the size of the scraps of paper makes a difference.

**Find out** how close you have to be to the paper before the balloon makes it move.

**Try** bending a stream of water like Hector does in the video.

**Try** balancing a straw on top of a bottle lid and seeing if you can make it spin like in the video.

**Find out** which objects are attracted to the charged up balloon and which are repelled by it.

**Try** holding a charged balloon near your hair or your skin.

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### Questions to ask children

- What's the best way to charge up the balloon?
- What other objects can you charge up by rubbing?
- What kind of objects are attracted to the charged up balloon?
- What kind of objects are repelled by the charged up balloon?
- Does the weight of an object make a difference to how the balloon affects it?
- Does the distance you hold the charged up balloon affect whether or not it can make something move?
- What happens when you hold a charged balloon close to a stream of water from the tap?
- What happens when you have more or less water flowing from the tap?
- Do you think this would work with other liquids? How would you find out?

### The science

When you rub two things together, like the balloon and the cloth, one gets a positive electric charge and the other gets a negative electric charge. When things are charged up, they may attract other things or repel other things.

If two things have opposite charges, they attract, or pull towards each other.

If two things have the same charge (both positive or both negative), they repel, or push away from each other.

It's a bit like the way that magnets can attract or repel other things, but static electricity is definitely not the same.

A charged balloon can attract a stream of water or a pencil because the balloon has a negative charge and there are positive charges in the water and the pencil which are attracted towards the balloon.

#### Being safe

There are no specific risks with this activity but we always recommend that you use common sense and take general care.



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### The science (continued)

Everything contains electric charge, a mixture of positive and negative. Normally these cancel each other out.

But when we rub the balloon with the cloth, some of the negative charge from the cloth rubs off on the balloon. The balloon gains a negative charge and the cloth is left with a positive charge.

As you rub, tiny particles called electrons are rubbed off the cloth onto the balloon. Electrons are very, very tiny, much tinier than the atoms that make up everything. Each electron has a negative charge and that's why the balloon becomes negatively charged.

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### Going Further

Try rolling an empty soft drink can along the ground using a charged up balloon <http://bit.ly/StaticCanRoll>

Try lighting up a fluorescent lightbulb with a charged up balloon – as described here: <http://bit.ly/LightBulbBalloon>

Try tying two balloons to strings and seeing if you can charge them up with static electricity then hang them up so they repel each other.

Read more about static electricity <http://bit.ly/MoreStaticScience>

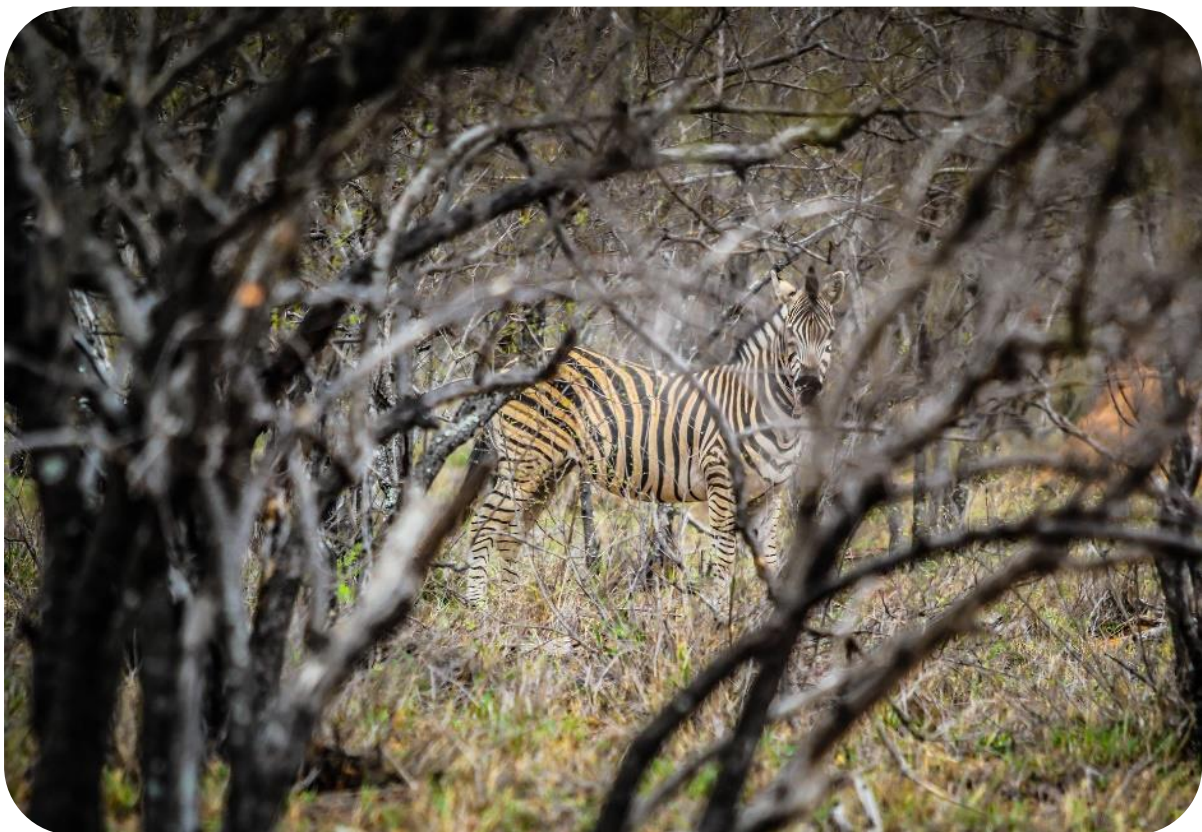


**Can you spot the camouflaged animals in these pictures?**





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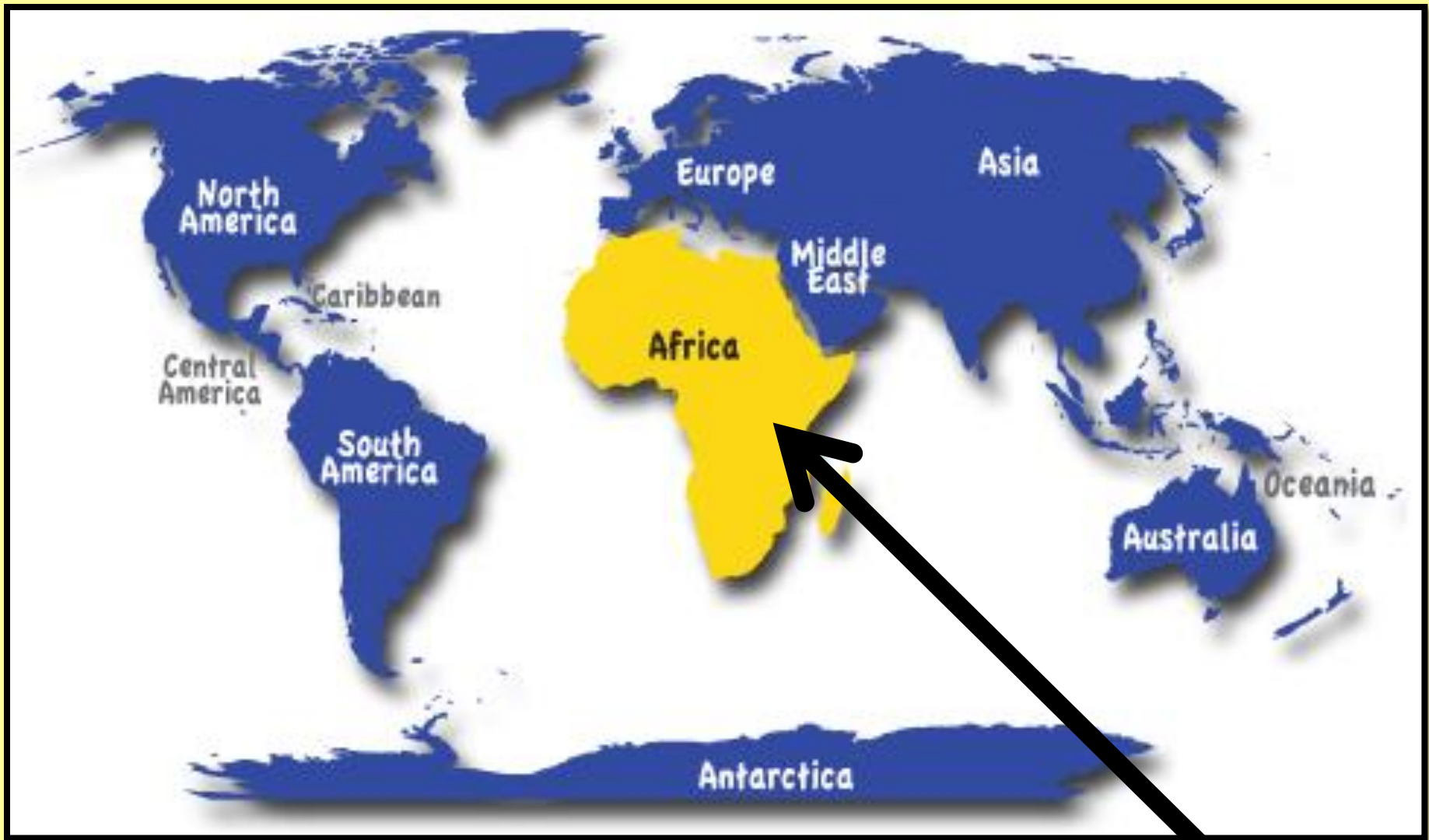


Where do you think this place is?

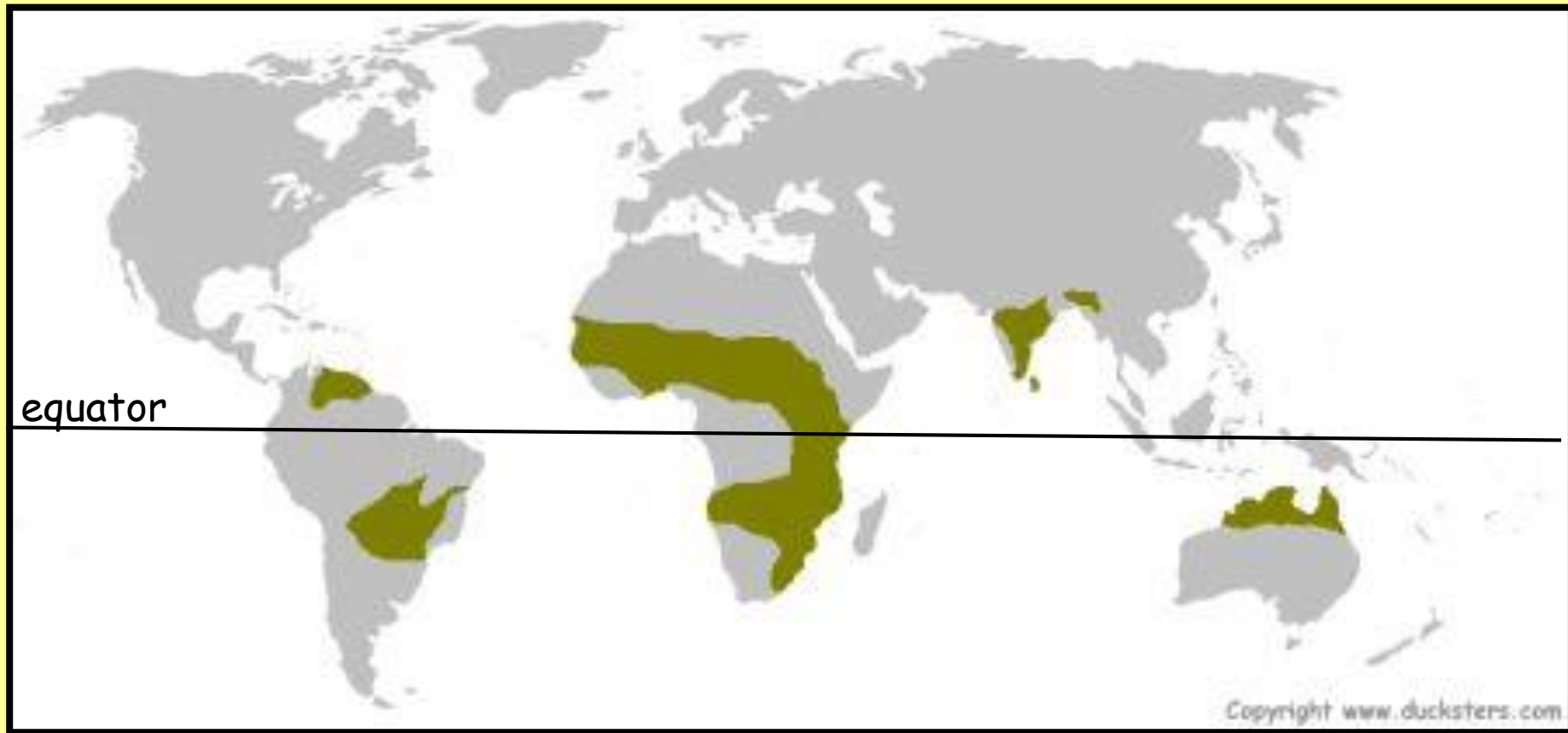


The African Savanna





The African Savanna is located in **Africa**. Africa is one of seven continents of the world.



Savannas are generally found between the desert biome and the rainforest biome. They are mostly located near the equator. The largest savanna is located in Africa. Nearly half of the continent of Africa is covered with savanna grasslands. Other major savannas are located in South America, India, and northern Australia.

# African Savanna

The north part of Africa is desert, or arid.

The central and southern areas contain both Savanna plains and very dense jungle (rainforest) regions.



# Characteristics of the Savanna

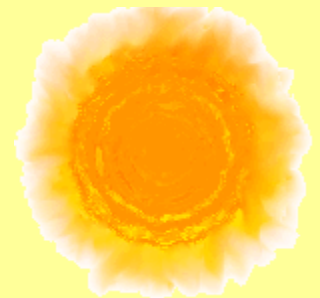
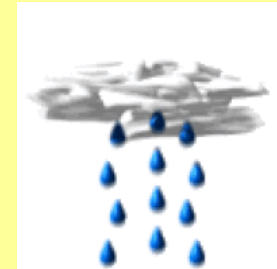
## Grasses and trees

The savanna is a rolling grassland with scattered trees and shrubs.



## Rainy and dry seasons

Savannas have two distinct seasons in regards to precipitation. There is a rainy season in the summer with around 15 to 25 inches of rain and a dry season in the winter when only a couple of inches of rain may fall.



# Characteristics of the Savanna

## Warm

The savanna stays pretty warm all year. It cools down some during the dry season, but stays warm and humid during the rainy season.



## Large herds of animals

There are often large herds of grazing animals on the savanna that thrive on the abundance of grass and trees.



# Weather in the African Savanna

The Savanna has a Monsoonal wet season in the summer, with some 25 inches of rain per month from the beginning of May and ending in November, and a dry season in winter between October and March.



Video clip showing  
images of a  
Savanna biome



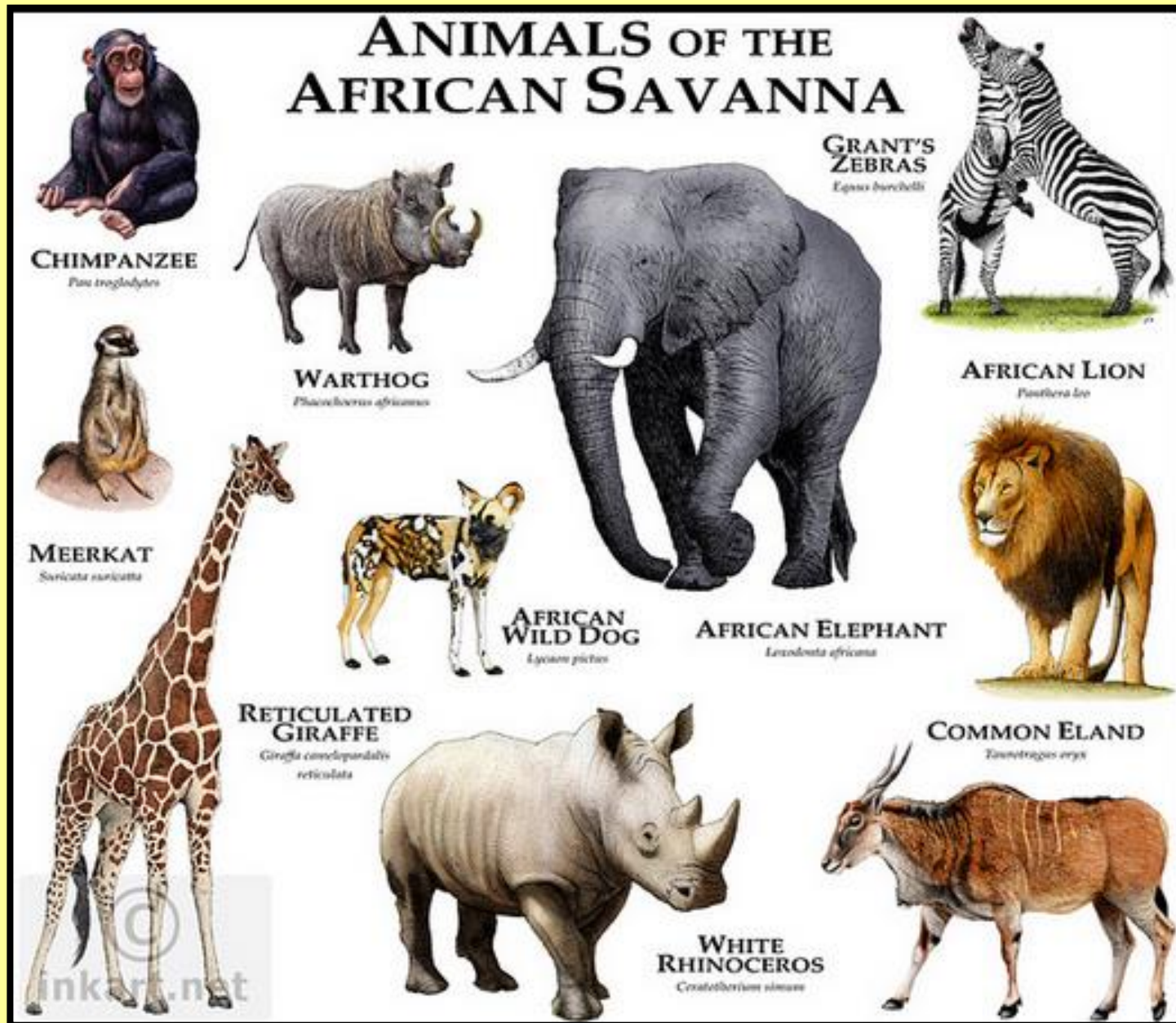
# Animals in the African Savanna

Which animals do you think you will see in the African Savanna?



Video clip

# Animals in the African Savanna





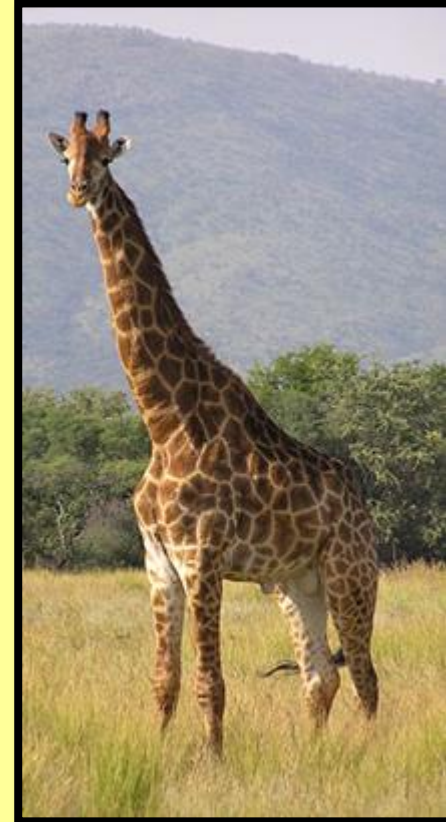
# Animals in the African Savanna



**African Elephant**



**Lion**



**Giraffe**



**Rhinos**





**Meerkats**



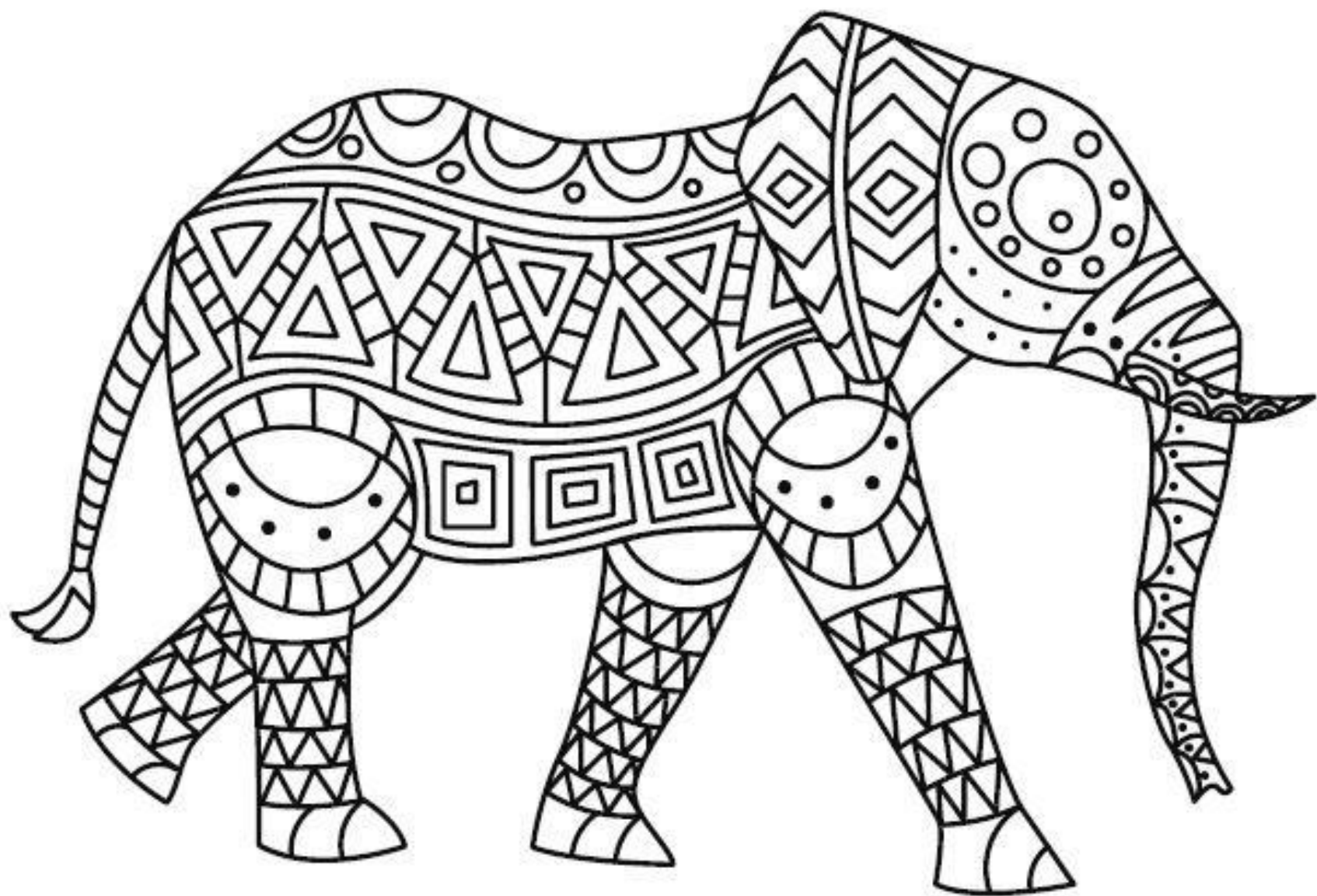
**Hippo**

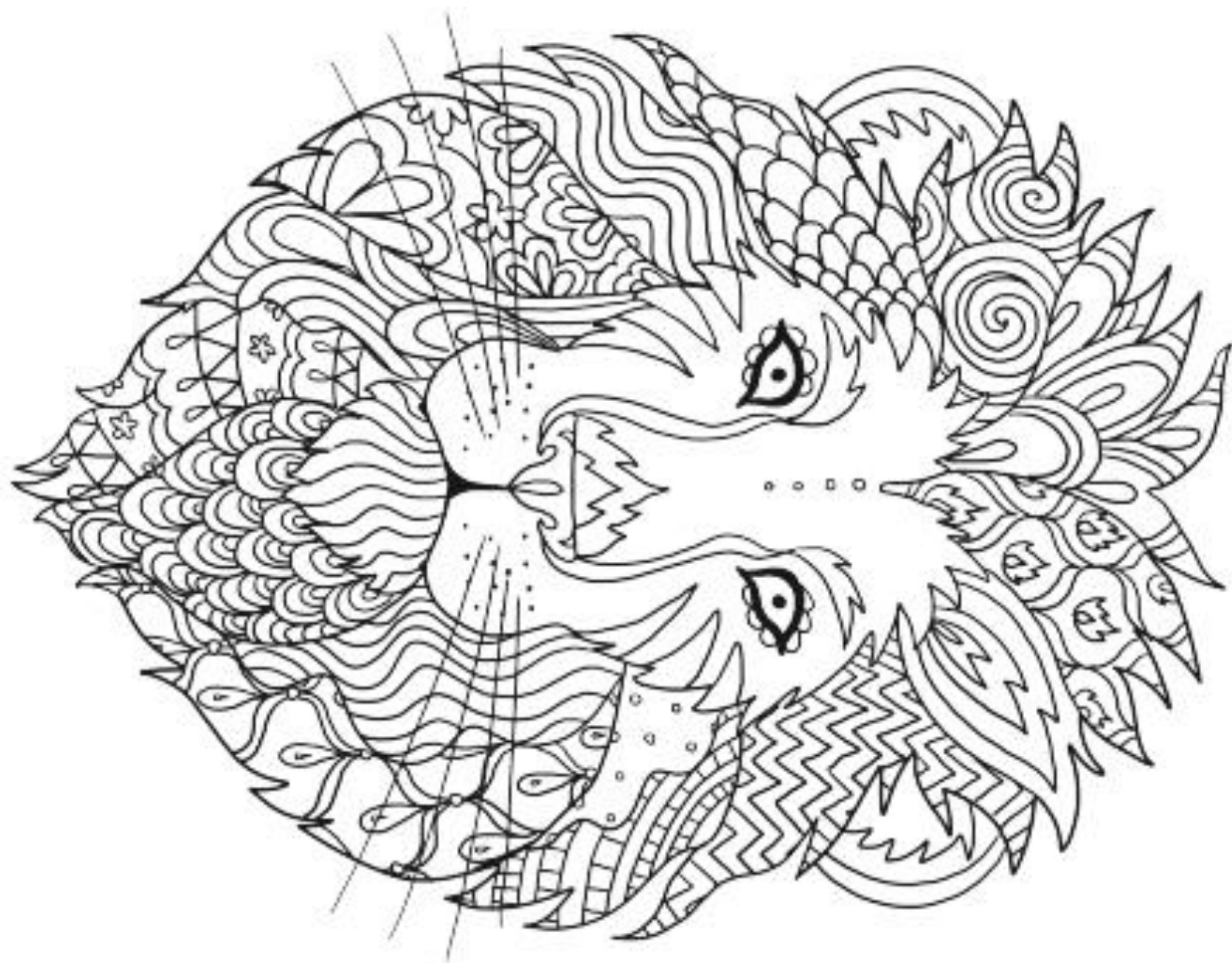


**Cheetah**

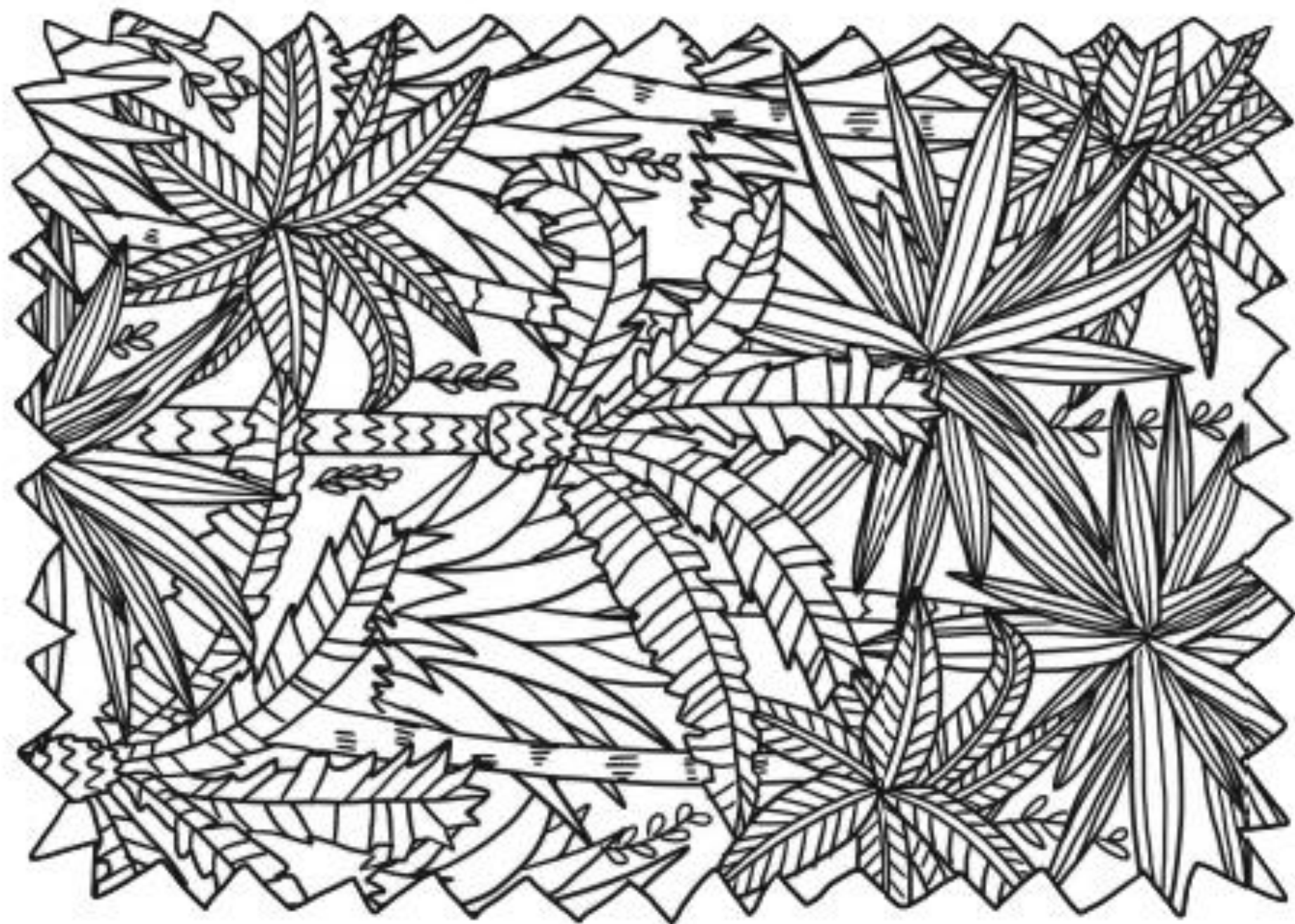


**Zebras**









## Changing Me

Environmental Change PowerPoint Slides 1-4 - Ages 8-9 - Piece 5







## Take 5: Ideas for Independent/Home Learning

### *Charlotte's Web* by E B White, illustrated by Garth Williams (Puffin)



#### 1. Explore it

Read the extract from the book below, thinking about what is happening and the characters you meet:

*Fern loved Wilbur more than anything. She loved to stroke him, to feed him, to put him to bed. Every morning, as soon as she got up, she warmed his milk, tied his bib on, and held the bottle for him. Every afternoon, when the school bus stopped in front of her house, she jumped out and ran to the kitchen to fix another bottle for him. She fed him again at suppertime, and again just before going to bed. Mrs Arable gave him a feeding around noontime each day, when Fern was away in school. Wilbur loved his milk, and he was never happier than when Fern was warming up a bottle for him. He would stand and gaze up at her with adoring eyes.*

*For the first few days of his life, Wilbur was allowed to live in a box near the stove in the kitchen. Then, when Mrs Arable complained, he was moved to a bigger box in the woodshed. At two weeks of age, he was moved outdoors. It was apple-blossom time, and*

*the days were getting warmer. Mr Arable fixed a small yard specially for Wilbur under an apple tree, and gave him a large wooden box full of straw, with a doorway cut in it so he could walk in and out as he pleased.*

*'Won't he be cold at night?' asked Fern.*

*'No,' said her father. 'You watch and see what he does.'*

*Carrying a bottle of milk, Fern sat down under the apple tree inside the yard. Wilbur ran to her and she held the bottle for him while he sucked. When he had finished the last drop, he grunted and walked sleepily into the box. Fern peered through the door. Wilbur was poking the straw with his snout. In a short time he had dug a tunnel in the straw. He crawled into the tunnel and disappeared from sight, completely covered with straw. Fern was enchanted. It relieved her mind to know that her baby would sleep covered up, and would stay warm.*

What do you think is happening in this extract? Who are the central characters? Can you summarise what you've read in a couple of sentences?

What do you think you know about Fern, her parents, the situation that has brought her and Wilbur together? What kind of person do you think she might be? How would you describe her? What kind of animal do you think Wilbur might be? How do you know? Did you think he was an animal at first? What does the way Fern treats him tell us about her feelings toward him?

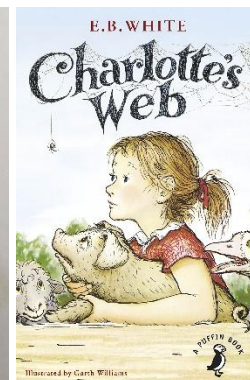
Think about how this extract makes you feel and what you like or dislike about it. Does it remind you of anything you know in stories or real life? How? Think about how it is written. Do any parts of the extract really stick in your mind? Which words and phrases do you like best? What do you like about them? Do they help you make a picture in your mind?

#### 2. Illustrate it

Re-read the passage, or ask someone to read it to you, or maybe record it for you so you can play it over again. After you have read the extract a few times, take a pen or pencil and a bit of scrap paper. You can use the back of an old envelope or cereal packet; whatever is to hand. Draw what you see in your imagination. It can be shapes or shading — anything that captures what you hear. It might be interesting to share the passage with a friend or family member and see what they draw, then compare it with what you have drawn.



Then look at how the illustrator, Garth Williams, chose to illustrate the scene and cover. What is similar and different about your illustrations: did you draw Fern, the box by the stove, the small yard outside, Fern feeding Wilbur, Wilbur hiding in the straw? Remember, everyone has their own ideas and imagines things their own way. This is a good thing!



### 3. Talk about it

Read the extract again and look at the illustrations. Think more about what you have seen and read:

- How does Fern feel about Wilbur? What are she and her parents doing to look after him? What in the text tells you this?
- How old do you think Wilbur is at this time? What time of year do you think the story is happening?
- How do you think Fern's parents feel about Wilbur? Do you think they feel the same about him as Fern? How do you know?
- Do you think a pig is a good choice for a pet? Why? Why not? What do you think makes for a good pet?

### 4. Imagine it

Imagine you are Wilbur, recently born into the world, and finding yourself looked after by a girl called Fern Arable, and living with her family. What do you think are your needs and concerns? How do you think you might feel about your situation? What do you think will happen next? Do you think Fern will be able to keep looking after you? What do you think it might be like to live as part of a human family? What do you think will happen as you grow up? You could choose to write about your experiences, your hopes and fears, for someone else to read.

### 5. Create it

In this extract Fern is doing her best to look after Wilbur, and treating him as a pet although he is a farmyard animal. Do you have a pet? What do you do to look after it? If you don't, what kind of pet would you choose to have? What do you think makes for the best pet? What do you look for in one — friendship, loyalty, humour, beauty, exercise, warmth?

Write some guidance for how to choose and look after your dream pet. It could be whatever you choose: dog, cat, goldfish, hamster — or something exotic: snake, tarantula, llama...or pig! You could even invent a new creature that combines the best of several different animals. Explain to someone else why your pet is the perfect choice then how to select one, provide food and shelter, exercise and look after it. Are there special things the owner would need to know or do to care for it properly? You can explain your ideas in any way you wish, using words and pictures. You could do this by hand or on a computer.

Watch the lesson on you tube. <https://youtu.be/bO7SPaYfZl0>



## Materiales

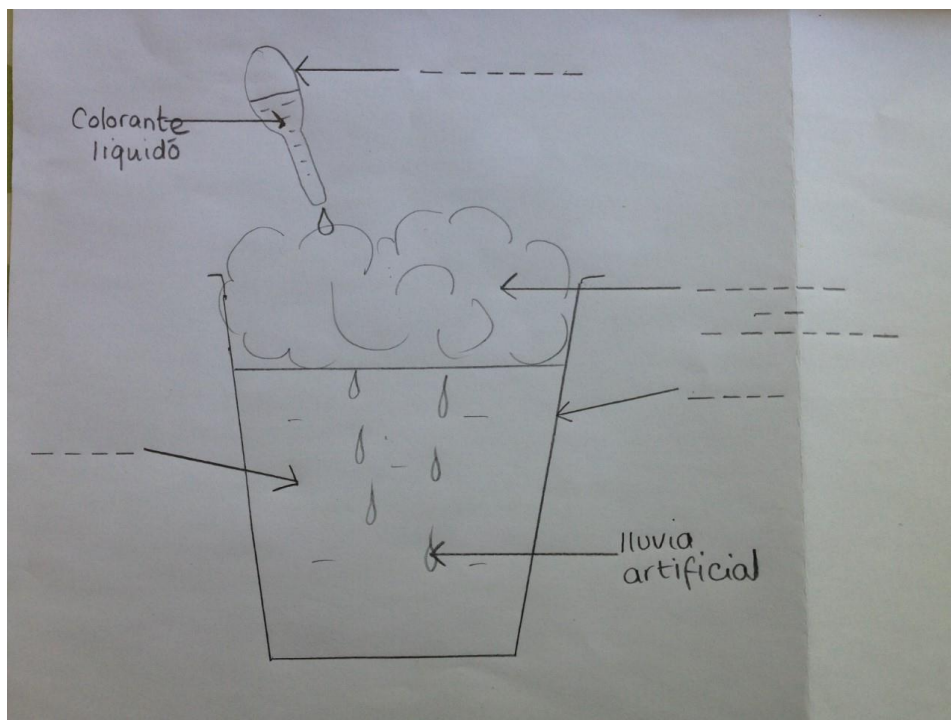
Necesitarás los siguientes materiales:

- ✓ Espuma de afeitar o espuma para el cabello
- ✓ Vaso
- ✓ Agua
- ✓ Colorante alimentario o acuarela líquida
- ✓ Gotero, pipeta o cuchara pequeña

## Procedimiento

Llena  $\frac{3}{4}$  de tu vaso o frasco con agua del grifo. Usa la espuma para crear una nube en la superficie del agua, espera un minuto a que la espuma se asiente un poco. A continuación, agrega varias gotas del colorante de alimentos encima de la nube de espuma. A medida que la nube se hace más pesada por el colorante, observarás que el colorante cae al agua creando un efecto similar a la lluvia.

Label the diagram using words from above



La Cancion del Tiempo, por Señor Jordan



Cuando  
**hace sol,  
hace sol,**  
necesito usar  
bloqueador.



Cuando  
**hace calor,  
hace calor,**  
¡quiero  
más helado  
por favor!



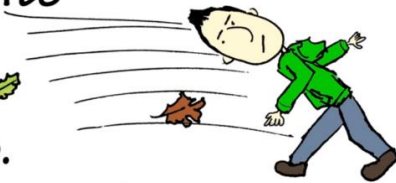
Cuando  
**hace frío,**  
me pongo  
los guantes  
y un abrigo.

x2



Cuando  
**hace fresco,**  
cerca del fuego  
permanezco.

Cuando **hace viento,**  
**hace viento,**  
normalmente  
camino  
más  
lento.



Cuando **está despejado,**  
**está despejado**  
  
**hace sol y no** está nublado.



Cuando  
**está  
lloviendo,**  
quiero estar  
en mi cama  
durmiendo.



x2

Cuando  
**está  
nevando,**  
chocolate  
caliente  
estoy  
tomando.



Cuando  
**afuera está feo,**  
**afuera está feo,**  
  
los truenos escucho  
  
y los rayos veo.



Cuando  
**está bonito,**  
**está bonito**  
**afuera,**  
¡hacer un picnic  
yo quisiera!



Cuando  
el clima  
no sé,  
necesito preguntar:  
"¿Qué tiempo hace?"



x2

Cuando  
el clima  
no sé,  
necesito preguntar:  
"¿Qué tiempo hace?"

